

Beartas Frithbhulaíochta: 2023



Réamhrá

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 Bhrian Bhóroimhe 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.

Eochairphrionsabail

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:

1. 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;
2. Ceannaireacht éifeachtach
3. Cur chuige uile-scoile
4. Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige
5. 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, trasfóbach (LADTA+)
6. Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
7. Tacaíochtaí don fhoireann
8. 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
9. Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta.

Aithníonn an Bord Bainistíochta tábhacht ról an tuismitheora/caomhnóra chun tacú le páistí chun iompar bulaíochta a sheachaint agus conas deileáil leis. (Aghúisín 1).

Tá an beartas seo roinnte sna codanna thíos:

- 1) Cad is bulaíocht ann?
- 2) Straitéisí Uile-Scoile le Bulaíocht a Choisceadh

- 3) Straitéisí chun iompar bulaíochta a fhiosrú agus a lámhseáil
- 4) Gníomh leantach agus Taifead a choiméad
- 5) Seicliosta le haghaidh athbhreithniú bliantúil ar an mbeartas frithbhulaíochta agus a chur i bhfeidhm

1) Cad is Bulaíocht ann?

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 téacsteachtairacht 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.

Samplaí d'Iompraíochtaí Bulaíochta

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| <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 comhionannais 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 (extortion) • Imeaglú |
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| 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 • Teacht i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta bulaíocht a aithint agus iad féin a chosaint • Teacht i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta cúinsí sóisialta agus leideanna sóisialta a aithint agus iad féin a chosaint. • Athris a dhéanamh ar mhíchumas duine eile • Ceap magaidh a dhéanamh de dhaoine eile |

1. Straitéisí Uile-Scoile le Bulaíocht a Choisceadh

Seo a leanas na straitéisí oideachais agus coiscthe (lena n-áirítear straitéisí a dhírítear go sonrach ar chéim bhulaíocht agus ar bhulaíocht bunaithe ar aitheantas, go háirithe bulaíocht homafóbach, trasfóbach agus LADTA+) a bheidh in úsáid sa scoil:

Cur Chuige Ghinearálta

- Cur chuige na scoile ina hiomláine chun meas ar gach ball de phobal na scoile a chothú.
- Luach na héagsúlachta a chur chun cinn chun aghaidh a thabhairt ar dhearcaí claonta agus chun aird a tharraingt ar a dho-ghlactha is atá iompraíocht bhulaíochta.
- Féinmheas a chothú agus a fheabhsú i measc na ndaltaí uile trí ghníomhaíochtaí curaclaim agus seach-churaclaim araon. Tabharfar deiseanna do dhaltaí féinmheas dearfach a fhorbairt trí idirghníomhaíochtaí foirmiúla agus neamhfoirmiúla.
- Forbairt ghairme don fhoireann go léir i dtaca leis an mbulaíocht d'fhorn a chinntiú go mbeidh tuiscint ag an bhfoireann ar fad ar cad is bulaíocht ann, ar an gcaoi a dtéann sí i bhfeidhm ar shaol na ndaltaí agus ar an ngá a bhíonn ann freagairt di agus i a chosc.

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| | <ul style="list-style-type: none"> • Gothaí maslaitheacha nó gáirsiúla • 'Amharc' faoi leith nó comhartha diúltach coirp • Cur isteach ar spás pearsanta • Meascán de na cinn a luaitear. |
| Cibearbhulaíocht | <ul style="list-style-type: none"> • Tromaíocht: Ráflaí, bréaga nó biadán a scaipeadh chun dochar a dhéanamh do cháil duine eile • Ciapadh: Teachtaireachtaí/íomhanna oílc, suaracha nó gáirsiúla a sheoladh chuig duine go leanúnach • 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 nó taifeadtaí 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)abháilteachta ar duine • Glao tostach gutháin • Glao maslach gutháin nó fón an t-íospartaigh a úsáid ar bhealach mí-oiriúnach chun go gcreidfidh daoine eile gur an t-íospartaigh atá freagrach. • Teachtaireacht téacs mhaslach • Teachtaireacht ríomhphoist mhaslach • Cumarsáid mhaslach ar líonraí sóisialta e.g. Snapchat/Whatsapp TikTok/Twitter/You Tube nó ar chonsóil chluichí • Ráitis/Blaganna/Pictiúir mhaslacha idirlín • Postálacha maslacha ar cineál ar bith teicneolaíochta cumarsáide • Duine a thaifead gan cead |
| <p>Iompraíochtaí bunaithe ar Aitheantas</p> <p>Lena n-áirítear aon cheann de na naoi bhforas idirdhealúcháin a luaitear sa Reachtáíocht um Chomhionannas (inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlaigh, claonadh gnéasach, reiligiún, aois, míchumas, cine agus toisc gur den Lucht Taistil iad).</p> | |
| Homafóbach, Trasinscne agus (LADTA+) | <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"> • Idirdealú, 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 |

- Feachtas feasachta agus oiliúna don scoil ina hiomláine i dtaca le gach gné den bhulaíocht, lena n-áirítear, tuismitheoir(i)/caomhnóir(i) agus pobal níos leithne na scoile.
- Maoirseacht agus monatóireacht ar sheomraí ranga, ar dhorchlaí, ar thalamh na scoile, ar thurasanna scoile agus ar ghníomhaíochtaí seach-churaclaim. Tabharfar ar bhaill foirne nach mbíonn ag teagasc agus ar bhaill eile a bheith san airdeall agus eachtraí a chur in iúl do na múinteoirí ábhartha. Beidh maoirseacht i gceist leis i dtaca leis an úsáid a bhaineann daltaí as teicneolaíocht cumarsáide sa scoil.
- Rannpháirtíocht chomhairle na ndaltaí i dtimpeallacht shábháilte scoile a chruthú e.g. Córas páirtíochta, meantóireacht, Cairde Lóin agus gníomhaíochtaí tacaíochta eile a d'fhéadfadh tacú le daltaí agus cultúr comh-mheasa agus tacaíochta a spreagadh.
- Pléitear beartas frithbhulaíochta na scoile le daltaí agus tugtar cóip de do gach tuismitheoir/caomhnóir mar chuid de Chód Iompraíochta na Scoile (gach bliain).
- Bearta rialta gach bliain feasachta a chur i bhfeidhm ar fud na scoile e.g. clár fógraí faoi leith sa scoil agus i seomraí ranga maidir le cairdeas a chothú, agus bulaíocht a chosc; Coiste cairdeas, Seachtain Chairdis gach bliain agus seimineáir le tuismitheoirí/caomhnóirí; suirbhéanna téarma ar dhaltaí; tionóil rialta scoile faoi stiúir an phríomhoide/ an leas-phríomhoide.
- Cultúr insinte a spreagadh, agus béim faoi leith ar thábhacht na bhfinnéithe. Ar an gcaoi sin beidh muinín ag daltaí as a bheith ag insint. Tá gné seo na muinéine ríthábhachtach. Ba chóir a chur in iúl go soiléir do gach dalta agus iad ag tuairisciú eachtraí bulaíochta nach ag insint ná ag sceitheadh atá siad ach ag gníomhú go freagrach.
- Deimhin a dhéanamh de go mbeidh a fhios ag daltaí cé dó ba chóir dóibh a insint agus conas é a dhéanamh, e.g.
 - Dul caol díreach chuig múinteoir ag am feiliúnach chomh luath agus is féidir.
 - Nóta a thabhairt isteach leis an obair bhaile.
 - Bosca 'Abair Leat' i ngach rang
 - Glao gutháin a chur ar an scoil nó ar mhúinteoir sa scoil.
 - Bosca Frithbhulaíochta nó Cráiteachta
 - Tabhairt ar thuismitheoir(i)/ar chaomhnóir(i) nó ar chara insint.
 - Deimhin a dhéanamh de go dtuigeann finnéithe an tábhachtach a bhaineann lena bhfeiceann siad nó lena bhfuil ar eolas acu faoin mbulaíocht atá ar bun a insint.

Curaclaim a chur i bhfeidhm

- Cur i ngníomh iomlán na gcuraclam OSPS agus na gclár RSE agus Bí Sábháilte.
- Forbairt Ghairme Leanúnach don fhoireann agus na cláir sin á seachadadh.
- Ceachtanna ar an mbulaíocht bunaithe ar fhianaise a sheachadadh ar fud na scoile, Bí Sábháilte, Misneach.

- Cibearbhulaíocht: Postaeir sa leabharlann agus ceachtanna ó áiseanna sa leabharlann, Web wise primary teachers' resources
- Lá na Sábháilteachta Idirlín (Mí Feabhra)
- Cláir OSPS an Garda Síochána a sheachadadh ar leibhéal bunscoile. Pléann na ceachtanna seo, a thugann Gardaí Pobail, ceistanna a bhaineann le sábháilteacht phearsanta agus cibearbhulaíocht.
- Féachfaidh an scoil, go háirithe, i leith riachtanais bhreise na ndaltaí SEN maidir le cláir a chur i bhfeidhm agus scileanna agus straitéisí a fhorbairt a chuirfeadh ar chumas gach daltaí freagairt go cuí.

Naisc le Polasaithe nó Beartais eile

Tá Beartas um Úsáid Inghlactha sa scoil lena n-áirítear na céimeanna cuí chun deimhin a dhéanamh de go ndéantar monatóireacht dhian ar úsáid na teicneolaíochta sa scoil. Caithfidh fóin phóca na pháistí bheith múchta le linn am scoile.

Bheadh codanna den Chód Iompraíochta agus Cosanta Leanáí in oiriúint chomh maith.

Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí

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

- Tá cleachtais aontaithe mhonatóireachta agus mhaoirseachta i bhfeidhm sa scoil.
- Féachfar ar dhaltaí ó ranganna sinsireacha le meantóireacht a dhéanamh ar pháistí níos óige faoi stiúir na múinteoirí.
- Cabhróidh Comhairle na nDaltaí le smaointí chun bulaíocht a sheachaint ar shuíomh na scoile.
- Tá Polasaí Úsáid Inghlactha don Idirlín i bhfeidhm sa scoil.

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.

2. Straitéisí chun iompar bulaíochta a fhiosrú agus a lámhseáil

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.

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

Múinteoirí Ábhartha

Féadfaidh múinteoir ar bith gníomhú mar mhúinteoir ábhartha más gá. Bíonn an múinteoir ranga ag déileáil le casanna ina bhfuil amhras faoi bhulaíocht sa chéad áit. Uaireanta bíonn sé oiriúnach go mbeadh múinteoir eile (mar shampla múinteoir le aithne/caidreamh leis an bpáiste) mar chuid den imscrúdú.

Déantar gach cás bulaíochta a thaifead agus cuirtear an Priomhoide ar an eolas. Bíonn taifead de chásanna bulaíochta pléite ag gach cruinniú den Bhrod Bainistíochta.

Prótacail do thuismitheoir(i)/caomhnóir(i) más dóigh leo go bhfuil bulaíocht á déanamh

Prótacail chun tuismitheoir(i)/caomhnóir(i) a spreagadh dul chun na scoile más dóigh leo go bhfuil bulaíocht á déanamh ar a leanbh:

- Iarrtar orthu teagmháil a dhéanamh leis an múinteoir ranga sa chéad dul síos má tá bulaíocht curtha i leith páiste(i) ón rang céanna. Is fearr cruinniú a eagrú chuige seo chun an scéal a phlé i gceart. Is féidir nóta a sheoladh nó glaoch a chur ar an oifig chun cruinniú a eagrú. Déanfar an cruinniú seo a eagrú chomh luath agus is féidir.
- Sa chás go mbeadh páistí ó rang eile i gceist, is féidir cruinniú a eagrú leis an bpríomhoide trí nóta a sheoladh nó glaoch ar an oifig. I gcás práinne, is féidir cruinniú a eagrú ag oifig na scoile. Tabharfar gach deis an scéal a phlé i suíomh príobháideach sábháilte.

I gcásanna ina bhfuil buairt dáiríre ar thuismitheoirí/ caomhnóirí eagrófar cruinniú chomh luath agus is féidir tríd oifig na scoile. Eagrófar na cruinnithe ináit príobháideach slán.

Iompraíocht Bhulaíochta a Thuairisciú

- Féadfaidh dalta nó tuismitheoir(i)/caomhnóir(i) ar bith eachtraí bhulaíochta a chur in iúl do mhúinteoirí ar bith sa scoil.
- 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.
- Fiosróidh agus láimhseálfaidh 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, airigh, 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

- 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 cás 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 thúsce agus is féidir.
- Ba chóir do mhúinteoirí cur chuige fionnuar neamh-mhóthúcháinach réitithe fadhbanna a ghlacadh.
- Ba chóir eachtraí a láimhseáil, a oiread agus is féidir, lasmuigh den seomra ranga d'fhonn príobháid gach rannpháirtí a chinntiú.
- 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 ar an mbealach seo.
- Agus eachtraí d'iompraíocht bhulaíochta á n-anailísiú, ba chóir don mhúinteoir ábhartha iarracht a dhéanamh na ceistanna cén rud, cén áit, cén duine, agus cén fáth a fhreagairt. Ba chóir é sin a dhéanamh go deas suaimhneach, agus sampla á thabhairt den chaoi ar chóir déileáil le coinbhleacht gan dul i muinín na forrántachta.
- Má bhíonn grúpa i gceist, ba chóir agallamh a chur ar gach duine acu ar dtús. Ina dhiaidh sin, ba chóir bualadh leo 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(i)/caomhnóir(i) na bpáirtithe go luath d'fhonn an tarlúint a chur in iúl dóibh agus míniú a thabhairt ar na gníomhartha a bheifear a 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 dhaltaí;
- 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 cás 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 gcaitear smachtbhannaí araíonachta a chur i bhfeidhm gur ceist phríobháideach atá ann idir an dalta a bheidh faoi smachtbhanna, a t(h)uismitheoir(i)/c(h)aoimhnóirí agus an scoil;

3. Gníomh leantach agus Taifead a choiméad

Dícheall Cuí

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(i)/a gcaomhnóir(i) 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(i)/caomhnóir(i) 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(i)/caomhnóir(i), mar is cuí.
 - I gcás gur bhain an/na tuismitheoir(i)/caomhnóir(i) 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 Dhaltáí.

Iompraíocht Bhulaíochta a thaifead

Tá sé rithábhachtach 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:

a) Réamhdhearbhú neamhfhoirmiúil 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. Ní mór gach eachtra a thuairisciú don mhúinteoir ábhartha.

Cé nár mhór don mhúinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí anaithride, de bhulaíocht a fhiosrú agus a láimhseáil, ní mór don mhúinteoir ábhartha cuntas i scríbhinn a choinneáil ar na tuairiscí, ar na gníomhartha a glacadh agus ar aon phlé a rinneadh leis na rannpháirtithe. Moltar go mbeadh taifead déanta ar Aladdin faoi chomhaid na bpáistí lena bhfuil an eachtra bainte. Cinntíonn sin taifead leanúnach fiú má tharlaíonn eachtraí i mblianta scoile éagsúla.

b) Foirmiúil - 1: Dearbhú gur tharla bulaíocht

Má dhearbhaíonn an múinteoir ábhartha gur tharla bulaíocht, ní mór don mhúinteoir cuntas cuí i scríbhinn a choinneáil a chuideoidh leis/léi na ceisteanna a réiteach agus na caidrimh a shlánú, a oiread agus is féidir, idir na páirtithe leasmhara.

Coimeádfar tuairiscí ar bhulaíocht a scríobh an múinteoir ábhartha ar Aladdin faoi chomhaid na bpáistí lena bhfuil an eachtra bainte. Cinntíonn sin taifead leanúnach fiú má tharlaíonn eachtraí i mblianta scoile éagsúla.

c) Foirmiúil - 2: Taifead

Ní mór don mhúinteoir ábhartha an teimpléad cuí in **Aguisín 3** (*tá cóip den aguisín seo i bhfillteán na múinteoirí ar an server faoi pholasaithe/frith-bhulaíocht*) a úsáid chun an iompraíocht bhulaíochta a chuntas agus a thuairisciú 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.

Coimeádfar cóip den tuairisc faoi ghlas san oifig i gcomhaid gach páiste lena mbainneann an eachtra. Déantar tagairt don tuairisc seo ar Aladdin. Coimeádfar cóip an phríomhoide faoi ghlas san oifig i gcomhad faoi leith do thuairisciú faoi bhulaíocht. Déantar an Bord Bainistíochta a chur ar an eolas. Coimeádfar na cóipeanna seo go dtí go mbeidh an dalta 21 bhliain d'aois.

Straitéisí Idirghabhála Seanbhunaithe le bulaíocht a láimhseáil

- 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(i)/caomhnóir(i) chun tacú le hidirghabhálacha scoile
- Cuir chuige Gan Milleán
- Am Ciorcail
- Agallaimh Athshlánúcháin
- Comhdháil Athshlánúchá

Seo a leanas clár tacaíochta na scoile do dhaltai a ndearnadh bulaíocht orthu:

Cuirfear gach tacaíocht agus deis in-scoile ar fáil do dhaltai a fhulaingíonn an bhulaíocht chun páirt a ghlacadh i ngníomhaíochtaí a leagtar amach chun a bhféinmhuinín a mhéadú, cairdeas agus scileanna sóisialta a fhorbairt agus seasmhacht a láidriú, e.g.

- Córas meantóireachta Piara / Páirtíochta
- An fhoireann oideachas speisialta
- Obair i ngrúpaí, cuir i gcás am ciorcail
- Cluichí tógála foirne
- Seachtainí le téamaí cairdeas
- Cláracha ar leith don athléimneacht ar nós “Éirigh suas, seas suas”
- Ag tagairt go rialta do rialacha órga na scoile

Idirghabhála Breise

Má bhíonn comhairleoireacht nó tacaí breise de dhíth ar dhaltai, déanfaidh an scoil a dícheall dul i gcomhairle leis na gníomhaireachtaí cuí chun é sin a eagrú. D'fhéadfadh sé gur don daltaí a fhulaingíonn an bhulaíocht nó a bhíonn i mbun na hiompraíochta bulaíochta é sin.

6) Seicliosta le haghaidh athbhreithniú bliantúil ar an mbeartas frithbhulaíochta agus a chur i bhfeidhm

Ní mór don Bhord Bainistíochta (an Bord) athbhreithniú bliantúil a dhéanamh ar pholasaí frithbhulaíochta na scoile agus ar a chur i bhfeidhm. Ní mór an seicliosta seo a leanas a úsáid chun na críche seo. Is cabhair é an seicliosta chun an t-athbhreithniú seo a dhéanamh agus ní liosta uileghabhálach é. Chun an seicliosta a chomhlánú, beidh gá le scrúdú agus athbhreithniú ina mbeidh anailís chainníochtúil agus cháilíochtúil araon, mar is cuí thar na gnéithe éagsúla de chur i bhfeidhm pholasaí frithbhulaíochta na scoile.

| | | |
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| 1. | An bhfuil glactha go foirmiúil ag an mBord le polasaí frithbhulaíochta a chloíonn go hiomlán le riachtanais na Nósanna Imeachta Frithbhulaíochta do Bhunscoileanna agus d'Iar-Bhunscoileanna? | ✓ |
| 2. | An bhfuil an polasaí foilsithe ag an mBord ar shuíomh Gréasáin na scoile agus an bhfuil cóip curtha ar fáil do chumann na dtuismitheoirí? | ✓ |
| 3. | Ar chinntigh an Bord go bhfuil an polasaí curtha ar fáil d'fhoireann uile na scoile? | ✓ |
| 4. | An bhfuil an Bord sásta go bhfuil dóthain eolais ag foirearn na scoile ar an bpolasaí agus ar na nósanna imeachta chun cur ar a gcumas an polasaí agus na nósanna imeachta a chur i bhfeidhm go héifeachtach comhsheasmhach ina gcuid oibre ó lá go lá? | ✓ |
| 5. | Ar chinntigh an Bord go bhfuil an polasaí curtha in iúl go cuí do gach dalta? | ✓ |
| 6. | An bhfuil na straitéisí coiscithe agus oideachais a chuireann an scoil i bhfeidhm doiciméadaithe sa pholasaí? | ✓ |
| 7. | Ar cuireadh na straitéisí coiscithe agus oideachais ar fad i bhfeidhm? | ✓ |
| 8. | Ar scrúdaíodh éifeachtacht na straitéisí coiscithe agus oideachais atá curtha i bhfeidhm? | ✓ |
| 9. | An bhfuil an Bord sásta go bhfuil gach múinteoir ag taifeadh agus ag déileáil le heachtraí de réir an pholasaí? | ✓ |
| 10. | An bhfuil tuairiscí achoimre tréimhsíúla an Phríomhoide faighte agus taifeadta ag an mBord? | ✓ |
| 11. | An bhfuil plé déanta ag an mBord ar cé chomh maith agus atá an scoil ag láimhseáil gach tuairisc bulaíochta lena n-áirítear iad siúd ar déileáladh leo go luath agus nach bhfuil san áireamh mar sin i dtuairisc thréimhsíúil an Phríomhoide don Bhord? | ✓ |
| 12. | An bhfuil aon ghearáin faighte ag an mBord ó thuismitheoirí maidir leis an gcaoi ar láimhseáil an scoil eachtraí bulaíochta? | ✓ |

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| 13. | Ar tharraing aon tuismitheoirí a bpáiste siar ón scoil ag lua míshásta leis an gcaoi ar láimhseáil an scoil cás bulaíochta? | ✓ |
| 14. | Ar cuireadh tús le haon imscrúduithe ón Ombudsman do Leanai ar an gcaoi ar láimhseáil an scoil cás bulaíochta? | ✓ |
| 15. | An bhfuil anailís déanta ar na sonraí atá ar fáil ó chásanna a tuairiscíodh don Phríomhoide (leis an teimpléad taifeadta bulaíochta) chun aon saincheistean, treohtaí nó patrúin san iompar bulaíochta a shainaithint? | ✓ |
| 16. | An bhfuil gnéithe ar bith de pholasaí na scoile agus/nó de chur i bhfeidhm na scoile sainaitheanta ag an mBord ar gá tuilleadh feabhais a chur orthu? | ✓ |
| 17. | An bhfuil plan gníomhaíochta curtha i bhfeidhm ag an mBord chun dul i ngleic le haon réimsí atá le feabhsú? | ✓ |

Ghlac an mBord leis an bPolasaí seo ar an dáta thíos:

Sínithe:

Glenn O'Leary
(Cathaoirleach an Bhoird Bhainistíochta)

Dáta:

23/5/2027

Sínithe:

Pádraig Ó Conchubhair
(Príomhoide)

Dáta:

23/5/2023

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.

Dáta an chéad athbhreithnithe eile: 2024

Aguisín 1: Ról tuismitheora chun deileáil le bulaíocht nó le bulaíocht a sheachaint i nGaelscoil Bhrian Bóroimhe

Tá dualgas ar thuismitheoirí agus ar dhaltáí cinntiú go gcabhraíonn siad le bainistíocht agus le foireann Ghaelscoil Bhrian Bóroimhe iompar bulaíochta a sheachaint nó déileáil le hiompar bulaíochta scoilbhunaithe nó le tionchar diúltach ar scoil a bhaineann le hiompar bulaíochta lasmuigh den scoil. Chuige seo, is féidir le tuismitheoirí:

Dea-iompar a mholadh agus drochiompar a cháineadh sa bhaile agus ar scoil.

Cibear-bhulaíocht a sheachaint: Monatóireacht a dhéanamh ar úsáid ríomhairí, fóin phóca agus gléasanna leictreonacha eile go bhfuil fáil acu ar an idirlíon chun foilsiú teachtaireachtaí mí-oiriúnacha nó diúltacha a sheachaint le téacsanna, ríomhphostanna nó ar líonraí meán shóisialta, nó aon mheán leictreonach eile. Meabhraítear do thuismitheoirí go bhfuil teorainn aoise le líonraí sóisialta agus nár chóir do pháistí faoi 13 bliana bheith orthu. Moltar do thuismitheoirí súil ghéar a choinneáil ar pháistí atá bainteach le grúpaí ar líne m.sh. viber, snapchat, instagram srl agus moltar gan ligint do pháistí bheith páirteach i ngrúpaí ró-scaoilte/mhóra ar an idirlíon.

Cabhraigh le páistí déileáil le heachtraí ar bhealach séimh.

Cabhraigh leo roinnt le daoine, bheith cineálta agus tuisceanach i leith daoine eile.

Bí ag faire amach do chomharthaí go bhfuil bulaíocht ag tarlú dod' pháiste nó go bhfuil sé/sí freagrach as bulaíocht ar dhaoine eile.

Éist le do thuairimí féin.

Pléigh beartas frithbhulaíochta na scoile le do pháiste/í.

Tacaigh leis an scoil maidir le bulaíocht a sheachaint nó déileáil léi

Aguisín 2: Teimpléad don taifead ar eachtraí bulaíochta

1. Ainm agus rang an pháiste ata bulaíocht á dhéanamh air/uirthí

Ainm _____ Rang _____

2. Ainm(neacha) agus rang(anna) páistí ata ag déanamh bulaíochta

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| 3. Cén chaoi ar tháinig an bhuairt faoi bhulaíocht chun tsolais | Tic | 4. Suíomh(anna) inár tharla eachtraí | Tic |
|---|-----|--------------------------------------|-----|
| Páiste atá bainteach | | Clós | |
| Páiste eile | | Seomra ranga | |
| Tuismitheoir | | Leithris | |
| Múinteoir | | Pasáiste | |
| Eile | | Bus scoile | |
| | | Eile | |

5. Ainm(neacha) an duine/ na daoine a rinne an eachtra a thuairisciú:

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6. Cineál iompraíochta atá i gceist

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|--------------------------|--|----------------------|--|
| Forrántacht fhisiciúil | | Cibearbhulaíocht | |
| Damáiste do mhaoin | | Imeaglú | |
| Imeallú/ Eisiámh | | Cúlchaint mailíseach | |
| Leasainmneacha a ghlaoch | | Eile | |

7. Más iompraíocht de bharr aitheantas atá i gceist, luaigh an catagóir atá i gceist

| De bharr claonadh gnéasach | De bharr Míchumas | Ciníochas | Toisc gur den Lucht Taistil iad | Eile |
|----------------------------|-------------------|-----------|---------------------------------|------|
| | | | | |

8. Cur síos gairid ar an iompraíocht agus an tionchur a bhí aige

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9. Cur síos ar aon ghníomh ar tógadh

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Síniú an mhúinteora: _____ Dáta: _____

Dáta ar tugadh an tuairisc don phríomhoide: _____

Príomhoide: Pádraig Ó Conchubhair

Príomhoide Tánaisteach: Sharon Ní Fhinneadhá



Anti-bullying policy: 2023

Introduction

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 Bhrian Bóroimhe 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.

Key Principles

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:

1. 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;
2. Effective leadership
3. A school-wide approach
4. A shared understanding of what bullying is and its impact
5. 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, LGBTQ+ ;
6. Effective supervision and monitoring of pupils
7. Supports for staff
8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
9. On-going evaluation of the effectiveness of the anti-bullying policy.

The BOM also recognise the importance of the role of parents in supporting children with both preventing and dealing with bullying (Appendix 1).

The Policy is divided into the following sections

- 1) What is Bullying?
- 2) School-wide Approaches for the Prevention of Bullying
- 3) Procedures for Investigation & Dealing with Bullying
- 4) Follow-up And Recording
- 5) Checklist for annual review

1) What is Bullying?

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 (add definition),
- 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.

Examples of bullying behaviours

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| <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 • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed. |
| <p>Cibearbhulaíocht</p> | <ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages/images to an individual |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Impersonation: Posting offensive or aggressive messages under another person's name • 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/recordings. • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety <ul style="list-style-type: none"> ○ Silent telephone/mobile phone call ○ Abusive telephone/mobile phone calls or steal the victim's phone and use it to harass others, believing the victim is responsible ○ Abusive text messages ○ Abusive email ○ Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles / Snapchat/Tiktok/whatsapp ○ Abusive website comments/Blogs/Pictures ○ Abusive posts on any form of communication technology ○ Recording somebody without permission |
| <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 (LGBT+)</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 |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Breaking confidence • Talking loud enough so that the victim can hear • The “look” or other gestures designed to undermine • Use or terminology such as ‘nerd’ in a derogatory way |
| Sexual | <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 |

2) School-wide Approaches for the Prevention of Bullying

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying LGBT+) that will be used in a whole-school approach, which are in line with Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) are as follows:

General Strategies

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention.
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/ guardian(s) and the wider school community
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; Friendship committee, annual Friendship Week and parent(s)/guardian(s) seminars; term student surveys; regular school assemblies by principal, deputy principal.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. 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.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to a teacher at an appropriate time as soon as possible.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Anti-bully or Niggle box.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

Implementation of Curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme.
- Delivery of lessons in senior classes on Cyber Bullying: Posters and resource lessons in school library, Web wise Primary teachers' resources
- Delivery of the Garda SPHE Programmes at primary and post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies

The school has an **Acceptable Use Policy** including the necessary steps to ensure that the access to technology within the school is strictly monitored. Pupils' mobile phones must be switched off during the school day.

The Code of Behaviour & Child Protection policy are also relevant.

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.

- There are agreed appropriate monitoring and supervision practices in the school.
- Senior pupils may have a role in mentoring/buddy system.
- The student council will help with ideas in preventing bullying in school.
- The schools Acceptable Use Policy is implemented

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.

3) Procedures for Investigation & Dealing with Bullying

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 detailed below.

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**);

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

Relevant Teachers

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

Any teacher may act as a relevant teacher if necessary. The classroom teacher deals with cases where bullying is suspected in the first place. Sometimes it is appropriate for another teacher (for example a teacher who knows/has a relationship with the child) to be part of the investigation.

All cases of bullying are recorded and the Principal is informed. There is a record of bullying cases discussed at every meeting of the Management Team.

Protocols for parent(s)/guardian(s) if they suspect this child is being bullied.

Protocols to encourage parent(s)/ guardian(s) to approach the school if they suspect that their child is being bullied:

- Make contact with the class teacher in the first instance, if a child accused of bullying is in the same class. A meeting will be arranged as soon as possible to discuss the issue properly. Contact may be made through a note to the teacher or through phoning the office.
- Where a child/children from another class/es is/are involved, a meeting may be arranged with the school principal by sending a note or by contacting the office.

In cases of serious concern, a meeting will be arranged as soon as possible by contacting the school office. Meetings should take place in a private and safe setting.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- 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

- 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;
- 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;

4) Follow-up and Recording

Due Diligence

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:

a) Informal: Pre-determination that bullying has occurred

All staff must keep a written record of any incidents witnessed by them or notified to them. Records will be made in an incident book to be kept in office. 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 keeps a record of the reports, the actions taken and any discussions with those involved regarding same. It is recommended that a record be made on Aladdin under the relevant pupil's code. This ensures a continuous record even if such incidents fall on separate school years/classes/teachers.

b) 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 which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

The school will keep all records written by the relevant teacher on Aladdin under the relevant pupil's code. This ensures a continuous record even if such incidents fall on separate school

c) Formal Stage 2: Recording

The relevant teacher must use the recording template at **Appendix 2** to record the bullying behaviour 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.

A copy of the relevant report will be stored in each relevant pupil's code in the office. A note of this will be made on Aladdin. A copy for the principal will be kept in a file specifically for records of this nature. The Board of Management will be made aware of this. The will be stored until the pupil has reached the age of 21 years.

Established intervention strategies for dealing with bullying

- 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
- Restorative interviews
- Restorative conferencing

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

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- Buddy / Peer mentoring system
- Special education team
- Group work such as circle time
- Team teaching games
- Themed friendship weeks
- Programmes to support resilience such as "Get up, stand up"
- Referring to the schools golden rules regularly

Further Supports

If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

5) Checklist for the annual review of the anti-bullying policy and its implementation

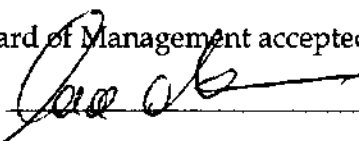
The Board of Management (the Board) must annually review the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to carrying out this review and is not an exhaustive list. In order to complete the checklist, an examination and review will be required which will include both quantitative and qualitative analysis, as appropriate over the various aspects of the implementation of the school's anti-bullying policy.

| | | |
|----|--|-------------------------------------|
| 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? | <input checked="" type="checkbox"/> |
| 2. | Has the Board published the policy on the school's website and has a copy been provided to the parents' association? | <input checked="" type="checkbox"/> |
| 3. | Has the Board ensured that the policy has been made available to all school staff? | <input checked="" type="checkbox"/> |
| 4. | Is the Board satisfied that the school staff have sufficient knowledge of the policy and procedures to enable them to apply the policy and procedures effectively and consistently in their day-to-day work? | <input type="checkbox"/> |

| | | |
|-----|--|---|
| 5. | Has the Board ensured that the policy has been communicated appropriately to all students? | ✓ |
| 6. | Are the prevention and education strategies implemented by the school documented in the policy? | ✓ |
| 7. | Have all prevention and education strategies been implemented? | ✓ |
| 8. | Has the effectiveness of the prevention and education strategies 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 recorded the Principal's periodic summary reports? | ✓ |
| 11. | Has the Board discussed how well the school is handling all reports of bullying including those dealt with early and therefore not 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 incidents of bullying? | ✓ |
| 13. | Have any parents withdrawn their child from school citing dissatisfaction with how the school handled a bullying situation? | ✓ |
| 14. | Have any investigations been initiated by the Children's Ombudsman into the school's handling of bullying? | ✓ |
| 15. | Has the available data from cases reported to the Principal (using the bullying recording template) been analyzed 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 need further improvement? | ✓ |
| 17. | Has the Board implemented an action plan to address any areas for improvement? | ✓ |

The Board of Management accepted this policy on the date below.

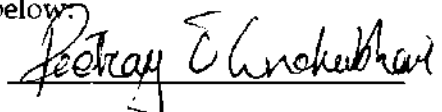
Signed: _____


(Chairperson of Board of Management)

Date: _____

23/5/2023

Signed: _____


(Principal)

Date: _____

28/5/23

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.

Date of next review: 2024

Appendix 1: Parental Role for preventing/dealing with bullying in Gaelscoil Bhrian Bóroimhe

Both parents and pupils have a responsibility to ensure that they help the management and staff of Gaelscoil Bhrian Bóroimhe to both prevent and address school based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. For parents, they can take the following steps:

Encourage positive behaviour and discourage negative behaviour both at home and at school.

Prevent Cyber-Bullying: Monitor the use of computers, mobile phones and other electronic devices so as to prevent the publishing of inappropriate or hurtful messages whether on social media websites, in text messages, in emails or any other form of electronic communication. Parents are reminded of the age-limit that applies to most social media websites. Children under 13 years of age should not be permitted to engage in them. Parents should ensure that involvement in online groups eg. Whatsapp, snapchat, Instagram is constantly monitored and that participation in large/unwieldy groups is discouraged.

Encourage children to solve difficulties without resorting to aggression.

Encourage children to share, to be kind, to be caring, and to be understanding towards others.

Watch out for signs and symptoms that your child is being bullied or is bullying others.

Don't dismiss your instincts as being wrong.

Discuss the school's anti-bullying policy with their child/ children.

Support the school in its efforts to prevent and treat bullying.

Appendix 2: 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 | 4. Location of incidents | Tick |
|--------------------------------------|------|--------------------------|------|
| Pupil concerned | | Playground | |
| Other Pupil | | Classroom | |
| Parent | | Corridor | |
| Teacher | | Toilets | |
| Other | | School Bus | |
| | | Other | |

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

| 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/ sexual orientation | Disability/SEN related | Racist | Member of Traveller community | Other (specify) |
| | | | | |

8. Brief description of behaviour of concern and their impact

9. Details of action(s) taken

Signed by relevant teacher: _____ Date: _____

Date this report given to the Principal: _____