

Polasaí Frithbhulaíochta

Scoil Naithí



Réamhrá

Is é ról Scoil Naithí ná an caighdeán is airde oideachais a chur ar fáil (trí mheán na Gaeilge) dár n-daltaí uile. Tá timpeallacht foghlama shocair, shábháilte riachtanach leis an gcuspóir seo a chur i gcrích. Laghdaíonn agus caolaíonn iompar bulaíochta, trína nádúr ghnéitheach féin, mianach an oideachais agus déanann sé dochar síceolaíoch. Dá bharr sin, ní foláir an cheist a phlé go dearfach agus go daingean trí raon de ghníomhaíochtaí agus de straitéisí scoilbhunaithe a thabharfadh deis do gach ball de phobal na scoile gníomhú go héifeachtúil in aghaidh an iompair seo.

Rathaíonn iompar bulaíochta in atmaisféar na héiginnteachta agus na rúndachta ina mbraitheann an té a bhíonn thíos leis éadóchas agus mí-éifeacht i gcoinne cumhacht an bhulaí. Tá gá le hardréim d'aireachas cnuasaitheach sa scoil agus ag tuismitheoirí le go n-aithneofaí iompar bulaíochta agus go réiteofaí é ar bhonn cóir agus cothrom.

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 Scoil Naithí 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.

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 (féach Aguisín 1) 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 coiscithe (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 thairgeadh 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 bhallaíocht 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 téacstheachtairacht 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 theachtairacht, 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.

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

Samplaí d'Iompraíochtaí Bulaíochta

<p>Iompraíochtaí a bhaineann le gach saghas bulaíocht</p>	<ul style="list-style-type: none"> • Ciapadh bunaithe ar cheann ar bith de na naoi bhforas sa reachtaíocht combhionannais e.g. ciapadh gnéasach, bulaíocht homafóbach, bulaíocht chiníocht, etc • Forrántacht fhisiciúil • Damáiste do mhaoin • Leasainmneacha a ghlaoch • Cleithmhagadh • Pictiúir, focail i scríbhinn, nó ábhar eile a tháirgeadh, a thaispeáint nó a scaipeadh atá dírithe ar dhuine eile a imeaglú • Graifítí maslach • Sracadh • Imeaglú • Aonrú • Greannú • Ráflaí maslaitheacha • Gothaí maslaitheacha nó gáirsiúla • “Amharc” faoi leith • Cur isteach ar spás pearsanta • Meascán d’aon cheann a luaitear
<p>Cibearbhulaíocht</p>	<p>Tá sé de cheart ag Scoil Naithí déileáil le nó fiosrú a dhéanamh ar chibearbhulaíocht sa chás go gceapann an scoil go bhfuil gá leis.</p> <ul style="list-style-type: none"> • Tromaíocht: Ráflaí, bréaga nó biadán a scaipeadh chun dochar a dhéanamh do cháil duine eile • Ciapadh: Teachtaireachtaí oilc, suaracha nó gáirsiúla a sheoladh chuig duine go leanúnach

	<ul style="list-style-type: none"> • Pearsanú: Teachtaireachtaí maslaitheacha nó forrántacha a phóstáil faoi ainm duine eile • Gríosadh: Úsáid a bhaint as focail gháirsiúla nó ghríosaitheacha chun troid ar líne a spreagadh • Cleasaíocht: Dallamullóg a chur ar dhuine eolas pearsanta a roinnt agus an t-eolas sin a úsáid ar líne ina dhiaidh sin • Sceitheadh: Eolas nó íomhánna rúnda a phostáil nó a roinnt • Leithcheal: Leithcheal a dhéanamh ar dhuine ó ghrúpa ar líne d'aon ghnó • Cibear-stalcaireacht: Ciapadh agus tromaíocht leanúnach a fhágann go mbíonn eagla a b(h)eatha/a s(h)ábháilteachta ar dhuine • Glao tostach gutháin/gutháin phóca • Glao maslach gutháin/gutháin phóca • Teachtaireacht téacs mhaslach • Teachtaireacht ríomhphoist mhaslach • Cumarsáid mhaslach ar líonraí sóisialta e.g. Facebook/Ask.fm/ Twitter/You Tube nó ar chonsóil chluichí • Ráitis/Blaganna/Pictiúir mhaslacha idirlín • Postálacha maslacha ar chineál ar bith teicneolaíochta cumarsáide
Iompraíochtaí Bunaithe ar Aitheantas Lena n-áirítear aon cheann de na naoi bhforas idirdhealúcháin a luaitear sa Reachtáíocht um Chomhionannas (inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlai, claonadh gnéasach, reiligiún, aois, míchumas, cine agus toisc gur den Lucht Taistil iad).	
Homafóbach agus Trasinscne	<ul style="list-style-type: none"> • Ráflaí a scaipeadh faoi chlaonadh gnéasach duine • Tathant ar dhuine a bhfuil claonadh gnéasach difriúil aige/aici • Leasainmneacha a ghlaoch, e.g. aerach, casta, lúbtha, a úsáidtear chun caitheamh anuas ar dhuine • Imeaglú fisiciúil nó ionsaí • Bagairtí
Cine, náisiúntacht, cúlra eitneach agus ballraíocht de phobal an Lucht Taistil	<ul style="list-style-type: none"> • Idirdhealú, réamhchlaonadh, ráitis nó maslaí a bhaineann le cine, náisiúntacht, cultúr, aicme shóisialta, creideamh, cúlra eitneach nó an Lucht Taistil • Leithcheal de bhun aon cheann acu seo thuas
Caidreamhach	<p>Is éard atá i gceist anseo caidrimh a mhí-ionramháil mar bhealach chun bulaíocht a dhéanamh. Ar na hiompraíochtaí tá:</p> <ul style="list-style-type: none"> • Biadán maslach • Leithcheal agus aonrú • Neamhaird • Leithcheal ó ghrúpa • Cairde a bhaint de dhuine • “Bitseáil” • Ráflaí a scaipeadh • Rún a sceitheadh • Caint sách ard le go gcloisfeadh an t-íobartach í • ‘Amharc’ faoi leith • ‘Nerd’ a úsáid le cur isteach ar dhuine
Gnéasach	<ul style="list-style-type: none"> • Ráitis nó tadhall gnéasach míchuí nó gan choinne • Ciapadh
Riachtanais Speisialta Oideachais Míchumas	<ul style="list-style-type: none"> • Leasainmneacha a ghlaoch • Tathant ar dhaoine eile mar gheall ar a míchumas nó riachtanais foghlama

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| | <ul style="list-style-type: none"> • Teach i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta bulaíocht a aithint agus iad féin a chosaint • Teach i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta cúinsí sóisialta agus leideanna sóisialta a aithint agus iad féin a chosaint • Aithris a dhéanamh ar mhíchumas duine eile • Ceap magaidh a dhéanamh de dhaoine eile |
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4. Seo a leanas an múinteoir/na múinteoirí ábhartha a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfadh léi:

- An múinteoir ranga ar dtús.
- Príomhoide na scoile ina dhiaidh sin más gá.

5. Polasaí na Scoile i dtaobh Bulaíocht a Chosc

Tá cur chuige uile scoile i bhfeidhm againn le bulaíocht a chosc a chiallaíonn go bhfuil freagracht ar gach ball de phobal na scoile as é a chosc.

Déanaimid ár ndícheall atmaisféar scoile a chruthú ina mbraitheann páistí slán sábháilte, go bhfuil a fhios acu go n-éistfead leo agus go spreagtar iad le tuairisc a thabhairt ar eachtraí iompar bulaíochta. Mínítear dóibh nach ag insint scéalta atá siad, ach ag gníomhú go freagrach.

Tugaimid am sa rang agus ag an tionól leis an ábhar a phlé, mínítear go bhfuil iompar bulaíochta do-ghlactha agus mínítear freisin an saghas atmaisféar ar mhaith linn a chothú sa scoil.

Bainimid úsáid as na ceachtanna ábhartha iontu seo le díriú ar an bhfadhb agus ar na slite í a dhíbirt:

An Clár Stay Safe
An Clár Misneach
Gníomhaíochtaí Am Ciorcail

Teagasc Críostaí
Curaclam OSPS
Webwise

Cuirimid nósanna imeachta i bhfeidhm chun iniúchadh ar agus déileáil le heachtraí bulaíochta. Baintear leas as an mbosca teachtaireachtaí chun gur féidir leis na paistí a gcuid mothúcháin agus smaointe a léiriú sa rang. (Féach Aguisín A)

Roinnt de na **saintréithe** a thugann le fios go mb'fhéidir go bhfuil páiste i mbun iompar bulaíochta

- Is cuma cailín nó buachaill an bulaí.
- B'fhéidir go bhfuil bulaíocht á dhéanamh ar an mbulaí sa bhaile, ar an tsráid nó ar scoil.
- D'fhéadfadh bulaí a bheith i measc páistí an-óg.
- B'fhéidir go bhfuil iompar ionsaitheach fisiciúil nó síceolaíoch feicthe ag an mbulaí.
- D'fhéadfadh bulaí duine/daoine eile a úsáid go hiomaí leis an mbulaíocht a dhéanamh.
- Bíonn roinnt bulaithe ann a bhíonn ag gríosú daoine eile – spochadh, tarcaisniú – agus ansin ag gearáin nuair a fheiceann siad daoine eile á n-iompair féin ar an tslí chéanna.
- Go hiomaí, is féidir le bulaí bheith níos láidre go fisiciúil ná daoine eile, gur duine foghach é/í agus go dtaitníonn coimhlint leis/léi.
- B'fhéidir go mbraitheann an bulaí go ndéantar faill nó neamhaird de/di sa bhaile nó ar scoil.
- B'fhéidir go bhfuil fadhbanna foghlamtha ag an mbulaí agus go bhfuil meon diúltach aige/aici i leith múinteoirí nó údarás.
- B'fhéidir go bhfuil lagmheas ar an mbulaí féin agus go mbíonn sé/sí ag gabháil den bhulaíocht chun é a cheilt.
- B'fhéidir go bhfuil brú ar an mbulaí rathú ar ais nó ar éigean.
- B'fhéidir nach mbaineann a dhath a bhfuil thuas le bulaí.

Sainmhíniú ar Íospartach Bulaíochta

Is ionann íospartach bulaíochta agus duine a fhulaingíonn aird leanúnach duine/daoine eile gan iarraidh, nó, a fhulaingíonn de bharr a bheith coinnithe amach nó aonraithe ag duine/daoine eile.

Conas íospartach bulaíochta a aithint

- B'fhéidir go meastar go bhfuil an t-íospartach difriúil óna bpiaraí.
- B'fhéidir gur páiste a ndéantar ró-chosaint air/uirthi an t-íospartach.
- B'fhéidir go bhfuil lagmheas ar an íospartach.
- B'fhéidir go bhfuil easpa scileanna bunúsacha sóisialta mar aon le scileanna chun déileáil le deacrachtaí ar an íospartach.
- B'fhéidir go bhfuil an t-íospartach hipiríogair.
- B'fhéidir go ndéantar bulaíocht ar an íospartach de bharr a g(h)nóthachtálacha acadúla.
- B'fhéidir gur ísealghnóthachtálaí nó ardghnóthachtálaí an t-íospartach.
- B'fhéidir nach mbaineann a dhath a bhfuil thuas le íospartach.

Íospartach Bulaíochta a Aithint

Ar Scoil

- Íslíú ar chaighdeán oibre ar scoil
- Cailltear suim sa scoil
- Comharthaí infheicthe inní/crá
- Sealúchas ar iarraidh
- Liúr, gortú gan mhíniú nó éadaí stróicthe
- A bheith ciaptha, beag is fiú nó fonóid déanta díobh
- Bíonn siad (go minic) leo féin nó coinnithe amach ón bpiarghrúpa
- Mionbhreiteachtaí rialta, go háirithe tinnis cinn agus goile

Sa Bhaile

- Mífhonn dul ar scoil
- Inní faoi thaisteal ar nó ón scoil
- Athruithe gan mhíniú i ngiúmar nó iompar. Tarlóidh sé seo go hiomaí roimh atosú na scoile, e.g. críoch an deireadh seachtaine, críoch na laethanta saoire
- Mionbhreiteachtaí rialta ag gabháil go hiomaí leis na hathruithe giúmar luaite thuas
- B'fhéidir go dtosóidh sé/sí ag bulaíocht ar pháistí eile sa chlann
- Breis iarratas ar airgead
- Liúr, gortú, gearradh, scrabha gan mhíniú
- Mífhonn a rá cad tá ag goilleadh air/uirthi
- Leithscéalta andócha a thabhairt lena bhfuil thuas a mhíniú

6. Gnásanna chun Bulaíocht a Fhiosrú agus Láimhseáil

Is é an phríomhaidhm a bhaineann le bulaíocht a fhiosrú agus a láimhseáil ná ceisteanna a réiteach agus an caidreamh idir na páirtithe a shlánú, a oiread agus is féidir (seachas milleán a leagan ar dhuine);

Ní mór do ghnásanna na scoile cloí leis an gcur chuige seo a leanas.

Déanfar gach iarracht a chinntiú go dtuigfidh gach duine atá rannpháirteach (daltaí, tuismitheoirí/caomhnóirí san áireamh) an cur chuige sin ón tús.

Iompraíocht Bhulaíochta a Thuairisciú

- Féadfaidh dalta nó tuismitheoir(í)/caomhnóir(í) ar bith eachtraí bulaíochta a chur in iúl do mhúinteoirí ar bith sa scoil.
- Fiosróidh agus láimhseálfad an múinteoir ábhartha gach tuairisc, ina measc tuairiscí anaithnide.

- Ní mór do bhaill foirne teagaisc agus neamhtheagaisc, cuir i gcás rúnaithe, cúntóirí riachtanas speisialta (SNA), tionlacaithe bus, airígh, glantóirí aon eachtraí d'iompraíocht bhulaíochta a fheiceann siad nó a luaitear leo a chur in iúl don mhúinteoir ábhartha.

Eachtraí a Fhiosrú agus a Láimhseáil: Stíl an Chuir Chuige

- Agus é/í ag fiosrú agus ag láimhseáil na bulaíochta, tabharfaidh an múinteoir (ábhartha) a b(h)reithiúnas féin féachaint ar tharla bulaíocht nó nár tharla agus conas is fearr an cas a réiteach;
- Éilítear ar thuismitheoirí/ar chaomhnóirí agus ar dhaltaí comhoibriú le cibé fiosrú a dhéanfar agus cuidiú leis an scoil ceist ar bith a thiocthadh aníos a réiteach agus an caidreamh idir na páirtithe a shlánú, a oiread agus is féidir, a thúisce agus is féidir;
- Ba chóir do mhúinteoirí cur chuige fionnuar neamh-mhóthúchánach réitithe fadhbanna a ghlacadh.
- Ba chóir eachtraí a fhiosrú, a oiread agus is féidir, lasmuigh den seomra ranga d'fhonn príobháid gach rannpháirtí a chinntiú; ba chóir do mhúinteoir eile a bheith ar na cóngair a fhaid is atá an t-eachtra á fhiosrú. Cé nár cheart don mhúinteoir seo a bheith páirteach san fhiosrúchán, ba cheart go mbeadh sé/sí ar éisteacht an fhiosrúcháin.
- Ba chóir gach agallamh a dhéanamh chomh híogair agus is féidir agus cearta na ndaltaí á nglacadh san áireamh. Is féidir le daltaí nach bhfuil baint dhíreach acu leis an gcás eolas úsáideach a chur ar fáil mar seo a leanas:
- Agus eachtraí d'iompraíocht bhulaíochta á n-anailísiú, ba chóir don mhúinteoir ábhartha iarracht a dhéanamh freagraí ar na ceisteanna cén rud, cén áit, cén duine, agus cén fath a lorg. Ba chóir é seo a dhéanamh go deas suaimhneach, agus sampla a thabhairt den chaoi ar chóir déileáil le coinbhleacht gan dul i muinín na forrántachta;
- Más grúpa atá i gceist, ba chóir agallamh a chur ar gach duine acu ina n-aonar ar dtús. Ina dhiaidh sin, ba chóir bualadh leo siúd atá i gceist mar ghrúpa. Ag an gcruinniú leis an ngrúpa, ba chóir a iarraidh ar gach duine acu a c(h)untas féin a thabhairt ar ar tharla d'fhonn a chinntiú go dtuigeann gach duine sa ghrúpa ráitis na ndaoine eile go soiléir;
- Ba chóir tacú le gach ball den ghrúpa i dtaca leis an mbrú a d'fhéadfadh a theacht orthu ó bhaill eile an ghrúpa tar éis an agallaimh leis an múinteoir; D'fhéadfadh sé a bheith oiriúnach freisin a iarraidh orthu siúd a bhí i gceist cuntas a scríobh ar ar tharla.
- I gcásanna go gcinneann an múinteoir ábhartha gur tharla iompraíocht bhulaíochta, ba chóir teagmháil a dhéanamh le thuismitheoir(í)/caomhnóir(í) na bpáirtithe go luath d'fhonn an tarlúint a chur in iúl dóibh agus míniú a thabhairt ar na gníomhartha a bheifear á dhéanamh (agus tagairt á déanamh do bheartas na scoile). Ba chóir don scoil deis a thabhairt do thuismitheoirí/do chaomhnóirí plé a dhéanamh ar na bealaí lenar féidir leo tacú leis na gníomhartha atá an scoil a dhéanamh agus leis na tacaí atáthar a chur ar fáil do na daltaí;
- Sa chás go gcinneann an múinteoir ábhartha go raibh iompraíocht bhulaíochta ar bun ag an dalta, ba chóir a chur in iúl go soiléir dó/di an sárú a rinne sé/sí ar bheartas frithbhulaíochta na scoile agus ba chóir iarracht a dhéanamh tabhairt air/uirthi an cas a fheiceáil ó dhearcadh an dalta a d'fhulaing an bhulaíocht.
- Ní mór a chur in iúl go soiléir do gach rannpháirtí (gach tacar daltaí agus múinteoirí/caomhnóirí) i gcás ar bith a gcaithfear smachtbhannaí araíonachta a chur i bhfeidhm gur ceist phríobháideach atá ann idir an dalta a bheidh faoi smachtbhanna, a t(h)uismitheoir(í)/c(h)aomhnóirí agus an scoil;

Gníomh leantach agus cuntas

- Cláraítear gach eachtra bulaíochta i gcónaí sa Chóipleabhar Smachta, sa Chóipleabhar Ceartúcháin nó san Fhillteán Teagmháil le Tuismitheoirí.
- Agus cinneadh á dhéanamh ar déileáladh go cuí agus go leordhóthanach leis an gcás bulaíochta, ní mór don mhúinteoir ábhartha, agus breithiúnas gairmiúil á thabhairt aige/aici, na cúinsí seo a leanas a ghlacadh san áireamh:
 - An bhfuil deireadh tagtha leis an iompraíocht bhulaíochta;
 - An bhfuil ceisteanna idir na páirtithe réitithe, a oiread agus is féidir;
 - An bhfuil caidreamh idir na páirtithe slánaithe, a oiread agus is féidir;

- Aiseolas ar bith a fuarthas ó na páirtithe rannpháirteacha, óna dtuismitheoir(í)/a gcaomhnóir(í) nó ó phríomhoide nó leas-phríomhoide na scoile.
- Ba chóir cruinnithe leantacha ar leithligh a shocrú leis na páirtithe leasmhara féachaint an bhféadfaí iad a thabhairt le chéile tráth níos déanaí má bhíonn an dalta a d'fhulaing an bhulaíocht réidh agus toilteanach.
- I gcás nach mbíonn tuismitheoir(í)/caomhnóir(í) sásta gur dhéileáil an scoil leis an gcás bulaíochta de réir na ngnásanna seo, ní mór gnáthaimh ghearáin na scoile a chur in iúl do na tuismitheoir(í)/caomhnóir(í), mar is cuí.
- I gcás gur bhain an/na tuismitheoir(í)/caomhnóir(í) leas as gnáthaimh ghearáin na scoile agus nach bhfuiltear sásta fós, ní mór don scoil a chur in dóibh go bhfuil an cheart acu gearán a dhéanamh leis an Ombudsman do Leanaí.

Iompraíocht Bhulaíochta a chuntas

Tá sé ríthábhachtach go ndéanfaí gach eachtra de bhulaíocht a chuntas ar bhealach oibiachtúil agus fíorasach. Seo a leanas gnásanna na scoile maidir le hiompraíocht bhulaíochta a chuntas agus a thuairisciú:

Neamhfhoirmiúil - Réamhdhearbhú gur tharla bulaíocht

- Ní mór do gach ball foirne cuntas i scríbhinn a choinneáil d'eachtraí a fheiceann siad nó a chuirtear in iúl dóibh sa Chóipleabhar Smachta, sa Chóipleabhar Ceartúcháin nó san Fhillteán Teagmháil le Tuismitheoirí. Ní mór gach eachtra a thuairisciú don mhúinteoir ábhartha.
- Cé nár mhór don mhúinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí anaithnide, de bhulaíocht a fhiosrú agus a láimhseáil, ní mór don mhúinteoir ábhartha cuntas i scríbhinn a choinneáil ar na tuairiscí (sa Chóipleabhar Smachta, sa Chóipleabhar Ceartúcháin nó san Fhillteán Teagmháil le Tuismitheoirí), ar na gníomhartha a glacadh agus ar aon phlé a rinneadh leis na rannpháirtithe.
- Ní mór don mhúinteoir ábhartha gach eachtra atáthar a fhiosrú a chur in iúl don phríomhoide.

Foirmiúil Céim 1 - Dearbhú gur tharla bulaíocht

- Má dhearbhaíonn an múinteoir ábhartha gur tharla bulaíocht, ní mór don mhúinteoir ábhartha cuntas cuí i scríbhinn a choinneáil sa Chóipleabhar Smachta, sa Chóipleabhar Ceartúcháin nó san Fhillteán Teagmháil le Tuismitheoirí a chuideoidh leis/léi na ceisteanna a réiteach agus na caidrimh a shlánú, a oiread agus is féidir, idir na páirtithe leasmhara.
- Caithfear gach eolas a bhaineann le heachtraí a tharla sula ndearbhaítear an bhulaíocht a thuairisciú sa Chóipleabhar Smachta, sa Chóipleabhar Ceartúcháin nó san Fhillteán Teagmháil le Tuismitheoirí. Más gá, is féidir an t-eolas a úsáid le cinneadh a dhéanamh féachaint ar tharla bulaíocht nó nár tharla.

Foirmiúil Céim 2 - Aguisín 2 (Ó Ghnásanna Foirmiúla na Roinne Oideachais agus Scileanna)

Ní mór don mhúinteoir ábhartha an teimpléad cuí in **Aguisín 2** a úsáid chun an iompraíocht bhulaíochta a chuntas sna cúinsí seo a leanas:

- a) i gcásanna gur dóigh leis/léi nár déileáladh go cuí ná go leordhóthanach leis an iompraíocht bhulaíochta laistigh de 20 lá scoile tar éis dó/di a chinneadh gur tharla iompraíocht bhulaíochta; agus
- b) Sa chás gur chinn an scoil mar chuid dá beartas frithbhulaíochta nár mhór, i gcúinsí áirithe, an iompraíocht bhulaíochta a chuntas agus a thuairisciú láithreach bonn don Phríomhoide nó don Phríomhoide Tánaisteach de réir mar is cuí.

Nuair a bhaintear úsáid as an teimpléad cuntais, coimeádfar i bhfillteán ar leith é in oifig an Phríomhoide.

Straitéisí idirghabhála seanbhunaithe

- Agallaimh idir an múinteoir agus gach dalta
- Comhaontuithe idir daltaí a idirbheartú agus iad a leanúint le próiseas monatóireachta. Is féidir é seo a dhéanamh ar bhealach neamhfhoirmiúil nó a chur i bhfeidhm trí phróiseas idirghabhála níos struchtúrtha
- Oibriú le tuismitheoir(í)/caomhnóir(í) chun tacú le hidirghabhálacha scoile
- Cur chuige gan milleán
- Am Ciorcail

- Seachtain fhrithbhulaíochta agus frith-cibearbhulaíocht a eagrú – féach na suímh gréasáin www.esafety.ie agus www.webwise.ie atá ar fáil do phobal na scoile
- Agallaimh athshlánúcháin
- Ceistneoirí sochghraim a chur i bhfeidhm
- An t-íospartach a láidriú
- Idirghabháil
- Cleachtas athshlánúcháin
- Bosca teachtaireachtaí
- Clár ‘Sticks and Stones’
- Téann na **Gardaí áitiúla** chun cainte le daltaí Rang 5 faoi bhulaíocht agus chibearbhulaíocht mar chuid de Chlár Scoile an Gharda Síochána

7. Clár Tacaíochta don Dalta a nDearnadh Bulaíocht Air/Uirthi

D’fhéadfadh sé/sí a bheith neamshocair ann/inti féin, a bheith ciapaithe, agus d’fhéadfadh tionchar a bheith aige seo ar an féinmheas agus go rachadh an iompar bulaíochta in olcas. Ní mór don scoil bheith aireach ar pháistí a meastar a bheith ‘difriúil’, ach is féidir le haon pháiste a bheith faoi thionchar iompar bulaíochta. An páiste atá i mbun iompraíochta bhulaíochta: de ghnáth is iompraíocht fhoghlamtha atá i gceist agus b’fhéidir nach bhfuil féinmheas aige/aici air/uirthi féin. De ghnáth bíonn an páiste ag iarraidh go dtabharfaí aird air/uirthi agus is annamh a thuigeann sé/sí iarmhairt na hiompraíochta seo. Is féidir le haon pháiste dul i mbun iompraíochta bhulaíochta.

Más gá, iarrfar ar thuismitheoirí comhairleoireacht a mheas le cabhrú leis an bpáiste atá i mbun iompraíochta bhulaíochta, chun an féinmheas a chothú nó a scileanna sóisialta a fhorbairt.

Beidh gá le tacaíocht leanúnach ón bpáiste atá i mbun iompraíochta bhulaíochta agus beidh comhairle uaidh/uaithe chun cabhrú leis/leí sa saol ionas nach ndéanfaidh sé/sí cearta na ndaltaí eile a sháru.

Ba chóir do dhaltaí a thuiscint nach mbíonn aon fhinnéithe gan locht ann agus gur chóir gach iompraíocht bhulaíochta a chur in iúl do mhúinteoir.

8. Maoirseacht agus Monatóireacht ar Dhaltaí (Aguisín 3)

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

- A. Maoirseacht a dhéanamh ar an gclós súgartha ag amanna sosa.
- B. Monatóireacht a dhéanamh ar dhorchlaí, ar an seomra láir, ar sheomraí ranga, ar an halla, ar an amharclann, le linn ranganna snámha, le linn traenála agus ar thurais scoile.

Cuirfear an polasaí seo i bhfeidhm i gcómhthéacs an éiteas scoile, an Curaclam O.S.P.S., ár bpolasaithe OCG., Caomhnú Páistí, Beo go Deo, An Cód Iompair, an Tionól scoile sheachtainiúil agus seachtain feasachta frith-bhulaíochta/chibearbhulaíochta.

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. Dínit san Ionad Oibre

Iarrtar ar fhoireann uile na scoile glacadh leis an gcairt **Dínit san Ionad Oibre**, le dea-shampla a thabhairt do na páistí agus a bheith proifisiúnta agus iad i mbun gnó le foireann uile na scoile. Sa tslí seo, déanaimid

iarracht caidreamh bunaithe ar mheas a chur chun cinn ar fud phobal na scoile, tré aird a thabhairt ar an nguth, tuin, giorraisce, comharthaíocht choirp, searbhas, srl.

Duine fásta ag déanamh bulaíochta ar pháiste

Déantar gach gearán in aghaidh múinteoir a láimhseáil de réir Modh Déanta Gearán comhaontaithe an INTO/CPSMA. Féadfar cóip de a fháil ó oifig na scoile am ar bith.

Tuismitheoir ag déanamh bulaíochta ar mhúinteoir

Tá sé de cheart ag foireann na scoile obair i dtimpeallacht shábháilte agus phroifisiúnta, saor ó chiapadh d'aon chineál, lena n-áirítear ach gan a bheith teoranta do bulaíocht bhriathartha, scríofa, chibear nó fhisiciúil. Meabhraítear do thuismitheoirí coinne fhoirmiúil a dhéanamh más mian leo ceist a phlé.

11. Ghlac an Bord Bainistíochta an beartas seo ar an _____.

[dáta].

12. Tá an beartas seo ar fáil do phearsanra na scoile, foilsíodh é ar shuíomh gréasáin na scoile agus tugadh don *Chomhlucht* (Cumann na dTuismitheoirí) é. Cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

13. 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 tabharfar don *Chomhlucht* (Cumann na dTuismitheoirí) é. Cuirfear taifead den athbhreithniú agus a thoradh ar fáil don phátrún agus don Roinn, leis, má iarrtar é.

Sínithe: _____

(Cathaoirleach an Bhoird Bhainistíochta)

Sínithe: _____

(Príomhoide)

Dáta: _____

Dáta: _____

Dáta an chéad athbhreithnithe eile: _____

Anti-Bullying Policy

Scoil Naithí



Introduction

The role of Scoil Naithí is to provide the highest possible standard of education (through the medium of Irish) for all our pupils. A stable, secure learning environment is an essential requirement to achieve this goal. Bullying behaviour, by its nature, undermines and dilutes the quality of education and imposes psychological damage. As such it is an issue which must be positively and firmly addressed through a range of school-based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour.

Bullying thrives in an atmosphere of uncertainty and secrecy in which the victim often feels a sense of hopelessness and futility against the power being exercised by the bully. A high degree of collective vigilance is needed in the school and by parents if bullying behaviour is to be identified and dealt with in a fair and equitable manner.

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behaviour guidelines issued by the *National Educational Welfare Board*, the Board of Management of Scoil Naithí 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.

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 (see Appendix 1) 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; 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;
- 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.

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.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Isolation • Taunting • Malicious rumours • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<p>Scoil Naithí reserves the right to deal with or investigate cyberbullying where and when the school feels that it is necessary to do so.</p> <ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name

	<ul style="list-style-type: none"> • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • “Bitching” • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “look” • Use or terminology such as ‘nerd’ in a derogatory way
<p>Sexual</p>	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment

Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule
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4. The relevant teacher(s) for investigating and dealing with bullying are as follows:

- The class teacher(s) initially.
- The Principal thereafter if necessary.

5. School Policy for the prevention of Bullying

We have a whole school approach to prevent bullying where everybody in the school community is responsible for its prevention.

We strive to create a school atmosphere in which children feel safe and secure, knowing that they will be listened to and encouraged to report incidents of bullying behaviour. It is made clear that they are not telling tales but acting responsibly.

We allocate time in class and assembly to the subject, outlining the unacceptability of bullying and the type of atmosphere we desire to foster in the school.

We use the relevant lessons in the –

<i>Stay Safe Programme, Walk Tall Programme, Circle Time Activities</i>	<i>Religious Education, SPHE Curriculum Webwise</i>
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to focus on the problem and the methods of eliminating it.

We implement procedures for investigating and dealing with incidents of bullying. We also use the bosca teachtaireachta as a way for the children to express their feelings and thoughts within the class. (Féach Appendix A)

Some or all of these characteristics may be indicators of a child who bullies

- A bully may be male or female.
- A bully may be one who is bullied at home, on the street or at school.
- A bully may be found amongst children from an early age.
- A bully may be exposed to physical or psychological forms of aggression.
- A bully may often use a third party to carry out the bullying.
- Some bullies are quick to provoke the antagonism of others – tease, taunt – and then are quick to complain of others behaving similarly.
- A bully may often be physically stronger than others, may be aggressive and may enjoy conflict.
- A bully may feel neglected or over-looked at home or at school.
- A bully may have learning difficulties and may have a negative attitude to teachers or to authority.

- A bully may have low self-esteem and may try to compensate for this through her/his bullying behavior.
- A bully may be one who is under pressure to succeed at all costs.
- A bully may be none of the above.

Definition of a Victim of Bullying

A victim of bullying is a person who suffers the repeated uninvited attention of another or others, or, who suffers as a result of being excluded or isolated by another or others.

How to recognize a victim of bullying

- A victim may be a person seen to be different from her/his peers.
- A victim may be a child who is over-protected.
- A victim may be low in self-esteem.
- A victim may be lacking in basic social skills and coping skills.
- A victim may be hypersensitive.
- A victim may be subjected to bullying because of her/his academic achievements.
- A victim may be a low achiever or a high achiever.
- A victim may be none of the above.

Recognising a Victim of Bullying

At School

- Deterioration in educational performance
- Loses interest and enthusiasm for school
- Visible signs of anxiety/distress
- Possessions missing
- Unexplained bruises, injuries or torn clothes
- Are picked on, belittled or sneered at
- Are (Often) alone and excluded from peer group
- Frequent minor illnesses, especially headaches and tummy aches.

At Home

- Unwillingness to go to school
- Anxiety about travelling to or from school
- Unexplained changes of mood or behaviour. This will often occur before the restart of school e.g. end of weekend, end of holidays.
- Frequent minor illnesses often accompanying the mood changes mentioned above.
- May begin to bully other children in the family.
- Increased request for money.
- Unexplained bruising, injuries, cuts, scratches.
- Reluctance to say what is troubling her.
- Give improbable excuses to explain any of above.

6. Procedures for Investigating and Dealing with Bullying

The primary aim 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);

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved; another teacher should be in the vicinity when an investigation is taking place. While this teacher should not be involved in the investigation they should be within hearing distance of the investigation.
- 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;
- 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;
- 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;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) 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 parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- 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;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- All incidences deemed to be of bullying in nature, should be documented in the relevant Cóipleabhar Smachta, Cóipleabhar Ceartúcháin or in the Fillteán Teagmháil le Tuismitheoirí.
- 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;
- Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- 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.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them, either in the C  ipleabhar Smachta, C  ipleabhar Ceart  ch  in or in the Fille  n Teagmh  il le Tuismitheoir   (where relevant). All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports (C  ipleabhar Smachta, C  ipleabhar Ceart  ch  in or in the Fille  n Teagmh  il le Tuismitheoir  ), the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records in the C  ipleabhar Smachta, C  ipleabhar Ceart  ch  in or in the Fille  n Teagmh  il which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- All information with regards to incidences that may occur prior to the identification of bullying must be recorded in the c  ipleabhar C  ipleabhar Smachta, C  ipleabhar Ceart  ch  in or in the Fille  n Teagmh  il. Where relevant information can be used to determine whether an incident of bullying has or has not occurred.

Formal Stage 2-Appendix 2 (From DES Procedures)

The relevant teacher must use the recording template at Appendix 2 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.

When the recording template is used, it will be kept in a specific folder in the Principal's office.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process

- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Anti-bullying and cyber bullying awareness week - Websites such as www.esafety.ie and www.webwise.ie are brought to the attention of the school community.
- Restorative interviews
- Implementing sociogram questionnaires
- Strengthening the victim
- Mediation
- Restorative Practice
- Bosca Teachtaireachtaí
- Sticks and Stones
- **Local Gardaí** talk to 5th class pupils about bullying and cyber-bullying as part of An Garda Síochána's Schools Programmes.

7. Support programme for the pupil affected by bullying behaviour

He/she could become unsettled in themselves, be very distressed, something that could affect their self-esteem and escalate the bullying behaviour. The school needs to be vigilant of children that could be seen as 'different', but any child can be affected by bullying behaviour.

The child that is engaging in bullying behaviour: usually this is learned behaviour and they may lack in self-esteem. Usually the child is seeking attention and they rarely understand the consequences of this behaviour. Any child can engage in bullying behaviour.

If required, parents will be asked to consider counselling so as to help the child that is engaging in bullying behaviour, so as to help develop their self-esteem or to develop their social skills. Continuous support will be needed from the child who is engaging in bullying behaviour and advice to help them in life so as to not infringe on the rights of other pupils.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils (Appendix 3)

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.

- A. Supervising the yard during break-time.
- B. Monitoring the corridors, seomra láir, classrooms, halla, amharclann, swimming, school games, training and school tours.

This policy will be implemented in the contexts of the school ethos, the OSPS curriculum, our RSE policy, Child Protection, Beo go Deo, The Code of Behaviour, weekly school assembly, anti-bullying/cyber awareness week.

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. Dignity in the Workplace

All school personnel are expected to abide by the **Dignity in the Workplace** Charter and to be a good example to children and to be professional in their dealings with all school personnel. In this way, we try to promote respectful relationships across the school community, by being aware of voice, tone, abruptness, body language, sarcasm, etc.

Adult bullying of a child

All complaints against a teacher are handled under the agreed INTO/CPSMA Complaints Procedure. A copy of this may be obtained from the school office at any time.

Parent bullying of a teacher

School Staff are entitled to work in a safe, professional environment free from harassment of any kind, including but not limited to verbal, written, cyber or physical bullying. Parents are reminded to make a formal appointment if they wish to discuss an issue.

11. This policy was adopted by the Board of Management on _____.
[date].

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

13. 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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____