



Beartas frithbhulaíochta Gaelscoil an Bhradáin Feasa

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 Gaelscoil an Bhradáin Feasa 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:
 - a. ina nglactar go fonnmhar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht;
 - b. ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach; agus
 - c. ina gcuirtear caidreamh bunaithe ar mheas chun cinn ar fud phobal na scoile;
 - Ceannaireacht éifeachtach;
 - Cur chuige scoile uile;
 - Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige
 - Feidhmiú straitéisí oideachais agus coiscithe (lena n-áirítear bearta chun feasacht a mhúscailt)
 - a chothaíonn ionbhá, meas agus athléimneacht sna daltaí; agus
 - ina dtéitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena n-áirítear bulaíocht homafóbach agus trasfóbach;
 - Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
 - Tacaíochtaí don fhoireann;
 - Teagmhais bhulaíochta a thairgeadh 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. I gcomhréir le Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile seo é an sainmhíniú ar bhulaíocht:

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

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

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

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

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

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

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

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

- a. Múinteoirí Ranga
- b. Leas Príomhoide
- c. An Príomhoide

5. Seo a leanas na straitéisí oideachais agus coiscthe a bheidh in úsáid sa scoil:

- Ceannairí Cairdis/ Cúntóirí ó na hardranganna- Páistí ag cur cairdeas agus cluichí clóis comhoibríocha chun cinn
- An modúl frithbhulaíochta den chlár OSPS (Misneach & Bí Sábháilte) a mhúintear i rith na scoilbhliana Naíonáin Bheaga – Rang 6.
- An clár Fun Friends & Friends For Life i R1 & R4

- Straitéisí atá dírithe go sonrach ar chibearbhulaíocht (webwise.ie) agus ar bhulaíocht homafóbach & bunaithe ar fhéiniúlacht (Barnardo's Online Safety Programme m.sh.)
- Cabhraítear le daltaí ceist na bulaíochta a scrúdú ar bhealach socair, réasúnach, taobh amuigh de chomhthéacs eachtraí áirithe bulaíochta. Sa phróiseas cuirfear in iúl dóibh nádúr na bulaíochta agus na cineálacha éagsúla bulaíochta gur féidir a dhéanamh.
- Cuirtear in iúl do na daltaí go mbíonn iarmhairtí iompar bulaíochta go dona i gcónaí dóibh siúd a ndírítear orthu, fiú mura mbíonn sé seo soiléir i gcónaí ag an am.
- Spreagtar daltaí iompar bulaíochta a aithint, a dhiúltú agus a thuairisciú. Ba chóir a chur in iúl do dhaltaí gur féidir/gur cheart dóibh insint dá múinteoir ranga nó d'aon duine fásta iontaofa eile faoin mbulaíocht.
- Cuirtear ó lasmuigh de phobal na scoile ag plé na bulaíochta leis na daltaí m.sh. Gardaí
- Alltogether Now - Do R5 & R6
- Different families Same Love - comórtas bliantiúil

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

- 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, feidhmeoidh an múinteoir a breithiúnas gairmiúil chun a chinneadh cibé an ndearnadh bulaíocht agus conas ab fhéidir déileáil leis an bhfadhb.
- Ní mór do thuismitheoirí agus do dhaltaí comhoibriú le haon imscrúdú agus cabhrú leis an scoil aon cheist bhulaíochta a réiteach agus an caidreamh a bhíodh idir na páirtithe atá bainteach leis an mbulaíocht a chur ar ais mar a bhí sé, a mhéad is indéanta sin.
- Tá sé ríthábhachtach go mbeadh tuiscint ar gach duine atá bainteach leis (lena n-áirítear gach grúpa daltaí agus tuismitheoirí) ar an gcur chuige thús ón gcéad lá.
- Déanfaidh an múinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí gan ainm, a imscrúdú agus déileáil leo.
- Agus anailís á déanamh ar theagmhais d'iompar bulaíochta, lorgóidh an múinteoir ábhartha freagraí ar na ceistanna céard, cá háit, cathain, cén duine nó cé na daoine, agus cad chuige? Beidh na ceistanna sin a chur go ciúin síochánta.
- Má bhíonn grúpa i gceist, beidh agallamh a chur ar gach duine den ghrúpa ina nduine agus ina nduine. Más oiriúnach é, beidh comhrá leis an ngrúpa ar fad ina dhiaidh sin. Ag an gcruinniú grúpa, iarrfar 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. D'fhéadfadh sé a bheith oiriúnach nó cabhrach iarraidh ar na daoine a bhí bainteach leis an teagmhas a gcuntas ar an teagmhas a scríobh síos.

- I gcásanna ina gcinneann an múinteoir ábhartha go ndearnadh bulaíocht, beidh teagmháil a dhéanamh, a luaithe is féidir, le tuismitheoirí na páirtithe i dtrácht chun iad a chur ar an eolas faoin scéal agus na bearta a dhéanfar a mhíniú doibh (le tagairt do bheartas na scoile). Tabharfaidh an scoil deis phlé do na tuismitheoirí ar shlí ina bhféadfaí bearta na scoile agus an tacaíocht do na daltaí a athneartú nó a mhéadú.
- I gcás ina gcinneann an múinteoir ábhartha go raibh dalta ag gabháil d'iompar bulaíochta, beidh sé chur ar a súile nó ar a shúile di nó dó go soiléir gur sháraigh sí nó sé beartas frithbhulaíochta na scoile agus beidh iarrachtaí déanta chun go bhféachfadh sí nó sé an scéal ó thaobh an dalta a bhfuil an bhulaíocht á déanamh air nó uirthi.
- In aon chás ina mbíonn gá le smachtú, is ceist phríobháideach é idir an dalta atá á smachtú, a tuismitheoirí nó a thuismitheoirí agus an scoil. Is féidir cruinnithe breise leis na páirtithe i dtrácht a shocrú chun iarracht a dhéanamh iad a thabhairt le chéile níos faide anonn.
- Agus cinneadh á dhéanamh cibé ar déileáladh go cuí agus go leordhóthanach le cás bulaíochta, ní mór don mhúinteoir ábhartha, mar chuid dá breithiúnas nó dá bhreithiúnas gairmiúil, na tosca seo a leanas a chur san áireamh:
 - Cibé ar scoireadh den 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 curtha ar ais mar a bhí sé, a mhéad is indéanta;
 - Aon aiseolas a fuarthas ó na páirtithe i dtrácht, óna dtuismitheoirí nó ó Phríomhoide nó Leas-Phríomhoide na scoile.
- I gcásanna ina 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 thairgeadh sa teimpléad taifeadta.
- I gcás nach bhfuil tuismitheoir sásta gur dhéileáil an scoil le cás bulaíochta i gcomhréir leis na gnásanna seo, beidh gnásanna na scoile maidir le gearán a dhéanamh curtha in iúl don tuismitheoir.
- I gcás ina mbaineann an tuismitheoir úsáid as gnásanna na scoile maidir le gearán a dhéanamh agus nach bhfuil sí/sé sásta fós, inseoidh an scoil don tuismitheoir go bhfuil sé de cheart aici/aige gearán a dhéanamh le hOmbudsman na Leanaí.

Nósanna imeachta chun iompar bulaíochta a thairgeadh

Cé go gcaithfidh an múinteoir gach tuairisc ar bhulaíocht, tuairiscí gan ainm san áireamh, a fhiosrú agus déileáil leo, úsáidfidh an múinteoir ábhartha a bhreithiúnas gairmiúil maidir leis na taifid a choimeádfar ar na tuairiscí seo, na gníomhartha a rinneadh agus aon phlé leo siúd a bhí bainteach leis sin;

Má cheapann an múinteoir gur tharla bulaíocht, ní mór don mhúinteoir taifid scríofa cuí a choinneáil a chuideoidh lena (h)iarrachtaí na fadhbanna a réiteach agus, chomh fada agus is féidir, caidreamh na bpáirtithe lena mbaineann a athbhunú. Ní mór don mhúinteoir an teimpléad taifeadta in Aguisín 3 a úsáid chun an iompar bulaíochta a thairgeadh sa chás seo a leanas: i gcásanna ina measann sé/sí nár tugadh aghaidh go cuí ar an iompar bulaíochta laistigh de 20 lá scoile tar éis dó a chinneadh gur tharla iompar bulaíochta

Sna cúinsí thuas, ní mór an teimpléad taifeadta in Aguisín 3 a chomhlánú go hiomlán agus a choinneáil ag an múinteoir atá i gceist agus cóip a sholáthar don Phríomhoide nó don Phríomhoide Tánaisteach de réir mar is cuí. Ba chóir a thabhairt faoi deara freisin nach gcuireann an amlíne chun iompar bulaíochta a thaifeadadh sa teimpléad taifeadta in Aguisín 3 bac ar aon bhealach ar an múinteoir dul i gcomhairle leis an bPríomhoide nó leis an bPríomhoide Tánaisteach ag céim níos luaithe maidir le cás.

Smachtbhannaí agus bearta leantacha

Nuair a fhaightear amach go bhfuil dalta gafa le hiompar bulaíochta, cuirfear na tuismitheoirí ar an eolas. Is mór an trua é a fháil amach go bhfuil do pháiste ag déanamh bulaíochta ar dhaoine eile ach is é gníomhartha an linbh bulaíochta nach bhfuil aontú orthu, ní ar an bpáiste é/í féin. Beidh smachtbhannaí aois-oiriúnach i bhfeidhm:

- Plé chun ionbhá a spreagadh
- Am clóis a chailleadh
- Litreacha leithscéil
- Obair bhreise
- Turais a chailleadh
- Scartha ó chomhghleacaithe – Fionraí sa rang (cathaoir ainmnithe suite laistigh den seomra ag teacht le spiorad an chórais iompair)
- An leanbh a chur ar aghaidh chuig an bhfoireann shinsearach nó chuig baill foirne teagaisc eile
- Tarraingt siar ó imeachtaí scoile (spórt a imirt, cóir srl)
- Éileamh na scoile ar mhaoirseacht Tuismitheoirí ar an mbealach chun na scoile agus ar ais
- Fionraí/díbirt ón scoil (de réir Pholasaí na scoile um Iompar Dearfach agus Treoirínte an NEWB do Scoileanna)

Is faoi rogha na scoile a ghearrfar smachtbhannaí agus ní hé ról ná pribhléid an tuismitheora cúrsa smachtbhanna ar leith a éileamh.

Ina theannta sin, déanfar gach iarracht tacú leis an leanbh dul i ngleic leis an iompar trí athléimneacht a thógáil, trí mhúinín a chothú agus trí chláir oideachais a bhaineann le bulaíocht.

Déanfaidh an Príomhoide tagairt ina thuairisc don Bhord Bainistíochta do Líon agus nádúr na gcásanna bulaíochta ón gcrúinniú deiridh. Sa mheastóireacht bhliantúil ar an bPolasaí Frithbhulaíochta déanfaidh an Príomhoide ina thuarascáil BOM i mí an Mheithimh tagairt do líon agus nádúr na gcásanna Bulaíocht a taifeadadh.

7. Seo a leanas clár tacaíochta na scoile do dhaltaí a ndearnadh bulaíocht orthu:

Daltaí a bhfuil bulaíocht orthu:

- a. Críoch a chur leis an iompar bulaíochta
- b. Cultúr na scoile a neartú chun meas níos mó a chothú ar dhaltaí a bhfuil bulaíocht á déanamh orthu agus ar gach dalta

- c. Cultúr na scoile a neartú chun comhbhá agus tacaíocht níos fearr a chothú do dhaltaí a ndéantar bulaíocht orthu
- d. Ag léiriú go soiléir nach bhfuil an locht ar an dalta ar a bhfuil an bulaíocht dírithe trí na daoine atá freagrach a aithint go tapa agus cásanna bulaíochta a réiteach go tapa.
- e. Atreorú chuig áiseanna comhairleoireachta do dhaltaí a bhfuil sé de dhíth orthu.
- f. Cabhrú le daltaí a bhfuil bulaíocht orthu a bhféinmhuinín a ardú tríd iad a spreagadh le bheith páirteach i ngníomhaíochtaí a chuidíonn le cairdis agus scileanna sóisialta a fhorbairt (m.sh. rannpháirtíocht in obair ghrúpa sa rang agus i ngníomhaíochtaí seach-churaclaim nó foirne le linn nó tar éis na scoile).

Daltaí atá ag gabháil d'iompar bulaíochta:

- A shoiléiriú go bhfaigheann daltaí a bhí gafa le hiompar bulaíochta “bileog ghlan,” nuair a réitítear eachtra agus nuair a thagann deireadh leis an iompar bulaíochta.
- A chur in iúl go soiléir go bhfuil dhaltaí leasaithe ag déanamh an rud ceart agus onórach agus moladh a thabhairt dóibh as seo.
- Atreorú chuig áiseanna comhairleoireachta do dhaltaí a bhfuil sé de dhíth orthu.
- Cabhrú leo siúd ar gá dóibh a bhféinmhuinín a ardú trí iad a spreagadh le bheith páirteach i ngníomhaíochtaí a fhorbraíonn cairdis agus scileanna sóisialta (m.sh. rannpháirtíocht in obair ghrúpa sa rang agus i ngníomhaíochtaí seach-churaclaim nó foirne le linn nó i ndiaidh scoil),
- Úsáid a bhaint as straitéisí foghlama tríd na scoile agus sa churaclam chun fhéinfhiúntais na ndaltaí a fheabhsú m.sh. Gaeilgeoir / Cara / Scríbhneoir / Dalta na seachtaine.
- Agus muid ag déileáil le hiompar diúltach go ginearálta, múinteoirí agus tuismitheoirí a spreagadh chun díriú ar iompraíochtaí dearfacha, drochiompar a cheartú agus tacaíocht a thabhairt don pháiste. Déanfar é seo trí theicnící peirspictíochta ‘tú féin a chur i mbróig an íospartaigh’
- Agus muid ag déileáil le hiompar bulaíochta ag lorg réitigh agus ag tairiscint tús úr le “bileog glan”.

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. Ghlac an Bord Bainistíochta an beartas seo an 24/10/22

11. Tá an beartas seo ar fáil do phearsanra na scoile, foilsíodh é ar aip na scoile & 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 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.

Sínte: *C. Mac Cearron*
(Cathaoirleach an Bhoird Bhainistíochta)

Síniú: 
(Príomhoide)

Dáta: 25/10/2022

Dáta: 25/10/2022

Dáta an chéad athbhreithnithe eile: Deireadh Fómhair 2023

Gaelscoil an Bhradáin Feasa Anti-Bullying Policy

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 an Bhradáin Feasa 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-
 - i. is welcoming of difference and diversity and is based on inclusivity;
 - ii. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - iii. 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-
 - i. build empathy, respect and resilience in pupils; and
 - ii. 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. 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. The relevant teachers for investigating and dealing with bullying are as follows:
 - Class teachers
 - Deputy Principal
 - Principal

5. The education and prevention strategies that will be used by the school are as follows:
 - Ceannairí Cairdis- Children promoting friendships and cooperative yard games rather than engaging in negative behaviour
 - The anti-bullying module of the SPHE programme taught during each school year Naíonáin Bheaga –rang 6.
 - Strategies specifically aimed at cyberbullying (webwise.ie) and homophobic & identity-based bullying (Barnardo's Online Safety Programme m.sh.)
 - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
 - Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
 - Pupils are encouraged to recognise, reject and report bullying behaviour. Pupils should be informed that they can/should tell their class teacher or any other trusted adult about bullying.
 - Pupils will experience visitors from outside of the direct school community discussing bullying e.g. Gardaí
 - Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the class teacher (in the case of staff members) or any staff member (in the case of parents/guardians).
 - Alltogether Now - for R5 & R6
 - Different families Same Love - annual competition

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 :

- 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.
- Parents 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.
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher.
- When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner.
- If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved maybe met as a group if appropriate. 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 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 parents of the parties involved will 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 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.
- 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 may be arranged separately with a view to possibly bringing them together at a later date.
- 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.
- 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.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with

these procedures, the parents will be referred, as appropriate, to the school's complaints procedures.

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

Procedures for recording bullying behaviour

While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;

If it is established by the relevant teacher that bullying has occurred, the relevant teacher will 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 will use the recording template to record the bullying behaviour 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.

The recording template will 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.

Sanctions and follow up

Where a pupil has been found to be engaged in bullying behaviour, parents will be informed. It is distressing to discover that your child has been bullying others but it is the actions of the bullying child that are disapproved of, not the child him/herself. Age appropriate sanctions will apply including:

- Empathy evoking discussions
- Loss of yard time
- Letters of apology
- Additional work
- Loss of fieldtrip opportunity
- Exclusion from peers – In class Suspension (designated chair located within the room in keeping with the spirit of the Discipline system)
- Referral of the child to senior staff or teaching team colleagues
- Withdrawal from representing school (playing sport, choirs etc)
- Demand by school of Parental supervision on the way to and from school
- Suspension/Exclusion from school (in compliance with the school Behaviour Policy and the NEWB Guidelines for Schools)

The list of sanctions above is not an exclusive list and other sanctions may be imposed as deemed appropriate by the school. Sanctions will be imposed at the discretion of the school and it is not the role or privilege of the parent to insist or demand a particular course of sanction.

In addition, every effort will be made to support the child engaging in the behaviour through resilience building, confidence building and educational programmes around bullying.

The Principal in reporting to the BoM will refer to the number and nature of the bullying cases since the last BoM meeting. In the annual evaluation of the Anti-Bullying Policy the Principal's report will refer to the number and nature of bullying cases recorded.

7. The school's programme of support for working with pupils affected by bullying is as follows:

Bullied pupils:

- Ending the bullying behaviour
- Strengthening the school culture to foster more respect for bullied pupils and all pupils
- Strengthening the school culture to foster greater empathy towards and support for bullied pupils
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations.
- Making adequate referral to counselling facilities for pupils who need it.
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

Pupils engaging in Bullying behaviour:

- Making it clear that bullying pupils who reform get a "clean sheet," when the incident has been resolved and bullying behaviour ceases.
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this.
- Making adequate referral to counselling facilities for pupils who need it.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth e.g. Gaeilgeoir / Cara / Scríbhneoir / Dalta na seachtaine.
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on positive behaviours, challenge and correct the negative behaviour while supporting the child. This will be accomplished through perspective taking techniques 'putting yourself in the victim's shoes' in order for the child perpetrating bullying behaviour to empathise with how the victim feels.
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a "clean sheet".

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 24/10//2022.

11. This policy has been made available to school personnel, published on the school website & readily accessible to parents and pupils on request) 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.

Signed: *C. Mac Cearron*
(Chairperson of Board of Management)

Signed: 
(Principal)

Date: 25/10/2022

Date: 25/10/2022

REview Date: October 2023