[redacted]

Gaelscoil na Lochanna

Polasaí Frithbhulaíochta

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

Anuas ar seo, tá an scoil ag glacadh leis an gcur chuige atá ag antibullyingcampaign.ie

(faoi mar atá fógraithe ag Seán Fallon).

Sa chur chuige seo, déanfar iarracht cultúr láidir feasachta maidir le bulaíocht a chothú i measc pobal uile na scoile. Tá an cultúr seo bunaithe ar sheisiúin leanúnacha feasachta a bheith eagraithe ag an scoil do pháistí agus do dhaoine fásta tríd na scoilbliana ar fad (seisiúin físeáin sna seomraí ranga, súirbhéanna ranga, eolas sna nuachtlitreacha, cainteanna ag tionól, comórtaisí). Sa chur chuige nua seo éascaítear é do pháistí bheith ionraic faoina iompar bulaíochta, a iompar a fheiceail tríd shúile dhaoine eile agus tugtar seans dóibh ansin a niompar a athrú.

Aidhmeanna an Pholasaí

(i) Cultúr dearfach scoile atá cuimsitheach agus fáilteach roimh dhifríocht a chothú;

(ii) Timpeallacht scoile a chothú atá oscailte agus tacúil agus ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé;

(iii) Feasacht ar bhulaíocht mar iompar nach nglactar leis a mhúscailt i measc phobal uile na scoile (bainistíocht scoile, múinteoirí, daltaí, tuismitheoirí, saorálaithe, etc.);

(iv) A chinnntiú go ndéantar maoirseacht agus monatóireacht chuimsitheach ionas go gcoimeádtar súil ar na daltaí i ngach gníomhaíocht scoile;

(v) Gnásanna a sholáthar chun gur féidir iompar bulaíochta a imscrúdú agus déileáil leis;

(vi) Gnásanna a sholáthar chun gur féidir iompar bulaíochta a thaifeadadh agus a thuairisciú;

(vii) Clár tacaíochta a cheapadh dóibh siúd a raibh tionchar ag iompar bulaíochta orthu agus dóibh siúd atá ag gabháil d'iompar bulaíochta;

(viii) Oibriú as lámha a chéile leis na gníomhaireachtaí áitiúla éagsúla a fhéachann le bulaíocht agus iompar frithshóisialta a chomhrac; agus

(ix) Meastóireacht leanúnach a éascú ar a éifeachtaí atá beartas frithbhulaíochta na scoile.

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

- Cultúr dearfach a bheith i réim sa scoil:
  - ina nglactar go fonnmhar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht;

- ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach; agus
- ina gcuirtear caidreamh bunaithe ar mheas chun cinn ar fud phobal na scoile;

- Ceannaireacht éifeachtach;
- Cur chuige scoile uile;
- Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige
- Feidhmiú straitéisí oideachais agus coiscthe (lena n-áirítear bearta chun feasacht a mhúscailt)
  - a chothaíonn ionbhá, meas agus athléimneacht sna daltaí; agus
  - ina dtéitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena n-áirítear bulaíocht homafóbach agus trasfóbach;
- Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
- Tacaíochtaí don fhoireann;
- Teagmhais bhulaíochta a thaifeadadh agus a imscrúdú ar shlí chomhsheasmhach agus obair leantach a dhéanamh ina dtaobh (lena n-áirítear straitéisí aitheanta idirghabhála a úsáid); agus
- Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta.

3. I gcomhréir le *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile* seo é an sainmhíniú ar bhulaíocht.

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

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

- duine a fhágáil as an áireamh d'aon ghnó, gabháil do chúlchaint mhailíseach agus do chineálacha eile caidrimh bhulaíochta idir dhaoine;
- cibearbhulaíocht; agus
- bulaíocht bunaithe ar aitheantas, ar nós bulaíocht homafóbach, bulaíocht chiníoch, bulaíocht bunaithe ar bhallraíocht den Lucht Siúil agus bulaíocht ar dhuine faoi mhíchumas nó ar dhuine a bhfuil riachtanais speisialta oideachais aici/aige.

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

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

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

- Bulaiocht taobh amuigh d'am scoile

An ról atá ann don scoil i leith bulaiocht líomhnaithe taobh amuigh den scoil na éisteacht agus treoir a thabhairt, más féidir, faoi cad gur féidir a dhéanamh chun réiteach a fháil ar an scéal. Beidh an scoil sásta cabhru, más féidir, le réiteach a fháil ar chásanna ach ní bheidh sé oiriúnach go hiondúil don scoil sna cásanna seo smachtbhannaí a ghearradh.

Míniú:

Nuair atá na páistí ar scoil- tá an scoil i gceannas ar na páistí.

Nuair atá na páistí ar an mbus- tá Bus Éireann i gceannas ar na páistí

Nuair atá ócáid an choiste ar siúl- bionn na tuismitheoirí/caomhnoirí i gceannas ar na páistí.

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

4. Seo a leanas an múinteoir/na múinteoirí ábhartha a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfaidh léi:

An Múinteoir Ranga

5. Seo a leanas na straitéisí oideachais agus coiscthe (lena n-áirítear straitéisí a bheidh dírithe go sonrach ar an gcibearbhulaíocht agus ar bhulaíocht bunaithe ar aitheantas, go háirithe bulaíocht homafóbach agus trasfóbach) a bheidh in úsáid sa scoil:

- Ag tógáil agus ag coinneáil cultúr scoile dearfach (féach Aguisín 4 thíos)
- De bhrí go bhfuil ceangal láidir idir iompar agus féinmheas, ba cheart do na scoileanna, tríd a gcuid clár curaclaim agus seach-churaclaim, féachaint le deiseanna a thabhairt do dhaltaí chun braistint dhearfach dá fhiúntas féin a chothú
- An t-ábhar OSPS a chur i láthair go héifeachtach
- Seachtain an Chairdis (go hiondúil i Mí na Samhna mar a thagann páistí sna ranganna eagsúla le chéile chun scileanna an chairdis a chleachtadh).
- An Clár Bí Sábháilte agus an curaclam Teagasc Chríostaí a chur i láthair go héifeachtach
- Ba cheart do thionscnaimh agus do chláir a dhíríonn ar fheasacht agus ar thuiscint ar bhulaíocht a chothú (Taispeántais postair, cainteanna ag an tionól, oíche eolais do thuismitheoirí) ionas go dtuigfidh gach ball de phobal na scoile an rud is bulaíocht ann agus an tslí ina ndéileálann an scoil le hiompar bulaíochta- Lá/Seachtain i gcoinne Bulaíochta a bhunú chuige seo. Beidh pac de cheachtanna feasachta ag oidí Rang 2-6 agus déanfar iad a mhúineadh de réir sceideal scoil-aontaithe.
- Cainteanna eolais do pháistí
- An polasaí seo a scaipeadh
- Cursaí Inseirbhíse do mhúinteoirí
- Ba cheart cúram speisialta a dhéanamh do dhaltaí faoi mhíchumas agus do dhaltaí a bhfuil riachtanais speisialta oideachais acu agus bearta á ndéanamh ag scoil chun dul i ngleic le hiompar bulaíochta nó é a chosc. Ní mór an beartas frithbhulaíochta a bheith i gcomhréir le beartais agus tacaíochtaí eile na scoile agus a chinntiú go n-oibríonn na seirbhísí ar fad a dhéanann soláthar do dhaltaí mar iad as lámha a chéile. Ar na bearta is féidir a dhéanamh chun an dóchúlacht go ndéanfar bulaíocht ar dhaltaí a bhfuil riachtanais speisialta oideachais acu a laghdú tá cuimsiú a fheabhsú, díriú ar scileanna sóisialta a shealbhú, aird a dhíriú ar phríomhócáidí mar an t-athrú ón mbunscoil go dtí an iar- bhunscoil agus dea-chultúr scoile a chothú ina léirítear meas ar chách agus ina dtugtar lámh chúnta don uile dhuine
- Ní mór do bhearta coiscthe agus múscailt feasachta déileáil go sainráite leis an gcibearbhulaíocht. An tslí is fear le dul i ngleic leis an gcibearbhulaíocht ná é a chosc ar an gcéad dul síos. Ba cheart bearta coiscthe agus múscailt feasachta a dhíriú ar oideachas a chur ar dhaltaí faoin tslí le hiad féin a iompar ar líne, faoin tslí le bheith sábháilte ar líne agus ar conas cultúr a chothú ina dtuairiscítear aon údar imní mar gheall ar chibearbhulaíocht. Gnéithe tábhachtach den chur chuige sin is ea cur chuige scoile uile a bheith ann agus ról gníomhach a bheith ag tuismitheoirí. Ba cheart a chur san áireamh sna bearta coiscthe agus múscailt feasachta an deis atá ann chun gabháil don chibearbhulaíocht ar áiseanna teicneolaíochta atá ar fáil laistigh den scoil
- Comhoibriú agus iarrachtaí grúpa a chur chun cinn i spóirt foirne, i gclubanna agus i gcumainn scoile agus trí mheán ábhair phraiticiúla (.i. obair tionscnaimh agus comórtais inscoile agus idir-scoileanna)

- Deiseanna a chur ar fáil i ngníomhaíochtaí spóirt chun ionsaitheacht a úsáid ar mhaithe le rud fiúntach a bhaint amach agus chun féinsmacht a fhoghlaim (.i. Blitzeanna spóirt)

6. Seo a leanas straitéisí na scoile chun iompar bulaíochta a imscrúdú, chun obair leantach a dhéanamh ina dtaobh agus chun iompar bulaíochta a thaifeadadh mar aon leis na straitéisí idirghabhála bunaithe a úsáidfidh an scoil chun déileáil le cásanna d'iompar bulaíochta (Féach Roinn 6.8 de na Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile):

(i) Is é an phríomhaidhm a bheidh ag an múinteoir ábhartha agus bulaíocht á imscrúdú aici/aige aghaidh a thabhairt ar aon cheist is gá a réiteach agus an gaol idir na páirtithe i dtrácht a chur ar ais mar a bhí sé an oiread is indéanta sin (seachas milleán a chur);

(ii) Agus imscrúdú ar bhulaíocht á dhéanamh, nó nuair a bhítear ag déileáil le bulaíocht, feidhmeoidh an múinteoir a breithiúnas gairmiúil chun a chinneadh cibé an ndearnadh bulaíocht agus conas ab fhearr déileáil leis an bhfadhb;

(iii) Ní mór don mhúinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí gan ainm, a imscrúdú agus déileáil leo. Ar an tslí sin beidh níos mó muiníne ag daltaí gur fiú bulaíocht a thuairisciú. Tá sé ríthábhachtach an mhuinín sin a chothú i measc na ndaltaí. Ba cheart é a rá go soiléir leis na daltaí nach ag tabhairt leideanna atá siad nuair a thuairiscíonn siad teagmhais bhulaíochta ach á n-iompar féin ar shlí fhreagrach;

(iv) Ní mór an fhoireann neamhtheagaisc – rúnaithe, cúntóirí riachtanas speisialta, coimhdirí iompar scoile, airígh, glantóirí – a spreagadh chun aon teagmhas d'iompar bulaíochta a fheiceann siad, nó a luaitear leo, a thuairisciú don mhúinteoir ábhartha;

(v) Ní mór do thuismitheoirí agus do dhaltaí comhoibriú le haon imscrúdú agus cabhrú leis an scoil aon cheist bhulaíochta a réiteach agus an caidreamh a bhíodh idir na páirtithe atá bainteach leis an mbulaíocht a chur ar ais mar a bhí sé, a mhéad is indéanta sin;

(vi) Tá sé ríthábhachtach go mbeadh tuiscint ar gach duine atá bainteach leis (lena n-áirítear gach grúpa daltaí agus tuismitheoirí) ar an gcur chuige thús ón gcéad lá;

(vii) Ba cheart cur chuige réidh, fadhbréitigh, neamhmhothúchánach a bheith ag múinteoirí agus iad ag déileáil le líomhaintí d'iompar bulaíochta a thuairiscíonn daltaí, baill foirne nó tuismitheoirí dóibh;

(viii) Is fearr de ghnáth teagmhais a imscrúdú lasmuigh den seomra ranga chun príobháideacht gach duine atá bainteach leis a chosaint;

(ix) Ba cheart gach agallamh a dhéanamh go híogair ag féachaint do chearta gach dalta i dtrácht. D'fhéadfadh daltaí nach bhfuil baint dhíreach acu leis an mbulaíocht eolas úsáideach a sholáthar in agallamh mar sin;

(x) Agus anailís á dhéanamh ar theagmhais d'iompar bulaíochta, ba cheart don mhúinteoir ábhartha freagraí a lorg ar na ceisteanna céard, cá háit, cathain, cén duine nó cé na daoine, agus cad chuige? Ba cheart na ceisteanna sin a chur go ciúin síochánta, chun sampla a thabhairt den tslí le déileáil le coimhlint go héifeachtach neamhionsaitheach;

(xi) Má bhíonn grúpa i gceist, ba cheart agallamh a chur ar gach duine den ghrúpa ina nduine agus ina nduine. Ba cheart labhairt leis an ngrúpa ar fad ina dhiaidh sin. Ag an gcruinniú grúpa, ba cheart a iarraidh ar gach ball cuntas a thabhairt ar an méid a chonaic sé/sí le bheith cinnte go gcloiseann an grúpa ar fad cuntais a chéile;

(xii) Ba cheart tacú le gach ball sa ghrúpa i bhfianaise na mbrúnna a d'fhéadfadh baill eile sa ghrúpa a chur orthu tar éis an agallaimh leis an múinteoir;

(xiii) D'fhéadfadh sé a bheith oiriúnach nó cabhrach iarraidh ar na daoine a bhí bainteach leis an teagmhas a gcuntas ar an teagmhas a scríobh síos;

(xiv) I gcásanna ina gcinneann an múinteoir ábhartha go ndearnadh bulaíocht, ba cheart teagmháil a dhéanamh, a luaithe is féidir, le tuismitheoirí na bpáirtithe i dtrácht chun iad a chur ar an eolas faoin scéal agus na bearta a dhéanfar a mhíniú doibh (le tagairt do bheartas na scoile). Ba cheart go dtabharfadh an scoil deis phlé do na tuismitheoirí ar shlite ina bhféadfaí bearta na scoile agus an tacaíocht do na daltaí a athneartú nó a mhéadú;

(xv) I gcás ina gcinneann an múinteoir ábhartha go raibh dalta ag gabháil d'iompar bulaíochta, ba cheart é a chur ar a súile nó ar a shúile di nó dó go soiléir gur sháraigh sí nó sé beartas frithbhulaíochta na scoile agus ba cheart iarrachtaí a dhéanamh chun go bhféachfadh sí nó s an scéal ó thaobh an dalta a bhfuil an bhulaíocht á déanamh air nó uirthi nó air; Tabharfar seans don pháiste a (h)iompar a fheiceáil tríd shúile an duine eile agus iarrfar orthu conradh a shíniú ag rá go mbeidh deireadh lena (h)iompar bulaíochta. Má tharlaíonn go mbeidh aththosnú ar an iompar bulaíochta cuirfear tuistí ar an eolas agus déanfar conradh eile a lorg le tuistí páirtecah sa phróiseas sin.

(xvi) Ní mór é a bheith soiléir don uile dhuine atá bainteach leis (gach grúpa daltaí agus tuismitheoirí) in aon chás ina mbíonn gá le smachtú, gur ceist phríobháideach é idir an dalta atá á smachtú, a tuismitheoirí nó a thuismitheoirí agus an scoil;

(xvii) Ba cheart cruinnithe breise leis na páirtithe i dtrácht a shocrú chun iarracht a dhéanamh iad a thabhairt le chéile níos faide anonn má bhíonn an dalta a ndearnadh an bhulaíocht uirthi nó air sásta leis sin. Féadann tairbhe theiripeach a bheith ag gabháil le cruinnithe mar sin;

(xviii) I gcásanna ina measann an múinteoir ábhartha nár caitheadh go leordhóthanach leis an iompar bulaíochta laistigh de 20 lá scoil tar éis di/dó a chinneadh gur tharla iompar bulaíochta, ní mór don mhúinteoir ábhartha é sin a thaifead sa teimpléad taifeadta a chuirtear ar fáil in Aguisín 5;

(xix) Agus cinneadh á dhéanamh cibé ar déileáladh go cuí agus go leordhóthanach le cás bulaíochta, ní mór don mhúinteoir ábhartha, mar chuid dá breithiúnas nó dá bhreithiúnas gairmiúil, na tosca seo a leanas a chur san áireamh:

- Cibé ar scoireadh den iompar bulaíochta ó shin;
- Cibé ar réitíodh, a mhéad ab fhéidir, aon cheist a bhí le réiteach idir na páirtithe;
- Cibé an bhfuil an caidreamh idir na páirtithe curtha ar ais mar a bhí sé, a mhéad is indéanta;
- Aon aiseolas a fuarthas ó na páirtithe i dtrácht, óna dtuismitheoirí nó ó Phríomhoide nó Leas-Phríomhoide na scoile.

(xx) I gcás nach bhfuil tuismitheoir sásta gur dhéileáil an scoil le cás bulaíochta i gcomhréir leis na gnásanna seo, ní mór gnásanna na scoile maidir le gearán a dhéanamh a chur in iúl don tuismitheoir;

(xxi) I gcás ina mbaineann an tuismitheoir úsáid as gnásanna na scoile maidir le gearán a dhéanamh agus nach bhfuil sí/sé sásta fós, ní mór don scoil a insint don tuismitheoir go bhfuil sé de cheart aici/aige gearán a dhéanamh le hOmbudsman na Leanaí.

(xxii) Seo liosta smachtbhannaí céimnithe a úsáidfear i gcás iompar bulaíochta leanúnach (.i. iompar a tharlaíonn arís tar éis do chonradh bheith sínithe)

1. Labhróidh an Príomhoide lena páistí
2. Litir aiféala a lorg ón bpáiste agus iad a choinneail ón gclós 3 lá (nó 4l á, 5 lá ag braith ar dhairírecaht an iompair)
3. Páiste a choinneáil ó imeacht scoile/ ócáid scoile/ turas scoile (i gcásanna níos measa arís agus tar éis smachtbhannaí 1+2)
4. Fionraí (i gcásanna fíor dhona agus tar éis smachtbhannaí 1+2+3)

Gnásanna chun iompar bulaíochta a thaifeadadh

Ní mór don Bhord Bainistíochta a chinntiú go mbíonn gnásanna soiléire ag an scoil chun iompar bulaíochta a nótáil agus a thuairisciú go foirmiúil agus ní mór na gnásanna sin a bheith doiciméadaithe mar chuid de bheartas frithbhulaíochta na scoile. Ní mór gach taifead a choimeád i gcomhréir leis an reachtaíocht chuí cosanta sonraí. Ní mór do ghnásanna na scoile chun iompar bulaíochta a nótáil agus a thuairisciú cloí leis na rialacha seo a leanas:

(i) Bíodh is go gcaithfear gach tuairisc, lena n-áirítear tuairiscí gan ainm i dtaobh bulaíochta, a imscrúdú agus go gcaithfidh an múinteoir ábhartha déileáil leo, bainfidh an múinteoir ábhartha leas as a breithiúnas gairmiúil i

dtaca leis na taifid de na tuairiscí sin a bheidh le coinneáil, na bearta a dhéanfar agus aon phlé leo siúd atá bainteach leis an mbulaíocht maidir leis an gcéanna;

(ii) Má fhaigheann an múinteoir ábhartha go ndearnadh bulaíocht, ní mór don mhúinteoir ábhartha taifid scríofa a choimeád chun cabhrú léi/leis an cheist a réiteach agus an gaol idir na páirtithe a chur ar ais mar a bhí sé, a mhéad is indéanta.

(iii) Ní mór don mhúinteoir ábhartha an teimpléad tuairiscithe in **Aguisín 5** a úsáid chun an t-iompar bulaíochta a thaifeadadh sna cásanna seo a leanas:

a) i gcásanna ina measann sé/sí nár díríodh go leordhóthanach ná go cuí ar an iompar bulaíochta laistigh de 20 lá scoil tar éis dó/di a chinneadh gur tharla iompar bulaíochta; agus

b) i gcás inar chinn an scoil, mar chuid dá bheartas frithbhulaíochta, go gcaithfear iompar bulaíochta a thaifeadadh i gcásanna áirithe agus é a thuairisciú láithreach don Phríomhoide nó don Leasphríomhoide, faoi mar a bheadh.

I ngach ceann de chásanna (a) agus (b) thuas, ní mór an teimpléad taifeadta in **Aguisín 5** a chomhlánú ina iomláine agus ní mór don mhúinteoir i dtrácht é a choimeád agus cóip a chur ar fáil don Phríomhoide nó don Leas-Phríomhoide, faoi mar a bheadh. Ba cheart é a nótáil nach gciallaíonn an amlíne chun iompar bulaíochta a thaifeadadh sa teimpléad taifeadta ag **Aguisín 5** nach féidir leis an múinteoir ábhartha dul i gcomhairle leis an bPríomhoide nó an Leas-Phríomhoide ag céim níos luaithe i dtaca le cás.

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

Tacaíochtaí do dhaltaí a ndearnadh bulaíocht orthu:

D'fhéadfadh comhairleoireacht agus/nó deiseanna chun a bheith rannpháirteach i ngníomhaíochtaí chun a bhféinmheas a mhéadú, a scileanna cairdis agus sóisialta a fhorbairt agus athléimneacht a chothú iontu a bheith ag teastáil ó dhaltaí mar sin.

Tacaíochta do dhaltaí a bhí ag gabháil d'iompar bulaíochta a bheith mar chuid de phróiseas idirghabhála na scoile, leis. Bíonn cúnamh leanúnach de dhíth ar dhaltaí a bhí bainteach le hiompar bulaíochta. Daltaí nach leor a bhféinmheas, ba cheart deiseanna a thabhairt dóibh chun a gcuid braistintí féinfhiúntais a mhéadú. Mar sin beidh sé tábhachtach sna straitéisí foghlama a chuirtear chun feidhme sa scoil foráil a bheith déanta chun braistint daltaí faoina bhfiúntas féin a mhéadú. (.i. Jabanna sa rang/ timpeall na scoile athabhairt dóibh). D'fhéadfadh comhairleoireacht a bheith de dhíth ar dhaltaí a ghabhann d'iompar bulaíochta chun gur féidir leo bealaí eile a fhoghlaim chun a gcuid riachtanas a chomhlíonadh gan cearta daoine eile a shárú.

8. Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí

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

9. An Ciapadh a Chosc

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

10. Ghlac an Bord Bainistíochta an beartas seo an ____ [dáta].

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

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

Sínithe:
(Cathaoirleach an Bhoird Bhainistíochta)

Síniú:
(Príomhoide)

Dáta:

Dáta:

Dáta an chéad athbhreithnithe eile:

Aguisíní

Aguisín 1 **Cineálacha Bulaíochta**

Aguisín 2 **Tionchar an iompair bhulaíochta**

Aguisín 3 **Táscairí d'iompar bulaíochta**

Aguisín 4 **Leideanna praiticiúla ar conas cultúr dearfach scoile a chothú**

Aguisín 5 **Teimpléad chun iompar bulaíochta a thaifeadadh**

Aguisín 6 **Seicliosta le haghaidh athbhreithniú bliantúil ar an mbeartas fhrithbhulaíochta agus ar a fheidhmiú**

Aguisín 7 **Fógra maidir le hathbhreithniú bliantúil an Bhoird Bhainistíochta ar an mbeartas frithbhulaíochta**

Aguisín 1 - Cineálacha Bulaíochta

Seo a leanas cuid de na cineálacha iompair bhulaíochta a d'fhéadfadh a bheith ann idir dhaltaí:

- **Ionsaitheacht fhisiciúil:** Áirítear air sin duine a bhrú, a shá, a bhualadh, a chiceáil, a phriocadh nó cor coise a chur ann. Bheadh trom-ionsaí fisiciúil ar áireamh anseo. Is minic a théann daltaí i mbun 'troideanna bréige', ach féadtar úsáid a bhaint astu chun ciapadh fisiciúil a dhéanamh faoi cheilt, sin nó duine a ghortú.

- **Imeaglú:** Cineál ar leith iompar bulaíochta is ea imeaglú: d'fhéadfadh sé a bheith bunaithe ar chomharthaíocht choirp ionsaitheach ina mbaintear úsáid as an nguth mar arm troda. D'fhéadfadh aghaidh a léiríonn ionsaitheacht agus/nó míghnaoi a bheith ina chúis mhór imní.

- **Aonrú/eisiamh agus caidreamh bulaíochta eile:** Tarlaíonn bulaíocht den chineál seo nuair a dhéanann cuid den rang nó an rang ar fad duine a aonrú, a eisiamh nó neamhaird a thabhair air/uirthi d'aon ghnó. Is gnách iompar mar seo a bheith tionscanta ag duine atá ag gabháil d'iompar bulaíochta agus féadann sé a bheith deacair a bhrath. D'fhéadfadh ráitis mhaslacha a bheith á scríobh mar gheall ar an dalta seo in áiteanna poiblí, nó nótaí faoin dalta nó líníochtaí den dalta a bheith á scaipeadh nó í/é a bheith á maslú/mhaslú de chogar ach é a bheith sách ard le go gcloisfí é. Meastar go mbíonn caidreamh bulaíochta ann nuair a dhiúltaítear go leanúnach d'iarrachtaí duine caidreamh a bheith aige/aici le piaraí agus gaol a chothú leo, nó nuair a bhaintear an bonn de na hiarrachtaí sin. Bíonn rialú i gceist i gceann de na cineálacha is coitianta: "Déan seo, siúd nó eile, nó ní bheidh mé cairdiúil leat níos mó" (ráite nó intuigthe); grúpa a bhailíonn le chéile in aghaidh duine amháin (cailín nó buachaill); geáitsíocht neamhbhriathartha, cúlchaint mhailíseach; scéalta a bheith á scaipeadh mar gheall ar dhuine nó cluas bhodhar a bheith á tabhairt ar dhuine.

- **Cibearbhulaíocht:** Tá an cineál seo bulaíochta ag éirí níos coitianta agus ag athrú an t-am ar fad. Is bulaíocht é seo a chuirtear i gcrích trí theicneolaíochtaí eolais agus cumarsáide ar nós téacsteachtaireachtaí, suíomhanna líonra sóisialta, r-phost, cur teachtaireachtaí meandracha, feidhmchláir, suíomhanna cluichíochta, seomraí comhrá agus teicneolaíochtaí eile ar líne. An cineál bulaíochta ar líne is coitianta ná teachtaireachtaí míchuí nó goilliúnacha a dhíriú ar dhuine. De bhrí go n-úsáideann an chibearbhulaíocht modhanna teicneolaíochta chun an t-iompar bulaíochta a choimeád ag imeacht agus nach gá teagmháil duine le duine, féadfaidh an chibearbhulaíocht tarlú uair ar bith (lá nó oíche). Is iomaí cineál bulaíochta is féidir a éascú tríd an gcibearbhulaíocht. Mar shampla, d'fhéadfaí téacsteachtaireachtaí homafóbacha a sheoladh chuig duine nó pictiúir a phostáil mar aon le ráitis dhiúltacha mar gheall ar ghnéasacht duine, cuma duine srl.

- **Ainmneacha maslacha a thabhairt ar dhuine:** Duine ar bith a thugann ainm maslach, goilliúnach nó náiritheach ar dhuine eile, ba cheart féachaint air sin mar iompar bulaíochta. Is minic a ndéantar tagairt do chuma fhisiciúil duine, m.sh. méid nó éadaí an duine sin, sna hainmneacha seo. D'fhéadfaí aird dhiúltach a dhíriú ar thuin chainte nó ar ghuth so-aitheanta. Is minic cumas acadúil a bheith ina chúis le hainmneacha maslacha: i gcás daoine a mheastar a bheith níos cliste ná mar is gnách agus i gcás daoine a mheastar a bheith níos laige ná mar is gnách.

- **Dochar do mhaoin:** Is féidir bulaíocht a dhíriú ar mhaoin phearsanta. I gceist ansin bheadh damáiste d'éadaí, d'fhón póca nó do ghléasanna eile, do leabhair scoile agus d'ábhar foghlama eile nó cur isteach ar thaisceadán nó ar rothar an dalta. D'fhéadfaí a bhfuil sa mhála scoile a chaitheamh amach ar an urlár. D'fhéadfaí rudaí pearsanta a bhriseadh, a loit, a ghoid nó a chur i bhfolach.

- **Sracadh:** D'fhéadfaí airgead a éileamh, faoi bhagairt uaireanta (bagairtí a chomhlíontar uaireanta mura gcuireann an dalta i dtrácht an t-airgead ar fáil nuair a iarrtar é). D'fhéadfaí iallach a chur ar dhalta maoin a ghoid ar son duine eile atá ag gabháil d'iompar bulaíochta.

Aguisín 2 - Tionchar an iompair bhulaíochta

Daltaí a bhfuil bulaíocht á déanamh orthu, féadfaidh siad mothúcháin éagsúla a bheith acu – neamhdhhiongbháilteacht, náiriú agus imní throm, rud a dhéanann níos soghonta iad, uaireanta. D'fhéadfaí an fhéinmhuinín a laghdú, as a leanann laghdú ar fhéinmheas. Is minic nach labhraíonn na daltaí i dtrácht faoin méid atá ar siúl ach tugtar athrú ar ghiúmar agus ar iompar faoi deara. Má bhíonn an bhulaíocht go dona, féadfaidh an dalta lámh a chur ina bás nó ina bhás féin. Mar sin tá sé ríthábhachtach tuiscint a bheith againn ar cad is ciall le hathruithe ar iompar, ionas gur féidir idirghabháil luath a dhéanamh. Dá luaithe a dhéantar an idirghabháil is ea is fearr.

Daltaí a thugann bulaíocht faoi deara, d'fhéadfadh sí cur isteach orthu agus d'fhéadfaidís siúd a bheith ag fulaingt chomh mór céanna leis an duine nó na daoine is ábhar don bhulaíocht. Mar shampla, daoine a bhfuil tréithe i bpáirt acu le duine a bhfuil bulaíocht bunaithe ar aitheantas á déanamh uirthi nó air, féadfaidh imní teacht orthu go bhfuil siad féin i mbaol. Féadann daltaí a bhrath go bhfuil siad ciontach nó bheith trí chéile toisc nach féidir leo cabhrú leis an té is ábhar don bhulaíocht.

Bíonn iarmhairtí ann do dhaoine a ghabhann d'iompar bulaíochta. Daltaí a ghabhann d'iompar bulaíochta, is airde an dóchúlacht go dtiocfaidh dúlagar orthu. Iarmhairtí eile fadtéarmacha eile a d'fhéadfadh a bheidh ann ná pearsantacht fhrithshóisialta, neamhord imní, mí-úsáid substainte agus iompar in aghaidh an dlí mar dhuine fásta agus laghdú ar ghnóthachtáil oideachais agus ceirde.

Aguisín 3 - Táscairí d'iompar bulaíochta

D'fhéadfadh na comharthaí seo a leanas a chur i bhfios go bhfuil bulaíocht á déanamh ar dhalta:

(i) Imní mar gheall ar an turas chun na scoile nó abhaile uaithi, m.sh. ag iarraidh síob ar thuismitheoir nó ag iarraidh ar thuismitheoir í/é a bhailiú, an bealach chun na scoile a athrú, bheith ag dul ar scoil/ag teacht abhaile ón scoil lasmuigh de na gnáthuaireanta;

(ii) Drogall maidir le dul ar scoil, diúltú dul ar scoil, múitseáil;

(iii) An fheidhmíocht oideachais a bheith ag dul chun donais, easpa cumais chun díriú ar an obair agus laghdú ar dhíograis agus ar spéis i gcúrsaí scoile;

(iv) Patrún de bhreoiteacht fhisiciúil, m.sh. tinnis chinn, tinnis bhoilg;

(v) Athrú ar ghiúmar nó ar iompar nach féidir a mhíniú a d'fhéadfadh a bheith níos sofheicthe díreach roimh dhul ar ais ar scoil tar éis an deireadh seachtaine agus go háirithe tar éis laethanta saoire scoile;

(vi) Comharthaí feiceálacha imní nó ciaptha, m.sh. caint stadach, gan a bheith páirteach i ngníomhaíochtaí, tromluí, deacrachtaí codlata, gol, athrú ar phatrúin itheacháin, caitheamh aníos, fliuchadh na leapa;

(vii) Rudaí a rá go spontáineach faoi dhaltaí nó múinteoirí, rudaí nach mbeadh súil leo ón duine sin;

(viii) Maoin a bheith ar iarraidh nó damáiste déanta di;

(ix) Níos mó airgid á iarraidh, nó airgead a bheith á ghoid;

(x) Gortú nó ballbhrú nach féidir a mhíniú, nó éadaí stróicthe; agus

(xi) Drogall agus/nó diúltú a rá cad é atá ag cur isteach ar an dalta.

D'fhéadfadh comharthaí eile a bheith ann ag brath ar an dalta agus ar an gcás. Ní gá go gciallódh na comharthaí thuas go bhfuil bulaíocht á déanamh ar dhalta ach má fheictear na comharthaí sin arís agus arís eile, nó i dteannta a chéile, ba cheart imscrúdú a dhéanamh le fáil amach cad é atá ag cur isteach ar an dalta.

Aguisín 4 - Leideanna praiticiúla ar conas cultúr dearfach scoile a chothú

- Tabhair dea-shampla d'iompar ina léirítear meas do gach ball de phobal na scoile i ngach caidreamh a bhíonn agat leo.
- Múin do na daltaí go sainráite an rud is teanga a léiríonn meas agus iompar a léiríonn meas ann, an tslí ina gcuirtear in iúl é, an tionchar a bhíonn aige sa seomra ranga agus ar fud na scoile.
- Cuir teachtaireachtaí láidre measa ar taispeáint sa seomra ranga, in áiteanna tionóla agus ar fud na scoile. Bíodh na daltaí bainteach le dréachtú na dteachtaireachtaí.
- Beir orthu agus iad á n-iompar féin i gceart - tabhair aird ar an gcineál iompair atá uait agus mol é nuair a fheiceann tú é.
- Téigh i ngleic ar shlí chomhsheasmhach le haon teanga idirdhealaitheach agus maslach a úsáidtear sa scoil – áirítear air sin teanga homafóbach agus ciníoch agus teanga a dhéanann beag is fiú de dhaltaí atá faoi mhíchumas nó a bhfuil riachtanais speisialta oideachais acu.
- Tabhair aiseolas cuiditheach do dhaltaí nuair nach mbíonn iompar agus teanga a léiríonn meas le sonrú uathu.
- Bíodh córas spreagthaí agus luachanna saothair ann chun iompar inmhianaithe a chur chun cinn mar aon le géilliúlacht do rialacha agus do ghnásanna na scoile. (.i. Teastas Dalta na Seachtaine)
- Múin go sainráite do na daltaí conas meáin shóisialta a úsáid ar shlí fhreagrach.
- Tabhair spreagadh do na daltaí chun géilleadh do rialacha na scoile maidir le húsáid fón póca agus an Idirlín. Déan obair leantach le daltaí nach dtugann aird ar na rialacha.
- Tabhair ról gníomhach do thuismitheoirí agus/nó do Chumann na dTuismitheoirí i bhfeachtais chun feasacht mar gheall ar mheáin shóisialta a mhúscailt.
- Leag béim ar an gceart atá ag gach duine i bpobal na scoile ar a bheith slán sábháilte sa scoil.
- Múin rialacha na scoile go sainráite sa seomra ranga agus in áiteanna tionóla i dteanga a thuigfidh na daltaí, agus cuir béim ar na rialacha sin.
- Féadann gach ball foirne a bheith san airdeall chun aon iompar bulaíochta a thabhairt faoi deara.
- Cinntigh go bhfuil dóthain maoirseachta sa chlós agus lasmuigh den scoil.
- Féadann foireann na scoile comhairle a fháil ó na daltaí faoi na háiteanna is mó ina dtarlaíonn bulaíocht agus faoi na hamanna ag a dtarlaíonn sé.
- Is gnách do na háiteanna is mó ina dtarlaíonn bulaíocht a bheith sa chlós agus lasmuigh den scoil, i seomraí gléasta, i ndorchlaí agus in áiteanna eile inar beag maoirseacht a dhéantar.
- Is gnách bulaíocht a bheith coitianta nuair nach mbíonn maoirseacht struchtúrtha ann, mar shampla nuair a bhíonn daltaí sa chlós nó ag athrú seomraí ranga.
- Tacaigh le bunú comhairlí scoile agus lena gcuid oibre.

Aguisín 5 - Teimpléad chun iompar bulaíochta a thaifeadadh

1. Ainm an dalta a bhfuil bulaíocht á déanamh air/uirthi agus a rang-ghrúpa

Ainm: ______________________________ Rang: ____________

2. Ainm(neacha) agus rang(anna) an dalta/na ndaltaí atá ag gabháil d'iompar bulaíochta

____
____
____

3. An t-iompar is ábhar buartha/imní
(ticeáil an bosca/na boscaí ceart(a)*

An dalta i dtrácht	
Dalta eile	
Tuismitheoir	
Múinteoir	
Eile	

4. An áit ar tharla an teagmhas/na teagmhais (ticeáil an bosca/na boscaí ceart(a)*

Clós	
Seomra ranga	
Dorchla/pasáiste	
Leithris	
Bus Scoile	
Eile	

5. Ainm an té/na ndaoine a thuairiscigh an t-údar imní bulaíochta

6. Cineál an iompair bhulaíochta (ticeáil an bosca/na boscaí ceart(a)*

Ionsaitheacht Fhisiciúil		Cibearbhulaíocht	
Dochar do mhaoin		Imeaglú	
Aonrú/Eisiamh		Cúlchaint mhailíseach	
Ainmneacha maslacha a thabhairt ar dhuine:		Eile (tabhair do thuairim)	

7. I gcás iompair a bhféachtar air mar bhulaíocht bunaithe ar aitheantas, tabhair an chatagóir lena mbaineann:

Homafóbach	Míchumas/bainteach le riachtanais speisialta oideachais	Ciníoch	Ballraíocht den Lucht Siúil	Eile (sonraigh)

8. Cur síos gairid ar an iompar bulaíochta agus ar a thionchar

9. Sonraí na mbeart a rinneadh

Sínithe: ____ Dáta: __________________________

(Múinteoir Ábhartha)

An Dáta a cuireadh é ar aghaidh chuig an bPríomhoide/Leas-Phríomhoide: ______________________________

<u>* Nóta:</u> Catagóirí molta is ea na catagóirí i dtáblaí 3, 4 & 6 agus féadfaidh scoileanna iad a leasú nó catagóirí eile a chur leo.

Aguisín 6 - Seicliosta le haghaidh athbhreithniú bliantúil ar an mbeartas fhrithbhulaíochta agus ar a fheidhmiú

Ní mór don Bhord Bainistíochta (an Bord) athbhreithniú bliantúil a dhéanamh ar bheartas frithbhulaíochta na scoile agus ar an tslí ina gcuirtear chun feidhme é. Ní mór an seicliosta seo a leanas a úsáid san athbhreithniú. Áis is ea an seicliosta d'athbhreithniú an bheartais ach ní seicliosta uileghabhálach é. Ní mór na rudaí seo a leanas a chur i gcrích chun an seicliosta a chomhlánú: scrúdú agus athbhreithniú ar anailís chainníochtúil agus ar anailís cháilíochtúil ar eilimintí éagsúla d'fheidhmiú bheartas frithbhulaíochta na scoile.

1. An bhfuil beartas frithbhulaíochta a ghéilleann go hiomlán do riachtanais *Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile* glactha ag an mBord go foirmiúil?
2. An bhfuil an beartas foilsithe ar shuíomh Gréasáin na scoile agus cóip curtha ar fáil do chumann na dtuismitheoirí?
3. An bhfuil sásta go bhfuil go bhfuil an beartas ar fáil d'fhoireann na scoile (agus foireann nua san áireamh)?
4. An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas agus ar na gnásanna ag foireann na scoile chun iad a chur i bhfeidhm go héifeachtach agus go comhsheasmhach ina gcuid oibre laethúla?
5. An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas ag na daltaí?
6. An bhfuil an Bord sásta gur doiciméadaíodh sa bheartas na straitéisí coisecthe agus oideachais a bheidh i bhfeidhm sa scoil?
7. An bhfuil an Bord sásta gur cuireadh gach straitéis coiscthe agus oideachais chun feidhme?
8. Ar scrúdaíodh a éifeachtaí atá na straitéisí coiscthe agus oideachais atá curtha chun feidhme?
9. An bhfuil an Bord sásta go bhfuil na múinteoirí ar fad ag taifeadadh agus ag déileáil le teagmhais bhulaíochta de réir an bheartais?
10. An bhfuil an Bord sásta go bhfuair an Bord na tuairiscí achoimre tréimhsiúla ón bPríomhoide agus ar glacadh miontuairiscí maidir leo?
11. An bhfuil an Bord sásta gur pléadh a fheabhas atá an scoil ag láimhsiú tuairiscí bulaíochta lena n-áirítear teagmhais bhulaíochta ar déileáladh leo ag céim luath agus nach bhfuil ar áireamh, mar sin, i dtuairisc thréimhsiúil an Phríomhoide?
12. An bhfuil an Bord sásta nach bhfuarthas aon ghearán ó thuismitheoirí maidir leis an tslí ina láimhsíonn an scoil teagmhais bhulaíochta?
13. An bhfuil an Bord sásta nár thóg tuismitheoir ar bith a páiste amach as an scoil á rá go raibh siad míshásta leis an tslí inar láimhsigh an scoil cás bulaíochta?
14. An bhfuil an Bord sásta nach ndearna Ombudsman na Leanaí imscrúdú ar an tslí inar láimhsigh an scoil cás bulaíochta a thionscain nó a thabhairt chun críche?

15. An bhfuil an Bord sásta go ndearnadh anailís ar na sonraí a fuarthas ó chásanna a tuairiscíodh don Phríomhoide (leis an teimpléad taifeadta bulaíochta) chun aon cheisteanna, treochtaí nó patrúin in iompar bulaíochta a shainaithint?
16. An bhfuil an Bord sásta nár aithníodh aon ghnéithe de bheartas na scoile agus/nó a fheidhmiú a dteastaíonn feabhsú breise orthu?
17. An bhfuil plean gníomhaíochta i bhfeidhm ag an mBord chun díriú ar aon réimse ina dteastaíonn feabhsú ?

Síniú: Dáta:

Cathaoirleach, an Bord Bainistiochta

Síniú: Dáta:

Príomhoide

Aguisín 7 - Fógra maidir le hathbhreithniú bliantúil an Bhoird Bhainistíochta ar an mbeartas frithbhulaíochta

Chuig: ______________________________

Is mian leis an mBord Bainistíochta i ______________________________ na nithe seo a leanas a chur in iúl duit:

o Tugadh athbhreithniú an Bhoird Bhainistíochta ar bheartas frithbhulaíochta na scoile agus a fheidhmiú chun críche ag cruinniú an Bhoird den ______________________________ [dáta]

o Rinneadh an t-athbhreithniú i gcomhréir leis an seicliosta atá leagtha amach in **Aguisín 6** de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile.*

Síniú: Dáta:

Cathaoirleach, an Bord Bainistiochta

Síniú: Dáta:

Príomhoide

Gaelscoil na Lochanna

Anti-bullying Policy

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

Furthermore, the school has adopted the approach of the antibullying.ie campaign (as promoted by Seán Fallon).

This approach seeks to create a culture of awareness regarding bullying among the whole school community. The culture is based on the school organising ongoing awareness sessions for children and parents throughout the whole year. (video sessions in class, class surveys, newsletter informations, assembly talks, competitions). The antibullying campaign approach also allows children to come clean, see their actions from others' point of view and be given a chance to change their ways.

Aims of the policy

i) To create a positive school culture and climate that is inclusive and welcoming of difference;

(ii) To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour;

(iii) To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour;

(iv) To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation;

(v) To provide procedures for investigating and dealing with bullying behaviour;

(vi) To provide procedures for noting and reporting bullying behaviour;

(vii) To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;

(viii) To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour; and

(ix) To facilitate ongoing evaluation of the effectiveness of the school's anti-bullying policy.

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

- A positive school culture and climate which-
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and

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

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

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

The following types of bullying behaviour are included in the definition of bullying;

- deliberate exclusion, malicious gossip and other forms of relational bullying;
- cyber-bullying; and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Further descriptions of bullying behaviour are set out in **Appendix 1**.

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

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

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

- Alleged Bullying outside school (school bus, Parent association events, other)

The role of the school regarding alleged bullying outside school will be to listen and give guidance, if possible, on how best to resolve these matters. The school is happy to help, if possible, to resolve these matters but it will not normally be appropriate for the school in these cases to impose sanctions.

Rationale:

When children are in school- the school have responsibility for children

When children are on the school bus- Bus Éireann have responsibility for children

When children are attending Parent Association events- children's parents are responsible for the children

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Class teacher

5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- Building and maintaining a positive school culture (as detailed below- esp Antibullying.ie see Appendix 4)
- Providing continuous opportunities for the children to develop a positive sense of self worth.(through curricular and extra- curricular programmes)
- Effective delivery of the Social Personal and Health Education subject
- Friendship week (usually in month of November where children join up with other classes to practice friendship skills)
- Effective Delivery of Stay Safe Programme and Religious Programmes
- Awareness events (Poster displays, talks at assembly, information talks to parents, competitions for bullying posters, poems, newsletter notices) so that the whole school community understand what bullying is and how the school deals with bullying behaviour- Each class from rang 2 has pack of awareness lessons and videos to go through as per schedule in antibullying plan.)
- Information talks to children
- Circulation of school policy
- Inservice courses for teachers
- For children with SEN- approaches to decreasing the likelihood of bullying include improving inclusion, focussing on developing social skills, paying attention to key moments such as transition to post primary
- Prevention and awareness raising measures must also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures should focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of importance in this regard. The prevention and awareness raising measures should also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school.
- Promoting co-operation and group enterprise through group work and team games (i.e. project work or inter and intra school competitions)
- Using sports as an excellent opportunity for channeling and learning how to control aggression (i.e. school blitzes)

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

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

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

(iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It

should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

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

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

(vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

(viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

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

(x) When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

(xi) If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

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

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

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

(xv) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;Children involved will be given a chance to see their actions from view of others and sign a contract to amend their behaviour. Should the behaviour reoccur parents will also be involved in signing a further contract.

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

(xvii) Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;

(xviii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template. (Appendix 5);

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

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;

· Whether the relationships between the parties have been restored as far as is practicable; and

· Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.

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

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

(xxii) The following are a list of staged sanctions for repeated behaviours of bullying:

1. School Principal will talk to children
2. Children may be kept in from yard for 3 days (or 4 or 5) depending on seriousness of bullying
3. Children may not be allowed attend school occasion/function/school tour (in cases of more serious incidents or after sanction 1+2)
4. Suspension (in cases of extreme bullying and after stages 1+2+3)

Procedures for recording bullying behaviour

The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school's anti-bullying policy. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

(i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;

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

(iii) The relevant teacher must use the recording template at **Appendix 5** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

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

In each of the circumstances at (a) and (b) above, the recording template at **Appendix 5** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 5** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

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

For those who have been bullied:

- Opportunities to participate in activities designed to raise self- esteem

- Opportunities to participate in activities designed to develop friendship + social skills and thereby build resilience
- Counselling (if necessary)

For those involved in bullying behaviour:

- Ongoing assistance needed
- For those with low self esteem- opportunities should be developed to increase feelings of self-worth (i.e. choosing them for jobs in class or school)
- Counselling to help them learn other ways of meeting their needs without violating the rights of others

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

10. This policy was adopted by the Board of Management on ___________________________________ [date].

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

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:	Signed:
(Chairperson of Board of Management)	*(Principal)*
Date:	Date:

Date of next review:

Appendices

1. **Types of Bullying**

2. **Impacts of Bullying Behaviour**

3. **Indicators of Bullying Behaviour**

4. **Practical Tips to Build a Positive School Culture (incl pack for teachers from Antibullying.ie)**

5. **Template for Recording Bullying Behaviour**

6. **Checklist for annual review of the anti-bullying policy and its implementation**

7. **Notification regarding the Board of Management's annual review of the anti-bullying policy**

Appendix 1 - Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix 2: Impacts of bullying behaviour

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Appendix 3: Indicators of bullying behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

(i) Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;

(ii) Unwillingness to go to school, refusal to attend, truancy;

(iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;

(iv) Pattern of physical illnesses e.g. headaches, stomach aches;

(v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays; 12

(vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;

(vii) Spontaneous out-of-character comments about either pupils or teachers;

(viii) Possessions missing or damaged;

(ix) Increased requests for money or stealing money;

(x) Unexplained bruising or cuts or damaged clothing; and

(xi) Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

Appendix 4 - Practical Tips to help build a Positive School Culture

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines. (i.e. certificate for Student of Week)
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 5 - Template for Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name: ____ Class: ______________

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

____

____

____

3. Source of bullying concern/report
(tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents
(tick relevant box(es))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concerned

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed: ____ (Relevant Teacher) Date: ___________________

Date submitted to Principal/Deputy Principal: ____

* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 6 - Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

1. Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?
2. Has the Board published the policy on the school website and provided copy to Parents' Association?
3. Has the Board ensured that the policy has been made available to school staff (including new staff)?
4. Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?
5. Has the Board ensured that the policy has been adequately communicated to all pupils?
6. Has the policy documented the prevention and education strategies that the school applies?
7. Have all of the prevention and education strategies been implemented?
8. Has the effectiveness of the prevention and education strategies that have been implemented been examined?
9. Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?
10. Has the Board received and minuted the periodic summary reports of the Principal?
11. Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?
12. Has the Board received any complaints from parents regarding the school's handling of bullying incidents?
13. Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?
14. Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?
15. Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?

16. Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?
17. Has the Board put in place an action plan to address any areas for improvement?

Signed:	Signed:
Chairperson, Board of Management	*Principal*
Date:	Date

Appendix 7 - Notification regarding the Board of Management's annual review of the anti-bullying policy

To: ____

The Board of Management of ____ wishes to inform you that:

o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of ____ [date].

o This review was conducted in accordance with the checklist set out in **Appendix 6** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed:	Date:
Chairperson, Board of Management	
Signed:	Date:
Principal	