



Uimhir Rolla 20001N

Gaelscoil Bheanntraighe

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Polasaí Frithbhulaíochta **Anti-Bullying Policy**

1. I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Gaelscoil Bheanntraighe 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.

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by TUSLA and Child Safeguarding Policy, the Board of Management of Gaelscoil Bheanntraighe 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. 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-chleachtas seo a leanas agus iompar bulaíochta á chosc agus á chomhrac.

- ❖ Cultúr dearfach a bheith i réim sa scoil (aguisín1):
 - 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 thaifeadadh agus a imscrúdú ar shlí chomhsheasmhach agus obair leantach a dhéanamh ina dtaobh (lena n-áirítear straitéisí aitheanta idirghabhála a úsáid); agus
- ❖ Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta.

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

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

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

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

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

Ní chuimsíonn an sainmhíniú seo ar bhulaíocht teagmhais aonraithe nó teagmhais aon uaire d'iompar diúltach d'aon turas, lena n-áirítear 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.

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

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.

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

- Múinteoir ranga
- Príomhoide

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

- *Class teacher(s) initially*
- *Principal thereafter if necessary*

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

Cur chuige na scoile ina hiomláine

- 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 neamhfhoirmiúla.
- Forbairt ghairme don fhoireann go léir i dtaca leis an mbulaíocht d'fhonn 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.
- Forbairt ghairme le fócas faoi leith ar oiliúint a chur ar na múinteoirí ábhartha.
- 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 bhail foirne nach mbíonn ag teagasc agus ar bhail 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 na hardranganna 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.

- Forbairt agus cur chun cinn Cód Frithbhulaíochta don scoil agus é a chur ar taispeánt i seomraí ranga agus in áiteanna poiblí sa scoil.
- Pléitear beartas frithbhulaíochta na scoile le daltaí agus beidh sé le fáil ar suíomh idirlíona na scoile.
- Bearta rialta feasachta a chur i bhfeidhm ar fud na scoile e.g. postaeir i seomraí ranga maidir le cairdeas a chothú, agus bulaíocht a chosc; Seachtain Chairdis gach bliain agus seimineáir le tuismitheoirí/caomhnóirí; suirbhéanna ar dhaltaí; tionóil rialta scoile faoi stiúir an 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 muiníne rithábhachtach. 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, mar shampla tar éis ranga.
 - ❖ Nóta a thabhairt isteach leis an obair bhaile.
 - ❖ Bosca Frithbhulaíochta nó Cráiteachta
 - ❖ Tabhairt ar thuismitheoir(i)/ar chaomhnóir(i) nó ar chara insint.
 - ❖ Ceistneoir rúnda a thabhairt do gach dalta uair sa téarma.
 - ❖ 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.
- Spreagtar do thuismitheoirí/caomhnóirí dul go dtí an múinteoir ranga más dóigh leo go bhfuil bulaíocht á déanamh ar a leanbh. Muna bhfuil tuismitheoirí sásta leis an slí ina deileálar leis an gearán, tá an protocol leagtha síos sa pholasaí cumarsáid idir foireann na scoile agus múinteoirí.
- Tá Beartas um Úsáid Inghlactha ag an scoil lena n-áirítear na céimeanna cuí chun deimhin a dhéanamh de go ndéantar monatóireacht dhian ar úsáid na teicneolaíochta sa scoil. Níl gutháin phóca agus iad ar siúl ceadaithe i rith am scoile.

Curaclaim a chur i ngníomh

- Cur i ngníomh iomlán na gcuraclam SPHE agus na gclár RSE agus Bí Sábháilte
- Forbairt Ghairme Leanúnach don fhoireann agus na cláir sin á seachadadh
- Ceachtanna ar an mbulaíocht bunaithe ar ghianaise a sheacadadh ar fud na scoile, e.g. Bí Sábháilte, Misneach
- Féachfaidh an scoil, go háirithe, i leith riachtanais breise 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
- Cuirfidh an scoil i bhfeidhm an chomhairle atá le fáil in “Sexual Orientation advice for Schools” (RSE Bunscoile, feic leabhrán) más gá.

Nasc le beartais eile

Seo beartais, cleachtais agus gníomhaíochtaí scoile a bhaineann leis an mbulaíocht – Cód Iompraíochta, Beartas Cosanta Leanaí, Maoirseacht daltaí, Beartas um Úsáid Inghlactha, Tinreamh.

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

School-wide approach

- *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 extra-curricular 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.*
- *Professional development with specific focus on the training of the relevant teacher(s)*
- *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 upper classes 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.*
- *Development and promotion of an Anti-Bullying code for the school- displayed publicly in classrooms and in common areas of the school.*

- *The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) and is readily available on the school website.*
- *The implementation of regular whole school awareness measures e.g. a dedicated poster in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; student surveys; regular school or assemblies by 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 teacher at an appropriate time, for example after class.*
 - ❖ *Hand note up with homework.*
 - ❖ *Anti-bully or Niggle box?*
 - ❖ *Get a parent(s)/guardian(s) or friend to tell on your behalf.*
 - ❖ *Administer a questionnaire/survey to all pupils.*
 - ❖ *Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.*
- *Parents/guardians are encouraged approach the class teacher if they suspect that their child is being bullied. If they are unhappy with how the behaviour is being dealt with, they should then follow the protocol as laid out in the schools parent/staff communication policy.*
- *The school has an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored. Mobile phones are not allowed to be switched on during class time.*

Implementation of curriculum

- *The full implementation of the SPHE curriculum 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.*
- *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) if the need arises.*

Links to other policies

Other school policies relevant to bullying include the Code of Behaviour, Child Safeguarding Policy, Supervision of pupils, Acceptable Use policy, Attendance, etc.

6. Seo a leanas straitéisí na scoile chun iompar bulaíochta a imscrúdú, chun obair leantach a dhéanamh ina dtaobh agus chun iompar bulaíochta a thaifeadh mar aon leis na straitéisí idirghabhála bunaithe a úsáidfidh an scoil chun déileáil le cásanna d'iompar bulaíochta.

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 (seachtas 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(i)/caomhnóir(i) ar bith eachtraí bhulaíochta a chur in iúl do mhúinteoirí ar bith sa scoil.
- 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, 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

- 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.
- Ba chóir gach tuairisc bulaíochta fiú cinn anaithnid a fhiosrú ag an múinteoir ranga. Sa slí seo Beidh na páistí muiníneach chun `rudáí a rá'. Tá sé seo thar a bheith tábhachtach. Ba chóir é a shoiléiriú le na páistí nuair atá said ag déanamh

tuairisc ar eachtra bulaíochta nach bhfuil said ag sceachaint ach ag déanamh an rud ceart.

- Iarrtar an ar bhfoireann chúnta (rúnaí, cuntaí riachtanais speisialta &rl) aon iompar bulaíochta a thuarascáil go dtí an múinteoir ranga.
- 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.
- Muna dteastaíonn ó thuismitheoirí go ndéanfadh an múinteoir idirghabháil go díreach Beidh orthu é a chur i scríbhinn.
- Ba chóir do mhúinteoirí cur chuige fionnuar neamh-mhóthúchánach 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 choir go mbeadh beirt múinteoir I láthair.
- 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:
- I gcásanna go gcinneann an múinteoir ábhartha gur tharla iompraíocht bhulaíochta ba chóir taifeadadh a dhéanamh dó ag usáid an teimpléid i **Aguisín 3**.
- Agus eachtraí d'iompraíocht bhulaíochta á n-anailísiú, ba chóir don mhúinteoir ábhartha iarracht a dhéanamh na ceisteanna cén rud, cén áit, cén duine, agus cén fath 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 na sonraí a thabhairt agus díriú ar conas an fhadhb a réiteach.
- 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)aomhnóirí agus an scoil;
- I gcásanna ina measann an múinteoir ábhartha nár dhíródh go leordhóthanach ná go cuí ar an iompar bulaíochta laistigh de 20 lá scoil tar éis dó/di a chinneadh gur tharla iompar bulaíochta ba choir é a thaifeadadh sa teimpléad taifeadta ag **Aguisín 3**.

Gníomh leantach agus cuntas

- 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 bheidh 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 Dhaltaí.

Iompraíocht Bhulaíochta a chuntas

Tá sé ríthábhachtach go ndéanfaí gach eachtra de bhulaíocht a chuntas ar bhealach oibiachtúil agus fórasach.

Seo a leanas gnásanna na scoile maidir le hiompraíocht bhulaíochta a chuntas agus a thuairisciú:

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. Beidh leabhar eachtaí ag gach múinteoir ina s(h)eomra rranga féin. 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, 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

- Má dhearbhaíonn an múinteoir ábhartha gur tharla bulaíocht, ní mór don mhúinteoir cuntas cuí i scríbhinn a choinneáil a chuideoidh leis/léi na ceistanna a réiteach agus na caidrimh a shlánú, a oiread agus is féidir, idir na páirtithe leasmhara.
- Ní mór don mhúinteoir ábhartha an teimpléad cuí in **Aguisín 3** a úsáid chun an iompraíocht bhulaíochta a chuntas.

Coimeádann an múinteoir ranga cóip den tuairisc agus tugtar ceann don príomhoide chomh maith.

Leanúint Suas

Tuigean Bord Bainistíochta Gaelscoil Bheantraí gur féidir leis an iompar bulaíochta fáil níos measa agus caithfear an Cód Iompar a leanúint má tharlaíonn sé sin.

Má tá imní ag Gaelscoil Bheantraí ar conas déiléal le iompar páiste, lorgófar comhairle ó seirbhís NEPS. Leanfar treoracha 'Children First' agus 'Child Protection Procedure for Primary and Post Primary Schools' maidir le iompar dáiríre bulaíochta.

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(i)/caomhnóir(i) chun tacú le hidirghabhálacha scoile
- Cuir chuige Gan Milleán (gealltanais iompraíochta)
- Am Ciorcail

- Agallaimh Athshlánúcháin
- Ceistneoirí a chur i bhfeidhm
- An cur chuige traidisiúnta araíonachta
- An t-íospartach a láidriú
- Idirghabháil

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

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:

- *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;*
- *All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to*

all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- *Non teaching staff such as secretaries, SNAs, caretakers, cleaners must be encouraged to report any incidents of bullying behavior witnessed by them, or mentioned to them, to the relevant teacher.*
- *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;*
- *If parents do not want the school to intervene directly they must put their request in writing.*
- *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; Two teachers will be present during 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, the teacher should give a general account of the incidents without mentioning names and the focus should be on how to resolve the issues.*
- *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 it should be recorded by the relevant teacher in the recording template at **Appendix 3**.*

- *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;*
- *In cases where the relevant teacher considers that the bullying behavior has not been adequately addressed within 20 school days after he/she has determined that bullying behaviour has occurred it must be recorded by the relevant teacher in the recording template at **Appendix 3**.*

Follow up and recording

- *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. Each teacher will have his/her own incidents book in the classroom. 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, the actions taken and any discussions with those involved regarding same.*
- *The relevant teacher must inform the principal of all incidents being investigated.*

Formal

- *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 relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour.*

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal in the office.

Follow up:

The Board of Management of Gaelscoil Bheantraí acknowledges that bullying behaviour can be part of a continuum of behaviour rather than a stand alone issue and in some cases, behaviour may escalate beyond that which can be described as bullying. If this occurs, reference will be made to the school's Code of Behaviour and the procedures outlined in this policy will be followed.

In the case where Gaelscoil Bheantraí has serious concerns in relation to managing the behaviour of a pupil, the advice of the NEPS service will be sought. Referral of serious instances of bullying behaviour will be made to the HSE Child and Family Services and/ or Gardaí as appropriate in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools.

Established intervention strategies

- *Teacher interviews with all pupils*
- *Classroom survey*
- *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 (pupil behaviour promise)*

- *Circle Time*
- *Mediation*
- *Restorative conferencing*
- *Implementing questionnaires*
- *The traditional disciplinary approach*
- *Strengthening the victim*

7. Athbhreithniú Bliantúil a dhéanfaidh an Bord Bainistíochta

Ní mór don Bhord Bainistíochta athbhreithniú bliantúil a dhéanamh ar bheartas frithbhulaíochta na scoile agus ar an tslí ina gcuirtear chun feidhme é. Gheofar in **Aguisín 4** leis na gnásanna seo seicliosta caighdeánach le húsáid le linn an athbhreithnithe sin. Ba cheart a nótáil go dteastóidh na rudaí seo a leanas chun an seicliosta a chomhlánú: scrúdú agus athbhreithniú ar anailís chainníochtúil agus ar anailís cháilíochtúil ar eilimintí éagsúla d'fheidhmiú bheartas frithbhulaíochta na scoile. Ní mór ainilís a dhéanamh orthu ar a laghaid uair sa bhliain.

Ní mhór do na múinteoirí an polasaí a phlé go rialta ag cruinnithe múinteoirí chun a chinniú go bhfuil go bhfuil gach duine á chur i bhfeidhm.

Ba chóir don bhpríomhoide tuairisc a chur ar fáil go dtí an Bord Bainistíochta uair sa téarma ag leagadh amach:

- a) An mhéid cásanna bulaíochta a tharla ón gcruinniú deirneach (ag úsáid teimpléid 3)
- b) A chinniú go ndeineadh déiléal leo de réir polasaí frithbhulaíochta na scoile.

Caifear taifead a dhéanamh aran dtuairisc ach gan aon ainmeacha a lua.

Ní mór fógra scríofa gur athbhreithníodh beartas frithbhulaíochta na scoile a chur ar fáil do phearsana na scoile, a fhoilsiú ar shuíomh Gréasáin na scoile agus do Chumann na dTuismitheoirí. Gheofar fógra caighdeánach chuige sin in **Aguisín 5**, foirm a chaithfead a úsáid. Ní mór taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é.

7. 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, Group work such as circle time etc.*
- *If pupils require counselling or 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.*

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

*The Board of Management of Gaelscoil Bheanntaí will review the effectiveness of the school's anti-bullying policy on a yearly basis using the standardised checklist (**Appendix 4**). The school must put in place an action plan to address any areas for improvement identified by the review. Written notification that the review has taken place must be made available to school personal, put on school's website and provided to the Parents' Association. (**Appendix 5**)*

*The template in **Appendix 3** for recording and reporting bullying to the school Principal or Deputy Principal will be a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports must be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis must be retained and be made available to the Board of Management. Appropriate responses to any issues identified should be drawn up and implanted.*

The effectiveness of the anti-bullying policy will be included as an Agenda item for staff meetings so as to ensure that concerns about the policy for the welfare of individual pupils can be shared and effectively addressed.

At least once in every school term, the Principal must provide a report to the Board of Management setting out

- The number of bullying cases reported since the previous report to the Board of Management (using the template set out in Appendix 2)*
- Confirmation that all cases referred to at (a) above are being or have been dealt with in accordance with the school's anti-bullying policy.*

The minutes of the Board of Management meeting must record the above but in doing so, must not include any identifying details of the pupils involved.

8. 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.

8. *Supervision and Monitoring of Pupils*

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

9. 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.

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. Ghlac an Bord Bainistíochta an beartas seo an _____.

This policy was adopted by the Board of Management on _____.

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

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.

12. Athbhreithneoidh an Bord Bainistíochta an beartas agus a fheidhmiú uair amháin i ngach Scoilbhliain (aguisín 4). Cuirfear fógra scríofa gur athbhreithníodh beartas frithbhulaíochta na scoile ar fáil do phearsanra na scoile. Cuirfear taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é.

Siniú an Chathaoirligh: _____ Dáta: _____

12. *This policy and its implementation will be reviewed by the Board of Management once in every school year (Appendix 4). Written notification that the review has been completed will be made available to school personnel. A record of the review and its outcome will be made available, if requested, to the patron and the Department.*

Signed _____

Date:

Chairperson, Board of Management

Signed _____

Date:

Príomhoide

Aguisín 1 Leideanna praiticiúla ar conas cultúr dearfach scoile a chothú

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

Appendix 1 Practical tips for building a positive school culture and climate

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

Aguisín 2: 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 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 • Gothaí maslaitheacha nó gáirsiúla • 'Amharc' faoi leith • Cur isteach ar spás pearsanta • Meascán de na cinn a luaitear. |
| <p>Cibearbhulaíocht</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 • Pearsanú: Teachtaireachtaí maslaitheacha nó forrántacha 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 duine • 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 cineál ar bith teicneolaíochta cumarsáide |
| <p>Iompraíochtaí bunaithe ar Aitheantas</p> | |

| | |
|--|---|
| <p>Lena n-áirítear aon cheann de na naoi bhforas idirdhealúcháin a luaitear sa Reachtaíocht um Chomhionannas (inscne lena n-áirítear trasinscne, stádas teaghlaigh, claonadh gnéasach, reiligiún, aois, míchumas, cine agus toisc gur den Lucht Taistil iad).</p> | |
| <p>Homafóbach agus Trasinscne</p> | <ul style="list-style-type: none"> • Ráflaí a scaipeadh faoi chlaonadh gnéasach duine • Tathant ar dhuine a bhfuil claonadh gnéasach difriúil aige/a • Leasainmneacha a ghlaoch, e.g. aerach, casta, lúbtha, a úsáidtear chun caitheamh anuas ar dhuine • Imeaglú fisiciúil nó ionsaí • Bagairtí |
| <p>Cine, náisiúntacht, cúlra eitneach agus ballraíocht de phobal an Lucht Taistil</p> | <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 |
| <p>Caidreamhach</p> | <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. |
| <p>Gnéasach</p> | <ul style="list-style-type: none"> • Ráitis nó tadhall gnéasach míchuí nó gan choinne • Ciapadh |
| <p>Riachtanais Speisialta Oideachais, Míchumas</p> | <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 |

Appendix 2: 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 • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed |
| <p>Cyber</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 • 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</p> | <ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation |

| | |
|---|---|
| Transgender | <ul style="list-style-type: none"> • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats |
| Race, nationality, ethnic background and membership of the Traveller community | <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 |
| Relational | <p><i>This involves manipulating relationships as a means of bullying. Behaviours include:</i></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 |
| 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 |

Aguisín 3 – Appendix 3

Cuntas Bhulaíochta / Incident Report Form

1. Ainm an dalta a bhfuil bulaíocht á dhéanamh air/uirthi agus a rang/grúpa

Name of pupil being bullied/class

Ainm/ Name _____ **Rang/Class** _____

2. Ainm(neacha) agus rang(anna) an dalta/na daltaí atá ag gabháil d'iompar bulaíochta *Name and class of pupils involved in bullying behaviour.*

| |
|--|
| |
|--|

3. An t-iompar is ábhar buartha/imní (*Source of bullying concern*)

| | |
|--|--|
| An dalta i dtrácht/ <i>Pupil concerned</i> | |
| Dalta eile/ <i>Other pupil</i> | |
| Tuismitheoir/ <i>Parent</i> | |
| Múinteoir/ <i>Teacher</i> | |
| Eile/ <i>Other</i> | |

4. An áit a tharla an teagmhas/na teagmhais (*location of incident(s)*)

| | |
|----------------------------------|--|
| Clós/ <i>yard</i> | |
| Seomra ranga/ <i>classroom</i> | |
| Dorchla/pasáiste/ <i>hallway</i> | |
| Leithris/ <i>toilet</i> | |
| Bus Scoile/ <i>bus</i> | |
| Eile/ <i>other</i> | |

5. Ainm an té/na daoine a thuairiscigh an t-údar imní bulaíochta/*person who reported bullying:*

| |
|--|
| |
|--|

6. Cineál an t-iompar bhulaíochta/*type of bullying behaviour*

| | | |
|---|--|--|
| Ionsaitheacht Fhisiciúil / <i>physical aggression</i> | Cibearbhulaíocht / <i>cyberbullying</i> | |
| Dochar do mhaoin / <i>damage to property</i> | Imeaglú / <i>intimidation</i> | |
| Aonrú/Eisiamh / <i>isolation/exculsion</i> | Cúlchaint mhailíseach / <i>malicious gossip</i> | |
| Ainmneacha maslacha a thabhair ar dhuine / <i>name calling</i> | Eile (tabhair do thuairim) / <i>other</i> | |

7. I gcás iompair a bhféachtar air mar bhulaíocht bunaithe ar aitheantas, tabhair an chatogóir lena mbaineann / *identity based bullying*

| Homafóbach/ <i>homophobic</i> | Míchumas/ bainteach le riachtanais speisialta oideachais/ <i>disability</i> | Ciníoch/<i>racist</i> | Ballraíocht den Lucht Siúil/ <i>travelling community</i> | Eile(sonraigh)/ <i>other</i> |
|--|--|------------------------------|---|---|
| | | | | |

8. Cur síos gairid ar an iompar bulaíochta agus ar a thionchar / *description of bullying behaviour and impact:*

9. Sonraí na mbeart a rinneadh / *Actions taken*

10. Aon eolas eile cuí / *other relevant information*

Sínithe/ *Signed:* _____ (Múinteoir Ábhartha) Dáta/ *Date:* _____

Sínithe/ *Signed:* _____ (Príomhoide) Dáta/ *Date:* _____

Aguisín 4 Appendix 4

Seicliosta le haghaidh athbhreithniú bliantúil ar an mbeartas frithbhulaíochta agus ar a fheidhmiú

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

Tá/Níl

| | |
|--|--|
| An bhfuil beartas frithbhulaíochta a ghéilleann go hiomlán do riachtanais Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile glactha ag an mBord go foirmiúil? | |
| An bhfuil an beartas foilsithe ar shuíomh Gréasáin na scoile agus cóip curtha ar fáil do Chumann na dTuismitheoirí? | |
| An bhfuil sásta go bhfuil an beartas ar fáil d'fhoireann na scoile (agus foireann nua san áireamh)? | |
| An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas agus ar na gnásanna ag foireann na scoile chun iad a chur i bhfeidhm go héifeachtach agus go comhsheasmhach ina gcuid oibre laethúla? | |
| An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas ag na daltaí? | |
| An bhfuil an Bord sásta gur doiciméadaíodh sa bheartas na straitéisí coiscthe agus oideachais a bheidh i bhfeidhm sa scoil? | |
| An bhfuil an Bord sásta gur cuireadh gach straitéis coiscthe agus oideachais chun feidhme? | |
| Ar scrúdaíodh a éifeachtaí atá na straitéisí coiscthe agus oideachais atá curtha chun feidhme? | |
| An bhfuil an Bord sásta go bhfuil na múinteoirí ar fad ag taifeadadh agus ag déileáil le teagmhais bhulaíochta de réir an bheartais? | |
| An bhfuil an Bord sásta go bhfuair an Bord an tuairiscí achoimre tréimshiúla ón bPríomhoide agus ar glacadh miontuairiscí maidir leo? | |
| An bhfuil an Bord sásta gur pléadh a fheabhas atá an scoil ag láimhsiú tuairiscí bulaíochta lena n-áirítear teagmhais bhulaíochta ar déileáladh leo ag céim luath agus nach bhfuil ar áireamh, mar sin, i dtuairisc thréimhsiúil an Phríomhoide? | |
| An bhfuil an Bord sásta nach bhfuarthas aon ghearán ó thuismitheoirí maidir leis an tslí ina láimhsíonn an scoil teagmhais bhulaíochta? | |
| An bhfuil an Bord sásta nár thóg tuismitheoir ar bith a páiste amach as an scoil á rá go raibh siad míshásta leis an tslí inar láimhsigh an scoil cás bulaíochta? | |
| An bhfuil an Bord sásta nach ndearna Ombudsman na Leanaí imscrúdú ar an tslí inar láimhsigh an scoil cás bulaíochta a thionscain nó a thabhairt chun críche? | |
| An bhfuil an Bord sásta go ndearnadh anailís ar na sonraí a fuarthas ó chásanna a tuairscíodh don Phríomhoide (leis an teimpléad taifeadta bulaíochta) chun aon cheisteanna, treohtaí nó patrúin in iompar bulaíochta | |

| | |
|--|--|
| a shainaitint? | |
| An bhfuil an Bord sásta nár aithníodh aon ghnéithe de bheartas na scoile agus/nó a fheidhmiú a dteastaíonn feabhsú breise orthu? | |
| An bhfuil plan gníomhaíochta i bhfeidhm ag an mBord chun díriú ar aon réimse ina dteastaíonn feabhsú? | |

Síniú: _____
Cathaoirleach, an Bord Bainistíochta

Dáta: _____

Síniú: _____
Príomhoide

Dáta: _____

Appendix 4: Checklist for annual review of the anti-bullying policy and its implementation

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

Yes/No

| | |
|---|--|
| <i>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?</i> | |
| <i>Has the Board published the policy on the school website and provided a copy to the Parents' Association?</i> | |
| <i>Has the Board ensured that the policy has been made available to school staff (including new staff)?</i> | |
| <i>Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?</i> | |
| <i>Has the Board ensured that the policy has been adequately communicated to all pupils?</i> | |
| <i>Has the Board documented the prevention and education strategies that the school applies?</i> | |
| <i>Have all of the prevention and education strategies been implemented?</i> | |
| <i>Has the effectiveness of the prevention and education strategies that have been implemented been examined?</i> | |
| <i>Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?</i> | |
| <i>Has the Board received and minuted the periodic summary reports of the Principal?</i> | |
| <i>Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?</i> | |
| <i>Has the Board received any complaints from parents regarding the school's handling of bullying incidents?</i> | |
| <i>Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?</i> | |
| <i>Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?</i> | |
| <i>Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to indentify any issues, trends patterns in bullying behaviour?</i> | |
| <i>Has the Board indentified any aspects of the school's policy and/or its implementation that require further improvement?</i> | |
| <i>Has the Board put in place an action plan to address any areas for improvement?</i> | |

Signed: _____

Date: _____

Chairperson, Board of Management

Signed: _____

Date: _____

Principal

Aguisín 5: Fógra maidir le hathbhreithniú bliantúil an Bhoird Bhainistíochta ar an mbeartas frithbhulaíochta

Chuig: _____

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

- Tugadh athbhreithniú an Bhoird Bhainistíochta ar bheartas frithbhulaíochta na scoile agus a fheidhmiú chun críche ag cruinniú an Bhoird den _____ (dáta).
- Rinneadh an t-athbhreithniú i gcomhréir leis an seicliosta atá leagtha amach in **Aguisín 4** de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*.

Síniú: _____

Dáta: _____

Cathaoirleach, an Bord Bainistíochta

Síniú: _____

Dáta: _____

Príomhoide

Appendix 5: Notification regarding An Bord Bainistíochta's annual review of the Anti-Bullying Policy

To: _____

Bord Bainistíochta Ghaelscoil Bheanntaí wishes to inform you that:

- *The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ (date).*
- *This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed: _____

Date: _____

Chairperson, Board of Management

Signed: _____

Date: _____

Principal