

Polasaí Frith bhulaíochta Gaelscoil Phádraig



1. I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirlínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Ghaelscoil Phádraig 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;
 - Cur chuige scoile uile;
 - Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige
 - Feidhmiú straitéisí oideachais agus coiscthe (lena n-áirítear bearta chun feasacht a mhúscailt)
 - a chothaíonn ionbhá, meas agus athléimneacht sna daltaí; agus
 - ina dtéitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena n-áirítear bulaíocht homafóbach agus trasfóbach;
 - Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
 - Tacaíochtaí don fhoireann;
 - Teagmhais bhulaíochta a thaifeadadh agus a imscrúdú ar shlí chomhsheasmhach agus obair leantach a dhéanamh ina dtaobh (lena n-áirítear straitéisí aitheanta idirghabhála a úsáid); agus

- Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta.

3 Sainmhíniú ar frith bhulaíochta

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

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

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

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

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

Ach, i bhfianaise an bheartais seo, féachfar ar theachtairacht, íomhá nó ráiteas poiblí goilliúnach aon uaire ar shuíomh Gréasáin líonra poiblí nó ar fhóram poiblí eile ar féidir an teachtaireacht, an íomhá nó an ráiteas sin a fheiceáil air agus/nó a bheith athráite ag daoine eile mar iompar bulaíochta.

Iompar diúltach nach n-áirítear sa sainmhíniú seo ar bhulaíocht, déileálfar leis de réir chód iompair na scoile.

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

4 Múinteoir Ábhartha (féach Roinn 6.8 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*):

Na múinteoirí ranga a dhéanfaidh bulaíocht a imscrúdú agus a dhéilealfaidh leis. Is féidir le dalta nó tuismitheoir/caomhnóir aon bhuairt faoi bhulaíocht a thabhairt go dtí aon mhúinteoir sa scoil ach is í/é an múinteoir ranga an chéad duine a labhartar leis/leí. Tá sé mar dhulgas ar pé duine a fhaigheann an gearán é a chuir ar aghaidh go dtí an múinteoir ranga don pháiste sin.

5. Straitéisí d'fhonn Iompar Bulaíochta a Chosc

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 aitheantas, go háirithe bulaíocht homafóbach agus trasfóbach) a bheidh in úsáid sa scoil (Féach Roinn 6.5 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*):

- *I nGaelscoil Phádraig tá gach iarracht déanta chun atmasféar cairdis a chothú i dtimpeallacht na scoile. Is é an cur chuige don pholasáí seo ná go mbeadh béim curtha ar cairdis maith idir múinteoir, daltaí agus tuismitheoirí/caomhnóirí ag cothú cairdis, tuiscint, meas agus comhoibriú.*
- *Tá béim curtha ar dea-shampla, meas, dea-iompar ar fuid na scoile go hiomlán. Deineann foireann eile na scoile beim dearfach a chur ar dea iompar agus tugtar aithantas don dea iompar seo. Deintear tairfead a choiméad do iompar na ndaltaí. Deintear gach iarracht dea-iompar a mholadh i gconaí.*
- *Bíonn gach ball foirne ar an airdeall go háirithe ó thaobh monatóireacht a dhéanamh ar dhaltaí a mheastar a bheith i gcontúirt bulaíochta.*
- *Deintear gach iarracht tacaíocht a thabhairt dóibh siúd go bhfuil deacrachtaí acu lena n-iompar.*
- *Cabhraíonn an scoil le dalta conas freagracht a thógaint as a gcuid iompair féin.*
- *Cuireann an scoil an curaclam O.S.P.S ar fáil chom leis an gclár OCG, Fan Slán & Misneach thar tréimhse dhá bhliain.*
- *Cuireann an scoil an clár 'I nGrá Dé' agus 'Beo go Deo' ar fáil.*
- *Sa chéad téarma do gach scoil bhliain chuireann an scoil béim ar chairdeas agus bulaíocht. Bíonn 'Sechtain Caidreas' ar siúl. Sé sin cad is brí le cairdeas, conas do chárde deileáil le chéile, conas gnéithe dearfach a fhorbairt. Conas bulaíocht a aithint agus ar conas tuairisc a thabhairt ara n bulaíocht seo.*
- *Leagann an polasáí fón so ghluaiste síos bealaí chun bulaíocht a chosaint i rith an lae scoile.*
- *Tá cosc ar dhaltaí cuirí go dtí lá breithe, cartaí, bronntaisí agus rí a thabhairt amach i rith an lae scoile ar eagla na beadh gach dalta san aireamh.*
- *Tá sé soiléir sa pholasáí ICT ar conas bulaíocht a sheachaint ag úsáid ríomhairí i rith an lae scoile.*
- *Cuireann an scoil béim ar insint faoi bhulaíocht agus míntear an tabhacht atá le insint agus nuair a insíonn siad faoi bhulaíocht nách ag insint scéalta atá siad ach ag déanamh an rud freagrach.*
- *An polasáí Frith bhulaíochta a fhorbairt agus a chur chun cinn, é a thaispáint go poiblí i seormaí ranga agus timpeall na scoile.*
- *Cuireann an scoil béim ar an bpolasáí go háirithe do dhaltaí SEN ionas go dtuigeann siad an polasáí agus go mbeadh siad ablata deigheáil leis i gceart.*
- *Treanáil a chur ar fáil do phobal eile na scoile, daltaí, tuismitheoirí/caomhnóirí agus pobal níos leithne na scoile trí chláracha eiscurlar a chur ar fáil chun féin mheas a mhuscailt sa daltaí.*
- *Deineann an foireann gach iarracht féin mhuinín agus féin mheas na ndaltaí a mhuscailt go háirithe iad siúd a cheaptar atá i mbaol.*

- *Deighlealann an foireann le droch theanga agus géaltsíocht mí oiriúnach, le tagairtí homafóbacha agus tagairtí ciníocha, le teanga a bheadh ag cur síos daltaí lagadh nó SEN.*

6. Treoracha don fhiosrúchán agus dealáil le cásanna bulaíochta

Is ea an príomhaidhm a bhéas ag an scoil agus iad ag deileáil le bulaíocht ná teacht ar réiteach chomh tapaigh agus is féidir agus cinntiú gur féidir leis na dreamanna a bhí bainteach leis an tromaíocht réiteach le chéile ina dhiadh.

Caithfidh an scoil a bheith comhsheasmhach leis an bplean seo a leanas. Déanfar gach iarracht cinntiú go mbeidh tuiscint ag chuile dhuine (daltaí, tuismitheoirí/caomhnóirí) ar an bplean seo ón tús.

Seo a leanas straitéisí na scoile chun iompar bulaíochta a imscrúdú, chun obair leantach a dhéanamh ina dtaobh agus chun iompar bulaíochta a thairfeadh 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*):

Tairfead ar iompar bulaíochta

Is riachtanas í go bhfuil eolas firiciúil sa tairfead agus nach bhfuil siad claonta ar thaobh amháin nó ar thaobh eile. Seo a leanas na nósanna imeacht scoile maidir le hiompar bulaíochta a thairfead 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 i Leabhar na nEachtraí a bhaineann le gach rang agus iad a chur ar aghaidh ag deireadh na bliana. Usáidtear Uimhir aitheantais an pháiste satairfead chun aitheantas an pháiste a chosaint. Caithfear gach eachtra a chuir in iúl don mhúinteoir ábhartha.
- Caithfidh an múinteoir ábhartha imscrúdú a dhéanamh ar agus déileáil le gach tuairisc ar bhulaíocht, tuairiscí gan ainm san áireamh, tá sé seo tabhacht chun an cultúr ar insint faoi bhulaíocht a thabhairt chun cinn agus míntear an tabhacht atá le insint agus nuair a insíonn siad faoi bhulaíocht nách ag insint scéalta atá siad ach ag déanamh an rud freagrach.
- 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.

Céim Foirmeálta – cinneadh gur tharla bulaíocht

- Má aimsíonn an múinteoir ábhartha gur tharla bulaíocht, caithfidh sé/sí an tuairisc a líonadh isteach. Cabhróidh seo leis/léi na deacrachtaí a réiteacht agus an caidreamh a dheisiú chomh fada agus is féidir leis/léi.
- Is gá don múinteoir an príomhoide a chur ar an eolas maidir leis na heachtraí atá faoi imscrúdú.

Tuairisc ar iompar bhulaíochta.

- Is féidir le haon dalta nó tuismitheoir/caomhnóir eolas a thabhairt d'aon mhúinteoir maidir le heachtra bulaíochtaach is í an múinteoir ranga an duine a dhealfaidh leis.
- 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, tabharfaidh an múinteoir a b(h)reithiúnas gairmiúil chun a chinneadh pioca an ndearnadh bulaíocht agus conas ab fhearr déileáil leis an bhfadhb.
- Ní mór do thuismitheoirí/caomhnóirí 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 neamhmothúchánach a bheith ag múinteoirí agus iad ag déileáil le tuairisc líomhaintí d'iompar bulaíochta ó daltaí, foireann na scoile nó tuismitheoirí/caomhnóirí.
- 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 mothalach agus go bhfuil cearta ag gach dalta atá i gceist. D'fhéadfadh daltaí nach bhfuil baint dhíreach acu leis an mbulaíocht eolas úsáideach a sholáthar in agallamh mar seo.
- 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 séimh, chun sampla a thabhairt den tslí le déileáil le coimhlint go héifeachtach.
- 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 leis an ngrúpa, ba cheart 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 tar éis an agallaimh leis an múinteoir ar eagla go mbeadh brú ag teacht ó chuid den ngrúpa.
- D'fhéadfadh sé a bheith 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 ndaltaí i Leabhar na nEachtraí.
 - Sa chás is go ndéineann an múinteoir ábhartha cinneadh go raibh bulaíocht ar siúl, ba cheart teagmháil a dhéanamh, chomh luath agus is féidir, le tuismitheoirí/caomhnóirí na bpáirtithe atá i gceist chun iad a chur ar an eolas faoin

scéal agus na gníomhaíochtaí a dhéanfar, mar atá leagtha síos i gCuid 7 don pholasáí seo & Cód iompar na scoile, a mhíniú doibh. Ba cheart go dtabharfadh an scoil deis phlé do na tuismitheoirí/caomhnóirí ar shlite ina bhféadfaí na gníomhachtaí seo a chur i gcríoch i gcóir leis an scoil agus an tacaíocht do na daltaí a neartú nó a mhéadú.

- I gcás is go ndeineann an múinteoir ábhartha cinneadh 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 a bheith soiléir do gach duine atá bainteach leis (gach grúpa daltaí agus tuismitheoirí/caomhnóirí) sa chás is go mbíonn gá le smachtú, gur ceist phríobháideach é idir an dalta atá á smachtú, a tuismitheoirí nó a thuismitheoirí agus an scoil.

Athleanúint

- Ba chóir cruinnithe aonarach a shocrú leis na páirtithe ina dhiaidh, leis an aidhm na páirtithe a thabhairt le chéile níos déanaí má tá an dalta ar a déanadh bulaíocht sásta sin a dhéanamh. Tá seans ann go mbeadh tairbhe anseo do/i.
- Sa chás is go gceapann an múinteoir ábhartha nách bhfuil deighealálta leis an mbulaíocht má tharla sé taobh istigh do 20 lá tá ar/uirthi
 - 1.Taifead a dhéanamh sa teimpéad Augisín 3
 - 2.Dul go dtí an príomhoide agus beidh cruinnithe aici/aige leis na páirtithe féachaint an bhfeadfí teacht ar reiteacht.
 - 3.Agus an cinneadh á dhéanamh ag an múinteoir ábhartha , mar chuid dá b(h)reithiúnas proifisiúnta , ar tugadh faoin gcás ar shlí oiriúnach. Tá ar an múinteoir macnamh a dhéanamh ar na nithe seo a leanas:
 - Ar tháinig deireadh leis an iompar bhulaíochta
 - Ar socraíodh na deachtachtaí idir na páirtithe chomh fada agus is féidir.
 - An bhfuil athmhuintearas ar ais idir na páirtithe chomh fada agus is féidir.
 - An bhfuil aon aiseolas ó na páirtithe éagsúla, a dtuismitheoirí, an príomhoide, nó an leas- príomhoide.
 - Déanfar monatóireacht ar chúrsaí chun cinntiú go bhfuil an fadhb réitithe.
- Cuirfear an Cód Iompair i bhfeidhm sa chás go mothaíonn an múinteoir ábhartha nó an príomhoide gur cheart san a dhéanamh.
- I gcás go bhfuil bulaíocht fós ag dul ar aghaidh, cuirfear an scéal ar aghaidh chuig Bord Bainistíochta na Scoile.
- 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.
- Cuireann an Príomhoide in iúl don Bhord faoi tuairiscí iompar bulaíochta atá líonta ón gcruinniú deireannach, más ann dóibh.

7. Clár Tacaíochta Scoile

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 na striséisí thíos;

- Agallaimh aisiríocha – iarrtar ar an bdalta go raibh bulaíocht á dhéanamh aige/aici macnamh a dhéanamh ar a (h)iompar agus ar thoradh an iompair orthu agus ar an bpáiste eile a bhí i gceist.
- Idirbheartaíocht a aontú idir na daltaí agus monatóireacht a dhéanamh air ina dhiaidh sin. Is féidir seo a dhéanamh neamhfhoirmiúil nó próiséis idirghabhála níos structúrtha a chur i bhfeidhm.
- Ag obair le tuismitheoirí/caomhnóirí chun tacaíocht a thabhairt don chlár idirghabhála scoile.
- Am Ciorcalach (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 nua a thabhairt gan milleán, d’fhéadfaí iarr ar an bdalta (ar braith ar aois) gealltanais a shíniú a dheireann nach dtarlóidh an iompar seo arís.
- Litir a scríobh chuig an bdalta go raibh an 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 agus páirt a ghlacadh in imeachtaí seach churaclaim.
- Straitéisí foghlama a úsáid ar fud na scoile agus tríd an gcuraclam chun féin-mhuinín agus féinmheas an dalta 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 ndalta. 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).

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 Ciapadh a chosc

Deimhníonn an Bord Bainistíochta go ndéanfaidh an scoil, de réir a oibleagáidí faoin reachtaíocht chomhionannais, gach beart is indéanta go praiticiúil chun daltaí agus baill foirne a chosaint ar chiapadh gnéasach agus ar chiapadh ar aon cheann de na naoi bhforas, mar atá inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlaigh, treoshuíomh gnéasach, reiligiún, aois, míchumas, cine nó ballraíocht den Lucht Siúil.

10. Glacadh, Cumarsáid agus Daingniú

Ghlac an Bord Bainistíochta an beartas seo an 10 Deireadh Fómhair 2023.

Tá an beartas seo ar fáil do phearsanra na scoile, agus do Chumann na dTuismitheoirí agus do thuismitheoirí agus daltaí na scoile. Cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

Athbhreithneoidh an Bord Bainistíochta an beartas agus a fheidhmiú uair amháin i ngach scoilbhliain. Cuirfear fógra scríofa gur athbhreithníodh beartas frithbhulaíochta na scoile ar fáil do phearsanra na scoile, agus do thuismitheoirí agus do dhaltaí ar iarratas agus do Chumann na dTuismitheoirí. Cuirfear taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é.

Sínithe: Hilda de Róiste
(Cathaoirleach an Bhoird Bhainistíochta)

Síniú: Róise Uí Labhraidh
(Príomhoide)

Dáta: 10/10/2023

Dáta: 10/10/2023

Dáta an chéad athbhreithnithe eile: Deireadh Fómhair 2024

Aguisín 2 – 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 leo.
- Múin do dhaltaí 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 bhfeachtaisí mar gheall ar na 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.
- 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 lasmuighden 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.



Polaisí Frith-bhulaíocht / *Anti-bullying policy*

Gaelscoil Phádraig

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 Gaelscoil Phádraig school has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.

3. Definition of Bullying

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

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

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

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

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

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

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

4. **Relevant Teacher/s** (see Section 6.8 of the 'Anti-Bullying Procedures for Primary and Post-Primary Schools').

The class teacher will have responsibility for investigating and dealing with first incidents of potential bullying behaviour. A pupil or parent may bring a bullying concern to any teacher in the school but class teacher should be first port of call. It is the responsibility of the person to whom the report is made to pass on the relevant information to the class teacher of the child/children concerned.

5. **Prevention of Bullying Behaviour**

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):

- *In Gaelscoil Phádraig, every effort is made to promote the full and harmonious development of each pupil. In the drawing up of this policy, the emphasis is put on good relationships between teachers, pupils and parents, promoting friendship, tolerance, respect and co-operation.*
- *Positive behaviour is modelled, recognised and affirmed throughout the school. Deliberate efforts are made by the staff to notice and acknowledge desired respectful behaviour. Positive behaviour is rewarded and praised. Records are kept of children's behaviour.*
- *The staff are particularly vigilant in monitoring and supporting pupils who are considered vulnerable or at risk.*
- *Where a child is having difficulty with his/her behaviour he/she is given the necessary support.*
- *The school will help pupils to become responsible for their own behaviour.*

- *The school implements the SPHE curriculum, and in particular the RSE, Stay Safe, Walk Tall programmes over a two year cycle*
- *The school implements the 'InGrá Dé' and 'Beo go Deo' programme.*
- *The school raises awareness of friendship and bullying in the first term of each school year through our 'Friendship Week'. Activities include examining what friendship means, how friends should treat each other, developing and displaying key messages about positive aspects of friendship, identifying bullying behaviour and how to report such behaviour.*
- *The school's mobile phone policy sets out in detail provisions to obviate the possibilities of bullying using mobile phones during school-day.*
- *Birthday invitations/cards/presents are not distributed within the school to avoid children feeling left out.*
- *The school's ICT Acceptable Usage Policy sets out in detail provisions to obviate the possibilities of bullying using computers on the school premises during the school day.*
- *The school encourages 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.*
- *Development and promotion of the Anti-Bullying policy for the school to be displayed publicly in classrooms and in common areas of the school.*
- *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.*
- *School-wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s), and the wider school community through curricular programmes and through extra-curricular activities which provide alternative opportunities for pupils to develop positive self-worth.*
- *Staff will strive to ensure that self-confidence and self-esteem of pupils, especially those identified as being at risk, is safeguarded and promoted wherever possible.*
- *Staff consistently tackle the use of discriminatory and derogatory and inappropriate language and gestures in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.*

6. Procedures for investigating and dealing with Bullying

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 must be consistent with the following approach.

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

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (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 an Incident Book pertaining to each class that is passed on with the class each year. The child's ID is used in all records in order to

protect the child's identity. All incidents must be reported to the relevant teacher.

- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- The relevant teacher must keep a record of the reports, the actions taken and any discussions with those involved regarding same.

Formal Stage – determination that bullying has occurred.

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher must inform the Principal that bullying behaviour has occurred and is being addressed.

Reporting bullying behaviour

- Any pupil or parent/guardian may bring a bullying incident to any teacher in the school, although the class teacher should be the first port of call if possible.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant class teacher.
- Teaching and non-teaching staff such as secretaries and special needs assistants (SNAs) must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and addressing incidents (see section 6.8.9)

- 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.
- Parents/guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

- Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after 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 of what each child has said in the Incident Book.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (reference section 7 of this policy and the schools Code of Behaviour). The school should 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 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 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

- 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
 1. Recorded by the relevant teacher in the recording template at [Appendix 3](#) (See section 6.8.10 (iii));
 2. Referred to the Principal, who will meet with the parties involved in an effort to resolve the issues
 3. 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
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
- 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 the case remains unresolved the matter will be referred to the school's Board of Management
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.
- 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. School's Programme of Support

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:

- *Restorative interviews – the child who is 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 parents/guardians 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 slate', 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 who was 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, develop friendships and social skills and build resilience e.g. through working with the learning support teacher, involvement in extra-curricular school activities*
- *Using learning strategies throughout the school and curriculum to help enhance pupils' feelings of self-worth*
- *In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child. One such method would involve using a Home-School Behaviour Improvement Chart (a chart completed in school which may contain specific targets which is then sent home to indicate to parents that there is an improvement in behaviour).*

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 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. Adoption, Communication and Implementation of Policy

This policy was adopted by the Board of Management on 10/10/2023.

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: de Róiste Date: 10/10/2023
Hilda (Chairperson of Board of Management) (Principal)

Signed: Róise Uí Labhraidh Date: 10/10/2023
(Principal)

Date of next review: October 2024

Appendix 2 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 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.

