



Gaelscoil na Lochanna

Polasaí Bí Cineálta Scoile chun Iompraíocht Bhulaíochta a Chosc agus Dul i nGleic léi

Polasaí Bí Cineálta chun Iompraíocht Bhulaíochta a Chosc agus Dul i nGleic léi

Ghlac Bord Bainistíocht Ghaelscoil na Lochanna an polasaí seo a leanas chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi.

Comhlíonann an polasaí seo go hiomlán ceanglais *Bí Cineálta: Gnásanna chun Iompraíocht Bhulaíochta a Chosc agus Dul i nGleic léi do Bhunscoileanna agus d'Iar-bhunscoileanna 2024*.

Aithníonn an Bord Bainistíochta go gcuireann iompraíocht bhulaíochta as do chearta an linbh mar a leagtar amach i gCoinbhinsiún na Náisiún Aontaithe um Chearta an Linbh. Tá freagracht orainn go léir, mar phobal scoile, oibriú le chéile chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi agus chun déileáil leis an tionchar diúltach a bhíonn ag iompraíocht bhulaíochta.

Táimid tiomanta do chinntiú go gcoinnítear gach scoláire a fhreastalaíonn ar ár scoil saor ó dhíobháil agus go bhfuil folláine ár scoláirí chun tosaigh i ngach rud atá á dhéanamh againn. Aithnímid an tionchar diúltach a d'fhéadfadh a bheith ag iompraíocht bhulaíochta ar shaol ár scoláirí agus táimid tiomanta go hiomlán d'iompraíocht bhulaíochta a chosc agus dul i ngleic léi.

Deimhnímid go ndéanfaimid, i gcomhréir lenár noibleagáidí faoi reachtaíocht chomhionannais, gach beart atá indéanta de réir réasúin chun ciapadh scoláirí nó baill foirne a chosc ar aon cheann de na naoi bhforas a shonraítear: inscne, stádas sibhialta, stádas clainne, claonadh gnéasach, reiligiún, aois, míchumas, cine agus a bheith mar bhall den Lucht Siúil.

Sainmhíniú ar an mbulaíocht

Tugtar sainmhíniú ar an mbulaíocht in *Cineáltas: Plean Gníomhaíochta ar an mBulaíocht agus Bí Cineálta: Gnásanna chun Iompraíocht Bhulaíochta a Chosc agus Dul i nGleic léi do Bhunscoileanna agus d'Iar-bhunscoileanna* mar iompraíocht spriocdhírthe, ar líne nó as líne a dhéanann dochar. D'fhéadfadh an dochar a dhéantar a bheith fisiciúil, sóisialta agus/nó mothúchánach. Leanann iompraíocht bhulaíochta ar aghaidh thar thréimhse ama agus bíonn neamhchothroime cumhachta i gceist ann sa chaidreamh idir beirt nó grúpaí daoine sa tsochaí. Tugtar an sainmhíniú mionsonraithe i gCaibidil 2 de ghnásanna Bí Cineálta.

Ní mór do gach scoil polasaí Bí Cineálta a fhorbairt agus a chur i bhfeidhm ina leagtar amach conas a chuireann pobal na scoile cosc ar iompraíocht bhulaíochta agus conas a théann sé i ngleic léi. Déantar foráil i gCód Iompraíochta na scoile do straitéisí chun déileáil le hiompraíocht mhíchuí nach iompraíocht bhulaíochta í.

Mír A: Forbairt/athbhreithniú ar ár bpolasaí Bí Cineálta chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi

Tugadh deis do gach ball dár bpobal scoile ionchur a bheith acu i bhforbairt/athbhreithniú an pholasaí seo.

	Dáta an Chomhairliúcháin	Modh comhairliúcháin
Foireann na Scoile	Feabhra 2025	Cruinnithe , suirbhé
Scoláirí	Bealtaine 2025	Suirbhé sa bhaile
Tuismitheoirí	Bealtaine 2025	Suirbhé sa bhaile
Bord Bainistíochta	Aib, Bealtaine 2025	Cruinnithe
Pobal na scoile i gcoitinne (de réir mar is cuí mar shampla tiománaithe bus)	Meitheamh 2025	Cómhrá
An dáta ar faomhadh an polasaí: Meitheamh 2025		
An dáta is déanaí a ndearnadh athbhreithniú ar an bpolasaí: Meitheamh 2025		

Mír B: Iompraíocht Bhulaíochta a Chosc

Leagtar amach sa mhír seo na straitéisí coisctheacha a úsáidfí an scoil. Ina measc sin tá straitéisí atá dírithe go sonrach ar iompraíocht bhulaíochta ar líne a chosc, iompraíocht bhulaíochta homafóbach agus trasfhóbach, iompraíocht bulaíochta ciníche, iompraíocht bulaíochta gnéasaí agus ciapadh gnéasach de réir mar is cuí. (Féach Caibidil 5 de ghnásanna Bí Cineálta).

Cultúr agus Timpeallacht

Tá cultúr agus timpeallacht scoile dearfach agus chuimsitheach riachtanach chun iompar bulaíochta a chosc agus a réiteach. Ba chóir go mbeadh timpeallacht na scoile ina spás ina mbíonn mothú muintearais ag daltaí agus ag foireann na scoile agus ina mbraitheann siad sábháilte, ceangailte agus tacaíthe. Seo liosta de na heilimintí i gcultúr agus i dtimpeallacht na scoile a chuidíonn go díreach nó go hindíreach le bulaíocht a chosc sa scoil.

- Teachtaireachtaí Frithbhulaíochta atá oiriúnach do pháistí ar fud na scoile
- Seachtain frithbhulaíochta ar siúl i mí Bealtaine
- Seomra Ciúin- spás ciúin
- Gairdín na Scoile- am foillaine a chaitheamh sa ghairdín
- Na Caighdeáin/ rialacha ar chrochadh
- Póstaeraí dearfacha ar chrochadh (tar éis Seachtain an Chairdeas srl)
- Seomra Aistear
- R.6 mar cabhair do ranganna eile.... (tús isteach i Meitheal)
- Gairdín Chiain - áit do 2/3 chun suí amach ó ghníomhaíochtaí clóis
- Fógraí ag an ngeata

- Griangraif timpeall na áite agus ar Instagram ag céiliúradh rudaí deasa/ moladh.
- Tionól/ Moladh na Seachtaine (Cainteoir na Míosa, Gaeilgeoir na Seachtaine, Dálta na Seachtaine srl)
- Lón deas
- Campaí an tsamhraidh
- Cara Rúnda
- Céadainm an Mhúinteora in úsáid

Curaclam

Cuirtear chun cinn teagasc agus foghlaim atá comhoibríoch agus measúil. Bíonn deiseanna rialta ag daltaí oibriú i ngrúpaí beaga lena gcomhghleacaithe, rud a chabhróidh le mothú ceangail, muintearais agus comhbhá a chothú i measc daltaí. Cuireann na hábhair churaclaim a chuirtear ar fáil do dhaltaí deiseanna ar fáil chun cuimsiú agus meas ar éagsúlacht a chothú. Spreagtar scoileanna deiseanna a chur ar fáil do scoláirí chun meon féiniúlachta a fhorbairt trí chláir churaclaim agus seach-churaclaim araon.

- Anti-bullyingcampaign.ie- foinse a úsáidtear le haghaidh ceachtanna feasachta agus chun ceisteanna iompair bulaíochta a réiteach ar feadh na bliana ar fad ó Rang 2-6
- Fí na folláine - clár folláine (R2-6)
- Bí Sábháilte
- Seachtain frithbhulaíochta (Bealtaine)
- Comórtais póstaer frithbhulaíochta
- Ceachtanna OSPS
- Suirbhé rialta bulaíochta (antibullyingcampaign.ie)
- Grúpa oibre sna seomraí ranga
- Imeachtaí idir ranganna (M.sh spórt)
- Am Ciorcail agus seiceáil isteach le páistí.
- CLG ag teacht agus cluichí
- Lá folláine agus Seachtain Cairdeas
- Teagasc Chríostaí
- Banna na scoile
- Snámh
- Turais Scoile
- Clár Samhraidh
- Dráma na Nollag
- Ceiliúradh an Fhómhair
- Friends for life / Fun for life programmes

Caidrimh agus Comhpháirtíochtaí

Is cuid ríthábhachtach iad naisc idirphearsanta láidre chun iompar bulaíochta a chosc agus a réiteach go héifeachtach. Tacaítear leis na naisc idirphearsanta seo trí réimse struchtúr foirmiúil agus neamhfhoirmiúil amhail comhairlí daltaí, clubanna scoile, cumainn tuismitheoirí agus foirne tacaíochta daltaí.

Seo liosta de ghnéithe de shaol na scoile a chuidíonn go díreach nó go hindíreach le bulaíocht a chosc sa scoil a bhaineann le caidrimh agus comhpháirtíochtaí

- Coiste na bpáistí
- Imeachtaí Choiste na dTuistí (m.sh. pictiúrlann)
- Cuairteanna CLG
- Naisc le Meánscoileanna (lena n-áirítear cuairteanna ó GCCD)
- Caidrimh le scoileanna eile m.sh. litreacha a mhalartú le cairde pinn i scoileanna eile
- Tionscadal Team Hope
- Ceol/Cuairt ar Theach Altranais
- Téamaí Gaeilge m.sh. An siopa
- Díolachán cácaí

- Lá Fáilte do theaghlaigh nua
- Lá Spóirt
- Tionóil
- Cairde Rang 6 agus Rang 6
- Clós Scoile (Scipeáil, clós oscailte srl.)
- Coiste Glas
- Ranganna i gcomhpháirtíocht le chéile
- Coiste na dTuistí
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- Boscaí R6 do dhaoine gan dídean
- Lón/oícheanta deasa amuigh don fhoireann
- Veain uachtar reoite in onóir Cian (iar-dhalta)
- Cuairteanna ó Dhaidí na Nollag agus ó bhriogáid dóiteáin
- Duais Rang 6 (Corn Chiain)

Polasaí agus Pleanáil

Tá raon de pholasaithe eile ar nós polasaí úsáide inghlactha na scoile, polasaí maoirseachta, polasaí teagaisc oideachais speisialta agus Cód Iompraíochta a thacaíonn le cur i bhfeidhm polasaí Bí Cineálta scoile. Seo a leanas liosta atá in úsáid sa scoil faoi lathair:

- Beartas frithbhulaíochta roimhe seo
- Cód Iompraíochta agus Cur chuige Aisiríoch
- Beartas Úsáide Inghlactha le haghaidh Idirlín agus gléasanna
- Beartas Oideachais Speisialta
- Brat Cineálta
- Bí Sabháilte
- Polasaí folláine
- Oiliúint múinteoirí agus múinteoirí ag roinnt dea-chleachtais

Tá na polasaithe maoirseachta agus monatóireachta a leanas i bhfeidhm ag an scoil chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi. (Féach Caibidil 5 de ghnásanna Bí Cineálta)

Is beart tábhachtach é maoirseacht chuí chun cabhrú le cosc a chur ar iompar bulaíochta agus aghaidh a thabhairt air. Ceanglaítear ar scoileanna gach beart réasúnta a dhéanamh chun sábháilteacht a ndaltaí a chinntiú agus maoirseacht a dhéanamh ar dhaltaí nuair a bhíonn daltaí ag freastal ar scoil nó ag freastal ar ghníomhaíochtaí scoile.

- Maoirseacht ranga i gcónaí (socruithe déanta do laethanta fliucha agus maidineacha fliucha)
- Maoirseacht chlóis ó 8:30 ar maidin
- Fógra do thuismitheoirí agus do bhusanna gan leanaí a ligean amach roimh 8:30
- Maoirseacht chlóis ag am sos le 2 mhúinteoir agus SNA. Gníomhaíochtaí clóis pleanáilte in aghaidh na míosa
- Spás ciúin clóis ainmnithe
- Polasaí maoirseachta ar thurais/turais lasmuigh den scoil ag cóimheas 16:1

Déanfar monatóireacht ar iompar sa chlós a thaifeadadh ar Aladdin (nua 2025)

I gcás ina dtarlaíonn iompar bulaíochta, déantar é seo a thaifeadadh sa bhfoirm frith-bhulaíochta
Líonann an múinteoir ar dualgas tuarascálacha teagmhais/timpiste don chlós

Tugtar ceachtanna sceidealaithe do ranganna 2-6 trí antibullyingcampaign.ie (físeáin, tascanna)

Reáchtálann an scoil clár meabhrúcháin do phobal na scoile maidir le bulaíocht - aitheasc ag tionól, meabhrúcháin nuachtlitir, cainteoirí isteach sa scoil maidir le bulaíocht, sábháilteacht ar líne.

Mír C: Ag dul i ngleic le hlompraíocht Bhulaíochta

Seo a leanas an múinteoir/na múinteoirí atá freagrach as dul i ngleic le hiompraíocht bhulaíochta:

AN MÚINTEOIR RANGA

Nuair a tharlaíonn iompraíocht bhulaíochta, déanfaidh an scoil:

- > A chinntiú go néistear leis an scoláire a bhfuil iompraíocht bhulaíochta á fulaingt aige/aici agus go gcuirtear é/í ar a s(h)uaimhneas.
- > Iarracht príobháideacht na ndaoine atá i gceist a chinntiú.
- > Gach comhrá go híogair.
- > Aois agus cumas na ndaoine atá i gceist a mheas.
- > A éisteacht le tuairimí an scoláire a bhfuil iompraíocht bhulaíochta á dhéanamh air/uirthi maidir leis an mbealach is fearr chun dul i ngleic leis an gcás.
- > A ghníomhú go tráthúil.
- > Tuismitheoirí na ndaoine atá i gceist a chur ar an eolas

Is iad seo a leanas na céimeanna a ghlacfaidh an scoil le fáil amach an raibh iompraíocht bhulaíochta á déanamh, na cuir chuige a glacfar chun dul i ngleic leis an iompraíocht bhulaíochta agus athbhreithniú a dhéanamh ar dhul chun cinn (féach Caibidil 6 de ghnásanna Bí Cineálta):

Na céimeanna a ghlacfaidh an scoil

- Chun a chinneadh an raibh iompar bulaíochta ann,
- Seo a leanas na cineálacha cur chuige a glacadh chun aghaidh a thabhairt ar an iompar bulaíochta agus chun
- Dul chun cinn a athbhreithniú

Chun a chinneadh an raibh bulaíocht ann

Chun a chinneadh an raibh an t-iompar a tuairiscíodh ina iompar bulaíochta, ba cheart duit na ceistanna seo a leanas a mheas:

1. An bhfuil an t-iompar dírithe ar mhac léinn nó ar ghrúpa mac léinn ar leith?
2. An bhfuil an t-iompar beartaithe chun dochar fisiciúil, sóisialta nó mothúchánach a dhéanamh?
3. An ndéantar an t-iompar arís agus arís eile?

Más ea an freagra ar gach ceann de na ceistanna thuas, ansin is iompar bulaíochta an t-iompar agus ba cheart aghaidh a thabhairt air ag baint úsáide as Nósanna Imeachta an Bhiúró Náisiúnta.

Mura bhfuil an freagra ar aon cheann de na ceistanna seo, ansin ní iompar bulaíochta an t-iompar.

Nóta: Féadfar eachtraí aonuaire a mheas mar bhulaíocht i gcúinsí áirithe. Is féidir teachtaireacht ghoirt aonair a phostáiltear ar na meáin shóisialta a mheas mar iompar bulaíochta toisc go bhfuil seans ard ann go roinnfear í arís agus arís eile agus dá bhrí sin go n-éiríonn sí ina hiompar arís agus arís eile.

Agus iad ag aithint an raibh iompar bulaíochta ann, ba cheart do mhúinteoirí a mheas cad, cá háit, cathain agus cén fáth?

Más grúpa daltaí atá i gceist, ba chóir dul i mbun cainte le gach dalta ina aonar ar dtús, agus ina dhiaidh sin ba chóir bualadh le gach dalta atá i gceist mar ghrúpa.

Ag an gcruinniú grúpa, ba chóir a iarraidh ar gach dalta a gcuntas féin a thabhairt ar a tharla chun a chinntiú go bhfuil gach duine sa ghrúpa soiléir faoi thuairimí a chéile.

Ba chóir tacaíocht a thabhairt do gach dalta de réir mar is cuí. Tar éis an chruinnithe grúpa, d'fhéadfadh sé a bheith ina chuidiú iarraidh ar na daltaí a bhí i gceist a gcuntas féin a scríobh síos ar an eachtra/na heachtraí.

Na cineálacha cur chuige a glacadh chun aghaidh a thabhairt ar an iompar bulaíochta.

Is cuid dhílis de phobal na scoile iad tuismitheoirí agus tá ról tábhachtach acu, i gcomhpháirtíocht le scoileanna, maidir le dul i ngleic le hiompar bulaíochta. I gcás ina dtarlaíonn iompar bulaíochta, ní mór teagmháil a dhéanamh le tuismitheoirí na ndaltaí atá i gceist go luath chun iad a chur ar an eolas faoin ábhar agus chun dul i gcomhairle leo faoi na gníomhartha atá le déanamh chun aghaidh a thabhairt ar an iompar.

Tá sé tábhachtach éisteacht le tuairimí an dalta atá ag fulaingt ón iompar bulaíochta maidir leis an mbealach is fearr chun aghaidh a thabhairt ar an gcás.

Déanfar gach iompraíocht bhulaíochta a thaifeadadh. San áireamh ansin beidh an cineál iompraíochta, cá háit agus cathain a tharla sé, agus dáta an chaidrimh le scoláirí agus tuismitheoirí. Déanfar na gníomhaíochtaí agus na tacaíochtaí comhaontaithe chun dul i ngleic le hiompraíocht bhulaíochtaa dhoiciméadú. Más ábhar imní í an iompraíocht bhulaíochta maidir le cosaint leanaí déileálfar leis an gceist gan mhoill de réir *Gnásanna um Chumhdach Leanaí do Bhunscoileanna agus d'Iar-bhunscoileanna*.

Beidh tuairimí na ndaltaí agus a dtuismitheoirí san áireamh sa taifead maidir leis na gníomhartha atá le déanamh chun aghaidh a thabhairt ar an iompar bulaíochta.

Is féidir na hacmhainní ó bheartas frithbhulaíochta roimhe seo a úsáid chun a fháil amach an raibh bulaíocht ann, mar shampla na ceistneoirí ó antibullyingcampaign.ie. Is ceistneoirí ginearálta ranga iad seo, ceistneoirí tar éis eachtra a fheiceáil agus ceistneoirí leantacha do ghrúpaí beaga nó do dhaoine aonair.

Nuair a tharlaíonn bulaíocht, is féidir leis an scoil rogha a dhéanamh:

- Ar an gcéad dul síos, iarr ar leanaí comhaontú a shíniú chun deireadh a chur le gach iompar bulaíochta
- Má dhéantar an t-iompar bulaíochta arís agus arís eile, cárta buí a ghearradh (lena n-áirítear cruinniú le tuismitheoirí agus deireadh a chur le gníomhaíocht éigin)
- Má leanann an bulaíocht ar aghaidh, cárta dearg a ghearradh (fionraí)
- Is féidir cúrsaí bulaíochta leanúnaí a tharchur chuig an mBord Bainistíochta.

Athbhreithniú a dhéanamh ar na cásanna inar tharla iompar bulaíochta

Ní mór don mhúinteoir dul i mbun oibre arís leis na daltaí lena mbaineann agus lena dtuismitheoirí tráth nach déanaí ná 20 lá scoile tar éis an chéad rannpháirtíochta.

Déanfaidh an múinteoir an t-athbhreithniú a dhoiciméadú leis na daltaí agus lena dtuismitheoirí chun a chinneadh an bhfuil deireadh leis an iompar bulaíochta agus tuairimí na ndaltaí agus a dtuismitheoirí maidir leis seo.

Taifeadfar an dáta a cinneadh gur stop an t-iompar bulaíochta freisin

Tabharfar faoi deara aon rannpháirtíocht le seirbhísí/tacaíochtaí seachtracha freisin.

D'fhéadfadh go mbeadh gá le maoirseacht agus tacaíocht leanúnach do na daltaí lena mbaineann fiú nuair a bhíonn deireadh leis an iompar bulaíochta.

Mura bhfuil deireadh leis an iompar bulaíochta déanfaidh an múinteoir athbhreithniú ar na straitéisí a úsáideadh i gcomhairle leis na daltaí lena mbaineann agus lena dtuismitheoirí.

Aontófar frama ama le haghaidh tuilleadh rannpháirtíochta go dtí go mbeidh deireadh leis an iompar bulaíochta

Má thagann sé chun solais go bhfuil an dalta atá ag taispeáint an iompair bulaíochta ag leanúint ar aghaidh ag taispeáint an iompair, ba chóir don scoil machnamh a dhéanamh ar na straitéisí a úsáid chun déileáil le hiompar míchuí mar a fhoráiltear i gCód Iompair na scoile. (i.e. cárta buí, cárta dearg)

Má bhreithnítear smachtbhannaí araíonachta, is ceist í seo idir an mac léinn ábhartha, a dtuismitheoirí agus an scoil. Má bhíonn tuismitheoir(i) míshásta leis an gcaoi ar dhéileáil an scoil leis an iompar bulaíochta, i gcomhréir le Nósanna Imeachta Bí Cineálta chun Iompar Bulaíochta a Chosc agus a Aghaidh a thabhairt air do Bhunscoileanna agus d'lar-bhunscoileanna, ba chóir iad a atreorú chuig nósanna imeachta gearán na scoile.

Má bhíonn tuismitheoir míshásta leis an gcaoi ar láimhseáladh gearán, féadfaidh siad gearán a dhéanamh leis an Ombudsman do Leanaí má chreideann siad go raibh drochthionchar ag gníomhartha na scoile ar an mac léinn.

Bainfidh an scoil úsáid as na cuir chuige seo a leanas chun tacú leo siúd a ndéanfar bulaíocht orthu, iad siúd a bheidh mar fhinné agus iad siúd a léireoidh iompraíocht bhulaíochta (féach Caibidil 6 de

ghnásanna Bí Cineálta):

Tá sé tábhachtach go mbeadh foireann na scoile cothrom agus comhsheasmhach ina gcur chuige chun aghaidh a thabhairt ar iompar bulaíochta. Teastaíonn tacaíocht ón mac léinn atá ag fulaingt iompar bulaíochta agus ón mac léinn atá ag taispeáint iompar bulaíochta araon. Tá sé tábhachtach go ndéantar dul i ngleic tacúil leis an mac léinn atá ag fulaingt iompar bulaíochta gan mhoill ionas go mbraitheann siad go n-éistear leo, go dtacaítear leo agus go gcuirtear ar a suaimhneas iad. Tacóidh múinteoirí leis na mic léinn seo sa ghearrthéarma agus san fhadtéarma. (plean tacaíochta féideartha a dhréachtú lena n-áirítear a ngá atá le folláine a athbhunú, seiceálacha isteach, duine fásta iontaofa ainmnithe le labhairt leis, cúnamh le hobair más rud é go mbíonn tionchar aige, sosanna sa seomra ciúin srl.)

Aithneoidh foireann na scoile na tacaíochtaí atá ag teastáil don dalta atá ag taispeáint iompar bulaíochta chun deacrachtaí caidrimh a bhainistiú níos fearr agus a chinntiú go gcomhlíontar a riachtanais. (D'fhéadfadh plean tacaíochta a bheith ag teastáil ó dhaltaí chun aghaidh a thabhairt ar a riachtanais, ceachtanna scéalaíochta sóisialta, plean bainistíochta iompair, am ciorcail i ngrúpaí beaga, rannpháirtíocht i gceachtanna frithbhulaíochta ar scoil)

Is féidir gníomhaireacht nó mothú cumhachta dalta a laghdú nuair a bhíonn iompar bulaíochta á fhulaingt acu nó á fheiceáil acu. Spreagtar finnétithe bulaíochta a scéal a insint agus éisteacht leo - gan eagla roimh smachtbhanna ná cáineadh - is tacaíocht iontach é timpeallacht inste a chruthú sa scoil dóibh siúd a bhíonn ag fulaingt nó ag feiceáil iompar bulaíochta. Is féidir leis mothú gníomhaireachta a thabhairt do pháistí arb é bunchloch é chun mothú cumhachtaithe i gcoinne iompair bulaíocht.

Mír D: Maoirseacht:

Cuirfidh an príomhoide uasdátú ar iompraíocht bhulaíochta i láthair ag gach cruinniú den Bhord Bainistíochta. San áireamh san uasdátú seo beidh líon na neachtraí iompraíochta bulaíochta a tuairiscíodh ón gcruinniú deireanach, líon na neachtraí leanúnacha agus líon iomlán na neachtraí ó thús na scoilbhliana. Sa chás gur tharla eachtraí iompraíochta bulaíochta, cuirfidh an príomhoide uasdátú ó bhéal ar fáil freisin lena náirítear nuair is ábhartha, eolas a bhaineann le treochtaí agus patrúin a aithníodh, straitéisí a úsáideadh chun dul i ngleic leis an iompraíocht bhulaíochta agus aon straitéisí níos leithne chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi. Níl eolas pearsanta ná aitheantais san uasdátú seo. Féach Caibidil 7 de ghnásanna Bí Cineálta.

Tá an polasaí seo ar fáil do phobal na scoile ar shuíomh idirlín na scoile agus ina chóip chrua ach é a iarraidh. Tá leagan den pholasaí seo atá in oiriúint do scoláirí ar taispeáint sa scoil agus tá sé ar fáil freisin ar ár suíomh gréasáin agus ina chóip chrua ach é a iarraidh.

Déanfar an polasaí seo agus a chur i bhfeidhm a athbhreithniú ar bhonn bliantúil nó a luaithe agus is indéanta tar éis athrú ábhartha a bheith ann in aon ábhar dá dtagraíonn an polasaí seo.

Sínithe: _____ Dáta: _____
(Cathaoirleach an Bhoird Bainistíochta)

Sínithe: _____ Dáta: _____
(Príomhoide)



Gaelscoil na Lochanna

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Gaelscoil na Lochanna has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
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School Staff	Feb 2025	Meetings, survey
Students	May 2025	Survey at home
Parents	May 2025	Survey at home
Board of Management	March/ April 2025	Board Meeting
Wider school community as appropriate, for example, bus drivers	June 2025	Check in/ conversations
Date policy was approved: June 2025		
Date policy was last reviewed: June 2025		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

The Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole school approach to wellbeing promotion: Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships. These four areas have been considered by the school when developing measures to prevent bullying behaviour.

Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

Here is a list of elements in the school culture and environment that directly or indirectly help prevent bullying in the school.

- Child friendly Antibullying messages throughout school
- Anti bullying week held in May
- Seomra Ciúin- a quiet space
- Gairdín na Scoile- wellbeing time in school garden
- The Standards/rules on display
- Positive posters on display (after Friendship Week etc)

- Seomra Aistear
- R.6 as a helper for other classes
- Gairdín Chiain - a place for 2/3 to sit away from yard activities
- Notices at the gate
- Photos around the area and on Instagram celebrating positive events/praise.
- Children's assembly/praise (Speaker of the Month, Irish Speaker of the Week, Students of the Week etc)
- Nice lunch
- Summer Provision
- Secret Friend
- Using Teacher's First Name

Curriculum

Teaching and learning that is collaborative and respectful is promoted. Students have regular opportunities to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students. The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. Schools are encouraged to provide opportunities for students to develop a sense of selfworth through both curricular and extracurricular programmes. These are the elements of the curriculum that directly or indirectly help prevent bullying in schools

- Anti-bullyingcampaign.ie- source used for awareness lessons and resolving issues of bullying behaviour throughout the whole year from Rang 2-6
- Fí na folláine - wellbeing programme (R2-6)
- Stay Safe programme
- Anti bullying week (May)
- Anti bullying poster competitions
- SPHE lessons
- Regular bullying survey (antibullyingcampaign.ie)
- Group work in the classroom
- Collaboration between classes (e.g. sport)
- Circle time and check-in.
- GAA coming and games
- Wellness day and Friendship Week
- Christian education
- School band

- Swimming
- School trips
- Summer programme
- Christmas drama
- Autumn celebrations
- Friends for Life/ Fun for Life programmes

Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as student councils, school clubs, parents' associations and student support teams.

Here is a list of aspects of school life that directly or indirectly help prevent bullying in the school that are related to relationships and partnerships

- Children's Committee
- Parents' Committee events (e.g. cinema)
- GAA visits
- Links with Secondary Schools (incl visits from GCCD)
- Relationships with other schools e.g. letters swapped with penpals in other schools
- Team Hope project
- Music/Visit to Nursing Home
- Irish language themes e.g. the shop
- Cake sale
- Welcome Day for new families
- Sports Day
- Assemblies
- N. Bheaga and R. 6 "buddies"
- Schoolyard (Skipping, open yard etc)
- Green Committee
- Partnering classes together
- Parents' Committee
- R.6 boxes for homeless people
- Nice lunch/nights out for staff
- Ice cream van in honour of Cian (past pupil)
- Santa Claus and fire brigade visits

- Rang 6 Award (Corn Chiain)

Policies and Planning

There are a range of other policies such as the school's acceptable use policy, supervision policy, special education teaching policy and Code of Behaviour that can support implementation of a school's Bí Cineálta policy. Here is list we presently use in school:

- Previous Anti bullying policy
- Code of Behaviour and Restorative approach
- Acceptable Use Policy for internet and devices
- Special Education Policy
- Brat Cineáltas
- Bí Sábháilte
- Polasaí folláine
- Teacher training and teachers sharing best practices

Supervision and Monitoring

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour

Appropriate supervision is an important measure to help prevent and address bullying behaviour. Schools are required to take all reasonable measures to ensure the safety of their students and to supervise students when students are attending school or attending school activities.

- Class supervision at all times (arrangements made for wet days and wet mornings)
- Yard supervision form 8:30 in morning
- Notice to parents and Buses not to drop off children prior to 8:30
- Yard supervision at break times with 2 teachers and SNAs.
- Yard activities planned per month
- Quiet yard space designated
- Tour/ Out of school trips supervision policy at ratio of 16:1

Monitoring of behaviour in yard will be recorded on aladdin (new 2025)

Where bullying behavior occurs this is recorded in the anti bullying form
Incident/ accident reports for yard are filled in by teacher on duty

Classes Rang 2-6 are given scheduled lessons via antibullyingcampaign.ie (videos, tasks)

School runs a programme of reminders to school community on bullying - addresses at assembly, newsletter reminders, speakers into school regarding bullying , online safety.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

Múinteoir Ranga

Parents with concerns of bullying should in the first instance report to the class teacher.

The class teachers knowing the children in his her class are best placed to address antibullying behaviour.

The school Principal or Deputy Principal can offer support or guidance when needed.

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

The steps that will be taken by the school

- **To determine if Bullying behaviour has occurred,**
- **The approaches taken to address the bullying behaviour and to**
- **Review progress are as follows**

To determine If Bullying has occurred

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

Note: One off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

If a group of students is involved, each student should be engaged with individually at first thereafter, all students involved should be met as a group

At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views

Each student should be supported as appropriate, following the group meeting it may be helpful to ask the students involved to write down their account of the incident(s)

The approaches taken to address the bullying behaviour

Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.

It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.

A record will be kept of the engagement with all involved (to include where and when it took place and the date of the initial engagement with the students involved and their parents). All bullying behaviour will be recorded. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

The resources from previous anti bullying policy can be used to establish if bullying took place, namely questionnaires from antibullyingcampaign.ie. These are general class

questionnaires, questionnaires after an event is witnessed and small group or individual follow up questionnaires.

When bullying has occurred the school can choose to

- In first instance ask children to sign an agreement to stop all bullying type behaviour
- If bullying behaviour is repeated sanction a yellow card (includes meeting with parents and removal of some activity)
- If bullying continues sanction a red card (suspension)
- Matters of continuous bullying can be referred to the Board of Management.

Review where bullying behaviour has occurred

The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement.

The teacher will document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.

The date that it has been determined that the bullying behaviour has ceased will also be recorded

Any engagement with external services/supports will also be noted.

Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased

if the bullying behaviour has not ceased the teacher will review the strategies used in consultation with the students involved and their parents.

A timeframe will be agreed for further engagement until the bullying behaviour has ceased

If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school's consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. (ie. yellow card, red card)

If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools they should be referred to the school's complaints procedures.

If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

It is important for school staff to be fair and consistent in their approach to address bullying behaviour. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. It is important that the student who is experiencing bullying behaviour is engaged without delay so that they feel listened to, supported and reassured. Teachers will support these students in the short and long term. (possible support plan drawn up to include their need for restoring well being, check ins, a nominated trusted adult to talk to, help with work where affected, time outs in seomra ciúin etc)

School staff will identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met. (Students may require support plan to address their needs, social story lessons, behaviour management plan, circle time in small groups, engagement with antibullying lessons in school)

A student's agency or sense of power can be decreased when they experience or witness bullying behaviour. Witnesses to bullying are encouraged to tell their story and be listened to- without fear of sanction or reprimand- creating a telling environment in the school is a great support for those who experience or witness bullying behaviour. It can confer a sense of agency which is the key to feeling empowered against bullying behaviour.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed:

Date: _____

(Chairperson of board of management)

Signed:

Date: _____

(Principal)