



Polasaí Frith-Bhulaíochta 2014

Anti-Bullying Policy 2014

1. Réamhrá *Introduction*

Is bunscoil lán-Ghaeilge, comhoideachas, Chaitliceach í Gaelscoil Thaobh na Coille, a bunaíodh sa bhliain 1995 faoi phátrúnacht an Fhorais Pátrúnachta. Freastalaíonn an scoil ar an éileamh d'oideachas bunscoile trí mheán na Gaeilge sa cheantar máguaird.

Gaelscoil Thaobh na Coille is an all-Irish co-educational, Catholic primary school, established in 1995 under the patronage of the Foras Pátrúnachta. The school caters for the demand for primary education through the medium of Irish in the locality.

I gcomhréir le coinníollacha an Acht Oideachais (Leas) 2000 agus na treoirínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an polasaí frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Ghaelscoil Thaobh na Coille mar chuid de chód iompair iomlán na scoile. Géilleann an polasaí go huile agus go hiomlán do choinníollacha “Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile” a foilsíodh i Meán Fómhair 2013 is atá ar fáil ar www.education.ie. Cuireadh an Polasaí Frithbhulaíochta seo le chéile le comhoibriú ó Mhúinteoirí, Coiste na dTuismitheoirí agus Bord Bainistíochta na scoile.

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the National Educational Welfare Board, the Board of Management of Gaelscoil Thaobh na Coille has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with and follows the requirements of the “Anti-Bullying Procedures for Primary and Post-Primary Schools” which were published in September 2013 and is available to download in www.education.ie. This Anti-Bullying Policy was drafted in collaboration with the Teachers, Parents' Association Committee and Board of Management.

Má tá difríocht idir a bhfuil scríofa as Gaeilge agus as Béarla sa pholasaí seo, glactar leis an leagan Gaeilge mar an leagan cruinn agus an leagan Bhéarla mar aistriúcháin.

Should there be any discrepancy between the Irish and English in this policy, it is accepted that the Irish is the correct version and the English is provided as a translation.

2. Sainmheon na Scoile *Ethos*

Aithnímid i nGaelscoil Thaobh na Coille gur pobal sinn; an fhoireann scoile, na páistí agus na tuismitheoirí/caomhnóirí agus go bhfuil sé riachtanach na páistí a chosaint. Tá sé mar aidhm againn scoil shábháilte dhearfach a chothú ina dtugtar deis do gach páiste a c(h)umas a chur chun cinn. Cuirtear an polasaí frithbhulaíochta seo i bhfeidhm i gcomhthéacs an Chóid Iompair agus an Pholasaí Chaomhnú Páistí.

We recognise, in Gaelscoil Thaobh na Coille that we are a community; the school staff, pupils and parents and that it is imperative that we protect our children. We strive to create a positive, safe school where children can realise their full potential. This anti-bullying policy is put into practice in the context of the Code of Behaviour and the Child Protection Policy.

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 deachleachtais seo a leanas agus iompar bulaíochta á chosc agus á chomhrac.

- Cultúr dearfach a bheith i réim sa scoil (féach Aguisín 1)
 - ina nglactar go fonnmhar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht;
 - ina spreagtar daltaí le bheith ionraic agus leis an fhírinne a insint i gcónaí;
 - ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach;
 - ina gcuirtear caidreamh bunaithe ar mheas chun cinn i measc pobal na scoile;
- Ceannaireacht éifeachtach;
- Cur chuige na scoile uile;
- Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige
- Straitéisí oideachais agus coiscthe a chur i bhfeidhm (lena n-áirítear bearta chun feasacht a mhúscailt)
 - a chothaíonn ionbhá, meas agus teacht aniar sna daltaí;
 - ina dtéitear i ngleic go dearfa le cibearbhulaíocht agus le bulaíocht bunaithe ar fhéiniúlacht.
- Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
- Tacaíochtaí don fhoireann;
- Eachtraí bulaíochta 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 polasaí 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 (see Appendix 1) which-*
 - *is welcoming of difference and diversity and is based on inclusivity;*
 - *encourages pupils to be honest and truthfull at all times;*
 - *encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;*
 - *promotes respectful relationships across the school community;*
- *Effective leadership;*
- *A school-wide approach;*
- *A shared understanding of what bullying is and its impact;*
- *Implementation of education and prevention strategies (including awareness raising measures) that*
 - *build empathy, respect and resilience in pupils;*
 - *explicitly address the issues of cyber-bullying and identity-based.*
- *Effective supervision and monitoring of pupils;*
- *Supports for staff;*
- *Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);*
- *On-going evaluation of the effectiveness of the anti-bullying policy.*

3. Sainmhíniú ar Bhulaíocht *Definition of Bullying*

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.**”

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.”

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

- Dochar fisiciúil a dhéanamh do dhuine
- duine a fhágáil as an áireamh d'aon ghnó, gabháil do chúlchaint mhailíseach agus do chineálacha eile caidrimh bhulaíochta idir dhaoine
- cibearbhulaíocht
- bulaíocht bunaithe ar fhéiniúlacht, 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.

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

- *causing physical harm to others*
- *deliberate exclusion, malicious gossip and other forms of relational bullying*
- *cyber-bullying*
- *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.*

Ní chlúdaíonn an sainmhíniú seo ar bhulaíocht eachtraí aonarachá nó eachtraí aon uaire d'iompar diúltach d'aon ghnó, lena n-áirítear téacsteachtairacht mhaslach nó goilliúnach aon uaire nó teachtaireachtaí príobháideacha eile, ba cheart déileáil leo, mar is cuí, de réir chód iompair na scoile.

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.

Ach, i gcomhthéacs an pholasaí 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 bheith feicthe agus/nó a bheith athráite ag daoine eile mar iompar bhulaíochta.

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.

Déileálfar le hiompar diúltach, nach n-áirítear sa sainmhíniú seo, de réir chód iompair na scoile.

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

Cineálacha Bulaíochta *Types of Bullying*

Iompar ginearálta a bhaineann le gach cineál bulaíochta <i>General behaviours which apply to all types of bullying</i>	
Ciapadh á dhéanamh ar aon cheann de na naoi bhforas idirdhealaithe m.sh. gnéaschiapadh, bulaíocht hómáfóbach, bulaíocht chiníoch &rl.	<i>Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</i>
Ionsaitheacht fhísiciúil	<i>Physical aggression</i>
Dochar do mhaoin	<i>Damage to property</i>
Ainmneacha maslacha a thabhairt ar dhuine	<i>Name calling</i>
Magadh faoi dhuine	<i>Slagging</i>
An stiúiriú, léiriú nó cur timpeall de phictiúir, focail scríofa nó ábhair imeaglaithe dírithe ar dhuine eile	<i>The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</i>
Graifítí ionsaitheach	<i>Offensive graffiti</i>
Sracadh	<i>Extortion</i>
Imeagló	<i>Intimidation</i>
Comharthaí/geaitsí maslacha nó ionsaitheacha	<i>Insulting or offensive gestures</i>
An “fhéachaint”	<i>The “look”</i>
Cur isteach ar spás pearsanta	<i>Invasion of personal space</i>
Meascán de na gnéithe luaite	<i>A combination of any of the types listed</i>
Cibearbhulaíocht <i>Cyberbullying</i>	
Aithisiú: ag scaipeadh ráflaí, bréaga nó cúlchaint chun ainm duine a ghortú	<i>Denigration:</i> <i>Spreading rumors, lies or gossip to hurt a person’s reputation</i>
Ciapadh: teachtaireachtaí mailíseacha conaitheacha a chur chuig duine	<i>Harassment:</i> <i>Continually sending vicious, mean or disturbing messages to an individual</i>
Ag déanamh aithrise: teachtaireachtaí maslacha, ionsaitheacha a chur faoi ainm dhuine eile	<i>Impersonation:</i> <i>Posting offensive or aggressive messages under another person’s name</i>
Gríosú: ag baint úsáid as focail theasa nó gáirsiúla chun troid a thosnú ar líne	<i>Flaming:</i> <i>Using inflammatory or vulgar words to provoke an online fight</i>
Cleasaíocht: duine a mhealladh le heolas phearsanta a roinnt leat & ansin é a chuir ar líne	<i>Trickery:</i> <i>Fooling someone into sharing personal information which you then post online</i>
Outing: ag cur eolais nó íomhánna atá faoi rún nó contúirteach le fáil	<i>Outing:</i> <i>Posting or sharing confidential or compromising information or images</i>
Eisiamh: duine a choinneáil amach ó ghrúpa ar líne d’aon ghnó	<i>Exclusion:</i> <i>Purposefully excluding someone from an online group</i>
Cibearleanúint: Aithisiú agus ciapadh leanúnach a chuireann faitíos ar dhuine dá s(h)lándáil féin	<i>Cyber stalking:</i> <i>Ongoing harassment and denigration that causes a person considerable fear for his/her safety</i>
Glaochanna gutháin ciúin	<i>Silent phone calls</i>
Glaochanna gutháin maslacha	<i>Abusive phone calls</i>
Téacsanna maslacha	<i>Abusive text messages</i>
Ríomhphoist maslacha	<i>Abusive email</i>
Cumarsáid maslach ar na línte sóisialacha m.sh Facebook/Ask.fm/Twitter/You Tube nó cluichí ildhuine ar líne	<i>Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on online multiplayer games</i>
Tagairtí/pictiúir/blaganna maslacha ar líne	<i>Abusive website comments/Blogs/Pictures</i>
Focail Maslacha ar aon sort teicneolaíocht cumarsáide	<i>Abusive posts on any form of communication technology</i>

Bulaíocht Bunaithe ar fhéiniúlacht <i>Identity Based Behaviours</i>	
Ina measc aon cheann de na naoi bhforas idirdhealaithe luaite i Reachtaíocht Cothromaíochta. (inscne, stádas pósta, stádas teaghlaigh, claonadh gnéis, creideamh, aois, míchumas. cine, bheith i do bhall den Lucht Siúil) <i>Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</i>	
Hómafóbach agus Trasfóbach <i>Homophobic and Transgender</i>	
Ag scaipeadh scéalta mar gheall ar chlaonadh gnéis dhuine éigin	<i>Spreading rumours about a person's sexual orientation</i>
Achasán a chaitheamh le duine de bharr claonadh gnéis	<i>Taunting a person of a different sexual orientation</i>
Ainmneacha maslacha a thabhairt ar dhuine	<i>Name calling</i>
Bagairt nó ionsaithe fisiciúla	<i>Physical intimidation or attacks</i>
Bagairt	<i>Threats</i>
Cine, náisiúntacht, cúlra eitneach agus bheith i do bhall den Lucht Siúil <i>Race, nationality, ethnic background and membership of the Traveller community</i>	
Géarchúis, claontuairim, cuntais nó masla ó thaobh dhath, náisiúntacht, cultúr, aicme sóisialta, reiligiúin, cúlra eitneach nó lucht siúil	<i>Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</i>
Eisiamh ar aon cheann de na cúiseanna thuas	<i>Exclusion on the basis of any of the above</i>
Caidreamh bulaíochta <i>Relational Bullying</i> Caidreamh a ionramháladh chun bulaíochta a dhéanamh. <i>This involves manipulating relationships as a means of bullying.</i>	
Cúlchaint mailíseach	<i>Malicious gossip</i>
Aonrú & eisiamh	<i>Isolation & exclusion</i>
Neamhaird	<i>Ignoring</i>
Eisiamh ón ngrúpa	<i>Excluding from the group</i>
Ag tógáil cairde ó dhuine	<i>Taking someone's friends away</i>
Bitcheáil	<i>Bitching</i>
Ag scaipeadh ráflaí	<i>Spreading rumours</i>
Ag insint rún	<i>Breaking confidence</i>
Ag caint os ard ionas go gcloisfeadh an duine thú	<i>Talking loud enough so that the victim can hear</i>
An "fhéachaint"	<i>The "look"</i>
Ag glaoch ainmneacha ar nós "saoithín" go maslach ar dhuine	<i>Use of terminology such as 'nerd' in a derogatory way</i>
Gnéasach <i>Sexual</i>	
Léiriú nó teagmháil gnéasach nach bhfuil oiriúnach nó fáiltithe	<i>Unwelcome or inappropriate sexual comments or touching</i>
Ciapadh	<i>Harassment</i>
Riachtanais Oideachais Speisialta/Míchumas <i>Special Educational Needs/Disability</i>	
Ainmneacha maslacha a thabhairt ar dhuine	<i>Name calling</i>
Achasán a chaitheamh le duine de bharr míchumais nó riachtanais foghlama	<i>Taunting others because of their disability or learning needs</i>
Buntáiste a bhreith ar easpa cumais dhuine bulaíocht a aithint nó é/í féin a chosc uaithe	<i>Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</i>
Buntáiste a bhreith ar easpa cumais dhuine	<i>Taking advantage of some pupils' vulnerabilities</i>

cúrsaí sóisialta nó leideanna sóisialta a thuiscint	<i>and limited capacity to understand social situations and social cues.</i>
Aithris a dhéanamh ar mhíchumas dhuine	<i>Mimicking a person's disability</i>
Ceap magaidh a dhéanamh as duine	<i>Setting others up for ridicule</i>

Gheofar eolas breise ar na cineálacha éagsúla bulaíochta i Roinn 2 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*. Tá liosta de thuarthaí agus comharthaí bulaíochta ar fáil in Agusín 6.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools. A list of Signs and Symptoms of bullying are available in Appendix 6.

4. Múinteoirí Ábhartha *Relevant Teachers*

Seo a leanas na múinteoirí ábhartha a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfaidh léi: (féach Roinn 6.8 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*)

The relevant teachers for investigating and dealing with bullying are as follows:

- Múinteoirí Ranga (*Class Teachers*)
- Múinteoirí Tacaíocht Foghlama/Acmhainne (*Learning Support & Resource Teachers*)
- Príomhoide Tánaisteach (*Deputy Principal*)
- Príomhoide (*Principal*)

Is féidir le múinteoir ar bith feidhmiú mar mhúinteoir ábhartha, mar a oireann sé don chomhthéacs. *Any teacher may act as a relevant teacher if circumstances warrant it.*

5. Straitéisí d'fhonn Iompar Bulaíochta a Chosc *Strategies for Prevention of Bullying Behaviour*

Seo a leanas na straitéisí oideachais agus coiscthe (lena n-áirítear straitéisí a bheidh dírithe go sonrach ar an gcibearbhulaíocht agus ar bhulaíocht bunaithe ar fhéiniúlacht, go háirithe bulaíocht homafóbach agus trasfóbach) a bheidh in úsáid sa scoil (Féach Roinn 6.5 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*):

1. Múintear iompar cuí do pháistí na scoile tríd;
 - Éiteas scoile
 - Cluichí Clóis a mhúineadh
 - Tionól Scoile (go rialta)
 - Curaclam Oideachais, Sóisialta, Pearsanta agus Sláinte (OSPS), Oideachas Caidrimh agus Gnéasachta (OCG), An Clár Misneach agus Fan Slán san áireamh
 - Oideachas Reiligiúnach.
2. Cothaítear féin-mheas i measc na páistí trí dhifriochtaí/gnóthachtálacha aonaracha a cheiliúradh, trí aitheantas agus luaíocht a thabhairt do dhea-iompar agus trí dheiseanna a thabhairt i gcomhar ratha.
3. Cabhraítear le páistí comhbhá a fhorbairt trí mhothúcháin a phlé agus trí iarracht a dhéanamh iad féin a chur in staid daoine eile.
4. Eagraítear seachtain cairdeas gach scoilbhliain. Múintear ceachtanna cuí OSPS i rith na seachtaine seo (Téarma 1 – Deireadh Fómhair)
5. Pléitear polasaí frith-bhulaíochta na scoile go rialta leis na páistí.

6. Leanaimid na moltaí leagtha amach inár gCód Iompair chun dea-iompar a spreagadh.
7. Bíonn baill foirne airdeallach ach go háirithe ó thaobh monatóireacht a dhéanamh ar dhaltá a mheastar a bheith i gcontúirt bulaíochta.
8. Tá baill an Bhoird Bainistíochta ar an eolas faoi pholasaí na scoile ar bhulaíocht agus cuireann siad chun cinn é go gníomhach agus go leanúnach i measc baill foirne, tuismitheoirí/caomhnóirí agus páistí.
9. Cuireann tuismitheoirí/caomhnóirí le polasaí na scoile ar bhulaíocht agus tacaíonn siad leis trí spreagadh a thabhairt d'iompar dearfach sa bhaile agus ag an scoil, trí bheith ar an airdeall do chomharthaí agus do shiomtóim go bhfuil bulaíocht á dhéanamh ar a bpáiste nó go bhfuil sé nó sí ag déanamh bulaíochta ar dhaoine eile, tríd a gcuid inní a chur in iúl don scoil.
10. Forbairt ghairmiúil foirne ar bhulaíocht ionas go bhfuil baill foirne feasach ar bhulaíocht, an tionchar atá aige ar shaol an pháiste agus a gá le haghaidh a thabhairt air - cosc agus idirghabháil.
11. Feasacht scoile a ardú agus traenáil a chur ar fáil ar gach gné den bhulaíocht, ina bhfuil páistí, tuismitheoirí/caomhnóirí agus an pobal scoile uilig páirteach ann.
12. Polasaí Frithbhulaíochta a fhorbairt agus a chur chun cinn – cóip le bheith ag gach múinteoir agus an polasaí ar fáil/le feiceáil ar shuíomh gréasáin na scoile.
13. Cultúr a chruthú ina n-insíonn na páistí má tá bulaíocht ar siúl, le béim faoi leith orthu siúd a fheiceann iompar bulaíochta. Ba chóir go gcuirfear na páistí ar an eolas nach bhfuil siad ag “insint scéalta” nuair a insíonn siad faoi bhulaíocht ach gur iompar freagrach atá ann.
14. Cinntiú go bhfuil a fhios ag na páistí an duine agus an modh is fearr leis an eolas a thabhairt:
 - Labhairt leis an múinteoir ag am oiriúnach, mar shampla, tar éis am scoile
 - Nóta a thabhairt don mhúinteoir leis an obair bhaile
 - Glaoch gutháin a chuir ar an scoil
 - Iarr ar thuismitheoir/caomhnóir nó cara é a rá leis/léi
 - Cinntiú go bhfuil a fhios ag páistí a fheiceann iompar bulaíochta nó a bhfuil eolas acu faoi bhulaíocht an tábhacht a bhaineann le scéal a chur chuig an múinteoir.
15. Clár bunleibhéil na nGardaí bunaithe ar OSPS a chur i bhfeidhm sa scoil.
16. Déanfaidh an scoil macnamh faoi leith ar na riachtanaisí breise a d'fhéadfadh a bheith ag páiste le riachtanaisí speisialta oideachais nuair atá na cláracha seo á gcur i bhfeidhm agus na scileanna agus stráitéisí oiriúnacha a mhúineadh ionas gur féidir leis an bpáiste dul i ngleic leis an ábhar.

The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

1. *Acceptable behaviour is taught to school children through;*
 - a. *School Ethos*
 - b. *Teaching yard games*
 - c. *Regular school assembly*
 - d. *The Social, Personal and Health Education (SPHE) Curriculum including Stay Safe, Walk Tall and Relationships and Sexuality Education (RSE)*
 - e. *Religious Education.*
2. *Positive self-esteem is fostered among the pupils by celebrating individual differences/achievements, by acknowledging and rewarding good behaviour and by providing opportunities for success.*
3. *Pupils are helped to develop empathy by discussing feelings and by trying to put themselves in the place of others.*
4. *Every school year we arrange a friendship week. Suitable S.P.H.E. lessons are taught during this week. (Term 1 – October)*
5. *The school's anti-bullying policy is discussed regularly with the pupils.*

6. *We follow the guidelines as laid down in our Code of Behaviour to promote good behaviour.*
7. *Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.*
8. *Members of the Board of Management are familiar with the school's policy on bullying and actively promote it on an ongoing basis among staff, parents and pupils.*
9. *Parents contribute to and support the school's policy on bullying by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others, by communicating concerns to the school.*
10. *Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it – prevention and intervention.*
11. *School-wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.*
12. *Development and promotion of the Anti-Bullying policy for the school – each teacher will have a copy of the policy and it will also be available for all on the school website.*
13. *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.*
14. *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*
 - *Make a phone call to the school*
 - *Get a parent(s)/guardian(s) or friend to tell on his/her behalf*
 - *Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.*
15. *Delivery of the Garda SPHE Programmes at primary level.*
16. *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.*

6. Nósanna Imeachta Inscrúdaithe agus Deileála i gcásanna Bulaíochta ***Procedures for investigating and dealing with Bullying***

Is é an phríomhaidhm atá leis na nósanna imeachta fiosracha agus déileála i gcásanna bulaíochta ná aon cheist neamhréitithe a réiteach agus an gaol idir na páirtithe i dtrácht a chur ar ais mar a bhí sé a mhéid agus is féidir (seachas milleán a chur).

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

Taifead ar iompar bulaíochta

Is riachtanas í go bhfuil eolas fíriciúil sa taifead agus nach bhfuil siad claonta ar thaobh amháin nó ar thaobh eile. Seo a leanas na nósanna imeacht scoile maidir le hiompar bulaíochta a thaifead is a thuairisc;

Neamhfhoirmeálta – réamhchinneadh ar bhulaíocht

- Caithfidh foireann na scoile cuntas a choiméad ar an heachtraí a chonaic siad nó a cuireadh in iúl dóibh. Caithfidh siad na cuntaisí seo a choiméad sa Dialann Eachtraí a bhíonn ag gach múinteoir agus coinnítear na dialanna sin ag deireadh na bliana. Caithfear gach eachtra a chuir in iúl don mhúinteoir ábhartha. Déantar eachtraí a chlárú i bhFilteán na nEachtraí a coinnítear san oifig má bhíonn patrún leanúnach le feiceáil nó más mór-eachtra atá i gceist.
- Caithfidh an múinteoir ábhartha imscrúdú a dhéanamh ar agus déileáil le gach tuairisc ar bhulaíocht, tuairiscí gan ainm san áireamh. Is gá dó/di cuntas scríofa a choiméad ar thuairiscí faighte, na gníomhartha glactha agus ar aon chomhrá a bhí aige/aici leo siúd atá bainteach leis (Aguisín 3)
- Is gá don mhúinteoir ábhartha an príomhoide a chur ar an eolas maidir le heachtraí atá faoi imscrúdú.

Céim Foirmeálta – cinneadh gur tharla bulaíocht

- Má aimsíonn an múinteoir ábhartha gur tharla bulaíocht, caithfidh sé/sí an tuairisc taifid in Aguisín 4 a líonadh isteach. Cabhróidh seo leis/léi na deacrachtaí a réitiú agus an caidreamh a dheisiú chomh fada agus is féidir leis/léi
- Nuair a úsáidtear an tuairisc taifid, caithfidh an múinteoir ábhartha sin é a choiméad in áit slán sa seomra ranga leis an bhfilteán a théann ar aghaidh le Leabhar na nEachtraí agus coiméadann an príomhoide cóip de. Coiméadfar cóip seo in áit slán sa scoil go dtí go sroicheadh na páistí a luaitear sa taifead 21 bliain d'aois.

Iompar Bhulaíochta a Thuairisc

- Is féidir le haon pháiste nó tuismitheoir/caomhnóir eolas a thabhairt d'aon mhúinteoir maidir le heachtra bulaíochta
- Is gá don mhúinteoir ábhartha fiosrú a dhéanamh maidir le haon tuairisc a thagann, fiú más tuairisc anaithnid atá ann
- Is gá do mhúinteoirí agus do na baill foirne nach múinteoirí iad aon eachtra bulaíochta a fheiceann siad nó a luaitear leo a chur in iúl don mhúinteoir ábhartha.

Fiosrú agus Déileáil le heachtraí: (Féach cuid 6.8.9)

- Agus imscrúdú ar bhulaíocht á dhéanamh, nó nuair a bhítear ag déileáil le bulaíocht, feidhmeoidh an múinteoir a b(h)reithiúnas gairmiúil chun a chinneadh cibé an ndearnadh bulaíocht agus conas ab fhearr déileáil leis an bhfadhb
- Ní mór do thuismitheoirí agus do dhaltaí comhoibriú le haon imscrúdú agus cabhrú leis an scoil aon cheist bhulaíochta a réiteach agus an caidreamh a bhíodh idir na páirtithe atá bainteach leis an mbulaíocht a chur ar ais mar a bhí sé, a mhéid agus is féidir
- Ba cheart cur chuige fadhbréitigh atá socair agus neamhmhothúcháanach a bheith ag múinteoirí agus iad ag déileáil le líomhaintí d'iompar bulaíochta
- Is fearr de ghnáth eachtraí a imscrúdú lasmuigh den seomra ranga chun príobháideacht gach duine atá bainteach leis a chosaint
- Ba cheart gach agallamh a dhéanamh go hígogair ag féachaint do chearta gach dalta i dtrácht. D'fhéadfadh daltaí nach bhfuil baint dhíreach acu leis an mbulaíocht eolas úsáideach a sholáthar in agallamh mar sin
- Agus anailís á déanamh ar eachtraí d'iompar bulaíochta, ba cheart don mhúinteoir ábhartha freagraí a lorg ar na ceisteanna céard, cá háit, cathain, cén duine nó cé na daoine, agus cad chuige? Ba cheart na ceisteanna sin a chur go ciúin síochánta, chun sampla a thabhairt den tslí le déileáil le coimhlint go héifeachtach neamhionsaitheach

- Má bhíonn grúpa i gceist, ba cheart agallamh a chur ar gach duine den ghrúpa go haonarach. Ba cheart labhairt leis an ngrúpa ar fad a bhí i mbun iompair bhulaíochta ina dhiaidh sin. Ag an gcruinniú grúpa, ba cheart a iarraidh ar gach ball cuntas a thabhairt ar an méid a chonaic sé/sí le bheith cinnte go gcloiseann an grúpa ar fad cuntais a chéile
- Ba cheart tacú le gach ball sa ghrúpa i bhfianaise na mbrúnna a d'fhéadfadh baill eile sa ghrúpa a chur orthu tar éis an agallaimh leis an múinteoir
- D'fhéadfadh sé a bheith oiriúnach nó cabhrach iarraidh ar na daoine a bhí bainteach leis an eachtra a gcuntas ar an eachtra a scríobh síos
- Ba chóir don mhúinteoir taifead a choimeád de thuairiscí na bpáistí
- I gcásanna ina gcinneann an múinteoir ábhartha go ndearnadh bulaíocht, ba cheart teagmháil a dhéanamh, a luaithe agus is féidir, le tuismitheoirí na páirtithe i dtrácht chun iad a chur ar an eolas faoin scéal agus na bearta a dhéanfar, mar atá leagtha síos i gCuid 7, a mhíniú doibh
- Ba cheart go dtabharfadh an scoil deis phlé do na tuismitheoirí ar shlite ina bhféadfaí bearta na scoile agus an tacaíocht do na daltaí a athneartú nó a mhéadú
- I gcás ina gcinneann an múinteoir ábhartha go raibh dalta ag gabháil d'iompar bulaíochta, ba cheart é a chur ar a s(h)úile di/dó go soiléir gur sháraigh sí/sé polasaí frithbhulaíochta na scoile agus ba cheart iarrachtaí a dhéanamh chun go bhféachfadh sé/sí an scéal ó thaobh an dalta a bhfuil an bhulaíocht á dhéanamh air nó uirthi
- Ní mór é a bheith soiléir don uile dhuine atá bainteach leis (gach grúpa daltaí agus tuismitheoirí) in aon chás ina mbíonn gá le smachtú, gur ceist phríobháideach é idir an dalta atá á smachtú, a tuismitheoirí nó a thuismitheoirí agus an scoil.

Athleanúint agus taifeadadh

- Agus an cinneadh á dhéanamh ag an múinteoir ábhartha, mar chuid dá b(h)reithiúnas profisiúnta, ar tugadh faoin gcás bulaíochta ar bhealach fóna agus oiriúnach, is gá dó/di macnamh dhéanamh ar na nithe seo a leanas;
 - Ar tháinig deireadh leis an iompar bulaíochta
 - Ar socraíodh na deacrachtaí idir na páirtithe chomh fada agus is féidir
 - Ar athchóiríodh an caidreamh idir na páirtithe chomh fada agus is féidir
 - An bhfuil aon aiseolas ó na páirtithe éagsúla, a dtuismitheoirí, an príomhoide nó an príomhoide tánaisteach.
- Ba chóir cruinnithe aonaracha a shocrú leis na páirtithe ina dhiaidh, leis an aidhm ann na páirtithe a thabhairt le chéile níos déanaí má tá an páiste ar a déanadh bulaíocht sásta sin a dhéanamh
- Déanfar monatóireacht ar chúrsaí chun cinntiú go bhfuil an fhadhb réitithe
- Cuirfear an Cód Iompair i bhfeidhm sa chás go mothaíonn an múinteoir ábhartha nó an príomhoide go bhfuil sé críonna sin a dhéanamh
- I gcás go bhfuil bulaíocht fós ag dul ar aghaidh, cuirfear an scéal ar aghaidh chuig Bord Bainistíochta na Scoile
- I gcás nach bhfuil tuismitheoir sásta gur dhéileáil an scoil le cás bulaíochta i gcomhréir leis na gnásanna seo, ní mór gnásanna na scoile maidir le gearán a dhéanamh a chur in iúl don tuismitheoir
- I gcás ina mbaineann an tuismitheoir úsáid as nósanna imeachta na scoile maidir le gearán a dhéanamh agus nach bhfuil sí/sé sásta fós, ní mór don scoil a insint don tuismitheoir go bhfuil sé de cheart aici/aige gearán a dhéanamh le hOmbudsman na Leanaí (www.oco.ie)
- Cuireann an Príomhoide in iúl don Bhord cé mhéid tuairisc chun iompar bulaíochta a thairfeadh atá líonta ón gcruinniú deireannach, más ann dóibh.

The primary aim of these procedures for investigating and dealing with bullying is to resolve any issues and restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

The school's procedures for recording, investigation and follow-up of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

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. These records will be kept in the Incidents Diary that is kept by each teacher and kept at the end of each year. All incidents must be reported to the relevant teacher. Incidents are recorded in the Incidents Book which is kept in the office if a pattern is noted or if the incident warrants it.*
- *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 Stage - determination that bullying has occurred

- *If it is established by the relevant teacher that bullying has occurred, the relevant teacher must complete the recording report at **Appendix 4** which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved*
- *When the recording report is used, it must be retained by the relevant teacher in a secure place in his/her classroom in the folder that is handed to the next class teacher with the Incident Book. The Principal retains a copy of this report in a secure place in the school until all the children referred to reach the age of 21.*

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), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.*

Investigating and addressing incidents: Style of approach (see section 6.8.9)

- *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 to 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 in bullying behaviour 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)*
- *The relevant teacher should keep a record what each child has said*
- *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 to support their own child as outlined in Section 7 of this policy*
- *The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils*
- *Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied*
- *It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.*

Follow up and recording

- *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*
- *The situation will continue to be monitored to ensure that the problem has been resolved*
- *The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal*
- *If a case remains unresolved the matter will be referred to the school's Board of Management*

- *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 (www.oco.ie)*
- *The Principal informs the Board of Management in relation to the number, if any, of reports which have been completed since the previous meeting.*

7. Clár Tacaíochta Scoile *School's Programme of Support*

Seo a leanas clár tacaíochta na scoile do dhaltaí a ndearnadh bulaíocht orthu: (Féach Roinn 6.8 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*):

Leagtar amach straitéisí cuí idirghabhála ag baint úsáid as cuid de an straitéisí thíos;

- Agallaimh idir múinteoir agus páistí
- Agallaimh aisríocha – iarrtar ar an bpáiste a bhí bulaíocht á dhéanamh aige/aici macnamh a dhéanamh ar a (h)iompar agus ar thoradh an iompair orthu agus ar an bpáiste eile
- Idirbheartú comhaontaithe idir na daltaí a shocrú agus faire a dhéanamh air ina dhiaidh sin. Is féidir seo a dhéanamh ar bhealach neamhfhoirmiúil nó próiséis idirghabhála níos structúrtha a chur i bhfeidhm
- Ag obair le tuismitheoirí/caomhnóirí chun tacaíocht a thabhairt don chlár idirghabhála scoile
- Am an Chiorcail (modh múinte atá in úsáid chun plé oscailte a dhéanamh mar chuid d'OSPS)
- Ag déileáil le hiompar bulaíochta, ag lorg réiteach agus chun tús úr nua a thabhairt gan milleán, d'fhéadfaí iarr ar an bpáiste (ar braith ar aois) gealltanais a shíniú a dheireann nach dtarlódh an iompar seo arís
- Litir a scríobh chuig an bpáiste ar a bhfuil bulaíocht á dhéanamh air/uirthi
- Cruinnithe rialta leis an bpríomhoide
- Tabharfar gach tacaíocht scoile agus deiseanna don pháiste a bhfuil bulaíocht á dhéanamh air/uirthi páirt a ghlacadh i ngníomhaíochtaí a chothaíonn is a fhorbraíonn féin-mhuinín, cairdeas, scileanna sóisialta agus a chruthaíonn teacht aniar, m.sh.
 - Ag obair leis an múinteoir tacaíochta foghlama ar iompar oiriúnach
 - Páirt a ghlacadh i ngrúpaí sóisialta leis an múinteoir tacaíochta foghlama le páistí eile
 - Córas Páirtíochta
 - Obair ghrúpa ar nós Am an Chiorcail
- Má tá breis comhairle ag teastáil, déanfaidh an scoil gach iarracht teagmháil a dhéanamh leis na gníomhaireachtaí cuí chun seo a shocrú. Baineann seo leis an bpáiste ar a bhfuil bulaíocht á dhéanamh air/uirthi agus leis an bpáiste atá i mbun iompar bulaíochta
- Cinntiú go dtuigtear nach gcuirtear milleán nó pionós ar pháiste a leasaíonn a (h)iompar agus go bhfaigheann sé/sí tús úr nua
- Straitéisí foghlama a úsáid ar fud na scoile agus tríd an gcuraclam chun féin-mhuinín agus féin-mheas an pháiste a fheabhsú
- Ag déileáil le hiompar diúltach, moltar do mhúinteoirí agus do thuismitheoirí díriú air, tabhairt faoi agus an iompar a cheartú fad is a dtugtar tacaíocht don pháiste. Is féidir é seo a dhéanamh trí Chairt Feabhsúcháin Iompair Baile – Scoile a úsáid (cárta líonta ar scoil a léiríonn do thuismitheoirí go bhfuil feabhas ag teacht ar an iompar).

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

An appropriate intervention strategy is laid out using some of the strategies below;

- *Teacher interviews with all pupils involved*
- *Restorative interviews - The child who engaged in bullying will be asked to reflect on his/her behaviour and its consequences for himself/herself and for the person who has been bullied*
- *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*
- *Circle Time (teaching methodology used for group discussion in SPHE)*
- *In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame, a child (depending on his/her age) may be asked to sign an undertaking that "this behaviour will not reoccur"*
- *Write a letter to the child being bullied*
- *Regular meetings with the Principal*
- *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.*
 - *Work with the learning support teacher on appropriate behaviour*
 - *Attend social groups with the learning support teacher with other children*
 - *Buddy system*
 - *Group work such as Circle Time*
- *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*
- *Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet'*
- *Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth*
- *In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child. This can be addressed by using a Home-School Behaviour Improvement Chart (a chart completed in school which is sent home to indicate to parents that there is an improvement in behaviour).*

8. Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí *Supervision and Monitoring of Pupils*

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

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 *Prevention of Harassment*

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.

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. Cumarsáid *Communication*

Tá an polasaí seo ar fáil do foireann na scoile, foilseofar é ar shuíomh gréasáin na scoile agus tabharfar cóip do Choiste na dTuismitheoirí. Cuirtear gach tuismitheoir ar an eolas faoin bpolasaí seo le linn an phróiseis chlárúcháin agus meabhraítear go rialta ag cruinnithe tuismitheoirí/caomhnóirí go bhfuil sé ar fáil leis na polasaithe eile. Cuirfear cóip den polasaí seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

This policy has been made available to school staff, published on the school website and provided to the Parents' Association. Every parent is advised of this policy during the registration process and reminded that it is available at school with the other policies. A copy of this policy will be made available to the Department and the patron if requested.

11. Clár ama Athbhreithnithe *Review*

Athbhreithneoidh an Bord Bainistíochta an polasaí agus a fheidhmiú uair amháin i ngach scoilbhliain. Cuirfear fógra scríofa gur athbhreithníodh polasaí frithbhulaíochta na scoile ar fáil do fhoireann na scoile, foilseofar é ar shuíomh gréasáin na scoile agus tabharfar cóip do Choiste na dTuismitheoirí. Crochfar an fógra in Aguisín 5 sa scoil nuair a dhéantar athbhreithniú ar an bpolasaí seo. Cuirfear taifead den athbhreithniú agus a thoradh ar fáil don phátrún agus don Roinn, más gá.

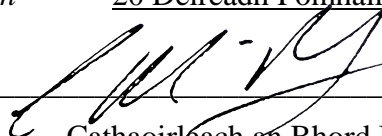
This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school staff, published on the school website and provided to the Parents' Association. The notice in Appendix 5 will be displayed in the school when the review has been completed. Record of the review and its outcome will be made available, if requested, to the patron and the Department.

12. Daingniú *Ratification*

Daingnithe ar an

Ratified on 20 Deireadh Fómhair 2014

Sínithe: _____



Cathaoirleach an Bhord Bhainistíochta

Dáta 20/10/2014

Sínithe: Emer de Chonchadha

Príomhoide

Dáta 20/10/2014

Aguisín 1 – Leideanna praiticiúla ar conas cultúr dearfach scoile a chothú

Seo a leanas roinnt leideanna praiticiúla a d'fhéadfadh cabhrú le scoileanna cultúr dearfach scoile a chothú agus iompar bulaíochta a chosc agus dul i ngleic leis.

- 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 dearfa cad is teanga a léiríonn meas agus cad is iompar a léiríonn meas, an tslí ina gcuirtear in iúl iad, an tionchar a bhíonn acu 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 dearfa 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 Choiste 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 dearfa 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

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

- *Model respectful behaviour to all members of the school community at all times.*
- *Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.*
- *Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.*
- *Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.*
- *Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.*
- *Give constructive feedback to pupils when respectful behaviour and respectful language are absent.*
- *Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.*
- *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 Committee 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 - Seicliosta le haghaidh athbhreithniú bliantúil ar an bpolasaí fhrithbhulaíochta agus ar a fheidhmiú

Ní mór don Bhord Bainistíochta 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 polasaí frithbhulaíochta a ghéilleann go hiomlán do choinníollacha <i>Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile</i> glactha ag an mBord go foirmiúil?	
An bhfuil an polasaí foilsithe ar shuíomh Gréasáin na scoile agus cóip curtha ar fáil do chumann na dtuismitheoirí?	
Ar chinntigh an Bord go bhfuil go bhfuil an polasaí ar fáil d'fhoireann na scoile (agus foireann nua san áireamh)?	
An bhfuil an Bord sásta go bhfuil dóthain eolais ar an bpolasaí 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 bpolasaí 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 na tuairiscí a choimre tréimhsiúla 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 san 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 tuairiscíodh don Phríomhoide (leis an teimpléad taifeadta bulaíochta) chun aon cheisteanna, treochoirí nó patrúin in iompar bulaíochta a shainiú?	
An bhfuil an Bord sásta nár aithníodh aon ghnéithe de bheartas na scoile agus/nó a fheidhmiú a dteastaíonn feabhsú breise orthu?	
An bhfuil plean gníomhaíochta i bhfeidhm ag an mBord chun díriú ar aon réimse ina dteastaíonn feabhsú?	

Síniú _____

Dáta _____

Cathaoirleach an Bhord Bhainistíochta

Síniú _____

Dáta _____

Príomhoide

Appendix 2 - Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management 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 policy 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 report) been analysed to identify any issues, trends or patterns in bullying behaviour?</i>	
<i>Has the Board identified 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 of the Board of Management

Signed _____

Date _____

Principal

Aguisín 3 – Tuairisc faoin imscrúdú ar iompar bulaíochta

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

Ainm an Dalta _____ Rang _____

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

3. Ainm an duine a thuiriscigh

4. An áit ar tharla an eachtra/na heachtraí

5. Cur síos ar an tuairisc nó inní agus an cineál bulaíochta atá i gceist

6. Más bulaíocht bunaithe ar fhéiniúlacht, tabhair an chatagóir lena mbaineann:

Homafóbach	Míchumas/ R.S.O.	Cíníoch	Lucht Siúil	Eile (sonraigh)

7. Cur síos ar aon chomhrá a bhí ann leo siúd atá bainteach leis

8. Cur síos ar na gníomhartha a glacadh

Sínithe _____ (Múinteoir Ábhartha) Dáta _____

Sínithe _____ (Príomhoide) Dáta _____

Appendix 3 - Report of investigation of bullying behaviour

1. Name of pupil being bullied and class group

Pupil's Name _____ Class _____

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

3. Name of person(s) who reported

4. Location of incident(s)

5. Description of reported incident or concern and the type of bullying behaviour involved

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

<i>Homophobic</i>	<i>Disability/SEN</i>	<i>Racist</i>	<i>Traveller community</i>	<i>Other (specify)</i>

7. Details of conversation between those involved

8. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Signed _____ (Principal) Date _____

Aguisín 4 – Tuairisc chun iompar bulaíochta a thaifeadadh

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

Ainm an Dalta _____ Rang _____

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

3. Foinse na tuairisce is ábhar buartha/inní (ticeáil an bosca/na boscaí ceart(a))

An dalta i gceist	
Dalta eile	
Tuismitheoir	
Múinteoir	
Eile	

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

Clós	
Seomra ranga	
Dorchla/pasáiste	
Leithris	
Bus Scoile	
Eile	

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

--

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

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

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

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

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

9. Sonraí na mbeart a rinneadh

Sínithe _____ (Múinteoir Ábhartha) Dáta _____

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

Sínithe _____ (Príomhoide) Dáta _____

Appendix 4 - Report for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

<i>Pupil concerned</i>	
<i>Other Pupil</i>	
<i>Parent</i>	
<i>Teacher</i>	
<i>Other</i>	

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

<i>Playground</i>	
<i>Classroom</i>	
<i>Corridor</i>	
<i>Toilets</i>	
<i>School Bus</i>	
<i>Other</i>	

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

--

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

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

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

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

8. Description of bullying behaviour and its perceived impact

10. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Signed _____ (Principal) Date _____

Aguisín 5 - Fógra maidir le hathbhreithniú bliantúil an Bhoird Bhainistíochta ar an bpolasaí frithbhulaíochta

Appendix 5 - Notification regarding the Board of Management's annual review of the anti-bullying policy

Chuíg: _____

Is mian le Bord Bainistíochta Gaelscoil Thaobh na Coille na nithe seo a leanas a chur in iúl duit:

The Board of Management of Gaelscoil Thaobh na Coille wishes to inform you that:

- Tugadh athbhreithniú an Bhoird Bhainistíochta ar bheartas frithbhulaíochta na scoile agus a fheidhmiú chun críche ag cruinniú an Bhoird den _____.
- *The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of (see date above).*
- Rinneadh an t-athbhreithniú i gcomhréir leis an seicliosta atá leagtha amach i "nGnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile".
- *This review was conducted in accordance with the checklist set out in "Anti-Bullying Procedures for Primary and Post-Primary Schools".*

Síniú _____ Dáta _____
Cathaoirleach, Bord Bainistíochta

Síniú _____ Dáta _____
Príomhoide

Aguisín 6 – Leideanna ar Iompar Bulaíochta - Tuartha & Comharthaí *Indications of Bullying - Symptoms and Signals*

- Imní faoi thaisteal ar scoil agus ón scoil
 - Mífhonn freastal ar scoil, diúltú freastal, dul ar seachrán
 - Mífhonn páirt a ghlacadh in imeachtaí iar-scoile
 - Ísliú ar chaighdeán oibre ar scoil, laghdú díograise agus aire agus laghdú suime sa scoil
 - Pátrún de bhreiteachtaí fisicúla
 - Athruithe gan mhíniú in aoibh nó iompar
 - Comharthaí infheicthe imní nó crá – stadaireacht, ag éirí cúlanta, tromluí, deacrachtaí codlata, deora, easpa goile, múisce, fliuchadh leaba
 - Tagairtí deonacha neamhghnácha faoi dhalta nó oidí
 - Sealúchas ar iarraidh nó loiter
 - Liúr nó gearradh gan míniú nó éadaí loite
 - Mífhonn agus/nó diúltú a rá cad tá ag goilleadh air/uirthi
 - Tarraingt siar nó féin-aonrú.
-
- *anxiety about travelling to and from school*
 - *unwillingness to go to school, refusal to attend, mitching*
 - *unwillingness to attend after-school activities*
 - *deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school*
 - *pattern of physical illnesses*
 - *unexplained changes either in mood or behaviour*
 - *visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting*
 - *spontaneous out-of-character comments about either pupils or teachers*
 - *possessions missing or damaged*
 - *increased requests for money or stealing money*
 - *unexplained bruising or cuts or damaged clothing*
 - *reluctance and/or refusal to say what is troubling him/her*
 - *withdrawal or self-isolation*