

Cód Iompair Scoil Chrónáin

23/03/2021

Réamhrá

Rinne foireann Scoil Chrónáin athbhreithniú ar an gCód Iompair i 2020. Chuaigh an scoil i gcomhairle leis an mBord Bainistíochta agus le páirtithe leasmhara na scoile.

Is é aidhm an pholasaí ná dea-iompar a shainmhíniú, a léiriú agus a chothú i measc pobal na scoile i gcónaí. Tuigeann an scoil an tábhacht a bhaineann le dea-iompar a bheith le feiscint agus aitheantas a thabhairt dó ionas go spreagfaidh sé na páistí ina threo. Déanfar níos mó dul chun cinn le páistí má tá siad á moladh seachas á gcáineadh. Is obair leanúnach é seo a thógfaidh am. Mar chuid d'ár n-iarrachtaí chun dea-iompar a chothú, tabharfar am ag cruinnithe foirne chun plé a dhéanamh ar an gCód Iompair ionas gur féidir cúrsaí iompair a phlé agus foghlaim óna chéile. Bainfidh múinteoirí úsáid as straitéisí éagsúla chun dea-iompar a chur chun cinn.

Réasúntacht

Rinne Bord Bainistíochta Scoil Chrónáin cinneadh athbhreithniú a dhéanamh ar an gCód Iompair chun a chinntiú go bhfuil na riachtanais dhlíthiúla agus na dea-chleachtais atá leagtha amach sa leabhar “Cód Iompair a Fhorbairt” (Treoirlínte i gcomhair scoileanna, foilsithe ag an mBord Náisiúnta Leasa Oideachais) á gcomhlíonadh againn. Leagann an tAcht Oideachais (Leas) 2000 amach na nithe ar leith a chaithfear a bheith san áireamh i gCód Iompair. De réir Alt 23(2) den Acht Oideachais (Leas) 2000 sonrú na nithe seo a leanas i gCód Iompair:

- na caighdeáin iompair a bheidh le hurramú ag gach mac léinn atá ag freastal ar an scoil
- na céimeanna a thógfá nuair a dhiúltaíonn páiste nó nuair a theipeann ar pháiste na caighdeáin iompair a chomhlíonadh
- na nósanna imeachta a bheidh le leanúint sula bhféadfar mac léinn a chur ar fionraí nó a dhíbirt ón scoil
- na forais/cúinsí ina gcuirtear deireadh le fionraí ar pháiste, agus
- na nósanna imeachta a leanfar nuair atá páiste as láthair ón scoil (aischuir chuig an ngníomhaireacht um Leanaí agus an Teaghlach (TUSLA)).

Cur chuige uile scoile chun dea-iompar a spreagadh

Is ar an bPríomhoide agus ar an mBord Bainistíochta atá iomlán freagrachta i leith cur i bhfeidhm an Chóid Iompair agus monatóireacht rialta a dhéanamh air. Tá gach múinteoir freagrach as bainistiú ina seomra ranga féin agus freagrach i gcomhpháirt leis na múinteoirí eile as ord agus eagar, agus dea-iompar ar fud na scoile. Tá gach múinteoir freagrach chomh maith as cúrsaí smachta nuair atá siad ar dhualgas chlóis agus nuair atá maoirseacht ar siúl acu ag ócáidí atá eagraithe ag an scoil.

Tugtar deis do thuismitheoirí agus do bhaill eile de phobal na scoile moltaí agus smaointe a chur go foirmiúil chuig an mBord Bainistíochta don Chód Iompair nuair atá athbhreithniú á dhéanamh air. Is féidir é seo a dhéanamh trí ionadaithe na dtuismitheoirí ar an mBord Bainistíochta nó labhairt go díreach leis an bPríomhoide. Tuigeann an scoil an tábhacht a bhaineann le tacaíocht agus comhoibriú na dtuismitheoirí i gcur i bhfeidhm an Chóid Iompair. Baineann an Cód Iompair le gach páiste agus bíonn sé i bhfeidhm i gcónaí i rith am scoile agus ag aon imeacht atá eagraithe ag an scoil. Tabharfar deis do gach múinteoir nua an Cód Iompair a léamh agus pléifear é ag an gcéad chruinniú foirne ag tús na scoilbhliana. Cuirfear cóip den Chód Iompair ar fáil do gach ball foirne agus do thuismitheoirí

nuair atá siad ag clárú a bpáiste sa scoil. Glacann na tuismitheoirí/caomhnóirí (le síniú) leis an gCód Iompair agus iad ag glacadh go foirmeálta le háit dá bpáiste sa scoil.

Cabhraíonn moladh agus spreagadh le féinsmacht an pháiste. I Scoil Chrónáin cuirimid níos mó béime ar aitheantas a thabhairt do dhea-iompar seachas pionós a chur chun dea-bhéasaí agus caighdeán ard foghlama a bhaint amach. Ó am go chéile cuirfear pionós lena léiriú don pháiste nach nglacfar leis an gcoir/leis an ndroch-iompar. Nuair a chuirtear pionós ar pháiste ba cheart go dtuigfeadh an páiste nach nglacfar leis na droch-iompair agus gurbh í an choir atáthar á lochtú.

Fealsúnacht na Scoile

Is Gaelscoil í Scoil Chrónáin a bhfuil oideachas iomlán an pháiste trí mheán na Gaeilge mar phríomhaidhm aici. Tá an scoil faoi phátrúnacht an Ardeaspaiag Chaitlicí, agus feidhmíonn an scoil faoi ghnáth rialacha na Roinne Oideachais agus Scileanna. Curaclam páiste-lárnach atá i bhfeidhm a aithníonn luach agus éagsúlacht gach páiste agus a chuireann ar a chumas an fhorbairt iomlán is dual dó/di a dhéanamh mar pháiste, agus ina shaol sa tsochaí. Tá sé mar aidhm againn timpeallacht shuaimhneach a chruthú ina ndéantar cúram d'fhorbairt intleachtúil, fhisiciúil, chultúrtha, mhorálta, spioradálta, shóisialta agus mhothúcháinach an pháiste. Déantar dea-luachanna Críostúla a chothú. Creidimid go bhfuil comhoibriú, dea-bhéasaí agus dea-iompar riachtanach d'éifeacht na scoile agus d'fhorbairt agus dul chun cinn na bpáistí. Spreagtar páistí i ngach gné den chultúr gaelach: teanga, cluichí, damhsa agus traidisiúin. Tá rannpháirtíocht agus tacaíocht na dtuismitheoirí mar chuid thábhachtach de shaol na scoile.

An Ghaeilge

Is í an Ghaeilge teanga labhartha na scoile. Déantar an-iarracht na páistí a spreagadh le Gaeilge mhaith a labhairt agus a bheith bródúil aisti. Caithfidh gach páiste Gaeilge a labhairt sna seomraí ranga, sa chlós, i dtimpeallacht na scoile agus ar ócáidí a bhaineann le cúrsaí scoile (i.e. turais, cluichí, comórtais, sacraimintí, srl.). Má bhristear an riail seo caillfidh an páiste pribhléid ranga. Má úsáideann páiste Béarla go leanúnach sa scoil déanfar taifeadadh ar seo i leabhar dubh an Phríomhoide agus cuirfear a t(h)uismitheoirí ar an eolas faoi, trí ghlaoch/nóta a sheoladh abhaile agus cruinniú foirmeálta más gá.

Gaol idir Fealsúnacht na Scoile agus an Cód Iompair

Cruthaíonn gníomhartha agus iompar gach duine sa scoil atmaisféar na scoile. Bíonn tionchar suntasach ag iompar na ndaoine fásta i saol an pháiste ar iompar an pháiste. Bíonn Cód Iompair an-éifeachtach nuair a bhíonn daoine díreach agus oscailte lena chéile agus nuair a bhíonn comhoibriú ann idir an fhoireann, na tuismitheoirí agus na páistí. Tá sé tábhachtach go bhfuil tuiscint ag na comhpháirtithe ar fad ar an gcaighdeán iompair atá ag teastáil sa scoil agus na céimeanna a leantar nuair a bhristear na rialacha. Cabhraíonn sé seo timpeallacht shíochánta a chruthú, áit gur féidir le daoine oibriú go héifeachtach.

Dualgais na Rannpháirtithe i leith an Chóid Iompair

Dualgais an Bhord Bainistíochta

- Scoil agus timpeallacht scoile shábháilte agus chompordach a chur ar fáil.
- Tacaíocht a thabhairt don Phríomhoide/don fhoireann i gcur i bhfeidhm an Chóid Iompair.
- An Cód Iompair a dhaingniú.

Dualgais an Phríomhoide

- Atmaisféar dearfach oideachasúil a chur chun cinn sa scoil.
- Déanamh cinnte de go gcuirtear an Cód Iompair i bhfeidhm ar bhealach atá cóir, cothrom agus comhsheasmhach.
- Athbhreithniú ar an gCód Iompair a eagrú nuair is gá.

Dualgais an Mhúinteora

- Tacú le Cód Iompair na Scoile agus é á chur i bhfeidhm agus iad ar scoil nó ag imeachtaí scoile.
- Timpeallacht shábháilte a chur ar fáil do gach páiste áit gur féidir leo dul i mbun oibre.
- Aitheantas agus moladh a thabhairt don pháiste nuair a dhéanann sé/sí obair mhaith.
- Obair scoile an mhúinteora a réiteach agus a ullmhú agus obair na bpáistí a cheartú.
- Aitheantas a thabhairt do bhuanna éagsúla na bpáistí agus freastal ar riachtanais gach páiste.
- A bheith béasach, cóir agus cothrom le páistí agus le pobal na scoile.
- Déanamh cinnte de nach dtugtar deis do pháistí cur isteach ar obair an ranga.
- Déileáil go cuí le mí-iompar páistí (de réir Chód Iompair na Scoile agus treoirlínte RTI*).
- Eachtraí smachta/mí-iompair dáiríre, tromchúiseach chomh maith le h-aon eachtraí bulaíochta a chlárú agus tuismitheoirí a chur ar an eolas más gá. Déanamh cinnte de go bhfuil gach teagmháil le tuismitheoir cláraithe san fhillteán cuí.
- Dul i dteagmháil/i gcomhairle le tuismitheoirí nuair is gá maidir le hiompar a bpáiste.
- Tacú le múinteoirí/cúntóirí na scoile más gá.
- Ceannasaíocht a ghlacadh ar iompar/smacht sa rang nuair atá cuairteoir/múinteoir eile ag múineadh/ag caint leis an rang.

Dualgais an Pháiste

- Freastal ar scoil go rialta agus go poncúil.
- Éisteach leis an múinteoir agus glacadh le húdarás/comhairle an mhúinteora. Meas a thaispeáint ar gach ball de phobal na scoile.
- Meas a thaispeáint ar mhaoín na scoile agus ar mhaoín pháistí eile.
- Déanamh cinnte de nach gcuirfeadh a n-iompar aon pháiste eile i mbaol.
- Gan a bheith gránna nó ag glaach ainmneacha ar pháistí eile agus gan a bheith ag eascaí.
- Déanamh cinnte de go bhfuil an trealamh ranga/leabhair acu ar scoil i gcónaí.
- Aird a thabhairt ar rialacha scoile agus ar rialacha ranga.
- Gan cuir isteach ar pháiste eile d'aon ghnó agus gan bulaíocht a dhéanamh.
- Aon rialacha scoile maidir le CoVid-19 nó aon srianta atá curtha i bhfeidhm maidir le CoVid-19 a leanúint.

Dualgais an Tuismitheora/an Chaomhnóra

- Páistí a spreagadh le meas a bheith acu orthu féin, ar dhaoine eile agus ar mhaoín.
- Déanamh cinnte de go ndéanann na páistí freastal ar scoil go rialta agus go poncúil.
- Suim a léiriú agus tacaíocht agus spreagadh a thabhairt dá gcuid páistí lena n-obair scoile.
- A bheith eolach ar Chód Iompair na Scoile agus tacaíocht a thabhairt dó.
- Comhoibriú le múinteoirí nuair atá mí-iompar a bpáistí ag cur isteach ar dhaoine eile/ar an rang.
- An scoil a chur ar an eolas má tá aon fhadhb ag a bpáiste a chuirfeadh isteach ar dhul chun cinn nó ar iompar an pháiste.

Aidhmeanna an Chóid Iompair

Tugadh aird faoi leith ar riachtanais na scoile seo nuair a bhí an Cód Iompair á dhréachtú againn. Is é aidhm an Chóid seo ná timpeallacht a chruthú, áit ina bhfuil ord agus eagar a rachaidh chun sochar do phobal na scoile ar fad. I dtimpeallacht mar seo is féidir leis na páistí féinsmacht a fhorbairt, a bheith sábháilte agus dul chun cinn a dhéanamh i ngach gné dá bhforbairt. Déanann an Cód Iompair cur síos ar an iompar a bhfuilimid ag súil leis agus ar an mbealach inar féidir le pobal na scoile cabhrú le scoil dhearfach, éifeachtach a chruthú. Cuirfidh gach baill foirne an-bhéim ar dhea-iompar agus beidh cur chuige dearfach acu ar an iompar atá inghlactha sa scoil. Mar fhoireann, ba mhaith linn atmaisféar sona, socair a chur ar fáil, áit a bhfuil ord agus eagar agus smacht ciallmhar réasúnta. Bíimid i gcónaí ag súil le tacaíocht na dtuismitheoirí chun ardchaighdeán iompair a bhaint amach sa scoil.

Na príomhaidhmeanna:

- Timpeallacht fhoghlama dhearfach a chruthú le go mbeidh an scoil in ann feidhmiú go héifeachtach agus go mbeidh na páistí in ann dul chun cinn a dhéanamh i ngach gné dá bhforbairt.
- Iompar dearfach agus féinsmacht a spreagadh agus a mholadh, ag aithint go bhfuil difríochtaí idir pháistí agus go bhfuil orainn freastal a dhéanamh ar na difríochtaí sin.
- Atmaisféar a chruthú ina bhfuil meas ag daoine ar a chéile.
- Am cuí a thabhairt do aon athruithe atá curtha i bhfeidhm ionas go mbeidh seans acu difríocht a dhéanamh don bpáiste agus don iompar. *Féach 'Response to Intervention' RTI**
- Féinmheas, féinsmacht agus freagracht a chothú sa pháiste le dea-iompar a spreagadh.
- Sábháilteacht agus sástacht gach dhuine i bpobal na scoile a chinntiú.
- Cabhrú le tuismitheoirí agus le páistí na córais agus na nósanna a bhaineann leis an gCód Iompair a thuiscint agus a dtacaíocht a fháil chun na córais seo a chur i bhfeidhm go héifeachtach.
- A chinntiú go bhfuil na córais ó thaobh rialacha, smachtbhannaí agus aitheantais curtha i bhfeidhm ar bhealach féarálte agus comhsheasmhach i ngach rang sa scoil.
- Cur ar chumas na múinteoirí a gcuid oibre a dhéanamh gan trasnaíocht

Treoracha ginearálta iompair

Aithníonn an scoil na difríochtaí a bhíonn ann idir pháistí agus an gá atá ann déileáil leis na difríochtaí seo. Táthar ag súil go n-iompródh gach páiste iad féin ar bhealach freagartha ina leith féin agus i leith daoine eile agus go mbeidh siad béasach, tuisceanach, múinte agus fírinneach lena chéile agus le daoine fásta. Ní ghlacfar le h-iompar a chuireann isteach ar shábháilteacht nó ar chearta páistí eile. Caithfear meas a thaispeáint don duine aonair, do mhaoin an duine aonair agus do mhaoin na scoile. Táthar ag síúl go ndéanfaidh gach páiste freastal ar an scoil go rialta agus go mbeidh siad in am. Táthar ag síúl chomh maith go ndéanfaidh gach páiste a ndícheall le hobair scoile agus le hobair bhaile. Caifear rialacha na scoile a chur i bhfeidhm go héifeachtach ar fud na scoile. Déantar cinnte de go bhfuil rialacha na scoile ar eolas ag gach páiste sa scoil.

Tá rialacha na scoile scríofa sa dialann obair bhaile agus sa Chód Iompair. Ag tús na scoilbhliana tá sé de dhualgas ar gach páiste ó Rang 1-Rang 6 na rialacha a léamh sa bhaile lena dtuismitheoirí agus iad a shíniú. Déanann gach múinteoir ranga na rialacha a phlé leis na páistí ag tús na scoilbhliana agus ag tús gach téarma. Pléitear agus déantar daingniú ar rialacha na scoile ag an tionól chomh maith. Pléitear na rialacha go minic leis na Naíonáin Bheaga agus Mhóra. I gcás páistí le riachtanais speisialta go bhfuil deacracht acu na rialacha a thuiscint déanann an múinteoir ranga teagmháil leis na tuismitheoirí agus iarrtar orthu dul siar ar na rialacha leo sa bhaile. Chomh maith leis seo lorgaíonn an múinteoir ranga cabhair ó na múinteoirí tacaíochta foghlama chun daingniú a dhéanamh ar rialacha na scoile leis na páistí seo. Iarrtar ar gach rang a gcuid rialacha féin a dhréachtú, rialacha atá oiriúnach d'aois agus d'aibíocht na bpáistí sa rang sin. Tugtar cuireadh do

gach páiste a bheith páirteach i ndrúachtú na rialacha agus déantar iarracht na rialacha a choinneáil simplí, oiriúnach don aois ghrúpa agus scríofa i dteanga atá simplí agus dearfach. Déantar na rialacha a phlé go minic ach go háirithe sa rang OSPS

Bulaíocht

‘Séard is bulaíocht ann ná bagairt nó ionsaí a dhéanann duine nó grúpa ar dhuine/ar dhaoine eile go leanúnach nó go rialta nó eachtra amháin ar líne. Is féidir leis an mbagairt seo a bheith ó bhéal, síceolaíoch nó fisiciúil. ‘Siad ionsaí fisiciúil, glaoch ainmneacha, imeaglú, sracaireacht, aonrú agus scigmhagadh na príomh saghsanna bulaíochta. Ní ghlacfar in aon chor le bulaíocht i Scoil Chrónáin agus beifear ag súil le comhoibriú iomlán na dtuismitheoirí nuair atá an scoil ag déileáil le heachtraí bulaíochta de réir Pholasáí Frith-bhulaíochta na scoile.

Fón póca

Ní cheadaítear fón cliste sa scoil ón scoilbhliain 2020/2021 ar aghaidh. Ní bheidh cead fón le ceamara nó le ceangail idirlín a bheith ar scoil. In imthosca eisceachtúla, má bhíonn gá ag páiste fón póca a bheith acu, caifear an fón a fhágáil múchta i mála plaisteach ar bhord an mhúinteora i rith an lae scoile. Sa chás seo caithfear nóta a fháil ó thuismitheoirí an pháiste:

- a) Ag tabhairt cead don pháiste fón póca múchta a bheith acu ar scoil
- b) Ag glacadh freagrachta as aon ní a d’fhéadfadh tarlú de bharr an fóin a bheith ag an bpáiste ar scoil

Má dhéanann páiste neamhiontas den pholasáí seo tógfar an fón uaidh/uaithi agus beidh ar na tuismitheoirí an fón a bhailiú ó oifig an phríomhoide.

Straitéisí chun dea-iompar a spreagadh

- Déanfar cinnte de go bhfuil rialacha na scoile mínithe do gach páiste agus go rachfar siar orthu go rialta.
- Dea-iompar a aithint agus a mholadh go rialta.
- Moladh ón múinteoir don dea-iompar.
- Moladh scríofa ar obair an pháiste nó moladh scríofa sa dialann obair bhaile.
- Moladh os comhair an ranga.
- Beidh córas éigin i bhfeidhm ag gach múinteoir ranga in oiriúint d’aois ghrúpa an pháiste (Córas ticéid, pointí, Class Dojo, srl. agus beidh duaiseanna cosúil le hoíche shaor ón obair bhaile, am órga, am breise sa chlós más féidir, srl. ar fáil mar spreagadh.)
- Bronntar pribhléid/freagracht speisialta ar an bpáiste nó ar an rang.
- Moladh ón bPríomhoide nó ó mhúinteoir eile.
- Aitheantas ag an chéad Tionól Scoile eile.
- An dea-iompar a chur in iúl do thuismitheoirí an pháiste.

Straitéisí chun cosc a chur ar mhí-iompar

Úsáidtear na straitéisí seo chun dea-iompar a spreagadh agus an páiste a threorú ó mhí-iompar go dea iompar. Beidh amanna ann áfach go mbeidh gá le pionós a chur ar dhalta má leanann an mí-iompar. Braitheann an pionós a chuirtear ar pháiste ar an saghas mí-iompar atá i gceist, ar na rialacha a briseadh agus ar aois an pháiste.

- Ceartú agus comhairle ón múinteoir. Deis moladh a thabhairt chun an leanbh a spreagadh.
- Scarfar an páiste óna c(h)omh-scoláirí/óna c(h)airde.
- Nóta scríofa ag an bpáiste faoin mí-iompar agus é sínithe ag na tuismitheoirí
- Bainfear pribhléidí den pháiste
- Caillfidh sé/sí pribhléid ranga m.s. am órga.

- Déanfaidh an múinteoir na drochbhéasaí/bulaíocht/mí-iompar leanúnach a chlárú
- Déanfar teagmháil leis na tuismitheoirí
- Cuirfear fios ar an bPríomhoide/Príomhoide Tánaisteach i gcásanna tromchúiseacha.
- Déanfaidh an Múinteoir Ranga teagmháil leis na tuismitheoirí.
- Má bhíonn an páiste ag labhairt i mBéarla cláraítear ainm an pháiste sa leabhar dubh. Má bhíonn ainm cláraithe dhá uair i rith aon téarma amháin cuirfear fios ar na tuismitheoirí.
- Tuairisc don Bhord Bainistíochta ar an drochiompar ullmhaithe agus sínithe ag an múinteoir ranga.
- Fionraí/díbirt on Scoil (de réir Riail 130 de na Rialacha le haghaidh Scoileanna Náisiúnta agus an Acht Oideachais Leas, 2000)
- Cuirfear na tuismitheoirí ar an eolas i bhfoirm scríofa agus eagrófar cruinniú foirmiúil leo

Ní chaillfidh an páiste amach ar aon ábhar curaclaim ach amháin ar chúiseanna Sláinte agus Sábháilteachta.

Rachaidh an múinteoir ranga i ngleic le mí-iompar an pháiste ar dtús. Déanfaidh an múinteoir plé ar iompar na bpáistí agus conas feabhas a chur air sna ranganna OSPS. Cuirfidh gach múinteoir ranga béim mhór ar dhea-iompar agus beidh sé mar aidhm acu moladh a thabhairt go minic chun dea-iompar a spreagadh sa rang/ar an aqlós/ar fud na scoile. Nuair a theipeann ar na straitéisí thuas luaite tar éis tréimhse nó nuair atá fíor dhrochiompar i gceist beidh sé riachtanach go ndéanfaidh an Príomhoide, na tuismitheoirí agus an Bord Bainistíochta déileáil leis.

Mí-iompar sa Chlós

I gcás mí-iompar sa chlós leanfar na céimeanna seo a leanas. Labhróidh an múinteoir atá ar dualgas leis an bpáiste/na páistí a bhfuil mí-iompar ar siúl acu. Ag brath ar an mí-iompar is féidir na céimeanna seo a leanas a chur i bhfeidhm:

- An páiste a cheartú
- Iarraidh ar an bpáiste/na páistí siúl timpeall an chlóis i dteannta an mhúinteora atá ar dualgas
- An páiste/na páistí a scaradh óna gcomh-scoláirí in áit faoi leith ar feadh tréimhse gairid.
- Cuirfear an múinteoir ranga ar an eolas nuair atá am lóin thart. Déanfaidh an múinteoir ranga clárú ar an mí-iompar agus labhróidh siad leis an bpáiste faoi más gá.
- Rachaidh an múinteoir ranga i gcomhairle leis an múinteoir atá ar dualgas clóis déileáil leis an mí-iompar de réir mar atá leagtha síos do mhion mhí-iompar/mí-iompar dáiríre.
- Má tharlaíonn mí-iompar atá dáiríre agus tromchúiseach cuirfidh an múinteoir atá ar dualgas fios ar an múinteoir ranga nó ar an bPríomhoide.

Pribhléidí

Is féidir pribhléidí scoile a bhaint i gcás go bhfuil mí-iompar leanúnach cláraithe ag páiste. Má bhaintear pribhléid (faoi leith) ní féidir é a fháil ar ais, is de bharr mhí-iompar a cailleadh iad agus caithear cloí leis an bponós. Seo a leanas cuid de na pribhléidí gur féidir a bhaint de pháiste, is ar bhreithiúnas an mhúinteora a bhaintear pribhléidí agus is féidir breis pribhléidí a chuir ar an liosta seo:

- Turas scoile
- Am órga (níos mó ná seachtain amháin)
- Gan cead freastal ar ócáidí scoile/ceardlanna scoile
 - o Cór
 - o Drámaí

- o Carúil na Nollag
- o Lá Spóirt
- o Lá Ceoil

- Cailliúint amach ar chluichí peile/iomána/camógaíochta nó gan cead a bheith ar aon fhoireann/ar choiste(i)/Comhairle na nDaltaí na scoile.
- Gan cead a bheith páirteach i rudaí breise nach mbaineann le curaclam na bunscoile.

Fionraí Láithreach

I gcúinsí eisceachtúla féadfaidh an Príomhoide a bhreithniú go bhfuil fionraí láithreach oiriúnach i gcás ina léireofaí go mbeadh láithreach leantach an mhic léinn ag an am sin mar fhíor-bhagairt do shábháilteacht na mac léinn, do shábháilteacht fhoireann na scoile, nó do dhuine ar bith eile. Ní foláir gnáthaimh chóra a chur i bhfeidhm i gcónaí.

Fionraí

Déanfaidh an scoil gach iarracht de réir an Chóid Iompair sula gcuirfear páiste ar fionraí/sula ndéanfar é a dhíbirt ón scoil. Déanfar an páiste a chur ar fionraí de réir théarmaí Rialacha 130(5) le haghaidh Scoileanna Náisiúnta agus de réir An Acht Leasa Oideachais. Cuirfear an mí-iompar in iúl láithreach don Phríomhoide agus don Chathaoirleach agus ceadófar fionraíocht. Tá cead ón mBord Bainistíochta ag an bPríomhoide téarma fionraíochta de thrí lá a chur i bhfeidhm. Caithfear cead an Bhoird Bhainistíochta a fháil le fionraíocht sa bhreis ar an trí lá a chur i bhfeidhm. Is féidir an cead seo a fháil ag gnáth chruinniú Boird nó ag cruinniú práinneach ina gcuireann an Cathaoirleach agus an Príomhoide in iúl na fáthanna a gceapann siad go bhfuil sé riachtanach tuilleadh fionraíochta a chur i bhfeidhm. Mar atá leagtha síos i gcoinníollacha an Acht um Leasa Oideachais (2000), cuirfidh an Bord Bainistíochta in iúl don Ghníomhaireacht um Leanaí agus an Teaghlach (TUSLA) má chuirtear páiste ar fionraí ar feadh sé lá nó níos mó. Nuair a chuirtear páiste ar fionraí, iarrfar ar thuismitheoirí an páiste a thógáil abhaile ón scoil. Buailfidh an Príomhoide le thuismitheoirí an pháiste chun fionraíocht an pháiste a shoiléiriú dóibh agus tabharfaidh an Príomhoide ráiteas scríofa dóibh de choinníollacha, de thréimhse agus dáta deiridh na fionraíochta

Deireadh a chur le Fionraí

Le linn tréimhse fionraithe ón scoil tá sé de cheart ag na thuismitheoirí iarratas a dhéanamh go nglacfar a bpáiste ar ais sa scoil. Caithfidh na thuismitheoirí glacadh orthu féin go gcloífidh an páiste a bhí ar fionraí go hiomlán le Cód Iompair na scoile. Chomh maith leis sin caithfidh an Príomhoide a bheith sásta nach mbeadh baol ann ó thaobh slándáil de do na páistí eile, don fhoireann nó don pháiste féin agus an páiste seo a bheith ar ais ag freastal ar an scoil. Más gá rachaidh an Príomhoide i gcomhairle leis an múinteoir ranga, leis na thuismitheoirí agus leis an bpáiste chun plean iompair a ullmhú don pháiste agus tabharfaidh sé/í cead oifigiúil don pháiste dul ar ais sa rang. Má thagtar ar réiteach sásúil ar an bhfadhb le linn an tréimhse fionraithe is féidir leis an gCathaoirleach agus an Príomhoide cead a thabhairt don pháiste filleadh ar ais ar scoil.

Díbirt

Tá údarás ag an mBord Bainistíochta páiste a dhíbirt ón scoil más cás tromchúiseach é nó i gcás mhí-iompair leanúnach a chuireann isteach ar oideachas pháistí eile nó san áit a bhfuil bagairt ar shláinte agus ar shábháilteacht pháistí agus lucht foirne na scoile. Déanfar an smachtbhanna seo a chur i bhfeidhm de réir théarmaí an Acht Leasa Oideachais (2000). Sula ndéanfar páiste a dhíbirt ón scoil déanfaidh an Bord Bainistíochta é seo a chur in iúl don Oifigeach Áitiúil Leasa Oideachais (Local Welfare Education Officer) de réir Roinn 24 den Acht Leasa Oideachais. Má cheapann an Bord Bainistíochta go bhfuil gá leis is féidir leo teagmháil a dhéanamh leis na Gardaí.

Rule 130(5) of the Rules for National Schools

Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorizing the Chairperson or Principal Teacher to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the Board of Management is necessary to authorize a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupil's or pupils' parents or 13 guardians. In exceptional circumstances, the Board of Management may authorize a further period of exclusion in order to enable the matter to be reviewed. (Dept. of Education' Rules for National Schools' 1965.)

Rannpháirtíocht Tuismitheoirí/Caomhnóirí i mbainistiú Fadhbanna Iompair

Tá ról tábhachtach ag tuismitheoirí/caomhnóirí i saol na scoile agus iarrfar orthu a bheith rannpháirteach i gcur chun cinn an dea-iompair sa scoil agus tacaíocht a thabhairt don Chód Iompair. Déanfaidh an múinteoir ranga tagairt d'eachtraí de mhion mhí-iompar a tharlaíonn go minic i ndialann scoile an pháiste. Beidh ar na tuismitheoirí/caomhnóirí an nóta seo a léamh agus a shíniú. Má tugtar obair bhreise don pháiste mar phionós beidh ar na tuismitheoirí/caomhnóirí an obair seo a shíniú chomh maith. Ó am go chéile cuirfidh múinteoirí fios ar thuismitheoirí/ar chaomhnóirí teacht chun na scoile chun gné éigin d'iompar a bpáiste a phlé. Más gá cuirfear an Príomhoide ar an eolas faoin gcruinniú agus d'fhéadfadh go mbeadh sé/sí i láthair. Moltar do thuismitheoirí/chaomhnóirí coinne a dhéanamh leis an mhúinteoir ranga/nó leis an Príomhoide chomh luath agus is féidir chun iarracht a dhéanamh mí-iompar a bpáistí a stopadh ó dhul in olcas. Cuirfidh an scoil i gcuimhne do thuismitheoirí/chaomhnóirí chomh minic agus is féidir an bealach le dul i dteagmháil leis an scoil agus coinne a dhéanamh leis na múinteoirí. I gcásanna ina dtuigtear go bhfuil baint ag páiste le mí-iompar atá níos dáiríre is féidir leis an bPríomhoide iarraidh ar thuismitheoirí/caomhnóirí freastal ar chruinniú neamhfhoirmiúil/foirmiúil sa scoil. Is féidir an coinne seo a dhéanamh leis na tuismitheoirí/caomhnóirí ar an bhfón nó i bhfoirm scríofa. D'fhéadfadh go mbeadh an múinteoir ranga nó na múinteoirí a chonaic an mí-iompar le linn dualgas clóis, an Príomhoide agus Cathaoirleach an Bhoird Bhainistíochta i láthair ag an gcruinniú seo. D'fhéadfadh an páiste freastal ar an gcruinniú nó ar chuid den chruinniú má cheaptar go bhfuil sin oiriúnach.

Ag Bainistiú Iompar Foréigneach/Ionsaitheach

Tuigeann an scoil nach i gcónaí a fhreagraíonn páistí go dearfach don ghnáth-idirghabháil, mar atá leagtha síos sa Chód Iompair. Bíonn tacaíocht bhreise ag teastáil ó na páistí seo chun iarracht a dhéanamh cabhrú leo bainistiú a dhéanamh ar a n-iompar foréigneach nó ionsaitheach. Uaireanta léiríonn mionlach beag páistí iompar dúshlánach de bharr a gcuid riachtanais foghlama nó ar chúiseanna eile. Tá sé ríthábhachtach go mbeadh comhoibriú idir na múinteoirí agus na tuismitheoirí chun déileáil leis an mí-iompar seo.

Achomharc

De réir Alt 29 den Acht Oideachais 1998, is féidir le tuismitheoir nó scoláire atá ocht mbliana déag d'aois nó níos mó achomharc a dhéanamh le Rúnaí Ginearálta na Roinne Oideachais agus Scileanna in aghaidh cuid de chinntí an Bhoird Bhainistíochta, ina measc (1) díbirt buan ón scoil agus (2) fionraí ar feadh tréimhse a thabharfadh tréimhse fionraí iomlán go dtí 20 lá scoile nó níos faide in aon scoil bhliain. Caithfear an t-achomharc a thaisceadh laistigh de 42 lá ón lá a cuireadh na tuismitheoirí ar an eolas faoi chinneadh na scoile. (Féach Ciorclán 22/02).

Coimeád Taifead

Ag cloí le polasaí na scoile ar choimeád taifead agus ag cloí leis an reachtaíocht atá ann maidir le cosaint sonraí, déanfar aon taifead a bhaineann le hiompar na bpáistí a choinneáil faoi ghlas i gcófra an mhúinteora/san oifig nó i gcomhad an pháiste ar Aladdin. Coinneofar cóipeanna de theagmháil le

tuismitheoirí sa scoil (san fhilleán do theagmháil le tuismitheoirí/caomhnóirí). Coinnítear taifead ar eachtraí dáiríre agus tromchúiseacha sa scoil go dtí go bhfuil an páiste bliain is fiche (san fhilleán do theagmháil le tuismitheoirí/caomhnóirí/ar Aladdin).

Rialacha na Scoile

Roinntear na Rialacha Scoile mar seo a leanas:

1. An Ghaeilge
2. Rialacha scoile
3. Rialacha ranga
4. Rialacha clóis

An Ghaeilge

Is í an Ghaeilge teanga labhartha na scoile. Caithfidh gach páiste Gaeilge a labhairt sa seomra ranga, sa chlós, i dtimpeallacht na scoile agus ar ócáidí a bhaineann le cúrsaí scoile (i.e. turais, cluichí, comórtais, sacraimintí, srl.). Níl cead Béarla a labhairt. Tá comhoibriú na dtuismitheoirí riachtanach chun an riail seo a chur i bhfeidhm.

Rialacha Scoile

- Taispeáin meas, cúirtéis agus dea-bhéasa dá chéile agus do dhaoine fásta.
- Ní ghlacfar le bulaíocht choíche i Scoil Chrónáin. Níl cead a bheith gránna le páistí eile nó iad a ghortú. Tá cosc ar íde béil, cúlchaint, bagairt nó ionsaí a dhéanamh ar aon duine.
- Tá cosc ar chasacht a dhéanamh/seile a chaitheamh ar aon duine d'aon ghnó. Leanfaidh gach duine treoracha maidir le cosc a chur ar scaipeadh CoVid-19.
- Inis an fhírinne i gcónaí ar scoil.
- Siúl go ciúin i gcónaí sa scoil agus i dtimpeallacht na scoile. Níl cead a bheith ag rith.
- Bí ar scoil in am gach lá, agus fág clós na scoile láithreach ag am dul abhaile
- Tabhair aire don scoil; an clós, an seomra ranga, fearas scoile, troscán, ríomhairí agus leithris.
- Níl cead bruscar a chaitheamh, nó damáiste a dhéanamh do mhaoin scoile nó do mhaoin daoine eile.
- Caith éadaí agus bróga ciallmhara. Is é an éide scoile a bheidh á chaitheamh seachas ar lá go bhfuil spóirt. Beidh cead culaith reatha na scoile a chaitheamh na laethanta sin. Níl cead smideadh. Caifear gruaig fhada a cheangal siar.
- Ná fág an seomra ranga, an scoil nó an clós choíche gan cead an mhúinteora.
- Seas i do áit sa líne sa chlós ar maidin. Nuair a bhuaileann an clog, siúl go ciúin i líne le do mhúinteoir go dtí do sheomra ranga.
- Níl cead fanacht istigh ag am lóin beag nó ag am lóin mór seachas má tá sé ró-fhliuch.
- Bí socair agus aireach taobh amuigh de gheataí na scoile. Trasnaigh an bóthar leis an Maor Tráchta i gcónaí.
- Tóg lón folláin ar scoil. Tá cosc ar ghuma coganta, milseáin, criospaí, im piseanna talún agus buidéal ghloine. Tóg an bruscar abhaile sa bhosca lóin.
- Níl cead fón póca a thabhairt ar scoil nó a úsáid gan míniú scríofa ó do thuismitheoir. Fágfar é ar bhord an mhúinteora múchta má thugann tú ar scoil é.
- Caithfear aird a thabhairt ar na rialacha scoile ag traenáil, ag cluichí, ar thurais, ag comórtais agus ag gach ócáid scoile.
- Bíodh nóta agat ó do thuismitheoirí muna bhfuil d'obair bhaile déanta.
- Níl cead tobac, alcól nó drugaí a thabhairt chun na scoile.

- Bíonn na rialacha atá leagtha síos sa Pholasáí Úsáide Inghlactha i bhfeidhm i gcónaí nuair a bhíonn an idirlíon agus na ríomhairí in úsáid ag na páistí.

Rialacha Ranga

- Labhair Gaeilge i gcónaí sa seomra ranga.
- Foghlaim na Rialacha Ranga agus tabhair aird orthu.
- Bí béasach agus comhoibritheach le do mhúinteoir agus le do chomh-scoláirí. Ní ghlacfar le caint leanúnach, caint ghránna, eascaine, aisfhreagraí, dánacht nó drochbhéasaí. Níl cead agat cur isteach ar an múinteoir nó ar aon pháiste.
- Tabhair aird ar threoracha an mhúinteora.
- Caithfidh tú fanacht i do bholgáin fad is atá tú sa rang/sa halla spóirt.
- Déan sár-iarracht i gcónaí leis an obair ranga agus leis an obair bhaile. Bíodh an obair bhaile seiceáilte agus sínithe ag do thuismitheoirí.
- Bíodh do chuid leabhair agus an fearas ranga agat i gcónaí.
- Bíodh d'ainm scríofa ar do leabhair, d'éadaí agus d'fhearais scoile.
- Níl cead siúl timpeall nó aon rud a chaitheamh sa seomra ranga.
- Coinnigh do bhord agus an seomra ranga glan, néata agus sábháilte. Caithfear cótaí a chrochadh, pasáistí a choinneáil glan agus cathaoireacha a chur isteach.
- Níl cead bréagáin, irisleabhair, cártaí imeartha nó airgead a thabhairt ar scoil gan cead.
- Má thagann cuairteoir isteach sa rang, cuir fáilte rompu agus bí béasach leo.
- Faigh cead an mhúinteora má tá tú ag dul go dtí an leithreas. Níl cead ach ag duine amháin ag an am dul isteach sa leithreas.
- Más gá don mhúinteoir an seomra ranga a fhágáil, caithfidh tú fanacht suite i d'áit.

Rialacha Clóis

- Labhair Gaeilge i gcónaí i gclós na scoile.
- Tabhair aird ar threoracha an mhúinteora atá sa chlós.
- Caithfidh gach páiste imirt le páistí óna rang féin agus san áit atá leagtha síos dá rang. Níl cead dul thar aon cón atá leagtha amach ar an gclós.
- Níl cead aon chluiche atá dainséarach a imirt. Níl cead a bheith: ag troid, ag ciceáil, a bheith garbh, ag dreapadh, ag luascadh ó chrainn, ag caitheamh smugairle/seile, ag brú, ag caitheamh clocha, ag bualadh, ag siúl sna lócháin uisce.
- Má thiteann tú sa chlós, inis don mhúinteoir atá ar dualgas láithreach.
- Níl cead fanacht istigh ón gclós
- Níl cead liathróid a thabhairt amach sa chlós ag aon lón.
- Níl cead bruscar a chaitheamh sa chlós.
- Nuair a bhuaileann an clog ag deireadh am lóin, siúil go ciúin isteach i do líne ranga. Fan go ciúin sa líne go dtí go dtagann do mhúinteoir ranga agus siúl ar ais chuig do rang.
- Ar lá fliuch fanann gach rang ina suí ina seomra féin. Níl cead siúl timpeall. Lean treoracha an mhúinteoir atá ar dualgas.
- Níl cead bia a thabhairt amach sa chlós ag am lóin.

An Cód Iompair

Eolas Tábhachtach ó Bhord Bainistíochta Scoil Chrónáin

Tá cóip de Chód Iompair Scoil Chrónáin agus Rialacha na Scoile ag gach clann sa scoil. Iarrtar ar gach clann (páistí agus tuismitheoirí) a chinntiú go bhfuil tuiscint iomlán acu ar an Chód Iompair agus ar rialacha na scoile agus go bhfuil siad sásta glacadh leo. Tá sé seo riachtanach agus éigeantach.

Chomh maith le Cód Iompair agus Rialacha na Scoile, iarrtar ar gach clann déanamh cinnte de go gcuirtear na rialacha thíos i bhfeidhm chomh maith.

* Labhair Gaeilge i gcónaí sa scoil agus i dtimpeallacht na scoile. Is í an Ghaeilge teanga labhartha na scoile agus tá bhur dtacaíocht riachtanach.

* Osclaíonn geata na scoile ag 8.45 a.m. Ar maidin tagann na páistí isteach go dtí an clós cuí agus seasann siad ina línte. Má thagann an pháiste ar scoil déanach (tar éis 9:00) caithfidh sé/sí teacht isteach chuig an príomh dhoras lena dtuismitheoir. Cuirtear in iúl do thuismitheoirí nach nglacfaidh Bord Bainistíochta na scoile aon fhreagracht as páistí a thagann chun na scoile sula n-osclaítear geataí na scoile ar maidin, agus tar éis dóibh dul abhaile (1:40 do Naíonáin, 2:35-2:40 do gach rang eile). Bíonn na múinteoirí freagrach as na páistí tar éis am scoile má tá na páistí ag glacadh páirte i ranganna atá eagraithe ag an scoil agus aitheanta ag an mBord Bainistíochta. Caithfidh páistí atá ag déanamh ranganna tar éis scoile tuiscint a bheith acu go bhfuil Cód Iompair na Scoile i bhfeidhm i rith na ranganna seo.

*Tá sé de dhualgas ar thuismitheoirí/chaomhnóirí a chur in iúl don scoil ar Aladdin nuair a bhíonn a bpáiste as láthair ón scoil agus an fáth atá leis an asláithreach. Coinneofar taifead ar seo ar chomhad an pháiste ar Aladdin. Moltar do gach tuismitheoir gan páistí a thabhairt ar laethanta saoire i rith na scoilbliana.

* Seiceáil agus sínigh an obair bhaile gach oíche

* Tá sé de dhualgas ar gach tuismitheoir an scoil a chur ar an eolas má tá aon tinneas nó aon ghalartógalach ar a bpáiste agus gach iarracht a dhéanamh an baol a laghdú do pháistí eile. Tuilleadh eolas ar www.hse.ie

* Más mian leat labhairt le múinteoir ranga nó leis an bpríomhoide déan coinne le do thoil.

* Níl cead ag páistí bréagáin nó aon rud dainséarach a thabhairt ar scoil faid is atá srianta sláinte poiblí i bhfeidhm.

* Déan cinnte de go bhfuil ainm an pháiste ar a gcuid éadaí, bosca lóin &rl.

* Déan cinnte de go bhfuil bróga na bpáistí compordach agus ciallmhar. Tá sé seo riachtanach mar go gcaitheann siad 30 nóiméad ag rith agus ag imirt sa chlós gach lá. Caithfidh na páistí bróga reatha a chaitheamh aon lá go bhfuil Corp Oideachas/rince/drámaíocht acu.

* Caithfear gruaig fhada a cheangailt siar i gcónaí.

**RTI = Response to Intervention, Córas clárú a dhéanamh as mí-iompar in éineacht le foireann TF na scoile.*

Scoil Chrónáin Code of Behaviour

Introduction

The Staff of Scoil Chrónáin reviewed the Code of Behaviour in 2020. They consulted with the Board of Management and with the Parents' Association. It is the policy of the school to promote good behaviour at all times. Children learn best when they are encouraged and praised and given recognition for their good behaviour. When possible, it is more effective to praise well behaved children than to punish those who misbehave. As part of our efforts to encourage good behaviour, time will be allocated at staff meetings to discuss the Code of Behaviour. School staff will be given opportunities to discuss good and bad behaviour and to learn from each other. Teachers will make use of varying strategies to promote good behaviour.

Rationale

The Board of Management of Scoil Chrónáin decided to review the Code of Behaviour to ensure that it complies with the legal requirements and good practice as set out in the book "Developing a Code of Behaviour" (Guidelines for Schools, published by the National Educational Welfare Board). The Education (Welfare) Act 2000 sets out certain matters that must be included in a Code of Behaviour. According to Section 23(2) of the Education (Welfare) Act 2000, a Code of Behaviour shall specify the following:

- the standards of behaviour that shall be observed by each student attending the school;
- the measures that may be taken when a student fails or refuses to observe those standards;
- the procedures to be followed before a student may be suspended or expelled from the school concerned;
- the grounds for removing a suspension imposed in relation to a student; and
- the procedures to be followed relating to a child's absence from school (notifying the Educational Welfare Service, Child and Family Agency, TUSLA).

Whole school approach to promoting good behaviour

The Principal and the Board of Management have overall responsibility for the implementation and ongoing monitoring of the Code of Behaviour. Each teacher is responsible for managing behaviour in their own classroom and with the other teachers are jointly responsible for school-wide order and the promotion of good behaviour. Each teacher is also responsible for discipline when on yard duty and when supervising at school organised events.

Parents and other members of the school community may formally submit recommendations and ideas on the Code of Behaviour to the Board of Management when it is under review. Contact may be made with either of the parent representatives on the Board of Management or directly with the Principal. The school is fully aware of the importance of parental support and cooperation in implementing the Code of Behaviour. The Code of Behaviour applies to all children and is always in force during school time and at any school organised event. All new teachers will be given the opportunity to read the Code of Behaviour and it will be discussed at the first staff meeting at the beginning of the school year. A copy of the Code of Behaviour will be given to each member of staff and to parents when they enrol their child in the school.

The parents/guardians will accept the code (with a signature) on accepting a formal place for their child in the school. Praise and encouragement lead to better self-discipline in the child. In order to

achieve a high standard of learning and good manners, in Scoil Chrónáin we place a greater emphasis on rewarding good behaviour rather than on sanctions. Sanctions may be occasionally applied to demonstrate to the child that the wrongdoing/bad behaviour will not be tolerated. When a sanction is applied the child should understand that the unwanted behaviour will not be tolerated and that it is the wrongdoing that is at fault.

The School's Philosophy

Scoil Chrónáin is an Irish-medium school whose primary aim is to educate the child through the medium of Irish. The school is under the patronage of the Catholic Archbishop, and operates according to the general rules of the Department of Education and Skills. A child-centred curriculum is in place which recognises each child's value and uniqueness and allows him/her to develop fully as a child, and in his/her life in society. We aim to create a peaceful environment in which the child's intellectual, physical, cultural, moral, spiritual, social and emotional development is nurtured. Good Christian values are fostered. We believe that co-operation, good manners and good behaviour are essential for an effective school and for the development and progress of the children. Children are encouraged in every aspect of Irish culture: language, games, dancing and tradition. Parental participation and support form an important part of school life.

Irish

Irish is the spoken language of the school. Every effort is made to encourage the children to speak good Irish and to be proud of it. Every child must speak Irish in the classroom, in the yard, in the surrounds of the school, and at school related events (i.e. tours, games, competitions, sacraments etc). If this rule is broken the child's name will be recorded in the child's private folder on Aladdin. If a child continuously speaks English the school will progress to the card system (especially in the senior classes).

Relationship between the School's Philosophy and the Code of Behaviour

How people act and behave determine the school's atmosphere. How adults behave around the child has a significant impact on the child's behaviour. A Code of Behaviour is very effective when people are straight and open with each other and when staff, parents and children co-operate. It is important that all partners understand the standard of behaviour required in the school and the measures taken when the rules are broken. This helps to create a peaceful environment, where people may co-operate effectively.

Participant Responsibilities regarding the Code of Behaviour

Board of Management's Responsibilities

- Provide a safe and comfortable school and school environment.
- Support the Principal/Staff in implementing the Code of Behaviour.
- Approve the Code of Behaviour.

Principal's Responsibilities

- Promote a positive educational atmosphere in the school.
- Ensure the Code of Behaviour is implemented in a fair, equal and consistent manner.
- Arrange the review of the Code of Behaviour as required.

Teacher's Responsibilities

- Support and implement the school's Code of Behaviour.
- Provide a safe working environment for each child.
- Give recognition and praise to a child for good work.
- Arrange and prepare his/her school work and correct the children's work.
- Recognise and provide for individual talents among the children and attend to each child's requirements.
- Be polite, fair and equal to the children and to the school community.
- Ensure children are not given the opportunity to disrupt class work.
- Deal appropriately with child misbehaviour (according to the school's Code of Behaviour and Response to Intervention Protocols).
- Record incidents of discipline/misbehaviour on Aladdin and use the card system in place. Record serious and gross misbehaviour as well as bullying on Aladdin. Ensure all communication with a parent is recorded in the appropriate file.
- Communicate/consult with parents when necessary regarding their child's behaviour.
- Provide support for colleagues.
- Take leadership on class behaviour/discipline when a visitor/another teacher is teaching/speaking to the class.

Child's Responsibilities

- Attend school regularly and punctually.
- Listen to the teacher and accept their authority/advice. Show respect for all members of the school community.
- Show respect for school property and the property of other children.
- Ensure their behaviour does not endanger any other child.
- Avoid nasty remarks, name-calling or swearing.
- Ensure they always bring the class equipment/books to school with them.
- Pay attention to school and classroom rules.
- Ensure that they do not upset another child on purpose or to bully anyone else

Parent's/Guardian's Responsibilities

- Encourage children to have a sense of respect for themselves, for others and for property.
- Ensure children attend school regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with and support the school's Code of Behaviour.
- Co-operate with teachers when their child's behaviour is disrupting others/the class.
- Inform the school if their child has any problems which may interfere with his/her progress or behaviour.

Aims of the Code of Behaviour

In drafting the Code of Behaviour, particular attention was given to the requirements of the school. The aim of this code is to create an ordered and orderly environment which will benefit the entire school community. In such an environment, children can develop self-discipline, feel secure and make progress in all aspects of their development. The Code of Behaviour outlines our expectations regarding behaviour and the manner in which the school community may help to create a positive and effective school. All members of staff will emphasise good behaviour and will adopt a positive

approach towards the behaviour acceptable in the school. We, as staff members, would like to create a happy, calm environment, where there is sensible and reasonable order and discipline. We always look for parental support in order to achieve a high standard of behaviour in the school.

The main aims:

- Create a positive learning environment to allow the school function effectively and where the children can make progress in all aspects of their development.
- Encourage and praise positive behaviour and self-discipline, recognising that there are differences between children and that we need to accommodate those differences.
- Create an atmosphere of respect of others.
- Promote self-respect, self-control and responsibility in the child to encourage good behaviour.
- Ensure the safety and wellbeing of all members of the school community.
- Assist parents and children in understanding the systems and procedures that relate to the Code of Behaviour and seek their co-operation in the effective application of these systems.
- Ensure the systems of rules, sanctions and recognitions are implemented in a fair and consistent manner in every class in the school.
- Enable teachers to carry out their work without interference.

General guidelines for behaviour

The school recognises the differences that exist between children and the need to deal with these differences. It is expected that each child behaves responsibly in regard to themselves and others, and that they are well-behaved, understanding, polite and truthful to each other and to adults. Behaviour that impinges upon the safety or rights of other children will not be tolerated. Respect must be shown for the individual, their property and the school's property. Each child is expected to attend school regularly and to be on time. Each child is also expected to do his/her best both with school work and homework.

The school rules must be implemented effectively throughout the school. It is ensured that each child in the school knows the school rules. The school rules are written in the Code of Behaviour. At the beginning of the school year, each child from 1st class to 6th class, along with their parents, must read and sign the rules. Each class teacher discusses the rules with the children at the beginning of the school year and at the beginning of each term (Discussed in Junior and Senior Infants). The school rules are also discussed and reinforced in class and at assembly.

In the case where children with special needs have difficulty understanding the rules, the class teacher contacts the parents and request them to revise the rules with them at home. In addition, the class teacher enlists the help of the learning support teachers to reinforce the school rules with these children. Each class is required to draft their own set of rules, appropriate to the age and maturity levels of the children in that class. Each child is invited to participate in drafting the rules, which will be kept simple, age appropriate and written in a language that is simple and positive. The rules are often discussed, in particular during the SPHE lessons

Bullying

Bullying is repeated or regular threatening or aggression by an individual or group against another/others. It can be verbal, psychological or physical. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will never be tolerated in Scoil Chrónáin and parents will be expected to fully cooperate when the school is dealing with incidents of bullying in accordance with the school's Anti-Bullying Policy.

Mobile Phone

Smart phones brought into school by students are prohibited. Children will not be allowed to have phones with cameras or with access to the internet in school. In exceptional circumstances, if it is necessary for a child to have a mobile phone during school, the phone must be switched off and left in a sealed clear plastic bag on the teacher's desk during the school day. In this instance the school requires a note from the parents:

- a) Giving the child permission to have a mobile phone (switched off) in school;
- b) Accepting all responsibilities for anything that might happen as a result of their child having a mobile phone at school.

Phones will be confiscated if a child refuses to cooperate with this policy and the parents will have to collect the phone from the principal's office.

Strategies to promote good behaviour

- Ensure that each child is familiar with the rules of the school and that they are revised regularly.
- Verbal praise from the teacher encouraging the child.
- A note of praise written on the child's work or in the homework journal.
- Praise in front of the class.
- Every class teacher will have a reward system in place that is age appropriate to the level of the class (a ticket system, points system, Class Dojo and prizes such as no homework for a night, golden time, extra time in the yard, etc.)
- Special privilege/responsibility granted to the child or to the class.
- Praise from the Principal or from another teacher.
- Recognition at Assembly.
- The good behaviour communicated to the child's parents.

Strategies to prevent misbehaviour

The following strategies are used to promote good behaviour and to prevent misbehaviour. The sanction imposed on a child depends upon the type of misbehaviour in question, the rules that were broken and the age of the child.

- Correction and advice from the teacher
- The child will be separated from peers/friends or removed to another class
- Note regarding misbehaviour written by the child and signed by the parents
- Privileges will be withdrawn from the child
- The teacher will record the bad manners/bullying/continuous misbehaviour
- Parents may be contacted
- If the child is constantly speaking English instead of Irish, they will first be issued with a verbal warning. Any further incidents will be recorded in the 'Leabhar Dubh'. If a child is recorded twice in a term a meeting will be arranged with the child's parents to outline the school's concerns.
- The Principal/Deputy Principal may contact the parents
- A report to the Board of Management regarding the misbehaviour prepared and signed by the relevant teacher.
- Suspension/expulsion from the school (in accordance with Rule 130 of the Rules for National Schools and the Education (Welfare) Act 2000)

- Parents will be notified in writing and a formal meeting with them will be organised.

The child will not be deprived of engagement in any curricular area, except on grounds of health and safety.

Incidents of misbehaviour will initially be dealt with by the class teacher. The teacher will incorporate discussions about the children's behaviour and its improvement in the SPHE classes. Each class teacher will place a strong emphasis on good behaviour and will aim to give regular praise in order to encourage good behaviour in the class. Where the above-mentioned strategies fail after an agreed probation period or where there is serious misbehaviour, it will be necessary to involve the Principal, the parents and the Board of Management.

Misbehaviour in the Yard

The following measures will be taken when dealing with misbehaviour in the yard. The teacher on yard duty will speak to the child/children misbehaving. Depending on the nature of the misbehaviour the following measures can be taken:

- Correct the child
- Ask child/children to accompany the teacher on duty around school yard
- Separate child/children from peers and place in a designated area for a short period of time
- Class teacher will be notified once lunch time is over.
- Class teacher along with teacher on yard duty will deal with the misbehaviour as outlined for minor misbehaviour/serious misbehaviour.
- In the event of serious and gross misbehaviour, the teacher on duty will call for the Principal or class teacher.

Privileges

Privileges are removed due to continuous or gross unwanted behaviour and where a sanction must be imposed, therefore if a specific privilege has been removed it cannot be regained. Privileges are removed at the discretion of the teacher. See below a list of some of the privileges that can be removed.

- School tour
- Golden time (on a regular basis)
- Excluded from school occasions and workshops
 - o Choir
 - o Dramas
 - o Sport day
- Excluded from school games football/hurling/camogie or from school teams/committees
 - o Athletics
 - o Quizzes
 - o Green school committee
 - o Student council
- Excluded from additional activities that are not curriculum based.

Immediate Suspension

In exceptional circumstances the Principal may decide that an immediate suspension is appropriate where it could be demonstrated that the student's continuing presence at that time would be a

threat to the safety of school students or staff, or to anyone else. Fair procedures must always be implemented.

Suspension

The school will endeavour to make every effort in accordance with the Code of Behaviour before it will suspend or expel a child from the school. The child will be suspended in accordance with Rule 130(5) of the Rules for National Schools and the Education (Welfare) Act 2000. The Principal and Chairperson will be informed immediately of the misbehaviour and suspension will be sanctioned. The Board of Management has deferred responsibility to the Principal to impose a three-day period of 29 suspension.

Permission to impose a period of suspension in excess of the three days requires Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and the Principal outline the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the Education (Welfare) Act 2000, the Board of Management will inform the Educational Welfare Services, Child and Family Agency, (TUSLA) when a child's period of suspension equals or exceeds six days.

When a child is suspended, parents will be requested to take the child home from the school. The Principal will meet with the child's parents to outline to them the child's suspension and the Principal will present them with a written statement of the terms, duration and date of termination of the suspension.

Removal of Suspension

During a period of suspension from the school, parents have the right to apply to have their child reinstated to the school. The parents must give an undertaking that the suspended child will fully comply with the school's Code of Behaviour. In addition, the Principal must be satisfied that the child's reinstatement to the school does not constitute a risk to the safety of the other children, the staff or him/herself. If required, the Principal in consultation with the class teacher, the parents and the child will prepare a plan of behaviour for the child and will re-admit the child formally to the class. If a satisfactory resolution to the problem is achieved within the period of suspension, the Chairperson and the Principal may re-admit the child to school.

Expulsion

The Board of Management has the authority to expel a child from the school in the case of gross misbehaviour or in the case of repeated incidents of misbehaviour that interfere with the education of other children or where there is a threat to the health and safety of children and school staff. This sanction will be imposed under the terms of the Education (Welfare) Act 2000. Before expelling a child from the school, the Board of Management will inform the Local Welfare Education Officer in accordance with Section 24 of the Education (Welfare) Act. If the Board of Management deems it necessary, they may contact the Garda Síochána.

Rule 130(5) of the Rules for National Schools

Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorizing the Chairperson or Principal Teacher to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the

Board of Management is necessary to authorize a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupil's or pupils' parents or guardians. In exceptional circumstances, the Board of Management may authorize a further period of exclusion in order to enable the matter to be reviewed. (Dept. of Education 'Rules for National Schools' 1965.)

Participation of Parents/Guardians in Managing Problem Behaviour

Parents/Guardians play a vital role in the school community and as such will be invited to participate in promoting good behaviour in the school and to support the Code of Behaviour. The class teacher will note regular incidents of minor misbehaviour in the child's school journal. Parents/Guardians are requested to read and sign this note. If additional work is given to the child as a sanction, parents/guardians are requested to also sign this work. From time to time, teachers will call on parents/guardians to come to the school to discuss some aspect of their child's behaviour. If required the Principal will be informed of this meeting and may attend. Parents/Guardians are encouraged to make an appointment with the class teacher or with the Principal as soon as possible in an effort to prevent any escalation in their child's misbehaviour. The school will remind parents/guardians at every opportunity of the procedures for contacting the school and for arranging a meeting with teachers. Where a child is found to be involved in more serious behaviour the Principal may request parents/guardians to attend an informal/formal meeting at the school. This meeting may be arranged with parents/guardians by telephone or in writing. The class teacher or the teachers who witnessed the misbehaviour while supervising on yard duty, the Principal and the Chairperson of the Board of Management may be present at this meeting. The child may attend all or part of the meeting if deemed appropriate.

Managing Violent/Aggressive Behaviour

The school recognises that a child may not always respond positively to the usual intervention, as outlined in the Code of Behaviour. These children require extra support in an effort to manage their violent or aggressive behaviour. Occasionally a small minority of children show particular challenging behaviour, due to their educational needs or to other reasons. It is vitally important for teachers and parents to co-operate in order to deal with this misbehaviour.

Appeal

Under Section 29 of the Education Act 1998, a parent or children who have reached the age of 18 years are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the Board of Management, including (1) permanent expulsion from the school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. The appeal must be lodged within 42 days from the date the decision of the school was notified to the parents. (See Circular 22/02).

Record Keeping

In line with the school's policy on record keeping and with data protection legislation, any record pertaining to children's behaviour will be kept securely in the teacher's cabinet or in the office or on the Aladdin system. Copies of all communications with parents will be retained in the school (in the folder for recording communication with parents/guardians). Records of serious and gross incidents

are retained in the school until the child reaches 21 years of age (in the folder used to record communication with parents/guardians and may be recorded on Aladdin)

Procedure for notifying the school of absences

Parents are obliged to notify the school through Aladdin (and/or in writing) when their child is absent from the school and the reason for the absence. Parents are requested to send a letter of explanation to the school (to the class teacher) when their child is absent from school due to illness or otherwise. These notes are retained in a specific folder in the classroom. All parents are advised not to bring children on holidays during the school year

Care of children before/after school

Parents are informed that the Board of Management will not accept any responsibility for children who arrive to the school before the school gates open in the morning, or after going home time 1.40 p.m. for infant classes/ 2.35-2:40 p.m. for the other children in the school. Teachers are responsible for the children after school if the children are taking part in classes organised by the school and recognised by the Board of Management. Children taking part in classes after school must understand that the school's Code of Behaviour is in force during these classes.

School Rules

The School Rules are classified as follows:

1. Irish
2. School rules
3. Classroom rules
4. Yard rules

Irish

Irish is the spoken language of the school. Every child must speak Irish in the classroom, in the yard, in the surrounds of the school, and at school related events (i.e. tours, games, competitions, sacraments etc). English is not permitted. Parental co-operation is essential in implementing this rule.

School Rules

- Show respect, courtesy and good manners to each other and to adults.
- Bullying will never be tolerated in Scoil Chrónáin. Being nasty to other children or causing them harm is not permitted. Verbal abuse, gossiping, threatening or aggressive behaviour to any person is prohibited.
- Be truthful with everyone at school.
- It is strictly forbidden to cough in someone's face/spit at someone for any reason. Everyone is expected to follow Public Health guidelines with regards to CoVid-19 or any future advice issued by relevant Government Departments.
- Walk quietly in the school building and its surrounds at all times. Running or being loud in the school is not permitted.
- Arrive to school each day on time and leave the school yard immediately when the bell rings
- Take care of the school: the yard, the classroom, school equipment, furniture, computers and toilets.
- Littering or damaging school property or that of others is not permitted.
- Sensible clothes and shoes are to be worn. Long hair must be tied back. Sports clothing and runners must be worn at physical education and dancing classes.

- Never leave the classroom, the school or the yard without permission from the teacher.
- Walk to your position in the class line when you enter the yard in the morning, when the bell rings, walk quietly in a line with your teacher to your classroom.
- Behave in an orderly and responsible fashion outside school gates. Always cross the road with the help of a member of staff/lollipop lady/man
- Mobile phones are not to be brought to or used in school without a written explanation from your parent.
- Attention must be paid to the school rules at training, at games, on trips, at competitions and at every school event.
- A note from your parents is required: if you were absent, if you are to go home early, if you have a mobile phone or if your homework is not done.
- Cigarettes, alcohol or drugs are not allowed to be brought to school. • The rules as outlined in the Acceptable Use Policy are in force at all times when children are using the computers and the internet.

Classroom Rules

- Speak Irish in the classroom at all times.
- Learn the Classroom Rules and pay attention to them.
- Be polite and co-operative with your teacher and fellow students. Continuous speech, bad language, swearing, back-answering, boldness or misbehaviour will not be accepted. You are not allowed to interrupt the teacher or any child.
- Pay attention to the teacher's instructions.
- Always do your best with school work and homework. Ensure your parents check and sign the homework.
- Ensure that you have your books and class equipment with you always. Books must be covered and kept clean and tidy.
- Write your name on your books, your clothes and your school equipment.
- Walking about or throwing anything in the classroom is not allowed.
- Keep your table and the classroom clean, tidy and safe.
- School bags with wheels, toys, magazines, playing cards or money are not to be brought to school without permission.
- If a visitor comes to the class, welcome them and be polite to them.
- If the teacher must leave the classroom, you must remain in your seat.
- Children must always run errands in pairs.
- Observe the classroom rules which are set by the children and the class teacher.

Yard Rules

- Speak Irish in the school yard at all times
- You are not allowed go out to the yard until the teacher on duty is in the yard.
- When the bell rings, stand in your line and walk out quietly to the yard. Use the toilet before going out and put on a coat if the weather is cold.
- Attention must be paid to the instructions of the teacher in the yard.
- All children must play with children from their own class and in the area designated for their class.

- You are not allowed play any game that is considered dangerous. Fighting, kicking, being rough, climbing, spitting, coughing in someone's face, pushing, throwing stones, hitting or walking in puddles is not allowed.
- If you fall in the yard, immediately inform the teacher on duty.
- You are not allowed to bring a ball out to the yard at break time.
- You are not allowed to litter in the yard.
- When the bell rings at the end of break/lunch time, walk quietly into your class line. Wait quietly in the line until your class teacher arrives and then return to your class.
- On wet days all classes remain seated in their classrooms. Walking about is not allowed.
- If you wish to eat in the yard during break time, you must remain seated.
- Food is not permitted in the school yard at lunch time.

An Cód Iompair/Behaviour Policy

Important Information from the Board of Management of Scoil Chrónáin

Every family in the school has a copy of Cód Iompair Scoil Chrónáin and Rialacha na Scoile. Each and every family (both parents and pupils) is asked to ensure that they fully understand both documents, and are willing to obey them. This is both necessary and obligatory. As well as Cód Iompair and Rialacha na Scoile, every family is asked to ensure that the rules listed below are also obeyed.

- * Irish must be spoken at all times in the school and school surrounds. Irish is the spoken language of the school and your assistance is essential.
- * The school gate is opened at 8.45a.m. In the morning the main school door is used and the children sit in the Halla. If a child is late coming to school his/her parent must contact the school and wait with the child until a member of staff can come and collect them at the main gate.
- * We ask parents not to interrupt classes during the school day. Therefore, if you come to school with lunch, sports clothes etc. please bring them to the office, not the classroom.
- * Due to health and safety issues and the requirements of our insurance company, all parents are asked not to accompany their children into the school in the morning.
- * Prepare a small story or news item in Irish with your child each evening (Junior and Senior ` Infants). Check and sign your child's homework each evening. (1>6th class)
- * It is the responsibility of every parent to notify the school if their child has an infectious or contagious condition and to take all necessary precautions to limit the risk to other children in the school. See www.hse.ie for more information.
- * If you need to speak to a teacher or the principal please make an appointment.
- * Access to the school building for parents must have confirmed a prior appointment with the school unless it is an emergency.
- * Children are not allowed to bring toys or dangerous items to school while Public Health restrictions are in effect.
- * For safety reasons we do not allow the children to bring school bags with wheels.
- * Ensure that your child's clothes, lunch box etc. are name tagged.
- * Ensure that your children's shoes are comfortable and sensible as they spend 30 minutes every day running and playing in the yard. For health and safety reasons it will be obligatory that children wear runners/trainers during PE/dancing/drama. Long hair must always be tied back.

- * It is the responsibility of every parent/guardian to inform the school in writing if their child is absent from school and the reason for this absence.
- * If your child is going home during school hours, it is necessary to write a note for the teacher, and collect him/her from pre-determined collection point
- * Children/parents are not allowed to distribute party invitations on the school premises.
- * Make sure your child has a healthy sensible lunch. Chocolate, crisps, sweets, bars, nuts, popcorn and fizzy drinks are not allowed.
- * The children bring their leftovers and wrappings home in their lunch boxes.
- * Children are not allowed to switch on or to use mobile phones or other electronic devices during the school day. Parents must write a note in the Dialann any day that their child needs to take a mobile to school.
- * All children must comply with the school rules, in particular the rules regarding Covid-19. You are asked to consult our Covid-19 policy. Your child's health and safety is of the utmost importance, therefore, I am sure we can depend on your co-operation at all times.

Go raibh maith agaibh.

Beartas Frithbhulaíochta Scoil Chrónáin

1. I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Scoil Chrónáin mar chuid de chód iompair iomlán na scoile. Géilleann an beartas go huile agus go hiomlán do riachtanais Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile a foilsíodh i Meán Fómhair 2013.

2. Aithníonn an Bord Bainistíochta a thromchúisí atá iompar bulaíochta agus a dhiúltaí a d'fhéadfadh a thionchar a bheith ar dhaltaí, agus geallann an scoil dá réir cloí leis na príomhphrionsabail dea-chleachtais seo a leanas agus iompar bulaíochta á chosc agus á chomhrac.

A. Cultúr dearfach a bheith i réim sa scoil:

- ina nglactar go fonnmar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht;
- ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach; agus
- ina gcuirtear caidreamh bunaithe ar mheas chun cinn ar fud phobal na scoile;

(B) Ceannaireacht éifeachtach

(C) Cur chuige scoile uile

(D) Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige

(E) Feidhmiú straitéisí oideachais agus coiscthe (lena n-áirítear bearta chun feasacht a mhúscailt) a

- chothaíonn ionbhá, meas agus athléimneacht sna daltaí; agus
- ina dtéitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena n-áirítear bulaíocht homafóbach agus trasfóbach;

F. Maoirseacht agus monatóireacht éifeachtach ar dhaltaí

A. Tacaíochtaí don fhoireann

A. Teagmhais bhulaíochta a thaifeadadh agus a imscrúdú ar shlí chomhsheasmhach

agus obair leantach a dhéanamh ina dtaobh (lena n-áirítear straitéisí aitheanta idirghabhála a úsáid) agus

I. Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta.

3. I gcomhréir le Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile seo é an

sainmhíniú ar bhulaíocht: Bulaíocht: An rud a thuigtear le bulaíocht ná iompar diúltach neamhiarrtha, bíodh sé i bhfoirm iompar briathartha, síceolaíoch nó fisiciúil, a dhéanann duine aonair nó grúpa in aghaidh duine nó daoine eile, agus a dhéantar arís agus arís eile.

Áirítear na cineálacha iompair bhulaíochta seo a leanas ar an sainmhíniú ar bhulaíocht:

- duine a fhágáil as an áireamh d'aon ghnó, gabháil do chúlchaint mhailíseach agus do chineálacha eile caidrimh bhulaíochta idir dhaoine;
- cibearbhulaíocht; agus
- bulaíocht bunaithe ar aitheantas, ar nós bulaíocht homafóbach, bulaíocht chiníoch, bulaíocht bunaithe ar bhallaíocht den Lucht Siúil agus bulaíocht ar dhuine

faoi

mhíchumas nó ar dhuine a bhfuil riachtanais speisialta oideachais aici/aige.

Ní chuimsíonn an sainmhíniú seo ar bhulaíocht teagmhais aonraithe nó teagmhais aon uaire d'iompar diúltach d'aon turas, lena n-áirítear téacsteachtairacht mhaslach nó goilliúnach aon uaire nó teachtaireachtaí príobháideacha eile agus ba cheart déileáil leo, mar is cuí, de réir chód iompair na scoile.

Ach, i bhfianaise an bheartais seo, féachfar ar theachtairacht, íomhá nó ráiteas poiblí goilliúnach aon uaire ar shuíomh Gréasáin líonra poiblí nó ar fhóram poiblí eile ar féidir an teachtaireacht, an íomhá nó an ráiteas sin a fheiceáil air agus/nó a bheith athráite ag daoine eile mar iompar bulaíochta.

Iompar diúltach nach n-áirítear sa sainmhíniú seo ar bhulaíocht, déileálfar leis de réir chód iompair na scoile.

Gheofar eolas breise ar na cineálacha éagsúla bulaíochta i Roinn 2 de na Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile.

Samplaí d'Iompraíochtaí Bulaíochta

Iompraíochtaí a bhaineann le

gach saghas bulaíocht

- Ciapadh bunaithe ar cheann ar bith de na naoi bhforas sa reachtaíocht comhionannais e.g. ciapadh gnéasach, bulaíocht homafóbach, bulaíocht chiníocht, etc.

- Forrántacht fhisiciúil

- Damáiste do mhaoin

- Leasainmneacha a ghlaoch

- Cleithmhagadh

- Pictiúir, focail i scríbhinn, nó ábhar eile a

tháirgeadh, a thaispeáint nó a scaipeadh atá dírithe

ar dhuine eile a imeaglú

- Graifítí maslach
- Sracadh (extortion)
- Imeaglú
- Gothaí maslaitheacha nó gáirsiúla
- 'Amharc' faoi leith
- Cur isteach ar spás pearsanta
- Meascán de na cinn a luaitear.

Cibearbhulaíocht

- Tromaíocht: Ráflaí, bréaga nó biadán a scaipeadh

chun dochar a dhéanamh do cháil duine eile ● Ciapadh: Teachtaireachtaí oilc, suaracha nó gáirsiúla a sheoladh chuig duine go leanúnach

- Pearsanú: Teachtaireachtaí maslaitheacha nó forrántacha a phóstáil faoi ainm duine eile
- Gríosadh: Úsáid a bhaint as focail gháirsiúla nó ghríosaitheacha chun troid ar líne a spreagadh
- Cleasaíocht: Dallamullóg a chur ar dhuine eolas pearsanta a roinnt agus an t-eolas sin a úsáid ar líne ina dhiaidh sin
- Sceitheadh: Eolas nó íomhánna rúnda a phostáil nó a roinnt

- Leithcheal: Leithcheal a dhéanamh ar dhuine ó ghrúpa ar líne d'aon ghnó

- Cibear-stalcaireacht: Ciapadh agus tromaíocht leanúnach a fhágann go mbíonn eagla a b(h)eatha/a s(h)ábháilteachta ar duine

- Glao tostach gutháin/gutháin phóca
- Glao maslach gutháin/gutháin phóca
- Teachtaireacht téacs mhaslach
- Teachtaireacht ríomhphoist mhaslach
- Cumarsáid mhaslach ar líonraí sóisialta e.g.

Facebook/Ask.fm/ Twitter/You Tube nó ar chonsóil chluichí

- Ráitis/Blaganna/Pictiúir mhaslacha idirlín
- Postálacha maslacha ar cineál ar bith

teicneolaíochta cumarsáide

lompraíochtaí bunaithe ar Aitheantas

Lena n-áirítear aon cheann de na naoi bhforas idirdhealúcháin a luaitear sa Reachtáocht um Chomhionannas (inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlaiigh, claonadh gnéasach, reiligiún, aois, míchumas, cine agus toisc gur den Lucht Taistil iad).

Homafóbach agus Trasinscne

- Ráflaí a scaipeadh faoi chlaonadh gnéasach duine
- Tathant ar dhuine a bhfuil claonadh gnéasach difriúil aige/aici
- Leasainmneacha a ghlaoch, e.g. aerach, casta,

lúbtha, a úsáidtear chun caitheamh anuas ar dhuine

- Imeaglú fisiciúil nó ionsaí
- Bagairtí

Cine, náisiúntacht, cúlra

eitneach agus ballraíocht de

phobal an Lucht Taistil

- Idirdhealú, réamhchlaonadh, ráitis nó maslaí a bhaineann le cine, náisiúntacht, cultúr, aicme shóisialta, creideamh, cúlra, eitneach nó an Lucht Taistil

- Leithcheal de bhun aon cheann acu seo thuas

Caidreamhach

Is éard atá i gceist anseo caidrimh a mhí-ionramháil mar

bhealach chun bulaíocht a dhéanamh. Ar na hiompraíochtaí tá:

- Bidadán maslach
- Leithcheal agus aonrú
- Neamhaird
- Leithcheal ó ghrúpa
- Cairde a bhaint de dhuine
- Ráflaí a scaipeadh
- Rún a sceitheadh
- Caint sách ard le go gcloisfeadh an t-íobartach í ● 'Amharc' faoi Leith
- 'nerd' a úsáid le cur isteach ar dhuine.

Gnéasach ● Ráitis nó tadhall gnéasach míchuí nó gan choinne

- Ciapadh

Riachtanais Speisialta

Oideachais,

Míchumas

- Leasainmneacha a ghlaoch
 - Tathant ar dhaoine eile mar gheall ar a míchumas nó riachtanais foghlama
 - Teachnt i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta bulaíocht a aithint agus iad féin a chosaint
 - Teachnt i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta cúinsí sóisialta agus leideanna sóisialta a aithint agus iad féin a chosaint.
 - Athris a dhéanamh ar mhíchumas duine eile
 - Ceap magaidh a dhéanamh de dhaoine eile
4. Seo a leanas an múinteoir/na múinteoirí ábhartha a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfaidh léi:

Is iad na Múinteoirí ábhartha i Scoil Chrónáin:

- Gach múinteoir ranga
- Leas-Phríomhoide
- Príomhoide

Féadfaidh múinteoir ar bith gníomhú mar mhúinteoir ábhartha, más gá.

5. Seo a leanas na straitéisí oideachais agus coiscithe (lena n-áirítear straitéisí a dhírítear go sonrach ar chibear bhulaíocht agus ar bhulaíocht bunaithe ar aitheantas, go háirithe

bulaíocht homafóbach agus trasfóbach) a bheidh in úsáid sa scoil:

Straitéisí Oideachais agus Coiscithe:

Cur chuige na scoile ina hiomláine:

- Cur chuige na scoile ina hiomláine chun meas ar gach ball de phobal na scoile a chothú.
- Luach na héagsúlachta a chur chun cinn chun aghaidh a thabhairt ar dhearcaí claonta agus chun aird a tharraingt ar a dho-ghlactha is atá iompraíocht bhulaíochta.
- Féinmheas a chothú agus a fheabhsú i measc na ndaltaí uile trí ghníomhaíochtaí curaclaim agus seach-churaclaim araon. Tabharfar deiseanna do dhaltaí féinmheas dearfach a fhorbairt trí idirghníomhaíochtaí foirmiúla agus neamhfhoirmiúla.
- Forbairt ghairme don fhoireann go léir i dtaca leis an mbulaíocht d'fhonn a chinntiú go mbeidh tuiscint ag an bhfoireann ar fad ar cad is bulaíocht ann, ar an gcaoi a dtéann sí i bhfeidhm ar shaol na ndaltaí agus ar an ngá a bhíonn ann freagairt di agus i a chosc.
- Athbhreithniú bliantúil ar ghánna CPD na múinteoirí, le heolas a bhailiú faoi na scíleanna agus an taithí atá ag múinteoirí na scoile.
- Forbairt ghairme le fócas faoi leith ar oiliúint a chur ar na múinteoirí ábhartha .
- Feachtas feasachta agus oiliúna don scoil ina hiomláine i dtaca le gach gné den bhulaíocht, lena n-áirítear, tuismitheoir(i)/caomhnóir(i) agus pobal níos leithne na scoile.
- Maoirseacht agus monatóireacht ar sheomraí ranga, ar dhorchlaí, ar thalamh na scoile, ar thurasanna scoile agus ar ghníomhaíochtaí seach-churaclaim. Tabharfar ar bhail foirne nachmbíonn ag teagasc agus ar bhail eile a bheith san airdeall agus eachtraí a chur in iúl do na múinteoirí ábhartha. Beidh maoirseacht i gceist leis i dtaca leis an úsáid a bhaineann daltaí as teicneolaíocht cumarsáide sa scoil.
- Rannpháirtíocht chomhairle na ndaltaí i dtimpeallacht shábháilte scoile a chruthú e.g. Córas páirtíochta, meantóireacht, Cairde Lóin agus gníomhaíochtaí tacaíochta eile a d'fhéadfadh tacú le daltaí agus cultúr comh-mheasa agus tacaíochta a spreagadh.
- Forbairt agus cur chun cinn Cód Frithbhulaíochta don scoil le cur i ndialanna na ndaltaí agus le cur ar taispeáint i seomraí ranga agus in áiteanna poiblí sa scoil.
- Pléitear beartas frithbhulaíochta na scoile le daltaí agus tugtar cóip de do gach tuismitheoir/caomhnóir mar chuid de Chód Iompraíochta na Scoile.
- Bearta rialta feasachta a chur i bhfeidhm ar fud na scoile e.g. clár fógraí faoi leith sa scoil agus i seomraí ranga maidir le cairdeas a chothú, agus bulaíocht a chosc; Seachtain Chairdis agus seimineáir le tuismitheoirí/caomhnóirí; suirbhéanna ar dhaltaí; tionóil rialta scoile faoi stiúir an phríomhoide, an leas-phríomhoide, an mhúinteora ranga etc.
- Cultúr insinte a spreagadh, agus béim faoi leith ar thábhacht na bhfinnéithe. Ar an gcaoi sin beidh muinín ag daltaí as a bheith ag insint. Tá gné seo na muiníne ríthábhachtach. Ba chóir a chur in iúl go soiléir do gach dalta agus iad ag tuairisciú eachtraí bulaíochta nach ag insint ná ag sceitheadh atá siad ach ag gníomhú go freagrach.
- Deimhin a dhéanamh de go mbeidh a fhios ag daltaí cé dó ba chóir dóibh a insint agus conas é a dhéanamh, e.g.:
- Dul caol díreach chuig múinteoir ag am feiliúnach, mar shampla tar éis ranga.
- Nóta a thabhairt isteach leis an obair bhaile.

- Glao gutháin a chur ar an scoil nó ar mhúinteoir sa scoil a bhfuiltear muiníneach as/aisti.
- Bosca Frithbhulaíochta nó Cráiteachta
- Tabhairt ar thuismitheoir(i) / ar chaomhnóir(i) nó ar chara insint.
- Ceistneoir rúnda a thabhairt do gach dalta.
- Deimhin a dhéanamh de go dtuigeann finnítithe an tábhachtach a bhaineann lena bhfeiceann siad nó lena bhfuil ar eolas acu faoin mbulaíocht atá ar bun a insint.
- Prótacail soiléire a shonrú chun thuismitheoir(i)/caomhnóir(i) a spreagadh dul chun na scoile más dóigh leo go bhfuil bulaíocht á déanamh ar a leanbh. Ba chóir an prótocal a chur le chéile i gcomhar le thuismitheoirí.
- Beartas um Úsáid Inghlactha a chur le chéile sa scoil lena n-áirítear na céimeanna cuí chun deimhin a dhéanamh de go ndéantar monatóireacht dhian ar úsáid na teicneolaíochta sa scoil, cuir i gcás úsáid a bhaint as gutháin phóca.

Curaclaim a chur i ngníomh:

- Cur i ngníomh iomlán na gcuraclam SPHE agus CSPE agus na gclár RSE agus Bí Sábháilte.
- Forbairt Ghairme Leanúnach don fhoireann agus na cláir sin á seachadadh.
- Ceachtanna ar an mbulaíocht bunaithe ar fhianaise a sheachadadh ar fud na scoile, e.g. Bí Sábháilte, ‘The Walk Tall Programme.’
- Ceachtanna a sheachadadh ar an gCibearbhulaíocht (Web wise Primary teachers’ resources), ar an Éagsúlacht agus an Idirchultúrachas.
- Cláir SPHE an Gharda Síochána a sheachadadh ar leibhéal bunscoile. Pléann na ceachtanna seo, a thugann Gardaí Pobail, ceistanna a bhaineann le sábháilteacht phearsanta agus cibearbhulaíocht.
- Féachfaidh an scoil, go háirithe, i leith riachtanais bhreise na ndaltaí SEN maidir le cláir a chur i bhfeidhm agus scileanna agus straitéisí a fhorbairt a chuirfeadh ar chumas gach daltaí freagairt go cuí.
- Cuirfidh an scoil i bhfeidhm an chomhairle atá le fáil in “Sexual Orientation advice for schools” (RSE Bunscoile, feic leabhrán).

Naisc le beartais eile

Beartais, cleachtas agus gníomhaíochtaí scoile eile a bhaineann leis an mbulaíocht (Féach Ich 7)

6. Seo a leanas straitéisí na scoile chun iompar bulaíochta a imscrúdú, chun obair leantach

a dhéanamh ina dtaobh agus chun iompar bulaíochta a thaifeadadh mar aon leis na straitéisí idirghabhála bunaithe a úsáidfidh an scoil chun déileáil le cásanna

d'iompar

bulaíochta

Gnásanna chun Bulaíocht a Fhiosrú agus Láimhseáil:

Is é an phríomhaidhm a bhaineann le bulaíocht a fhiosrú agus a láimhseáil ná ceistanna a réiteach agus an caidreamh idir na páirtithe a shlánú, a oiread agus is féidir (seachas milleán a leagan ar dhuine);

Ní mór do ghnásanna na scoile cloí leis an gcur chuige seo a leanas. Déanfar gach iarracht a chinntiú go dtuigfidh gach duine atá rannpháirteach (daltaí, thuismitheoirí / caomhnóirí san áireamh) an cur chuige sin ón tús.

Iompraíocht Bhulaíochta a Thuairisciú

Féadfaidh dalta nó thuismitheoir(i)/caomhnóir(i) ar bith eachtraí bhulaíochta a chur in iúl do mhúinteoirí ar bith sa scoil.

Fiosróidh agus láimhseálfaidh an múinteoir ábhartha gach tuairisc, ina measc tuairiscí anaithnide.

Ní mór do bhaill foirne teagaisc agus neamhtheagaisc, cuir i gcás rúnaithe, cúntóirí riachtanas speisialta (SNA), tionlacaithe bus, airígh, glantóirí aon eachtraí d'iompraíocht bhulaíochta a fheiceann siad nó a luaitear leo a chur in iúl don mhúinteoir ábhartha.

Eachtraí a Fhiosrú agus a Láimhseáil: Stíl an Chuir Chuige

Agus é/í ag fiosrú agus ag láimhseáil na bulaíochta, tabharfaidh an múinteoir (ábhartha) a b(h)reithiúnas féin féachaint ar tharla bulaíochta nó nár tharla agus conas is fearr an cas a réiteach. Éilítear ar thuismitheoirí / ar chaomhnóirí agus ar dhaltaí comhoibriú le cibé fiosrú a dhéanfar agus cuidiú leis an scoil ceist ar bith a thiocthadh aníos a réiteach agus an caidreamh idir na páirtithe a shlánú, a oiread agus is féidir, a thúsce agus is féidir.

Ba chóir do mhúinteoirí cur chuige fionnuar neamh-mhóthúchánach réitithe fadhbanna a ghlacadh.

Ba chóir eachtraí a láimhseáil, a oiread agus is féidir, lasmuigh den seomra ranga d'fhonn príobháid gach rannpháirtí a chinntiú.

Ba chóir gach agallamh a dhéanamh chomh híogair agus is féidir agus cearta na ndaltaí á nglacadh san áireamh. Sa tslí sin is féidir le daltaí nach bhfuil baint dhíreach acu leis an gcás eolas úsáideach a chur ar fáil:

Agus eachtraí d'iompraíocht bhulaíochta á n-anailísiú, ba chóir don mhúinteoir ábhartha iarracht a dhéanamh na ceisteanna cén rud, cén áit, cén duine, agus cén fáth a fhreagairt. Ba chóir é sin a dhéanamh go deas suaimhneach, agus sampla á thabhairt den chaoi ar chóir déileáil le coinbhleacht gan dul i muinín na forrántachta.

Má bhíonn grúpa i gceist, ba chóir agallamh a chur ar gach duine acu ar dtús. Ina dhiaidh sin, ba chóir bualadh leo mar ghrúpa. Ag an gcruinniú leis an ngrúpa, ba chóir a iarraidh ar gach duine acu a c(h)untas féin a thabhairt ar ar tharla d'fhonn a chinntiú go dtuigeann gach duine sa ghrúpa ráitis na ndaoine eile go soiléir;

Ba chóir tacú le gach ball den ghrúpa i dtaca leis an mbrú a d'fhéadfadh a theacht orthu ó bhaill eile an ghrúpa tar éis an agallaimh leis an múinteoir.

D'fhéadfadh sé a bheith oiriúnach freisin a iarraidh orthu siúd a bhí i gceist cuntas a scríobh ar ar tharla.

I gcásanna go gcinneann an múinteoir ábhartha gur tharla iompraíocht bhulaíochta, ba chóir teagmháil a dhéanamh le thuismitheoir(i)/caomhnóir(i) na bpáirtithe go luath, d'fhonn an tarlúint a chur in iúl dóibh agus míniú a thabhairt ar na gníomhartha a bheifear a dhéanamh (agus tagairt á déanamh do bheartas na scoile). Ba chóir don scoil deis a thabhairt do thuismitheoirí/do chaomhnóirí plé a dhéanamh ar na bealaí lena féidir leo tacú leis na gníomhartha atá an scoil a dhéanamh agus leis na tacaí atáthar a chur ar fáil do dhaltaí; Sa chás go gcinneann an múinteoir ábhartha go raibh iompraíocht bhulaíochta ar bun ag an dalta, ba chóir a chur in iúl go soiléir dó/di an sárú a rinne sé/sí ar bheartas frithbhulaíochta na scoile agus ba chóir iarracht a dhéanamh tabhairt air/uirthe an cas a fheiceáil ó dhearcadh an dalta a d'fhulaing an bhulaíocht;

Ní mór a chur in iúl go soiléir do gach rannpháirtí (gach tacar daltaí agus múinteoirí / caomhnóirí) i gcás ar bith a gcaitear smachtbhannaí araíonachta a chur i bhfeidhm gur ceist phríobháideach atá ann idir an dalta a bheidh faoi smachtbhanna, a t(h)uismitheoir(i) / c(h)aoimhnóirí agus an scoil;

Gníomh leantach agus cuntas

Agus cinneadh á dhéanamh ar dhéileáil go cuí agus go leordhóthanach leis an gcás bulaíochta, ní mór don mhúinteoir ábhartha, agus breithiúnas gairmiúil á thabhairt aige/aici, na cúinsí seo a leanas a ghlacadh san áireamh:

- An bhfuil deireadh tagtha leis an iompraíocht bhulaíochta?
- An bhfuil ceisteanna idir na páirtithe réitithe, a oiread agus is féidir?
- An bhfuil caidreamh idir na páirtithe slánaithe, a oiread agus is féidir?
- Aiseolas ar bith a fuarthas ó na páirtithe rannpháirteacha, óna dtuismitheoir(i)/a gcaomhnóir(i) nó ó phríomhoide nó leas-phríomhoide na scoile

Ba chóir cruinnithe leantacha ar leithligh a shocrú leis na páirtithe leasmhara féachaint an bhféadfaí iad a thabhairt le chéile tráth níos déanaí má bheidh an dalta a d'fhulaing an bhulaíocht réidh agus toilteanach.

I gcás nach mbíonn tuismitheoir(i)/caomhnóir(i) sásta gur dhéileáil an scoil leis an gcás bulaíochta de réir na ngnásanna seo, ní mór gnáthaimh ghearáin na scoile a chur in iúl do na tuismitheoir(i)/caomhnóir(i), mar is cuí.

I gcás gur bhain an/na tuismitheoir(i)/caomhnóir(i) leas as próiseas gearáin na scoile agus nach bhfuiltear sásta fós, ní mór don scoil a chur in dóibh go bhfuil an cheart acu gearán a dhéanamh leis an Ombudsman do Dhaltaí.

Iompraíocht Bhulaíochta a chuntas:

Tá sé ríthábhachtach go ndéanfaí gach eachtra de bhulaíocht a chuntas ar bhealach oibiachtúil agus fórasach.

Seo a leanas gnásanna na scoile maidir le hiompraíocht bhulaíochta a chuntas/thuairisciú:

Réamhdhearbhú neamhfhoirmiúil gur tharla bulaíocht:

Ní mór do gach ball foirne cuntas i scríbhinn a choinneáil d' eachtraí a fheiceann siad nó a chuirtear in iúl dóibh. Ní mór gach eachtra a thuairisciú don mhúinteoir ábhartha.

Cé nár mhór don mhúinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí anaithnide, de bhulaíocht a fhiosrú agus a láimhseáil, ní mór don mhúinteoir ábhartha cuntas i scríbhinn a choinneáil ar na tuairiscí, ar na gníomhartha a glacadh agus ar aon phlé a rinneadh leis na rannpháirtithe.

N.B. Ní mór don mhúinteoir ábhartha gach eachtra atáthar a fhiosrú a chur in iúl don phríomhoide.

Foirmiúil - 1. Dearbhú gur tharla bulaíocht:

Má dhearbhaíonn an múinteoir ábhartha gur tharla bulaíocht, ní mór don mhúinteoir cuntas cuí i scríbhinn a choinneáil a chuideoidh leis/léi na ceisteanna a réiteach agus na caidrimh a shlánú, a oiread agus is féidir, idir na páirtithe leasmhara.

Ba chóir don scoil, i gcomhairle leis an mhúinteoir/na múinteoirí ábhartha, prótacal a chur le chéile maidir le gach cuntas a choinníonn an mhúinteoir ábhartha a stóráil.

Foirmiúil - 2. Aguisín 3 (Gnásanna Foirmiúla na Roinne Oideachais agus Scileanna)

Ní mór don mhúinteoir ábhartha an teimpléad cuí in Aguisín 3 a úsáid chun an iompraíocht bhulaíochta a chuntas sna cúinsí seo a leanas:

a) i gcásanna gur dóigh leis/léi nár déileáladh go cuí ná go leordhóthanach leis an iompraíocht bhulaíochta laistigh de 20 lá scoile tar éis dó/di a chinneadh gur tharla iompraíocht bhulaíochta; agus

b) Sa chás gur chinn an scoil mar chuid dá beartas frithbhulaíochta nár mhór, i gcúinsí áirithe, an iompraíocht bhulaíochta a chuntas agus a thuairisciú láithreach bonn don

Phríomhoide nó don Leas-Phríomhoide de réir mar is cuí.

Ba chóir don scoil liosta a dhéanamh de na hiompraíochtaí a chaitear a chuntas agus a thuairisciú láithreach bonn don phríomhoide. Ba chóir dóibh sin a bheith ag teacht le cód lompraíochta na scoile.

Nuair a bhaintear úsáid as an teimpléad cuntais, ní mór don mhúinteoir ábhartha é a choinneáil agus ní mór don phríomhoide cóip de a choinneáil. Ní mór machnamh cuí a dhéanamh ar an áit a gcoinnítear na cuntais, orthu siúd a mbeidh teacht acu orthu agus ar an bhfad ama a choinneofar iad. Ba chóir cinntí a dhéantar faoi chuntais a choinneáil a bhreacadh síos sa beartas seo: Coimeádfar cóip an Phríomhoide d'Aguisín 3 i gcomhad in Oifig an Phríomhoide, fad is atá an dalta sa scoil. Ina dhiaidh sin coimeádfar i bhfillteán stórais é go mbíonn sé/sí 21 bliana d'aois.

Straitéisí Idirghabhála Seanbhunaithe:

Agallaimh idir an múinteoir agus gach dalta

Comhaontuithe idir daltaí a idirbheartú agus iad a leanúint le próiseas monatóireachta. Is féidir é seo a dhéanamh ar bhealach neamhfhoirmiúil nó a chur i bhfeidhm trí phróiseas idirghabhála níos struchtúrtha

Oibriú le tuismitheoir(i)/caomhnóir(i) chun tacú le hidirghabhálacha scoile

Cuir chuige Gan Milleán

Am Ciorcail

Ceistneoirí sochghraim a chur i bhfeidhm

7. Seo a leanas clár tacaíochta na scoile do dhaltaí a ndearnadh bulaíocht orthu:

Clár Tacaíochta na Scoile:

Cuirfear gach tacaíocht agus deis in-scoile ar fáil do dhaltaí a fhulaingíonn an bhulaíocht chun páirt a ghlacadh i ngníomhaíochtaí a leagtar amach chun a bhféinmhuinín a mhéadú, cairdeas agus scileanna sóisialta a fhorbairt agus seasmhacht a láidriú, e.g.

- Córas tréad chúraim

- Obair i ngrúpaí, cuir i gcás 'am ciorcail'

Má bhíonn comhairleoireacht nó tacaí breise de dhíth ar dhaltaí, déanfaidh an scoil a dícheall dul i gcomhairle leis na gníomhaireachtaí cuí chun é sin a eagrú. D'fhéadfadh sé gur don daltaí a fhulaingíonn an bhulaíocht nó a bhíonn i mbun na hiompraíochta bulaíochta é sin.

Ba chóir do dhaltaí a thuiscint nach mbíonn aon fhinnéithe gan locht ann agus gur chóir gach iompraíocht bhulaíochta a chur in iúl do mhúinteoir.

8. Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí

Deimhníonn an Bord Bainistíochta go bhfuil cleachtais agus beartais chúí mhaoirseachta agus monatóireachta i bhfeidhm chun iompar bulaíochta a chosc agus chun déileáil leis agus chun idirghabháil luath a éascú, más féidir.

Go bhfuil cleachtais aontaithe mhonatóireachta agus mhaoirseachta i bhfeidhm sa scoil

Go ndéantar na cúinsí contúirteacha bulaíochta a aithint.

Go dtéitear i gcomhairle leis na tuismitheoirí agus leis na daltaí agus na cúinsí contúirteacha bulaíochta á sonrú.

Go n-usáidtear na struchtúir thacaíochta/chúraim do dhaltaí (lena n-áirítear Clár T.C. CSPE, SPHE, foireann Oideachais Speisialta) chun dul i ngleic le hiompraíocht bhulaíochta

Go mbeadh daltaí sinsearach rannpháirteach mar acmhainn, nuair is ga, chun cuidiú le dul i ngleic leis an mbulaíocht e.g. córas páirtíochta / meantóireachta

Maidir leis an mBeartas um Úsáid Inghlactha sa scoil, go n-usáidtear na dea-chleachtais seo a leanas:

go ndéanann múinteoir maoirseacht ar gach seisiún idirlín

go ndéanann an múinteoir monatóireacht rialta ar úsáid an idirlín i measc na ndaltaí go dtugann an múinteoir treoir do dhaltaí gan ach cuntais cheadaithe ranga a úsáid ar mhaithe le ríomhphoist agus go n-usáideann siad an cuntas sin faoi mhairseacht an mhúinteora

go dtugann an múinteoir treoir do dhaltaí gan úsáid a bhaint as seomraí comhrá, fóram díospóireachta agus teachtaireachtaí ná aon fhóram cumarsáide leictreonaí eile ach amháin na cinn sin a cheadaíonn an scoil

(Tabhair faoi d'aire gur bhlocáil an Clár Leathanbhanda le haghaidh Scoileanna gach láithreán líonraithe shóisialta ar an mbonn gur cur amú ama iad go n-ídíonn siad an iomad den leathanbhanda a chuirtear ar fáil do chuspóirí oideachais).

9. An Ciapadh a chosc

Deimhníonn an Bord Bainistíochta go ndéanfaidh an scoil, de réir a oibleagáidí faoin reachtaíocht chomhionannais, gach beart is indéanta go praiticiúil chun daltaí agus baill foirne a chosaint ar chiapadh gnéasach agus ar chiapadh ar aon cheann de na naoi bhforas, mar atá inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlai, treoshuíomh gnéasach, reiligiún, aois, míchumas, cine nó ballraíocht den Lucht Siúil.

10. Ghlac an Bord Bainistíochta an beartas seo an 17-06- 2014 [dáta].

11. Tá an beartas seo ar fáil do phearsanra na scoile, foilsíodh é ar shuíomh Gréasáin na scoile agus tugadh cóip do Chumann na dTuismitheoirí. Cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

12. Athbhreithneoidh an Bord Bainistíochta an beartas agus a fheidhmiú uair amháin i ngach scoilbhliain. Cuirfear fógra scríofa gur athbhreithníodh beartas frithbhulaíochta na scoile ar fáil do phearsanra na scoile, foilseofar é ar shuíomh Gréasáin na scoile agus do Chumann na dTuismitheoirí 'Le Chéile.' Cuirfear taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é.

Sínithe: _____ Sínithe: _____

(Cathaoirleach an Bhoird Bhainistíochta) (Príomhoide)

Dáta: _____ Dáta: _____ Dáta an chéad athbhreithnithe eile:

Scoil Chrónáin Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Scoil Chrónáin has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

(a) A positive school culture and climate which

is welcoming of difference and diversity and is based on inclusivity;

encourages pupils to disclose and discuss incidents of bullying behaviour in a

non-threatening environment; and

- promotes respectful relationships across the school community;
- (b) Effective leadership
 - (c) A school-wide approach
 - (d) A shared understanding of what bullying is and its impact
 - (e) Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
 - effective supervision and monitoring of pupils;
 - (f) Effective supervision and monitoring of pupils
 - (g) Supports for staff
 - (h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - (i) On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary School bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying: deliberate exclusion, malicious gossip and other forms of relational bullying, cyber-bullying and

identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools. Examples of bullying behaviours

General behaviours which apply to all types of bullying

Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.

Physical aggression

Damage to property

Name calling

Slagging

The production, display or circulation of written words, pictures or

other materials aimed at intimidating another person

Offensive graffiti

Extortion

Intimidation

Insulting or offensive gestures

The "look"

Invasion of personal space

A combination of any of the types listed.

Cyber

Denigration: Spreading rumors, lies or gossip to hurt a person's reputation

Harassment: Continually sending vicious, mean or disturbing messages to an individual

Impersonation: Posting offensive or aggressive messages under another person's name

Flaming: Using inflammatory or vulgar words to provoke an online fight

Trickery: Fooling someone into sharing personal information which you then post online

Outing: Posting or sharing confidential or compromising information or images

Exclusion: Purposefully excluding someone from an online group

Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety

Silent telephone/mobile phone call

Abusive telephone/mobile phone calls

Abusive text messages

Abusive email

Abusive communication on social networks e.g.

Facebook/Ask.fm/ Twitter/You Tube or on games consoles

Abusive website comments/Blogs/Pictures

Abusive posts on any form of communication technology

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community). Homophobic and Transgender

Spreading rumours about a person's sexual orientation

Taunting a person of a different sexual orientation

Name calling e.g. Gay, queer, lesbian...used in a derogatory manner

Physical intimidation or attacks

Threats

Race, nationality, ethnic

background and

membership of the

Traveller community

Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background

Exclusion on the basis of any of the above

Relational

This involves manipulating relationships as a means of bullying. Behaviours include:

Malicious gossip

Isolation & exclusion

Ignoring

Excluding from the group

Taking someone's friends away

Spreading rumours

Breaking confidence

Talking loud enough so that the victim can hear

The "look"

Use of terminology such as 'nerd' in a derogatory way

Sexual

Unwelcome or inappropriate sexual comments or touching

Harassment

Special Educational

Needs,

Disability

Name calling

Taunting others because of their disability or learning needs

Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying

Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.

Mimicking a person's disability

Setting others up for ridicule

4. The relevant teachers for investigating and dealing with bullying are as follows:

The Relevant Teachers in Scoil Chrónáin are:

All class teachers

Deputy Principal

Principal

Any teacher may act as a relevant teacher, if circumstances warrant it.5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

Education and prevention strategies:

School-wide approach

A school-wide approach to the fostering of respect for all members of the school community. The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.

The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.

An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources

Professional development with specific focus on the training of the relevant teacher(s)
School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.

Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

Involvement of the students in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.

The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school.

The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; student surveys; regular school or year group assemblies by principal, deputy principal, class teacher etc.

Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Ensuring that pupils know who to tell and how to tell, e.g.:

Direct approach to teacher at an appropriate time, for example after class.

Hand note up with homework.

Make a phone call to the school or to a trusted teacher in the school.

Anti-bully or Niggle box?

Get a parent(s)/guardian(s) or friend to tell on your behalf.

Administer a confidential questionnaire to pupils.

Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

Implementation of curricula:

The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.

Continuous Professional Development for staff in delivering these programmes.

School wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, The Walk Tall Programme.

Delivery of lessons on Cyberbullying (Web wise Primary teachers' resources), Diversity and Interculturalism.

Delivery of the Garda SPHE Programmes at primary and post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying

The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Procedures for Investigating and Dealing with Bullying:

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset. Reporting bullying behaviour:

Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

Teachers should take a calm, unemotional problem-solving approach.

Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;

All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;

When analysing incidents of bullying behaviour, the relevant teacher should seek answers to

questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner; If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school

Follow up and recording

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable;
- Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal

Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.

In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher

While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
N.B. The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1- determination that bullying has occurred

If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:a) in cases where he/she considers that the bullying behaviour has not been adequately

and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy. The Príomhoide will hold a copy of Appendix 3 is kept on file in the office while the student attends the school. Following that it is stored away in the pupil's file until he / she is 21 years old.

Established intervention strategies

Teacher interviews with all pupils

Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process

Working with parent(s)/guardian(s) to support school interventions

No Blame Approach

Circle Time

Implementing sociogram questionnaires

7. The school's programme of support for working with pupils affected by bullying is as follows

School's Programme of Support

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and

social skills and build resilience e.g.

- Care team / Student Support Team
- Group work such as circle time

If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

Agreed appropriate monitoring and supervision practices in the school

Potential bullying danger spots in the school are identified

Parents and pupils consulted in the identification of these danger spots

Religion programme, SPHE Programme, CSPE Programme and Special Education Team used to support measures to counteract bullying behaviour

senior pupils involved as a resource to assist in counteracting bullying e.g. mentoring/buddy system

In relation to Acceptable Use Policy in the school the following issues are addressed:

all Internet sessions are supervised by a teacher

the teacher regularly monitors pupils' Internet usage

the pupils have been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision

the pupils have been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that

they waste time and take up too much of the bandwidth which is been provided for educational purposes only).

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on 17th June 2014 [date].

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association 'Le chéile.' A copy of this policy will be made available to the Department and the patron, if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school

personnel, published on the school website and provided to the Parents' Association 'Le Chéile'. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ Signed: _____

(Chairperson of Board of Management) (Principal)

Date: _____ Date: _____

Date of next review: _____