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Polasaí Beartas Frithbhulaíochta

Más rud é go bhfuil difríocht idir a bhfuil scríofa as Gaeilge agus as Béarla sa pholasaí seo, glactar leis an leagan Gaeilge mar an leagan cruinn agus an leagan Béarla mar aistriúchán.

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 na Giúise 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.

(a) 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;

(b) Ceannaireacht éifeachtach

(c) Cur chuige scoile uile

(d) Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige

(e) 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

(f) Maoirseacht agus monatóireacht éifeachtach ar dhaltaí

(g) Tacaíochtaí don fhoireann

(h) 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

(i) Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta.

3. I gcomhréir le *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile* seo é an sainmhíniú ar bhulaíocht: An rud a thuigtear le bulaíocht ná iompar diúltach neamhiarrtha, bíodh sé i bhfoirm iompar briathartha, síceolaíoch nó fisiciúil, a dhéanann duine aonair nó grúpa in aghaidh duine nó daoine eile, agus a dhéantar arís agus arís eile.

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

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

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

Samplaí d'Iompraíochtaí Bulaíochta:

Iompraíochtaí a bhaineann le gach saghas bulaíocht	• 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.

Cibearbhulaíocht	• **Tromaíocht**: Ráflaí, bréaga nó biadán a scaipeadh chun dochar a dhéanamh do cháil duine eile • **Ciapadh**: Teachtaireachtaí oilc, suaracha nó gáirsiúla a sheoladh chuig duine go leanúnach • **Pearsanú**: Teachtaireachtaí maslaitheacha nó forrántacha a phóstáil faoi ainm duine eile • **Gríosadh**: Úsáid a bhaint as focail ghairsiúla nó ghríosaitheacha chun troid ar líne a spreagadh • **Cleasaíocht**: Dallamullóg a chur ar dhuine eolas pearsanta a roinnt agus an t-eolas sin a úsáid ar líne ina dhiaidh sin • **Sceitheadh**: Eolas nó íomhánna rúnda a phostáil nó a roinnt • **Leithcheal**: Leithcheal a dhéanamh ar dhuine ó ghrúpa ar líne d'aon ghnó • **Cibear-stalcaireacht**: Ciapadh agus tromaíocht leanúnach a fhágann go mbíonn eagla a b(h)eatha/a s(h)ábháilteachta ar duine • Glao tostach gutháin/gutháin phóca • Glao maslach gutháin/gutháin phóca • Teachtaireacht téacs mhaslach • Teachtaireacht ríomhphoist mhaslach • Cumarsáid mhaslach ar líonraí sóisialta e.g. Facebook/Ask.fm/ Twitter/You Tube nó ar chonsóil chluichí • Ráitis/Blaganna/Pictiúir mhaslacha idirlín • Postálacha maslacha ar cineál ar bith teicneolaíochta cumarsáide
<u>Iompraíochtaí bunaithe ar Aitheantas</u> **Lena n-áirítear aon cheann de na naoi bhforas idirdhealúcháin a luaitear sa Reachtaíocht um Chomhionannas** (inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlaigh, claonadh gnéasach, reiligiún, aois, míchumas, cine agus toisc gur den Lucht Taistil iad).	
Homafóbach agus Trasinscne	• Ráflaí a scaipeadh faoi chlaonadh gnéasach duine • Tathant ar dhuine a bhfuil claonadh gnéasach difriúil aige/aici • Leasainmneacha a ghlaoch, m.sh. aerach, casta, lúbtha, a úsáidtear chun caitheamh anuas ar dhuine • Imeaglú fisiciúil nó ionsaí • Bagairtí
Cine, náisiúntacht, cúlra eitneach agus ballraíocht de phobal an Lucht Taisti	• 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

Caidreamhach	Is éard atá i gceist anseo caidrimh a mhí-ionramháil mar bhealach chun bulaíocht a dhéanamh. Ar na hiompraíochtaí tá: • Biadán maslach • Leithcheal agus aonrú • Neamhaird • Leithcheal ó ghrúpa • Cairde a bhaint de dhuine • 'Bitseáil' • Ráflaí a scaipeadh • Rún a sceitheadh • Caint sách ard le go gcloisfeadh an t-íobartach í • 'Amharc' faoi Leith • 'nerd' a úsáid le cur isteach ar dhuine.
Gnéasach	• Ráitis nó tadhall gnéasach míchuí nó gan choinne • Ciapadh
Riachtanais Speisialta Oideachais, Míchumas	• Leasainmneacha a ghlaoch • Tathant ar dhaoine eile mar gheall ar a míchumas nó riachtanais foghlama • Teacht i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta bulaíocht a aithint agus iad féin a chosaint • Teacht i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta cúinsí sóisialta agus leideanna sóisialta a aithint agus iad féin a chosaint. • Athris a dhéanamh ar mhíchumas duine eile • Ceap magaidh a dhéanamh de dhaoine eile

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

Is iad na Múinteoirí ábhartha sa scoil seo: Gach múinteoir ranga Príomhoide Príomhoide Ionaid Múinteoirí MTF

5. Seo a leanas na straitéisí oideachais agus coiscthe (lena n-áirítear straitéisí a dhírítear go sonrach ar chibear bhulaíocht agus ar bhulaíocht bunaithe ar aitheantas, go háiririthe bulaíocht homafóbach agus trasfóbach) a bheidh in úsáid sa scoil (feach roinn 6.5 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-Bhunscoile*):

Cur chuige na scoile ina hiomláine:

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

- Feachtas feasachta agus oiliúna don scoil ina hiomláine i dtaca le gach gné den bhulaíocht, lena n-áirítear, tuismitheoir(í)/caomhnóir(í) agus pobal níos leithne na scoile.
- Maoirseacht agus monatóireacht ar sheomraí ranga, ar dhorchlaí, ar thalamh na scoile, ar thurasanna scoile agus ar ghníomhaíochtaí seach-churaclaim. Tabharfar ar bhaill foirne nach mbíonn ag teagasc agus ar bhaill eile a bheith san airdeall agus eachtraí a chur in iúl do na múinteoirí ábhartha. Beidh maoirseacht i gceist leis i dtaca leis an úsáid a bhaineann daltaí as teicneolaíocht cumarsáide sa scoil.
- Pléitear beartas frithbhulaíochta na scoile le daltaí agus tá sé ar fáil ar shuíomh idirlín na scoile.
- Bearta rialta feasachta a chur i bhfeidhm ar fud na scoile.
- Cultúr insinte a spreagadh, agus béim faoi leith ar thábhacht na bhfinnéithe. Ar an gcaoi sin beidh muinín ag daltaí as a bheith ag insint. Tá gné seo na muiníne ríthábhachtach. Ba chóir a chur in iúl go soiléir do gach dalta agus iad ag tuairisciú eachtraí bulaíochta nach ag insint ná ag sceitheadh atá siad ach ag gníomhú go freagrach.
- Deimhin a dhéanamh de go mbeidh a fhios ag daltaí cé dó ba chóir dóibh a insint agus conas é a dhéanamh, m.sh.:
    - Dul caol díreach chuig múinteoir ag am feiliúnach, mar shampla tar éis ranga.
    - Nóta a thabhairt isteach leis an obair bhaile.
    - Glao gutháin a chur ar an scoil nó ar mhúinteoir sa scoil a bhfuiltear muiníneach as/aisti.
    - Tabhairt ar thuismitheoir(í)/ar chaomhnóir(í) nó ar chara insint.
    - Deimhin a dhéanamh de go dtuigeann finnéithe an tábhachtach a bhaineann lena bhfeiceann siad nó lena bhfuil ar eolas acu faoin mbulaíocht atá ar bun a insint.

Curaclaim a chur i ngníomh:

- Cur i ngníomh iomlán na gcuraclam SPHE agus CSPE agus na gclár RSE agus Bí Sábháilte.
- Forbairt Ghairme Leanúnach don fhoireann agus na cláir sin á seachadadh.
- Ceachtanna ar an mbulaíocht bunaithe ar fhianaise a sheachadadh ar fud na scoile, m.sh. Bí Sábháilte, *The Walk Tall Programme.*
- Cláir SPHE an Gharda Síochána a sheachadadh ar leibhéal bunscoile agus iar-bhunscoile. Pléann na ceachtanna seo, a thugann Gardaí Pobail, ceisteanna a bhaineann le sábháilteacht phearsanta agus cibearbhulaíocht.
- Féachfaidh an scoil, go háirithe, i leith riachtanais bhreise na ndaltaí SEN maidir le cláir a chur i bhfeidhm agus scileanna agus straitéisí a fhorbairt a chuirfeadh ar chumas gach daltaí freagairt go cuí.
- Cuirfidh an scoil i bhfeidhm an chomhairle atá le fáil in “Sexual Orientation advice for schools” (RSE Bunscoile, feic leabhrán).

6. Seo a leanas straitéisí na scoile chun iompar bulaíochta a imscrúdú, chun obair leantach a dhéanamh ina dtaobh agus chun iompar bulaíochta a thaifeadadh mar aon leis na straitéisí idirghabhála bunaithe a úsáidfidh an scoil chun déileáil le cásanna d'iompar bulaíochta (Féach Roinn 6.8.9 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile):*

6.8.9. Gnásanna chun Bulaíocht a Fhiosrú agus Láimhseáil

Is é an phríomhaidhm a bhaineann le bulaíocht a fhiosrú agus a láimhseáil ná ceisteanna a réiteach agus an caidreamh idir na páirtithe a shlánú, a oiread agus is féidir (seachtas milleán a leagan ar dhuine);

Ní mór do ghnásanna na scoile cloí leis an gcur chuige seo a leanas:
Déanfar gach iarracht a chinntiú go dtuigfidh gach duine atá rannpháirteach (daltaí, tuismitheoirí/caomhnóirí san áireamh) an cur chuige sin ón tús.

Iompraíocht Bhulaíochta a Thuairisciú:

- Féadfaidh dalta nó tuismitheoir(í)/caomhnóir(í) ar bith eachtraí bhulaíochta a chur in iúl do mhúinteoirí ar bith sa scoil.
- Fiosróidh agus láimhseálfaidh an múinteoir ábhartha gach tuairisc, ina measc tuairiscí anaithnide.
- Ní mór do bhaill foirne teagaisc agus neamhtheagaisc, cuir i gcás rúnaithe, cúntóirí riachtanas speisialta (SNA), tionlacaithe bus, airígh, glantóirí aon eachtraí d'iompraíocht bhulaíochta a fheiceann siad nó a luaitear leo a chur in iúl don mhúinteoir ábhartha.

Eachtraí a Fhiosrú agus a Láimhseáil Stíl an Chuir Chuige:

- Agus é/í ag fiosrú agus ag láimhseáil na bulaíochta, tabharfaidh an múinteoir (ábhartha) a b(h)reithiúnas féin féachaint ar tharla bulaíocht nó nár tharla agus conas is fearr an cás a réiteach.
- Éilítear ar thuismitheoirí/ar chaomhnóirí agus ar dhaltaí comhoibriú le cibé fiosrú a dhéanfar agus cuidiú leis an scoil ceist ar bith a thiocfadh aníos a réiteach agus an caidreamh idir na páirtithe a shlánú, a oiread agus is féidir, a thúisce agus is féidir.
- Ba chóir do mhúinteoirí cur chuige fionnuar neamh-mhóthúchánach réitithe fadhbanna a ghlacadh.
- Ba chóir eachtraí a láimhseáil, a oiread agus is féidir, lasmuigh den seomra ranga d'fhonn príobháid gach rannpháirtí a chinntiú.
- Ba chóir gach agallamh a dhéanamh chomh híogair agus is féidir agus cearta na ndaltaí á nglacadh san áireamh. Is féidir le daltaí nach bhfuil baint dhíreach acu leis an gcás eolas úsáideach a chur ar fáil mar seo a leanas:
- Agus eachtraí d'iompraíocht bhulaíochta á n-anailísiú, ba chóir don mhúinteoir ábhartha iarracht a dhéanamh na ceisteanna cén rud, cén áit, cén duine, agus cén fath a fhreagairt. Ba chóir é sin a dhéanamh go deas suaimhneach, agus sampla á thabhairt den chaoi ar chóir déileáil le coinbhleacht gan dul i muinín na forrántachta.
- Má bhíonn grúpa i gceist, ba chóir agallamh a chur ar gach duine acu ar dtús. Ina dhiaidh sin, ba chóir bualadh leo mar ghrúpa. Ag an gcruinniú leis an ngrúpa, ba chóir a iarraidh ar gach duine acu a c(h)untas féin a thabhairt ar ar tharla d'fhonn a chinntiú go dtuigeann gach duine sa ghrúpa ráitis na ndaoine eile go soiléir;
- Ba chóir tacú le gach ball den ghrúpa i dtaca leis an mbrú a d'fhéadfadh a theacht orthu ó bhaill eile an ghrúpa tar éis an agallaimh leis an múinteoir. D'fhéadfadh sé a bheith oiriúnach freisin a iarraidh orthu siúd a bhí i gceist cuntas a scríobh ar ar tharla.

- I gcásanna go gcinneann an múinteoir ábhartha gur tharla iompraíocht bhulaíochta, ba chóir teagmháil a dhéanamh le tuismitheoir(í)/caomhnóir(í) na bpáirtithe go luath d'fhonn an tarlúint a chur in iúl dóibh agus míniú a thabhairt ar na gníomhartha a bheifear a dhéanamh (agus tagairt á déanamh do bheartas na scoile). Ba chóir don scoil deis a thabhairt do thuismitheoirí/do chaomhnóirí plé a dhéanamh ar na bealaí lenar féidir leo tacú leis na gníomhartha atá an scoil a dhéanamh agus leis na tacaí atáthar a chur ar fáil do dhaltaí;
- Sa chás go gcinneann an múinteoir ábhartha go raibh iompraíocht bhulaíochta ar bun ag an dalta, ba chóir a chur in iúl go soiléir dó/di an sárú a rinne sé/sí ar bheartas frithbhulaíochta na scoile agus ba chóir iarracht a dhéanamh tabhairt air/uirthi an cás a fheiceáil ó dhearcadh an dalta a d'fhulaing an bhulaíocht;
- Ní mór a chur in iúl go soiléir do gach rannpháirtí (gach tacar daltaí agus múinteoirí/caomhnóirí) i gcás ar bith a gcaitear smachtbhannaí araíonachta a chur i bhfeidhm gur ceist phríobháideach atá ann idir an dalta a bheidh faoi smachtbhanna, a t(h)uismitheoir(í)/c(h)aomhnóirí agus an scoil.

Gníomh leantach agus cuntas:

- Agus cinneadh á dhéanamh ar déileáladh go cuí agus go leordhóthanach leis an gcás bulaíochta, ní mór don mhúinteoir ábhartha, agus breithiúnas gairmiúil á thabhairt aige/aici, na cúinsí seo a leanas a ghlacadh san áireamh:
  - An bhfuil deireadh tagtha leis an iompraíocht bhulaíochta;
  - An bhfuil ceisteanna idir na páirtithe réitithe, a oiread agus is féidir;
  - An bhfuil caidreamh idir na páirtithe slánaithe, a oiread agus is féidir;
  - Aiseolas ar bith a fuarthas ó na páirtithe rannpháirteacha, óna dtuismitheoir(í)/a gcaomhnóir(í) nó ó phríomhoide nó leas-phríomhoide na scoile.
- Ba chóir cruinnithe leantacha ar leithligh a shocrú leis na páirtithe leasmhara féachaint an bhféadfaí iad a thabhairt le chéile tráth níos déanaí má bheidh an dalta a d'fhulaing an bhulaíocht réidh agus toilteanach.
- I gcás nach mbíonn tuismitheoir(í)/caomhnóir(í) sásta gur dhéileáil an scoil leis an gcás bulaíochta de réir na ngnásanna seo, ní mór gnáthaimh ghearáin na scoile a chur in iúl do na tuismitheoir(í)/caomhnóir(í), mar is cuí.
- I gcás gur bhain an/na tuismitheoir(í)/caomhnóir(í) leas as gnáthaimh ghearáin na scoile agus nach bhfuiltear sásta fós, ní mór don scoil a chur in dóibh go bhfuil an cheart acu gearán a dhéanamh leis an Ombudsman do Dhaltaí.

<u>Iompraíocht Bhulaíochta a chuntas:</u>

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

<u>Seo a leanas gnásanna na scoile maidir le hiompraíocht bhulaíochta a chuntas agus a thuairisciú</u>:

Réamhdhearbhú neamhfhoirmiúil gur tharla bulaíocht:

- Ní mór do gach ball foirne cuntas i scríbhinn a choinneáil d' eachtraí a fheiceann siad nó a chuirtear in iúl dóibh. Ní mór gach eachtra a thuairisciú don mhúinteoir ábhartha.

- Cé nár mhór don mhúinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí anaithnide, de bhulaíocht a fhiosrú agus a láimhseáil, ní mór don mhúinteoir ábhartha cuntas i scríbhinn a choinneáil ar na tuairiscí, ar na gníomhartha a glacadh agus ar aon phlé a rinneadh leis na rannpháirtithe,
- Ní mór don mhúinteoir ábhartha gach eachtra atáthar a fhiosrú a chur in iúl don phríomhoide.

Foirmiúil - 1, Dearbhú gur tharla bulaíocht:

- Má dhearbhaíonn an múinteoir ábhartha gur tharla bulaíocht, ní mór don mhúinteoir cuntas cuí i scríbhinn a choinneáil a chuideoidh leis/léi na ceisteanna a réiteach agus na caidrimh a shlánú, a oiread agus is féidir, idir na páirtithe leasmhara.
- Ba chóir don scoil, i gcomhairle leis an múinteoir/na múinteoirí ábhartha, prótacal a chur le chéile maidir le gach cuntas a choinníonn an múinteoir ábhartha a stóráil.

Foirmiúil - 2, Aguisín 3 (Gnásanna Foirmiúla na Roinne Oideachais agus Scileanna):
Ní mór don mhúinteoir ábhartha an teimpléad cuí in **Aguisín 3** a úsáid chun an iompraíocht bhulaíochta a chuntas sna cúinsí seo a leanas:

(a) i gcásanna gur dóigh leis/léi nár déileáladh go cuí ná go leordhóthanach leis an iompraíocht bhulaíochta laistigh de 20 lá scoile tar éis dó/di a chinneadh gur tharla iompraíocht bhulaíochta; agus

(b) sa chár gur chinn an scoil mar chuid dá beartas frithbhulaíochta nár mhór, i gcúinsí áirithe, an iompraíocht bhulaíochta a chuntas agus a thuairisciú láithreach bonn don Phríomhoide nó don Leas-Phríomhoide de réir mar is cuí.

Ba chóir don scoil liosta a dhéanamh de na hiompraíochtaí a chaitear a chuntas agus a thuairisciú láithreach bonn don phríomhoide. Ba chóir dóibh sin a bheith ag teacht le cód iompraíochta na scoile.

Nuair a bhaintear úsáid as an teimpléad cuntais, ní mór don mhúinteoir ábhartha é a choinneáil agus ní mór don phríomhoide cóip de a choinneáil. Ní mór machnamh cuí a dhéanamh ar an áit a gcoinnítear na cuntais, orthu siúd a mbeidh teacht acu orthu agus ar an bhfad ama a choinneofar iad. Ba chóir cinntí a dhéantar faoi chuntais a choinneáil a bhreacadh síos sa beartas seo.

Straitéisí Idirghabhála Seanbhunaithe:

- Agallaimh idir an múinteoir agus gach dalta
- Comhaontuithe idir daltaí a idirbheartú agus iad a leanúint le próiseas monatóireachta. Is féidir é seo a dhéanamh ar bhealach neamhfhoirmiúil nó a chur i bhfeidhm trí phróiseas idirghabhála níos struchtúrtha
- Oibriú le tuismitheoir(í)/caomhnóir(í) chun tacú le hidirghabhálacha scoile
- Cuir chuige Gan Milleán
- Am Ciorcail

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

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

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

Ba chóir do dhaltaí a thuiscint nach mbíonn aon fhinnéithe gan locht ann agus gur chóir gach iompraíocht bhulaíochta a chur in iúl do mhúinteoir.

8. Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí

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

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. Ghlac an Bord Bainistíochta an beartas seo an **9 Meán Fómhair 2019**

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

12. 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, foilseofar é ar shuíomh Gréasáin na scoile 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.

Síniú: Marcus Ó Léanacháin *Síniú:* Cuán Ó Flatharta

MARCUS Ó LÉANACHÁIN
Cathaoirleach an Bhoird Bainistíochta

CUÁN Ó FLATHARTA
Príomhoide

Dáta: 09/09/2019 *Dáta: 09/09/2019*

Dáta an chéad athbhreithnithe eile: Meán Fómhair 2020

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Anti-Bullying Policy

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

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 na Giúise 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) 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;*

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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;*

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) 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 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.

Examples of bullying behaviours:

General behaviours which apply to all types of bullying	• *Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.* • *Physical aggression* • *Damage to property* • *Name calling* • *Slagging* • *The production, display or circulation of written words, pictures or other materials aimed at intimidating another person* • *Offensive graffiti* • *Extortion* • *Intimidation* • *Insulting or offensive gestures* • *The "look"* • *Invasion of personal space* • *A combination of any of the types listed.*

Cyber	• ***Denigration****: Spreading rumors, lies or gossip to hurt a person's reputation* • ***Harassment****: Continually sending vicious, mean or disturbing messages to an individual* • ***Impersonation****: Posting offensive or aggressive messages under another person's name* • ***Flaming****: Using inflammatory or vulgar words to provoke an online fight* • ***Trickery****: Fooling someone into sharing personal information which you then post online* • ***Outing****: Posting or sharing confidential or compromising information or images* • ***Exclusion****: Purposefully excluding someone from an online group* • ***Cyber stalking****: Ongoing harassment and denigration that causes a person considerable fear for his/her safety* • *Silent telephone/mobile phone call* • *Abusive telephone/mobile phone calls* • *Abusive text messages* • *Abusive email* • *Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles* • *Abusive website comments/Blogs/Pictures* • *Abusive posts on any form of communication technology*
Identity Based Behaviours ***Including any of the nine discriminatory grounds mentioned in Equality Legislation*** *(gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).*	
Homophobic and transgender	• *Spreading rumours about a person's sexual orientation* • *Taunting a person of a different sexual orientation* • *Name calling e.g. Gay, queer, lesbian...used in a derogatory manner* • *Physical intimidation or attacks* • *Threats*
Race, nationality, ethnic background and membership of the Traveller community	• *Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background* • *Exclusion on the basis of any of the above*
Relational	*This involves manipulating relationships as a means of bullying. Behaviours include:* • *Malicious gossip* • *Isolation & exclusion* • *Ignoring* • *Excluding from the group* • *Taking someone's friends away* • *"Bitching"* • *Spreading rumours* • *Breaking confidence* • *Talking loud enough so that the victim can hear* • *The "look"* • *Use or terminology such as 'nerd' in a derogatory way*

Sexual	• *Unwelcome or inappropriate sexual comments or touching* • *Harassment*
Special Educational Needs, Disability	• *Name calling* • *Taunting others because of their disability or learning needs* • *Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying* • *Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.* • *Mimicking a person's disability* • *Setting others up for ridicule*

4. *The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):*

Every Class Teacher , Principal, Deputy Principal, Learning Support Teachers

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

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.*
- *Auditing of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.*
- *Professional development with specific focus on the training of the relevant teacher(s).*
- *School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.*
- *Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.*
- *The school's anti-bullying policy is discussed with pupils and is available on the school's website.*
- *The implementation of regular whole school awareness measures.*

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- *Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.*
- *Ensuring that pupils know who to tell and how to tell, e.g.:*
  - *Direct approach to teacher at an appropriate time, for example after class.*
  - *Hand note up with homework.*
  - *Make a phone call to the school or to a trusted teacher in the school.*
  - *Get a parent(s)/guardian(s) or friend to tell on your behalf.*
  - *Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.*

Implementation of curricula:

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

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

<u>6.8.9 Procedures for Investigating and Dealing with Bullying</u>

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

The school's procedures must be consistent with the following approach

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

Reporting bullying behaviour:

- *Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.*
- *All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.*
- *Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.*

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

In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

- *Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.*
- *Teachers should take a calm, unemotional problem-solving approach.*
- *Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.*
- *All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.*
- *When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.*
- *If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.*
- *Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher.*
- *It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).*
- *In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.*
- *Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.*
- *It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.*

Follow up and recording

- *In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:*
  - *Whether the bullying behaviour has ceased;*
  - *Whether any issues between the parties have been resolved as far as is practicable;*
  - *Whether the relationships between the parties have been restored as far as is practicable;*
  - *Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal.*
- *Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.*
- *Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.*
- *In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.*

Recording of bullying behaviour
It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal - pre-determination that bullying has occurred:

- *All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher*
- *While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same*
- *The relevant teacher must inform the principal of all incidents being investigated.*

Formal Stage 1 - determination that bullying has occurred:

- *If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.*
- *The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.*

Formal Stage 2 - Appendix 3 (From DES Procedures)
The relevant teacher must use the recording template at ***Appendix 3*** *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.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

Established intervention strategies:

- *Teacher interviews with all pupils*
- *Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process*
- *Working with parent(s)/guardian(s)s to support school interventions*
- *No Blame Approach*
- *Circle Time*

7. 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) :

- *In-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.*
- *If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.*

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

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**. This policy was adopted by the Board of Management on 9th of September 2019*

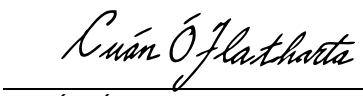
***11**. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.*

***12**. 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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.*

Síniú:

MARCUS Ó LÉANACHÁIN
Cathaoirleach an Bhoird Bainistíochta

Dáta: 09/09/2019

Síniú: 

CUÁN Ó FLATHARTA
Príomhoide

Dáta: 09/09/2019

Date of next review: September, 2020