

Gaelscoil Raifteirí

Cód Iompair



RÉAMHRÁ

De réir ciorclán na Roinne Oideachais 20/90, maidir le cóid iompair do scoileanna, tá an Bord Bainistíochta, tar éis dul i gcomhairle leis an bhfoireann teagaisc agus le Coiste na dTuismitheoirí, tar éis glacadh leis an mbeartas seo a leanas mar chód iompair.

RÉASÚNAÍOCHT

Is é aidhm an Chóid Iompair ná chun treoirínte agus nósanna imeachta a sholáthar ar mhaithe caighdeáin iompair a chothabháil agus atmaisféar dearfach scoile a éascóidh gach páiste ag baint amach a chumais iomlán mar dhalta ag freastal ar Ghaelscoil Raifteirí - scoil atá bunaithe ar na prionsabail seo a leanas:

- **Gaelscoil/ Oideachas trí mheán na Gaeilge:** Is í an aidhm bhunúsach atá ag Gaelscoil Raifteirí ná oideachas a chur ar na bpáistí faoina chúram. Léiríonn an fhíríc gurb í an Gaeilge an príomhtheanga cumarsáide an tábhacht a chuirtear ar ár bhféiniúlacht chultúrtha uathúil laistigh den chomhthéacs Eorpach níos leithne.
- **Éiteas Chaitliceach:** Is scoil í le héiteas Caitliceach agus glacaimid le gach cultúr agus cúlra. Cuirimid spiorad comhchruinnithe chun cinn sa scoil. Is iomaí teaghlach a bhfuil creidimh eile acu inár bpobal scoile éagsúil. Tá fáilte roimh gach duine.
- **Co-oideachas:** Fáiltíonn an scoil roimh chailíní agus bhuachaillí ar bhonn comhionann. Déantar gach iarracht a chinntiú go bhfuil buachaillí agus cailíní comhtháite go gníomhach agus go seachnófar steiréitíopáil ghnéasach.
- **Páiste-lárnach:** Tá an scoil dírithe ar an bpáiste ina cur chuige i leith an oideachais.
- **Rith go daonlathach:** Tá an scoil á reáchtáil go daonlathach le rannpháirtíocht ghníomhach ag tuismitheoirí i saol laethúil na scoile, agus aird chuí, ar ról ghairmiúil na múinteoirí.

Leagtar amach sa doiciméad seo na caighdeáin iompair seo a leanas:

- Iompar ginearálta scoile
- Daltaí le riachtanais shóisialta, mhothúcháin agus iompraíochta acu
- Iompar ginearálta sa seomra ranga
- Iompar i gclós na scoile

CAIGHDEÁN IOMPAIR

IOMPAR GINEARÁLTA SCOILE

- Caithfidh na daltaí Gaeilge a labhairt i gcónaí ach amháin i rith ranganna Béarla agus OSPS
- Táimid ag súil go n-iompróidh gach dalta iad féin ar bhealach freagrach de réir mar a bhaineann sé leo féin agus le daoine eile, ag léiriú breithniú, cúirtéis agus meas ar dhaltaí agus ar dhaoine fásta eile i gcónaí.
- Ní mór meas a léiriú do mhaoin an duine aonair agus an scoil i gcónaí
- Freastal ar scoil in am gach lá agus le gach trealamh riachtanach.
- Treoracha ó mhúinteoirí a leanúint

- Sainéide scoile iomlán a chaitheamh ar laethanta sainéide agus an culaith reatha scoile a chaitheamh ar laethanta Coirp Oideachais agus snámha.
 - Táimid ag súil le feisteas néata i gcónaí.
 - Ní mór gruaig fhada a cheangal siar. Ní cheadaítear dath gruaige
 - Cloí le rialacha an tseomra ranga maidir le slachtmhaireacht, sábháilteacht, m.sh. málaí scoile faoin mbord, ag labhairt i dturasanna, ag dul isteach i líne chun dul amach, cúram cuí le trealaimh agus feistis scoile
 - Ar mhaithe le sláinte agus sábháilteacht, ní cheadaítear ach na seodra agus na tolladh coirp seo a leanas – fáinní cluaise stoda agus uaireadóirí láimhe. D'fhéadfadh baill forne iarradh ar dhalta míreanna seodra a bhaint ar mhaithe le sábháilteacht.
 - Tá cosc ar smideadh a chaitheamh
 - Ar mhaithe le bia sláintiúil a spreagadh agus carnadh bruscair a dhíspreagadh i gcomharsanacht na scoile, ní cheadaítear rudáí áirithe í lón an dalta. m.sh. deochanna spleodracha, seacláid, criospaí, cnónna, nutella, milseáin.
 - Ar mhaithe le sábháilteacht na ndaltaí a bhfuil ailléirge cnó acu, is spás saor ó chnó é ár scoilse.
 - Ní cheadaítear guma coganta ar thailte na scoile.
 - Iosfaidh páistí a lón sa rang agus ní cheadófar do bhia nó deoch a thabhairt go dtí an clós.
 - Ní cheadaítear úsáid díbholaíoch aerosól i ndiaidh ranganna snámha nó corp oideachas
 - Cuirfear cosc le dáileadh cuirthe chuig cóisirí, litir Nollag agus/nó cuimhneacháin laethanta saoire ar scoil.
 - Ní cheadaítear Fóin Póca/iPods/MP3 Players/nó aon ghleas dhigiteach/taifeadta ag daltaí le linn am scoile.
 - Ní ghlacann an scoil/Bord Bainistíochta le haon fhreagracht as cailteanas nó damáiste do na míreanna seo.
 - Tá póstáil ar aon íomhánna nó gearrthóga físe ar fhóiraim sna meáin sóisialta ag na daltaí is iad ag caitheamh sainéide na scoile mar shárú docht ar chód iompair na scoile.
 - Ní cheadaítear mí-úsáid substaintí ar scoil. Ní cheadaítear Tippex.
- Ar ócáidí oifigiúla scoile cloítear le na rialacha seo a leanas
- Gaeilge
 - Dea-iompar
 - Poncúlacht
 - Sainéide scoile

Baineann na caighdeáin agus na rialacha atá sa Chód Iompair seo le linn uaireanta scoile, ag gach rang seachchuraclaim, ag ranganna snámha, ag gach imeacht airgid agus imeachtaí sóisialta a d'eagraigh an scoil nó Coiste Tuismitheoirí, ag an gCeolchoirm Nollag, ar thurais scoile, ag Seirbhísí Paróiste Carúil, Aifrin Scoile agus ag gach imeacht a d'eagraigh, thar cheann nó in ainm Gaelscoil Raiffeirí.

PÁISTÍ LE RIACHTANAS SÓISIALTA, MOTHÚCHÁNACHA AGUS IOMPRAÍOCHTA

Tá sé de dhualgas ar ghach dalta cloí leis an gCód Iompair. Mar sin féin, aithníonn an scoil go m'fhéidir go mbeidh cabhair de dhíth ar dhaltaí a bhfuil riachtanais iompraíochta acu chun rialacha áirithe. Sa chás seo, cuirfear plan iompair i bhfeidhm agus oibreoidh an múinteoir ranga, an múinteoir oideachais speisialta agus / nó an príomhoide go dlúth leis an mbaile chun a chinntiú go dtugtar an tacaíocht is fearr gur féidir a thabhairt. Cuirfear forbairt chognaíoch san áireamh i gcónaí. Lorgófar comhairle ghairmiúil ó NEPS / NCSE.

IOMPAR GINEARÁLTA AN SEOMRA RANGA

Ag tús gach bliana acadúla, déanfaidh an múinteoir ranga liosta de rialacha ranga a dhréachtú leis na páistí. Léiríonn siad seo agus tacaíonn siad leis na príonsabail threoracha scoileanna mar a fheidhmníonn siad sa seomra ranga agus cuirtear i láthair iad ar bhealach atá inrochtana do na páistí. Coinnítear líon rialacha ranga chomh mion agus is féidir agus ceapfar iad maidir le sláinte, sábháilteacht agus leas gach ball de phobal na

scoile. Is é cúirtéis agus meas ar dhaoine eile an bunús le haghaidh iompar sa seomra ranga ina mbeidh meas ag daltaí ar chearta daoine eile le foghlaim i dtimpeallacht slán agus sábháilte.

Táimid ag súil go:

- Labhróidh daltaí Gaeilge i gcónaí ach amháin i rith ranganna Béarla agus OSPS
- Beidh daltaí ionraic ina gcuid déileálacha le daoine eile.
- Críochnóidh na daltaí obair bhaile sannta a d'fhéadfadh a bheith béil / scríofa, cuimhneachán nó tascanna eile. Beidh obair scríofa i bhfoirm néata agus i bhfoirm inrochtana.
- Tabharfaidh na daltaí na leabhair, cóipleabhair, pinn, pinn luaidhe srl. leo ar scoil ionas go mbeidís in ann tabhairt faoin obair scoile i gceart.
- Tabharfaidh daltaí aire mhaith do na rudaí a bhaineann leo féin, daltaí eile agus maoin na scoile.
- Meastar go gcoinneoidh na daltaí a spás ranga néata agus slachtmhar.
- Bainfidh daltaí úsáid as focail cineálta, lámha cineálta agus gníomhartha cineálta ina n-idirghníomhaíochtaí le daoine eile.
- Ar chúiseanna sábháilteachta agus chun timpistí a íoslaghdú, bogfaidh daltaí timpeall na scoile ar bhealach ordúil.

IOMPAR I GCLÓS NA SCOILE

Ba chóir go mbeadh an clós ina áit shábháilte do pháistí le himirt, mar sin táimid ag súil go mbeidh daltaí ag:

- Labhairt i nGaeilge
- Imirt go sábháilte agus go freagrach (lámha cineálta cosa cineálta agus focail cineálta).
- Fanacht in áit a bheidís faoi dhearcadh múinteoirí /daoine fásta atá ar mhaoirseacht. Ní cheadaítear do dhaltáí dul i bhfolach taobh thiar de na seomraí réamhdhéanta, ag an Bike Clinic, sa foscadh rothar nó sna crainn.
- Cloí le treoracha a thugann múinteoirí nó dhaoine fásta eile atá ag déanamh maoirseacht clóis láithreach.
- Stop, siúl ar aghaidh agus insint do mhúinteoir nó duine fásta má fheiceann siad iompar bulaíochta ag tarlúint.
- A bheith cúramach agus féachaint ar an áit a bhfuil siad ag siúl.
- Fanacht ina gceantar féin ar an gclós agus taobh istigh de theorainneacha na scoile.
- Meas a bheith acu ar chluichí grúpaí nó ranganna eile.
- Fanacht ar an gclós agus an fhoirgnimh scoile a hathiontráil ach le cead ón múinteoir / duine fásta ar dhualgas.
- Leanúint ar aghaidh go dtí a líne ar an gclós ar bhealach ordúil gan mhoill nuair a bhuaileann an clog agus fanacht sa líne go socair go dtí go dtagann an mhúinteoir chun an rang a bhailiú ón gclós.
- Siúl ar ais go dtí an seomra ranga ar bhealach ordúil.
- Páirt a ghlacadh i gcluichí a mheastar a bheith sábháilte don duine féin nó do dhaoine eile. Staonadh ó troid, ciceáil, ag brú, ag cnagadh daltaí eile go dtí an talamh, cluichí sleamhnadh, marcaíocht droime, daltaí eile a ardú, ag baint úsáide as teanga maslach, ag glaach ainm srl.

Tabhair faoi ndeara: Má chinneann an múinteoir ar mhaoirseacht clóis go bhfuil an aimsir -míoiriúnach ní rachaidh na páistí amach. Níor chóir páistí a sheoladh chuig an scoil ach amháin má tá siad ag mothú maith go leor chun dul taobh amuigh.

AR LAETHANTA FLIUCHA

- Bíonn daltaí i mbun gníomhaíochtaí ina seomra ranga féin bunaithe ar threoracha an mhúinteora.
- Fanann daltaí ina suí agus ní ritheann siad timpeall a seomra ranga
- Ní úsáideann daltaí uirlisí géara
- Ní úsáideann daltaí feadóg stáin ach amháin faoi mhaoirseacht an mhúinteora
- Cheadaítear do dalta amháin ag an am an leithreas a úsáid.

AR LAETHANTA SNÁMHA

- Siúlann daltaí go dtí / ón linn snámha agus téann said isteach sa bhus scoile go sábháilte
- Siúlann daltaí istigh sa linn snámha. Ní cheadaítear rith.

- Ní cheadaítear do dhaltáí a bheith ag scairteadh nó ag rith sna seomraí feistis nó i gceantar na linne
- Ní mór do dhaltáí éisteacht agus cloí leis an dteagascóir agus an garda tarrthála
- Ní mór do dhaltáí caipín snámha a chaitheamh agus más gá leo, bandaí muinchille a chaitheamh.
- Gan éinne a bhrú nó a bheith ag imirt go garbh sa linn snámha, limistéar an linn snámha nó sna seomraí feistis.
- Gléasfaidh daltaí go tapa taréis an cheachta ionas nach gcuirtear moill ar an tiománaí bhus.

AR THURASÍ SCOILE

- Tiocfaidh na daltaí in am.
- Siúlfaidh na daltaí isteach sa bhus agus fágfaidh siad an bus ar bhealach ordúil.
- Cloí le rialacha na scoile mar atá liostaithe thuas.
- Suigh ina suíocháin agus gan úsáid a bhaint as guthanna glóracha a d'fhéadfadh cur isteach ar an tiománaí
- Fanacht ina ngrúpaí ceaptha i gcónaí.
- Sainéide scoile a chaitheamh mar atá dírithe ag an múinteoir.
- Litreacha ceaduithe ó thuismitheoirí / caomhnóra a ligean don dalta dul ar an turas, a thabhairt ar ais go dtí an múinteoir in am

RIALACHA ÓRGA

Soláthraíonn rialacha teorainneacha soiléiriú agus déanann siad cur síos do dhaltáí i dtéarmaí simplí conas iad féin a iompar chun foghlaim a dhéanamh agus chun forbairt mar dhaoine aonair, aibí agus freagrach.

Ós rud é go mbíonn sé deacair do dhaltáí cuimhneamh ar liostaí fada de rialacha, cuirtear daltaí ar an eolas faoi na **"Rialacha Órga"**, leagan dearfach agus cairdiúil de na rialacha scoile do dhaltáí ó Naíonáin Bheaga agus spreagtar iad le bheith freagrach as a n-iompar féin. Spreagtar daltaí níos sine freisin chun dea-iompar a mhúnlú do mhic léinn níos óige.

Is iad na **Rialacha Órga** ná:

- Labhraíonn muid Gaeilge (Gaeilge)
- Tugaimid aire do maoine (AIRE)
- Éistimid (Éisteacht)
- Táimid macánta (Ionraic)
- Táimid cineálta agus cabhrach (Lách)
- Oibrímid go crua (GAFA)
- Táimid ar an eolas faoi thionchar ár bhfocail, gníomhartha ar dhaoine eile agus ar an domhan timpeall orainn (EOLASACH)

Do Naíonáin, déantar achoimre ar na rialacha sa bhealach seo:

- Gaeilge a labhairt (Gaeilge)
- Léirigh meas (AIRE)
- Bí eolasach (EOLASACH)
- Bí cineálta (Lách)

STRAITÉISÍ CHUN DEA-IOMPAR A CHUR CHUN CINN

Is éard is dea-iompar ann ná toradh foghlaim éifeachtach agus dea-chaidrimh, chomh maith le tionchar ar conas a fhoghlaimíonn daltaí. Tá seans níos fearr go mbainfidh daltaí leas as a gcuid oideachais agus a bheith sásta i

dtimpeallacht atá struchtúrtha agus comhbhách ina bhfuil ionchais le caighdeáin arda iompair. Baintear é seo amach trí:

- **comhsheasmhacht**
- **soiléiriú**
- **cumarsáid**
- **comhoibriú**

Tá múinteoirí an-fheasach ar an luach atá ag moladh chun daltaí a spreagadh chun rialacha na scoile a choinneáil. Molann múinteoirí na daltaí le haghaidh dea-iompar agus iad ag bogadh timpeall na scoile, ag dul isteach ina líntí sa chlós, ag taispeáint iompar cúirtéiseach agus measúil srl. Aithnímid go bhfuil gach páiste difriúil agus go ndéantar gach iarracht freastal ar gach dalta agus a gcuid riachtanas éagsúla.

Tugtar deiseanna chun iompar dearfach a chleachtadh agus straitéisí a mhúineadh do dhaltaí chun coimhlint a réiteach agus a n-iompar a bhainistiú mar chuid de churaclam na scoile. Cuireann am ciorcail in OSPS, rólghlacadh i ndrámáíocht agus go leor ceachtanna oideachais reiligiúnacha deiseanna den sórt sin ar fáil.

Aithníonn na múinteoirí ranga éachtaí daltaí i spórt, ceol, drámáíocht agus gníomhaíochtaí eile. Glactar le gach deis chun rannpháirtíocht na ndaltaí sna gníomhaíochtaí seo a cheiliúradh agus a mholadh m.sh. tar éis cluichí agus ceolchoirmeacha, ag tionóil agus cuairt ar an seomra ranga ón bpríomhoide nó ón bpríomhoide tánaisteach

CÓRAIS DREASACHTAÍ AGUS LUAÍOCHTA

Spreagann agus treisíonn córas ranga de threisiú dearfach dea-iompar, dul chun cinn agus iarracht a aithint, trí luach saothair aonair agus grúpa. Aithnímid luach na spreagadh agus moladh le tacú le daltaí chun a gcumas a fhorbairt go hiomlán. Liostaithe thíos tá roinnt samplaí de conas a fhéadfar moladh a thabhairt:

- Focal ciúin nó gotha chun dearbhú a thaispeáint
- Focail molta os comhair ghrúpa / rang / tionóil
- Gradam le haghaidh dea-iompar, dul chun cinn, iarracht nó tinreamh ag am tionól.
- Roinnt freagrachta / pribhléide speisialta a thabhairt m.sh. seisiún súgartha le múinteoir OS ar an Aoine
- Tuairim scríofa i leabhar nóta dalta, in iris nó gram sona /aghaidh sásta a sheoltar abhaile.
- Cuairt ar Oifig an Phríomhoide le moladh. Cuairteanna Príomhoide ar sheomraí ranga le moladh a thabhairt.
- Luaigh le tuismitheoir - cumarsáid bhriathartha.
- Taifead a iontráil ar dhea-iompar i leabhar nótaí iompair nó i gcairt réalta
- Dearbháin obair bhaile le haghaidh obair scríofa
- Mír a roghnadh ó bhosca duaiseanna beaga na múinteoirí
- Córas aghaidheanna sona/sásta, marcanna fiúntais, stampaí, greamáin nó dojos (duine aonair / grúpa / rang iomlán).
- Grúpa an lae / na seachtaine, ag tús an líne sa chlós / am dul abhaile.

LABHAIRT I mBÉARLA

Is í an Ghaeilge teanga cumarsáide na scoile agus cuirtear in iúl do dhaltaí gur Rial Órga #1 é labhairt i nGaeilge. Dá bhrí sin, má chloistear dalta ag labhairt i mBéarla ar an gclós nó sa rang iarrfar orthu seasamh amach as súgradh ar an gclós ar feadh 5 -10 nóiméad, de réir leibhéal a ranga. Tabharfar breithniú do dhaltaí a bhfuil riachtanais bhreise acu. Má leanann patrún labhartha i mBéarla, tabharfar chuig aird an tuismitheora é.

DÉILEÁIL LE MÍ-IOMPAR

Glactar leis go bhfuil gá le smachtbhannaí chun díomá ar iompar do-ghlactha a chur in iúl. Ar an gcéad dul síos, glactar cur chuige aisiríoch maidir le mí-iompar, ag mhúineadh do dhaltaí conas freagracht a ghlacadh as a n-iompar trí smaoineamh ar na cúiseanna agus na h-iarmhairtí. Déanfar imscrúdú láithreach ar mhí-iompar, nuair a thagann sé aníos. Tá cleachtais aisiríocha dírithe ar shraith príomhcheisteanna a chuidíonn le daltaí smaoineamh ar a n-iompar agus tuiscint a bheith acu conas is féidir leo é a cheartú:

- Cad a tharla?
- Cad é a bhí tú ag smaoineamh agus ag mothú ag an am?
- Cad a smaoinigh tú air ó shin?
- Cé a bhfuil tionchar ar na smaointí seo agus cén bealach?
- Conas a d'fhéadfaí rudaí a dhéanamh difriúil?
- Cad a cheapann tú a tharlóidh chun rudaí a chur i gceart?

Tá sé mar aidhm ag an gcód athrú a dhéanamh ar mhí-iompar trí chabhrú le páistí:

- foghlaim go bhfuil a n-iompar do-ghlactha agus go bhfuil gá le hathrú
- féachaint go dtéann a n-iompar i bhfeidhm ar dhaoine eile
- a thuiscint go bhfuil roghanna acu faoina n-iompar
- a thuiscint go bhfuil iarmhairtí ag a gcuid roghanna
- foghlaim conas freagracht a ghlacadh as a gcuid roghanna / iompraíochtaí
- straitéisí a phlé agus a cheapadh chun cosc a chur ar tharlúint na n-iompar sin arís
- cás a dhiúltú agus a réiteach
- cuir in iúl do dhaltaí eile go bhfuil a gcuid folláine á chosaint
- cosc a chur ar chur isteach ar theagasc agus ar fhoghlaim
- cuir in iúl do dhalta cén fáth a bhfuil an smachtbhanna á chur i bhfeidhm
- smachtbhannaí breise a sheachaint
- idirdhealú soiléir a dhéanamh idir mhion-chionta agus cionta móra
- díriú ar iompar an dalta agus ní ar an dalta féin

IARMHAIRTÍ FÉIDEARTHA AR MHÍ-IOMPAR

Agus smachtbhanna á bhforchur, is é an mí-iompar atá do-ghlactha agus ní an duine aonair. Cuirtear in iúl don dalta go bhfuil a mí-iompar do-ghlactha.

- Pléifidh múinteoir leis an dalta an fáth nach bhfuil an mí-iompar inghlactha
- Is féidir an socrú suíocháin sa rang a athrú.
- Féadfar dalta a dheighilt go sealadach ón ngrúpa ranga
- Is féidir go n-iarrafaí ar dhalta seasamh amach ar feadh tréimhse le linn am clóis.
- Is féidir nóta/tráchtas a scríobh in i dialann an dalta le síniú ag tuismitheoirí
- Is féidir go n-iarrafaí ar dhalta obair neamhchríochnaithe a chríochnú nach bhfuil críochnaithe mar gheall ar iompar do-ghlactha.
- Má tá dalta ina fhoinsé contúirte/cur isteach ar dhaoine eile nó dó féin, is féidir é/í a bhaint den ghníomhaíocht ina bhfuil sé siní i gceist
- Féadfar dalta a choinneáil sa seomra ranga le haghaidh cuid den am sosa faoi mhaoirseacht
- Má tharlaíonn mí-iompar ag am lóin nó am ar bith eile nuair a bhíonn múinteoir eile i gceannas, féadfaidh an múinteoir sin smachtbhanna a fhorchur agus múinteoir ranga a chur ar an eolas mar an gcéanna.

- Meastar go ndéanfaidh an dalta/tuismitheoir aischur chun damáiste d'aon ghnó a dhéanamh do mhaoín
- Féadfar litir le haghaidh mí -iompair a eisiúint ag brath ar chúinsí an mhí -iompair.

CATAGÓIRÍ IOMPRAÍOCHTA DO-GHLACTHA

Admhaíonn an Cód trí chatagóir leathana mí-iompair agus tá samplaí de gach ceann acu leagtha amach thíos:

- Mí-iompar mion
- Mí-iompar tromchúiseach
- Mí-iompar mór

An múinteoir ranga a dhéanann déileál le gach cás laethúil de nádúr mion. Coinneoidh múinteoirí ranga taifead reatha ar mhí-iompar mion. Má fheictear patrún de mhí-iompar mion, cuirfidh an múinteoir ranga tuismitheoirí ar an eolas.

Déileálfadh an múinteoir ranga le cásanna aonair mí-iompair thromchúisigh i gcomhar leis an an bPríomhoide nó Príomhoide Tánaisteach agus tabharfar chuig aird an tuismitheora é. I gcásanna mí-iompair thromchúiseacha arís agus arís eile beidh tuismitheoirí páirteach go luath agus tugfar cuireadh dóibh bualadh leis an múinteoir ranga agus leis an bPríomhoide nó Príomhoide Tánaisteach chun iompar a bpáiste a phlé. Beidh tuismitheoirí ar an eolas láithreach ag an bpríomhoide má tá teagmhas amháin mí-iompair mhór.

NÓS IMEACHTA TAR ÉIS MÍ-IOMPAR

Tar éis aon mhí -iompar (catagóirí atá liostaithe thíos) labhróidh múinteoir le dalta faoin mí-iompar ag baint úsáide as cur chuige aisiríoch. Féadfar aon cheann de na smachtbhannaí atá liostaithe thuas a chur i bhfeidhm. Má tharlaíonn patrún mí-iompair, cuirfear córas litir na scoile, a fheidhmíonn thar thréimhse na scoilbhliana, i ngníomh. Eiseofar litir bán don dalta. Léiríonn dathanna an chárta (in ord - bán, buí, oráiste, dearg) líon cásanna mí-iompair agus leibhéal tromchúis an mhí-iompair. Féadfar litir daite a eisiúint do dhalta (tar éis 2 litir bhána) nó d'fhéadfadh dalta litir daite a fháil láithreach tar éis mí-iompar tromchúiseach aon uaire (tá an cinneadh seo de rogha an mhúinteora/an phríomhoide).

1. Mí-iompar sa rang/ sa scoil/ sa chlós
2. Easpa iarrachta le hobair ranga /obair bhaile
3. Drochmheas ar fhoireann na scoile/maoin Daltaí Eile/Maoín Scoile
4. Iompar contúirteach a ghortaíonn duine eile
5. Eile

Tar éis patrún mion -mhí -iompair, eiseofar litir bán le dalta - le ceisteanna aisiríocha ar chúl an litir le comhlánú ag an dalta sa bhaile agus é a bheith comhshínithe ag tuismitheoir. Nuair a eisítear litir cinntíonn an múinteoir ranga go síníonn tuismitheoir an litir seo agus go dtabharfar ar ais chuig an múinteoir é.

Tar éis don dara litir bán a bheith eisithe, eisítear litir buí-le ceisteanna aisiríocha ar chúl le comhlánú ag an dalta sa bhaile agus comhshínithe ag tuismitheoir. Cuirtear glaoch ar tuismitheoir. Léiríonn litir buí an chéad uair ar choinneáil lóin ar feadh 15 nóiméad. Buaileann an dalta, an múinteoir ranga agus an príomhoide le chéile chun plé a dhéanamh ar conas iompar an dalta a fheabhsú.

Déantar athdhéanamh ar an bpróiseas seo arís. Tar éis dhá chárta bhána eile a eisiúint, eisítear litir oráiste, le ceisteanna aisiríocha ar chúl le comhlánú ag an dalta sa bhaile agus comhshíníonn tuismitheoir é. Léiríonn litir oráiste an dara coinneáil lóin. Ag an bpointe seo eagraítear cruinniú idir an dalta, an tuismitheoir, an múinteoir ranga agus an príomhoide chun clár idirghabhála a phlé agus a aontú.

Déantar athdhéanamh ar an bpróiseas seo don tríú huair. Tar éis dhá chárta bhána eile a eisiúint eisítear litir dearg. Ciallaíonn litir dearg go bhféadfar dalta a chur ar fionraí ón scoil. Glaoítear ar tuismitheoirí chuig cruinniú leis an bpríomhoide.

Tá an t-údarás ag an bpríomhoide dalta a chur ar fionraí ar feadh tréimhse suas le trí lá ag am tar éis dul i gcomhairle leis an mBord Bainistíochta. Féadfaidh an príomhoide dalta a chur ar fionraí ar feadh tréimhse níos faide ná trí lá ar chomhaontú ag an mBord Bainistíochta

FIONRAÍ

Mura dtugann tuismitheoirí gealltanais go n-iompróidh an dalta é/i féin ar bhealach inghlactha amach anseo b'fhéidir go gcaithfí an dalta a chur ar fionraí ar feadh tréimhse shealadach. Beidh fionraí de réir téarmaí Riall 13 (5) de Rialacha Scoileanna Náisiúnta. I gcás mí-iompair mhór, iarrfaidh an Príomhoide ar an gCathaoirleach den Bhord chun fionraí láithreach a cheadú, tar éis an ábhar a phlé le tuismitheoirí.

DÍBIRT

- Tabharfar díbirt san áireamh i gcás an-mhór i gcomhréir le Riall 130 (6).
- Tá an t-údarás ag an mBord Bainistíochta dalta a dhíbirt as an scoil. Má tharlaíonn sé seo, tugtar an deis do thuismitheoirí agus do pháiste Déanfar gach iarracht páiste mothúchách dúshlánach a chur ar aghaidh I gcóir measúnú síceolaíoch gan mhoill.

FREAGRACHT AS SMACHT

Luíonn an príomh-fhreagracht fhoriomlán smachta laistigh den scoil leis an bpríomhoide. Déanfar an fhreagracht seo a riar i gcónaí ar bhealach atá comhsheasmhach agus cothrom le gach dalta. Tá gach múinteoir freagrach as smacht a chothabháil ina seomra ranga ag roinnt freagracht i gcoiteann le hord maith a choimeád in áitreabh na scoile. Déanfar dalta a chur chuig an bpríomhoide le haghaidh sárúithe tromchúiseacha smachta agus le haghaidh teagmhais mhí-iompair arís agus arís eile.

Is é ár gcreideamh gurb iad na scoileanna is éifeachtaí ná iad siúd a bhfuil na caidrimh is fearr idir an fhoireann, na tuismitheoirí, na daltaí agus an bhainistíocht. Déanfaidh an príomhoide agus an fhoireann gach iarracht ag cinntiú go gcoinnítear tuismitheoirí ar an eolas. Tá cóip den doiciméad iomlán seo ar fáil ar shuíomh gréasáin na scoile agus díritear tuismitheoirí agus caomhnóirí ar an suíomh, nuair a bhíonn daltaí nua á gclárú agus ag an gcruinniú le tuismitheoirí nua i mí an Mheithimh. Ag tús gach scoilbhliana spreagtar tuismitheoirí chun an beartas seo a léamh, agus polasaithe scoile gaolmhara ar shuíomh gréasáin na scoile, agus a gcomhaontú leis na polasaithe seo a chur in iúl, trí tic a chur leis an mbosca glactha beartais ar a n -aip Aladdin.

DAINGNIÚ, CUR I BHFEIDHM AGUS ATHBHREITHNIÚ

Cuireadh an polasaí seo i bhfeidhm den chéad uair ar 2015 agus rinneadh athbhreithniú air ar an 29ú Aibreán 2021 agus arís ar an 13.2.2023 Tá an Bord Bainistíochta tar éis an Cód Iompair seo a dhaingniú. Foilseofar é ar shuíomh gréasáin na scoile (www.scoilraiffeiri.ie) agus cuirfear cóip ar fáil do phearsanra uile na scoile, do chumann na dtuismitheoirí, don phátrún agus do thuismitheoirí ar iarratas. Déanfar athbhreithniú bliantúil ar an mbeartas seo, mura bhfuil cúis láidir ann chun é a athbhreithniú níos luaithe.

AGUISÍN - (Márta 2021)

D'fhonn choinneáil slán agus sábháilte, tá ionchais arda againn dár gcuid mac léinn chun rialacha agus treoirínte na scoile mar a bhaineann siad le:

- Tar éis aon ghnáthaimh athraithe chun teacht agus imeacht
 - Tar éis treoracha scoile ar shláinteachas, amhail lámhghearradh agus sláintíocht
 - Tar éis na dtreoracha maidir le conas is féidir le daltaí sóisialú ar scoil
 - Bogadh timpeall na scoile tar éis treoracha sonracha (m.sh ar an gclós, i scuaine nó ag am lóin)
 - Ionchais faoi sraothartach, casacht, fíocháin agus diúscairt
 - Ag insint do dhuine fásta má tá comharthaí Cóibhid-19 acu nó má tá siad tinn
 - Rialacha maidir le haon trealamh nó míreanna eile a roinnt lena n-áirítear buidéal dí.
- Ionchais leasaithe maidir le sos agus amanna súgartha lena n-áirítear nuair a d'fhéadfadh nó nach bhféadfadh daltaí a bheith ag súgradh.

Gaelscoil Raifteirí

Code of Behaviour



INTRODUCTION

In accordance with the Department of Education circular 20/90, regarding codes of behaviour for schools, the Board of Management, having consulted with the teaching staff and the Parents' Association has adopted the following as a Code of Behaviour.

RATIONALE:

The aim of the Code of Behaviour is also to provide guidelines and procedures for the maintenance of standards of behaviour and a positive school atmosphere which will facilitate each child achieving his/ her full potential as a student attending Gaelscoil Raifteirí - a school which is founded on the following principles:

- Gaelscoil/Irish-medium school: The fundamental aim of Gaelscoil Raifteirí is the education of the children in its care. The fact that the Irish language is the primary means of communication reflects the importance placed on our unique cultural identity within the broader European context.
- Catholic Ethos: Ours is a school with a Catholic Ethos and we embrace all cultures and backgrounds. We promote a spirit of mutual respect in the school. Many families with other beliefs make up our diverse school community. Everyone is welcome.
- Co-educational: The school is open to girls and boys on an equal basis. Every effort is made to ensure that boys and girls are actively integrated and sexual stereotyping is avoided.
- Child-centred: The school is child-centred in its approach to education.
- Democratically run: The school is democratically run with active participation by parents in the daily life of the school, with due regard however, for the professional role of teachers.

This document outlines the following Standards of behaviour:

- General school behaviour
- Children with Social, Emotional and Behavioural Needs
- General classroom behaviour
- Behaviour in the School Yard

STANDARDS OF BEHAVIOUR

GENERAL SCHOOL BEHAVIOUR

- Pupils must speak Irish at all times except during the period time-tabled for English class and SPHE
- All pupils are expected to behave in a responsible manner both towards themselves and others, showing consideration, courtesy and respect for other pupils and adults at all times.
- Respect must be shown for the property of the individual and of the school at all times
- Attendance at school on time and with all necessary equipment.
- Follow instructions from teachers

- Proceed to their line up point on the yard in an orderly fashion without delay once the hand bell rings. Line up quietly and await collection from the yard by class teacher
- Wear full uniform on uniform days and the school tracksuit on P.E. and swimming days. Neat attire is expected at all times.
- Long hair should be tied back and hair colour is not permitted
- Pupils are expected to comply with classroom rules on tidiness, safety routines e.g school bags under the table, speaking in turn, lining up to go out, proper care of school equipment and furnishings.
- In the interest of hygiene and safety, only the following jewellery and body piercings are allowed - stud earrings and wrist watches. Pupils may be asked to remove items of jewellery in the interest of safety.
- Make-up is not allowed.
- In the interest of encouraging healthy eating and of discouraging an accumulation of litter in the environs of the school, certain items are not permitted for pupil's lunches. e.g. fizzy drinks, bars, crisps, sweets.
- Chewing gum is not permitted in school or on school grounds.
- Children will eat their lunch in class and will not be permitted to bring food or drink out to the yard.
- In the interest of the safety of pupils with a nut allergy, our school is a nut-free zone.
- Children will refrain from distributing party invitations, Christmas letters and holiday mementos in school.
- Mobile phones/iPods/MP3 Players/or any hand held devices are not permitted in school. The School/B.O.M. accepts no responsibility for loss or damage to these items.
- Posting of any images or video clips on social media forums by pupils whilst in school uniform is strictly in breach of our school's Code of Behaviour.
- Misuse of substances in school is not allowed. Tippex is not permitted.
- On official school occasions the following rules apply:
 - Gaelge
 - Good Behaviour
 - Punctuality
 - School Uniform

The standards and rules contained in this Code of Behaviour apply during school hours, at all extra- curricular classes, at swimming classes, at all fund raising and social events organized by the school or by the Parents Committee, at the schools' Christmas Concert, on school tours, at Parish Carol Services, Masses and at all events organized by, on behalf of or in the name of Gaelscoil Raifteiri.

CHILDREN WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS (SEBN)

All pupils are required to comply with the Code of Behaviour. However, the school recognises that children with behavioural needs may require assistance in understanding certain rules. In this instance, a behaviour plan will be put in place and the class teacher, Special Educational Needs Teacher and/or Principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from NEPS/NCSE will be sought.

GENERAL CLASSROOM BEHAVIOUR

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the schools guiding principles as they apply in the classroom and are presented in a way that is accessible to the children. Class rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Courtesy and respect for others is the basis for classroom behaviour where pupils will respect the rights of others to learn in a secure safe environment. We expect that:

- Pupils will speak Irish at all times (excluding English and SPHE lessons).
- Pupils will be honest in their dealings with others.
- Pupils will complete assigned homework which may be oral/written, memorization or other tasks. Written work will be presented neatly.
- Pupils will bring to school each day the books, copies, pens, pencils etc. necessary to do their work properly. Pupils will take good care of their belongings, the belongings of others and all school property.
- Pupils are expected to keep their classroom and work space neat and tidy.
- Pupils will use kind words, kind hands and kind deeds in their interactions with others.
- For reasons of safety and to minimise accidents, pupils will move about the school in an orderly manner

BEHAVIOUR IN THE SCHOOL YARD

The yard should be a safe place for children to play, therefore pupils are expected to:

- Speak in Irish
- Play safely and responsibly. (kind hands, kind feet and kind words)
- Remain within view of supervising teachers/adults at all times. Hiding behind prefabs, at the Bike Clinic, in the bike shelter or in the trees is not permitted.
- Obey instructions given by supervising teachers/adults on duty immediately.
- Stop, walk away and tell if they see Bullying Behaviour.
- Take care and look where they are going.
- Stay in their own area on the yard and inside school boundaries.
- Respect the games of other groups or classes.
- Remain on the yard and not to re-enter buildings without permission from the teacher/adult on duty
- Proceed to their line up point on the yard in an orderly fashion without delay once the bell rings. Line up quietly and await collection from the yard by class teacher
- Engage in games considered to be safe to oneself and others. Refrain from fighting, kicking, pushing, knocking other children to the ground, sliding games, jockey backs or lifting other children, using abusive language, name calling etc.

Note: If the teacher on duty decides that the weather is suitable the children will play outside. Children should only be sent to school if they are well enough to play outside.

ON WET DAYS

- Pupils will engage in activities in their own classroom based on instructions from the teacher.
- Pupils will remain seated and will not run around their classroom
- Pupils will not use sharp implements
- Pupils will not use a tin-whistle except under teacher supervision
- Only one child will use the toilet at a time.

ON SWIMMING DAYS

- Pupils will walk to/from the swimming pool and enter the school bus safely.
- Pupils will walk into the swimming pool. No running allowed.
- Pupils do not shout or run in the dressing rooms or pool area.
- Listen and obey the instructor and lifeguard. Failure to do so will result in a time out from swimming.
- Wear a swimming cap. Armbands are to be worn by beginners.
- Push or playing roughly in the pool, pool area or dressing rooms is not allowed.
- Pupils are expected to dress quickly after each session so that the bus driver and class are not kept waiting.

ON SCHOOL TRIPS/TOURS

- Pupils will enter the bus and leave the bus in an orderly manner.
- Pupils will arrive on time.
- Pupils will keep the school rules as listed above.
- Sit in their seats and avoid using loud voices or engaging in any behaviour that could distract the driver.
- Stay in their appointed groups at all times.
- Wear the school uniform as directed by the teacher.
- Return parental/guardian permission slips allowing the pupil to go on the tour.
- Mobile phones or other digital/recording devices are not permitted on school trips/tours.

GOLDEN RULES

Rules provide clear boundaries and describe in simple terms how to behave in order to learn well and to develop into mature and responsible individuals. As children find it difficult to remember long lists of rules, pupils are introduced to **'The Golden Rules'**, a positive and child-friendly version of the school rules from Junior Infants and are encouraged to be responsible for their own behaviour. Older students are encouraged to model good behaviour for younger students.

The **Golden Rules** are:

- We speak Irish (Gaeilge)
- We look after property (Aire)
- We listen (Éisteacht)
- We are honest (Ionraic)
- We are kind and helpful (Lách)
- We work hard (Gafa)
- We are aware of our words, actions on people and the world around us (Eolasach)

For Infants these are summarised as:

- Speak Irish (Gaeilge)
- Be respectful (Aire)
- Be kind (Lách)
- Be aware (Eolasach)

STRATEGIES TO AFFIRM GOOD BEHAVIOUR

Good behaviour is an outcome of effective learning and good relationships, as well as an influence on how children learn. Students are more likely to benefit from their education and to be happy in a structured, caring environment where high standards of behaviour are expected and adhered to.

This is achieved through:

- consistency
- clarity
- communication
- co-operation

Teachers are very conscious of the value of praise in encouraging pupils to keep the school rules. Pupils are praised by teachers for good behaviour when moving around the school, lining up in the yard, displaying courteous and respectful behaviour etc. We recognise that all children are different and every effort is made to cater for all children and all their differing needs.

Opportunities to practice positive behaviour and to teach pupils strategies for resolving conflict and managing their behaviour arise as part of the school curriculum. Circle Time in SPHE, Role Play in Drama and many Religious Education lessons provide such opportunities.

Pupils achievements in Sports, Music, Drama and other activities are acknowledged by the class teachers. Every opportunity is taken to celebrate and praise pupils' engagement in these activities e.g. after matches and concerts, at weekly whole school assembly and by a visit to the classroom from the Principal or another Teacher.

INCENTIVES AND REWARD SYSTEMS

A class system of positive reinforcement through individual and group rewards, motivates and acknowledges good behaviour, progress and effort. To support pupils to develop their potential to the fullest, we recognise the value of encouragement and praise. Listed below are some examples of the way we use positive reinforcement:

- A quiet word or gesture to show approval
- Words of praise in front of a group/class/assembly
- Awards for good behaviour, progress, effort or attendance at Assembly
- Delegating some special responsibility/privilege e.g. play session with SEN Teacher on Friday
- A written comment in a pupil's exercise book, journal or a happy gram sent home.
- A visit to the Principal's office for commendation. Principal visits classrooms for same.
- A mention to Parent - verbal communication.
- Entry of a record of good behaviour in behaviour notebook or star chart
- Homework vouchers for written work
- An item chosen from the teachers' small prizes box
- A system of happy faces, merit marks, stamps, stickers or dojos (individual/ group/whole- class).
- Group of the day/week first in the line for the yard/home-time.
- Golden Time on Friday.

SPEAKING IN ENGLISH

Irish is the language of communication in school and pupils are made aware that speaking in Irish is Golden Rule #1. Therefore, if a pupil is heard speaking in English on the yard or in class they will be asked to stand out from play on the yard for 5 – 10 minutes appropriate to their age/class level. Consideration will be given to pupils with additional needs. If a pattern of speaking in English continues, it will be brought to the attention of parents.

DEALING WITH MISBEHAVIOUR

It is accepted that there is a need for a consequence to register disapproval of unacceptable behaviour. In the first instance, we take a restorative approach to misbehaviour, teaching pupils to take responsibility for their behaviour by thinking through the causes and consequences. Misbehaviour, when it becomes apparent will be investigated immediately. Restorative practices centre around a set of key questions that help pupils think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?

- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

The code aims to stop and bring about a change in misbehaviour by helping children to:

- learn that misbehaviour is unacceptable and change is needed
- see that their misbehaviour affects others
- understand that they have choices about their behaviour.
- understand that their choices have consequences
- learn to take responsibility for their choices / behaviours
- discuss and devise strategies to prevent the misbehaviour reoccurring
- defuse and resolve a situation
- signal to other pupils' that their wellbeing is being protected
- prevent serious disruption of Teaching and Learning
- indicate to a pupil why the sanction is being applied
- to avoid further sanctions
- make a clear distinction between minor and serious offences
- to focus on the pupil's behaviour not on the pupil himself/herself

POSSIBLE SANCTIONS FOR MISBEHAVIOUR

In imposing a sanction, it is the misbehaviour which is unacceptable and not the individual. The pupil is made aware of the fact that his/her misbehaviour is unacceptable.

- A teacher will discuss with pupil why the misbehaviour is not acceptable
- The seating arrangement in class may be changed.
- A pupil may be temporarily separated from class group
- A pupil may be asked to stand out for a period during yard time.
- A note/comment may be written in pupil's homework journal to be signed by parents
- A pupil may be asked to complete unfinished work which has not been finished due to unacceptable behaviour.
- If a pupil is a source of danger/disruption to others or to himself, he/she may be removed from the activity in which he/she is involved
- A pupil may be detained in the classroom for a part of break-time under supervision
- If a misbehaviour occurs at lunchtime or any other time when another teacher is in charge, that teacher may impose a sanction and inform class teacher of same.
- Recompense is expected to be made by pupil/parent for deliberate damage to property
- A letter for misbehaviour may be issued depending on the circumstances of the misbehaviour.

CATEGORIES OF UNACCEPTABLE BEHAVIOUR

The code acknowledges three broad categories of misbehaviour and examples of each are outlined below:

- Minor Misbehaviour
- Serious Misbehaviour
- Gross Misbehaviour

All everyday instances of a minor nature are dealt with by the class teacher. Class teachers will keep a record of misbehaviour in class. The teacher on yard duty will keep a record of misbehaviour on the yard and inform the class teacher. If a pattern of minor misbehaviour is observed a letter will be issued.

Single instances of serious misbehaviour will be dealt with by the class teacher in conjunction with the Principal or Deputy Principal and will be brought to the attention of parents. In cases of repeated serious misbehaviours parents will be involved at an early stage and invited to meet the class teacher and Principal or Deputy Principal to discuss their child's behaviour. Parents will be informed immediately by the Principal if there is one incident of gross misbehaviour.

PROCEDURE FOLLOWING MISBEHAVIOUR

Following any misbehaviour (categories listed below) a teacher will speak to a pupil about the misbehaviour using a restorative approach. Any one of the sanctions listed above may be applied.

If a pattern of misbehaviour occurs, the school's letter system, which operates over the duration of the school year, will be activated. The letter colours (in the order of - white, yellow, orange, red) denote the instances of misbehaviour and the level of seriousness of the misbehaviour. A pupil may be issued a coloured letter (following 2 white letters) or may receive a coloured letter instantly following a once-off serious misbehaviour (this decision is at the discretion of the teacher/principal).

1. Misbehaviour in class/school/ yard
2. Lack of effort with class work / homework
3. Disrespect for school staff/other pupils'/school property
4. Dangerous behaviour that hurts someone else
5. Other

Following a pattern of minor misbehaviour, a pupil will be issued with a white letter – with restorative questions on the back to be completed by the child at home. When a child is issued with a letter, the class teacher ensures that this letter is signed by a parent and returned to the teacher.

After a second white letter has been issued, a yellow letter is issued– with restorative questions on the back to be completed by the child at home and co-signed by a parent. A phone call is made to a parent. A yellow letter indicates a first lunchtime detention of 15 minutes' duration. The child, classroom teacher and principal meet to discuss how to improve the pupil's behaviour. The teacher phon

This process is then repeated. After two further white letters are issued, an orange letter is issued, with restorative questions on the back to be completed by the child at home and co-signed by a parent. An orange letter indicates a second lunchtime detention. At this point a meeting is organised between the child, the parent, the classroom teacher and the principal to discuss and agree a programme of intervention.

This process is then repeated for a third time. After a further two white letters have been issued a red letter is issued. A red letter means that a child may be suspended from the school. Parents are called to a meeting with the Principal. The Principal has the authority to suspend a child for a period of up to three days at a time following consultation with the Board of Management. The principal may suspend a child for a period longer than three days upon agreement by the Board of Management.

SUSPENSION

If parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil will be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 13 (5) of the Rules of National Schools.

In the case of gross misbehaviour the Principal shall request the chairperson of the Board to sanction an immediate suspension.

EXPULSION

- Expulsion may be considered in an extreme case in accordance with Rule 130 (6).
- The Board of Management has the authority to expel a child from the school. If this occurs, Parents and child are given the opportunity to come and tell their story. Parents are also informed of the appeals procedure.
- Every effort will be made to have a pupil with SEBN referred for psychological assessment without delay.

RESPONSIBILITY FOR DISCIPLINE

The overall responsibility for discipline within the school rests with the principal. This responsibility will always be administered in a manner which is consistent and fair to all pupils. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises. A pupil will be referred to the principal for serious breaches of discipline and for repeated incidents of misbehaviour.

It is our belief that the most effective schools are those with the best relationships between staff, parents, pupils and the Board of Management. Every effort will be made by the principal and staff to ensure that parents are kept informed. A copy of this complete document is available on the school website and parents and guardians are directed to the site, when new children are enrolled and at the meeting with new parents in June. At the beginning of each school year parents are encouraged to read this policy, and related school policies on the school website, and indicate their agreement with these policies, by ticking the policy acceptance box on their Aladdin app

RATIFICATION, IMPLEMENTATION AND REVIEW

This policy was first implemented on 2015 and most recently reviewed on 29th April 2021 and the 13.2.2023. This policy will be subjected to yearly review. The Board of Management has ratified this Code of Behaviour. It will be published on the school website (www.scoilraifteiri.ie) and a copy will be made available to all members of the school community on request.

Addendum – (March 2021)

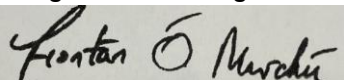
During the Pandemic crisis, we all had responsibility to keep each other safe and well. In order to do so, we had high expectations of our students to follow the rules and guidelines of the school related to:

- Following any altered routines for arrival and departure
- Following school instructions on hygiene, such as handwashing and sanitising
- Following instructions on how pupils can socialise at school
- Moving around the school following specific instructions - (For example on the yard, queuing, lunch routines)
- Expectations about sneezing, coughing, tissues and disposal
- Telling an adult if they are experiencing Covid-19 symptoms or feeling unwell
- Rules about sharing any equipment or other items including drink bottles
- Amended expectations about break and play times including where children may/may not play
- Use of toilet facilities

Students must not spit at or deliberately cough on another student or staff member. This will be considered a serious misbehaviour and will be dealt with in accordance with our behaviour policy.

Ní cheadaítear do dhaltáí casacht a dhéanamh nó smugairle a chaitheamh le mac léinn nó ar bhall foirne eile d'aon ghnó. Measfar gur mí-iompar tromchúiseach é seo agus déileálfar leo de réir ár bpolasaí iompar

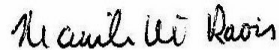
Siniú:



Dáta: 13.2.2023

Cathaoirleach an Bhoird Bhainistíochta

Siniú:



Dáta: 13.2.2023

Príomhoide



CÓD IOMPAIR

CODE OF BEHAVIOUR

Dáta (Date): / / Uimhir (Number): _____

Ainm an Pháiste (Child's Name): _____

A Thuismitheoir dhíl,

Bhí iompar do pháiste míshásúil maidir le (Your child's behaviour was unsatisfactory in relation to):

- Mí-iompar sa rang/scoil/clós** (Misbehaviour in class/school/yard)
- Easpa larrachta le hobair ranga/obair bhaile** (Lack of effort with schoolwork/homework)
- Drochmheas ar fhoireann na scoile/ daltaí eile / maoin daoine eile**
(Disrespect towards school staff/other pupils/other people's property)
- Iompar contúirteach a ghortaíonn daoine eile** (Dangerous behaviour that hurts other people)
- Eile** (Other)

Tuairisc an Mhúinteora (Teacher's Report):

Tuairisc an Pháiste (Child's Report):

Síniú an Mhúinteora (Teacher's Signature):

Síniú an Tuismitheora/Caomhnóra (Parent's/Guardian's Signature):

Sínigh agus seol ar ais láithreach le do thoil (Please sign and return immediately)

Aguisín 2

Cad a tharla? (*What happened?*)

Cad é a bhí tú ag smaoineamh agus ag mothú ag an am?
(*What were you thinking and feeling at the time?*)

Cad iad do smaointí faoi ó shin? (*What have you thought about it since?*)

Cé orthu a chuir sé seo isteach? agus cén chaoi?
(*Who has been affected and in what way?*)

Conas a d'fhéadfaí rudaí a dhéanamh difriúil?
(*How could things have been done differently?*)

Cad a cheapann tú gur chóir tarluínt chun rudaí a chur i gceart?
(*What do you think needs to happen to make things right?*)

Sínú an Mhúinteora/Príomhoide (Teacher/Principal Signature)

Sínú an Tuismitheora/Caomhnóra (Parent's/Guardian's Signature)

G *Gaeilge a labhairt i gcónaí*

A *Aire a thabhairt do mo mhaoine féin, maoine dhaoine eile agus maoine na scoile*

E *Éistim le mo mhúinteoir, le daoine fásta agus páistí eile*

I *Insím an fhírinne fiú nuair a bhíonn sé deacair*

L *Lách agus cabhrach le gach duine*

G *Gafa san fhoghlaim i gcónaí*

E *Eolasach faoi mo thionchar ar dhaoine eile agus an domhan mórthimpeall orm*

LÉIRIGH DEA-IOMPAR

chun córas na litreacha a sheachaint



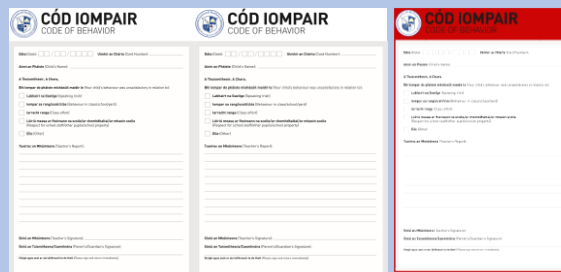
1. Litir Bán
2. Litir Bán

3. LITIR BUÍ = COINNEÁIL LÓIN #1 & GLAOCH ABHAILE



4. Litir Bán
5. Litir Bán

6. LITIR ORÁISTE = COINNEÁIL LÓIN #2 & TUISTÍ ISTIGH



7. Litir Bán
8. Litir Bán

9. LITIR DEARG = FIONRAÍ