

# Guidance for teachers

*A Professional  
Response to  
Changing Times*

Rights of Teachers  
and Pupils

Health &  
Safety

Administration of  
Medicines in Schools

Discipline

INTO  
Improving Education

An INTO Publication

## GUIDANCE FOR TEACHERS

This publication attempts to offer guidance to teachers on a range of issues. It seeks to describe good practice but should not be interpreted as a code of ethics. School staffs may well have more effective methods than those outlined here. The guidance in this document covers areas including the administration of medicines in schools, health and safety, discipline, first aid, the keeping of accounts, relations with Boards of Management and advice on being called as an expert witness to give evidence in a variety of court cases, including family law court cases.

It is evident that changing attitudes in society are requiring an even more sensitive response from the education service. Acceptable practices change with the times. Prior to 1982, corporal punishment was generally accepted as a form of punishment. Nowadays its use is forbidden by rule and can lead to dismissal. The attitudes of the general public to other disciplinary sanctions have also changed. Some may not have been outlawed by rule but are nevertheless unacceptable.

Every child is entitled to a quality education in order to reach full potential. Teachers are not just responsible for a child's academic development but also a child's social, emotional and physical development. Education should take place in a safe secure environment, where every child is protected from abuse, violence and discrimination of any kind. Although teachers hold such a position of responsibility, it is important to acknowledge that the provision of a quality education does not rest with teachers alone but also is inextricably linked to the resources and support provided by the Department of Education.

Teachers, like parents have responsibilities with regard to the safety, welfare and education of children in school. As professionals they hold a position of trust because legally and constitutionally they act "in loco parentis". In this document we are advising teachers to be ever more prudent and cautious in their contact with pupils. Staffs should regularly reassess the arrangements for any situations which could lead to allegations of child abuse against them.

The advice in this document is not an attempt to "build a glass wall around the teacher in the classroom", as it is extremely important that a warm caring relationship between teacher and pupils is maintained as an essential element in every primary school class.

Senator Joe O'Toole, General Secretary

## **A CHARTER OF TEACHERS' RIGHTS**

Within the school context it is important to safe guard the rights of both teachers and pupils. The INTO has drawn up the following charter of teachers' rights and the following pages contain more detailed guidance for teachers to ensure the better protection of children. It is important for children/parents as well as teachers to remember that with rights come responsibilities.

Teachers should have the following rights:-

1. The right to work.
2. The right to teach in a safe, well disciplined, secure, disruption free environment, and to be treated with due respect.
3. The right to a proper working environment, well equipped schools and adequate resources.
4. The right to decent conditions of service, to include fair pay, substitute cover for approved absences, lunch breaks free from supervision duties and access to a welfare service.
5. The right to appropriate support services to cater for all mental, physical and emotional needs of pupils.
6. The right to a career structure with equal and fair opportunities for promotion, diversification, job-sharing, career breaks and retirement at a reasonable age.
7. The right to well-structured, continuous inservice education and professional development, under the auspices of a Teachers' Council.
8. The right to professional support and advice from the Inspectorate of the Department of Education.
9. The right to be a member of a Trade Union and to participate and be represented in negotiations on issues affecting education and working conditions.
10. The right to a private life and to hold one's own religious, moral and ethical beliefs.

## **DISCIPLINE**

The family and home environment play a fundamental role in the moral, behavioural and social development of children. The establishment of good discipline in schools is not effective without the co-operation of parents.

Discipline policy in any school should be derived from the code of discipline, approved by the Board of Management following consultation with parents. Under the terms of Circular 20/'90, Boards of Management and Principal Teachers are requested to draw up a Code of Behaviour and Discipline for schools in accordance with the guidelines enclosed with the

Circular. INTO guidelines on the drafting of a code of discipline are contained in the INTO document "Discipline in the Primary School".

While children both at home and at school learn socially appropriate behaviour in terms of what is right or wrong, appropriate or inappropriate, this socialisation process, if it is to be fully effective should take place in an atmosphere which promotes their sense of self-confidence, self-esteem and independence.

## **RULE 130**

Rule 130 of the *Rules for National Schools*, as included in Circular 20/'90, governs the conduct of teachers in national schools. The Rule states: **"Teachers should have a lively regard for the improvement and general welfare of their pupils, treat them with kindness combined with firmness, and should aim at governing them through their affections and reason and not by harshness and severity"**.

The Rule then goes on to state two prohibitions:-

Rule 130(2): **"Ridicule, sarcasm or remarks likely to undermine a pupil's self-confidence should not be used in any circumstances"**. (Verbal Abuse).

Rule 130(3): **"The use of corporal punishment is forbidden"**. (Physical Abuse).

Rule 130(4): **"Any teacher who contravenes sections (2) and (3) of this Rule will be regarded as guilty of conduct unbecoming a teacher and will be subject to severe disciplinary action"**.

Rule 130 forms part of every teacher's contract.

## **COMPLAINTS/ALLEGATIONS AGAINST TEACHERS**

There are currently various mechanisms by which complaints/allegations against teachers can be processed. In certain circumstances, depending on the details of the case, these may overlap. The operation of these procedures is under ongoing review by the CEC and INTO Officials in conjunction with our demand for a teaching council.

1. The INTO/CPSMA Procedure for dealing with complaints by parents against teachers was agreed in 1993 and is outlined on pages 143/144 of the INTO Members' Handbook. The aim of this agreed procedure is to facilitate the resolution of difficulties where they may arise in an agreed and fair manner. The agreement lays out the process to be followed in 5

stages.

2. If/when teachers are accused of engaging in physical abuse - assaulting children/parents/others - they are as amenable as any other citizen to investigation by the Gardaí, to possible prosecution by the DPP and to judgement by the Courts.
3. In the event of complaints being made against teachers in relation to their professional competence, the complaints may be referred to the Department of Education, where they are processed under Rule 161 of the Rules for National Schools which deals with the inspection of schools (cf INTO Handbook, pgs 130/235). Teachers whose school work does not reach a satisfactory standard may have recognition withdrawn from them under Rule 108 of the Rules for National Schools.
4. In the event of complaints being made against a teacher in relation to their physical or mental fitness to teach, Rule 93 of the Rules for National Schools provides that the Minister may require a teacher to present him/herself for medical examination by a doctor selected by the Minister who may declare such a teacher ineligible for further recognition if the teacher is physically or mentally unable to carry out duties as a teacher. (cf INTO Members' Handbook, pgs 207/208).
5. If/when complaints/allegations of child sexual abuse are made against teachers, they are open to investigation by the Gardaí or the Health Board (DCC/MOH) or both. (cf Appendix 1 Procedures for Dealing with Allegations or Suspicions of Child Abuse, Department of Education 1991).
6. Individuals can complain directly to the Department of Education. Such complaints are normally forwarded to the Board of Management of the school and the teacher is afforded an opportunity to respond to the allegation made.
7. A Board of Management, as an employer, is generally entitled to investigate allegations/complaints against teachers and is ultimately entitled to discipline or dismiss a teacher. In such circumstances a teacher has a right of appeal under the Maynooth Statute. If a teacher finds him/herself in difficulty with their Board of Management he/she should contact the INTO District Representative for the area or INTO Head Office immediately.
8. A civil case can be taken against a teacher.

It is INTO policy where an allegation or accusation is made against any teacher that the teacher concerned must be given a right of response and

natural justice with reference to any of the procedures mentioned above.

If an allegation is made against a teacher, it is important to inform the CEC Representative or Head Office immediately.

Members are expected to follow any advice given by Head Office. Members seeking advice (from legal/non-legal persons) outside of INTO, who follow it in place of INTO advice, are wasting INTO time and the CEC is empowered to reserve the right to withdraw from a case in that event.

## **SANCTIONS**

Teachers should avoid any sanction which deliberately humiliates a child and/or places a teacher at risk of parental action. Questions have been raised by various non-teaching groups about sanctions such as, making a child kneel, stand out facing a wall for prolonged periods, tearing pages out of copies or throwing copies back at pupils. Such sanctions are usually considered to be inappropriate. It is particularly unwise to put a child unsupervised outside a door if this leaves the child at risk. If a child is being sent to the Principal or another teacher, another child should accompany him/her. Where possible any interview with a child that necessitates privacy, should take place with the door open or with a closed door with a glass panel or in the presence of another adult.

Pupils should be addressed by their first names. Care should be taken not to expose a child intentionally to embarrassment or disparagement by the use of sarcastic or flippant remarks about the child or his/her family.

Teachers should use discretion when free books or lunches are being distributed. No child should be asked about their parents welfare entitlement in front of the class. Teachers are advised not to use any degree of physical force on a child, except where it is necessary to restrain or separate children who are fighting where verbal instruction has failed or where such force protects a child or adult from injury. This would also apply in cases where a child is carrying out an assault.

As a general rule, teachers should be wary of using detention as a punishment where an individual teacher is supervising an individual child.

Depriving a child too frequently of subjects such as art or physical education because of misbehaviour could be interpreted as depriving a child of his/her constitutional right to a full education.

## **REFERRAL**

The INTO recommends that in cases where teachers receive a disclosure/allegation or have a suspicion that a child is being abused that teachers operate within the guidelines issued to schools by the Department of Education (See appendix 1).

## **PHYSICAL CONTACT WITH PUPILS**

It is evident an increasing number of allegations of child abuse are being made. As a protective measure it is therefore, regrettably necessary to take particular care to minimise situations where a teacher and child are alone together and to take steps to avoid inappropriate physical contact with pupils.

It is advisable for teachers not to make inappropriate physical contact with the children in their class.

Any physical contact which may be misinterpreted by a child, parent or any other observer should be avoided. Informal, well intentioned gestures, could, if continually repeated with an individual child, be misconstrued.

There may be times when an obviously upset child needs comfort and reassurance which may include physical comforting similar to that which a caring parent would offer. In such cases, teachers should use their discretion to ensure that what is observed by others present to be normal and natural does not lead to unnecessary and unjustified contact, especially with a particular child over a period of time. Teachers should endeavour to develop in their pupils a sense of independence and self-reliance, while still ensuring that there is a warm, caring atmosphere in the classroom.

## **PRIVATE MEETINGS WITH PUPILS**

Individual private meetings with pupils may be regarded as essential in cases of serious misbehaviour by a pupil or indeed where a child has a particular problem. However, while there might be exceptional cases where it is necessary to conduct confidential interviews with pupils, if at all possible, meetings with individual children should be conducted in the presence of another person or with the door open or with a closed door with a glass panel. Another member of staff should be told about the meeting and the reason for it. A record should be kept of dates and times of such meetings and the content of the meeting. Similar precautions should be taken where teachers give one-to-one grinds.

## **CHILDREN GOING TO THE TOILET**

Within the classroom situation, it is advisable that children should be assured of privacy when going to the toilet. As far as is practicable or possible the Board of Management have a responsibility to facilitate this. If at all possible, children should not be forced to line up and go to the toilet at specific times of the day. Where possible, children should be facilitated to go to the toilet when the need arises. If it is noticed that a child is going to the toilet too frequently, his/her parents should be informed, in order that they can have the child checked out medically, so that the teacher will know whether it is reasonable to limit the number of times such a child goes out. Toilet practices may be outlined in the schools' code of behaviour.

The Board of Management should consult with parents with regard to drafting a policy on procedures to be followed in the event of a child wetting or soiling himself/herself.

In special situations, i.e. special schools, "The Early Start Programme" where children require assistance with toileting or showering, there should be a clear school policy which protects adults and children alike. Teachers should endeavour to balance the need for assistance with the child's rights to privacy and should continually strive towards helping the child to acquire independence.

## **PHYSICAL EDUCATION/GAMES**

When children are changing for Physical Education/Games, teachers where possible should take care to ensure privacy. Either children should come to school in appropriate clothing or they should be facilitated to change in privacy, never having too many children together to avoid bullying etc.

## **SWIMMING POOLS AND PUBLIC FACILITIES**

Teachers should be aware of the extra vulnerability of children in public places, such as swimming pools. It is advisable that teachers remain in a supervisory role outside the pool and in the changing area.

Children who are brought to swimming pools should be able to dress/undress, shower and dry themselves. Children should be encouraged to come to swimming with togs already on under their clothes. The practice of bringing children to swimming pools who are unable to dress/undress or shower independently should be seriously examined. An obvious exception to this is children with special needs.



## **LEAVING CHILDREN HOME**

The Board of Management should emphasise in writing to parents the importance of collecting their children after extra curricular activities as it is highly inadvisable for any teacher to frequently leave the same child home on his/her own, after extra curricular activities or in the case where a child is ill, save in absolute emergencies or on the specific request of the parents.

Where extra curricular activities are undertaken by a school such as concerts/games, in so far as possible teachers should ensure that children are collected from the event by a parent or by a person delegated by the parent. Parents should be advised of the necessity of making arrangements to ensure that their children get home safely.

## **SCREENING SCHOOL EMPLOYEES**

Members should be aware that guidelines on this matter are currently being drawn up by the Department of Education and will be available for Boards of Management if required when employing new personnel in schools.

## **EXTRA CURRICULAR ACTIVITIES**

For out of school activities, such as language classes, music, art etc., which take place on the school premises/grounds, by private arrangement, the Board of Management should try to ensure that individuals providing such classes are responsible persons.

## **SCHOOL TOURS**

In order to lessen the vulnerability of children during events such as school tours it is important that they learn and acquire personal safety skills before they embark on such events.

It is important that if other adults are being brought other than teachers, that they be responsible adults invited by the teachers and that they be fully aware and appreciative of the fact that the teacher/s is/are in full charge.

## **PARENTAL ACCESS**

Where there is a custody/barring order the Board of Management would be advised to obtain a copy of this order. Where there is no such order both parents must have access to the child/children regardless of the expressed wishes of either parent.

As part of a school's policy Boards of Management may wish to state that

only in exceptional circumstances, i.e. a dental appointment which cannot be made for another time, may children be taken out of class once they have come to school.

## **COURT SITUATIONS**

Teachers are increasingly being subpoenaed or invited as expert witnesses to give evidence in different types of cases including:-

- m Family Law Court cases.
- m Child Custody cases.
- m Negligence, Insurance and accident cases.
- m Cases related to Child Abuse. (See appendix for procedures).
- m Cases related to Child Protection Orders.
- m Cases related to the implementation of the Child Care Act.

Teachers have a clear professional responsibility to act always in their pupils' best interests, even in circumstances where a court attendance may prove stressful and traumatic. They should be aware that they are not obliged to attend Court except under summons or subpoena. However, in relation to the above a teacher is not precluded from attending Court voluntarily to give evidence. This is a matter of professional judgement for the teacher and the teacher may wish to contact the Principal, Chairperson of the Board of Management and/or the INTO on the matter.

It is generally recommended however, that teachers should insist on being summoned or subpoenaed to attend Court, since in the first instance the Department insists that a copy of the summons or subpoena be included with the salary returns in order to obtain paid leave of absence. Whoever issues the subpoena or summons should be responsible for paying for substitute cover and this should be a condition of attending the Court.

Attending Court under subpoena or summons can also provide protection for the teacher in so far as it indicates to all sides that the teacher is not volunteering information and would not normally wish to become involved in the particular case. Where a teacher is summoned to attend court the INTO recommends that the following guidelines be observed.

The teacher is there in his/her professional capacity as a teacher and should generally be expected only to comment in relation to the teaching/learning situation, for example in relation to the child's attendance, progress or other school related matters. Teachers should note that they are not psychologists or social workers and that their professional expertise relates to the teaching/learning situation.

Teachers who are asked to attend court as professionals should indicate

their expectation of receiving an appropriate professional fee and full substitute cover.

The teacher may wish to clear such matters in advance with the principal or chairperson of the Board of Management.

All witnesses are obliged to tell the truth under oath.

A teacher summoned or subpoenaed as a witness is not directly involved in either side of the case except in his/her capacity as an expert witness and should therefore not require legal representation.

It is INTO policy not to provide legal representation in relation to teachers attending Court as witnesses.

Where teachers are summoned by a party representing the school i.e. the insurance company in relation to an accident at school, teachers are advised to co-operate fully with that party.

Where Solicitors/Social Workers or Psychologists ask teachers for information orally or in writing prior to a Court case with regard to the child's progress, they should have written permission from both parents, where there are two parents. The principal should be made aware of this request also.

#### **ADVICE ON KEEPING ACCOUNTS**

It is important for teachers to be aware of the procedures set down in the rules and constitution of Boards of Management governing school finance. The rules provide that the Treasurer of the Board of Management shall keep the school accounts and that all monies received shall be lodged in the school bank account and that all payments shall be made by cheque and signed by both the Chairperson and the Treasurer or other members nominated by the Board of Management for this purpose. Where there is a separate teacher's or parent's account it is important that there be two signatories for all cheques and withdrawals.

It is recommended by the INTO, that irrespective of whether teachers are dealing with school finance, occasionally or on a regular basis, it is important that detailed accounts and receipts for all lodgements and expenditure are kept.

## **RELATIONS WITH BOARDS OF MANAGEMENT**

It is important in the interest of promoting a productive and healthy working environment, that there be harmonious working relations between teachers and between teachers and the Board of Management. There should be an atmosphere of mutual respect between teachers and management, where on the one hand teachers can have confidence in the procedures and policies of the Board of Management and on the other hand the Board of Management members can have confidence in its teaching staff. If a misunderstanding or difference arises between teachers or between a teacher and the principal or Board of Management, these should in so far as is possible be dealt with informally. A teacher can have recourse to formal procedures, such as the INTO/CPSMA Grievance Procedure, where matters cannot be resolved informally.

## **CONFIDENTIALITY OF INFORMATION**

Children should not be discussed in front of non-professionals in the staff room.

Where a teacher has been informed with regard to a child's health/home background etc. he/she should clarify with the parent(s) whether this is confidential.

Information with regard to children is privileged information.

## **JOBS/TASKS THAT CHILDREN ARE ASKED TO DO AT SCHOOL**

Where children are asked to do various tasks, care should be taken that it is on a rota or voluntary basis thus avoiding labelling children who might be doing menial jobs.

Where children are asked to clean/tidy the classroom/yard they should be given the necessary protection such as disposable gloves.

It is important that children are encouraged to be responsible and that they are given tasks at school to help them to become more independent and responsible. In assigning such tasks to children it is important however, that teachers are aware that it is inadvisable to take anymore risk than the child's own parents would take in giving such a task to the child. The concern for safety should at all times be paramount in teachers' minds. The following is a list of tasks which children should never be asked to do. For instance if a child were to hurt or injure himself/herself or put him/herself at risk while carrying out any of these tasks, a legal case could be brought against the teacher concerned.

1. Cleaning up after a child who has been sick in school.
2. Plugging in the kettle or other electrical equipment.
3. Going to the shop for errands.
4. Staying back after school hours to tidy up, without their parents permission.
5. Cleaning up after a child who is wet or soiled.
6. Carrying hot drinks.
7. Being sent on messages on their own. There should always be two children sent on messages.
8. Carrying heavy equipment.
9. Administering first aid.
10. Being requested to take a tablet for a headache etc. or to bring tablets from one teacher to another.
11. Being asked to make tea.
12. Carrying sensitive notes.
13. Collecting money on their own for teachers/unsupervised collection of money from other teachers/pupils.
14. Or any other such activities which place children at risk.

## **FIRST AID**

The Board of Management when enrolling a child, should ask parents for a letter of permission to bring their child to hospital/doctor at the teacher's/principal's discretion.

This letter should be kept permanently on file during the child's time in the school.

The treatment of injuries should always be undertaken by a responsible adult.

If it is necessary to bring a child to a doctor or a hospital every effort should be made to make contact first with a parent or guardian.

It is advisable that each teacher has a record of telephone numbers where parents can be contacted both at work and at home. In the case of an emergency teachers should use their best judgement in the particular situation. **It is important to note that individuals can also be found liable for failing to treat an injury.** In the interests of the safety of staff and children, care should also be taken in administering first aid in order to avoid contact with communicable illness/diseases. This is particularly important in the case of blood spillage or body fluid contact i.e. vomit. The Board of Management should decide on guidelines to be followed, on the application of first aid in the school such as the guidelines laid down in the Department of Health Guidelines/First Aid Chart which are available free of charge from the Health Promotion Unit, Hawkins House, Dublin 2.

## **GIRLS AND MENSTRUATION**

It is important that teachers and parents are aware that girls are now reaching puberty earlier and that many girls now begin menstruation in fourth class. It is vital that female pupils feel that there is a teacher in the school they can approach to discuss worries, concerns etc. Boards of Management should ensure that there is an adequate disposal system for sanitary products and that there is also a supply of sanitary products in the school that girls have easy access to without embarrassment. Schools should ensure that girls are well informed about menstruation, either by their parents and/or within the school context. This avoids unnecessary upset and distress as many parents do not expect their children to develop so young.

## **HEALTH AND SAFETY**

The Board of Management of the school is obliged by law to have a Safety Statement for its school, which is its policy, for the protection of employees and those using the school. They are obliged to ensure that the school meets with proper health and safety standards. Sample safety statements are available from INTO Head Office. Additional appropriate information is available from The Health and Safety Authority, 10 Hogan Place, Lower Grand Canal Street, Dublin 2.

## **HYGIENE**

The Board of Management should ensure that the overall hygiene of the school is of an acceptable standard and if it is brought to their attention that it is of a less than acceptable standard then the Board of Management should urgently redress the situation. Every effort should be made to ensure that both teachers and children work in an environment which is clean and comfortable.

Clean toilets, hot water and soap, the availability of clean towels, disposable gloves, sanitary disposal units and first aid kits (adequately stocked as per Department of Health Guidelines) should be standard in every school.

Where Physical Education is not the last subject of the day, if necessary, possible or practicable, schools should facilitate children to change out of unhygienic clothes.

A high standard of personal hygiene and cleanliness is expected from teachers and children and should be promoted by the staff.

Hygiene and first aid practices should be such that there should be no need

to know about specific cases of infections, such as HIV other than those for which a doctor would recommend the exclusion of a child from school. This is outlined in more detail in the Infection Control Guidelines issued to schools in 1995. Further copies are available from The Health Education Bureau, Hawkins House, Dublin 2, on request.

## **ADMINISTRATION OF MEDICINES IN SCHOOLS<sup>(1)</sup>**

### **INTRODUCTION**

There has been increasing concern in recent years with regard to the extent to which teachers should become involved in the administration of various forms of medication to pupils. While teachers in schools act “in loco parentis”, there is no obligation on teachers to either administer medicines regularly or to supervise children taking them. It should not create a problem however, if teachers are willing, have the permission of the Board of Management, have the written approval of parents and have been trained. Teachers generally do their utmost to make provision for children who are ill, but ultimately would not do so if this in any way jeopardised the safety and welfare of any child in their care. Therefore, it is important that areas of responsibility are clarified. The purpose of this advice is to give clear guidance to members about situations where it is not appropriate for them to administer medication to pupils and to indicate the limitations of any “requirements” which may be made of teachers.

Teachers of course, will always be prepared to help when an accident or emergency situation arises, where for example, a child has a serious accident and parents need to be contacted or an ambulance called. This advice does not seek to clarify the responsibilities of school staff in such circumstances, but recommends that procedures to deal with such emergency situations are clear and made known to all staff and parents.

### **TEACHERS’ PROFESSIONAL DUTY**

Teachers have a professional duty to safeguard the health and safety of pupils both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere. This does not imply a duty upon teachers personally to undertake the administration of medicines. Indeed, it is important that teachers do not take responsibility for administration of any medication which, if administered incorrectly or for other reasons, could have a damaging effect on the health of a child.

1. We would like to thank The National Union of Teachers (N.U.T.) for making available to us their guidelines on “The Administration of Medicines in School”, which was very helpful to us in developing our own guidelines regarding same.

## **CHILDREN WITH LONG TERM HEALTH PROBLEMS**

It is recognised that it is desirable for children with long term recurring health problems, such as asthma, epilepsy, diabetes and anaphylaxis to be accommodated within school in order that they can continue their education. If this is done, however, proper and clearly understood arrangements for administration of medicines must be made. Parents should be encouraged to provide maximum support and assistance in helping the school accommodate the pupil. This would include measures such as self administration (where necessary and only after approval from a GP), or under parental supervision.

## **TEACHERS AND ADMINISTRATION OF MEDICINES IN SCHOOLS**

1. No teacher can be required to administer medicine or drugs to a pupil.
2. Any teacher who is willing to administer medicines should only do so under strictly controlled guidelines, fully confident that the administration will be safe. It is wise to limit this willingness to emergency situations only. A teacher who does take responsibility for administering medicines takes on a heavy legal duty of care to discharge the responsibility correctly. Every reasonable precaution must be taken. Clear instructions about medicines requiring regular administration must be obtained and strictly followed. The INTO advises that:-
  - (A) the parent(s) of the pupil concerned should write to the Board of Management requesting the Board to authorise a member of the teaching staff to administer the medication.
  - (B) the request should also contain written instructions of the procedure to be followed in administering the medication.
  - (C) the Board of Management, having considered the matter, may authorise a teacher to administer medication to a pupil. If the teacher is so authorised she/he should be properly instructed by the Board of Management.
  - (D) a teacher should not administer medication without the specific authorisation of the Board.
  - (E) in administering medication to pupils, teachers should exercise the standard of care of a reasonable and prudent parent.
  - (F) the Board of Management should inform the school's insurers accordingly.



- (G) the Board of Management should seek an indemnity from the parent(s) in respect of any liability that may arise regarding the administration of the medication.

Arrangements should also be made by the Board of Management for the safe storage of medication and procedures for the administration of medication in the event of the authorised teachers absence. It is the parents responsibility to check each morning whether or not the authorised teacher is in school unless an alternative arrangement is made locally.

3. In emergencies teachers should do no more than is obviously necessary and appropriate to relieve extreme distress or prevent further and otherwise irreparable harm. Qualified medical treatment should be secured in emergencies at the earliest opportunity.

Where possible schools should request that medical practitioners would arrange times for medication so that they don't coincide with school time.

It is important that Boards of Management request parents to ensure that teachers be made aware in writing of any medical condition suffered by any children in their class. Children who are epileptics or diabetics or who are prone to anaphylactic shock syndrome may have an attack at any time and it is vital, therefore, to identify the symptoms in order that treatment can be given by an appropriate person if necessary.

Where teachers have been given medication to administer in cases of emergency e.g. adrenaline in case of anaphylaxis, this medication should be the smallest dose possible to ensure recovery until a medical expert can take over. At no time should an emergency dose be such that it could harm the child if inappropriately administered. Confirmation of this should be obtained in writing from the medical practitioner responsible for the child before a school would agree to hold such life saving medication in its care. Where possible, injection needles should not be held on the premises and epipen type injections should be used.

Where children are suffering from life threatening conditions such as the above, parents should outline clearly in writing, what can and can't be done in a particular emergency situation, with particular reference to what may be a risk to the child.

## ARRANGEMENTS IN SCHOOL

Wherever possible, parents should be asked to make arrangements to come into school or for pupils to return home at lunchtime for medication. The Board of Management should give maximum assistance in facilitating such arrangements. Where this is not feasible, the following procedure should operate:-

- (A) Written details from the parent to the Board of Management giving the name of the child; name and dose of medication; whether the child should be responsible for his or her own medication; the circumstances in which medication is to be given by the teacher and consent for it to be given; when the parent is to be notified and where he or she can be contacted.
- (B) Written advice to the Board of Management on the storage of medication, including both pharmaceutical requirements (e.g. refrigeration if necessary) and ways of ensuring access for the child.
- (C) Where permission has been given by the Board of Management for the administration of medicine the smallest possible dose should be brought to the school, preferably by the parent, with clear written instructions for administration, giving the name of the pupil. Glass containers are unsuitable to be carried by pupils.

(Note: It is not practicable to bring one measured dose of a liquid medicine; adhesion of the liquid to the container results in the dose being less than sufficient).

- (D) The medicine should not be kept by the pupil but in a locked cupboard out of reach of pupils. Certain medicines, however, such as inhalers used by asthmatic children, must be made readily accessible at all times of the school day. The means by which this is done would remain a matter for teachers' professional judgement.
- (E) The medicine should be self-administered if possible, under the supervision of an adult. This may be the principal or someone acting with the principal's authority. It would be advisable to keep a written record of the date and time of the administration.

Teachers should be aware of the Infection Control Guidelines and schools should notify parents when infectious diseases are in the school as children with an immune deficiency may die as a result of exposure to such infections.

# APPENDIX 1

## DEPARTMENT OF EDUCATION

### PROCEDURES FOR DEALING WITH ALLEGATIONS OR SUSPICIONS OF CHILD ABUSE

#### 1. Introduction

The Minister for Education wishes to refer to the question of alleged instances of child abuse and the procedures which should be followed by national school authorities where it is suspected or alleged that such abuse may have occurred.

2. Following discussions between the Department of Education and the organizations representing school management, parents and teachers, the guidelines contained in this document have been drawn up. The document contains procedures which are intended to assist school management authorities and teachers in handling disclosures from children, by detailing the steps to be taken when dealing with such matters.

The Minister urges school authorities and teachers to adhere to the guidelines in dealing with allegations or suspicions of child abuse. The guidelines are not, of course, statutory in nature and in the event of Court proceedings arising, each case would fall to be judged on its own merits.

#### 3. How to Recognise Possible Signs of Abuse

Copies of the Checklist provided by the Department of Health to help identification and investigation of Child Abuse, both physical and sexual, are enclosed. It is important that these should be read in association with the Department of Health "Child Abuse Guidelines". No one indicator should be seen as conclusive in itself but must be seen in the context of a constellation of factors and consideration of the particular family and/or situation.

#### 4. Reporting Procedures

- 4.1 (A) If a teacher receives an allegation or has a suspicion that a child is being abused the teacher should, in the first instance, report the matter to another teacher, normally the principal.

(B) If the teachers are satisfied that there are reasonable grounds

Note:- These guidelines may be revised in the light of the findings of The Working Party on Child Abuse Procedures.

for the suspicion or allegation they should advise the Chairperson of the Board of Management. If the Chairperson is not available at that time they should proceed as at (C) and advise the Chairperson afterwards.

- (C) The Chairperson of the Board, together with the teacher should report the matter to the local Director of Community Care/Medical Officer of Health (DCC/MOH). Addresses and phone numbers of the various regional officers are enclosed for this purpose. It is essential that at all times the matter be treated in the strictest confidence and not discussed except among the parties mentioned above. (See par. 7).

**N.B.** It is not the responsibility of school staff to make enquiries of parents or guardians, and in some cases it could be counter-productive for them to do so. It is for the DCC/MOH to investigate suspected abuse and determine what action to take, including notifying parents and/or Gardai.

- 4.2 If a teacher receives an allegation or has a suspicion that a child is being abused by a pupil of the school, the procedures outlined above should apply.

Where physical abuse by a pupil is suspected, the matter should be dealt with initially under the terms of Rules 121 and 130 of the Rules for National Schools.

- 4.3.1 If a teacher receives an allegation or has a suspicion that a pupil is being abused by an employee of the school he/she should in the first instance report the matter to another teacher - normally the principal - and the Chairperson of the Board of Management.
- 4.3.2 The Chairperson should inform the employee concerned of the suspicion or the allegation which has been made. If it appears to the Chairperson that there are reasonable grounds for the suspicion or allegation he/she should afford the employee concerned an opportunity to respond and should report the matter to the DCC/MOH, including the employee's response if the employee so desires.
- 4.4 If a teacher receives a further allegation or has a suspicion that a child is continuing to be subjected to abuse after dealing with the original allegation or suspicion, further contacts should be made with the DCC/MOH office in accordance with the procedures outlined at 4.1(c) above.

**5. Information Required by DCC/MOH**

When child abuse is suspected, it will be essential to have a record of all the information available. Staff should note carefully what they have observed and when they observed it. Signs of physical injury should be described in detail, or sketched. Any comment by the child concerned, or by an adult who might be the abuser, about how an injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made. It is possible that a teacher may subsequently be invited to attend a case conference by the DCC/MOH.

**6. Handling Disclosures from Children**

An abused child is likely to be under severe emotional stress and a staff member may be the only adult whom the child is prepared to trust. When information is offered in confidence, the member of staff will need tact and sensitivity in responding to the disclosure. The member of staff will need to reassure the child, and retain his or her trust, while explaining the need for action and the possible consequences which will necessarily involve other adults being involved. It is important to tell the child that everything possible will be done to protect and support him/her, but not to make promises that cannot be kept e.g. promising not to tell anyone else.

**7. Confidentiality**

There is an absolute need to maintain confidentiality in dealing with any alleged instance of child abuse. The communication of information must be confined to those who have an obligation to receive it and third parties should not be privy to allegations unless it is necessary to involve them as matters unfold.

**8. The Legal Position**

(A) Should a Chairperson of a Board of Management or a teacher make a complaint or furnish information with regard to suspicions of child abuse to the appropriate authorities, such communication would be privileged. The person making such a report, acting in loco parentis, would be expected to act in the child's best interests and the Minister has been advised that the reporting of suspicions regarding child abuse would be regarded as such. Privilege can be displaced only where it can be established that the person making the complaint acted maliciously.

- (B) Those reporting a child's disclosure are not regarded as making an allegation as a matter of charge, but simply carrying out their duty in good faith. They are not accusing or bringing a charge but merely passing on a report.
  - (C) It is not considered likely that parties reporting suspicions of child abuse under these guidelines would be required to attend Court in the event of prosecutions in such cases. (However, if a teacher is subpoenaed to appear in Court, leave-of-absence with pay is allowed for as long as is necessary. If it is necessary to employ a substitute, this must be done at the school's expense and the cost may be claimed afterwards from the Department of Justice).
  - (D) When the Chairperson of the Board of Management acts in accordance with the provisions of paragraph 4.3.2 of these guidelines, it is not essential to caution the individual or have a witness present, as no charge is being brought at that stage; the Chairperson is merely informing the individual and passing on the report to the relevant authority, who will investigate and decide whether it should be reported to the Gardaí.
9. It should however be noted that, if there is indisputable evidence that an individual has abused a child, the matter must be reported directly to the Gardaí.
  10. The three fundamental principles which underpin the Guidelines are that confidentiality, discretion and sensitivity should be maintained at all times.
  11. Included with the agreed document are a copy of the pamphlet "Child Abuse Checklist" and booklet "Child Abuse Guidelines", both of which have been produced by the Department of Health.

## TREOIR DO MHÚINTEOIRÍ

Tá iarracht san fhoilseachán seo treoir a thabhairt do mhúinteoirí ar réimse d'ábhair. Tá iarracht ann cur síos a dhéanamh ar dhea-chleachtas ach níor cheart glacadh leis mar chód eiticí. D'fhéadfadh go deimhin go mbeadh modhanna níos éifeachtaí ná na cinn atá leagtha amach anseo ag foirne scoile. Clúdaíonn an treoir sa cháipéis seo réimsí mar chógais a riar sa scoil, sláinte agus sábháilteacht, disciplín, céadchabhair, coinneáil cuntas, caidreamh le Boird Bhainistíochta agus comhairle faoi dhuine a bheith ina shainfhinné ag tabhairt fianaise i gcásanna cúirte éagsúla, lena n-áirítear cásanna cúirte teaghlaigh.

Is léir go bhfuil gá le haisfhreagairt níos íogairí fós ó thaobh na seirbhíse oideachais ar an dearcadh saoil atá ag athrú sa sochaí. Athraíonn na cleachtais atá inghlactha le himeacht aimsire. Roimh 1982 glacadh le pionós coirp go ginearálta mar fhoirm phionóis. Tá toirmeasc de réir na rialacha air anois agus d'fhéadfaí duine a bhriseadh as a p(h)ost as é a úsáid. Tá dearcadh an phobail i leith bealaí disciplín eile athraithe freisin. B'fhéidir nach bhfuil rialacha déanta in aghaidh chuid acu ach níl siad inghlactha mar sin féin.

Tá gach leanbh i dteideal oideachas maith le go mbainfidh sé/sí leas as a c(h)umas iomlán. Ní hé amháin go bhfuil an múinteoir freagrach as forbairt acadúil an linbh ach tá sé/sí freagrach as a f(h)orbairt shóisialta, mhóthúchán agus fhisiciúil. Ba cheart go dtarlódh oideachas i dtimpeallacht shábhailte shlán ina mbíonn gach páiste slán ó mhí-úsáid, fhoréigean agus ó idirdhealú de gach cineál.

Tá freagrachtaí ar mhúinteoirí mar atá ar thuismitheoirí maidir le sábháilteacht, leas agus oideachas leanaí ar scoil. Mar dhaoine gairmiúla, tá poist iontaobhais acu mar go ngníomhaíonn siad go dlíthiúil agus de réir an bhunreacht "in loco parentis". Sa cháipéis seo comhairlímid do mhúinteoirí a bheith fíorchúramach agus críonna ina gcuid teagmhála le daltaí. Ba cheart d'fhoirne féachaint arís go rialta ar na socrúithe atá ann d'aon leagan amach as a bhféadfadh liomhaintí mí-úsáide leanaí a theacht ina n-aghaidh.

Ní iarracht atá sa cháipéis seo "balla ghloine a thógáil thart ar an múinteoir sa seomra ranga" mar go bhfuil sé an-tábhachtach go gcoinneofaí caidreamh cineálta lách idir an múinteoir agus daltaí mar ghné riachtanach i ngach rang bunscoile.

## CAIRT CEARTA MÚINTEOIRÍ

Tá sé tábhachtach laistigh de chomhthéacs na scoile cearta na múinteoirí agus na ndaltaí araon a chosaint. Tá an chart seo a leanas de chearta múinteoirí tarraingthe aníos ag Cumann Múinteoirí Éireann agus tá treoir níos sonraí do mhúinteoirí sna leathanaigh seo a leanas chun cosaint níos fearr a chinntiú do leanaí. Tá sé tábhachtach go gcuimhneodh leanaí/tuismitheoirí chomh maith le múinteoirí go dtagann freagrachtaí le cearta.

Ba cheart go mbeadh na cearta seo a leanas ag múinteoirí:-

1. An ceart chun oibre.
2. An ceart teagasc a dhéanamh i dtimpeallacht shábháilte, le dea-dhisciplín, slán, saor ó chur isteach, agus go gcaithfí leo leis an ómós atá ag dul dóibh.
3. An ceart chun timpeallacht oibre cheart, chun scoileanna ina bhfuil fearais mhaithe agus dóthain acmhainní.
4. An ceart chun coinníollacha seirbhíse cearta, lena n-áirítear íocaíocht chothrom, clúdach ionadaíoch d'asláithreachais cheadaithe, sosanna lóin gan dualgais fheitheoireachta agus rochtain ar sheirbhísí leasa.
5. An ceart chun seirbhísí tacaíochta cuí chun freastal ar riachtanais intinne, fhisiciúla agus mhothúchán daltaí.
6. An ceart chun struchtúir ghairme le deiseanna comhionanna agus cothroma do dhul chun cinn, d'éagsúlú, do phost-roinnt, do shosanna gairme agus do scor ag aois réasúnach.
7. An ceart chun oideachais inseirbhíse dhea-struchtúrtha leanúnach, agus forbairt ghairmiúil faoi stiúir Chomhairle Múinteoirí.
8. An ceart chun tacaíocht ghairmiúil agus chomhairle ón gcigireacht sa Roinn Oideachais.
9. An ceart a bheith ina gcomhalta de Cheardchumann agus a bheith rannpháirteach agus ionadaíocht a bheith acu in idirbheartaíocht ar cheisteanna a dhéanann difear d'oideachas agus do choinníollacha oibre.
10. An ceart chun saol príobháideach agus chun a gcuid creidiúint reiligiúin, mhorálta agus eiticiúil dá gcuid féin a bheith acu.

## DISCIPLÍN

Bíonn ról bunúsach ag an timpeallacht teaghlaigh agus bhaile i bhforbairt mhorálta, iompair agus shóisialta leanaí. Ní bhíonn bunú dea-dhisciplín ar scoil éifeachtach d'uireasa chomhoibriú tuismitheoirí.

Ba cheart go dtiocfadh polasáí disciplín in aon scoil ón gcód disciplín a cheadaíonn an Bord Bainistíochta i ndiaidh dul i gcomhairle le tuismitheoirí. Faoi théarmaí Chiorclán 20/90 iarrtar ar Bhoird Bhainistíochta agus ar Phríomhoidí Cód Iompair agus Disciplín do



scoileanna a tharraingt aníos de réir na dtreoirlínte a bhí istigh leis an gCiorclán. Tá treoirlínte Chumann Múinteoirí Éireann faoi dhréachtadh chód disciplín ar fáil sa cháipéis "Disciplín sa Bhunscoil" ó Chumann Múinteoirí Éireann.

Agus leanaí sa bhaile agus ar scoil ag foghlaim iompair atá oiriúnach go sóisialta ó thaobh cad atá ceart agus cad atá mícheart, cad atá oiriúnach agus cad atá mí-oiriúnach ba cheart go dtarlódh an próiseas sóisealaithe sin, má tá sé le bheith lánéifeachtach, in atmaisféar a chuireann chun cinn féinmhuinín, féin-mheas agus neamhspleáchas.

## **RIAIL 130**

Rialaíonn Riail 130 de *Rialacha do Scoileanna Náisiúnta* mar atá siad i gCiorclán 20/90 iompar múinteoirí i scoileanna náisiúnta. Deir an Riail: "**Ba chóir go gcuirfeadh múinteoirí beoshuim i bhfeabhsú agus i leas ginearálta a gcuid daltaí, caitheamh leo go cineálta ach go daingean, agus ba chóir a bheith mar aidhm acu iad a rialú trína mothú ceana agus a réasún in ionad trí chruas agus déine**".

Labhraíonn an Riail ansin ar dhá thoirmeasc:-

Riail 130(2): "**Níor chóir i gcúinsí ar bith an fhonóid, an searbhas nó caint ar dócha di bonn a bhaint d'fhéinmhuinín an dalta a chleachtadh**"

Riail 130(3): "**Tá úsáid an fhionóis chorpartha toirmisce**".

Riail 130(4) : "**Múinteoir ar bith a sháraíonn Ranna (2) nó (3) den riail seo glacfar leis go bhfuil sé/sí ciontach in iompar nach cuí do mhúinteoir agus beidh gníomh diansmachta i ndlite dó/dí**".

Is cuid de chonradh gach múinteora é Riail 130.

## **GEARÁIN/LÍOMHAINTÍ IN AGHAIDH MÚINTEOIRÍ**

Tá meicníochtaí éagsúla faoi láthair ann trínar féidir gearáin/liomhaintí in aghaidh múinteoirí a phróiseáil. I gcúinsí áirithe, ag brath ar mhionsonraí an cháis, d'fhéadfaidís sin forlú ar a chéile. Tá feidhmiú na nósanna imeachta sin faoi shíor-athbhreithniú ag oifigigh an CEC agus oifigigh Chumann Múinteoirí Éireann in éineacht lenár n-éileamh ar ár gcomhairle múinteoireachta.

1. Nós Imeachta Chumann Múinteoirí Éireann/CPSMA chun déileáil le gearáin ó thuismitheoirí in aghaidh múinteoirí a aontaíodh i 1993 agus atá leagtha amach ar leathanaigh 143/144 de Lámhleabhar Comhaltai Chumann Múinteoirí Éireann. Is é an aidhm atá leis an nós imeachta

aontaithe seo ná réiteach deacrachtaí a thiocfaidh chun cinn a éascú ar bhealach cothrom agus aontaithe. Leagann an comhaontú amach an próiseas atá le leanacht i 5 chéim.

2. Má/nuair a chuirtear mí-úsáid fhisiciúil - ionsaí ar leanaí/tuismitheoirí/leanaí eile - i leith múinteoirí is féidir leis na Gardaí iad a fhiosrú, leis an Ionchúisitheoir Poiblí iad a chúisiú agus leis na Cúirteanna breith a thabhairt orthu fearacht gach saoránaigh eile.
3. I gcás gearáin a bheith á dhéanamh faoi mhúinteoirí maidir lena n-inniúlacht ghairmiúil, is féidir na gearáin a chur chuig an Roinn Oideachais, áit a ndéantar iad a phróiseáil faoin Rial 161 de Rialacha do Scoileanna Náisiúnta a dhéileáilann le cigireacht ar scoileanna (c/f Lámhleabhar Chumann Múinteoirí Éireann, leath. 130/235). Múinteoirí nach sroicheann a gcuid obair scoile caighdeán sásúil féadfar aitheantas a tharraingt siar uathu faoi Rial 108 de na Rialacha do Scoileanna Náisiúnta.
4. I gcás gearán a dhéantar in aghaidh múinteoirí maidir lena gcumas fisiciúil nó intinne chun teagasc a dhéanamh forálann Rial 93 de na Rialacha do Scoileanna Náisiúnta gur féidir leis an Aire a éileamh ar mhúinteoir é/í féin a chur i láthair le haghaidh scrúdú leighis, ag dochtúir a roghnóidh an tAire, a fhéadfaidh a dhearbhu nach bhfuil an múinteoir sin cáilithe d'aitheantas níos mó mura mbeidh ar chumas an mhúinteora go fisiciúil nó ina (h)intinn leanacht lena d(h)ualgais mar mhúinteoir (c/f Lámhleabhar Comhaltáí Chumann Múinteoirí Éireann leath. 207/208)/
5. Má dhéantar/nuair a dhéantar líomhaintí maidir le mí-úsáid ghnéis leanaí in aghaidh múinteoirí, is féidir leis na Gardaí nó an Bord Sláinte (DCC/MOH) nó iad araon iad a fhiosrú. (c/f Appendix Procedures for Dealing with Allegations or Suspicions of Child Abuse, Department of Education 1991).
6. Is féidir le daoine aonair gearáin a dhéanamh go díreach leis an Roinn Oideachais. Go hiondúil cuirtear na gearáin ar aghaidh go dtí Bord Bainistíochta na scoile agus tugtar deis don mhúinteoir freagra a thabhairt ar na líomhaintí atá déanta.
7. Mar fhostóir tá an Bord Bainistíochta go ginearálta i dteideal líomhaintí /gearáin in aghaidh múinteoirí a fhiosrú agus sa deireadh thiar múinteoir a dhisciplíniú nó a chur as post. Sna toscaí sin tá ceart achomhairc ag an múinteoir faoi Reacht Mhá Nuad. Má bhíonn deacracht ag múinteoir lena B(h)ord Bainistíochta ba cheart dó/di teagmháil a dhéanamh láithreach le hIonadaí Ceantair Chumann Múinteoirí Éireann don limistéar nó le ceannáras Chumann Múinteoirí

Éireann.

8. Is féidir cás sibhialta a thógáil in aghaidh múinteora.

Is é polasaí Chumann Múinteoirí Éireann i gcás go ndéantar líomhaint nó cúiseamh in aghaidh aon mhúinteora go gcaithfear ceart freagartha agus ceartas aiceanta a thabhairt don mhúinteoir atá i gceist maidir le haon cheann de na nósanna imeachta atá luaite thuas.

Má dhéantar líomhaint in aghaidh múinteora tá sé tábhachtach sin a chur in iúl láithreach d'Ionadaí CEC nó don Ardoifig.

Beifear ag súil go leanfaidh comhaltaí aon chomhairle a thabharfaidh an Ardoifig. Comhaltaí a lorgóidh comhairle (ó dhaoine dlíthiúla/ó dhaoine nach daoine dlíthiúla) lasmuigh de Chumann Múinteoirí Éireann, agus a leanann í in áit chomhairle Chumann Múinteoirí Éireann beidh siad ag cur am CMÉ amú agus tá sé de chumhacht ag an CEC tarraingt siar as an gcás má tharlaíonn sé sin.

### SMACHTBHANNAÍ

Ba cheart do mhúinteoirí aon smachtbhannaí a náiríonn leanbh ceann ar aghaidh agus /nó a chuireann múinteoir i gcontúirt go dtabharfaidh tuismitheoir caingean ina aghaidh mar gheall orthu a sheachaint. Tá ceisteanna tagtha chun cinn ó ghrúpaí éagsúla nach múinteoirí faoi smachtbhannaí ar nós páiste a chur ar a g(h)lúine, é/í a chur ina s(h)easamh agus a (h)aghaidh le balla ar feadh tréimhsí fada, faoi leathanaigh a stróiceadh as cóipleabhair agus faoi chóipleabhair a chaitheamh ar ais le daltaí. Meastar go mbíonn smachtbhannaí mar sin go hiondúil mí-oiriúnach. Ní ciallmhar an ní é ar chor ar bith leanbh a chur taobh amuigh den doras gan mhaoirseacht má chuireann sé sin an leanbh i mbaol. Má bhíonn leanbh á c(h)ur go dtí an Príomhoide nó go dtí múinteoir eile ba cheart leanbh eile a chur in éineacht leis/léi. Más féidir é, ba cheart aon agallamh ar gá a bheith príobháideach faoi le leanbh a dhéanamh agus an doras oscailte nó an doras dúnta le pána gloine ann nó duine fásta eile a bheith i láthair.

Ba cheart a gcéad ainm a thabhairt ar dhaltaí nuair a labhartar leo. Ba cheart a bheith cúramach nach gcuirtear náire nó drochmheas ceann ar aghaidh ar leanbh trí chaidéis shearbhasach nó aisfhreagrach faoin bpáiste féin nó faoina m(h)uintir.

Ba cheart do mhúinteoirí a bheith discréideach nuair a bhíonn leabhair nó lónta saor in aisce á dtabhairt amach. Níor cheart go bhfiafrófaí de dhalta ar bith os comhair ranga faoin leas sóisialta a bhfuil a t(h)uismitheoirí ina theideal. Moltar do mhúinteoirí gan aon fhórsa fisiciúil ar chor ar bith a

úsáid ar leanbh ach amháin nuair is gá sin chun páistí a bhíonn ag troid a stopadh nó a scarúint óna chéile nuair a chinneann ar fhógra ó bhéal nó má dhéanann fórsa den sórt sin leanbh nó duine fásta a chosaint ó ghortú. Dhéanfaí sin freisin i gcás ina mbeadh leanbh ag déanamh ionsaí.

Mar riail ghinearálta ba cheart go seachnódh múinteoirí coinneáil siar mar phionós más múinteoir aonair a bhíonn ag déanamh maoirseachta ar leanbh aonair.

Má choinnítear leanbh rómhinic ó ábhair mar ealaín agus corpoideachas mar gheall ar mhí-iompar d'fhéadfaí féachaint air go bhfuil a cheart bunrechtúil chun oideachais iomláin á cheilt ar an leanbh.

## **SEOLADH AR AGHAIDH**

Molann Cumann Múinteoirí Éireann i gcás go dtagann líomhaint/nochtadh os comhair múinteora go bhfuil mí-úsáid á dhéanamh ar leanbh nó go mbíonn amhras ar an múinteoir féin go bhfuil mí-úsáid ag tarlú go bhfeidhmeodh múinteoirí laistigh de na treoirlínte a d'eisigh an Roinn Oideachais.(Féach iarscríbhinn 1)

## **TEAGMHÁIL FHSICIÚIL LE DALTAÍ**

Is léir áfach go bhfuil níos mó agus níos mó líomhaintí mí-úsáide á ndéanamh. Mar chosaint mar sin is gá faraor cúram faoi leith a dhéanamh chun gearradh siar chomh fada agus is féidir ar na suíomhanna ina mbíonn múinteoir agus dalta le chéile astu féin agus bearta a ghlacadh chun teagmháil fhisiciúil neamhoiriúnach le daltaí a sheachaint.

Moltar do mhúinteoirí gan teagmháil fhisiciúil nach bhfuil oiriúnach a dhéanamh leis na leanaí ina rang.

Ba cheart aon teagmháil fhisiciúil a bhféadfadh leanbh, tuismitheoir nó aon duine eile a d'fheicfeadh é míbhri a bhaint as a sheachaint. D'fhéadfaí míbhri a bhaint as geáitsí neamhfhoirmiúla a dhéanfaí le deachroí, dá ndéanfaí rómhinic iad le páiste amháin.

Beidh amantaí ann a mbeidh bréagadh agus láchaíl, teagmháil fhisiciúil san áireamh, mar a dhéanfadh tuismitheoir le gean, ag teastáil ó leanbh a bheidh trína chéile. Sna cásanna sin ba cheart go mbeadh múinteoirí ar a n-aire lena chinntiú go mbeidh an méid a fheicfidh daoine eile a bheidh i láthair normálta agus nádúrtha agus nach mbíonn teagmháil nach bhfuil gá leis i gceist go háirithe le leanbh faoi leith thar thréimhse ama. Ba cheart go ndéanfadh múinteoirí iarracht neamhspléachas agus féinspléachas a chothú ina gcuid daltaí ach fós a chinntiú go mbeidh atmaisféar suaimhneach lách sa seomra ranga.

## **CRUINNITHE PRÍOBHÁIDEACHA LE DALTAÍ**

B'fhéidir go mbeadh cruinnithe príobháideacha aonair le daltaí riachtanach i gcás mí-iompar tromchúiseach ag daltaí nó má bhíonn fadhb ar leith ag leanbh. Siúd go mbeadh cásanna eisceachtúla ann go mbeadh gá le hagallaimh príobháideacha a dhéanamh le daltaí ba cheart gach cruinniú le leanaí aonair a bheith i láthair duine eile nó an doras a bheith oscailte nó le doras dúnta ina bhfuil painéal gloine. Ba cheart a insint faoin gcruinniú do chomhalta eile den fhoireann agus faoin gcúis atá leis. Ba cheart taifead a choinneáil faoi dhátaí agus amanna chruinnithe den sórt sin agus faoi ábhar an chruinnithe. Ba cheart na cúraimí céanna a dhéanamh nuair a bhíonn diancheachtanna i gceist.

## **LEANAÍ AG DUL GO DTÍ AN LEITHREAS**

Laistigh de leagan amach ranga moltar go mbeadh leanaí cinnte de phríobháideachas nuair a bhíonn siad ag dul go dtí an leithreas. Chomh fada agus is féidir agus is praiticiúil tá an fhreagracht ar an mBord Bainistíochta sin a chinntiú. Más féidir ar chor ar bith é níor cheart iachall a chur ar leanaí dul i líne agus dul chun an leithris ag tráthanna faoi leith den lá. Más féidir ba cheart deis a thabhairt do leanaí dul chun an leithris nuair a theastaíonn sin uathu. Má thugtar faoi deara go mbíonn leanbh ag dul go dtí an leithreas rómhínic ba cheart sin a chur in iúl do na tuismitheoirí le go ndéanfar an leanbh a sheiceáil ó thaobh leighis le go mbeidh fhios ag an múinteoir ar cheart teorainn a chur leis an líon uaireanta a ngabhfaidh an dalta sin amach. Is féidir cleachtais leithris a leagan amach i gcód iompair na scoile.

Ba cheart don Bhord Bainistíochta dul i gcomhairle le tuismitheoirí maidir le polasaí a dhréachtadh faoi nósanna imeachta a leanfar má shalaíonn/má fhliuchann páiste é/í féin.

I suíomhanna speisialta, i.e. scoileanna speisialta, ó thaobh "The Early Start Programme" nuair a bhíonn cúnaimh leis an leithreas/ le cithfholcadh ag teastáil ó na leanaí ba cheart go mbeadh polasaí soiléir scoile i bhfeidhm a dhéanann leanaí agus daoine fásta araon a chosaint. Ba cheart go ndéanadh múinteoirí iarracht comhréiteach a fháil idir an gá atá le cúnaimh a thabhairt agus cearta an linbh chun príobháideachais agus leanacht seasta ag iarraidh cuidiú leis an leanbh neamhspleáchas a bhaint amach.

## **CLUICHÍ/CORPOIDEACHAS**

Nuair a bhíonn leanaí ag athrú le haghaidh cluichí/corpoideachais ba cheart do mhúinteoirí más féidir príobháideachas a chinntiú. Ba cheart do leanaí teacht chun na scoile in éadach oiriúnach nó ba cheart go mbeadh príobháideachas acu le hathrú, agus gan an iomarca páistí a bheith riamh le

chéile chun bulaíocht a sheachaint etc.

## **LINNTE SNÁMHA AGUS SAORÁIDÍ POIBLÍ**

Ba cheart tuiscint a bheith ag múinteoirí ar an gcontúirt bhreise a mbíonn leanaí ann in áiteanna poiblí mar linnte snámha. Moltar go mbeadh múinteoirí ag maoirseacht taobh amuigh den linn agus san áit d'athrú.

Ba cheart go mbeadh leanaí a thugtar chuig linnte snámha in ann iad féin a ghléasadh/ a gcuid éadaí a bhaint díobh, cithfholcadh a thógáil agus iad féin a thriomú. Ba cheart moladh do leanaí a theacht ag snámh ina gcuid éadaí snámha cheana féin faoina gcuid éadaí orthu. Ba cheart breathnú go maith arís féachaint ar cheart a bheith ag tabhairt leanaí nach bhfuil in ann iad féin a ghléasadh/ a gcuid éadaí a bhaint díobh agus cithfholcadh a thógáil astu féin chuig linn snámha. Is eisceacht dó sin ar ndóigh leanaí le riachtanais speisialta.

## **AG FÁGÁIL LEANAÍ SA BHAILE**

Ba cheart don Bhord Bainistíochta a chur in iúl i scríbhinn do thuismitheoirí an tábhacht atá le leanaí a bhailiú tar éis gníomhaíochtaí eischuraclaim mar nach moltar ar chor ar bith d'aon mhúinteoir an leanbh céanna a thabhairt abhaile ina (h)aonar go minic i ndiaidh gníomhaíochtaí eischuraclaim nó i gcás go mbeadh leanbh tinn ach amháin go mbíonn fíor-éigeandáil ann nó ar iarratas faoi leith ó na tuismitheoirí.

Má bhíonn gníomhaíochtaí eischuraclaim ar bun ag scoil ar nós ceolchoirmeacha/cluichí ba cheart do thuismitheoirí a chinntiú chomh fada agus is féidir go ndéanfaidh tuismitheoir nó duine a bheidh ainmnithe ag na tuismitheoirí na leanaí a bhailiú. Ba cheart go ndéarfaí le tuismitheoirí an gá atá le socruithe a dhéanamh lena chinntiú go ngabhfaidh na leanaí abhaile slán.

## **FOSTAITHE SCOILE A SCRÍNEÁIL**

Ba cheart go mbeadh fhios ag comhaltaí go bhfuil treoirínite ar an ábhar seo á réiteach d'fhostóirí faoi láthair ag an Roinn Oideachais agus go mbeidh siad ar fáil do Bhoird Bhainistíochta má theastaíonn siad nuair a bheidh daoine nua á bhfostú i scoileanna.

## **GNÍOMHAÍOCHTAÍ EISCHURACLAIM**

I gcás gníomhaíochtaí taobh amuigh den scoil mar ranganna teanga, ceol, ealaíne etc, a bhíonn ar bun ar áitreabh na scoile/thart ar an scoil trí shocrú príobháideach, ba cheart don Bhord Bainistíochta a chinntiú gur daoine freagracha iad na daoine a bhíonn ag soláthar na ranganna sin.

## **TURAS SCOILE**

Leis an gcontúirt a mbíonn leanaí ann le linn imeachtaí mar thuras scoile tá sé tábhachtach go bhfoghlaimeoidís agus go nglacfaidís acu féin scileanna sábháilteachta pearsanta sula dtosaíonn siad ar na himeachtaí sin.

Tá sé tábhachtach má bhíonn daoine fásta eile ag dul seachas múinteoirí gur daoine freagracha iad a fhaigheann cuireadh ó na múinteoirí agus go dtuigeann siad agus go nglacann siad go hiomlán leis gurb é an múinteoir atá i gceannas go hiomlán.

## **ROCHTAIN TUISMITHEOIRÍ**

Má bhíonn ordú coimeádta/urchoisc i bhfeidhm moltar don Bhord Bainistíochta cóip den ordú sin a fháil. Mura mbeidh a leithéid sin d'ordú ann caithfidh rochtain chuig an leabhar a bheith ag an dá thuismitheoir is cuma cad a déarfadh an thuismitheoir eile.

Mar chuid de pholasáí scoile b'fhéidir gur mhaith le Boird Bhainistíochta a rá nach féidir leanaí ach amháin i gcásanna eisceachtúla i.e. coinne fiaclóra nach féidir a shocrú d'am eile, a thabhairt amach as rang nuair a bheidh siad tagtha chun na scoile.

## **SUÍOMHANA CÚIRTE**

Tá níos mó agus níos mó múinteoirí ag fáil barántais nó subpoena nó iarrtar orthu a theacht mar shainfhinnéithe chun fianaise a thabhairt i gcineálacha éagsúla cásanna lena n-áirítear :-

- m Cásanna Cúirte Dlí Teaghlaigh
- m Cásanna Coiméadta Linbh
- m Faillí, Árachas agus Cásanna Timpiste
- m Cásanna a bhaineann le Mí-Usáid Leanaí (féach iarscríbin do nósanna imeachta)
- m Cásanna a bhaineann le hOrduithe Cosanta Leanaí
- m Cásanna a bhaineann le feidhmiú an Achta Cúraim Leanaí

Tá freagracht ghairmiúil shoiléir ar mhúinteoirí feidhmiú de shíor ar mhaithe lena gcuid daltaí fiú má bhíonn strus agus inní ag baint le dul chun na cúirte. Ba cheart go dtuigfidís nach bhfuil call dóibh freastal ar an gcúirt ach amháin sa chás go bhfaigheann siad barántas nó subpoena. Níl cosc ar mhúinteoir áfach maidir leis an méid thuas freastal ar an gcúirt go deonach chun fianaise a thabhairt. Is ceist breithe gairmiúla é sin do mhúinteoir agus b'fhéidir gur mhaith leis an múinteoir labhairt leis an bPríomhoide, le Cathaoirleach an Bhoird Bainistíochta agus/nó le Cumann Múinteoirí Éireann faoin scéal.

Moltar go ginearálta áfach go n-éileodh múinteoirí go bhfaighidís barántas nó subpoena má chaitheann siad a bheith sa chúirt mar ar an gcéad dul síos bíonn an Roinn Oideachais ag iarraidh cóip den subpoena nó den bharántas in éineacht leis an bhfoirm phá chun saoire le híocaíocht a thabhairt. Ba cheart go mbeadh cibé duine a eisíonn an subpoena nó an barántas freagrach as clúdach ionadaíoch a íoc agus ba cheart go mbeadh sé sin mar choinníoll le freastal ar an gCúirt.

Tugann an freastal ar an gCúirt freisin faoi subpoena nó faoi bharántas cosaint don mhúinteoir mar go léiríonn sé do gach taobh nach bhfuil an múinteoir ag tabhairt eolais dá d(h)eoin féin agus nach mbeadh uaidh/uaithi aon bhaint a bheith aige/aici leis an gcás áirithe sin de ghnáth. I gcás go ngairtear múinteoir chun na Cúirte molann Cumann Múinteoirí Éireann go leanfaí na treoirlínte seo a leanas.

Beidh an múinteoir i láthair ina c(h)umas gairmiúil mar mhúinteoir agus níor cheart go ginearálta go mbeifí ag súil go labhródh sé/sí ach ar an suíomh foghlama/teagasc, mar shampla ó thaobh fhreastal an linbh agus dul chun cinn agus ábhair eile a bhaineann leis an scoil. Ba cheart do mhúinteoirí cuimhneamh nach siceolaithe ná oibrithe sóisialta iad agus go mbaineann a saineolas gairmiúil le teagasc/foghlaim.

Ba cheart go ndéarfadh múinteoirí a bhfuiltear ag iarraidh orthu freastal ar an gCúirt mar dhaoine gairmiúla go bhfuil siad ag súil le táille ghairmiúil chúí agus lánchlúdach ionadaíoch.

B'fhéidir gur mhaith leis an múinteoir na ceisteanna sin a phlé roimh ré leis an bPríomhoide nó le cathaoirleach an Bhoird Bainistíochta.

Tá sé d'oibleagáid ar gach finné an fhírinne a insint agus iad faoi mhionn. Múinteoir a nglaoitear air/uirthi faoi bharántas nó subpoena mar fhinné ní bhaineann sé/sí go díreach le ceachtar den dá thaobh ach amháin ina c(h)umas mar fhinné saineolais agus níor cheart go dteastódh ionadaíocht dlí uaidh/uaithi mar sin.

Is é polasaí Chumann Múinteoirí Éireann gan ionadaíocht dlí a sholáthar i ndáil le múinteoirí a bhíonn ag freastal ar an gCúirt mar fhinnéithe.

I gcás go nglaoonn páirtí atá ionadaíoch don scoil ar mhúinteoirí i.e. an comhlacht árachais faoi thimpist sa scoil moltar do mhúinteoirí comhoibriú go hiomlán leis an bpáirtí sin.

I gcás go lorgaíonn Aturnaetha /Oibrithe Sóisialta nó siceolaithe eolas ó bhéal nó i scríbhinn faoi dhul chun cinn an linbh ar mhúinteoirí roimh chás Cúirte ba cheart go lorgóidís cead i scríbhinn ón dá thuismitheoir má bhíonn dhá thuismitheoir ann. Ba cheart go mbeadh fhios ag an



bPríomhoide faoin iarratas sin freisin.

## **COMHAIRLE FAOI CHUNTAIS A CHOINNEÁIL**

Tá sé tábhachtach go mbeadh fhios ag múinteoirí faoi na nósanna imeachta atá leagtha síos i rialacha agus i mbunreactha Bhoird Bhainistíochta faoi airgeadas scoile. Forálann na rialacha go gcoinneoidh Cisteoir an Bhoird Bainistíochta cuntais scoile agus go dtaiscfear gach airgead a gheofar i gcuntas bainc na scoile agus go ndéanfar gach íocaíocht le seic agus é sínithe ag an gCathaoirleach agus ag an gCisteoir nó ag comhaltaí eile a bheidh ainmnithe ag an mBord Bainistíochta chuige sin. Sa chás go mbeidh cuntas múinteoirí nó tuismitheoirí ar leithligh ann tá sé tábhachtach go mbeadh dhá shíniú le gach seic agus gach astarraingt .

Molann Cumann Múinteoirí Éireann, is cuma an mbíonn múinteoirí ag déileáil le hairgeadas scoile, anois agus arís nó go rialta, go gcoinneofaí mionchuntais agus admhálacha do gach lóisteáil agus do gach caiteachas.

## **CAIDREAMH LE BOIRD BHAINISTÍOCHTA**

Tá sé tábhachtach ar mhaithe le timpeallacht oibre tháirgiúil fholláin a chruthú go mbeadh deachaidreamh oibre idir múinteoirí agus idir na múinteoirí agus an Bord Bainistíochta. Ba cheart go mbeadh atmaisféar omóis dá chéile idir múinteoirí agus an Bord Bainistíochta, le go bhféadfaidh ar lámh amháin muinín a bheith ag na múinteoirí as nósanna imeachta agus polasaithe an Bhoird Bainistíochta agus ar an lámh eile le go bhféadfaidh muinín a bheith ag an mBord Bainistíochta as an bhfoireann. Má tharlaíonn mí-thuiscint idir múinteoirí nó idir múinteoir agus an príomhoide nó an Bord Bainistíochta ba cheart déileáil leis chomh fada agus is féidir ar mhodh neamhfhoirmiúil. Féadfaidh múinteoir tarraingt ar nósanna imeachta foirmiúla, mar nós imeachta gearán Chumann Múinteoirí Éireann/CPSMA nuair nach féidir nithe a réiteach go neamhfhoirmiúil.

## **RÚNDACHT EOLAIS**

Níor cheart go mbeifí ag caint faoi leanaí os comhair daoine nach daoine gairmiúla iad i seomra na foirne.

Má thugtar eolas do mhúinteoir faoi shláinte/cúlra baile linbh ba cheart dó/di a fháil amach ó na tuismitheoirí an eolas faoi rún é sin.

Is eolas príobhléideach é eolas faoi leanaí.

## **JOBANNA/TASCANNA A IARRTAR AR LEANAÍ A DHÉANAMH AR SCOIL**

Má iarrtar ar leanaí tascanna éagsúla a dhéanamh ar scoil ba cheart a bheith cúramach gur ar bhonn róta agus ar bhonn deonach a dhéantar é lena chinntiú nach mbrandáiltear leanaí a bhíonn ag déanamh tascanna sclábhaíochta.

Ma iarrtar ar leanaí an seomra ranga/clós a ghlanadh, nó a réiteach ba cheart go dtabharfaí an chosaint riachtanach dóibh mar láimhíní indiúscartha.

Tá sé tábhachtach go spreagfaí leanaí chun a bheith freagrach agus go bhfaighidís tascanna le déanamh ar scoil le cuidiú leo a bheith níos neamhspleáiche agus níos freagraí. Agus tascanna á dtabhairt amach do leanaí tá sé tábhachtach áfach go dtuigfeadh múinteoirí nár cheart níos mó de sheans a thógáil ná a thógfadh tuimitheoirí an pháiste féin agus iad ag tabhairt an taisc sin don pháiste. Ba cheart gur sábháilteacht ba mhó a bheadh i gcónaí in intinn an mhúinteora. Seo a leanas liosta tascanna nár cheart riamh iarraidh ar leanaí iad a dhéanamh. Mar shampla dá ngortódh leanbh é/í féin nó dá gcuirfeadh sé/sí é/í féin i gcontúirt agus é/í ag déanamh aon cheann de na tascanna seo a leanas d'fhéadfaí cúis dlí a thabhairt in aghaidh an mhúinteora a bheadh i gceist.

1. Ag glanadh suas i ndiaidh linbh a bheadh tar éis a bheith tinn sa scoil.
2. Ag plugáil isteach an túláin nó trealamh leictreach eile.
3. Ag dul chuig an siopa i dteachtaireacht.
4. Ag fanacht siar tar éis na scoile chun glanadh suas a dhéanamh d'uireasa chead na dtuimitheoirí
5. Ag glanadh suas i ndiaidh linbh a d'fhliuch nó a shalraig é/í féin
6. Ag iompar deochanna te.
7. A bheith curtha i dteachtaireacht astu féin. Ba cheart beirt leanaí a chur i dteachtaireacht i gcónaí.
8. Ag iompar trealamh trom.
9. Ag riar céadchabhrach.
10. Ag iarraidh orthu piolla a chaitheamh le haghaidh tinnis cinn etc. nó piollaí a iompar ó mhúinteoir amháin go dtí múinteoir eile.
11. A iarraidh ar dhaltáí tae a dhéanamh.
12. Nótaí le heolas discréideach a iompar.
13. Airgead a bhailiú astu féin do mhúinteoirí/bailiú airgid gan mhairseacht ó mhúinteoirí /dhaltáí eile.
14. Nó gníomhaíochtaí eile den sórt sin a chuireann páistí i gcontúirt.

### **CÉADCHABHAIR**

Ba cheart don Bhord Bainistíochta agus leanbh á chur ar an rolla acu cead i litir a iarraidh ar thuimitheoirí a bpáiste a thabhairt chun an ospidéal/

chun an dochtúra ar chomhairle an mhúinteora /an phríomhoide.  
Ba cheart go gcoinneofaí an litir sin go buan ar chomhad le linn na tréimhse a mbeidh an leanbh sa scoil.

Ba cheart gur duine fásta freagrach a thabharfadh faoi chóireáil a dhéanamh ar ghortuithe.

Má bhíonn sé riachtanach leanbh a thabhairt chun an dochtúra nó chun an ospidéal ba cheart gach iarracht a dhéanamh teagmháil a dhéanamh ar dtús le tuismitheoir nó le caomhnóir.

Moltar go mbeadh taifead coinnithe d'uimhreacha teifeafóin trínar féidir teagmháil a dhéanamh le tuismitheoirí ag an obair agus sa bhaile. I gcás éigeandála ba cheart do mhúinteoir brath ar a b(h)reithiúnas féin sa chás faoi leith sin. Tá sé tábhachtach a thabhairt faoi deara gur féidir an dlí a chur ar dhuine má mhainníonn sé/sí cóireáil a dhéanamh ar ghortú. Ar mhaithe le múinteoirí agus leanaí a bheith sábháilte ba cheart a bheith chomh cúramach céanna agus céadchabhair á riar chun teagmháil le galair/tinnis thógálacha a sheachaint. Tá sé sin tábhachtach go háirithe i gcás dóirteadh fola nó teagmháil le leacht colainne i.e. múisc. Ba cheart don Bhord Bainistíochta socrú ar threoirínte a leanfaí agus céadchabhair a chur i bhfeidhm sa scoil ar nós na dtreoirínte atá leagtha síos i dTreoirínte/Cairt Céadchabhrach na Roinne atá ar fáil saor in aisce ón Aonad Chur chun Cinn Sláinte, Teach Háicín, Baile Átha Cliath. 2

## **CAILÍNÍ AGUS MÍOSTRUÍ**

Tá sé tábhachtach go dtuigfeadh múinteoirí agus tuismitheoirí go bhfuil cailíní anois ag sroicheadh caitheachais níos luaithe agus go dtosaíonn go leor cailíní anois ag míostrú sa cheathrú rang. Tá sé fiorthábhachtach go mbraithfeadh na daltaí mná go bhfuil múinteoir sa scoil lena bhféadfaidh siad labhairt, agus lena bhféadfaidh siad a gcuid inní agus ábhar buartha a phlé. Ba cheart don Bhord Bainistíochta a chinntiú go bhfuil córas sách maith ar fáil le haghaidh táirgí sláintíochta a dhiúscairt agus go bhfuil soláthar táirgí sláintíochta a bhfuil teacht go héasca gan náire ag cailíní air sa scoil freisin. Ba cheart don scoil a chinntiú freisin go mbeadh neart eolais ag na cailíní faoi mhíostrú óna dtuismitheoirí agus/nó laistigh de chomhthéacs na scoile. Seachnaíonn sé sin crá croí agus buairt nach bhfuil gá ar bith leis mar nach mbíonn go leor tuismitheoirí ag ceapadh go bhforbróidh a gcuid páistí chomh sciobtha agus a dhéanann.

## **SLÁINTE AGUS SÁBHÁILTEACHT**

Tá oibleagáid de réir an dlí ar an mBord Bainistíochta ráiteas sábháilteachta a bheith aige dá scoil arb é a pholasaí é a chuid fostaithe agus iad sin a bhíonn ag úsáid na scoile a chosaint. Tá sé d'oibleagáid orthu a chinntiú go

bhfuil an scoil ag comhlíonadh caighdeán sláinte agus sábháilteachta chearta. Tá sampla de ráitis sábháilteachta ar fáil ó Ardoifig Chumann Múinteoirí Éireann. Tá breis eolais oiriúnach ar fáil ón Údarás Sláinte agus Sábháilteachta, 10 Plás Uí Ógáin, Sr. na Mór-Chanála Íocht, Baile Átha Cliath 2 .

## **SLÁINTEACHAS**

Ba cheart don Bhord Bainistíochta a chinntiú go bhfuil caighdeán inghlactha ag baint le sláinteachas na scoile tríd is tríd agus má tharraingítear aird ar é a bheith faoi chaighdeán nach bhfuil inghlactha ba cheart don Bhord an scéal a chur ina cheart láithreach. Ba cheart gach iarracht a dhéanamh lena chinntiú go mbíonn múinteoirí agus leanaí ag obair i dtimpeallacht atá glan agus compordach.

Ba cheart go mbeadh leithris ghlana, uisce te agus gallúnach, fáil ar thuáillí glana, láimhíní indiúscartha, aonaid diúscartha sláintíochta agus deiseanna céadchabhrach (líonta mar a deir Treoirlínte na Roinne Oideachais) ar fáil, ar an gcaighdeán atá leagtha síos, i ngach scoil.

Mura mbeidh corpoideachas ar an rang deiridh sa lá ba cheart do scoileanna, más féidir agus más praiticiúil agus más gá, deis a thabhairt do na leanaí athrú as éadaí nach bhfuil glan.

Táthar ag súil le caighdeán ard sláinteachais ó na múinteoirí agus ó na daltaí agus ba cheart don fhoireann sin a chur chun cinn. Ba cheart go mbeadh cleachtais chéadchabhrach agus sláinteachais i bhfeidhm nár ghá eolas agus iad sin i bhfeidhm ar chásanna sonracha ionfhabhtaithe mar HIV seachas na cinn a mholfadh dochtúir leanbh a choinneáil ón scoil mar gheall orthu. Tá sé sin leagtha amach níos mine sna treoirlínte do rialú ionfhabhtuithe a eisíodh chuig scoileanna i 1995. Tá tuilleadh cóipeanna ar fáil ó Oifig Oideachais Sláinte, Teach Háicín, Baile Átha Cliath 2 ach iad a iarraidh.

## **CÓGAIS A RIAR I SCOILEANNA <sup>(1)</sup>**

### **RÉAMHRÁ**

Tá níos mó agus níos mó inní le gairid faoin mbaint ba cheart a bheith ag múinteoirí le riar chineálacha éagsúla cógais ar dhaltaí. Siúd is go ngníomhaíonn múinteoirí i scoileanna "in loco parentis" níl aon oibleagáid ar mhúinteoirí cógais a riar go rialta ar leanaí nó maoirseacht a dhéanamh ar leanaí nuair a bhíonn siad ag caitheamh cógas. Níor cheart go mbeadh fadhb ann áfach má bhíonn múinteoirí sásta, agus cead acu ón mBord Bainistíochta agus cead i scríbhinn ó thuismitheoirí acu agus oiliúint orthu. Déanann múinteoirí a ndícheall go ginearálta chun freastal a dhéanamh ar

1. Ba mhaith linn buíochas a ghlacadh leis an National Union of Teachers (N.U.T.) as a gcuid treoirlínte a chur ar fáil dúinn ar "The Administration of Medicines in School", ba mhór an cúnamh iad dúinn agus muid ag réiteach ár dtreoirlínte féin faoin ábhar.

leanbh a bhíonn tinn ach ní dhéanfadh siad sa deireadh thiar sin dá gcuirfeadh sé sin isteach ar bhealach ar bith ar leas agus ar shábháilteacht aon linbh a bhíonn faoina gcúram. Tá sé tábhachtach mar sin go mbeadh na réimsí freagrachta soiléir. Is é aidhm na comhairle seo treoir shoiléir a thabhairt do chomhaltáí faoi shuíomhanna nach mbeadh sé oiriúnach dóibhsean cógais a riar ar dhaltaí agus chun teorainneacha aon "cheanglas" a chuirfí ar mhúinteoirí a léiriú.

Bíonn múinteoirí sásta i gcónaí ar ndóigh cabhair a thabhairt nuair a tharlaíonn timpist nó éigeandáil mar shampla nuair a tharlaíonn timpist thromchúiseach do leanbh agus caitear teagmháil a dhéanamh leis na tuismitheoirí agus glaoch ar otharcharr. Níl an chomhairle seo ag iarraidh freagrachtaí fhoireann scoile a shoiléiriú i dtoscaí den sórt sin ach moltar go mbeadh na nósanna imeachta chun déileáil le suíomhanna éigeandála den sórt sin soiléir agus curtha in iúl don fhoireann agus do thuismitheoirí.

## **DUALGAS GAIRMIÚIL MÚINTEOIRÍ**

Tá sé de dhualgas gairmiúil ar mhúinteoirí sláinte agus sábháilteacht daltaí a chosaint nuair a bhíonn údarú ann iad a bheith ar áitreabh na scoile agus nuair a bhíonn siad ag gabháil do ghníomhaíochtaí scoile údaraithe in áit éigin eile. Ní chiallaíonn sé sin go bhfuil dualgas ar mhúinteoirí go pearsanta riar cógas a ghlacadh orthu féin. Go deimhin tá sé tábhachtach nach nglacann múinteoirí freagracht as riar aon cógais a dhéanfadh dochar do shláinte linbh dá ndéanfaí é a riar mícheart.

## **LEANAÍ LE FADHBANNA SLÁINTE FADTÉARMACHA**

Aithnítear gur maith an ní é leanaí le fadhbanna sláinte athfhillteacha mar phlúchadh, thiteamas, diaibéiteas agus anaifilaicis a bheith sa scoil le go bhféadfaidh siad leanúint dá gcuid oideachais. Má dhéantar sin áfach caithfear socruithe cearta a thuigtear go soiléir a bheith déanta faoi riar cógas. Ba cheart tuismitheoirí a spreagadh le go dtabharfaidís an tacaíocht agus an cúnamh is mó is féidir leo don scoil chun freastal ar an dalta. I gceist leis sin bheidh féinriar (nuair is gá agus ní gan cead ó dhochtúir teaghlaigh ar dtús) nó faoi shúil tuismitheora.

## **MÚINTEOIRÍ AGUS RIAR CÓGAS I SCOILEANNA**

- 1 Ní féidir a éileamh ar aon mhúinteoir go ndéanfaidís cógais nó drugaí a riar ar dhalta.
2. Níor cheart d'aon mhúinteoir a bheith sásta cógas a riar ach amháin faoi threoirlínte atá rialaithe go dian agus caithfidh sé/sí a bheith cinnte go bhfuil an riar sin sábháilte. Is maith an rud é gan a bheith sásta an riar sin a dhéanamh ach amháin i suíomhanna éigeandála. Múinteoir a ghlacann freagracht air/uirthe féin cógais a riar tá sé/sí ag glacadh

dualgas dlí trom air/uirthi féin an fhreagracht a chomhlíonadh ceart. Ní mór gach réamhchúram réasúnach a ghlacadh. Ní mór treoracha soiléire faoi chógais a chaitear a riar go rialta a fháil agus a leanacht go dlúth. Is é comhairle Chumann Múinteoirí Éireann:-

- (A) gur cheart do thuismitheoirí an dalta atá i gceist scríobh chuig an mBord Bainistíochta ag iarraidh ar an mBord comhalta den fhoireann teagaisc a údarú chun an cógas a riar.
- (B) gur cheart go mbeadh treoracha scríofa faoin nós imeachta atá le leanúint agus an cógas le riar san iarratas.
- (C) féadfaidh an Bord Bainistíochta tar éis dóibh an scéal a bhreathnú múinteoir a údarú chun cógas a riar ar dhalta. Má údaraítear múinteoir amhlaidh ba cheart go dtabharfadh an Bord Bainistíochta treoracha cearta don mhúinteoir.
- (D) níor cheart do mhúinteoir cógas a riar gan údarú sonrath an Bhoird.
- (E) agus iad ag riar cógais ar dhaltaí ba cheart do mhúinteoirí an oiread céanna cúraim a dhéanamh agus a dhéanfadh thuismitheoir réasúnach críonna.
- (F) ba cheart don Bhord Bainistíochta eolas dá réir a chur in iúl do lucht árachais na scoile.
- (G) ba cheart don Bhord Bainistíochta slánaíocht a lorg ó na thuismitheoirí i dtaobh aon dhliteanais a d'fhéadfadh tarlú de bharr riar an chógais.

Ba cheart don Bhord Bainistíochta socruithe a dhéanamh chun an cógas a stóráil go sábháilte agus do nósanna imeachta do riar an chógais i gcás go mbeadh an múinteoir údaraithe as láthair. Is ar na thuismitheoirí atá an fhreagracht seiceáil gach maidin an bhfuil an múinteoir údaraithe sa scoil, sin mura mbeidh a mhalairt de shocrú déanta go háitiúil.

3. I gcásanna éigeandála níor cheart do mhúinteoirí níos mó ná an méid is léir is gá agus is oiriúnach chun fulaingt a chosc nó chun tuilleadh dochair nach bhféadfaí a leigheas a chosc a dhéanamh. Ba cheart cóireáil leighis cháilithe a fháil i gcás éigeandála chomh luath agus is féidir.

Nuair is féidir sin ba cheart do scoileanna a éileamh go socródh lucht leighis amanna do chógais sa chaoi nach mbeidís ag teacht salach ar am scoile.

Tá sé tábhachtach go n-iarrfadh Boird Bhainistíochta ar thuismitheoirí a chinntiú go gcuirfí in iúl do mhúinteoirí i scríbhinn faoi aon bhail mhíochaine atá ag gabháil d' aon leanbh ina gcuid ranganna. Leanáí a bhfuil titeamas nó diaibíteas nó siondróm turrainge anaifilaicis ag gabháil dóibh d'fhéadfaidís taom a fháil uair ar bith agus tá sé fiorthábhachtach mar sin go n-aithneofaí na comharthaí sóirt le go bhféadfadh duine oiriúnach a theacht i gcabhair ar an dalta más gá.

I gcás go mbeidh cógais tugtha do mhúinteoirí le riar i gcás éigeandála e.g. aidréanailín i gcás anaifilaicis ba cheart gurb é an dáileog is lú a chinntíonn teacht slán go dtí go dtiocfaidh saineolaí leighis ar an láthair a bheadh i gceist. Níor cheart go mbeadh dáileog éigeandála tráth ar bith sa chaoi go ndéanfadh sé dochar don leanbh má riaratar mícheart é. Ba cheart dearbhú faoi sin a fháil i scríbhinn ón gcleachtóir leighis atá freagrach as an leanbh sula a n-aontódh scoil go mbeadh cógas sábhála beatha den sórt sin faoina cúram. Níor cheart más féidir sin snáthaidí d'instealladh a choinneáil ar an láthair agus ba cheart instealltaí de chineál eipipín a úsáid.

I gcás go mbíonn leanáí ag fulaingt ó dhonais a chuirfeadh a mbeatha i mbaol mar na cinn thuas ba cheart do thuismitheoirí a leagan amach go soiléir i scríbhinn cad is féidir agus nach féidir a dhéanamh i suíomh éigeandála faoi leith ag féachaint go sonrath do na nithe a chuirfeadh an leanbh i mbaol.

## **SOCRUITHE SA SCOIL**

Nuair is féidir sin ba cheart a iarraidh ar thuismitheoirí socrúithe a dhéanamh chun a theacht isteach chun na scoile nó do na daltaí dul abhaile am lóin le haghaidh cógais. Ba cheart go dtabharfadh an Bord Bainistíochta gach uile chúnaimh chun na socrúithe sin a dhéanamh. I gcás nach féidir sin ba cheart go gcuirfí na nósanna imeachta seo a leanas i bhfeidhm:-

- (A) Sonraí i scríbhinn ón thuismitheoir chuig an mBord Bainistíochta ag tabhairt ainm an linbh, ainm agus dáileog an chógais; an mbeidh an leanbh freagrach as a c(h)ógas féin; na toscaí inar cheart don mhúinteoir an cógas a riar agus an cead sin a dhéanamh; cathain ar cheart fógra a thabhairt do thuismitheoir agus an áit ar féidir teacht air nó uirthi.
- (B) Comhairle i scríbhinn chuig an mBord Bainistíochta faoi stóráil an chógais, ar a n-áirítear na ceanglais chógaslainne (m.sh. cuisneoireachta más gá) agus bealach lena chinntiú go mbeidh an leanbh in ann teacht air.
- (C) Má bhíonn cead tugtha ag an mBord Bainistíochta chun cógas a riar

ba cheart gurb é an dáileog is lú a dhéanfadh cúis a thabharfaí chun na scoile, ag an tuismitheoir más féidir le treoracha soiléire i scríbhinn lena riar agus ainm an dalta. Ní fheileann gabhdáin ghloine do dhaltaí le hiompar.

(Nóta: Níl sé praiticiúil dáileog amháin tomhaiste de chógas leachta a thabhairt isteach; téann an leacht i bhfastó den ghabhdán agus ní bhíonn dóthain sa dáileog ansin).

- (D) Níor cheart go gcoinneodh an dalta an cógas, ba cheart é a chur faoi ghlas i gcófra as lámha páistí. Ba cheart áfach go mbeadh sé éasca teacht ar chógas ar nós análaitheoirí do ghasúir a bhfuil plúchadh orthu tráth ar bith i rith an laescoile. Is ar chomhairle bhreithiúnas ghairmiúil an mhúinteora atá sé cén bealach a ndéanfaí sin.
- (E) Ba cheart go mbeadh an cógas féinriartha más féidir faoi mhaoirseacht duine fásta. D'fhéadfadh sé gurb é an príomhoide a bheadh i gceist nó duine ag feidhmiú le húdarás an phríomhoide. Ba mhaith an chomhairle taifead scríofa a choimeád faoi dháta agus am an riartha.

Ba cheart go mbeadh eolas ag múinteoirí faoi Threoirlínte Rialaithe Ionfhabhtaithe agus ba cheart do scoileanna fógra a thabhairt do thuismitheoirí nuair a bhíonn galair ionfhabhtaithe sa scoil mar d'fhéadfadh leanaí le heasnamh imdhíonachta bás a fháil de bharr a theacht i dteagmháil le hionfhabhtuithe den sórt sin.



# IARSCRÍBHINN 1

## AN ROINN OIDEACHAIS

### NÓS IMEACHTA CHUN DÉILEÁIL LE LIOMHAINNÍ NÓ LE HAMHRAS FAOI MHÍ-ÚSÁID PHÁISTÍ

#### 1. Réamhrá

Is mian leis an Aire tagairt do chásanna liomhnaithe mhí-úsáid pháistí agus don nós imeachta is inleanta ag údaráis scoileanna náisiúnta áit a bhfuil liomhainn nó amhras gur tharla a leithéid de mhí-úsáid.

- Dréachtadh na treoirlínte sa doiciméad seo tar éis plé idir an Roinn Oideachais agus na heagrais ionadaíocha do bhainistíocht scoileanna, do thuismitheoirí agus do mhúinteoirí. Tá nós imeachta sa doiciméad a bhfuil sé d'aidhm leis cuidiú le húdaráis bhainistíochta scoileanna agus le hoidí agus iad ag déileáil lena nochtann páistí dóibh faoin ábhar seo. Tá na céimeanna atá le leanacht ag déileáil leis na gnóthaí seo leagtha amach go mion sa doiciméad seo.

Is mian leis an Aire a thathaint ar údaráis scoileanna agus ar oidí cloí leis na treoirlínte agus iad ag déileáil le liomhaintí nó amhras faoi mhí-úsáid pháistí. Ní treoirlínte statúideacha iad seo dar ndóigh, agus sa chás go rachadh an scéal chun cúirte thabharfaí breith ar gach cás de bhun tuillteanais.

#### 3. Conas Comharthaí Mí-Úsaide Pháistí a Aithint

Tá cóipeanna den Seicliosta a sholáthraíonn an Roinn Sláinte mar chabhair in aithint agus i bhfiosrú mhí-úsáid pháistí, idir fhísiciúil agus ghnéasach, comhiata. Is den tábhacht é go léifí iad seo i gcomhar leis an doiciméad “Treoirlínte um Mhí-úsáid Pháistí” leis an Roinn Sláinte. Níor cheart go gceapfaí aon chomhartha amháin a bheith cinntitheach ann féin ach is cóir breathnú air i gcomhthéacs cnuasach fachtóirí agus ag cur coinníollacha an teaghlaigh/nó an cháis áirithe sin san áireamh.

#### 4. Nós Imeachta Tuairisceoireachta

- (A) Má fhaigheann oide liomhainn nó má bhíonn amhras air/uirthi go bhfuil mí-úsáid á himirt ar pháiste, ba cheart don oide, ar an gcéad dul síos, tuairisc a thabhairt ar an ábhar d'oide eile, an príomhoide de ghnáth.

Nota:- D'fhéadfaí na treoirlínte seo a athrú de réir thorthaí na Meithle Oibre ar Mhí-Úsáid Leanai.

(B) Má bhíonn na hoidí sásta go bhfuil bonn réasúnta leis an amhras nó leis an liomhain ba chóir dóibh Cathaoirleach an Bhoird Bhainistíochta a chur ar an eolas. Mura mbíonn teacht ar an gCathaoirleach ag an am ba chóir dóibh déanamh mar a mholtar ag (c) agus an Cathaoirleach a chur ar an eolas níos déanaí.

(C) Ba cheart do Chathaoirleach an Bhoird agus don oide le chéile an gnó a chur faoi bhráid Stiúrthóir an Chúraim Phobail/Oifigeach Leighis Sláinte (SCP/OLS) san áit. Tá seoltaí agus uimhreacha gutháin na n-oifigeach réigiúnach éagsúil comhiata chun na críche seo. Is den riachtanas é go gcoinneofaí an gnó faoi rún go daingean agus nach bpléifí í ach amháin i measc na bpáirtithe atá luaite thuas (féach alt 7).

**N.B.** Níl sé d'fhreagracht ar fhoireann scoile fiosruithe a dhéanamh ar thuismitheoirí ná ar chaomhnóirí agus i gcásanna áirithe ní thioctadh ach aimhleas mar thoradh ar a leithéid a dhéanamh. Is gnó don SCP/OLS féachaint isteach i gcásanna ina bhfuil amhras faoi mhí-úsáid agus cinneadh ar ghníomh ina leith ar a n-áirítear teagmháil a dhéanamh le thuismitheoirí agus/nó le Gardaí.

4.2 Má fhaigheann oide liomhain nó má tá amhras air/uirthi go bhfuil páiste ag fulaingt mí-úsáide ó dhalta de chuid na scoile ba cheart déanamh de réir na dtreoirínte thuas.

Má táthar in amhras go bhfuil mí-úsáid fhisiciúil á himirt ag dalta ba cheart déileáil leis an ngnó faoi théarmaí Rialacha 121 agus 130 do Scoileanna Náisiúnta i dtús báire.

4.3.1 Má fhaigheann oide liomhain nó má tá amhras air/uirthi go bhfuil fostaí de chuid na scoile ag imirt mí-úsáide ar dhalta ba chóir dó/di tuairisc ar an ábhar a thabhairt d'oide eile - an príomhoide de ghnáth - agus do Chathaoirleach an Bhoird Bhainistíochta.

4.3.2 Ba chóir don Chathaoirleach scéala a thabhairt don fhostaí faoin liomhain nó faoin amhras a cuireadh in iúl. Má fheictear don Chathaoirleach go bhfuil bonn réasúnta leis an amhras nó leis an liomhain ba chóir dó/di deis a thabhairt don fhostaí freagra a thabhairt agus tuairisc ar an ábhar a thabhairt don SCP/OLS agus freagra an fhostaí a bheith mar chuid di más é sin mian an fhostaí.

4.4 Má fhaigheann an t-oide liomhain eile nó má bhíonn amhras air/uirthi go bhfuil mí-úsáid á himirt fós ar pháiste tar éis déileáil leis an gcéad liomhain ba chóir tuilleadh teagmhála a dhéanamh le hoifig

an SCP/OLS de réir an nós imeachta atá leagtha amach ag 4.1(c) thuas.

#### 5. Faisnéis a Bheidh ag Teastáil ón SCP/OLS

Sa chás go mbíonn amhras faoi mhí-úsáid pháistí beidh sé ríthábhachtach go mbeidh taifead de gach faisnéis ar fáil. Ba chóir d'fhoireann scoile nóta cúramach a choiméad ar a mbíonn tugtha faoi deara acu agus cathain a thug siad faoi deara é. Ba chóir mionchur síos a dhéanamh ar chomharthaí dochair choirp nó líníocht a dhéanamh díobh. Ba cheart nóta a dhéanamh d'aon chuntas mínithe a thugann an páiste atá i gceist, nó duine fásta ab fhéidir gur imir sé mí-úsáid ar an bpáiste, faoin gcaoi ar tharla an dochar. Ba chóir é a dhéanamh chomh luath agus is féidir tar éis go dtugtar an cuntas agus b'fhearr na focail áirithe a úsáideadh a nótaíl. Tharlódh go n-iarrfadh an SCP/OLS ar oide freastal ar chomhdháil chásbhreithnithe níos déanaí.

#### 6. An Chaoi Le Déileáil Lena Nochtann Páistí

Is intuigthe go mbeadh páiste ar imríodh mí-úsáid air/uirthi faoi mhórstrus mothúcháin agus tharlódh gur ball foirne an t-aon duine fásta ina gcuirfeadh sé/sí iontaoibh. Nuair a chuirfear faisnéis ar fáil faoi rún beidh gá le fios labhartha agus mothálacht ag an mball foirne ag freagairt don eolas a scaoiltear. Beidh ar an mball foirne an leanbh ar chur ar a s(h)uaimhneas agus a (h)iontaoibh a choinneáil agus é/í ag míniú don pháiste a thábhachtaí atá sé gníomhú sa chás agus na torthaí a d'fhéadfadh a bheith ar an ngníomh, go gcaithfí daoine fásta eile a thabhairt isteach sa scéal. Is den tábhacht é a insint don pháiste go ndéanfar gach ní is féidir chun fortacht agus tacaíocht a thabhairt dó/di, ach gan geallúintí do chomhlíonta a thabhairt e.g. ag geallúint gan an scéal a insint d'éinne eile.

#### 7. Rúndacht

Is den fhíor-riachtanas é rúndacht a choinneáil agus aon chás líomhnaithe de mhí-úsáid pháiste á phlé. Is do dhaoine a bhfuil dualgas orthu an t-eolas a fháil agus dóibh sin amháin is ceart eolas a thabhairt agus ní ceart treaspháirtithe bheith inpháirteach i líomhaintí murar den riachtanas iad a thabhairt isteach sa scéal de réir mar a leanann an cás ar aghaidh.

#### 8. An Staid ó Thaobh an Dlí

- (A) Sa chás go ndéanfaidh Cathaoirleach Boird Bhainistíochta nó oide gearán nó faisnéis a sholáthar i dtaca le hamhras mí-úsáid

pháistí bheith ar siúl leis na húdaráis chuí, bheadh an tuairisc sin faoi phribhléid. An té a thabharfadh an tuairisc sin, ag gníomhú dó/di in loco parentis, bheifí ag súil gur chun leasa an pháiste sín a bheadh sé/sí ag gníomhú agus tá comhairle faighte ag an Aire go mbreathnófaí mar sin ar aon tuairisc maidir le hamhras faoi mí-úsáid pháistí. Ní féidir an phribhléid a chur i leataobh ach sa chás gur féidir a bhunú gur ghníomhaigh an gearánaí go mailiseach.

- (B) Daoine a dhéanann tuairisc ar a nochtann páiste ní áirítear iad a bheith ag déanamh líomhaine mar chúisiú, ach ag comhlíonadh a ndualgais le hintinn mhaith. Ní ag cur rud i leith duine ná á c(h)úisiú atá siad ach amháin ag cur tuairisce ar aghaidh.
  - (C) Ní dócha go n-éileofaí ar dhaoine a sholáthraíonn tuairisc maidir le amhras faoi mí-úsáid pháistí de réir na dtreoirlínte seo freastal ar chúirt sa chás go ndéanfaí daoine a chúisiú. (Sa chás go ndéantar subpoena ar oide freastal ar an gCúirt áfach, ceadaítear dó/di bheith as láthair ón scoil ar tuarastal chomh fada agus is riachtanach. Más gá ionadaí a fhostú caithfidh an scoil an costas a sheasamh agus féadtar aisíoc a éileamh ón Roinn Dlí agus Cirt níos déanaí).
  - (D) Nuair a ghníomhaíonn Cathaoirleach an Bhoird Bhainistíochta faoi fhorálacha alt 4.3.2 de na treoirlínte seo ní den riachtanas é rabhadh a thabhairt don duine ná finné a chur ar fáil mar níl cúisiú á dhéanamh ag an bpointe sin; níl an Cathaoirleach ach ag cur an duine ar an eolas agus ag cur na tuairisce faoi bhráid an údaráis chuí, a dhéanfaidh an cás a iniúchadh agus a chinnfidh an cóir é a chur in iúl do na Gardaí.
9. Tugtar faoi deara ámh, má tá fianaise dhoshéanta go bhfuil duine tar éis mí-úsáid a imirt ar pháiste go gcaithfear an gnó a chur faoi bhráid na nGardaí láithreach.
10. Is iad na trí phrionsabal bhunúsacha atá mar bhonn ag na Treoirlínte ná go gcoinneofaí an rúndacht, an discríd agus an mhothálacht i gcónaí.
11. Tá cóip den phaimfléad “Child Abuse Checklist”, agus den leabhrán “Child Abuse Guidelines”, ar chuir an Roinn Sláinte iad araon amach, comhiata leis an doichiméad aontaithe seo.

Is mian le Cumann Múinteoirí Éireann buíochas a ghlacadh as urraíocht fhlaitiúil na Roinne Oideachais, as leagan Gaeilge na cáipéise seo a fhoilsiú.