

## Polasaí Frith-Bhulaíocht-Scoil Chaoimhín

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

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

*An rud a thuigtear le bulaíocht ná iompar diúltach neamh iarrtha, 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;*
- *cibear bhulaíocht;*
- *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 téacs teachtaireacht 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 Frith bhulaíochta Bunscoile agus Iarbhunscoile*.

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 príomh phrionsabail dea-chleachtas seo a leanas agus iompar bulaíochta á chosc agus á chomhrac.

Cultúr dearfach a bheith i réim sa scoil:

- ina nglactar go fonnmar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht

- ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamh bhagrach; 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 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 cibear bhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena náirítear bulaíocht homafóbach agus trasfóbach;
- Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
- Tacaíochtaí don fhoireann;
- Teagmhais bhulaíochta a thairfeadh 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 frith bhulaíochta.

### **1.0.0 Feidhmiú na straitéisí oideachais agus coiscithe, lena n-áirítear bearta chun feasacht a mhúscailt**

1.1.1 Ní mór cosc na bulaíochta a bheith ina chuid dhílis de gach ceacht ar bhulaíocht. Rachaidh an scoil i ngleic go sainráite le ceist na cibear bhulaíochta agus na bulaíochta bunaithe ar aitheantas, go háirithe bulaíocht homafóbach agus bulaíocht trasfóbach.

1.1.2 Beidh ceachtanna bunaithe ar na straitéisí sin go gcothaítear ionbhá, meas agus athléimneacht sna daltaí.

1.1.3 De bhrí go bhfuil ceangal láidir idir iompar agus féinmheas, déanfaidh Scoil Chaoimhín tríd a gcuid clár curaclaim agus seach-churaclaim, féachaint le deiseanna a thabhairt do dhaltaí chun braistint dhearfach dá fhiúntas féin a chothú.

1.1.4 Beidh tionscnaimh agus cláir a dhíreoidh ar fheasacht agus ar thuiscint ar bhulaíocht á chothú sna daltaí, lena n-áirítear cúiseanna le bulaíocht agus iarmhairtí na bulaíochta, déileáil go sainráite le bulaíocht bunaithe ar aitheantas agus go háirithe le bulaíocht homafóbach agus le bulaíocht trasfóbach.

1.1.5 Ní mór do bhearta coiscithe agus múscailt feasachta déileáil go sainráite leis an gcibear bhulaíocht. An tslí is fear le dul i ngleic leis an gcibear bhulaíocht ná é a chosc ar an gcéad dul síos. Déanfaidh Scoil Chaoimhín bearta coiscithe agus múscailt feasachta a dhíriú ar oideachas a chur ar dhaltaí faoin tslí le hiad féin a iompar ar líne, faoin tslí le bheith sábháilte ar líne agus ar conas cultúr a chothú ina dtuairiscítear aon údar inní mar gheall ar chibear bhulaíocht. Gnéithe tábhachtach den chur chuige sin is ea cur chuige scoile uile a bheith ann agus ról gníomhach a bheith ag tuismitheoirí. Ba cheart a chur san áireamh sna bearta coiscithe agus múscailt feasachta an deis atá ann chun gabháil don chibear bhulaíocht ar áiseanna teicneolaíochta atá ar fáil laistigh den scoil.

1.1.6 Déanfaidh Scoil Chaoimhín cúram speisialta a dhéanamh do dhaltaí faoi mhíchumas agus do dhaltaí a bhfuil riachtanais speisialta oideachais acu agus bearta á ndéanamh ag scoil chun dul i ngleic le hiompar bulaíochta nó é a chosc. Ar na bearta is féidir a dhéanamh chun an dóchúlacht go ndéanfar bulaíocht ar dhaltaí a

bhfuil riachtanais speisialta oideachais acu a laghdú tá cuimsiú a fheabhsú, díriú ar scileanna sóisialta a shealbhú, aird a dhíriú ar phríomh ócáidí mar an t-athrú ón mbunscoil go dtí an iar-bhunscoil agus deá-chultúr scoile a chothú ina léirítear meas ar chách agus ina dtugtar lámh chúnta don uile dhuine.

1.1.7 Beidh plean bearta coiscthe agus múscailt feasachta na scoile ar aon dul leis an gcineál bulaíochta a bhíonn i gceist agus aois agus inscne na ndaltaí i dtrácht a chur san áireamh. Déanfaimid ár ndícheall chun feasacht ar bhulaíocht a mhúscailt ionas go dtuigfidh gach ball de phobal na scoile an rud is bulaíocht ann agus an tslí ina ndéileáilann an scoil le hiompar bulaíochta.

1.1.8 Déanfaidh Scoil Chaoimhín lá foirne a eagrú ar ábhar na bulaíochta agus lá feasachta a eagrú ag an am céanna do dhaltaí agus do thuismitheoirí.

1.1.9 Féadann múinteoirí tionchar dearfach a bheith acu ar iompar bulaíochta trí thionscnaimh churaclaim éagsúla.

Clár Bí Sábháilte

Clár Oideachais & caidrimh Gnéasachta

Walk Tall

Clár Scoileanna ar mhaithe leis an tSláinte in Éirinn

1.1.10 Déanfaidh gach ábhar a mhúinfeadh í Scoil Chaoimhín iarracht meas ar éagsúlacht agus ar chuimsiú a chothú. Déantar foráil speisialta sa churaclam OSPS chun féachaint ar iompar bulaíochta agus ar na réimsí gaolmhara seo: muintearas agus imeascadh, cumarsáid, coimhlint, cairdeas, sábháilteacht phearsanta agus caidreamh.

Tá spás i ngach ábhar le dearcadh a chothú ar mhaithe le meas ar chách; a thábhachtaí atá an éagsúlacht; conas réamhchlaonadh agus steiréitíopáil a sheachaint agus béim a leagan ar a neamh-inghlactha atá iompar bulaíochta.

## **2.0.0 Gnásanna chun iompar bulaíochta a imscrúdú agus déileáil leis.**

*Tá gnásanna soiléir ag an scoil chun bulaíocht a imscrúdú agus déileáil leis agus tá na gnásanna seo leagtha amach i mbeartas frith bhulaíochta na scoile. Tá gnásanna Scoil Chaoimhín leagtha amach anseo thíos. Is é/í an múinteoir ranga nó an múinteoir a fheiceann an gníomh, an múinteoir ábhartha a dhéantar tagairt dó/di sa doiciméad seo.*

- (i) 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);
- (ii) 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 fhearr déileáil leis an bhfadhb.
- (iii) Ní mór don mhúinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí gan ainm, a imscrúdú agus déileáil leo. Ar an tslí sin beidh níos mó muiníne ag daltaí gur fiú bulaíocht a thuairisciú.
- (iv) Ní mór an fhoireann neamh theagaisc – rúnaithe, cúntóirí riachtanas speisialta, coimhdirí iompar scoile, airígh, glantóirí – a spreagadh chun aon teagmhas d'iompar bulaíochta a fheiceann siad, nó a luaitear leo, a thuairisciú don mhúinteoir ábhartha;
- (v) 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.

- (vi) Tá sé rithábhachtach 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.
- (vii) Ní mór é a bheith soiléir don uile dhuine atá bainteach leis (gach grúpa daltaí agus tuismitheoirí) in aon chás ina mbíonn gá le smachtú, gur ceist phríobháideach é idir an dalta atá á smachtú, a tuismitheoirí nó a tuismitheoirí agus an scoil.

### **3.0.0 Teagmhais bhulaíochta a thairfeadh agus a imscrúdú go comhsheasmhach agus obair leantach a dhéanamh ina dtaobh**

3.1.1 Is gá cur chuige comhsheasmhach soiléir a ghlacadh i leith déileáil le bulaíocht nuair a thagann sé chun cinn chun cleachtas éifeachtach a chothú.

3.1.2 Féadfaidh dalta nó tuismitheoir údar inní bulaíochta a chur faoi bhráid múinteoir ar bith sa scoil. Ní mór do mhúinteoirí aonair bearta cuí a dhéanamh má thairiscítear iompar bulaíochta dóibh, i gcomhréir le beartas frith bhulaíochta na scoile.

3.1.3 Sna gnásanna seo, tabharfar an "múinteoir ábhartha" ar an mball foirne ar a bhfuil freagracht as bulaíocht a imscrúdú agus déileáil léi. I Scoil Chaoimhín is é/í an múinteoir ranga a bheidh ina mhúinteoir ábhartha de ghnáth.

3.1.4 Ba cheart cur chuige réidh, fadhb réitigh, neamh mhothúchánach a bheith ag múinteoirí agus iad ag déileáil le líomhaintí d'iompar bulaíochta a thairiscíonn daltaí, baill foirne nó tuismitheoirí dóibh;

3.1.5 Is fear de ghnáth teagmhais a imscrúdú lasmuigh den seomra ranga chun príobháideacht gach duine atá bainteach leis a chosaint.

3.1.6 Ba cheart gach agallamh a dhéanamh go hígair ag féachaint do chearta gach dalta i dtrácht. D'fhéadfadh daltaí nach bhfuil baint dhíreach acu leis an mbulaíocht eolas úsáideach a sholáthar in agallamh mar sin;

3.1.7 Agus anailís á déanamh ar theagmhais d'iompar bulaíochta, ba cheart don mhúinteoir ábhartha freagraí a lorg ar na ceisteanna céard, cá háit, cathain, cén duine nó cé na daoine, agus cad chuige? Ba cheart na ceisteanna sin a chur go ciúin síochánta, chun sampla a thabhairt den tslí le déileáil le coimhlint go héifeachtach neamh ionsaitheach.

3.1.8 Má bhíonn grúpa i gceist, ba cheart agallamh a chur ar gach duine den ghrúpa ina nduine agus ina nduine. Ba cheart labhairt leis an ngrúpa ar fad ina dhiaidh sin. Ag an gcrúinniú grúpa, ba cheart a iarraidh ar gach ball cuntas a thabhairt ar an méid a chonaic sé/sí le bheith cinnte go gcloiseann an grúpa ar fad cuntais a chéile.

3.1.9 Ba cheart tacú le gach ball sa ghrúpa i bhfianaise na mbrúnna a d'fhéadfadh baill eile sa ghrúpa a chur orthu tar éis an agallaimh leis an múinteoir;

3.1.10 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;

3.1.11 I gcásanna ina gcinneann an múinteoir ábhartha go ndearnadh bulaíocht, ba cheart teagmháil a dhéanamh, a luaithe is féidir, le tuismitheoirí na bpáirtithe i dtrácht chun iad a chur ar an eolas faoin scéal agus na bearta a dhéanfar a mhíniú dóibh (le tagairt do bheartas na scoile). Ba cheart go dtabharfadh an scoil deis phlé do na tuismitheoirí ar shlite ina bhféadfaí bearta na scoile agus an tacaíocht do na daltaí a athneartú nó a mhéadú;

3.1.12 I gcás ina gcinneann an múinteoir ábhartha go raibh dalta ag gabháil d'iompar bulaíochta, ba cheart é a chur ar a súile nó ar a shúile di nó dó go soiléir gur sháraigh sí nó sé beartas frith bhulaíochta na scoile agus ba cheart iarrachtaí a dhéanamh chun go bhféachfadh sí nó s an scéal ó thaobh an dalta a bhfuil an bhulaíocht á déanamh air nó uirthi nó air;

3.1.13 Ní mór é a bheith soiléir don uile dhuine atá bainteach leis (gach grúpa daltaí agus tuismitheoirí) in aon chás ina mbíonn gá le smachtú, gur ceist phríobháideach é idir an dalta atá á smachtú, a tuismitheoirí nó a thuismitheoirí agus an scoil;

3.1.14 Ba cheart cruinnithe breise leis na páirtithe i dtrácht a shocrú chun iarracht a dhéanamh iad a thabhairt le chéile níos faide anonn má bhíonn an dalta a ndearnadh an bhulaíocht uirthi nó air sásta leis sin. Féadann tairbhe theiripeach a bheith ag gabháil le cruinnithe mar sin;

3.1.15 I gcásanna ina measann an múinteoir ábhartha nár caitheadh go leordhóthanach leis an iompar bulaíochta laistigh de 20 lá scoil tar éis di/dó a chinneadh gur tharla iompar bulaíochta, ní mór don mhúinteoir ábhartha é sin a thaifead sa teimpléad taifeadta a chuirtear ar fáil in Aguisín 3;

3.1.16 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.

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

3.1.18 I gcás ina mbaineann an tuismitheoir úsáid as gnásanna 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.

#### **4.0.0 Gnásanna chun iompar bulaíochta a thaifeadadh**

Tá gnásanna soiléire ag an scoil chun iompar bulaíochta a nótaíl agus a thuairisciú go foirmiúil agus tá na gnásanna sin doiciméadaithe mar chuid de bheartas frith bhulaíochta na scoile. Ní mór gach taifead a choimeád i gcomhréir leis an reachtaíocht chuí cosanta sonraí. Beidh gnásanna na scoile chun iompar bulaíochta a nótaíl agus a thuairisciú cloí leis na rialacha seo a leanas:

(i) Bíodh is go gcaithfear gach tuairisc, lena n-áirítear tuairiscí gan ainm i dtaobh bulaíochta, a imscrúdú agus go gcaithfidh an múinteoir ábhartha déileáil leo, bainfidh an múinteoir ábhartha leas as a breithiúnas gairmiúil i dtaca leis na taifid de na tuairiscí sin a bheidh le coinneáil, na bearta a dhéanfar agus aon phlé leo siúd atá bainteach leis an mbulaíocht maidir leis an gcéanna;

(ii) Má fhaigheann an múinteoir ábhartha go ndearnadh bulaíocht, ní mór don mhúinteoir ábhartha taifid scríofa a choimeád chun cabhrú léi/leis an cheist a réiteach agus an gaol idir na páirtithe a chur ar ais mar a bhí sé, a mhéad is indéanta.

(iii) Ní mór don mhúinteoir ábhartha an teimpléad tuairiscithe in Aguisín 3 a úsáid chun an t-iompar bulaíochta a thaifeadadh sna cásanna seo a leanas:

a) i gcásanna ina measann sé/sí nár díríodh go leordhóthanach ná go cuí ar an iompar bulaíochta laistigh de 20 lá scoil tar éis dó/dí a chinneadh gur tharla iompar bulaíochta; agus

b) i gcás inar chinn an scoil, mar chuid dá bheartas frith bhulaíochta, go gcaithfear iompar bulaíochta a thaifeadadh i gcásanna áirithe agus é a thuairisciú láithreach don Phríomhoide nó don Leas-phríomhoide, faoi mar a bheadh.

I ngach ceann de chásanna (a) agus (b) thuas, ní mór an teimpléad taifeadta in Aguisín 3 a chomhlánú ina iomláine agus ní mór don mhúinteoir i dtrácht é a choimeád agus cóip a chur ar fáil don Phríomhoide nó don Leas-Phríomhoide, faoi mar a bheadh. Ba cheart é a nótáil nach gciallaíonn an amlíne chun iompar bulaíochta a thaifeadadh sa teimpléad taifeadta ag Aguisín 3 nach féidir leis an múinteoir ábhartha dul i gcomhairle leis an bPríomhoide nó an Leas-Phríomhoide ag céim níos luaithe i dtaca le cás.

### **Bulaíocht mar chuid de chontanam iompair**

I gcásanna ina bhfuil údar tromchúiseach inní ag an scoil i dtaobh iompar dalta, ba cheart comhairle a lorg ón tSeirbhís Náisiúnta Síceolaíochta Oideachais (NEPS).

Cásanna tromchúiseacha a tharchur chuig FSS

- I dtaca le bulaíocht sna scoileanna foráiltear in Tús Áite do Leanaí – Treoir Náisiúnta maidir le Cosaint agus Leas Páistí, 2011 (Tús Áite do Leanaí) agus sna Gnásanna um Chosaint Leanaí i mBunscoileanna agus in Iar-bhunscoileanna "i gcásanna ina dtarlaíonn teagmhas tromchúiseach agus ina bhféachtar ar an iompar mar iompar a d'fhéadfadh a bheith mí-úsáideach, ní mór don scoil dul i gcomhairle le Seirbhísí Sóisialta FSS do Leanaí agus do Theaghlaigh d'fhonn freagairt chuí a dhréachtú, ar nós plean bainistíochta".
- Ba cheart teagmhais thromchúiseacha d'iompar bulaíochta a tharchur, faoi mar atá leagtha síos in Tús Áite do Leanaí agus sna Gnásanna um Chosaint Leanaí i mBunscoileanna agus in Iar-bhunscoileanna, chuig Seirbhís Leanaí agus Teaghlaigh FSS agus/nó na Gardaí, faoi mar a bheadh.
- Foráiltear, leis, sna Gnásanna um Chosaint Leanaí i mBunscoileanna agus in Iar-bhunscoileanna go gcaithfidh an Teagmhálaí Ainmnithe comhairle a lorg ó Sheirbhísí Leanaí agus Teaghlaigh FSS i gcás ina bhfuil údar inní ag pearsanra scoile mar gheall ar pháiste ach nach bhfuil siad cinnte ar cheart an cás a thuairisciú d'FSS.

### **5.0.0 Tacaíochtaí do dhaltaí a ndearnadh bulaíocht orthu:**

Tugtar cuireadh & tacaíocht do dhaltaí a rinneadh bulaíocht orthu trí chomhrá agus plé leis an múinteoir agus lena dtuismitheoirí.

- Beidh comhrá ranga bunaithe timpeall an topaic a thosaigh an bulaíocht.
- Daltaí a thugann teagmhais d'iompar bulaíochta faoi deara, ba cheart iad a spreagadh chun na teagmhais sin a phlé le múinteoirí.
- Clár tacaíocht tarraingthe suas ag an múinteoir ábhartha. Bíonn cúnamh leanúnach de dhíth ar dhaltaí a bhí bainteach le hiompar bulaíochta.
- Clár comhairleoireacht curtha ar fáil le cabhair ó NEPS
- Déanfar cásanna thromchúiseacha bulaíochta a chur ar aghaidh ag HSE/Gardaí mar atá leagtha síos i bpolasáí ‘Cosaint Leanaí’ na scoile

### **6.0.0 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.

### **7.0.0 An Ciapadh a Chosc**

Deimhníonn an Bord Bainistíochta go ndéanfaidh an scoil, de réir a oibleagáidí faoin reachtaíocht chombhionannais, 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 teaghlai, treoshuíomh gnéasach, reiligiún, aois, míchumas, cine nó ballraíocht den Lucht Siúil. Ghlac an Bord Bainistíochta an beartas seo an \_\_\_\_\_ [dáta].

Tá an beartas seo ar fáil do phearsanra na scoile, beidh sé foilsithe ar shuíomh Gréasáin na scoile Cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

**8.0.0 Athbhreithneoidh an Bord Bainistíochta an beartas agus a fheidhmiú uair amháin i ngach scoilbhliain. Cuirfear fógra scríofa gur athbhreithníodh beartas frith bhulaíochta na scoile ar fail do phearsanra na scoile, foilseofar é ar shuíomh Gréasáin na scoil. Cuirfear taifead den athbhreithniú agus a thoradh ar fáil don phátrún agus don Roinn, leis, má iarrtar é.**

Sínithe: \_\_\_\_\_  
(Cathaoirleach an Bhoird Bhainistíochta)

Dáta: \_\_\_\_\_

Dáta an chéad athbhreithnithe eile:

Síniú: \_\_\_\_\_

(Príomhoide)

Dáta: \_\_\_\_\_

## Scoil Chaoimhín's Anti-Bullying Policy

In accordance with the requirements of the *Education (Welfare) Act 2000* and the Code of Behaviour guidelines issued by the NEWB, Bord Bainistíochta Scoil Chaoimhín 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.

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*.

**The Bord Bainistíochta** 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
- promotes respectful relationships across the school community
- Promotes effective leadership;
- Promotes a school-wide approach;



- Promotes a shared understanding of what bullying is and its impact

The implementation of education and prevention strategies (including awareness raising measures) that;

- builds empathy, respect and resilience in pupils.
- explicitly address the issues of cyber-bullying and identity bullying including in particular, homophobic and transphobic bullying.
- Promotes effective supervision and monitoring of pupils;
- Promotes supports for staff;
- Promotes consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- Promotes an on-going evaluation of the effectiveness of our anti-bullying policy.

### **1.0.0 Education and prevention strategies**

1.1.1 The prevention of bullying will be an integral part of all anti-bully lessons and will address the issues of cyberbullying and identity-based bullying including in particular, homophobic and transphobic bullying.

1.1.2 Lessons will include strategies needed to build empathy, respect and resilience in pupils.

1.1.3 As self-esteem is a major factor in determining behaviour, Scoil Chaoimhín will through both its curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.

1.1.4 Initiatives and programmes will focus on developing pupils' awareness and understanding of bullying, including its causes and effects.

1.1.5 Prevention and awareness raising measures will also deal with cyber bullying. Prevention and any awareness raising measures will focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying.

1.1.6 Scoil Chaoimhín's approach to tackling and preventing bullying will take particular account of the needs of pupils with disabilities or with SEN. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.

1.1.7 The prevention and awareness programmes in Scoil Chaoimhín will be appropriate to the various types of bullying and will take into account the age and gender of the pupils involved.

1.1.8 Scoil Chaoimhín will promote an 'anti bullying' awareness day on the subject of bullying for pupils, parents and staff.

1.1.9 Teachers will influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. SPHE programme The Stay Safe Programme The Relationships and Sexuality Programme (RSE) Schools for Health in Ireland programme.

1.1.10 All subjects taught in Scoil Chaoimhín will aim to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English, there is a wide range of literature available which could be used to stimulate discussion. In Social, Political and Health Education (SPHE), the

interdependence of people in communities at local, national and international levels is stressed. In Geography and History references to colonisation, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects. Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

### **2.0.0 The Aims & Procedures for investigating and dealing with bullying in Scoil Chaoimhín**

The *relevant teacher* as referred to in this document is the class teacher or the teacher who witnesses the bullying.

- (i) 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).
- (ii) 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.
- (iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher.
- (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- (v) 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.
- (vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- (vii) 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.

### **3.0.0 The school's procedures for investigation, follow-up and recording of bullying behaviour.**

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

- a) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- b) 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.
- c) 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.

d) 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.

e) Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

f) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

g) 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 (by reference to the school policy). 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;

h) 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.

i) 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.

j) 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 at Appendix 3.

k) 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 parents or the School Principal or Deputy Principal;*

l) 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.

m) 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.

#### **4.0.0 Procedures for recording bullying behaviour.**

**The Bord Bainistíochta** has clear established procedures for the formal noting and reporting of bullying behaviour and these are documented in the school's anti-bullying policy. All records must be maintained in accordance with relevant data

protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

- (i) 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;
- (ii) 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.
- (iii) 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.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 3 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 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.

### **Bullying as part of a continuum of behaviour.**

It is important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) and other outside agencies will be sought.

### **Referral of serious cases to the HSE**

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

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

#### **5.0.0 The school's programme of support for working with pupils affected by bullying is as follows.**

Pupils who witness incidents of bullying are encouraged to tell an adult, discuss them with their teacher and parents.

- Class discussion based around the topic/issue causing the bullying.
- A programme of support for pupils who have been bullied drawn up by the relevant teacher
- Pupils who engage in bullying behaviour or who have been bullied may need counselling. Such cases will be referred to NEPS psychologist and the HSE.
- Serious incidents of bullying will be referred to the school's designated liaison person, the HSE and/or the Gardaí as appropriate in accordance with 'Children First' and 'Child Protection Procedure for Primary Schools'
- It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a standalone issue. To ensure that any such cases are dealt with appropriately, the school's anti-bullying policy is part of the overall code of behaviour and provides for referral to be made to relevant external agencies and authorities where appropriate. In cases where Scoil Chaoimhín has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought as well as other outside appropriate agencies.

#### **6.0.0 Supervision and Monitoring of Pupils**

The Bord Bainistíochta 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.

#### **7.0.0 Prevention of Harassment**

The Bord Bainistíochta 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.

This policy was adopted by the Bord Bainistíochta on \_\_\_\_\_ (date)

This policy has been made available to school personnel, published on the school website, is 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.

### **8.0.0 Review**

This policy and its implementation will be reviewed by the Bord Bainistíochta once in every school year. Written notification that the review has been completed will be made available to parents and pupils on request 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 \_\_\_\_\_  
(Cathairleach an Bhoird Bhainistíochta)  
Date: \_\_\_\_\_  
Date of next review:

Signed: \_\_\_\_\_  
(Príomhoide)  
Date: \_\_\_\_\_