

1. I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirínte faoin gcód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Scoil 7 mar chuid de chód iompair iomlán na scoile. Géilleann an beartas go huile agus go hiomlán do riachtanais *Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile* a foilsíodh i Meán Fómhair 2013.

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

Cultúr dearfach a bheith i réim sa scoil:

- 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* ag gach leibhéal – an fhoireann, an bord bainistíochta, na tuismitheoirí, na daltaí, an rúnaí, an t-airíoch, srl. ;
- *Cur chuige scoile uile* d'fhonn iompar tromaíochta a aithint, a dhiúltú agus a thuairisciú;
- Tuiscint a chothú agus a léiriú ar céard is bulaíocht ann agus ar an tionchar is féidir a bheith aige;
- Feidhmiú straitéisí oideachais agus coiscthe (lena n-áirítear bearta chun feasacht a dhúiseacht):
 - a chothaíonn ionbhá, meas agus tuiscint sna daltaí; agus
 - ina dtéitear i ngleic le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena n-áirítear go sonrach bulaíocht homafóbach agus trasfóbach;
- Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
- Tacaíochtaí don fhoireann a chabhróidh leo tuairiscí d'iompar tromaíochta a fhiosrú agus a láimhseáil go héifeachtach;
- Teagmhais bhulaíochta a thaifeadadh agus a imscrúdú leanúnach a dhéanamh ina dtaobh (lena n-áirítear straitéisí aitheanta idirghabhála a úsáid), agus
- Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta.

3. I gcomhréir le *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile* is é seo a leanas 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 daoine;
- cibearbhulaíocht; agus
- bulaíocht bunaithe ar aitheantas, ar nós bulaíocht homafóbach, bulaíocht chiníoch, bulaíocht bunaithe ar bhallaíocht den Lucht Siúil agus bulaíocht ar dhuine faoi mhíchumas nó ar dhuine a bhfuil riachtanais speisialta oideachais aici/aige.

Ní chuimsíonn an sainmhíniú seo ar bhulaíocht teagmhais aonraithe nó teagmhais aon uaire d'iompar diúltach d'aon turas, lena n-áirítear téacsteachtairacht mhaslach nó goilliúnach aon uaire nó teachtaireachtaí príobháideacha eile agus pléifear leo, mar is cuí, de réir Chód Iompair Scoil na bhForbacha. Ach, i bhfianaise an bheartais seo, féachfar ar theachtairacht, íomhá nó ráiteas poiblí mhaslach nó 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.

4. *Imscrúdú a dhéanamh ar thuiriscí/chásanna iompar tromaíochta*

Tá gá le hardréim d'aireachas cnuasaithe trí phobal uile na scoile le go n-aithneofaí iompar tromaíochta agus go réiteofaí é ar bhonn cóir, cothrom. Déantar gach iarracht i Scoil na bhForbacha atmaisféar scoile a chothú ina mhothaíonn gach uile bhall de phobal na scoile slán sábháilte agus go bhfuil a fhios acu go dtabharfar éisteacht dóibh, agus go n-airíonn siad gur féidir leo eachtraí tromaíochta a phlé agus cuntas a dhéanamh orthu. Cuirtear ina luí ar gach duine a dhéanann tuairisc ar eachtra(i) tromaíochta gur gníomh freagrach é a leithéid a dhéanamh.

Seo a leanas an múinteoir/na múinteoirí ábhartha a dhéanfaidh iompar tromaíochta a imscrúdú agus a réiteach (más féidir) ar bhonn cóir, cothrom:

An múinteoir ranga

An Príomhoide – Seán Breathnach

An Leasphríomhoide - Niamh Nic Cárthaigh

Féadfaidh múinteoir ar bith gníomhú mar mhúinteoir ábhartha, más gá.

Seo a leanas na straitéisí oideachais agus coiscthe (lena n-áirítear straitéisí a dhírítear go sonrach ar chibearbhulaíocht agus ar bhulaíocht bunaithe ar aitheantas, go háirithe bulaíocht homafóbach agus trasfóbach) a bheidh in úsáid i Scoil na bhForbacha:

Is é gnó Scoil na bhForbacha an caighdeán is airde oideachais agus cúraim a chur ar fáil dá daltaí uile tré mheán na Gaeilge. Tá timpeallacht shocair, shábháilte riachtanach chun an cuspóir seo a bhaint amach. Lagaíonn agus caolaíonn iompar tromaíochta, trína nádúr gnéitheach féin, mianach an oideachais, agus déanann sé dochar síceolaíoch. Dá bharr sin, ní foláir an cheist a phlé go dearfa agus go daingean trí raon de ghníomhaíochtaí agus straitéisí a thabharfaidh deis do gach ball de phobal na scoile gníomhú go héifeachtach in aghaidh an iompair seo. Is cuid dhílís dár gCód Iompair an polasaí friththromaíochta seo. Cuirtear in iúl do gach páiste ó Naíonáin go Rang 6 gur iompar do-ghlactha í an tromaíocht.

Cur chuige na scoile ina hiomláine

- Cur chuige na scoile ina hiomláine chun meas ar gach ball de phobal na scoile a chothú.
- Cuirfear luach na héagsúlachta 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 í a chosc.
- Pléitear beartas frithbhulaíochta na scoile le daltaí agus tugtar cóip de do thuismitheoirí/chaomhnóirí na Naíonáin Bheaga mar chuid de Chód Iompair na Scoile gach bliain.
- Spreagtar cultúr insinte agus béim faoi leith ar thábhacht na bhfinnéithe. Cuirtear 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.
- Déantar cinnte de go mbeidh a fhios ag daltaí cé dó ba chóir dóibh eachtraí bulaíochta a insint agus cén chaoi é a dhéanamh.

Curaclam a chur i ngníomh

Baintear úsáid as ceachtanna feiliúnacha ó na cláir seo a leanas:

- An Clár *Bí Sábháilte*
- Fí na Folláine
- *Misneach*
- Am Ciorcail
- Creideamh/Reiligiún
- Oideachas Caidrimh agus Gnéasachta
- Oideachas Sóisialta Pearsanta agus Sláinte

Cód Iompair na Scoile – déantar é a phlé agus a mhíniú go rialta do na daltaí. Tá Scoil na bhForbacha tar éis ***Chairt Fhrithbhulaíochta*** a fhorbairt agus tá an Chairt seo ar taispeáint sna seomraí ranga uile agus in áiteanna feiceálacha timpeall na scoile.

Polasaí um Úsáid Inghlactha an Idirlín

Dá bhrí go bhfuil an Polasaí um Úsáid Inghlactha an Idirlín léite agus sínithe ag na tuismitheoirí agus na daltaí uile, tógann an Scoil na bagairtí cibearthromaíochta seo an-dáiríre ar fad agus déanfar pé ní is cuí agus is gá chun iad a chosc.

Féadfaidh an Scoil pé smachtbhannaí is gá agus is cuí a chur i bhfeidhm chun déileáil le daltaí a dhéanann cibearthromaíocht (nó aon saghas trommaíochta eile) ar dhaltaí eile roimh nó i gcaitheamh nó tar éis am scoile (má chuireann sé sin isteach ar shaol na scoile) m.sh coinneáil, scaradh ón bpiarghrúpa, pionós scríofa, glaoh ar thuismitheoirí/ chaomhnóirí chun cruinnithe, teangmhail a dhéanamh leis na gardaí, fionraí, nó díbirt

Tagraíonn cibearthromaíocht do thromaíocht a déantar trí úsáid a bhaint as an idirlíon, an guthán póca, nó gléasanna teicneolaíochta eile. Is mó cineál cibearthromaíochta atá ann: téacsanna, ríomhphoist, grianghrafanna nó míreanna físe gránna, suaracha, bagracha a sheoladh chuig duine; glaonna gutháin tostacha; tuairimí nó pictiúir ghránna a chlárú ar líne, ar chlár theachtaireachta, ar shuímh idirlín nó ar sheomraí comhrá; duine ag ligean air gur duine éigin eile é agus a deireann nithe gránna nimhneacha i seomra comhrá nó ar chlár teachtaireachta nó i dtéacs; nó teacht a fháil ar chuntais dhuine eile d'fhonn é a chrá agus a chiapadh. Nó cibearthromaíocht a dhéanamh ar dhuine trí mhí-úsáid a bhaint as aon mheán/ ghléas teicneolaíochta eile.

Déanfar úsáid an ghutháin phóca a phlé agus a mhíniú go rialta do dhaltaí. Ní bhíonn fáil ag na daltaí ar a ngutháin phóca i rith am scoile.

Déanfar taispeántais phóstaear frith-thromaíochta agus iompar dearfach a chrochadh ar bhallaí na scoile agus na seomraí ranga ag tréimhsí áirithe i gcaitheamh na bliana ach le béim ar leith ar an obair seo i Mí Deireadh Fómhair.

De bhrí go bhfuil ceangal láidir idir iompar agus féinmheas, aithníonn Scoil na bhForbacha an tábhacht le deiseanna a chur ar fáil do dhaltaí chun aitheantas dhearfach dá bhfiúntas féin a chothú. Chuige sin, bíonn ranganna éagsúla ar siúl i rith na scoilbhliana ó na Naíonáin Shinsearacha – Rang 6. Cuireann oiliúnóirí C.L.G. ón gcumann áitiúil seisiúin iománaíochta agus peile ar fáil do na ranganna ar fad.

Cuirtear ranganna snámha ar siúl gach bliain do dhaltaí ó Rang 1 –Rang 6 i Leisureland.

Bíonn gníomhachtaí seach-churaclaim ar siúl: ranganna ceoil, ranganna damhsa gaelach, ranganna drámaíochta, peile, iománaíochta agus cispheile.

6. Ag déileáil le heachtraí bulaíochta

Seo thíos na straitéisí scoile chun iompar bulaíochta a imscrúdú, chun obair leanúnach a dhéanamh ina dtaobh agus chun iompar bulaíochta a thaifeadadh mar aon leis na straitéisí idirghabhála bunaithe a úsáidfídh an scoil chun déileáil le cásanna d’iompar bulaíochta:

Gnásanna chun tuairisciú ar eachtraí bulaíochta

Éisteoidh an múinteoir ábhartha agus déanfar taifead agus imscrúdú ar líomhaintí maidir leis an eachtra. Is féidir le haon dalta nó tuismitheoir aon imní tromaíochta a chur in iúl d’aon mhúinteoir ar an bhfoireann. (*Gnásanna Frithbhulaíochta Bunscoile agus Iar-Bhunscoile*).

“Féadfaidh dalta nó tuismitheoir údar imní bulaíochta a chur faoi bhráid múinteora ar bith sa scoil. Ní mór do mhúinteoirí aonair bearta cuí a dhéanamh má thuiriscítear iompar bulaíochta dóibh, i gcomhréir le beartas frithbhulaíochta na scoile.”

Nósanna imeachta maidir le gearán neamh-fhoirmiúil

- Déantar gearán ó bhéal.
- Déantar gearán leis an duine cuí.
- Ní dhéantar taifead oifigiúil.
- Bíonn an gearán faoi rún agus neamhchoimhlinteach.
- Déanfar déileáil leis an ngearán go ciúin agus go cairdiúil d’fhonn é a réiteach go sásúil.

Nósanna imeachta maidir le gearán foirmiúil

- Cuireann tuismitheoir/caomhnóir an pháiste an gearán i scríbhinn.
- Déanann údaráis na scoile aithbhreithniú ar an ngearán.
- Cuireann údaráis na scoile an té a gcuirtear an bhulaíocht ina leith ar an eolas i scríbhinn.
- Leagfaidh údaráis na scoile téarmaí tagartha síos agus clárófar iad.
- Ceapfaidh údaráis na scoile fiosraitheoir neamhspleách, go hiondúil, 'sé an príomhoide a bheidh ag gníomhú mar fhiosraitheoir neamhspleách, ach i gcásanna a bhfuil baol go mbeadh coimhlint leasa ann don phríomhoide, ceapfaidh an Bord Bainistíochta fiosraitheoir neamhspleách.
- Déanfaidh údarás na scoile éascaíocht leanúnach neamhspleách ar an bpróiseas.
- Cuirfidh údaráis na scoile gach páirtí ar an eolas i scríbhinn ar thoradh an imscrúdaithe.

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

- Agus imscrúdú ar bhulaíocht á dhéanamh, nó nuair a bhítear ag déileáil le bulaíocht, tabharfaidh an múinteoir a bhreithiúnas gairmiúil féin féachaint ar tharla an bhulaíocht nó nár tharla agus conas is fearr déileáil leis an bhfadhb.
- Déanfaidh an múinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí gan ainm, a imscrúdú agus déileáil leo. Ar an tslí sin beidh níos mó muiníne ag daltaí gur fiú bulaíocht a thuairisciú.
- Ní mór an fhoireann neamhtheagaisc – rúnaithe, cúntóirí riachtanas speisialta, tiománaithe bus scoile, airígh, glantóirí – a spreagadh chun aon teagmhas d'iompar bulaíochta a fheiceann siad, nó a luaitear leo, a thuairisciú don mhúinteoir ábhartha.

Tugtar le fios nach 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, oiread agus is féidir.

Cur chuige an mhúinteora:

Beidh cur chuige réidh, éasca, neamh-mhothúchánach ag múinteoirí agus iad ag déileáil le agus ag déanamh anailíse ar líomhaintí d'iompar bulaíochta a thuiriscíonn daltaí, baill fhoirne nó tuismitheoirí dóibh.

Beidh sé/sí ag lorg freagraí ar cheisteanna ar nós:

Céard? , Cén áit?, Cén uair?, Cén duine? nó cé na daoine?, agus Cén bealach?

Déanfar na ceisteanna sin a chur go ciúin síochánta, de ghnáth taobh amuigh den seomra ranga, d'fhonn príobháideachas gach duine atá bainteach leis a chosaint.

Bulaíocht ghrúpa

Má bhíonn grúpa i gceist

1. Cuirfear agallamh ar gach ball den ghrúpa ina nduine agus ina nduine
2. Labhrófar leis an ngrúpa ar fad ina dhiaidh sin.
3. Ag an gcruinniú leis an ngrúpa, iarrfaidh an múinteoir ábhartha 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. Chabhródh sé leis an imscrúdú, b'fhéidir, dá mbreacadh gach dalta síos a c(h)untas féin ar an eachtra.

Rannpháirtíocht na dtuismitheoirí

I gcásanna go gcinneann an múinteoir ábhartha gur tharla an tromaíocht, déanfar teagmháil a luaithe agus is féidir, le tuismitheoirí/caomhnóirí na bpáirtithe i dtrácht chun iad a chur ar an eolas faoin scéal agus na bearta a dhéanfar a mhíniú dóibh (agus tagairt á dhéanamh do bheartas na scoile).

Tabharfaidh an scoil deis do na tuismitheoirí an cheist a phlé ar shlite ina bhféadfaí polasaí na scoile agus an tacaíocht do na daltaí a athneartú nó a mhéadú.

- I gcás go gcinneann an múinteoir ábhartha go bhfuil dalta ag gabháil d'iompar tromaíochta cuirfear ar a s(h)úile di nó dó go soiléir gur sháraigh sí nó sé beartas frithbhulaíochta na scoile agus déanfar iarracht tabhairt uirthi nó air an cas a fheiceáil ó dhearcadh an dalta a d'fhulaing an tromaíocht.
- Ní mór a chur in iúl go soiléir do gach rannpháirtí (gach grúpa 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. Tuigtear as seo nach gá na smachtbhannaí seo a mhíniú do thusmitheoir/chaomhnóir an pháiste a ndearnadh an bhulaíocht orthu. Is leor a chinntiú leo go bhfuil deireadh curtha leis an mbulaíocht
- Déanfar cruinnithe breise leis na páirtithe a shocrú chun iarracht a dhéanamh iad a thabhairt le chéile níos faide anonn má bhíonn an dalta a ndearnadh an bhulaíocht uirthi nó air sásta leis sin. D'fhéadfadh tairbhe theiripeach a bheith ag gabháil le cruinnithe den saghas sin.

I gcásanna go measann an múinteoir ábhartha nár caitheadh go leordhóthanach leis an iompar bulaíochta laistigh de 20 lá scoile tar éis di/dó a chinneadh gur tharla iompar bulaíochta, ní mór don mhúinteoir ábhartha é sin a thaifeadadh sa teimpléad taifeadta

Ath-iniúchadh

Agus cinneadh á dhéanamh cibé ar déileáladh go cuí agus go leordhóthanach le cás bulaíochta, ní mór don mhúinteoir ábhartha, mar chuid dá b(h)reithiúnas gairmiúil, na gnéithe seo a leanas a chur san áireamh:

- Ar cuireadh stop leis an iompar bulaíochta ó shin.
- Cibé ar réitíodh, a mhéad ab fhéidir, aon cheist a bhí le réiteach idir na páirtithe.
- Cibé an bhfuil an caidreamh idir na páirtithe slánaithe in oiread agus is féidir.
- Cibé ar taifeadadh sa teimpléad taifeadta aon aiseolas a fuarthas ó na páirtithe, óna dtuismitheoirí nó ó Phríomhoide nó ó Phríomhoide Ionaid na scoile.

I gcás nach bhfuil tuismitheoir sásta gur dhéileáil an scoil le cás bulaíochta i gcomhréir leis na gnásanna seo, cuirfear gnásanna na scoile maidir le gearán a dhéanamh in iúl don tuismitheoir.

I gcás go mbaineann an tuismitheoir leas as gnáthaimh ghearáin na scoile agus nach bhfuil sí/sé sásta fós, cuirfidh an scoil in iúl don tuismitheoir go bhfuil sé de cheart aici/aige gearán a dhéanamh le hOmbudsman na Leanaí.

Céim a 1

Gnásanna chun iompar bulaíochta a thaifeadadh -Bulaíocht páiste ar pháiste

- Déanfaidh an múinteoir ábhartha imscrúdú ar thuaiscí bulaíochta, tuaiscí gan ainm san áireamh, leis na páistí a cheaptar go bhfuil baint acu leis an eachtra ag iarraidh fáil amach Céard? cén áit?cén uair? cén duine? nó cé na daoine?, agus cén fáth? an eachtra.
- Labhróidh an múinteoir ábhartha leis na páistí atá páirteach ann agus déanfaidh sé/sí iarracht é a réiteach ag an gcéim seo. Is féidir leis an múinteoir ábhartha nótaí a thógáil agus úsáid a bhaint as a bhreithiúnas gairmiúil conas na nótaí seo a choinneáil. Tabharfaidh múinteoirí tacaíocht do fhéinmheas gach páirtí atá bainteach leis an eachtra.

- Nuair is léir don mhúinteoir go bhfuil baint ag páiste le heachtraí den chineál seo go rialta agus go bhfuil bulaíocht ar siúl caithfidh an múinteoir taifead de na heachtraí a choinneáil. An fheidhm atá leis an taifead seo ná:
 - Cuntas a choinneáil ar shonraí na heachtra
 - Measúnú a dhéanamh ar an gcás
 - Pleanáil agus gníomhaíocht a dhéanamh
 - Chun cabhrú léi/leis an cheist a réiteach agus an gaol idir na páirtithe a chur ar ais mar a bhí sé, a mhéid is indéanta.

Ní mór don mhúinteoir ábhartha an teimpléad taifeadta a úsáid chun an t-iompar bulaíochta a thaifeadadh sna cásanna seo a leanas:

- (a) i gcásanna go measann sé/sí nár díriodh go leordhóthanach ná go cuí ar an iompar bulaíochta laistigh de 20 lá scoile tar éis dó/di a chinneadh gur tharla iompar bulaíochta; agus
- (b) i gcás gur chinn an scoil, mar chuid dá beartas frithbhulaíochta, go gcaithfear iompar bulaíochta a thaifeadadh i gcásanna áirithe agus é a thuairisciú láithreach don Phríomhoide nó don Phríomhoide Ionaid, faoi mar a bheadh.

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

Má tá na heachtraí leanúnach cuirfear na tuismitheoirí / caomhnóirí ar an eolas. Muna n-éiríonn lena idirghabháil teacht ar réiteach ag an bpointe seo, rachaidh an múinteoir ábhartha ar aghaidh go céim a 2.

Céim a 2

- Buailfidh an Príomhoide agus an múinteoir ábhartha le tuismitheoir(i)/Caomhnóir(i) an pháiste a cheaptar atá ag bulaíocht agus go haonarach le tuismitheoirí/caomhnóirí an pháiste a bhfuil an mhaistínteacht á déanamh air/uirthi.
- Beidh ar na páistí freastal ar na cruinnithe de réir mar is gá.

- Cuirfear an páiste atá ag maistínteacht ar chárta tuairisce. Déanfar monatóireacht ar iompar an pháiste i rith an lae.
- Beidh tuairisc/leabhar nótaí in úsáid agus an lá roinnte ina trí chuid ann.
- An fheidhm atá leis ná diriú ar na tréithe dearfacha agus iarrachtaí an pháiste a iompar diúltach a cheartú.
- Ag deireadh an lae scríobhfaidh an múinteoir a nótaí tráchtais féin.
- Ba chóir go bhfeicfeadh an páiste go bhfuil na tuismitheoir(i)/caomhnóir(i) agus an scoil ag obair le chéile ar mhaithe leis féin, agus tá comhoibriú na dtuismitheoir(i)/caomhnóir(i) riachtanach.
- Déanfar athbhreithniú seachtainiúil ar na tuairiscí seo leis an bpríomhoide, múinteoir ranga, tuismitheoir(i)/caomhnóir(i) an pháiste, más gá.
- Má tá feabhas ar chúrsaí, féadfar tréimhse níos faide a fhágáil idir na cruinnithe.
- Is é aidhm na gcruinnithe ná riachtanais mhothúchána an pháiste(i) a ainmniú agus stráitéisí conas déileáil go héifeachtach leis an iompar bulaíochta a aontú agus a shoiléiriú.
- D'fhéadfadh go mbeadh ath-threisiú ag teastáil ar ghnéithe eagsúla den chlár O.S.P.S.

Tá sé mar chúram ar an scoil timpeallacht shábháilte scoile a chothú do gach ball de phobal na scoile. Má theipeann ar na hidirghabhálacha thuasluaite agus má leanann an t-iompar bulaíochta ar aghaidh ba chóir bogadh ar aghaidh go Céim a 3.

Céim a 3

Cuirfidh an Príomhoide in iúl do Thuismitheoir(i)/Chaomhnóir(i)/Dhaltaí go bhfuil Céim a 3 le cur i bhfeidhm. Féadfaidh an Príomhoide, i gcomhairle leis an gCathaoirleach nó leis an mBord Bainistíochta, clár cuí smachtbhannaí a chur i bhfeidhm. 'Sé cuspóir na smachtbhannaí seo ná iompar dearfach a spreagadh agus tacú le féinmheas an dalta. Féadfaidh tréimhse fionraíochta a bheith mar cheann de na smachtbhannaí seo agus lena linn rachfar i gcomhairle ar bhonn leanúnach leis na tuismitheoirí/caomhnóirí d'fhonn cinneadh ar na bearta cuí ar mhaithe le leas is fearr an dalta. Ní mór don Phríomhoide smachtbhannaí atá i bhfeidhm ar feadh tréimhse ar bith a thuairisciú do Chathaoirleach an Bhoird Bhainistíochta.

I gcásanna go bhfuil iompar an dalta ina údar mór imní ag pearsanra na scoile, ba chóir dóibh comhairle a lorg ón tSeirbhís Náisiúnta Síceolaíochta Oideachais (NEPS).

Cásanna tromchúiseacha a tharchur chuig Feidhmeannacht na Seirbhíse Sláinte (F.S.S.)

- I dtaca le bulaíocht sna scoileanna foráiltear in *Tús Áite do Leanaí – Treoir Náisiúnta maidir le Cosaint agus Leas Páistí, 2011 (Tús Áite do Leanaí)* agus sna *Gnásanna um Chosaint Leanaí i mBunscoileanna agus in Iar-bhunscoileanna*
- I gcásanna ina dtarlaíonn teagmhas tromchúiseach agus ina bhféachtar ar an iompar mar iompar a d'fhéadfadh a bheith mí-úsáideach, rachaidh an scoil i gcomhairle le Seirbhísí Sóisialta FSS do Leanaí agus do Theaghlaigh d'fhonn freagairt chuí a dhréachtú, ar nós plean bainistíochta".
- Déanfar teagmhais thromchúiseacha d'iompar bulaíochta a tharchur, faoi mar atá leagtha síos in *Tús Áite do Leanaí* agus sna *Gnásanna um Chosaint Leanaí i mBunscoileanna agus in Iar-bhunscoileanna*, chuig Seirbhís Leanaí agus Teaghlaigh FSS agus/nó na Gardaí, faoi mar a bheadh.
- Foráiltear, leis, sna *Gnásanna um Chosaint Leanaí i mBunscoileanna agus in Iar-bhunscoileanna* go gcaithfidh an Pearsa Caidrimh Ainmnithe (PCA) comhairle a lorg ó Sheirbhísí Leanaí agus Teaghlaigh FSS i gcás go bhfuil údar imní ag pearsanra scoile mar gheall ar pháiste ach nach bhfuil siad cinnte ar cheart an cás a thuairisciú d'FSS.
- Is é an príomhoide Seán Breathnach an PCA is Scoil na bhForbacha. Sa chás nach féidir teagmháil a dhéanamh le hAntóin, ba cheart aon údar imní a nochtadh do Niamh Nic Cárthaigh, an Pearsa Caidrimh Ainmnithe Tánaisteach

Bulaíocht ó pháiste ar mhúinteoir / fhoireann choimhdeach

- Cuirfidh an múinteoir/ball foirne coimhdí ábhartha an príomhoide ar an eolas faoin ngearán.
 - Cuirfidh an príomhoide tuismitheoirí/caomhnoirí an pháiste ar an eolas faoin ngearán.
- ◇ Sa chás nach féidir teacht ar réiteach, cuirfidh an dá pháirtí (an ball foirne agus tuismitheoirí an pháiste) an cás i scríbhinn faoi bhráid an bhoird bhainistíochta.

Bulaíocht ó dhaoine fásta/Bulaíocht ó mhúinteoir/foireann choimhdeach ar pháiste

- ◇
- Bíonn an múinteoir ranga i láthair fad is atá aon duine den fhoireann choimhdeach i mbun na bpáistí ina rang
 - Ba chóir do thuismitheoir/chaomhnoir an pháiste an gearán a ardú leis an múinteoir.
 - Muna bhfuil réiteach air ba chóir labhairt leis an bPríomhoide.
 - Muna dtagtar ar shocrú, ba chóir don dá thaobh (an ball foirne agus tuismitheoirí an pháiste) scríobh chuig Cathaoirleach an Bhoird Bhainistíochta ag lorg fiosrúcháin ar an bhfadhb.

Bulaíocht idir an príomhoide agus páiste/tuismitheoir/caomhnóir

- An fhadhb a chur in iúl don phríomhoide.
- Cathaoirleach an Bhoird Bhainistíochta a chur ar an eolas muna dtagtar ar réiteach.

Bulaíocht idir-fhoirne

Glacann Scoil na bhForbacha leis na modhanna oibre atá leagtha amach i Rannóg C (c2) de leabhrán Chumann Múinteoirí Éireann: *'Working Together : Procedures and Policies for Positive Staff Relations'*. Féadfar cóip den cháipéis seo a íoslódáil ó shuíomh idirlín Chumann Múinteoirí Éireann (www.into.ie).

Bulaíocht idir tuismitheoirí/caomhnóirí agus baill fhoirne

- Cuirfear an príomhoide ar an eolas.
- Cuirfidh an dá pháirtí An Bord Bainistíochta ar an eolas i scríbhinn ina dhiaidh sin más gá.

Ar mhaithe leis an bpolasaí seo, tá tagairt déanta do bhulaíocht idir tuismitheoir/caomhnóir amháin agus tuismitheoir/caomhnóir eile agus iad ag feidhmiú sa ról ar choistí scoile. Déanfar gach iarracht aon fhadhb a shocrú ag léibhéal an choiste tríd an gcathaoirleach cúí. Muna réiteofar an fhadhb trí idirghabháil an chathaoirligh, cuirfear an príomhoide ar an eolas.

Bulaíocht ó thuismitheoir/chaomhnóir/cuairteoir scoile ar dhalta

- Ba chóir an gearán a chur chuig múinteoir ranga an dalta.
- Ba chóir an Príomhoide a chur ar an eolas muna réiteofar an fhadhb.

I ngach cás bulaíochta tabharfar tacaíocht ar bhealach ciúin neamhfhoirmeálta. Coinneofar taifead d'aon ábhar atá gaolta leis an mbulaíocht. Coimeádfaidh an múinteoir ábhartha i dteagmháil leis an duine go bhfuil an bhulaíocht á déanamh air. Más gá lorgófar cabhair sheachtrach nó / agus comhairleoireacht más gá. Coinneofar na taifid chomh fada agus a bhíonn an duine sa scoil.

Cuirfear clár tacaíochta i bhfeidhm do dhaltaí a ndearnadh bulaíocht orthu. D'fhéadfadh comhairleoireacht agus/nó deiseanna chun a bheith rannpháirteach i ngrúpaí a chur ar fáil. Eagróidh an múinteoir ranga gníomhaíochtaí chun féinmheas na bpáistí a mhéadú, a scileanna cairdis agus sóisialta a fhorbairt agus athléimneacht a chothú iontu ó dhaltaí go bhfuil sé uathu.

- Déanfar na gníomhaíochtaí a eagrú ar bhonn aonair agus ranga.
- Coimeádfaidh an múinteoir ábhartha agus baill fhoirne ar an gclós súil ghéar ar an dalta chun tacaíocht agus am a thabhairt dó de réir mar is gá.
- Déanfar iarracht spreagadh a thabhairt don dalta díriú ar na gnéithe dearfacha de shaol na scoile d'fhonn cur leis an gcneasú.

- Déanfar comhairleoireacht a héascú de réir mar is gá.
- Beidh teagmháil ag an bpríomhoide agus an múinteoir ábhartha leis an gclann chun tacaíocht a thabhairt don dalta ar dearnadh bulaíocht air.
- Spreagtar daltaí a thugann iompar bulaíochta faoi deara labhairt leis an múinteoir ranga mar gheall air.

Tacaíocht do dhaltaí atá páirteach in iompar bulaíochta

1. Mar chuid den phróiseas idirghabhála tá clár tacaíochta ag an scoil. Bíonn cabhair leanúnach ag teastail ó na dáлтаí seo.
2. Dóibh siúd le heaspa féinmhuiníne beidh ranganna le féinmheas a ardú agus féinmhuinín a chothú á múineadh ag an múinteoir ranga.
3. Beidh plé ann chun foinsé na bhfadhbhanna a aimsiú.
4. Iarrfar ar thuismitheoir(í) an t-iompar bulaíochta a phlé sa bhaile chun féidearachtaí tionchair/ cleachtaí ón mbaile/scoil a chothaigh an t-iompar bulaíochta a aimsiú .
5. Cuirfear oideachas ar an mbulaí chun comhbhá a chothú agus a ghníomhachtaí a fheiceáil ó dhearcadh an íospartaigh
6. Molfar do thuismitheoirí teorainn a chur le teicneolaíocht más léir go raibh tionchar aige ar chothú an iompair bhulaíochta.
7. Sa chás go bhfuil strus i gceist, pléifear bealaí dearfacha le bainistíocht a dhéanamh ar an strus m. sh. dul amach faoin aer, súgradh le peataí, srl.
8. B'fhéidir go mbeidh comhairleoireacht ag teastáil ó pháiste(í) a bhíonn páirteach in iompar bulaíochta chun teacht ar bhealaí eile chun freastal ar a riachtanais féin gan sarú a dhéanamh ar chearta dhuine eile.
9. Rachaidh an Príomhoide i gcomhairle leis na gairmeacha éagsúla ábhartha de réir mar is gá.

8. Maoirseacht agus monatóireacht éifeachtach ar dhaltaí

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

9. An chiapadh a chosc

Deimhníonn an Bord Bainistíochta go ndéanfaidh Scoil na bhForbacha, de réir a hoibleagáidí faoin reachtaíocht chomhionannais, gach beart is indéanta go praiticiúil chun daltaí agus baill fhoirne a chosaint ar chiapadh gnéasach agus ar chiapadh ar aon cheann de na naoi bhforas, mar atá inscne lena n-áirítear trasinscne, stádas

síbhialta, stádas teaghlaigh, treoshuíomh gnéasach, reiligiún, aois, míchumas, cine nó ballraíocht den Lucht Siúil.

Ghlac an Bord Bainistíochta leis an mbeartas seo.

10. Tá an beartas seo ar fáil do phearsanra na scoile. Foilsíodh é ar shuíomh Gréasáin na scoile, agus tá sé ar fáil in oifig na scoile. Tá sé ar fáil ar shlithe eile do thuismitheoirí agus do dhaltaí, ar iarratas, agus do Choiste na dTuismitheoirí. Cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile, de réir iarrtais.

11. Athbhreithneoidh an Bord Bainistíochta an beartas agus a fheidhmiú uair amháin i ngach dara scoilbhliain nó níos minicí más gá.

Déanfaidh an Bord Bainistíochta pé leasuithe de réir mar is gá ar mhaithe leis na daltaí faoina chúram.

Sínithe ag _____

(Cathaoirleach an Bhoird Bhainistíochta) & Príomhoide na Scoile

Dáta:

Roinnte le pobal na Scoile: Meitheamh 2022

Dáta an chéad athbhreithnithe eile:

Samplaí d'Iompraíochtaí Bulaíochta

<p><i>lompraíochtaí a bhaineann le gach saghas bulaíochta</i></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><i>Cibearbhulaíocht</i></p>	<ul style="list-style-type: none"> • <i>Tromaíocht</i>: Ráflaí, bréaga nó biadán a scaipeadh chun dochar a dhéanamh do cháil duine eile • <i>Ciapadh</i>: Teachtaireachtaí oilc, suaracha nó gáirsiúla a sheoladh chuig duine go leanúnach • <i>Pearsanú</i>: Teachtaireachtaí maslaitheacha nó forrántacha a phóstáil faoi ainm duine eile • <i>Gríosadh</i>: Úsáid a bhaint as focail gháirsiúla nó ghríosaitheacha chun troid ar líne a spreagadh

	<ul style="list-style-type: none"> • 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><i>Iompraíochtaí bunaithe ar Aitheantas</i></p> <p><i>Lena n-áirítear aon cheann de na naoi bhforas idirdhealúcháin a luaitear sa Reachtaíocht um Chomhionannas</i> (inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlaigh, claonadh gnéasach, reiligiún, aois, míchumas, cine agus toisc gur den Lucht Taistil iad).</p>	
<p><i>Bulaíocht Homafóbach agus Trasinscne</i></p>	<ul style="list-style-type: none"> • Ráflaí a scaipeadh faoi chlaonadh gnéasach duine • Tathant ar dhuine a bhfuil claonadh gnéasach difriúil aige/aici • Leasainmneacha a ghlaoch, e.g. aerach, casta, lúbtha, a úsáidtear chun caitheamh anuas ar dhuine • Imeaglú fisiciúil nó ionsaí • Bagairtí
<p><i>Bulaíocht Cine, náisiúntacht, eitseach agus ballraíocht de phobal an Lucht Taistil</i></p>	<ul style="list-style-type: none"> • Idirdhealú, réamhchlaonadh, ráitis nó maslaí a bhaineann le cine, náisiúntacht, cultúr, aicme shóisialta, creideamh, cúlra, eitneach nó an Lucht Taistil • Leithcheal de bhun aon cheann acu seo thuas



<p>Bulaíocht Chaidreamhach</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>Bulaíocht Ghnéasach</p>	<ul style="list-style-type: none"> • Ráitis nó tadhall gnéasach míchuí nó gan choinne • Ciapadh
<p>Bulaíocht i leith páistí le Riactanais Speisialta Oideachais nó faoi Míchumas</p>	<ul style="list-style-type: none"> • Leasainmneacha a ghlaoch • Tathant ar dhaoine eile mar gheall ar a míchumas nó riactanais 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

Teimpléad chun iompar bulaíochta a thaifeadh

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

Ainm _____ Rang _____

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

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

An dalta i gceist	
Dalta eile	
Tuismitheoir	
Múinteoir	
Eile	

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

Clós	
Seomra ranga	
Seoltán/pasáiste/Staighre	
Leithris	
Bus Scoile	
Eile	

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

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

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



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

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

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

9. Sonraí na mbeart a rinneadh

Sínithe _____ (Múinteoir Ábhartha) Dáta _____

An Dáta a cuireadh é ar aghaidh chuig an bPríomhoide/LeasPhríomhoide..



Introduction

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

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate 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 at every level – the staff, parents, pupils, secretary, caretaker etc.;
 - A school-wide approach in order to identify bullying, to reject and report it;
 - 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 that will enable them to investigate reports of bullying behaviour and deal effectively with them;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.

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



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

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

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

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

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 Conduct.

4. Investigating and dealing with bullying.

Scoil na bhForbacha has a whole-school approach for the prevention of bullying where everybody in the school community is responsible for its prevention. We strive to create a school atmosphere in which children feel safe and secure, knowing that they will be listened to and encouraged to discuss and report incidents of bullying behaviour. Any individual child who reports an incident of bullying will be reassured that the action they are taking is responsible.

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

- The Class Teacher
- The School Principal – Seán Breathnach
- The Assistant Principal – Niamh Nic Cárthaigh

Any teacher may act as a relevant teacher if circumstances warrant it.

5. **Education and prevention strategies:** The education and prevention strategies (including strategies specifically aimed at cyber- bullying, homophobic and transphobic bullying) that will be used by Scoil



na bhForbacha are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The role of Scoil na bhForbacha is to provide the highest possible standard of education and care [through the medium of Irish] for all our pupils. A stable, secure learning environment is an essential requirement to achieve this goal. Bullying behaviour, by its nature, undermines and dilutes the quality of education and imposes psychological damage. As a result it is an issue which must be positively and firmly addressed through a range of school-based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour. Our Anti-bullying Policy is an integral part of the school's Code of Conduct. All pupils from Junior Infants to Sixth Class are made aware that bullying is unacceptable behaviour.

The 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 extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- The school's anti-bullying policy is discussed with pupils, and parent(s)/guardian(s) of the Junior Infants are given a copy as part of the Code of Conduct of the school every year.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. It will 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.
- The school will ensure that pupils know who to tell and how to tell. This will be done through whole-school and classroom work.

Implementation of Curricula

Suitable lessons from the programmes listed below will be used:

- Stay Safe Programme.



- Walk Tall Programme.
- *Weaving Well-Being*
- Circle Time Activities.
- Religious Education.
- Relationships and Sexuality Education programme
- Social, Personal and Health Education.

The School's Code of Behaviour – it will be regularly explained and discussed with the pupils. Scoil na bhForbacha has developed a school **Anti-bullying Charter** which is displayed in all classrooms and in prominent places around the school.

The Acceptable Use Policy (of the Internet) 2006 (amended 2014) –

The School takes cyberbullying threats very seriously and will take appropriate measures to prevent them. The School may take whatever sanctions it deems fit when dealing with students who have taken part in cyberbullying (or any type of bullying) on other students before, during or after school hours (if it impacts on school life) e.g. detention, separation from peer group, written punishment, meeting with parent/guardian, informing the gardaí, suspension, expulsion. (*See Code of Behaviour* and Appendix 1).

Cyberbullying refers to bullying carried out using the internet, mobile phone or other technological devices. Cyberbullying can take many forms, such as sending nasty, mean or threatening messages, emails, photos or video clips; silent phone calls; putting up nasty posts on message boards, websites or chat rooms; saying hurtful things in chat rooms; or pretending to be someone else in a chatroom, message board or text message and saying hurtful things or accessing someone's account and making trouble for them. Or cyberbullying using any other method of technology.

The use of mobile phones will be regularly explained and discussed. The pupils have no access to their mobile phones during the school day.

Antibullying and positive behaviour posters will be displayed on the school and classroom walls at particular times during the year.

Scoil na bhForbacha recognises the importance of self-esteem in determining behaviour and the school provides opportunities for all children to develop a positive sense of self-worth. To that end, pupils from Senior Infants



to Sixth Class attend Irish dance classes and other activities during school hours?. GAA coaches from the local clubs join us to develop both hurling and football skills in all classes. Pupils from first to fourth classes attend swimming classes each year.

The following extracurricular activities for the promotion of self-esteem are supported/provided outside of core school hours: music, dance and drama classes, football, hurling and basketball sessions.

6.PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING

The school's procedures for consistent 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 REPORTING INCIDENTS OF BULLYING

The relevant teacher(s) shall listen and record and follow up on the alleged incident. All parties involved will be informed of this by the relevant teacher(s).

It's important to state that a pupil or parent may bring a bullying concern to any teacher in the school.

(cf.Section 6.8.2 Anti-Bullying Procedures for Primary and Post-Primary Schools.)

Informal Complaint Procedure

- A verbal complaint is made.
- The complaint is made known to the relevant personnel.
- The complaint is not officially recorded.
- The complaint is confidential and non-confrontational.
- The complaint will be dealt with in a low key manner with the aim of resolving it amicably.

Formal Complaint Procedure

- The complaint is received in writing.
- The complaint shall be reviewed by the school authorities.
- The school authorities will inform the alleged perpetrator in writing.
- The school authorities will agree the terms of reference which must be registered.



- An independent investigator will be appointed, ordinarily the Principal shall be the independent investigator but in the event of a conflict of interest, the school authority, after consulting the Department of Education, shall appoint another Independent Investigator..
- There will be an ongoing facilitation of the process by the school.
- All parties will be informed, in writing, of the outcome of the investigation.

PROCEDURES FOR INVESTIGATING INCIDENTS OF BULLYING BEHAVIOUR (cf. Section 6.8 Anti-Bullying Procedures for Primary and Post-Primary Schools.)

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

- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. -
Pupils write on a piece of paper who is allegedly bullying them/another child?, what class the alleged bully is in and his/her own name and class. In this way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly. They are reminded of this at school assemblies and in the classroom.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus drivers, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- **It will be made clear to parents and pupils from the onset that they 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.**

Teacher approach:

When dealing with alleged incidents of bullying reported by pupils, staff and parents and when analysing incidents of bullying behaviour, the relevant teacher will take a calm, unemotional problem-solving approach. He/She will seek answers to questions of :



what, where, when, who and why.

This will be done in a calm and sensitive manner, usually outside the classroom, setting an example in dealing effectively with a conflict in a non-aggressive manner to ensure the privacy of all involved.

Group Bullying

If a group is involved,

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

It may facilitate the investigation if each pupil were to write down his/her own account of the incident(s).

Involvement of parents

In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken.

The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.

Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour:

- It will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It will also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.



In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template (See Appendix 3 at the back of this Policy).

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

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and
- Whether any feedback received from the parties involved, their parents or the school Principal or Deputy Principal is recorded by the relevant teacher in the recording template.

Where a parent is not satisfied that a school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the schools complaint procedures.

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

PROCEDURES FOR RECORDING BULLYING BEHAVIOUR

(cf. Section 6.8 Anti-Bullying Procedures for Primary and Post-Primary Schools.)

CHILD TO CHILD BULLYING

Stage 1

- The relevant teacher will investigate all reports, including anonymous reports of bullying, by questioning those allegedly involved by finding out the “what, where, when, who and why” of the incident.
- The relevant teacher who will talk to the children involved will try to resolve it at this stage. The relevant teacher can take his/her own notes and use his/her professional judgement in relation to the records to be kept of these reports. Teachers respect the need to support the self-esteem of each party involved in an incident.
- When a teacher becomes aware that a child is regularly involved in incidents and has established that bullying has occurred he/she must keep a record of such incidents. The purpose of this record is:
 - To aid memory by recording details of the incident.
 - For clarity in assessment of the situation.



- o For planning and intervention.
- o To resolve the issues and restore, as far as is practicable, the relationships of the parties involved. Cf. 6;8;10;(ii)

The relevant teacher must use the recording template to record the bullying behaviour in the following circumstances:

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

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

In each of the circumstances at (a) and (b) above, the recording template (See Appendix 3) must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

If the incidents are ongoing the parents/guardians will be informed. Should the action taken at this stage prove not to have resolved the issue, the relevant teacher will proceed to Stage 2.

Stage 2

- The Principal and Relevant Teacher will arrange to meet with the parents/guardians of the child who is seen to be bullying and separately with the parents/guardians of the target of bullying.
- The children themselves may be required to attend part or all of these meetings.
- The child who is bullying will be placed on report. The child's behaviour in all areas will be monitored during the day.
- A report/note book will be kept with each day divided into three sections based on the three daily meetings with the class teacher.
- The purpose of this report is to focus as much as possible on the positive qualities and efforts of the child to move away from negative behaviour.



- The child will have three meetings with his/her teacher during the day and together they decide what is to be written for that part of the day.
- At the end of the day the teacher writes his/her own comment.
- The child should be able to see that parents/guardians and school are working together in his/her interest, and that the co-operation of the parents/guardians is essential.
- If necessary, a review of reports will be carried out on a weekly basis, in a meeting with the Principal, teacher, parents/guardians and child.
- If progress is being made, longer intervals between meetings may be decided upon.
- The aim of such meetings will be to address child's emotional needs and devise strategies for the child(ren) to deal with the effects of his/her/their bullying behaviour.
- This may involve reinforcing the programme being covered in class, or other strategies.

It is the duty of the school to provide a safe environment for all members of the school community under its care. Should the above interventions fail and the bullying behaviour continue, the Relevant Teacher should progress to Stage 3.

Stage 3

The Parent(s)/Guardian(s)/Child(ren) will be informed by the Principal that stage 3 comes into effect. A programme of appropriate sanctions may be implemented by the Principal in consultation with the Chairperson/Board of Management. These sanctions aim to encourage positive behaviour and support the esteem of the child. The sanctions may include a period of suspension during which there will be ongoing consultation with the parents/guardians to decide on appropriate action to be taken in the best interest of the child. Sanctions for any period of time must be reported by the Principal to the Chairperson of the Board of Management.

In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

Referrals of serious cases to the HSE.

- In relation to bullying in schools Children First - National Guidance for the Protection and Welfare for Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".
- Serious instances of bullying behaviour should, in accordance with the Children First and the Child



Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardai as appropriate.

- The the Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

CHILD TO TEACHER/ANCILIARY STAFF

The complaint should be raised with the parents/guardian of the child.

The complaint should then be raised with the principal.

Where it is not possible to agree a framework for resolution, the matter should be referred in writing by both parties to the Board of Management.

BULLYING BY ADULTS

Teacher/Ancillary Staff to Child Bullying

- A complaint should be raised with the staff member in question by the parent/guardian of the child.
- The complaint should then be raised with the Principal.
- Where it has not been possible to agree a framework for resolution, the matter should be referred in writing by both parties to the Board of Management for investigation.

Principal to Child/Parent/Guardian Bullying

- The matter should be raised with the Principal.
- The Chairperson of the Board of Management should be informed if the matter remains unresolved.

Intra-Staff Bullying

In the case of intra-staff bullying Scoil na bhForbacha will adopt the procedures outlined in Section C (c2) of the INTO/Management Bodies publication : **'Working Together : Procedures and Policies for Positive Staff Relations'**. A copy of this document is free to download from the INTO website (www.into.ie).

Parent/Guardian to Staff Bullying



- The Principal should be informed.
- The Board of Management should be informed subsequently in writing if deemed necessary.

Parent to Parent Bullying

For the purpose of this policy, Parent to Parent bullying refers to Parents/Guardians in their role on school committees. Every effort will be made to resolve any issue at committee level via the relevant school committee Chairperson. Should the action taken by the Chairperson prove not to have resolved the issue, the Principal will be informed.

Parent/Guardian/School Visitor to Child Bullying

- The complaint should be referred to the child's class teacher.
- The Principal should be informed subsequently if the matter remains unresolved.

In all cases of bullying the relevant parties will be given support in a discrete and informal manner. A record will be kept of any matter relating to bullying. The relevant teacher will stay in contact with the person who is being bullied. If necessary, external help and/or counselling will be arranged. Records will be kept as long as the Person remains involved with the school.

7. Supports for pupils affected by bullying

- Activities designed to raise the pupil's self esteem, to develop friendships and social skills and raise resilience will be organised by the class teacher.
- Activities will be on an individual and class level.
- The pupil will be closely observed by the relevant teacher, staff on the yard, and offered support and time as required .
- The pupil will be encouraged to focus on positive aspects of school life so that hurt caused by the bullying will be healed.
- Counselling will be facilitated where necessary.
- The Principal and relevant teacher, where necessary, will stay in contact and support the parents in supporting the child affected by bullying.
- Pupils who observe bullying behaviour will be encouraged to discuss it with their teachers.



Supports for pupils involved in bullying behaviour

1. A programme of support for those pupils involved in bullying behaviour is part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis.
2. For those with low self-esteem, lessons on self-esteem to increase feelings of self-worth will be completed by the class teacher from school resources.
3. Discussions will take place to establish and identify the source of the problem
4. Parents will be asked to discuss the bullying behaviour and possible influences/experiences from home/school that may have caused this bullying behaviour to occur.
5. The pupil will be educated about bullying and to foster empathy will be asked to look at their actions from the bullying target's perspective.
6. Parents will be asked to set limits on technology where it was seen to have had an influence in creating the bullying behaviour.
7. Where stress is a factor, positive measures to manage stress will be taught, E.g. Exercise, spending time with nature, playing with pets, etc.,
8. Counselling will be facilitated where necessary. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
9. The Principal will consult with the relevant professionals with expertise in the area where necessary.

8. Supervision and Monitoring of Pupils

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



9 Prevention of Harassment

The Board of Management confirms that Scoil na bhForbacha 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.

This policy was adopted by the Board of Management of Scoil na bhForbacha on 11.10.2021

10 This policy has been made available to school personnel, published on the school website and is also readily accessible to parents and pupils on request. A copy of this policy will be made available to the Department of Education and Skills and the patron if requested.

11 This policy and its implementation will be reviewed by the Board of Management once in every second school year and sooner if necessary.

year. Written notification that the review has been completed will be made available to school personnel, published on the school website and readily accessible to parents and pupils on request and provided to the Parent Representatives. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills. The Board of Management will make any changes it deems necessary if the need arises to do so in the interests of the children under its care.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: 11.10.2022 **Date of next review:**
September 2024

Date: 11.10.2021