

Scoil Bhríde

Cód Iompair

Athbhreithnithe, Deireadh Fómhair 2025.

Leagadh an cód seo amach ag cur riachtanas agus cinsí Scoil Bhríde san áireamh ón tús. Tá sé mar aidhm ag an gcód seo indibhidiúlacht gach uile pháiste a chur san áireamh agus cearta an pháiste oideachas a fháil i dtimpeallacht atá saor ó iompar toirmeascach a chinntiú. Tá sé tábhachtach a rá ag an bpointe seo go bhfuil dua as cuimse caite ag múinteoirí agus iar-mhúinteoirí na scoile, cumainn na dtuismitheoirí agus na Boird Bhainistíochta éagsúla ar an gcód seo thar na blianta.

Déanfaidh baill uile na foirne gach iarracht cur chuige dearfach a úsáid agus iad ag plé le cúrsaí iompair i Scoil Bhríde trí thagairt don Acht Um Oideachais agus Leasa (2000) agus le Bord Naisiúnta Leasa Oideachais (BNLO) Cód Iompair a Fhorbairt: Treoirlínte i gcomhair Scoileanna (2008). Cuireann an Cód seo creat ar fáil ionas go mbeidh múinteoirí na scoile in ann úsáid a bhaint as teicnící dearfacha chun na páistí a spreagadh agus a mhealladh. Déanfar é seo trí;

- Spreagadh.
- Moladh.
- Pribhléidí breise (Turas go dtí an phictiúrlann, siúlóidí dúlra etc)
- Pasanna obair bhaile.
- Cumarsáid le tuismitheoirí. (Nótaí a chuir abhaile faoi dea-iompar páistí)
- Duaiseanna.
- Bronnadh dualgais.
- Moladh ón bpríomhoide.

Leagtar níos mó béime ar pháistí a spreagadh ná ar smachtbhannaí i Scoil Bhríde. Go fadtéarmach, creidtear go mbainfidh na páistí níos mó tairbhe as an gcur chuige seo agus go dtabharfaidh sé na torthaí is fearr dúinn ar deireadh.

Aithnítear éagsúlachtaí na bpáistí sa scoil agus an tábhacht atá ann na héagsúlachtaí seo a chur san áireamh i gcónaí. Tuigimid go bhfuil buanna éagsúla ag gach aon pháiste agus go dtaispeánann siad cumais éagsúla sna hábhair uile. Déantar, mar sin, gach iarracht an curaclam a chur in oiriúint do chumas, do mhianaigh agus do shuimeanna pháistí na scoile, agus cothrom na féine a thabhairt do gach ábhar ar

an gcuraclam. Le hardchaighdeán oideachais agus iompair a chinntiú, áfach, caithfidh pobal na scoile a bheith ar aon intinn faoi chúrsaí iompair sa scoil. Caithfidh comhoibriú den ardleibhéal a bheith ann i measc fhoireann na scoile agus idir pháistí, fhoireann agus thuismitheoirí na scoile freisin. Chuige sin tá Coiste Iompair Scoil Bhríde curtha ar bun. Is iad na baill den choiste sin ná Múinteoir Ranga an Pháiste, Múinteoir Oideachais Speisialta agus Leas Phríomhoide/Príomhoide na scoile. Tá an Coiste Iompair ann chun déileáil agus chun cabhrú le páistí a leanann le hiompar toirmeascach.

Riachtanaisí as bhreis

Tá an-tuiscint go deo ag múinteoirí na scoile ar riachtanaisí na bpáistí sa scoil agus go háirithe na páistí a bhfuil dushlám sóisialta agus mothálacha sa bhreis acu. Déanfar deighleáil le cásanna aonarach de réir mar is gá agus déanfar deileáil cuí, go cothrom agus go profisiúnta leis na páistí ag tabhairt aon dushlám as bhreis san áireamh i gcomhairliúcháin leis an múinteoir ranga, an fhoireann Oideachas Speisialta agus leis an bpríomhoide nó leis na bpríomhoide tánaisteach.

Clár Fí na Folláine

Úsáidtear an clár Fí na Folláine i Scoil Bhríde. Sa chlár seo, tá beim ar fholláin na bpáistí agus múintear scileanna sóisialta do pháistí, rud a chabhraíonn leis an bhféinrialú agus leis an bhféinsmachtú. Is clár é a bhfuil in oiriúint do na páistí ar fad, agus a chabhraíonn go mór mór le páistí a bhfuil deacrachtaí iompraíochta agus sóisialta acu. Cabhraíonn an clár leo cairdeas a dhéanamh agus a choinneáil freisin. Tá tuilleadh eolais ar fáil ag <https://weavingwellbeing.com>

Rialacha na Scoile

Coinnítear rialacha na scoile ag an méid is lú agus scríobhtar go dearfach agus go soiléir iad i gconaí. Leagtar rialacha na scoile amach le sláinte, sábháilteacht agus leas phobal na scoile san áireamh. Is í príomhoide Scoil Bhríde atá freagrach as araíonacht na scoile. Tá sé de dhualgas ar gach múinteoir ranga araíonacht a ranga féin a chothú agus a choinneáil, agus ag an am céanna, freagrach a ghlacadh i dea-riair na scoile i gcomhpháirt le múinteoirí eile na scoile. Seo a leanas rialacha na scoile;

1. Is í an Ghaeilge teanga na scoile. Bíodh an Ghaeilge le cloisteáil ar láthair na scoile i gconaí. Bíodh sí le cloisteáil, freisin, ar thurasanna scoile agus áit ar bith a bhfuil foirne spóirt Scoil Bhríde ag bailiú nó ag imirt. Úsáideann páistí Scoil Bhríde leanganacha Gaeilge a n-ainmeacha i gconaí.
2. Caithigí éide Scoil Bhríde ar scoil agus bigí brodúil as ainm agus as stair na scoile araon.
3. Níl cead ach le páistí Scoil Bhríde páirt a ghlacadh ar fhoireannacha Scoil Bhríde.

4. Táimid sona sásta agus slán sábháilte ar scoil.
5. Léirígí dea-bhéasa agus meas ar a chéile.
6. Tá cosc ar na bhfocal ‘snitch’ ar scoil agus aon fhocal eile leis an miniú céanna.
7. Bíodh meas agaibh ar leabhair agus ar threalamh na scoile.
8. Súilígí taobh istigh d’fhoirgneamh na scoile.
9. Coinnígí an seomra ranga agus an scoil glan, néata agus glas.
10. Tá páistí na scoile faoi chúram a dtuismitheoirí roimh 8.40am agus i ndiaidh 1.30/2.30pm.
11. Tosaíonn an lá scoile oifigiúil ag 8.50am agus mar sin is gá go mbeadh páistí ar scoil ag an am sin.
12. Tá teagmháil ó thuismitheoir/ó chaomhnóir ag teastáil sna cásanna seo a leanas i bhfoirm ríomhphost nó nóta sínithe:
 - má bhíonn páiste as láthair.
 - má bhíonn ar pháiste fanacht istigh ag am lóin/sosa.
 - muna bhfuil an obair bhaile déanta ag páiste.
 - muna bhfuil páiste in ann páirt a ghlacadh i gCorpoideachas (spórt/snámh etc..)
 - má thagann athrú ar an duine a bhailíonn páiste ar bith ón scoil ag 1.30 nó ag 2.30.
13. Níl cead ag páistí Scoil Bhríde;
 - duine ar bith a náiriú, a fhágáil amach nó bagairt a dhéanamh orthu.
 - páiste nó baill foirne ar bith a ghortú go fisiciúil nó trí theanga mhaslach a úsáid.
 - drochtheanga a úsáid ar láthair na scoile nó in áit ar bith a bhailíonn páistí Scoil Bhríde le chéile.
 - neamhaird a dhéanamh ar pháiste nó ar baill foirne ar bith d’aon ghnó.
 - guma coganta a bheith acu ar láthair na scoile.
 - Fón cliste nó aon gaireas le cumas idirlín a bheith acu ar láthair na scoile. Tá cead gnáth fón póca gan cumas idirlíne a bheith acu ach é a bheith múchta agus istigh sa mhála scoile i rith an lae scoile.

Cleachtas Aisríocha

Nuair a bhíonn baill foirne Scoil Bhríde ag réitiú coimhlintí idir pháistí na scoile, úsáidtear cleachtas aisríocha le cinntiú go bpléitear le gach páiste sa bhealach céanna. Cinntíonn sé seo go mbíonn leanúnachas le feiceáil sa chaoi ina déileálann múinteoirí na scoile le coimhlintí agus iad ag iarraidh teacht ar réiteach síochána idir pháistí na scoile. Moltar na ceisteanna seo a leanas a úsáid agus múinteoirí na scoile ag réitiú coimhlintí;

Ag freagairt d’iompar dúshlanach;

- Cad a tharla?
- Cad air a raibh tusa ag smaoineamh ag an am?

- Cad iad na smaointe a bhí agat ó shin?
- Cé air ar chuir tú isteach leis an rud a rinne tú, agus conas?
- Cad a chaithfidh tarlú anois, dar leatsa, chun rudaí a chuir i gceart?

Ag tabhairt cúnaimh dóibh súid a d'fhulaing faoi thionchar iompar dúshlanach;

- Cad a tharla?
- Cad air a raibh tusa ag smaoineamh ag an am?
- Cad iad na smaointe a bhí agat ó shin?
- Cén tslí inar chuir sé isteach ortsa agus ar dhaoine eile?
- Cad é an rud is deacra a bhain leis seo duitse?
- Cad a chaithfidh tarlú anois, dar leatsa, chun rudaí a chuir i gceart?

Córas na gCártaí

Tá sé tábhachtach a thuiscint go bhfuil córas na gcártaí i bhfeidhm chun gach páiste as scoil a choimeád slán sábháilte agus go bhfuil bealach cuí ag foireann na scoile deileáil le drochiompar má tharlaíonn sé.

Usáidtear córas na gcártaí chun míshástacht i leith drochiompar a léiriú agus chun dea-iompar a spreagadh agus a chothú ar láthair na scoile. Tosaítear an córas seo ag tús gach scoilbhliain.

Tugtar cárta glas do pháiste chun iompar dearfach a mholadh (m.sh., ag leanúint rialacha na scoile, ag obair go maith sa seomra ranga etc.)

Tugtar cárta bán do pháiste mar thoradh ar iompar míshásúil. Titeann na samplaí seo a leanas faoi riail 10 de Rialacha na Scoile.

- Drochiompar sa rang.
- Drochiompar ar láthair na scoile (ar na siúltáin, sa halla, sa ghairdín etc..)
- Drochmheas a léiriú ar fhoireann na scoile.
- Drochmheas a léiriú ar chomhdhaltaí.
- Drochmheas a léiriú ar mhaoin na scoile.
- Aon iompar eile, nach bhfuil thuasluaite, ach a chuireann isteach ar an bpáiste féin, páistí eile, tuismitheoirí na scoile nó baill foirne.
- Ag briseadh Riail na Gaeilge.

Cuirtear an cárta bán abhaile ag deireadh an lae. Tá ar thuismitheoir/chaomhnóir an pháiste an cárta bán a shiniú agus é a chuir ar ais ar scoil an lá dar gcoinne. Aon pháiste a fhaigheann cárta bán, bualfaidh sé/sí leis an bpríomhoide tánaisteach ag deireadh na seachtaine chun rialacha na scoile a phlé.

Tar éis don pháiste dhá cárta bána a fháil, tugtar cárta buí dó/di má bhriseann sé/sí an cód iompair arís. Ní thugtar cárta buí mar aon leis an tríú cárta bán — ina ionad sin, tagann sé in áit an tríú cárta bháin.

Ag an bpointe seo, eagraítear cruinniú idir an páiste, tuismitheoirí an pháiste agus príomhoide tánaisteach na scoile chun iompar an pháiste a phlé. Úsáidtear **cleachtas aisiríoch** ag an bpointe seo chun tacú le feabhsú iompair an pháiste. Féadfar pribhléidí a bhaint den pháiste ag an bpointe seo (spórt, foirne scoile, turais scoile, turais chuig an bpictiúrlann srl.).

Is féidir an próiseas seo a chur i bhfeidhm suas le trí huair in aon scoilbhliain amháin.

Tar éis don pháiste an dara cárta buí a fháil, eagraítear cruinniú idir an páiste, a thuismitheoirí agus príomhoide na scoile chun clár idirghabhála a phlé. I measc na bhféidearthachtaí ag an bpointe seo tá:

- An páiste a choinneáil istigh ón ngairdín le linn am sosa / am lóin.
- An páiste a chur ar leathlaethanta.

Úsáideann an scoil prionsabail chur chuige na hÚdaráis Nua (**New Authority**) chun freagracht a chothú, caidrimh a neartú, agus timpeallacht shuaimhneach shábháilte a chothú do chách. Féach Aguisín 1.

Tar éis don pháiste dul tríd an phróiseas faoi thrí tugtar cárta dearg don pháiste in áit cárta buí. Ciallaíonn an cárta dearg go bhfuil an páiste curtha ar fionraí agus cuirtear na tuismitheoirí ar an eolas i scríbhinn. Tá sé de cheart ag an scoil cárta buí nó cárta dearg a thabhairt amach láithreach i gcáiseanna tromchúiseacha amháin. I bhfíor droch-chás, tá an t-údarás ag na mBord Bainistíochta páiste a dhíbirt ón scoil de réir an Acht um Oideachais agus Leasa (2000) cuid 23 agus cuid 24.

Leis an gcóras thuasluaite agus leis an tacaíocht ceart, déantar gach iarracht iompar na bpáistí a chasadh ó hiompar dúshlánach go hiompar inghlactha. Tá sé de dhualgas ar na múinteoirí ranga cuntas scríofa a choinneáil faoi iompar toirmeasach a bpáistí. Coinneoidh an múinteoir rangaliosta dena daltaí a fhaigheann cárta bán gach seachtain agus rachaidh sé/sí i dteagmháil le príomhoide na scoile nuair atá cruinnithe le heagrú le tuismitheoirí.

Freastalaíonn an fhoireann ar pháistí le sainriachtanais mhothálacha tríd ‘The New Authority for Schools’ (Aguisín 1). Cuirfear an páiste ar aghaidh le haghaidh mheastóireacht shiceolaíoch gan mhoill, i gcomhairle le tuismitheoirí más gá. Tá rialacha na scoile/córas na gcártaí i bhfeidhm i gcónaí do pháistí le sainriachtanais nó gan sainriachtanais. Déanfaidh na múinteoirí ranga agus oideachas speisialta i

gcomhairle leis na príomhoide agus/nó an príomhoide tánaisteach plé ar an mbealach is fearr le cabhair a thabhairt don páiste ag an bpointe seo. Tá gach cás éagsúl.

Má ghortaíonn páiste amháin le sainriachtanais (le diagnóis oifigiúil nó trí bhreathnadóireacht mhúinteora thar ama) nó gan sainriachtanais, páiste eile bíodh le fios gurb tríd Cód Iompair na scoile a dhéantar deileáil leis an eachtra agus gur féidir úsáid a bhaint as smachtbhannaí na scoile, san áireamh ná fionraí agus díbirt de réir Cód Iompair na Scoile.

Iompar sa ghairdín

Ní ghlactar le drochiompar sa ghairdín. Sula dtugtar cárta bán do pháiste a bhriseann riail na scoile sa ghairdín, seasfaidh an páiste amach ar feadh tréimshe faoi leith, ag brath ar an rang ina bhfuil sé/sí. Seasfaidh an páiste amach de réir na dtreoracha seo a leanas;

- Rang a haon – nóiméad amháin
- Rang a dó – dhá nóiméad
- Rang a trí – trí nóiméad
- Rang a ceathair – ceithre nóiméad
- Ranga a cúig – cúig nóiméad
- Rang a sé – sé nóiméad.

Má bhriseann páiste riail na scoile arís sa ghairdín ar an lá céanna, tugtar cárta bán don pháiste. Is féidir leis an múinteoir dul thar an gcóras thuas agus cárta bán a thabhairt amach láithreach má mheastar gur gá é sin a dhéanamh (m.sh páiste ag tabhairt sonc do pháiste eile, páiste ag úsáid drochtheanga etc.).

Creidtear gurb iad na scoileanna is éifeachtaí na cinn a chothaíonn dea-chaidreamh le tuismitheoirí na scoile. Chuige sin, déanfaidh príomhoide agus foireann Scoil Bhríde gach iarracht tuismitheoirí na scoile a choinneáil ar an eolas i gcónaí i leith dhul chun cinn araíonachta agus oideachsúla a bpáistí de. Déantar cinnte de, freisin, go mbeidh atmaisféar fáilteach le fáil ag tuismitheoirí na scoile i gcónaí agus go gcuirtear scéala abhaile chucu go rialta, ní hamháin nuair a bhíonn a gcuid páistí i mbún drochiompar ach nuair a léiríonn siad dea-iompar freisin.

Ghlac páistí, tuismitheoirí, foireann teagaisc agus Bord Bainistíochta na scoile páirt i bpleanáil an chóid seo. Cuirfear cóip den chód seo ar fáil do mhúinteoirí agus do thuismitheoirí na scoile, agus cuirfear na páistí ar fad ar an eolas faoi.

Tá daingniú déanta ag an mBord Bainistíochta ar an gCód Iompair ar an 09.04.2025. Déanfar athbhreithniú ar an gCód Iompair i 2027 nó roimhe sin más gá.

Siniú an Phríomhoide: Gráinne Dollard

Siniú an Chathaoirligh: Colm Ó Mórain

Dáta: 09.04.2025

Scoil Bhríde

Code of Behaviour

Revised, October 2025.

In devising the code, consideration has been given to the particular needs and circumstances of Scoil Bhríde. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a disruption-free environment. It is important to mention at this stage that current and past teachers, parent associations, and Board of Managements have spent much time over the years in the creation and implementation of the following code.

Every effort is made by all members of staff to adopt a positive approach to the question of behaviour in the school with reference to The Education and Welfare Act (2000) as well as The National Educational Welfare Board (NEWB) Developing a Code of Behaviour: Guidelines for Schools (2008). The code offers a framework within which positive techniques of motivation and encouragement are utilised by teachers. These include:

- Encouragement
- Praise
- Extra Privileges (Trips to the cinema, nature walks etc..)
- Homework Passes
- Communication with parent (Notes to be sent home regarding positive behaviour)
- Rewards
- Conferring positions of responsibility
- Praise from Principal.

Greater emphasis is placed on encouragement and motivation than on sanctions in Scoil Bhríde. It is believed that this will benefit each child more and will give the best results in the long run.

The school recognises the variety of differences that exist between children and the importance of accommodating these differences whenever possible. The school also recognises that children are blessed with their own individual talents and that they all display different abilities in the various

subjects. Every effort, therefore, will be made to match the curriculum to the abilities, aptitudes and interests of each pupil, while allocating the appropriate time to each subject. It is agreed that to secure a high standard of education and behaviour in Scoil Bhríde, the school community needs to be in agreement on behavioural issues. A high level of co-operation among staff, and between pupils, staff and parents is required. In order to achieve this the Scoil Bhríde Behaviour Committee has been set up. The members of this committee are the Child's Class Teacher, Special Education Teacher and the Deputy Principal/Principal. The function of the Behaviour Committee is to deal with and help children continuing with disruptive behaviour. Individual cases will be dealt with as the need arises.

Additional Needs

The school staff are best placed to understand the needs of the children in the school and especially those children with additional social and emotional needs. Incidences of poor behaviour will be managed on an individual basis in a fair and professional manner in collaboration with the classroom teacher, the Special Education team and the principal or deputy principal.

Weaving Wellbeing Programme

The Weaving Wellbeing Programme is used in Scoile Bhríde. This programme is focused wellbeing and the children are taught social skills helping them with self-regulation and self-control. It is a programme that is appropriate for all children including children with additional social and emotional needs. It helps children to make friends and to develop friendships. More information about this programme is available at <https://weavingwellbeing.com>

School Rules

The school rules are kept to a minimum and are always clearly and positively stated. The rules are devised with the health, safety and welfare of all members of the school community in mind. The overall responsibility for discipline within the school rests with the principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises. The following are the school rules;

1. Irish is the language of the school. Irish should be spoken throughout the school premises, on school tours and anywhere Scoil Bhríde sports' teams gather or play. Scoil Bhríde children use the Irish version of their names.
2. Only children from Scoil Bhríde may represent Scoil Bhríde on the school teams.
3. Wear the school uniform every day at school and be proud of both the name and history of the school.

4. Be happy and safe at school.
5. Be polite and respectful to others.
6. The word 'snitch' or any other word with the same meaning is not allowed at school.
7. Show respect for our school books and equipment.
8. Walk inside the school building.
9. Keep the classroom and the whole school clean, tidy and green.
10. The children are under their parents care before 8.40am and after 1.30/2.30pm
11. The official school day begins at 8.50am. Children are expected to arrive at school on time.
12. Correspondence from parents/guardians is required through a signed hand written letter or through email in the following situations;
 - If a child is absent.
 - If a child needs to stay inside at break/lunch.
 - If homework is not completed.
 - If a child is unable to participate in Physical Education (Sport, Swimming etc..)
 - If there is a change with regards to the person collecting a child from school at 1.30/2.30pm.
13. Scoil Bhríde children are not allowed to;
 - Embarrass, exclude or threaten anyone else.
 - Hurt other children or member of staff physically or through abusive language.
 - Use bad language on the school premises or anywhere that Scoil Bhríde children gather.
 - Ignore other children or any member of staff on purpose.
 - Have chewing gum on the school premises.
 - Have smart phones or any device with internet access on the school premises. Phones without internet access are allowed but must be switched off and kept in the child's school bag during the school day.

Behavioural Program

We use the behavioural program of *Stop, Think, Do* in Scoil Bhríde. The children are taught social skills using this program, while it also helps them to self-rule and self-discipline themselves. This program is suitable for all children, but it is extremely beneficial for children with behavioural and social problems. This program also teaches the skills needed to make and keep friendships.

Restorative Practice

When Scoil Bhríde staff are resolving conflicts between children, restorative practice is used to make sure that children are dealt with in the same manner. This also assures continuity in the way members of staff deal with conflicts while trying to come to a peaceful resolution between children. It is recommended that the following questions are used by all members of staff when resolving conflicts;

To respond to challenging behaviour;

- What happened?
- What were you thinking at the time?
- What have your thoughts been since the incident?
- Who do you think has been effected by your actions, and in what way?
- What do you think you need to do now to make things right?

To help those harmed by the challenging behaviour of others;

- What happened?
- What were you thinking at the time?
- What have your thoughts been since the incident?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen now to make things right?

The Card System

It is important to understand that the card system is in place to keep all children safe and secure at school and as a way to manage poor behaviour if it occurs.

A card system is used to show disapproval of misbehaviour and to encourage acceptable behaviour on the school premises. The card system begins at the start of each school year.

A ‘green card’ is given to a child to reinforce positive behaviour (e.g. for speaking Irish correctly, for following school rules, for working well in class, etc.)

A ‘white card’ is given to a child as a result of inappropriate behaviour. The following examples fall under Rule 10 of the School Rules.

- Misbehaviour in class.
- Misbehaviour on school premises (on the corridors, in the hall, in the yard etc..)
- Showing disrespect for school staff.
- Showing disrespect for other pupils.
- Showing disrespect for school property.
- Any other behaviour, not mentioned above, which negatively effects the child themselves, other children, parents and staff members.
- Not conversing in the Irish language.

The white card is sent home at the end of the day. The child’s parent/guardian must sign the card and return it to school the following day. Any child who receives a white card will meet with the Deputy Principal at the end of the week to discuss the school rules.

After a child has received two white cards, any further breach of the code of behaviour will result in a yellow card being given to them. A yellow card is not issued alongside a third white card — instead, it replaces the third white card.

At this point, a meeting is organised between the child, the parent, and the deputy principal to discuss the child's behaviour. **Restorative practice** is used at this stage to support improvement in the child's behaviour. Privileges may be removed, such as participation in sport, school teams, school tours, or trips to the cinema etc.

This process can be repeated up to three times in any one school year.

After the child has received their second yellow card, a meeting is organised between the child, the parent, and the principal to discuss a programme of intervention. Some of the possibilities at this stage are:

- The child to be kept in from yard
- The child to be put on half-days

The school uses the principles of the **New Authority approach** to promote accountability, strengthen relationships, and maintain a calm and safe environment for all. Please see Appendix 1.

After the process has been repeated for the third time, a red card is issued instead of a yellow card. The red card means that the child is suspended and the parents are informed of this in writing. The school has the right to issue a child with a yellow or red card immediately if a serious incident occurs. In extremely serious cases, the Board of Management also has the authority to expel a child from the school with reference to The Education and Welfare Act (2000), sections 23 and 24.

With the above card system and the right support, every effort is made to change the children's behaviour from challenging behaviour to acceptable behaviour. It is the responsibility of each teacher to keep a written record of the behaviour of disruptive pupils in their class. The Deputy Principal will keep a record of the children who get a white card/yellow card each week and he will contact the principal/deputy principal when meetings with parents are to be organised.

The school team makes provision for children with specific behavioural needs through 'The New Authority for Schools' (Appendix 1). Every effort will be made to have a child with specific behavioural needs referred for psychological assessment without delay, in consultation with parents, if necessary. School rules/the card system continue to be observed for children with or without specific behavioural needs. The teachers and special education teachers in consultation with the principal and/or deputy principal will discuss the best way to support the child in each case and each case is different. It should

be noted that if a child with or without a specific behavioural need (diagnosed or otherwise recognised by the school, based on teacher observation over-time) hurts another child, that it is through the code of behaviour that these issues will be dealt. There may be times when either suspension or expulsion must be considered as per the Code of Behaviour.

Behaviour in the yard

Unsatisfactory behaviour in the yard will not be accepted. Before a white card is given to a child who breaks one of the school rules in the yard, the child will stand out for a predetermined length of time, depending on what class he/she is in. The child will be asked to stand out according to the following guidelines;

- First class – one minute
- Second class – two minutes
- Third class – three minutes
- Fourth class – four minutes
- Fifth class – five minutes
- Sixth class – six minutes

If a child breaks a school rule again in the yard on the same day, he/she will receive a white card. It is possible for teachers to by-pass the above system and give a white card to a child immediately if deemed necessary (e.g. a child punching another child, a child using bad language etc..)

In the belief that the most effective schools tend to be those with the best relationships with parents, every effort will be made by the principal and staff to ensure that parents are kept well informed about the educational and disciplinary progress of their children. Every effort will also be made by the school to provide a welcoming atmosphere towards parents and to communicate to parents regularly, not just when children engage in challenging behaviour, but also when they engage in positive behaviour.

The children, parents, teaching staff and Board of Management have been involved in the planning of this code. A copy of this code will be made available to all teachers and parents, and all pupils will be made aware of it.

This policy has been ratified on the 09.04.2025. It will be reviewed in 2027 or earlier if necessary by the Board of Management.

Signature of Principal: Gráinne Dollard

Signature of Chairperson: Colm Ó Mórain

Date: 09.04.2025

Appendix 1

New Authority Key Concepts for Schools

When dealing with students who need support in order to meet behavioural expectations:

1. Plan for success:

1. Prioritise relationship building
 - i. Connect before you correct
 - ii. Relationship building activities (connecting comments, shared activities, etc.)
 - iii. Reconciliation gestures
2. Build network of supports
 - i. Link with colleagues
 - ii. Pre-emptive, positive call to parents at start of year
3. Adjust your expectations. Remember, children do well if they can. If they are not doing well, it is because they don't have the skills to do so.
 - i. Consider what demands could be reduced – could the curriculum be adapted if it is challenging? Could they be allowed to present work in a differentiated way? Are there certain behavioural expectations we can park for the moment?
 - ii. Prioritise behavioural goals – decide in advance what you will target and what you will tactically ignore
4. Increase teacher presence in the child's life
 - i. Increase supervision as needed
 - ii. Increase opportunities for interactions with adults
 - iii. Show that teachers, school management and parents are all talking to one another,

building a caring but firm network of support around the student.

5. Set your expectations
 - i. The announcement.
 - ii. Establishing a gradient of support
2. Responding in the moment. Remember, the only goal at this point is de-escalation and returning calm and peace to your classroom.
 1. Ignore what can be ignored
 2. Redirect disruptive behaviours – have a menu of ‘distraction’/

‘redirection’ tasks/jobs/suggestions/items/activities at the ready.

3. Reminders of expectations. In a discreet and general way, the teacher can remind the student of their expectations and limits,

without taking them on directly.

4. Delay your response. “Bookmark” behaviours for a later response.

Tell the student that you need to think about your response, but

will come back to them once you have decided how to respond.

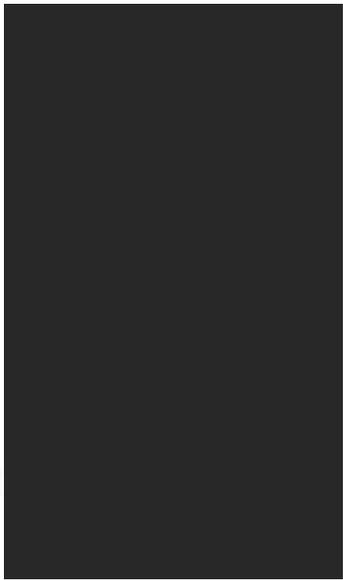
5. De-escalate conflict – press pause, check in with yourself, empathise and validate the student’s emotions. Do whatever is needed to restore calm, without getting into arguments/power

struggles. You don’t have to win.

6. Call for the support of additional adults if needed. Ensure safety

and support calming down.

7. Debrief: Link with your own support network afterwards.





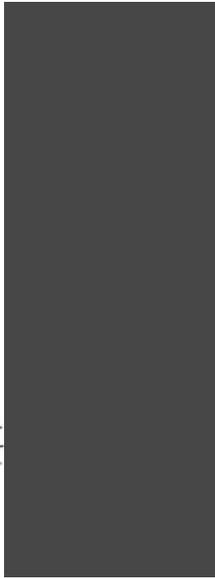
Sarah McGillicuddy, January 2024 8

3. Following up – Acts of Resistance

1. Connect with colleagues and parents (access your networks of support) and support each other to make a response plan together
2. Follow up with an “Act of Resistance”
 - i. Resisting comments
 - ii. Tightening vigilant care
 - iii. Using the gradient of support
 - iv. Time In
 - v. The check-in
 - vi. Public opinion
 - vii. Present suspension
 - viii. The sit-in

3. Persist
4. Reparation and follow up
5. Link with colleagues to debrief

The above should be supported by School Leadership and written into the school's behaviour/relationships policy



Sarah McGillicuddy, January 2024