Coláiste na Rinne

Cód Iompair

Code of Behaviour

Leagan 4 – Feabhra 2025

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1 Réamhrá

Cuireadh an Cód Iompair seo le chéile ag baint úsáide as "Cód Iompair a Fhorbairt: treoirlínte i gcomhair Scoileanna" foilsithe ag Bord Náisiúnta Leasa Oideachais i 2008.

Is mian le Coláiste na Rinne cúram agus seirbhísí bainteach le coláiste cónaithe d'ardchaighdeán trí mheán na Gaeilge a chur ar fáil do pháistí i dtimpeallacht taitneamhach, shábháilte.

Bíonn béim i gcónaí ar fhorbairt an pháiste le linn a t(h)réimhse sa Choláiste. Bíonn béim freisin ar dhea-iompar sa Choláiste agus i dtimpleallacht an Cholaiste.
Bímid ag súil le caighdeán ard ó na scoláirí ionas go mbeidh scoláirí, foireann agus teaghlaigh an Choláiste in ann taitneamh agus tairbhe a bhaint as a dtaithí anseo in ár dteannta.

Ní féidir leis an gColáiste ardchaighdeán iompair a bhaint amach gan chomhoibriú agus tacaíocht na dtuismitheoirí. Forbraíodh an Cód seo i gcomhar le pobal an Choláiste, Tuismitheoirí, scoláirí chomh maith le foireann an Choláiste agus an Coiste Bainistíochta. Bainfear úsáid as dea-chleachtas agus athtreisiú dearfach i gcónaí sa Choláiste le béim ar an iompar.

Más rud é go bhfuil difríocht idir a bhfuil scríofa as Gaeilge agus as Béarla sa pholasaí seo, glactar leis an leagan Gaeilge mar an leagan cruinn agus an leagan Béarla mar aistriúchán.

1 Introduction

This Code of Behaviour was formulated referencing best practice found in "Developing a Code of Behaviour: Guidelines for Schools" produced by the National Education Welfare Board 2008.

Coláiste na Rinne, a co-educational residential college catering for pupils in 5th / 6th class, Transition Year, and Summer Course students, operating through the medium of Irish. As children are away from home we aim to offer them a pleasant, safe and secure environment. The child's personal development during his/her time in the Coláiste is always emphasised. Good behaviour in the Coláiste is also essential and a high standard of conduct is expected from pupils so that all the Coláiste's pupils, staff, and families can enjoy and benefit from their experience at the Coláiste.

The Coláiste, in aiming for a high standard of behaviour, depends very much on the co-operation and support of parents in this matter. This code was developed through the co-operation of the Coláiste community, especially the Coiste Bainistíochta, staff, parents and pupils. Best practice of positive reinforcement will be adhered to in the Coláiste. Good behaviour will be acknowledged and reinforced throughout the Coláiste.

Should there be any discrepancy between the Irish and the English version in this policy, the Irish version is the correct one, and the English version is provided as a translation.

2 Príomhaidhm

Is í príomhaidhm an Chóid Iompair seo ná dea-iompar a chothú i measc pobal an Choláiste.

2.1 Spriocanna

Is iad seo na spriocanna atá leis an gCód Iompair ná:

- atmaisféar a chruthú a spreagann agus a threisíonn dea-iompar.
- timpeallacht dearfach shábháilte a chruthú do na páistí.
- páistí a spreagadh le freagracht phearsanta a ghlacadh as a n-iompar agus a maoin.
- caidrimh dhearfacha chomh-mhuiníne agus chomhthacaíochta a chothú i measc scoláirí, ball foirne agus tuismitheoirí.
- a chinntiú go dtuigtear ionchais arda an Choláiste i leith iompair gach ball de phobal an Choláiste agus go bhfuil eolas fairsing acu i dtaobh an Chóid Iompair.
- meas ag gach duine do na héagsúlachtaí idir chreideamh is eile a chothú.

2.2 Bunphrionsabail

Aithnímid bunphrionsabail atá mar bhonn agus mar thaca leis an gCód Iompair seo agus a chabhróidh linn na spriocanna thuas a bhaint amach:

- soiléire a sholáthar

2 Main aims

The main aim of this Code of Behaviour is to develop and promote good behaviour.

2.1 Goals

Our goals for this Code of Behaviour include:

- Creating a climate that encourages and reinforces good behaviour.
- Creating a positive and safe environment for children within the Coláiste and on campus.
- Encouraging children to take personal responsibility for their learning and their behaviour.
- Helping young people to mature into responsible participating citizens.
- Building positive relationships of mutual respect and mutual support among children, staff and parents.
- Ensuring that the Coláiste's high expectations for the behaviour of all the members of the Coláiste community are widely known and understood.
- To develop respect for differences, whether religious or other.

2.2 Principles

There are some basic principles that underpin this code of behaviour:

- Providing clarity.
- Affirming that everyone's behaviour matters.

- dearbhú go bhfuil iompar gach duine tábhachtach
- díriú ar dhea-iompar a chothú
- tuiscint go mbíonn caidreamh ríthábhachtach
- fócas ar an bhfreagracht phearsanta
- cothroime agus cothromas a chinntiú
- comhionannas a chur chun cinn agus leochaileacht oideachais a aithint
- sábháilteacht agus saoirse ó bhagairtí a chothú
- deimhniú nach nglactar le drochiompar ae aon chúis.

- Focusing on promoting good behaviour.
- Recognising that relationships are crucial.
- Focusing on personal responsibility.
- Ensuring fairness and equity.
- Promoting equality.
- Recognising educational vulnerability.
- Promoting safety and freedom from threat or damage.
- Ensuring that misbehaviour is not accepted.

2.3 Tuiscintí

Is iad seo a leanas na tuiscintí atá againn ar iompar:

- gurb é an teaghlach an ghné is lárnaí sna toscaí a mhúnlaíonn iompar pháistí
- téann cáilíocht na gcaidreamh i bhfeidhm ar iompar
- is féidir iompar a fhoghlaim. Ciallaíonn sé seo go bhféadfadh sé athrú
- tarlaíonn iompar taobh istigh de chomhthéacs áirithe agus i ndáil le daoine eile. Is bunús do thuiscint a fháil ar an iompar, an comhthéacs a thuiscint
- tá tábhacht nach beag ag baint leis an méid a dhéanann daoine fásta agus páistí eile mar fhreagra ar iompar an scoláire sa Choláiste i dtaobh an tionchar atá aige ar na roghanna a dhéanann páistí i dtaobh a gcuid iompair

2.3 Understandings

We share these understandings in relation to behaviour:

- That family is the most important element of the variables which affect behaviour.
- The quality of relationships affects behaviour.
- Behaviour can be learned - this means it can change.
- Behaviour takes place within a particular context and in relation to other people.
- Understanding the context is central to understanding the behaviour.
- What adults and other children do in response to a student’s behaviour in the Coláiste is critical in influencing the choices children make about how they behave

- tá dlúthbhaint ag dea-bhéasa agus cuirtéis le dea-iompar
- spreagtar dea-iompar tré iompar mhaith a mholadh.

- Active participation in Coláiste activities is closely linked to good behaviour.
- Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour.

3 Iompar a Thuiscint

3.1 Nithe a théann i bhfeidhm ar an iompar

Cuimsíonn saintréithe laistigh den duine:

- aois agus céim fhorbartha
- pearsantacht agus meon
- stair phearsanta agus taithí
- tréithe fisiceacha, céadfacha nó leighis
- scileanna, cumas foghlama
- stuamacht agus féin éifeachtúlacht.

Cuimsíonn tosca seachtracha agus idirphearsanta nithe mar:

- patrúin agus caidrimh teaghlaigh agus tuismitheoirí
- líonraí sóisialta, lena n-áirítear cairde agus piarghrúpaí
- tosca comharsanachta agus pobail
- stádas agus seasamh ag grúpaí éagsúla sa sochaí
- tosca Choláiste
- am, deis agus tacaíocht d'fhorbairt phearsanta agus shóisialta

3.2 Ag athrú iompair

Is féidir le tuismitheoirí agus muintir an Choláiste, ag obair as lámha a chéile, tionchar a bheith acu ar roinnt de na tosca a bhaineann le hábaltacht páistí chun a n-iompar féin a athrú.

3 Understanding Behaviour

3.1 Influences on behaviour.

Intra-person factors include:

- Age and stage of development.
- Personality and temperament.
- Personal history and experience.
- Physical, sensory or medical characteristics.
- Skills, ability to learn.
- Beliefs about self and others.

External and interpersonal factors include:

- Parental and family patterns and relationships.
- Social networks, including friends and peer groups.
- Neighbourhood and community factors.
- The status and standing of different groups in society.
- Coláiste factors.
- Time, opportunity and support for personal and social development.

3.2 Changing behaviour.

Parents and relevant Coláiste staff, working collaboratively, can influence some of the factors involved in helping children to manage or change their behaviour.

I measc na dtosca seo tá:

- inspreagadh
- spriocanna
- scileanna
- taithí ar iarracht chun athraithe roimhe, taithí ráithiúil go háirithe
- tacaíocht ó thuismitheoirí, ó theaghlach, ó dhuine de mhuintir an Choláiste, ó dhuine fásta eile, agus ón bpiarghrúpa
- dreasacht/luaíocht

These factors include:

- Motivation.
- Goals.
- Skills.
- Previous experience of trying to change, especially experience of success.
- Parental, family, relevant Coláiste staff or other adult and peer support.
- Incentive/reward

3.3 Caighdeáin Iompair
(Féach freisin 4.3)

Iompar nach bhfuil ceadaithe: (Cuireadh an líosta seo le chéile i gcomhairle leis na scoláirí).

1. Dul isteach i gcillín gan cead ón scoláire(í) a fhanann ann.
2. Ag cur isteach ar mhaoin scoláire eile.
3. Duine (daoine) a bhíonn rógharbh san imirt d'aon ghnó.
4. Beag is fiú a dhéanamh de pháiste eile.
5. Scoláirí a bhriseann trealamh spóirt ar nós píosaí fichille, liathróid/bata leadóg bhoird d'aon ghnó.
6. Scoláire(í) nach ligeann do scoláirí eile dul a chodladh san oíche.

- Iompar a ghortaíonn daoine eile
- Iompar a chuireann isteach ar obair an Choláiste
- Bagairtí nó duine eile a ghortú

3.3 Standards of behaviour
(See also 4.3)

Behaviour which is not permitted: (This list was prepared in consultation with the scoláirí)

1 Going into a cubicle without the permission of the scoláire(í) residing there.
2 Interfering with the possessions of others.
3 Being intentionally too rough during play (hard tackling on purpose)
4 Being dismissive of others
5 Intentionally breaking sports equipment such as chess pieces, table tennis bat.
6 Not allowing other scoláirí get to sleep at night.

- Behaviour which hurts others.
- Behaviour which disrupts the daily activities of the Coláiste.
- Threats or hurting others.
- Damage to property.

Coláiste na Rinne Tta.

- Damáiste do mhaoin
- Gadaíocht

Tá na caighdeáin seo againn chun:

- soiléiriú do pháistí faoi ionchais arda an Choláiste i leith a n-iompair
- spriocanna a shocrú do pháistí a threoróidh i dtreo iompar aibí cuí iad
- feidhmiú mar uirlis phraiticiúil a chabhróidh leis na scoláirí meas agus lámhaltas a léiriú agus glacadh le gach éinne i bpobal an Choláiste.

3.4 Luachanna

Is iad seo na luachanna a léiríonn na caighdeáin:

- meas a bheith ort féin agus ar dhaoine eile i gcónaí
- cothroime
- cineáltas agus toilteanas cuidiú le daoine eile
- cúirtéis agus dea-bhéasaíocht
- a bheith ullamh bealaí urramacha a úsáid chun deacrachtaí agus coimhlint a réiteach agus a sheachaint
- maithiúnas.

3.5 Straitéisí chun dea-iompar a dhearbhú agus a chothú

'Sé bunphrionsapail an chóid seo ná go mbeidh athtreisiú dea-iompar in usáid sa Choláiste. Is iad seo a leanas ár bpríomhstraitéisí d'fhonn dea-iompar a chothú i measc na scoláirí sa Choláiste.

- Stealing.

The Coláiste's standards of behaviour:

- Provide clarity for children about the Coláiste's high expectations for their behaviour.
- Set goals for children that will guide them in moving towards mature and appropriate behaviour.
- Serve as a practical tool to help students conduct themselves showing respect, tolerance, and acceptance of everyone in the Coláiste.

3.4 Values

Our standards of behaviour reflect these values:

- Respect for self and others, always.
- Kindness and willingness to help others.
- Courtesy and good manners.
- Fairness.
- Readiness to use respectful ways of resolving difficulties and conflict.
- Forgiveness

3.5 Strategies to encourage good behaviour.

Positive reinforcement of good behaviour is the cornerstone of our Code of Behaviour. These are our strategies for encouraging good behaviour.

Bíonn iompar pháistí níos fearr nuair:

- atá ionchais arda sa Choláiste go n-iompróidh páistí iad féin ar ardchaighdeán
- atá na caighdeáin soiléir agus comhsheasmhach agus má thuigtear go forleathan iad
- a thacaíonn tuismitheoirí leis an gColáiste trí dhea-iompar a chothú
- atá cultúr dearfach comhchaidrimh idir muintir an Choláiste, tuismitheoirí agus páistí agus atmaisféar sona Choláiste ann ina mbeadh siad páirteach i róil a bhfuil freagrachtaí ag baint leo sa Choláiste.
- a fheiceann siad go n-oibríonn an Cód Iompair go cothrom.
- a léiríonn daoine fásta an t-iompar a bhfuil siad ag súil leis ó na páistí.
- a bhíonn idirghabhálacha dearfacha laethúla idir muintir an Choláiste agus na páistí
- atá páistí san áireamh in ullmhú rialacha an Choláiste.
- a thuigeann siad an fáth go bhfuil an cód tábhachtach agus an ról atá acu chun é a chur ag obair.
- atá teorainneacha agus rialacha soiléire do leanaí.
- a thugtar cabhair do leanaí dea-iompraíocht a aithint agus a dhearbhú iad féin
- a thugtar aiseolas dearfach faoi iompar.
- atá siad airdeallach agus tuisceanach ar mhí-bhuntáiste, agus ar éagsúlacht

Children are more likely to behave well when:

- there are standards that set high expectations for student behaviour.
- the standards are clear, consistent, and widely understood.
- parents support the Coláiste by encouraging good behaviour.
- there are good relationships between parents, children, and Coláiste staff where there is a happy atmosphere / environment which pervades
- they can see that the Code of Behaviour works in a fair way.
- adults model the behaviour that is expected from children.
- positive everyday interactions between Coláiste staff and children.
- children are involved in the preparation of the Coláiste’s rules.
- they understand why the code is important and their part in making it work.
- there are clear boundaries and rules for children.
- help is given to children themselves to recognise and affirm good behaviour.
- positive feedback is given about behaviour.
- To be aware and understanding of disadvantage and differences.
- prizes, responsibilities, or privileges are given.
- parents/guardians are given positive feedback when merited.

- a bhronntar duaiseanna, dualgais nó pribhléidí
- a thugtar tuairisc do thuismitheoir/chaomhnóir maidir le dea-iompar.

3.6 Cur chuige réitigh fadhbanna
Gné thábhachtach agus duine ag tabhairt faoi iompar míchuí i measc na scoláirí ná cur chuige réitigh fadhbanna a úsáid. Tríd síos, coinnigh an caidreamh leis an scoláire chomh dearfach agus is féidir.
<u>Molaimid na céimeanna seo a leanas:</u>

1. Cruinnigh eolas. Bíonn 'Cuntas' scríofa ar an méid a tharla curtha ar fáil ag na leanaí. Tuig an comhthéacs agus na cúiseanna a d'fhéadfadh dul i bhfeidhm ar an iompar.
2. Gin smaointe faoi réitigh a d'fhéadfadh a bheith i gceist.
3. Socraigh agus aontaigh, leis an bpáiste más féidir, straitéisí sainiúla.
4. Cuir an straitéis aontaithe i ngníomh go seasta.
5. Athbhreithnigh an dul chun cinn: déan meastóireacht ar thionchar agus ar éifeachtúlacht na hidirghabhála.

3.6 A problem-solving approach
An important element of the approach to a student's inappropriate behaviour is a problem-solving approach, that is, one where the relevant Coláiste staff member responds to the unwanted behaviour using these steps:

1. Gather information. Children give a written account 'Cuntas' of what has happened. Understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why the behaviour may be happening / has happened.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention.

4 Rialacha agus Smachtbhannaí

4.1 Treoir don scoláire

<u>Ba chóir duit, mar scoláire:</u>

4 Rules and Sanctions

4.1 Guidelines for Students

<u>As a student, you agree to:</u>

- Speak in Irish at all times.

- Gaeilge amháin a labhairt le do chomhscoláirí agus le muintir an Choláiste pé áit ina bhfuil tú.
- Bheith san áit cheart ag an am ceart
- do dhícheall a dhéanamh i gcónaí
- freagracht a ghlacadh as do chuid iompair
- cabhrú le timpeallacht dearfach shábháilte a chruthú
- meas a bheith agat ar dhaltaí eile
- meas a bheith agat ar foireann an Choláiste agus ar dhaoine fásta eile.
- páirt a ghlacadh i ngníomhaíochtaí an Choláiste.
- aire a thabhairt do throscán agus timpeallacht an Choláiste.
- cloí le rialacha uile an Choláiste.

- Be on time for all activities.
- Do your best.
- Help to create a positive safe environment.
- Show respect to other students.
- Show respect to staff and other adults.
- Participate in Coláiste activities.
- Respect Coláiste property and its environs.
- Adhere to all Coláiste rules.

4.2 Riail na Gaeilge

Bun riail Choláiste na Rinne gurb í an Ghaeilge teanga cumarsáide gach éinne. Déileáltar le sárú na rialach seo faoin bpolasaí Gaeilge do Scoláirí.

4.2 Riail na Gaeilge

The basic rule in Coláiste na Rinne is that Irish is the language of communication at all times. If the rule is broken it is dealt with under the Irish language policy for students.

4.3 Iompar nach bhfuil inghlactha (cuid acu le cabhair ó na scoláirí)

- bulaíocht d'aon saghas
- iompar a ghortaíonn daoine eile (bulaíocht, ciapadh, leithcheal agus íospairt san áireamh)
- iompar a chuireann isteach ar obair an Choláiste nó fostaí an Choláiste
- damáiste do mhaoin

4.3 Unacceptable behaviour: (with help from the scoláirí)

- Any type of bullying.
- Any behaviour that hurts others.
- Behaviour that affects daily Coláiste activities.
- Damage to possessions.
- Theft.
- Not adhering to Coláiste rules.

- goid
- briseadh rialacha an Choláiste
- uirlisí nó substaintí dainséaracha /neamhdhleathacha a chuirfeadh duine/daoine i mbaol a thabhairt go dtí an Coláiste leis/léi nó a bheith i do sheilbh
- ag gortú scoláire eile nó ball d'fhoireann an Choláiste d'aon ghnó.
- Iompar bagrach
- Iompar Tromchúiseach (d'fhéadfaidh fionraí a bheith i gceist)
- Foréigean iomarcach nó ionsaí do-ghlactha i leith aon pháiste nó ball foirne
- Iompar cóiriúil, homafóbach nó ráiteas ciníoch/graifítí d'aon saghas agus na meáin shóisialta san áireamh
- Caint mhaslach i leith aon pháiste nó ball foirne

- Taking dangerous/illegal substances onto the Coláiste premises.
- Intentionally hurting another scoláire / member of staff
- Threatening behaviour
- Gross misbehaviour (suspension may be a possibility)
- Violence towards another scoláire or member of staff
- Illegal, homophobic or racist language / graffiti of any kind, including on social media
- Insulting language used about any child or staff member
- Possessing any illegal or dangerous substances or equipment

4.4 Smachtbhannaí

4.4.1 <u>Is é cuspóir smachtbhannaí athrú iompair a bhaint amach ach:</u>

- cuidiú le páistí a fhoghlaim a bheith freagrach as a n-iompar agus go bhfuil a n-iompar do-ghlactha
- cuidiú le páistí an tionchar a bhíonn ag a gcuid gníomhartha agus ag a n-iompar ar dhaoine eile a aithint
- cur isteach tromchúiseach ar obair dhaoine eile – foireann an Choláiste agus / nó scoláire(í) eile
- an scoláire, nó páistí eile nó daoine fásta, a choinneáil slán.

4.4 Sanctions

4.4.1 <u>The purpose of sanctions is to bring about a change in behaviour by:</u>

- helping children to learn that their behaviour is unacceptable.
- helping them to recognise the effect of their actions and behaviour on others.
- preventing serious disruption to the day to day running / activities of the Coláiste.
- keeping the student, or other children or adults, safe.

4.4.2 Úsáidtear smachtbhannaí ar bhealach ómósach a chuidíonn le páistí torthaí a n-iompair a thuiscint agus leis an bhfreagracht a ghlacadh chun an t-iompar sin a athrú.

Ní mór don smachtbhanna, go háirithe:

- an teannas a bhaint den scéal, gan é a fhormhéadú
- a bheith tráthúil
- dínit na bpáirtithe uile a chaomhnú
- a bheith curtha i bhfeidhm ar bhealach cóir comhsheasmhach

4.4.2 A sanction should be used in a respectful way that helps children to understand the consequences of their behaviour and to take responsibility for changing that behaviour.

In particular, a sanction should:

- Defuse and not escalate a situation.
- Preserve the dignity of all the parties.
- Be applied in a fair and consistent way.
- Be timely.

4.4.3 Seo a leanas na straitéisí chun mí-shástacht i leith mhí-iompair a léiriú ag brath ar cé chomh tromchúiseach agus a bhíonn mí-iompar.

Cé go bhfuil siad in ord ginearálta tábhachta ní gá go leanfaí an t-ord go céimniúil.

- labhróidh Cinnire/Riarthóir /Bainisteoir Feidhme leis an bpáiste/na páistí. Déanfar é seo go ciúin, de réir mar is cuí
- labhróidh an Cinnire/Riarthóir /Bainisteoir Feidhme le tuismitheoir go neamhfhoirmeálta
- cuirfear scéala abhaile ag cur an drochiompair in iúl do na tuismitheoirí go foirmeálta
- tarraingeofar pribhléidí siar, m.sh. gan cead dul go dtí an Siopa, gan cead dul ar thuras nó siúlóid
- labhróidh an Stiúrthóir leis an bpáiste

4.4.3 The following are the strategies employed to deal with misbehaviour, depending on how serious any incident might be.

Though they are in general order of importance they need not be followed one after the other.

- The child(ren) will be spoken to. This may be done quietly and discretely or as meeting as a group or entire cohort of students.
- The relevant staff member will speak informally to parents outlining the misbehaviour.
- Parents will be formally informed of misbehaviour.
- Privileges may be withdrawn, eg. permission to go to the siopa, permission to attend outings or on walks may be rescinded.
- The Director may speak to the child.

- labhrófar go príobháideach leis an bpáiste agus na tuismitheoirí le chéile
- más creachadóireacht atá i gceist íocfaidh tuismitheoirí an pháiste as an damáiste
- Tuairisc fhoirmiúil chuig an Coiste Bainistíochta, mar chuid de phróiseas fionraithe nó díbrithe.
- Am a chaitheamh ag an bpáiste ag scríobh, ag machnamh ar a chuid iompar.

- The child and parents will be spoken to together, privately.
- Parents will be obliged to pay if any damage has been done to property.
- Formal report to Coiste an Choláiste as part of a suspension or expulsion process.
- Time spent writing a reflection on their behaviour.

4.4.4 I measc na smachtbhannaí mí-oiriúnacha tá:

- pionós fisiceach nó bagairt pionós fisiceach
- magadh, tarcaisne nó focail ghéara a dhéanfadh dochar d'fhéinmhuinín an pháiste
- náiriú poiblí nó príobháideach
- ag cur smachtbhannaí i bhfeidhm ar ghrúpaí iomlána i gcásanna a bhaineann le héagóir duine aonair nó le grúpa beag
- ag fágáil páistí i suíomh gan mhaoirseacht (m.sh. amuigh sa siúltán) agus é nó í faoi chúram an Choláiste
- aonrú dianseasmhach nó ag tabhairt neamhairde ar pháiste
- smachtbhannaí atá in úsáid ar bhealach leatromach.

4.4.4 Inappropriate sanctions include:

- Physical punishment or the threat of physical punishment.
- Ridicule, sarcasm or remarks likely to undermine a student's self-confidence.
- Public or private humiliation.
- Applying sanctions to whole groups in cases of individual or small group wrongdoing.
- Leaving a student in an unsupervised situation (e.g. a corridor) while in the care of the Coláiste.
- Persistent isolation of, or ignoring, a student.
- Sanctions that are used in a discriminatory way.

5 Fionraí agus Díbirt

5.1 Gnáthaimh chóra bunaithe ar phrionsabail an cheartais aiceanta

Tá dhá phríomhchuid ann i ngnáthaimh chóra agus aithnímid iad sin:

1. an ceart go n-éistfí leat
2. an ceart go mbeifí neamhchlaonta i do leith.

An chiall atá leis **an gceart go n-éistfí leat** ná:

- an ceart atá agat a fháil amach an bhfuil iniúchadh á dhéanamh ar an mí iompar líomhnaithe
- an ceart atá agat sonraí na líomhaintí atá á dhéanamh i do choinne a fháil amach mar aon le haon eolas eile a chuirfear san áireamh an ceart atá agat a fháil amach cén chaoi a ndéanfar an cheist a réiteach
- an ceart atá agat freagra a thabhairt ar na líomhaintí
- nuair is smachtbhanna tromchúiseach atá i gceist, an ceart atá agat éisteacht a fháil ón bhforas cinnteoireachta
- nuair is smachtbhanna tromchúiseach atá i gceist, an ceart atá agat ceisteanna a chur ar aon pháirtí nó ar aon fhinné nuair atá díospóid ann faoi na fíricí.

An chiall atá leis **an gceart go mbeifí neamhchlaonta i do leith** ná:

- an ceart atá agat nach mbeadh aon chlaonadh sa chinnteoir

6 Suspensions and expulsions

5.1 Fair procedures based on the principles of natural justice

We recognise that fair procedures have two essential parts:

1. the right to be heard
2. the right to impartiality

The right **to be heard** means:

- The right to know that the alleged misbehaviour is being investigated.
- The right to know the details of the allegations being made and any other information that will be taken into account.
- The right to know how the issue will be decided.
- The right to respond to the allegations.
- Where the possible sanction is of a serious nature, the right to be heard by the decision-making body.
- Where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The **right to impartiality** means:

- the right to an absence of bias in the decision-maker
- the right to impartiality in the investigation and the decision-

- an ceart atá agat go mbeadh an t-imscrúdú agus an chinnteoireacht neamhchlaonta. Is é atá i gceist le próiseas neamhchlaonta ná próiseas ina mbunaítear an cinneadh ar mheastóireacht neamhchlaonta a dhéantar ar eolas agus ar fhianaise. Tríd is tríd, éilíonn an neamhchlaontacht go scarfaí an timscrúdú ón bpróiseas cinnteoireachta ionas go mbeadh an cinnteoir in ann aghaidh a thabhairt ar an gcás gan aon réamhthuairimí ina leith

making. Freedom from bias entails ensuring that a person with an interest in the matter is not involved in the investigation or decision-making. If a person has pre-conceived opinions, a vested interest or personal involvement in the matter, they should not attempt to settle that matter. An impartial process is one that allows a decision to be made based on an unbiased evaluation of information and evidence. Generally, impartiality requires that the investigation is separated from the process of making a decision so that the decision-maker comes to the task with an open mind.

5.2 Gnáthaimh chóra a chur i ngníomh sa Choláiste

<u>Sa Choláiste, baineann gnáthaimh chóra leo seo</u>:

- imscrúdú ar mhí-iompar líomhnaithe a bhféadfadh fionraí nó díbirt eascairt as
- an próiseas cinnteoireachta maidir le
  - (a) cibé acu an raibh an scoláire i bun mí-iompair nó nach raibh agus
  - (b) an smachtbhanna le gearradh.

Cuirfear san áireamh sa bhealach a fheidhmítear gnáthaimh chóra tromchúis an mhí-iompair líomhnaithe agus beidh aird aige ar céard atá réasúnta i gcomhthéacs an Choláiste.

5.2 Applying fair procedures in the Coláiste.

<u>In the Coláiste, fair procedures apply to:</u>

- The investigation of alleged misbehaviour that may lead to suspension or expulsion and
- The process of decision-making as to
  - (a) Whether the student engaged in the misbehaviour and
  - (b) What sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to

Bíonn feidhm i gcónaí ag prionsabail na nósanna imeachta córa, ach braithfidh méid na foirmeáltachta a theastaíonn chun nósanna imeachta córa a chur i bhfeidhm ar thromchúis an mhí-iompair líomhnaithe agus ar a thromchúisí atá sé.

Bheadh an leibhéal foirmeáltachta a theastaíonn, mar shampla i gcás fionraí níos lú ná trí lá, níos lú ná an leibhéal a theastaíonn i gcás fionraí níos faide nó i gcúinsí a bhféadfadh díbirt a bheith mar thoradh orthu. Ní mór fiú próisis neamhfhoirmiúla, áfach, a bheith cothrom agus cuma cothrom a bheith orthu.

Tá feidhm, i ngach cás, ag na prionsabail a chinntíonn **an ceart atá agat go néisteofaí leat agus an ceart atá agat go mbeifí neamhchlaonta i do leith**.

Ciallaíonn an ceart go n-éisteofaí leat go gcuirfí an scoláire agus a thuismitheoirí go hiomlán ar an eolas maidir leis an líomhain agus leis na próisis a úsáidfear chun imscrúdú a dhéanamh ar an scéal agus teacht ar chinneadh. Ní foláir deis a thabhairt dóibh freagairt don líomhain **sula** ndéantar cinneadh agus sula ngearrtar smachtbhanna tromchúiseach.

Chiallódh easpa claonais sa chinnteoir, mar shampla, dá gcuirfí mí-iompar a d'fhéadfaí a fhionraí nó a dhíbirt a bheith mar thoradh i leith leanbh ball foirne, nach mbeadh baint ag an mball foirne áirithe sin leis an gcinneadh.

Ar an gcaoi chéanna, dá gcuirfí cúis mhí-iompraíochta i leith leanbh ball de Choiste Bainistíochta an Choláiste,

what is reasonable in the context of the Coláiste.

The principles of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness.

The level of formality required, for example for a suspension of fewer than three days, would be less than that required in the case of a longer suspension or in circumstances that might lead to an expulsion. Even informal processes, however, must be fair and be seen to be fair.

The principles of **ensuring the right to be heard and the right to impartiality apply in all cases**.

The right to be heard means that a student and their parents are fully informed about an allegation and the processes that will be used to investigate and decide the matter. They must be given an opportunity to respond to an allegation **before** a decision is made and before a serious sanction is imposed.

Absence of bias in the decision-maker would mean, for example that if the child of a staff member was accused of misconduct that might warrant suspension or expulsion, that particular staff member would not be involved in the decision

Similarly, if the child of a member of Coiste Bainistíochta an Choláiste was

bheadh an tuismitheoir sin as láthair ón gcruinniú gCoiste chun an scéal a bhreithniú ag an gCoiste.

accused of misconduct, that parent would absent themselves from the Coiste meeting for any consideration of the matter by the Coiste.

Ciallaíonn prionsabal **na neamhchlaontachta sa chinnteoireacht** go mbeadh sé níos fearr, nuair is féidir é, go socródh an Stiúrthóir go reáchtálfadh ball eile den fhoireann Bhainistíochta an t-imscrúdu agus go gcuirfí tuairisc iomlán ar fhíricí an cháis agus aon eolas iomchuí eile faoi bhráid an Stiúrthóra. Ar an gcaoi seo bheadh an Stiúrthóir in ann cinneadh a dhéanamh pé acu an raibh an scoláire i mbun an iompair agus faoin smachtbhanna, bunaithe ar an iniúchadh.

The principle of **impartiality in decision-making** means it is preferable that, where possible, the Director arranges for another member or members of staff to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the Director. The Director is then free to take a view about whether or not the student engaged in the behaviour and about the sanction, based on the report of the investigation.

Níor chóir don duine atá ag líomhain an mhí-iompair, nó atá ina (h)íospartach, nó ina f(h)inné an t-imscrúdú a reáchtáil. Treoróidh cur i bhfeidhm machnamhach breithiúnas gairmiúil agus eolas ar cheanglais nósanna imeachta cothroma go ginearálta cinnteoireacht maidir le fionraíocht agus díbirt.

The person alleging the misbehaviour, or who is a victim, or a witness should not conduct the investigation. Thoughtful application of professional judgement and knowledge of the requirements of fair procedures will generally guide decision-making about suspension and expulsion.

Mar sin féin, i gcúinsí a bhfuil castacht ar leith ag baint leo, b’fhéidir go mbeadh ar údaráis an Choláiste comhairle dlí a lorg chun tacú lena gcinnteoireacht.

However, in circumstances of particular complexity, Coláiste authorities may need to seek legal advice to support their decision-making.

5.3 An t-údarás scoláire a chur ar fionraí

Tá údarás ag Coiste Bainistíochta Choláiste na Rinne scoláire a chur ar fionraí. I gcásanna ina dtarmligean an Coiste an t-údarás seo do Phríomhoide an Chúrsa/Stiúrthóir, caithfidh an Coiste é seo a dhéanamh go

5.3 Authority to suspend

The Coiste Bainistíochta of Choláiste na Rinne has the authority to suspend a student. Where this authority is delegated to the Course Principal /Director, the delegation should be done formally and in writing. The authority delegated to the Principal/Director in respect of

foirmiúil agus i scríbhinn. Ní mór don údarás atá tarmligthe do Phríomhoide an Chúrsa/Stiúrthóir i ndáil le fionraí cur síos ar aon teorainn leis an údarás, agus sonrú cén chaoi a bhfuil Phríomhoide an Chúrsa/Stiúrthóir freagrach don Coiste ó thaobh a (h)úsáide ar an údarás sin. Féach Aguisín 3.

Ba chóir go mbeadh fionraí mar fhreagra comhréireach ar iompar atá mar chúis imní. De ghnáth, déanfar iarracht tabhairt faoi idirghabháil eile sula gcuirfear fionraí ar bun, agus athbhreithneoidh foireann bainistíochta an Choláiste na fáthanna nach raibh ag éirí leis an idirghabháil sin. Éilítear sa chinnteoireacht go mbeadh forais tromchúiseacha ann chun an scoláire a chur ar fionraí – mar shampla:

- go raibh tionchar dochrach tromchúiseach ag iompar an pháiste ar imeachtaí an lae sa Choláiste nó ar iompar na scoláirí eile
- go bhfuil bagairt ann do shábháilteacht agus an scoláire ag fanacht sa Choláiste i láthair na huaire
- go bhfuil an scoláire freagrach as dochar do mhaoin.
- Féadfaidh gníomh mí-iompair thromchúisigh amháin a bheith ina fhoras le duine a chur ar fionraí.
- Gur deineadh ionsaí fisiciúil ar scoláire eile nó ar bhall foirne.

suspension should state any limits on that authority, and specify how the Principal/Director is accountable to the Coiste Bainistíochta for his or her use of that authority. See Appendix 3.

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and Coláiste staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

- the student’s behaviour has had a seriously detrimental effect on the education of other children
- the student’s continued presence in the Coláiste at this time constitutes a threat to safety
- the student is responsible for serious damage to property
- a single incident of serious misconduct may be grounds for suspension.
- A physical attack on another student or member of staff
- A list of behaviours that may lead to suspension – Appendix 2

- Tá liosta iompair a gheobhadh a bheith mar bhunús d'fionraí ar fáil in Aguisín 2.

5.4 A chinneadh cé chomh hoiriúnach is atá sé scoláire a chur ar fionraí

- Cur síos beacht ar an iompar
- Cé chomh dianseasmhach is a bhí an t-iompar do-ghlactha?
- An bhfuil fadhbanna iompair éirithe níos measa, in ainneoin na n-iarrachtaí idirghabhála?
- Cad iad na cúinsí inar tharla na heachtraí mí-iompair thromchúisigh (mar shampla sa suanlios, leithreas, cith, seomra bia, sa chlós nó na háiseanna?
- Cad iad na nithe a d'fhéadfadh mí-iompar tromchúiseach a mhúscailt (m.sh. bulaíocht, gnéithe cultúrtha nó cúrsaí sa bhaile)?
- Cad is aois don pháiste, cén staid forbartha ag a bhfuil sé/sí, cén cumas cognaíoch atá aige/aici? An bhfuil cúiseanna ar bith atá ar eolas againn a bhféadfadh baint a bheith acu leis an iompar (m.sh. cúinsí ar leith sa bhaile, riachtanais speisialta oideachais)?
- Conas mar a théann iompar an pháistí i bhfeidhm ar pháistí eile agus ar fhoireann an Choláiste?
- Cén tionchar atá ag an iompar ar imeachtaí an lae sa Choláiste?
- An bhfuil tionchar ag an iompar ar pháistí eile nó ar bhall foirne ar leith?
- An dtuigeann an scoláire tionchar a (h)iompair ar dhaoine eile?

5.4 Determining the appropriateness of suspending a student

These questions should be considered when considering suspension (or expulsion):

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the challenging behaviour escalated, in spite of the interventions used?
- Where do the incidents of serious misbehaviour occur (e.g. Dormitories, Dining room, Astro-turf / yard, Games and recreational activities)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home/family circumstances, additional educational needs)?
- How are other children and staff affected by the student's behaviour?
- What is the impact of the behaviour on daily life in the Coláiste?
- Does the behaviour have a particular or greater impact on

- Cad iad na hiarrachtaí idirghabhála a rinneadh? Cén tréimhse a bhí i gceist?
- Conas mar a deineadh monatóireacht agus taifead ar an idirghabháil?
- Cad iad torthaí na hidirghabhála seo?
- An raibh na tuismitheoirí bainteach le réiteach a fháil ar an iompar fabhtach. Ar iarradh idirghabháil síceolaíochta nó aon mheasúnú eile nó comhairleoireacht?
- An bhfuil aon idirghabhál eile ar fáil amhail piara-eadráin, cineálacha cur chuige ceartais aisríoch nó teaghlach-chomhdháil?
- An bhfuil an scoláire nó an tuismitheoir bainteach le haon seirbhís tacaíochta agus ar iarradh cúnamh orthu chun na faidhbe seo a réiteach?
- Ar lorgaíodh cúnamh ar aon ghníomhaireacht eile?
- An bhfuil fionraí oiriúnach don scoláire de bharr an iompair?
- An bhfuil an caighdeán atá in úsáid chun iompar an scoláire a mheas mar an gcéanna leis an gcaighdeán a úsáidtear chun iompar scoláirí eile a mheas?
- An gceadóidh an fhionraí d'idirghabhálacha breise nó malartacha?
- An gcuideoidh fionraí leis an scoláire a (h)iompar míchuí a athrú?
- Cén chaoi a gcabhróidh fionraí le páistí eile a ndeachaigh an t-iompar i bhfeidhm orthu?

some children or staff members?

- Does the student understand the impact of their behaviour on others?
- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of National Educational Psychological Service (NEPS) or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)? CAMHS
- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?
- Will suspension allow additional or alternative interventions to be made?

- An rachaidh aon leochaileacht sa pháiste in olcas de bharr na fionraí?

- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help Coláiste staff or other children affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

5.5 Fionraí mar chuid de phlean bainistíochta iompair

Ba chóir d'fhionraí bheith mar chuid de phlean aontaithe chun aghaidh a thabhairt ar iompar an scoláire.

<u>Ba chóir don fhionraí:</u>

- Cur ar chumas an Choláiste spriocanna iompair a leagan síos leis an scoláire agus lena thuismitheoirí;
- Deis a thabhairt d'fhoireann an Choláiste idirghabhálacha eile a phleanáil;
- a chur ar súile an pháiste agus a t(h)uismitheoirí / caomhnóir(í) tromchúis an iompair.

5.5 Suspension as part of a behaviour management plan

Suspension may be part of an agreed plan to address the student's behaviour.

<u>A suspension should:</u>

- enable the Coláiste to set behavioural goals with the student and their parents
- give Coláiste staff an opportunity to plan other interventions
- impress on a scoláire and their parent(s) / guardian(s) the seriousness of the behaviour.

5.6 Cineálacha fionraí

5.6.1 Fionraí láithreach

I gcúinsí eisceachtúla féadfaidh an Stiúrthóir, tar éis dó/di dul i gcomhairle leis an gCathaoirleach, a bhreithniú go bhfuil fionraí láithreach oiriúnach i gcás ina léireofaí go mbeadh láithreacht leantach an scoláire ag an am sin mar fhíorbhagairt do shábháilteacht scoláirí eile nó d'fhoireann an Choláiste, nó do dhuine ar bith eile. Ní foláir

5.6 Forms of suspension

5.6.1 Immediate suspension

In exceptional circumstances, the Director may, having consulted with the Chairperson, consider an immediate suspension to be necessary where the continued presence of the student in the Coláiste at the time would represent a serious threat to the safety of children or staff of the Coláiste, or any other person. Fair

gnáthaimh chóra a chur i bhfeidhm i gcónaí.

5.6.2 Úsáid mhíchuí fionraí

Ní chuirfear scoláire ar fionraí ar na cúiseanna seo a leanas:

- drochfheidhmíocht ginearálta
- drochfhreastal ar imeachtaí an Choláiste
- mionsáruithe ar an gcód iompair.

Mar sin féin, is féidir le haon iompar a chuireann isteach go leanúnach nó a d'fhéadfadh a bheith contúirteach a bheith ina ábhar tromchúiseach. Ní mór iompar a scrúdú i gcomhthéacs chun an t-iompar féin agus an freagra nó an smachtbhanna is oiriúnaí a thuiscint.

5.6.3 Fionraí ar bhonn atrátha

Ní cóir an scoláire a chur ar fionraí arís go luath tar éis dó/di filleadh ar an gColáiste tar éis tréimhse fionraí eile ach amháin i gcás:

- go bhfuil siad i mbun mí-iompar tromchúisigh a bhfuil gá an scoláire a chur ar fionraí dá bharr
- go bhfuil gnáthaimh chóra á gcomhlíonadh ina n-iomláine gurbh ionann a caighdeán atá curtha i bhfeidhm chun an t-iompar a bhreithniú agus an caighdeán atá curtha i bhfeidhm chun iompar scoláire ar bith eile a bhreithniú.

procedures must still be applied.

5.6.2 Inappropriate use of suspension

Children should not usually be suspended for:

- poor academic performance
- poor attendance or lateness
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive or potentially dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

5.6.3 Rolling suspension

A student should not be suspended again shortly after they return to Coláiste unless:

- they engage in serious misbehaviour that warrants suspension and fair procedures are observed in full and
- the standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.

6 Fionraí

6.1 Nósanna imeachta i ndáil le fionraí

Éilítear ar Institiúidí Oideachais de réir dlí cloí le gnáthaimh chóra nuair atá sé beartaithe acu scoláire a chur ar fionraí. Nuair a dhearbhaíonn réamh-mheasúnú ar na fíricí gur tharla mí-iompar tromchúiseach a bhféadfaí fionraí a ghearradh dá bharr.

Ba chóir don Institiúidí Oideachais na nósanna imeachta seo a leanas a urramú:

- an scoláire agus a t(h)uismitheoirí a chur ar an eolas maidir leis an ngearán
- an deis a thabhairt do thuismitheoirí agus don pháiste freagra a thabhairt.

6.1.1 An scoláire agus na tuismitheoirí a chur ar an eolas

Cuirtear an scoláire agus na tuismitheoirí ar an eolas maidir leis an ngearán, an chaoi a ndéanfar imscrúdú air agus go bhféadfadh fionraí a bheith i gceist. Is féidir tuismitheoirí a chur ar an eolas ar an nguthán, nó i scríbhinn, ag brath ar cé comh thromchúiseach is atá an iompair.

6.1.2 Deis freagra a thabhairt

Tabharfar deis do thuismitheoirí agus don pháiste freagra a thabhairt sula nglactar cinneadh nó sula ngearrtar smachtbhanna. Má theipeann ar

6 Suspension

6.1 Procedures in respect of suspension

The Coláiste will follow fair procedures when proposing to suspend a student where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension.

The Coláiste should observe the following procedures:

- inform the student and their parents about the complaint
- give parents and student an opportunity to respond.

6.1.1 Informing the student and the parents

Let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension. Parents may be informed by phone or in writing, depending on the seriousness of the matter.

6.1.2 The opportunity to respond

Parents and student should be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents

pháiste agus a thuismitheoirí freastal ar chruinniú, scríobhfaidh an Stiúrthóir chucu ag cur in iúl dóibh go bhfuil an scéal tromchúiseach, go bhfuil tábhacht ar leith ag baint le freastal ar chruinniú athsceidealaithe agus, má theipeann orthu sin a dhéanamh, go mbeidh dualgas ar údaráis an Choláiste cinneadh a ghlacadh freagairt don iompar diúltach. Ba chóir don Choláiste taifead a choinneáil de na cuirí a seoladh chuig na tuismitheoirí agus na freagraí a thug siad.

provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the Coláiste to explore with parents how best to address the student's behaviour. If a student and their parents fail to attend a meeting, the Director should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the Coláiste authorities to make a decision to respond to the negative behaviour. The Coláiste should record the invitations made to parents and their response.

6.2 Nósanna imeachta i ndáil le fionraí láithreach

I gcás go mbreithníonn an Stiúrthóir gur chóir scoláire a chur ar fionraí láithreach, ar mhaithe le sábháilteacht an pháiste nó na bpáistí, na foirne nó daoine eile, ba chóir réamh imscrúdú a reáchtáil chun cás a bhunú a thacódh leis an bhfionraí. Ba chóir don imscrúdú foirmiúil gearradh na fionraí a leanúint.

Beidh feidhm láithreach ag gach coinníoll a ghabhann le fionraí. Ní cóir d'aon fhionraí, lena n-áirítear

6.2 Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Director to be warranted for reasons of the safety of the student, other children, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, should be open-ended. In the case of an immediate suspension, parents

fionraí láithreach, a bheith gan teorainn ama.

I gcás fionraí láithreach, ní foláir tuismitheoirí a chur ar an eolas, agus socruithe a dhéanamh leo go mbaileofaí an scoláire ón gColáiste.

must be notified, and arrangements made with them for the student to be collected. The Coláiste must have regard to its duty of care for the student. Under no circumstances should a student be sent home from the Coláiste without first notifying his/her parents.

6.3 Tréimshe na Fionraí

Ní cóir an scoláire a chur ar fionraí ar feadh tréimhse níos faide ná trí lá, ach amháin i gcúinsí eisceachtúla ina bhfuil an Stiúrthóir den tuairim go bhfuil tréimhse níos faide ná trí lá de dhíth chun cuspóir áirithe a bhaint amach. Má bhíonn fionraí níos faide ná trí lá á meas, caithfear an t-ábhar a athreorú chuig an Coiste Bainistíochta chun breithniú agus faomhadh a dhéanamh ar, ag cur na gcúinsí in iúl maidir leis na torthaí measta.

Más mian leis an gCoiste Bainistíochta, ámh, an Stiúrthóir a údarú, le cead Chathaoirligh an Choiste Bainistíochta, fionraí a ghearradh ar feadh tréimhse suas le cúig lá i gcás nach féidir cruinniú Choiste a thionól go tráthúil, faoi réir na dtreoracha a bhaineann lena leithéid d’fhionraí. Ní cheart go rachaidh tréimhse fionraí níos faide ná cúig lá, ach amháin i gcásanna eisceachtúla.

De ghnáth ba chóir don Choiste Bainistíochta teorainn deich lá a chur le tréimhse amháin fionraí ar bith. Ba chóir don Coiste athbhreithniú foirmiúil a

6.3 The period of suspension

A student should not be suspended for more than three days, except in exceptional circumstances where the Director considers that a period of suspension longer than three days is warrented in order to achieve a particular objective. If a suspension longer than three days is being proposed by the Director, the matter should be referred to the Coiste Bainistíochta for consideration and approval, giving the circumstances and the expected outcomes.

However, the Coiste Bainistíochta may wish to authorise the Director, with the approval of the Chairperson of the Coiste, to impose a suspension of up to five days in circumstances where a meeting of the Coiste cannot be convened in a timely fashion, subject to the guidance concerning such suspensions. Suspension should not exceed five days unless in exceptional circumstances.

The Coiste Bainistíochta should normally place a ceiling of ten days on any one period of suspension imposed by it. The Coiste should formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student

dhéanamh ar mholadh ar bith chun scoláire a chur ar fionraí, i gcás gurb ionann an fionraí iomlán agus níos mó ná fiche lá as láthair sa scoilbhliain reatha.

Tugann na forálacha seo an deis don pháiste machnamh ar a n-iompar ach gan an iomarca ama a chailliúint ón gColáiste. Tugann siad aitheantas do thromchúis an smachtbhanna agus cinntíonn go léirítear an tromchúis seo i nósanna imeachta an Choláiste. Ciallaíonn na forálacha gur féidir leis an gCoiste Bainistíochta an fhreagracht deiridh a ghlacadh maidir le smachtbhannaí ar feadh tréimhsí fada, go háirithe mar go bhféadfadh a leithéid seo d'fhionraí fiche lá as láthair i scoilbhliain a shroicheadh agus mar sin go bhféadfaí achomharc a dhéanamh.

has been suspended in the current school year to twenty days or more.

These provisions enable Coláiste authorities to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of the Coláiste. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in Coláiste procedures. The provisions mean that the Coiste Bainistíochta takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and, therefore, might lead to an appeal.

6.4 Achomhairc

Tugann an Choiste Bainistíochta deis achomharc a dhéanamh ar chinneadh Stiúrthóra scoláire a chur ar fionraí.

6.4 Appeals

The Coiste Bainistíochta shall offer an opportunity to appeal the Director's decision to suspend a student.

6.5 An fionraí a chur i ngníomh

6.5.1 Fógra i scríbhinn

Ní foláir don Stiúrthóir fógra i scríbhinn a thabhairt do na tuismitheoirí agus don pháiste maidir leis an gcinneadh é/í a chur ar fionraí.

6.5 Implementing the suspension

6.5.1 Written notification

The Director should notify the parents and the student in writing of the decision to suspend.

Caithfidh an litir na nithe seo a leanas a dhearbhú:

- tréimhse na fionraí agus na dátaí ar a dtosóidh agus ar a gcríochnóidh an fhionraí
- cúiseanna na fionraí
- socruithe ar fhilleadh an scoláire ar an gColáiste agus gealltanais ar bith a chaithfidh an scoláire agus na tuismitheoirí a thabhairt (mar shampla d'fhéadfaí iarraidh ar na tuismitheoirí athdhearbhú a dhéanamh ar a dtiomantas do chód iompair an Choláiste)
- foráil achomhairc don Choiste Bainistíochta

Ba chóir an litir a scríobh i stíl gur féidir leis na tuismitheoirí í a thuiscint. Caithfear aird ar leith a thabhairt ar an gcumarsáid le tuismitheoirí go háirithe iad siúd a bhfuil deacrachtaí léitheoireachta acu, nó i gcás tuismitheoirí nach í teanga an bpríomhtheanga.

The letter should confirm:

- the period of the suspension and the dates on which the suspension will begin and end.
- the reasons for the suspension.
- any study programme to be followed.
- the arrangements for returning to the Coláiste, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the Coláiste's code of behaviour)
- the provision for an appeal to Coiste Bainistíochta.

Particular care should be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the Coláiste.

6.6.2 Teagmháil le páistí agus tuismitheoirí

I gcás go gcinntear scoláire a chur ar fionraí, is féidir uasleas a bhaint as an deis ach cruinniú a bheith ann idir an Stiúrthóir nó ball foirne eile agus na tuismitheoirí agus béim a leagan ar a bhfreagracht cuidiú leis an scoláire iad féin a iompar go maith ar fhilleadh ar an gCholáiste dóibh agus treoir a thairiscint dóibh maidir le seo. I gcás go ndiúltaíonn na tuismitheoirí bualadh leis an Stiúrthóir, beidh an fógra scríofa ina fhógra go bhfuil fionraí á ghearradh.

6.6.2 Engaging with student and parents

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Director or another staff member delegated by the Director meets with the parents to emphasise their responsibility in helping the student to behave well when the student returns to the Coláiste and to offer help and guidance in this. Where parents do not agree to meet with the Director, written notification will serve as notice to impose a suspension.

6.6.3 Forais chun deireadh a chur le fionraí
Is féidir deireadh a chur le fionraí má chinneann an Coiste Bainistíochta an fhionraí a bhaint ar chúis ar bith.

6.6.4 I ndiaidh na fionraí
Cuirfear deireadh le fionraí ar an dáta a luadh i litir fhoirmiúil fógra do na tuismitheoirí faoin bhfionraí.

6.6.5 An scoláire a ath-imeascadh
Ba chóir don Choláiste plean a bheith ann le cuidiú leis an scoláire ath-imeascadh a dhéanamh agus chun teacht suas le hobair scoile a chaill an scoláire. Cuideoidh an plean seo a chinntiú nach gcuirfidh fionraí leis an teip acadúil. Caithfear tacaíocht a thabhairt don pháiste freagracht a ghlacadh as teacht suas leis an obair acadúil. Ní obair acadúil amháin atá i gceist leis an ath-imeascadh. D'fhéadfadh an scoláire a bhrath feargach nó doicheallach i leith na fionraí, agus is féidir leis na mothúcháin seo tús a chur le fadhbanna le hath-imeascadh agus leanúint le fadhbanna iompair. Nuair is féidir, ba chóir don Choláiste socrú le ball foirne tacaíocht a thabhairt don pháiste le linn phróiseas an ath-imeasctha.

6.6.6 Tús Nua
Nuair a chuirtear deireadh le fionraí tabharfar deis don scoláire tosú as an nua. Beidh na hionchais chéanna ag an gColáiste maidir leis an scoláire seo agus atá aige maidir le gach scoláire eile i dtaca le hiompar.

6.6.3 Grounds for removing a suspension
A suspension may be removed if the Coiste Bainistíochta decides to remove the suspension for any reason.

6.6.4 After the suspension ends
A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

6.6.5 Re-integrating the student
The Coláiste should have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the Coláiste should arrange for a member of staff to provide support to the student during the reintegration process.

6.6.6 Clean slate
When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the Coláiste should expect the same behaviour of this student as of all other children.

6.7 Taifid agus tuairiscí
Ba chóir taifead foirmeálta/scríofa a choinneáil ar:

- an imscrúdú (agus nótaí ar gach agallamh)
- an bpróiseas cinnteoireachta
- an gcinneadh agus réasúnaíocht an chinnidh
- fhad na fionraí agus coinníollacha ar bith ceangailte leis an bhfionraí.

Ba chóir don Stiurthóir tuairisc a thabhairt ar gach fionraí don Choiste Bainistíochta.

6.7 Records and reports
Formal written records should be kept of the investigation (including notes of all interviews held):

- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension

The Director shall report all suspensions to the Coiste Bainistíochta, with the reasons for and the duration of each suspension.

6.8 Athbhreithniú ar úsáid fionraí
Déanfaidh an Coiste Bainistíochta athbhreithniú ar úsáid fionraí sa Choláiste gach dhá bliain chun a chinntiú go bhfuil a húsáid i gcomhréir le polasaithe an Choláiste agus chun a chinntiú go bhfuil úsáid fionraí comhréireach agus éifeachtach.

6.8 Review of use of suspension
The Coiste Bainistíochta should review the use of suspension in the Coláiste at regular intervals to ensure that its use is consistent with Coláiste policies, that patterns of use are examined to identify factors that may be influencing behaviour in the Coláiste and to ensure that use of suspension is appropriate and effective.

7 Díbirt

7.1 An t-údarás scoláire a dhíbirt
Tá údarás ag an gCoiste Bainistíochta scoláire a dhíbirt ón gColáiste.

7.2 Na forais le haghaidh díbeartha
Beidh díbirt ina freagra comhréireach ar iompar an pháistí. Beidh bearta suntasacha curtha i bhfeidhm le dul i ngleic leis an mí-iompar chun díbirt an pháistí a sheachaint.

7 Expulsion

7.1 Authority to expel
The Coiste Bainistíochta has the authority to expel a student.

7.2 The grounds for expulsion
Expulsion should be a proportionate response to the student’s behaviour. The Coláiste should have taken significant steps to address the misbehaviour and to avoid expulsion of a student.

7.3 Díbirt do chéad chion
Is féidir go mbeadh cúinsí eisceachtúla ann ina mbíonn an Coiste Bainistíochta den tuairim go gcaithfear an scoláire a dhíbirt do chéad chion.

Seo a leanas na cásanna ina mbeadh sin amhlaidh:

- bagairt tromchúiseach foréigin in aghaidh páistí eile nó baill foirne
- foréigean nó ionsaí iarbhír
- ag soláthar drugaí mídhleathacha do dhaltaí eile sa Choláiste
- ionsaí gnéasach.

7.3 Expulsion for a first offence
There may be exceptional circumstances where the Coiste Bainistícohta forms the opinion that a student should be expelled for a first offence.

The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another person.
- actual violence or physical assault.
- supplying illegal drugs to other children in the Coláiste.
- sexual assault.

7.4 Cinneadh a dhéanamh cé chomh hoiriúnach is atá sé mac léinn a dhíbirt
Déanfaidh an Coiste Bainistíochta athbhreithniú an-sonrach ar raon tosca nuair atá cinneadh á ghlacadh acu scoláire a dhíbirt. Féach 5.5.

7.4 Determining the appropriateness of expelling a student
The Coiste Bainistíochta should undertake a very detailed review of a range of factors in deciding whether to expel a student or not. See 5.5.

7.5 Nósanna imeachta i ndáil le díbirt
Nuair atá sé beartaithe scoláire a dhíbirt ón gColáiste leanfar na céimeanna gnásúla seo a leanas:

1. Imscrúdú sonrach faoi stiúir an Stiúrthóra.
2. Moladh ón Stiúrthóir chuig an Coiste Bainistíochta.
3. Breithniú an Choiste Bainistíochta ar mholadh an Stiúrthóra, agus éisteacht a reáchtáil.

7.5 Procedures in respect of expulsion
Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1 A detailed investigation carried out under the direction of the Director.
2 A recommendation to the Coiste Bainistíochta by the Director.

4. Breithniú an Choiste Bainistíochta agus bearta i ndiaidh na héisteachta.
5. Dearbhú ar gcinneadh an scoláire a dhíbirt.

Is don Choiste Bainistíochta cinneadh a dhéanamh cad iad na tascanna sna céimeanna gnásúla seo a bheadh gá cruinnithe ar leith a bheith ann dóibh agus cad iad na tascanna a bhféadfaí a chur i gcrích i gcruinniú amháin, i gcomhréir le fógra cuí a thabhairt do thuismitheoirí agus am cóir réasúnta a thabhairt d'éisteacht an Choiste.

3 Consideration by the Coiste Bainistíochta of the Director's recommendation; and the holding of a hearing.
4 Coiste Bainistíochta deliberations and actions following the hearing.
5 Confirmation of the decision to expel.

It is a matter for the Coiste Bainistíochta to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Coiste hearing.

Céim 1
<u>Imscrúdú sonrach arna sheoladh faoi stiúir an Stiúrthóra agus imscrúdú á dhéanamh ar líomhain, de réir gnáthamh cóir, ba chóir don Stiúrthóir:</u>

- an scoláire agus na tuismitheoirí a chur ar an eolas faoin mhí-iompar líomhnaithe, an chaoi a ndéanfar imscrúdú air agus go bhféadfadh díbirt a bheith mar thoradh air sin
- gach deis a thabhairt do na tuismitheoirí agus don pháiste freagairt don ghearán go raibh mí-iompar tromchúiseach ann sula nglacfaí cinneadh smachtbhanna a ghearradh.

Step 1:
<u>A detailed investigation carried out under the direction of the Director in investigating an allegation, in line with fair procedures, the Director should:</u>

- inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents should be informed in writing of the alleged misbehaviour and the

Ba chóir tuismitheoirí a chur ar an eolas i scríbhinn maidir leis an mí-iompar líomhnaithe agus an t-imscrúdú atá beartaithe ionas go mbeadh taifead buan acu gur cuireadh é seo in iúl dóibh.

Ba chóir go mbeadh gach deis ag na tuismitheoirí agus an scoláire freagairt don ghearán go raibh mí-iompar tromchúiseach i gceist sula nglacfar cinneadh maidir le fírinne na líomhna, agus sula ngearrtar smachtbhanna. I gcás go bhféadfadh díbirt a bheith mar thoradh ar an imscrúdú, tá sé riachtanach go mbeadh cruinniú ann leis an scoláire agus na tuismitheoirí.

Má theipeann ar pháiste agus a t(h)uismitheoirí freastal ar chruinniú, ba chóir don Stiúrthóir scríobh chucu ag cur in iúl dóibh go bhfuil an scéal tromchúiseach, go bhfuil tábhacht ar leith ag baint le freastal ar chruinniú athsceidealaithe agus, má theipeann orthu sin a dhéanamh, go mbeidh dualgas ar údaráis an Choláiste cinneadh a ghlacadh freagairt don iompar diúltach. Ba chóir don Choláiste taifead a choinneáil de na cuirí a seoladh chuig na tuismitheoirí agus na freagraí a chuir siad go dtí an Coláiste.

Céim 2

<u>Moladh ón Stiúrthóir chuig an Choiste Bainistíochta</u>

I gcás go bhfuil an Stiúrthóir den tuairim, bunaithe ar an imscrúdú ar an mí-iompar líomhnaithe, go bhfuil díbirt tuillte ag an scoláire, cuireann an Stiúrthóir moladh faoi bhráid an

proposed investigation in order to have a permanent record of having let them know. This also ensures that parents are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the Coláiste views the alleged misbehaviour.

Parents and the student must have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the student and their parents is essential.

If a student and their parents fail to attend a meeting, the Director should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the Coláiste authorities to make a decision to respond to the inappropriate behaviour. The Coláiste should record the invitation issued to parents and their response.

Step 2:

<u>A recommendation to the Coiste Bainistíochta by the Director</u>

Where the Director forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Director makes a recommendation to the Coiste Bainistíochta to consider expulsion.

Choiste Bhainistíochta díbirt a bhreithniú.

Ba chóir don Stiúrthóir:

- a chur in iúl do na tuismitheoirí agus don pháiste go bhfuil iarrtha ar an gCoiste Bainistíochta díbirt a bhreithniú
- a chinntiú go bhfuil taifid ag na tuismitheoirí: ar na líomhaintí in aghaidh an pháiste; ar an imscrúdú; agus ar fhógra scríofa de na forais ag iarraidh ar an gCoiste Bainistíochta díbirt a bhreithniú
- na taifid chuimsitheacha chéanna a sholáthar don Choiste Bainistíochta is a tugadh do na tuismitheoirí
- na tuismitheoirí a chur ar an eolas maidir le dáta na héisteachta a réachtalfar ag an gCoiste Bainistíochta agus cuireadh a thabhairt dóibh freastal ar an éisteacht sin
- comhairle a chur ar na tuismitheoirí gur féidir leo aighneachtaí scríofa agus ó bhéal a chur faoi bhráid an Choiste Bainistíochta
- a chinntiú gur tugadh dóthain fógra do na tuismitheoirí ionas go bhféadfaidís ullmhú don éisteacht.

The Director should:

- inform the parents and the student that the Coiste Bainistíochta is being asked to consider expulsion.
- ensure that parents have records of; the allegations against the student; the investigation; and written notice of the grounds on which the Coiste Bainistíochta is being asked to consider expulsion.
- provide the Coiste Bainistíochta with the same comprehensive records as are given to parents.
- notify the parents of the date of the hearing by the Coiste Bainistíochta and invite them to that hearing.
- advise the parents that they can make a written and oral submission to the Coiste Bainistíochta.
- ensure that parents have enough notice to allow them to prepare for the hearing.

Céim 3

Breithniú an Choiste Bainistíochta ar mholadh an Stiúrthóra; agus éisteacht a reáchtáil

Tá sé mar fhreagracht ar an gCoiste athbhreithniú a dhéanamh ar an réamh imscrúdú agus a bheith deimhin de

Step 3:

Consideration by the Coiste Bainistíochta of the Director's recommendation; and the holding of a hearing

It is the responsibility of the Coiste Bainistíochta to review the initial

gur reáchtáladh an t-imscrúdú i gceart de réir gnáthaimh chóra. I gcás go gcinneann Coiste Bainistíochta scoláire a dhíbirt, ní foláir dó éisteacht a reáchtáil. Ba chóir an cruinniú choiste a úsáidtear d'fhonn éisteacht a bheith ann a reáchtáil de réir nósanna imeachta an Choiste. Ag an éisteacht, cuirfidh an Stiúrthóir agus na tuismitheoirí a gcás os comhair an Choiste i láthair a chéile. Ba chóir an deis a thabhairt do gach páirtí a gcás a dhéanamh agus cead a bheith acu fianaise an pháirtí eile a cheistiú. Tig leis an gcruinniú deis a thabhairt freisin do thuismitheoirí a gcás a dhéanamh le go maolófaí an smachtbhanna. Agus an éisteacht á reáchtáil, ba chóir don Choiste a bheith cúramach a chinntiú go bhfuil siad neamhchlaonta agus go bhfuil an chuma air go bhfuil siad neamhchlaonta, amhail idir an Stiúrthóir agus an scoláire. D'fhéadfadh gur mhian leis na tuismitheoirí duine a bheith leo ag an éisteacht agus ba chóir don Choiste é seo a cheadú, ag teacht leis an deachleachtas agus de réir nósanna imeachta an Choiste. Tar éis don Choiste an dá thaobh den scéal a chloisint ba chóir dó a chinntiú nach bhfuil an Stiúrthóir agus na tuismitheoirí i láthair i rith bhreithniúcháin an Choiste.

Céim 4
<u>Bhreithniúcháin an Bhoird Bhainistíochta agus bearta i ndiaidh na héisteachta</u>

Tar éis don Choiste cloisint ó na páirtithe uile, tá sé mar fhreagracht ar

investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Coiste Bainistíochta should undertake its own review of all documentation and the circumstances of the case. Where the Coiste Bainistíochta decides to consider expelling a student, it must hold a hearing. The Coiste Bainistíochta meeting for the purpose of the hearing should be properly conducted in accordance with Coiste Bainistíochta procedures. At the hearing, the Director and the parents, or a student aged eighteen years or over, can put their case to the Coiste Bainistíochta in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Coiste Bainistíochta must take care to ensure that they are, and are seen to be, impartial as between the Director and the student. Parents may wish to be accompanied at hearings and the Coiste Bainistíochta should facilitate this, in line with good practice and Coiste Bainistíochta procedures. After both sides have been heard, the Coiste Bainistíochta should ensure that the Director and the parents are not present for the Coiste Bainistíochta deliberations.

Step 4:
<u>Coiste Bainistíochta deliberations and actions following the hearing</u>

Having heard from all the parties, it is the responsibility of the Coiste Bainistíochta to decide whether or not

an gCoiste a chinneadh cibé acu an bhfuil bunús leis an líomhain agus, má tá, cibé acu ar cóir an scoláire a dhíbirt nó gan é a dhéanamh.

Ba chóir don Choiste a gcinneadh agus na chéad chéimeanna eile sa phróiseas a chur in iúl do na tuismitheoirí i scríbhinn.

the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

The Coiste Bainistíochta should inform the parents in writing about its conclusions and the next steps in the process.

7.6 Achomhairc
Is féidir le tuismitheoir, achomharc a dhéanamh ar an gcinneadh díbeartha chuig an Coiste Bainistíochta. Ba chóir litir a chur chuig an Cathaoirleach ag léiriú na cúiseanna go bhfuil siad den tuairim go raibh cinneadh an Choiste mícheart.

7.6 Appeals
A parent, or a student aged over eighteen years, may appeal a decision to expel to the Coiste Bainistíochta. A letter to the Chairperson, setting out the grounds for appeal, should accompany any request to appeal the decision of the Coiste to expel a scoláire.

7.7 Athbhreithniú ar úsáid díbeartha
Ba chóir don Choiste Bainistíochta athbhreithniú a dhéanamh ar úsáid díbeartha sa Choláiste ar bhonn rialta chun a chinntiú go bhfuil a húsáid i gcomhréir le polasaithe an Choláiste, go ndéanfar pátrúin úsáide a scrúdú chun gnéithe a shainaithint a d'fhéadfadh a bheith ag imirt tionchair ar iompar sa Choláiste agus a chinntiú go n-úsáidtear díbirt go hiomchuí.

7.7 Review of use of expulsion
The Coiste Bainistíochta should review the use of expulsion in the Coláiste at regular intervals to ensure that patterns of use are examined to identify factors that may be influencing behaviour in the Coláiste, and to ensure that expulsion is used appropriately.

8 Athbhreithniú ar an bPolasaí

Athbhreithneoidh Coiste Bainistíochta an Choláiste an polasaí seo gach scoilbhliain, nó comh luath agus is féidir i ndiaidh rialúcháin nó dlí nua a bhíonn tionchar aige ar an bpolasaí seo.

8 Policy Review

This policy will be reviewed each school year by Coiste Bainistíochta an Choláiste, or as soon as practicable following a new law or regulation which impacts on this policy.

Coláiste na Rinne Tta.

9 Faomhadh an Pholasaí

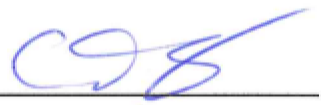
Bhí an cáipéis seo faofa ag Coiste Bainistíochta an Choláiste ar an 15 Feabhra 2025.

9 Policy Approval

This document was approved by Coiste Bainistíochta an Choláiste on 15 February 2025.

Síniú: ____________________ **Dáta:** 15 Feabhra 2025

Aonghus Ó hEocha
Cathaoirleach
Coláiste na Rinne

Síniú:  ____________________ **Dáta:** 15 Feabhra 2025

Críostóir Ó Faoláin
Stiúrthóir
Coláiste na Rinne

Aguisín 1 – Nós imeachta maidir le Drochiompar

D'fhonn comhthuiscint agus freagairt chomhsheasmhach a bhunú, tá drochiompar aitheanta ag ceithre chéim sa Chód Iompair:

1. Caint
2. Cuntas
3. Cárta
4. Cárta Dearg

Tá na céimeanna seo bunaithe ar an méid cur isteach a tharla de bharr an drochiompair. Tá na gníomhartha araíonachta agus na hidirghabhálacha tacaíochta ag gach céim leagtha amach thíos.

1.1 Caint

Déileálfar go neamhfhoirmiúil le mionsáruithe, mar na cinn seo a leanas:

- Gan éide/culaith spóirt a chaitheamh, ach amháin nuair atá cead tugtha ag Bainisteoir Feidhme/Riarthóir na gCinnirí/Banaltra nó le nóta scríofa ó thuismitheoirí /chaomhnóirí.
- Gan a bheith in am le haghaidh spóirt agus gníomhaíochtaí, am béilí, am codlata, tionóil srl.
- Rith ar an staighre nó iad féin nó daoine eile a chur i mbaol in aghaidh an chomhairle atá tugtha.

Appendix 1 - Procedure for dealing with misbehaviour

In order to establish a common understanding and consistent response the Code of Behaviour classifies the response to misbehaviour into four levels:

1. Caint
2. Cuntas
3. Cárta
4. Cárta Dearg

These levels are based on the degree of disruption caused by the misbehaviour. The disciplinary actions and supportive interventions at each level are set out below.

1.1 Caint

Minor breaches, such as the following, will be dealt with informally:

- Failure to wear uniform/tracksuit, except when excused for a good reason by a Bainisteoir Feidhme/Riarthóir na gCinnirí /Banaltra or with a written note from parents/guardians.
- Failure to be on time for sports and activities, mealtimes, bedtime, assembly etc.
- Running on stairs or putting oneself or others in danger against what has been advised.

- Gan a bheith in am nó gan teacht le haghaidh dualgais mar bhailiú Níocháin, bheith déanach d'am cithfholcadh nó scoil, gan chead.
- A bheith san áit mícheart nó áit éigin gan cead le linn am saor struchtúrtha.
- Gan bruscar a chur sna boscaí bruscair cearta a chuirtear ar fáil.
- Neamhchúramach maidir le cilín nó suanlios a ghlanadh.
- Gan cloí le treoracha an Chinnire, foirne nó Riarthóir(í).

Gníomhartha Araíonachta:

- Comhairle tugtha ag Cinnire nó ag ball foirne nó lucht bainistíochta.
- Leithscéal ón scoláire.
- Nóta neamhfhoirmiúil do thuismitheoirí /chaomhnóirí.
- Comhrá le Riarthóir na gCinnirí.
- D'fhéadfadh Cuntas a bheith mar thoradh ar mhionsáruithe leanúnacha (le cinneadh ag Riarthóir na gCinnirí agus/nó Bainisteoir Feidhme).

Idirghabhálacha Tacaíochta:

Seo thíos roinnt samplaí de ghníomhartha tacaíochta neamhfhoirmiúla:

- Cruinniú neamhfhoirmiúil leis an scoláire chun iompar a phlé, leis an rogha dul i gcomhairle neamhfhoirmiúil (m.sh., le tuismitheoir(í)/caomhnóir(í) nó baill foirne).
- Coinneofar nótaí neamhfhoirmiúla maidir le

- Failure to be on time or turn up for personal duties such as collecting Níochán, being late for shower times or school, without permission.
- During structured free time, being in the wrong place or somewhere without permission.
- Not putting litter in the correct bins provided.
- Careless about cleaning cubicle or general dormitory area.
- Failure to follow the instructions of the Cinnire, Staff or Riarthóir(í).

Disciplinary Actions:

- Correction by Cinnire or Staff/Management.
- An apology from student.
- Note to parents/guardians – informal.
- Conversation with Riarthóir na gCinnirí.
- Repeated minor breaches may result in a Cuntas (to be decided by Riarthóir na gCinnirí and/or Bainisteoir Feidhme)

Supportive Interventions:

Listed below are some examples of informal supportive actions:

- Informal meeting with Student to discuss behaviour, with the option of informal consultation (e.g., with parent(s)/guardian(s) or staff members).
- Informal notes regarding incident/intervention will be retained. This information could

heachtra/idirghabháil. Bheadh an t-eolas seo úsáideach dá mbeadh fadhb ann.

1.2 Cuntas

Déileálfar le sáruithe níos tromchúisí, mar seo a leanas, trínár bpróiseas foirmiúil araíonachta:

- Úsáid drochtheanga nó caint mhaslach.
- Úsáid míchúramach a bhaint as maoin an Choláiste.
- Gan treoir ó Chinnire nó ball foirne an Choláiste a leanúint.
- Imirt gharbh.
- Cur isteach arís agus arís eile ar ghníomhaíocht ghrúpa.
- Easpa measa ar bhall foirne.
- Dímheas ar chuairteoirí nó ar scoláirí eile.
- Tagairt maslach do chine, inscne, reiligiún, riocht fisiciúil, míchumas nó bunadh eitneach duine eile.
- Fón póca a bheith in úsáid ag scoláire ar thailte an Choláiste ag am ar bith lasmuigh den am atá ceadaithe.

<u>Gníomhartha Araíonachta:</u>

- An scoláire a chur chuig Riarthóir na Cinnirí / Bainisteoir Feidhme
- Cuntas Scríofa ina dtugann scoláire agus Cinnire cuntas ar an imeacht mar a tharla sé ina bhfocail féin.
- Ráiteas Scríofa ón scoláire ar conas a bheartaíonn sé/sí dul

be useful should a problem persist.

1.2 Cuntas

More serious breaches, such as the following, will be delt with through our formal disciplinary process:

- Use of foul or offensive language.
- Careless use of Coláiste property.
- Not following direction of Cinnire or Coláiste staff.
- Rough play.
- Repeated disruption of group activity.
- Disrespect towards members of staff.
- Disrespect towards visitors or towards other students.
- Derogatory reference towards another person's race, gender, religion, physical condition, disability, or ethnic origin.
- Use of a mobile phone by a pupil on Coláiste grounds at any time outside of time permitted.

<u>Disciplinary Actions:</u>

- Referral to Riarthóir Cinnirí / Bainisteoir Feidhme
- Written Cuntas where both Student and Cinnire outline the event as it occurred in their own words.
- Written Statement from the student on how they plan to move forward more positively.

ar aghaidh ar bhealach níos dearfaí.

- Teagmháil níos foirmiúla le tuismitheoir(í)/caomhnóir(í).
- Coigistiú míreanna.
- Coigistiú fón póca le linn an téarma agus litir chuig tuismitheoirí ag míniú go gcaithfidh siad an fón a bhailiú ó oifig an Choláiste.
- Glanadh chun foirgnimh, tailte nó feistis an Choláiste a athchóiriú mar is ceart, nuair is cuí.

1.3 Cárta

Nuair a thugtar an tríú cuntas do scoláire eiseofar Cárta Tuairisce chun monatóireacht a dhéanamh ar a bhfeidhmíocht agus iad a spreagadh lena n-iompraíocht a fheabhsú. Mairfaidh cárta ar feadh seachtaine ar a laghad. Má chríochnaítear seachtain iomlán gan cuntas eile a fháil, féadfar cuntas a bhaint den taifead. Mar seo is féidir cur ar chumas scoláire freastal ar thuras má tá baol ann go gcaillfidh siad amach. Cuirfear tuismitheoir(í) /caomhnóir(í) ar an eolas má eisítear cárta dá scoláire.

Gníomhartha Araíonachta:

- Má fhaigheann scoláire an ceathrú cuntas, féadfar pribhléidí a tharraingt siar .i. d'fhéadfadh turas a bheith caillte.
- Breathnaítear ar eisiúint Cárta mar smachtbhanna ar iompar an scoláire. Má leanann an mhí-iompar ar aghaidh, a

- More formal contact with parent(s)/guardian(s).
- Confiscation of items.
- Confiscation of mobile phone during term and a letter sent to parents to explain they need to collect the phone from the Choláiste office.
- Cleaning up to restore Coláiste buildings, grounds, or furnishings to correct state, where applicable.

1.3 Cárta

On being given a third cuntas a student will be issued with a Report Card as a means of monitoring their performance and to encourage them to improve their behaviour. Once issued, a cárta will run for at least one week. Completing a full week without receiving a further cuntas can allow for the removal of a cuntas from the record. This can enable a student to attend a trip if they are at risk of missing out. Parent(s)/guardian(s) will be informed if their child is issued with a cárta.

Disciplinary Actions:

- Should a student receive a fourth cuntas, privileges may be withdrawn i.e an outing may be missed.
- The issuing of a Cárta is seen as a sanction on the student's behaviour. Should misbehaviour continue, requiring more than one cárta

éilíonn níos mó ná cárta amháin a eisiúint, d'fhéadfadh go mbeadh gá le dul ar aghaidh go dtí an chéad chéim eile den struchtúr araíonachta.

Idirghabhálacha Tacaíochta:

Seo thíos roinnt samplaí de ghníomhartha tacaíochta tar éis cárta a eisiúint:

- Comhdháil foirne le Cinnirí, baill foirne eile a bhfuil baint acu leis an gcás, Riarthóirí na gCinnirí agus/nó Bainisteoir Feidhme a áireamh.
- Plé leis an tuismitheoir(í) /caomhnóir(í) agus leis an scoláire chun plean a cheapadh ar mhaithe le bogadh ar aghaidh go dearfach agus Cuntaisí a bhaint.
- Plean iompair aontaithe agus pléite leis an scoláire.
- Cárta i bhfeidhm chun cuidiú leis an scoláire iompar a fheabhsú.

Cuntas a bhaint.

Chun cabhrú le scoláire bogadh thar chárta, agus chun an baol go gcaillfidh sé/sí turas nó imeacht a theorannú, is féidir le scoláire rogha a dhéanamh obair bhreise a chomhlíonadh chun cuntas a bhaint dá thaifead. Bainfidh an obair bhreise seo leis na cuntais atá faighte acu. Ní mór é seo a aontú le Riarthóir na gCinnirí / Bainisteoir Feidhme agus le tuismitheoir(í)/caomhnóir(í) an scoláire. Déantar é seo chun scoláirí a spreagadh chun iompar 'diúltach' a chealú le hiompraíocht dhearfach

to be issued, it may be necessary to proceed to the next phase of the disciplinary structure.

Supportive Interventions:

Listed below are some examples of supportive actions after a cárta is issued:

- Team conference to include Cinnirí, other involved staff, Riarthóirí na gCinnirí and/or Bainisteoir Feidhme.
- Discussion with the parent(s)/guardien(s) and the student to engage in a plan to positively move forward and remove Cuntaisí.
- Behavioural plan agreed upon and discussed with student.
- Cárta in place to help encourage the student to improve behaviour.

Removing a cuntas.

To assist a student to move beyond a cárta, and to limit the risk of missing an outing or activity, a student can opt to do additional work in order to remove a cuntas from their record. This additional work will be related to the cuntais they have received. This must be agreed with Riarthóir na gCinnirí / Bainisteoir Feidhme and the parent(s)/guardian(s) of the student. This is to encourage students to undo 'negative' behaviour with positive behaviour and is seen as a positive restoration. Examples of this work includes but is not limited to:

agus breathnaítear air mar athshlánú dearfach. San áireamh tá:

- Cuidiú le trealamh spóirt a réiteach.
- Cabhrú le Cinnire glanadh suas tar éis imeachta.
- Cabhrú le níocháin a shórtáil agus a shocrú.
- Cabhrú le dualgas ginearálta glantacháin.

Déanfar na dualgais seo le linn am saor. Tá an scoláire freagrach as iad a chomhlíonadh. Beidh Cinnire in éineacht leo agus deimhneofar an obair atá déanta agus cuirfear é seo i láthair Riarthóir na gCinnirí /Bainisteoir Feidhme. Ag brath ar an gcás, d'fhéadfadh go mbeadh gá le breis is dualgas amháin chun cuntas a bhaint.

- Helping sort out trealamh sport.
- Helping a Cinnire to clean up after an activity.
- Helping sort and arrange laundry.
- Helping with general cleaning duties.

These duties will be done during free time and are the responsibilities of the student to complete. A Cinnire will accompany them and sign off on all work completed. This will be presented to Riarthóir na gCinnirí/Bainisteoir Feidhme. Depending on the breach, more than one duty may need to be completed in order to remove a cuntas.

<u>Deireadh téarma</u>

Bainfear Cuntaisí ag deireadh gach téarma (Oíche Shamhna, Nollaig, Meántéarma, Cásc) agus tosóidh an scoláire le clár glan. Ní mór cuntais idir na hamanna sin a bhaint de bharr dea-iompraíochta agus/nó obair an scoláire lena chinntiú gur féidir leo páirt a ghlacadh i ngníomhaíochtaí agus imeachtaí ar fad.

<u>End of term</u>

Cuntaisí will be removed at the end of every term (Halloween, Christmas, Midterm, Easter) and the student will restart with a clean slate. Cuantaisí in between those times will need to be removed through the good behaviour and/or work of the student to ensure they can participate in all activities and events.

1.4 Cárta Dearg

I gcás iompar tromchúiseach, mar atá leagtha amach in Aguisín 2, eiseofar Cárta Dearg don scoláire agus rachfar i dteagmháil láithreach lena thuismitheoir(í)/caomhnóir(í).

1.4 Cárta Dearg

In the case of gross misbehaviour, as set out in Appendix 2, a student will be issued with a Cárta Dearg and their parent(s) /guardian(s) will be contacted immediately.

Coláiste na Rinne Tta.

Gníomhartha Araíonachta
Déileálfar le gníomhartha araíonachta a bhaineann le Cárta Dearg de réir ailt 5, 6 agus 7 den chód iompair seo.

Disciplinary Actions
Disciplinary actions relating to a Cárta Dearg will be delt with in line with sections 5, 6 and 7 of this code of behaviour.

Aguisín 2 – Iompar tromchúiseach - D'fhéadfadh fionraí /díbirt a bheith i gceist

- Cárta a fháil ar bhonn leanúnach gan aon fheabhas ar iompar tar éis rabhaidh a fháil.
- Foréigean iomarcach nó iompar bagrach d'aon saghas i leith scoláire eile nó baill foirne.
- Ábhar de chuid an Choláiste, eagraíocht ar bith eile, nó duine eile a ghoid.
- Ag glacadh grianghraif(eanna) nó físeán de scoláirí eile nó ball foirne ar ghuthán póca nó giurléad leictreonach eile ar champas an Choláiste.
- Caint mhaslach, ghairsiúil, homoafóbach nó ráiteas chiníoch nó graifíti d'aon saghas nó míúsáid na meáin shóisialta.
- Drochchaint mhaslach i leith scoláirí eile nó ball foirne.
- Seilbh ar aon substaint neamhdhleathach nó úsáid a leithéad nó giurléad(aí) dainséaracha.
- Bulaíocht agus / nó Cibearbhulaíocht d'aon saghas.
- Damáiste d'aon gnó do mhaoin an Choláiste nó duine eile.
- Campas an Choláiste a fhágáil gan cead Bhainisteoir Feidhme agus / nó fógra ó tuismitheoirí / caomhnóirí.
- Gníomhaíochtaí dirdhealaitheacha nó dochracha i leith duine nó grúpa eile a bhaineann le hinscne, reiligiún, míchumas nó bunús eitneach.

Appendix 2 - Gross Misbehaviour which may lead to suspension/expulsion

- Repeatedly receiving a Cárta and a failure to improve behaviour after warnings regarding future conduct.
- Any act of willful violence and/or unacceptable forms of aggression towards any other person.
- Stealing items which belong to the Coláiste, another organisation, or any other person.
- Taking photos or videos of another person using any device on the Coláiste campus.
- Offensive, homophobic, or racist comments/graffiti in any form including social media.
- Direct abusive language towards any other person.
- Possession / supply or use of alcohol, cigarettes, vapes, illegal substances/materials or other dangerous items.
- Bullying and / or Cyber-bullying incident(s).
- Wilful damage or attempted wilful damage of Coláiste property or the property of another person.
- Leaving the Coláiste grounds without permission of Bainisteoir Feidhme and/or notification from parent(s)/guardian(s).
- Discriminatory or prejudicial activities or actions towards another person or group involving gender, religion, disability, or ethnic origin.

Aguisín 3 – Údarás an Stiúrthóra maidir le scoláire a chur ar fionraí

Tá údarás tugtha ag an gCoiste Bainistíochta in scríbhinn don Stiúrthóir scoláire a chur ar fionraí ar feadh suas le 3 lá de réir fhorálacha Chód Iompar Choláiste na Rinne.

Cuirfidh an Stiúrthóir in iúl láithreach don Choiste Bainistíochta an cinneadh scoláire a chur ar fionraí ó Choláiste na Rinne agus na cúiseanna atá leis an gcinneadh sin.

Tionólfar cruinniú urghnách den Choiste Bainistíochta chun na chéad chéimeanna eile a ghlacfar maidir leis an scoláire a phlé.

I gcúinsí nach féidir cruinniú den Choiste Bainistíochta a thionól in am tráth agus ina mheasann an Stiúrthóir go dteastaíonn tréimhse fionraíochta níos faide ná trí lá chun cuspóir ar leith a bhaint amach, tugann Coiste Bainistíochta cead don Stiúrthóir, i bpáirt le Cathaoirleach an Choiste Bainistíochta, fionraíocht suas le cúig lá thabhairt de réir fhorálacha Chód Iompar Choláiste na Rinne.

Appendix 3 - Authority to suspend delegated to the Director

The Coiste Bainistíochta has delegated authority in writing to the Director to suspend a scoláire for up to 3 days in line with the provisions of the Coláiste na Rinne Code of Behaviour.

The Director shall immediately inform the Coiste Bainistíochta of the decision to suspend a scoláire from Coláiste na Rinne and the reason(s) for this decision.

An extraordinary meeting of the Coiste Bainistíochta shall be held to agree the next steps to be taken in relation to the scoláire in question.

In circumstances where a meeting of the Coiste Bainistíochta cannot be convened in a timely fashion and where the Director considers that a period of suspension longer than three days is necessary in order to achieve a particular objective the Coiste Bainistíochta authorise the Director, with the approval of the Chairperson of the Coiste Bainistíochta, to impose a suspension of up to five days in line with the provisions of Coláiste na Rinne's Code of Behaviour.

Aguisín 4 – Córas smachta na gCúrsaí Samhraidh

Feidhmíonn Bord Smachta le linn na gCúrsaí Samhraidh chun fadhbanna maidir le iompar na scoláirí a smachtú.

I gcás drochiompar atá tugtha faoi ndeara ag ball foirne, nó gearán atá déanta ag scoláire amháin maidir le drochiompar ag scoláire eile, iarrtar ar na páirtithe cuntas a scríobh mar gheall ar an eachtra. Bíonn na cuntais seo fágtha in áit ar leith san Oifig agus déantar scrúdú orthu de réir mar is gá ag cruinnithe den Bhord Smachta.

D'fhonn comhthuiscint agus freagairt chomhsheasmhach a bhunú, tá trí céim leis an gcóras smachta a bhíonn in úsáid le linn na gCúrsaí Samhraidh. Bíonn ar an mBord Smachta cinneadh a dhéanamh plé leis an eachtra ag:

Céim 1 Mioneachtraí drochiompar
Céim 2 Móreachtraí drochiompar
Céim 3 Eachtraí drochiompar tromchúiseacha

Tá na céimeanna seo bunaithe ar an méid cur isteach a tharla de bharr an drochiompair. Tá na gníomhartha araíonachta ag gach céim leagtha amach thíos.

Appendix 4 - Cúrsaí Samhraidh disciplinary procedure

A Bord Smachta operates during the Summer Courses to control problems relating to the behavior of the students.

In the event of misbehavior noticed by a member of staff, or a complaint made by one student regarding misbehavior by another student, the parties are asked to write a Cuntas of the incident. These Cuntais are left in a designated place in the Office and are examined as necessary at meetings of the Bord Smachta.

In order to establish a common understanding and consistent response, there are three stages to the discipline system used during the Summer Courses. The Bord Smachta must decide to deal with each incident as:

Stage 1 Minor incident of misbehaviour
Stage 2 Major incident of misbehaviour
Stage 3 Incident of gross misbehaviour

These steps are based on the level of disruption caused by the misbehaviour. The disciplinary actions at each stage are set out below.

4.1 Céim 1
Déileálfar le mioneachtraí drochiompar, mar iad seo a leanas, trínár gcóras smachta:

- Gan a bheith in am nó gan teacht go dtí imeachtaí atá leagtha amach ar an gclár ama go rialta.
- A bheith san áit mícheart nó áit éigean gan cead.
- Gan bruscar a chur sna boscaí bruascair cearta a chuirtear ar fáil.
- Neamhchúramach maidir le cillín ón suanlios a ghlanadh.
- Gan cloí le treoracha an Chinnire, Múinteoir, nó foireann eile an Choláiste.
- Úsáid míchúramach a bhaint as maoin an Choláiste.
- Imirt garbh d'aon gnó.
- Cur isteach d'aon ghnó ar ghníomhaíocht ghrúpa.
- Easpa measa ar bhall foirne.
- Guthán a úsáid ar thailte an Choláiste ag am ar bith lasmuigh den am atá ceadaithe.

Tar éis scrúdú a dhéanamh ar na cuntais bíonn ar an mBord Smachta moladh a dhéanamh maidir leis an toradh. Tá liosta neamhiomlán de na roghanna leagtha amach thíos:

Moladh:

- Níl bunús leis an ngearán – deireadh a chur leis an gcás
- Go mbeidh ar an scoláire dul chun cainte le múinteoir / ardchinnire - treoir maidir le iompar

4.1 Stage 1
Minor incidents of misbehaviour, such as the following, will be dealt with through our disciplinary system:

- Regularly not being on time or not coming to events set out on the timetable.
- Being in the wrong place or being somewhere without permission.
- Not placing litter in the correct bins provided.
- Careless in cleaning a cubicle or the dormitory.
- Not complying with the instructions of the Cinnire, Teacher, or other Coláiste staff.
- Careless use of Coláiste property.
- Rough play on purpose.
- Intentional disruption of group activity.
- Lack of respect for a member of staff.
- Using a telephone on Coláiste grounds outside the approved time.

After examining the cuntais the Bord Smachta makes a recommendation regarding the outcome. A non-exhaustive list of options is set out below:

Recommendation:

- The complaint is unfounded – the case is closed
- That the student will have to speak to a teacher / ardchinnire - guidance on behaviour

- Treoir a thabhairt don scoláire leithscéal a ghabhail
- Glaoch neamhfhoirmeálta chuig na tuismitheoirí / caomhnóirí

4.2 Céim 2
Déileálfar le móreachtraí drochiompar, mar iad seo a leanas, trínár gcóras smachta:

- Mioneachtraí drochiompar leanúnacha.
- Úsáid drochtheanga nó caint mhaslach, ag áireamh tagairt mhaslach do chine, inscne, reiligiúin, riocht fisiciúil, míchumas, nó bunadh eitneach duine eile.
- Gadaíocht.
- Ag glacadh grianghraif(eanna) nó físeán de scoláirí eile nó ball foirne gan cead.
- Bulaíocht agus / nó cibearbhulaíocht d'aon saghas.

Tar éis scrúdú a dhéanamh ar na cuntais bíonn ar an mBord Smachta moladh a dhéanamh maidir leis an toradh. Tá liosta neamhiomlán de na roghanna leagtha amach thíos:

Moladh:

- Níl bunús leis an ngearán – deireadh a chur leis an gcás
- Aon ní a bhain leis an gcéim roimhe, más cuí.
- Rabhadh a thabhairt don scoláire maidir le cúrsaí iompar.
- Obair glanadh suas a thabhairt don scoláire, de réir mar is cuí.
- Go mbeidh ar an scoláire dul chun cainte leis an Bainisteoir

- Instruct the student to apologize
- An informal call to the parents / guardians

4.2 Stage 2
Major incidents of misbehaviour, such as the following, will be dealt with through our disciplinary system:

- Repeated minor incidents of misbehaviour.
- Use of bad language or offensive language, including offensive reference to another person's race, gender, religion, physical condition, disability, or ethnic origin.
- Theft.
- Taking photo(s) or video of other students or staff members without permission.
- Bullying and / or cyberbullying of any kind.

After examining the cuntais the Bord Smachta makes a recommendation regarding the outcome. A non-exhaustive list of options is set out below:

Recommendation:

- The complaint is unfounded – the case is closed
- Anything related to the previous stage, if appropriate.
- Give a warning to the student regarding behavior.
- Give cleaning work to the student, as appropriate.
- That the student will have to go and talk to the Bainisteoir

Feidhme / bPríomhoide – treoir maidir le iompar
- Glaoch abhaile

4.3 Céim 3
Déileálfar le móreachtraí drochiompar tromchúiseacha, mar seo:
- Móreachtraí drochiompar leanúnacha.
- Foréigean nó iompar bagrach d'aon saghas i leith scoláire eile nó ball foirne.
- Seilbh ar aon substaint neamhdhleathach nó úsáid a leithéad nó giurléad(á) dainséaracha.
- Damáiste d'aon ghnó do mhaoin an Choláiste nó duine eile.
- Campas an Choláiste a fhágáil gan cead Bhainisteoir Feidhme agus / nó fógra ó tuismitheoir(í) / caomhnóir(í).
- Gníomhaíochtaí dochracha i leith duine nó grúpa eile a bhaineann le hinscne, reiligiúin, míchumas nó bunús eitneach.

Tar éis scrúdú a dhéanamh ar na cuntais bíonn ar an mBord Smachta moladh a dhéanamh maidir leis an toradh. Tá liosta neamhiomlán de na roghanna leagtha amach thíos:

<u>Moladh:</u>
- Níl bunús leis an ngearán – deireadh a chur leis an gcás
- Aon ní a bhain leis an gcéim roimhe, más cuí.

Feidhme / Principal - guidance on behaviour
- Call home

4.3 Step 3
Incidents of gross misbehaviour, such as the following, will be dealt with:
- Persistent incidents of major misconduct.
- Violence or threatening behavior of any kind towards another student or member of staff.
- Possession of any illegal substance or use of any dangerous substance or paraphernalia.
- Deliberate damage to property of the Coláiste or another person.
- Leaving the Coláiste campus without the permission of the Bainisteoir Feidhme and / or without notification from parent(s) / guardian(s).
- Engaging in harmful activities towards another person or group related to gender, religion, disability or ethnic origin.

After examining the accounts the Disciplinary Board has to make a recommendation regarding the outcome. A non-exhaustive list of options is set out below:

<u>Recommendation:</u>
- The complaint is unfounded – close the case
- Anything related to the previous stage, if appropriate.

- Iarr ar na tuismitheoirí teacht chuig an Choláiste i gcomhair cruinniú maidir le iompar an scoláire.
- An scoláire a chur abhaile.

Tá sé d'údarás ag an Fochoiste Smachta, ag áireamh an Stiúrthóir, Príomhoide na gCúrsaí Samhraidh, agus Bainisteoir Feidhme/Leas-Príomhoide, ar mhaithe le leas an Choláiste agus dea-eagar an chúrsa, cinneadh a dhéanamh maidir le scoláire a chur abhaile ón gcúrsa.

Cuirfear an cinneadh in iúl do thuismitheoir(í) / caomhnóir(í), agus beidh deis acu an scoláire a thabhairt abhaile as a stuaim féin.

I ngach cás ina gcuirtear scoláire abhaile de bharr sárú rialacha, cuirfear tuairisc ar fáil do Coiste Bainistíochta an Choláiste agus Roinn na Gaeltachta laistigh de 48 uair an chloig tar éis don scoláire an Coláiste a fhágáil.

4.4 Achomhairc

Is féidir le tuismitheoir achomharc a dhéanamh chuig an Coiste Bainistíochta ar an gcinneadh scoláire a chur abhaile. Ba chóir litir a chur ar fáil, ag leagaint amach go soiléir na cúiseanna go bhfuil siad den tuairim go raibh an chinneadh mícheart, laistigh de 10 lá oibre ón gcinneadh a bheith curtha in iúl dóibh.

- Ask the parents to come to the Coláiste for a meeting regarding the student's behaviour.
- Sending the student home.

The Disciplinary Subcommittee, including the Director, Principal of the Summer Courses, and a Bainisteoir Feidhme/Deputy Principal, has the authority, in the interest of the Coláiste and the orderly conduct of a course, to make a decision regarding sending a student home from the course.

The parent(s) / guardian(s) will be notified of the decision, and will be given the opportunity to voluntarily take the student home.

Where a student is sent home due to a breach of rules, a report will be made available to the Coiste Bainistíochta and Roinn na Gaeltachta within 48 hours of the student leaving the Coláiste.

4.4 Appeals

Parent(s) / guardian(s) may appeal a decision to send a student home from a course to the Coiste Bainistíochta. A letter setting out the grounds for appeal, clearly stating the reasons they feel that the decision is incorrect, should be provided within 10 working days of being made aware of the decision.

Aguisín 5 – Tuairisc ar Eachtra

Ainm an Scoláire	
Cad a bhí ar siúl ag an am?	
Cár thárla an eachtra?	
Inis cad a thárla?	
Cé hiad na daoine fásta a bhí ann?	
Cé a bhí páirteach?	
Ar gortaíodh éinne?	
Cé bhí ag deighleáil leis an eachtra?	
Cad é an réiteach a bhí air?	
Aon iarchúram i gceist?	
Ar cuireadh na tuismitheoirí ar an eolas?	

Sínithe: ____________________ **Dáta:** ____________________

Aguisín 6

Leathanach Iompair

Ainm: ____

Dáta: ____

Seo riail an Choláiste a Sháraigh mé: ____________________________________

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Seo cad a thárla: ____

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Seo an chúis go ndearna mé é: ____

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Seo an rud gur cheart dom a dhéanamh: _________________________________

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Cad a dhéanfaidh mé chun cúrsaí a réiteach: ____________________________

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____

Nótaí ón gCinnire/Bainisteoir Feidhme: _________________________________

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Sínithe Scoláire: _____________________ **Dáta:** ________________

Sínithe Tuismitheoir: _____________________ **Dáta:** ________________

Sínithe Cinnire/B. Feidhme: _____________________ **Dáta:** ________________

Aguisín 7

Ag machnamh ar d'iompar

Freagair na ceisteanna in abairtí iomlána ag úsáid an cuid is mó de na focail sa cheist.

Cuimhnigh go cúramach ar na freagraí.

Ainm an Scoláire: ________________________________

Conas go bhfuil tú i dtrioblóid: ____

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____

Cén fáth go raibh sé mícheart, Cad a dhein tú? ___________________________________

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Cad is féidir a dhéanamh chun trioblóid a sheachaint? ____________________________

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