Polasaí Bí Cineálta chun Iompraíocht Bhulaíochta a Chosc agus Dul i nGleic léi

Ghlac Bord Bainistíochta Scoil Chaitlín Maude an polasaí seo a leanas chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi.

Comhlíonann an polasaí seo go hiomlán ceanglais *Bí Cineálta: Gnásanna chun Iompraíocht Bhulaíochta a Chosc agus Dul i nGleic léi do Bhunscoileanna agus d'Iar-bhunscoileanna* 2024.

Aithníonn an Bord Bainistíochta go gcuireann iompraíocht bhulaíochta as do chearta an linbh mar a leagtar amach i gCoinbhinsiún na Náisiún Aontaithe um Chearta an Linbh. Tá freagracht orainn go léir, mar phobal scoile, oibriú le chéile chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi agus chun déileáil leis an tionchar diúltach a bhíonn ag iompraíocht bhulaíochta.

Táimid tiomanta do chinntiú go gcoinnítear gach scoláire a fhreastalaíonn ar ár scoil saor ó dhíobháil agus go bhfuil folláine ár scoláirí chun tosaigh i ngach rud atá á dhéanamh againn. Aithnímid an tionchar diúltach a d'fhéadfadh a bheith ag iompraíocht bhulaíochta ar shaol ár scoláirí agus táimid tiomanta go hiomlán d'iompraíocht bhulaíochta a chosc agus dul i ngleic léi.

Deimhnímid go ndéanfaimid, i gcomhréir lenár noibleagáidí faoi reachtaíocht chomhionannais, gach beart atá indéanta de réir réasúin chun ciapadh scoláirí nó baill foirne a chosc ar aon cheann de na naoi bhforas a shonraítear: inscne, stádas sibhialta, stádas clainne, claonadh gnéasach, reiligiún, aois, míchumas, cine agus a bheith mar bhall den Lucht Siúil.

Sainmhíniú ar an mbulaíocht

Tugtar sainmhíniú ar an mbulaíocht in *Cineáltas: Plean Gníomhaíochta ar an mBulaíocht agus Bí Cineálta: Gnásanna chun Iompraíocht Bhulaíochta a Chosc agus Dul i nGleic léi do Bhunscoileanna agus d'Iar-bhunscoileanna* mar iompraíocht spriocdhírithe, ar líne nó as líne a dhéanann dochar. D'fhéadfadh an dochar a dhéantar a bheith fisiciúil, sóisialta agus/nó mothúchánach. Leanann iompraíocht bhulaíochta ar aghaidh thar thréimhse ama agus bíonn neamhchothroime cumhachta i gceist ann sa chaidreamh idir beirt nó grúpaí daoine sa tsochaí. Tugtar an sainmhíniú mionsonraithe i gCaibidil 2 de ghnásanna Bí Cineálta.

Ní mór do gach scoil polasaí Bí Cineálta a fhorbairt agus a chur i bhfeidhm ina leagtar amach conas a chuireann pobal na scoile cosc ar iompraíocht bhulaíochta agus conas a théann sé i ngleic léi. Déantar foráil i gCód Iompraíochta na scoile do straitéisí chun déileáil le hiompraíocht mhíchuí nach iompraíocht bhulaíochta í.

Mír A: Forbairt/athbhreithniú ar ár bpolasaí Bí Cineálta chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi

Tugadh deis do gach ball dár bpobal scoile ionchur a bheith acu i bhforbairt/athbhreithniú an pholasaí seo.

	Dáta an Chomhairliúcháin	Modh comhairliúcháin
Foireann na Scoile	06/05/25 28/05/25	Suirbhé Leathlá dúnadh
Scoláirí	21/05/25	Cruinniú do Chomhairle na nDaltaí
Tuismitheoirí	06/05/25	Suirbhé
Bord Bainistíochta	28/04/25	Plé ag Cruinniú Bord
Pobal na scoile i gcoitinne (de réir mar is cuí mar shampla tiománaithe bus)	06/05/25	Suirbhé
An dáta ar faomhadh an polasaí: 16/06/25		
An dáta is déanaí a ndearnadh athbhreithniú ar an bpolasaí: 26/04/26		

Mír B: Iompraíocht Bhulaíochta a Chosc

Leagtar amach sa mhír seo na straitéisí coisctheacha a úsáidfidh an scoil. Ina measc sin tá straitéisí atá dírithe go sonrach ar iompraíocht bhulaíochta ar líne a chosc, iompraíocht bhulaíochta homafóbach agus trasfhóbach, iompraíocht bulaíochta ciníche, iompraíocht bulaíochta gnéasaí agus ciapadh gnéasach de réir mar is cuí. (Féach Caibidil 5 de ghnásanna Bí Cineálta).

<u>Cultúr agus Timpeallacht:</u>

Déanaimid ár ndícheall:

- Cultúr scoile a chruthú ina bhfuil iompar bulaíochta doghlactha agus cur chuige comhsheasmhach chun aghaidh a thabhairt ar iompar bulaíochta.
- Tuismitheoirí a bheith páirteach mar chomhpháirtithe gníomhacha i gcothú timpeallachta nach nglactar le hiompar bulaíochta.
- Tacú leis an smaoineamh gur **timpeallacht insinte** í ár scoil. Cinntímid go ndéanaimid athbhreithniú ar phríomhtheachtaireachtaí an Chláir Fan Sábháilte go rialta.
- Coincheap an duine fásta iontaofa- cé leis ar cheart a insint agus cé a fhéadfaidh cabhrú a chur chun cinn.
- Spásanna sábháilte a chruthú inár bhfoirgneamh scoile agus sna clóis - maoirseacht leordhóthanach agus guth na ndaltaí á chinntiú agus ár n-athbhreithnithe bliantúla á

ndéanamh.
• Bacainní a bhaint a chuirfeadh isteach ar infheictheacht na ndaltaí go léir m.sh., i seomraí ranga/conairí/ar an gclós etc. Foireann ag scaipeadh le linn maoirseachta ar an chlós.
• Cultúr agus timpeallacht scoile dearfach a chruthú a:
➢ fáilteoidh roimh dhifríocht agus éagsúlacht agus atá bunaithe ar chuimsitheacht
➢ a spreagann daltaí chun eachtraí iompair bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach.
➢ a chuireann caidrimh mheasúla chun cinn ar fud phobal na scoile.

Is Scoil Bí Cineálta í Scoil Chaitlín Maude. Leanann muid na nósanna imeachta frithbhulaíochta seo (2024) agus measaimid gur príomhghnéithe de chultúr scoile dearfach iad seo a leanas:

• Aithnímid ceart gach ball de phobal na scoile taitneamh a bhaint as scoil i dtimpeallacht shábháilte.
• Aithnímid uathúlacht gach duine aonair agus a luach mar dhuine.
• Cuirimid nósanna dearfacha féinmheasa, féinsmachta agus freagrachta chun cinn i measc a bhaill uile.
• Tá tiomantas soiléir againn cothromas a chur chun cinn.
• Tá an cumas againn athrú mar fhreagairt ar riachtanais ár ndaltaí.
• Aithnímid gnéithe den churaclam trína bhféadfar tionchair dhearfacha agus inbhuanaithe a imirt chun dearcthaí agus luachanna na ndaltaí a mhúnlú.
• Tugann muid aire ar leith do dhaltaí atá 'i mbaol' agus úsáidimid córais chun riachtanais a aithint agus idirghabháil luath a éascú nuair is gá – agus ar an gcaoi sin freagairt do riachtanais, eagla/imní baill aonair ar bhealach íogair.
• Cuirtear an fhoireann ar an eolas faoin gcur chuige aonfhoirmeach a chaithfimid a ghlacadh chun déileáil le gach tuairisc ar bhulaíocht – déantar é seo a dháileadh ar an bhfoireann agus coinneofar cóip ar Google drive na scoile.
• Is cuid den ábhar curaclaim i ngach rang ceachtanna fanacht sábháilte agus OSPS a dhíríonn ar iompar dearfach.
• Maoirseacht agus monatóireacht éifeachtach ar dhaltaí.
• Aithníonn Scoil Chaitlín Maude an gá atá le hoibriú i gcomhpháirtíocht le tuismitheoirí agus iad a choinneáil ar an eolas faoi nósanna imeachta chun caidrimh a fheabhsú laistigh de phobal na scoile.
• Aithnímid cearta na dtuismitheoirí chun páirt a ghlacadh sa tasc chun raon scileanna saoil a thabhairt do dhaltaí.
• Aithnímid ról gníomhaireachtaí pobail eile maidir le bulaíocht a chosc agus a láimhseáil. Tuigimid go bhféadfadh cúnamh na nGardaí, Tusla agus Oibrithe Pobail a bheith ag teastáil i gcásanna áirithe.
• Cuirimid nósanna meas frithpháirteach, cúirtéise agus feasacht aridirspleáchas daoine i ngrúpaí agus i bpobail chun cinn.
• Cuirimid cáilíochtaí freagrachta sóisialta chun cinn, faoi threoir an Phríomhoide, chun gníomhú chun iompar bulaíochta/iompar ionsaitheach a chosc ó AON BHAILL de phobal na scoile.

Curaclam (múineadh agus foghlaim)

Déanaimid ár ndícheall:
• Múineadh agus foghlaim a chur chun cinn atá comhoibríoch agus measúil, ag cothú cuimsithe agus meas ar éagsúlacht.
• Tuiscint chomhroinnte a léiriú ar cad is bulaíocht ann agus a tionchar.

Bealaí ina n-oibrímid chun seo a bhaint amach:

• Ábhar OSPS agus OCG a mhúineadh a chothaíonn folláine agus féinmhuinín na ndaltaí chomh maith le freagracht phearsanta a chur chun cinn as a n-iompar agus a ngníomhartha féin. Déanaimid é seo i gcomhar le tuismitheoirí.
• Iompar measúil a léiriú i leith chomhghleacaithe, daltaí agus cuairteoirí inár dtimpeallacht scoile.
• Is féidir le gníomhaíochtaí curaclaim agus seach-churaclaim cabhrú le mothú féinmheasa, oibriú le chéile, cuimsiú agus meas a fhorbairt.
• Tugtar deiseanna rialta do dhaltaí oibriú i ngrúpaí beaga le piaraí, rud a chabhróidh le mothú ceangail, muintearais agus comhbhá a thógáil.
• Aitheantas a thabhairt dár ndaonra scoile éagsúil - éagsúlacht agus cultúr a cheiliúradh inár scoil trí ealaín, taispeántais, grianghraif srl.
• Cur i bhfeidhm straitéisí oideachais agus coisctheacha (lena n-áirítear bearta chun feasacht a mhúscailt) a thógann comhbhá, meas agus athléimneacht i ndaltaí; agus a dhíríonn go sainráite ar shaincheisteanna cibearbhulaíochta agus bulaíochta bunaithe ar chéannacht, lena n-áirítear go háirithe, bulaíocht homafóbach agus trasfóbach.

<u>Tacaí do bhaill foirne:</u>

• Taifeadadh, imscrúdú agus obair leantach chomhsheasmhach ar iompar bulaíochta (lena n-áirítear úsáid straitéisí idirghabhála seanbhunaithe); agus
• Plé/meastóireacht/athbhreithniú leanúnach ar éifeachtacht an bheartais frith-bhulaíochta.
• Tá léirmhíniú aonfhoirmeach ag gach ball foirne ar a bhfuiltear ag súil leis maidir le dul i ngleic le hiompar bulaíochta, conas iompar bulaíochta a aithint, conas nochtadh a bhainistiú agus conas déileáil go héifeachtach le teagmhais bulaíochta laistigh de chomhthéacs an tseomra ranga.
• Spreagtar FGL leanúnach i ndáil le frithbhulaíocht ar fáil don fhoireann.
• Tá a fhios ag an bhfoireann gur gné ríthábhachtach de chosc iompraíochtaí bulaíochta é tacú lena chéile.

<u>Polasaí agus pleanáil</u>
Is iad aidhmeanna polasaí Bí Cineálta Scoil Chaitlín Maude:
• Feasacht a mhúscailt ar bhulaíocht mar chineál iompair neamhghlactha le bainistíocht na scoile, múinteoirí, daltaí, tuismitheoirí/caomhnóirí.
• Éiteas scoile a chur chun cinn a spreagann páistí chun eachtraí iompair bulaíochta a nochtadh agus a phlé.
• Bearta maoirseachta agus monatóireachta cuí a chinntiú trína gcoinnítear gach réimse de ghníomhaíocht na scoile faoi bhreathnóireacht.

• Nósanna imeachta a fhorbairt chun eachtraí iompraíochta bulaíochta a thabhairt faoi deara, a imscrúdú agus déileáil leo.
• Clár tacaíochta a chur i bhfeidhm dóibh siúd atá buailte ag iompar bulaíochta agus dóibh siúd atá bainteach le hiompar bulaíochta.
• Oibriú leis na gníomhaireachtaí cuí chun gach cineál bulaíochta a chomhrac agus iompar frithbhulaíochta a chur chun cinn.
• Tacaíonn an Beartas Úsáide Inghlactha, an Beartas Maoirseachta, an Beartas Oideachais Speisialta agus an Cód Iompair le cur i bhfeidhm bheartas Bí Cineálta.
• Is gné ríthábhachtach í an cheannaireacht éifeachtach agus an Príomhoide (DLP), an Múinteoir CBS (LDLP), agus gach ball foirne dírithe ar thacú le cur i bhfeidhm an bheartais seo.

<u>Caidrimh agus Comhpháirtíochtaí</u>

• Aithníonn Scoil Chaitlín Maude an gá atá le hoibriú i gcomhpháirtíocht le tuismitheoirí agus iad a choinneáil ar an eolas faoi nósanna imeachta chun caidrimh a fheabhsú laistigh de phobal na scoile.
• Aithnímid cearta na dtuismitheoirí chun páirt a ghlacadh sa tasc chun raon scileanna saoil a thabhairt do dhaltaí.
• Cuirimid nósanna meas frithpháirteach, cúirtéise agus feasacht ar idirspleáchas daoine i ngrúpaí agus i bpobail chun cinn.
• Cuirimid cáilíochtaí freagrachta sóisialta chun cinn, faoi threoir an Phríomhoide, chun gníomhú chun iompar bulaíochta/iompar ionsaitheach a chosc ag AON BHAILL de phobal na scoile.
• Tacaítear le naisc idirphearsanta trí raon struchtúr foirmiúil agus neamhfhoirmiúil amhail ár bpobal Tuismitheoirí agus ár gcoistí agus grúpaí éagsúla daltaí.
• Tionscnaimh feasachta atá oiriúnach d'aois agus do chéim a spreagann na daltaí i mbreathnú ar a n-iompar féin - gníomhartha cineáltais agus cairdis a chur chun cinn, a bheith ina gcabhair ghníomhach do dhaoine eile agus breathnú ar chúiseanna agus thionchar na bulaíochta le linn ceachtanna OSPS.
• Ceardlanna agus seimineáir a reáchtáil do dhaltaí, d'fhoireann agus do thuismitheoirí chun feasacht a mhúscailt ar thionchar na bulaíochta.
• Meantóireacht piaraí agus tacaíocht piaraí a spreagadh
• Tacú le rannpháirtíocht ghníomhach daltaí i saol na scoile agus rannpháirtíocht ghníomhach tuismitheoirí i saol na scoile chomh maith.
• Tuismitheoirí agus daltaí a spreagadh chun cur go gníomhach le Polasaí Frith-Bhulaíochta atá Cairdiúil do Leanaí a bhunú chun iad a dhéanamh ina rannpháirtithe gníomhacha i gcur chun cinn agus plé ar bhealaí úsáideacha chun iompar bulaíochta a aithint agus a laghdú agus aird a tharraingt ar an nós imeachta agus conas déileáil leis má tharlaíonn sé.

Tá na polasaithe maoirseachta agus monatóireachta a leanas i bhfeidhm ag an scoil chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi. (Féach Caibidil 5 de ghnásanna Bí Cineálta)

Polasaí Úsáide Inghlactha an Idirlín
Cód Iompair
Ráiteas um Chosaint Leanaí agus Measúnú Riosca
Polasaí um Oideachas Speisialta agus Cuimsitheach

Mír C: Ag dul i ngleic le hIompraíocht Bhulaíochta

Seo a leanas an múinteoir/na múinteoirí atá freagrach as dul i ngleic le hiompraíocht bhulaíochta:

• Déanfaidh an múinteoir ranga maoirseacht ar thaifeadadh tuairiscí bulaíochta do dhaltaí ina rang – áirítear leis seo treoirlínte an nós imeachta a úsáid chun tuairiscí bulaíochta a imscrúdú agus iompar bulaíochta a thaifeadadh ar an bhfoirm cheart ar Aladdin/Drive na Scoile.
• Déanfaidh an DLP/LDLP obair leantach tar éis fiche lá chun imscrúdú a dhéanamh an bhfuil deireadh leis an mbulaíocht.
• Beidh gach ball foirne airdeallach maidir le hiompar bulaíochta.
• Cuirfidh an Príomhoide an Bord Bainistíochta ar an eolas faoi eachtraí bulaíochta.
• Tá an Múinteoir Tacaíochta ar fáil chun eolas agus tacaíochtaí suas chun dáta a sholáthar más gá chun cabhrú leis an múinteoir ranga aghaidh a thabhairt ar imní.

Nuair a tharlaíonn iompraíocht bhulaíochta, déanfaidh an scoil:

- A chinntiú go néistear leis an scoláire a bhfuil iompraíocht bhulaíochta á fulaingt aige/aici agus go gcuirtear é/í ar a s(h)uaimhneas.
- Iarracht príobháideacht na ndaoine atá i gceist a chinntiú.
- Gach comhrá go híogair.
- Aois agus cumas na ndaoine atá i gceist a mheas.
- A éisteacht le tuairimí an scoláire a bhfuil iompraíocht bhulaíochta á dhéanamh air/uirthi maidir leis an mbealach is fearr chun dul i ngleic leis an gcás.
- A ghníomhú go tráthúil.
- Tuismitheoirí na ndaoine atá i gceist a chur ar an eolas.

<u>Nósanna Imeachta na Scoile:</u>

Tá freagracht ar phobal na scoile ar fad iompar bulaíochta a chosc agus a réiteach. Tá an cur chuige agus na céimeanna seo a leanas bunaithe ar an bhfaisnéis atá i gCaibidil 6 de na

Nósanna Imeachta Bí Cineálta chun Iompar Bulaíochta a Chosc agus a Aghaidh a thabhairt air do Bhunscoileanna agus d'Iar-bhunscoileanna.

Cur Chuige

Ba cheart gurb é an phríomhaidhm agus tuairiscí ar iompar bulaíochta á ndéanamh ná deireadh a chur leis an iompar bulaíochta agus caidrimh na ndaltaí lena mbaineann a athbhunú, a mhéid is féidir, seachas an milleán a roinnt.

Agus iompar bulaíochta á réiteach, déanfaidh na múinteoirí atá freagrach:

- a chinntiú go mbraitheann an dalta atá ag fulaingt an iompair bulaíochta go bhfuil éisteacht leis agus go bhfuil suaimhneas faighte aige/aici
- príobháideacht na ndaoine lena mbaineann a chinntiú
- gach comhrá a dhéanamh go híogair
- aois agus cumas na ndaltaí lena mbaineann a chur san áireamh
- éisteacht le tuairimí an dalta atá ag fulaingt an iompair bulaíochta maidir leis an mbealach is fearr chun aghaidh a thabhairt ar an gcás
- gníomhú go tráthúil
- tuismitheoirí na ndaoine lena mbaineann a chur ar an eolas.

Céim 1 - Aithint an bhfuil iompar bulaíochta tarlaithe

Sainmhínítear bulaíocht i Cineáltas: Plean Gníomhaíochta maidir le Bulaíocht agus Bí Cineálta: Nósanna Imeachta chun Cosc a Chur ar Iompar Bulaíochta do Bhunscoileanna agus Iar-bhunscoileanna agus chun Aghaidh a thabhairt air mar: iompar **spriocdhírithe**, ar líne nó as líne a chruthaíonn dochar. Is féidir leis an dochar a dhéantar a bheith fisiciúil, sóisialta agus/nó mothúchánach. Déantar iompar bulaíochta a athdhéanamh le himeacht ama agus baineann sé le míchothromaíocht chumhachta i gcaidrimh idir beirt nó grúpaí daoine sa tsochaí. Tá an sainmhíniú mionsonraithe ar fáil i gCaibidil 2 de nósanna imeachta Bí Cineálta.

I gcás ina bhfuil amhras ann go bhfuil iompar bulaíochta ann, tuairiscíonn tuismitheoirí/caomhnóirí é don mhúinteoir ranga.

Chun a chinneadh an iompar bulaíochta é an t-iompar a tuairiscíodh, breithneoimid na ceisteanna seo a leanas:

1. An bhfuil an t-iompar dírithe ar mhac léinn nó ar ghrúpa mac léinn ar leith?
2. An bhfuil sé beartaithe go ndéanfaidh an t-iompar dochar fisiciúil, sóisialta nó mothúchánach?
3. An ndéantar an t-iompar a athdhéanamh?

Más ea an freagra ar gach ceann de na ceisteanna thuas, ansin is iompar bulaíochta an t-iompar, agus ba chóir aghaidh a thabhairt ar an iompar trí úsáid a bhaint as Nósanna Imeachta Bí Cineálta.

Nóta: Féadfar eachtraí aonuaire a mheas mar iompar bulaíochta i gcúinsí áirithe. Is féidir teachtaireacht ghoilliúnach aonair a phostáiltear ar na meáin shóisialta a mheas mar iompar

bulaíochta toisc go bhfuil seans ard ann go ndéanfar í a roinnt arís agus arís eile agus dá bhrí sin go n-éiríonn sí ina hiompar arís agus arís eile.
Mura ea an freagra ar aon cheann de na ceisteanna seo, ní iompar bulaíochta an t-iompar.
Tá straitéisí chun déileáil le hiompar míchuí curtha ar fáil i gCód Iompair na scoile.
Nuair a bhítear ag sainaithint an raibh iompar bulaíochta tarlaithe (Céim 1), ba chóir do mhúinteoirí machnamh a dhéanamh ar cad, cá háit, cathain agus cén fáth? mar seo a leanas: (Tabhair faoi deara go bhfuil na céimeanna seo riachtanach - mar atá leagtha amach sna Nósanna Imeachta):

- I gcás ina dtuairiscítear go raibh mac léinn amháin páirteach, ba chóir dul i ngleic leis an mac léinn ina aonar ar dtús.
- Ina dhiaidh sin, ba chóir bualadh leis an mac léinn seo agus leis an mac léinn a dtuairiscítear go bhfuil an t-iompar bulaíochta á fhulaingt aige le chéile.
- Más grúpa daltaí atá i gceist, ba chóir dul i mbun oibre le gach dalta ina aonar ar dtús.
- Ina dhiaidh sin, ba chóir bualadh le gach dalta atá i gceist agus leis an dalta a bhfuil tuairisc air go bhfuil an iompar bulaíochta á fhulaingt aige mar ghrúpa.
- Ag an gcruinniú grúpa, ba chóir a iarraidh ar gach dalta a gcuntas ar a tharla chun a chinntiú go bhfuil gach duine sa ghrúpa soiléir faoi thuairimí a chéile.
- Ba chóir tacaíocht a thabhairt do gach dalta de réir mar is cuí, i ndiaidh an chruinnithe grúpa.

B’fhéidir go mbeadh sé ina chuidiú iarraidh ar na daltaí atá i gceist a gcuntas ar an eachtra/na heachtraí a scríobh síos.
Tabharfaidh an scoil tacaíocht do thuismitheoirí, más gá, le moltaí maidir le hacmhainní/treoracha úsáideacha chun cabhrú leo tacú lena leanaí.

Céim 2: I gcás inar tharla iompar bulaíochta
Is cuid dhílis de phobal na scoile iad tuismitheoirí agus tá ról tábhachtach acu, i gcomhpháirtíocht le scoileanna, maidir le dul i ngleic le hiompar bulaíochta. I gcás inar tharla iompar bulaíochta, ní mór teagmháil a dhéanamh le tuismitheoirí na ndaltaí atá i gceist go luath chun iad a chur ar an eolas faoin ábhar agus chun dul i gcomhairle leo faoi na gníomhartha atá le déanamh chun aghaidh a thabhairt ar an iompar.
Tá sé tábhachtach éisteacht le tuairimí an mhic léinn atá ag fulaingt ón iompar bulaíochta maidir leis an mbealach is fearr chun aghaidh a thabhairt ar an gcás.
Déanfar taifead ar gach iompar bulaíochta. Áireofar leis seo foirm agus cineál an iompair más eol (féach leathanaigh 20-24, Roinn 2.5 agus 2.7 de nósanna imeachta Bí Cineálta le haghaidh tuairiscí/samplaí de na foirmeacha agus na cineálacha iompair bulaíochta), cá háit agus cathain a tharla sé, agus dáta an rannpháirtíochta le mic léinn agus tuismitheoirí.
Déanfar na gníomhartha agus na tacaíochtaí a comhaontaíodh chun aghaidh a thabhairt ar iompar bulaíochta a dhoiciméadú. Más ábhar imní maidir le cosaint leanaí an t-iompar bulaíochta, tabharfar aghaidh ar an ábhar gan mhoill i gcomhréir le Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus d'Iar-bhunscoileanna.

Ba chóir an taifead a roinnt leis an bPríomhoide.

Céim 3: Obair leantach i gcás ina bhfuil iompar bulaíochta tarlaithe

Ní mór don mhúinteoir dul i mbun oibre leis na daltaí lena mbaineann agus lena dtuismitheoirí arís tráth nach déanaí ná 20 lá scoile tar éis an chéad rannpháirtíochta. I measc na bhfachtóirí tábhachtacha le breithniú mar chuid den rannpháirtíocht seo tá cineál an iompair bulaíochta, éifeachtacht na straitéisí a úsáidtear chun aghaidh a thabhairt ar an iompar bulaíochta agus an caidreamh idir na daltaí lena mbaineann.

Ba chóir don mhúinteoir an t-athbhreithniú a dhoiciméadú leis na daltaí agus lena dtuismitheoirí chun a chinneadh an bhfuil deireadh leis an iompar bulaíochta agus tuairimí na ndaltaí agus a dtuismitheoirí maidir leis seo, an dáta ar cinneadh gur stop an t-iompar bulaíochta.

Ba chóir aon rannpháirtíocht le seirbhísí/tacaíochtaí seachtracha a thabhairt faoi deara freisin.

D'fhéadfadh go mbeadh gá le maoirseacht agus tacaíocht leanúnach do na daltaí lena mbaineann fiú nuair a bhíonn deireadh leis an iompar bulaíochta.

Mura bhfuil deireadh leis an iompar bulaíochta, ba chóir don mhúinteoir na straitéisí a úsáideadh a athbhreithniú i gcomhairliúchán leis na daltaí lena mbaineann agus lena dtuismitheoirí. Ba chóir fráma ama a chomhaontú le haghaidh tuilleadh rannpháirtíochta go dtí go mbeidh deireadh leis an iompar bulaíochta.

Má thagann sé chun solais go bhfuil an mac léinn atá ag taispeáint an iompair bulaíochta ag leanúint ar aghaidh leis an iompar, ba cheart machnamh a dhéanamh ar na straitéisí a úsáid chun déileáil leis an iompar míchuí mar atá leagtha amach i gCód Iompair na scoile. Má bhreithnítear smachtbhannaí araíonachta, is ceist í seo idir an mac léinn ábhartha, a dtuismitheoirí agus an scoil.

Mura bhfuil tuismitheoir(í) sásta leis an gcaoi ar dhéileáil an scoil leis an iompar bulaíochta, i gcomhréir le Nósanna Imeachta BÌ Cine·lta chun Iompar Bulaíochta a Chosc agus a Aghaidh a thabhairt air do Bhunscoileanna agus Iar-bhunscoileanna, ba cheart iad a atreorú chuig nósanna imeachta gearán na scoile (atá ar fáil ar ár suíomh Gréasáin).

Má tá tuismitheoir míshásta leis an gcaoi ar láimhseáladh gearán, féadfaidh siad gearán a dhéanamh leis an Ombudsman do Leanaí má chreideann siad go raibh drochthionchar ag gníomhartha na scoile ar an mac léinn.

Úsáidfidh an scoil na cineálacha cur chuige seo a leanas chun tacú leo siúd a bhíonn ag fulaingt, a fheiceann agus a léiríonn iompar bulaíochta (féach Caibidil 6 de nósanna imeachta Bí Cineálta):
Glacaimid le gach cás d'iompar bulaíochta ar bhonn cás ar chás, ach féadfaimid na cineálacha cur chuige seo a leanas a úsáid go ginearálta: ● Déanfar seiceáil isteach go rialta le gach dalta atá bainteach leis agus déanfar monatóireacht chúramach ar an iompar. ● Déanfaidh an múinteoir seiceáil isteach le tuismitheoirí freisin agus lorgóidh sé/sí

- tacaíocht leanúnach uathu chun monatóireacht a dhéanamh ar a leanbh sa bhaile agus chun cumarsáid a dhéanamh leis an scoil más gá.
- Úsáidfimid acmhainní, de réir mar is cuí - lena n-áirítear iad siúd atá forbartha ag NEPS (an tSeirbhís Náisiúnta Síceolaíochta Oideachais), Oide (seirbhís tacaíochta do scoileanna) agus ó chláir/láithreáin ar nós Webwise agus FUSE.
- Spreagfar múinteoirí chun freastal ar oiliúint i gCleachtais Aisiríoch.

Mír D: Maoirseacht:

Cuirfidh an príomhoide uasdátú ar iompraíocht bhulaíochta i láthair ag gach cruinniú den Bhord Bainistíochta. San áireamh san uasdátú seo beidh líon na neachtraí iompraíochta bulaíochta a tuairiscíodh ón gcruinniú deireanach, líon na neachtraí leanúnacha agus líon iomlán na n-eachtraí ó thús na scoilbhliana. Sa chás gur tharla eachtraí iompraíochta bulaíochta, cuirfidh an príomhoide uasdátú ó bhéal ar fáil freisin lena náirítear nuair is ábhartha, eolas a bhaineann le treochtaí agus patrúin a aithníodh, straitéisí a úsáideadh chun dul i ngleic leis an iompraíocht bhulaíochta agus aon straitéisí níos leithne chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi. Níl eolas pearsanta ná aitheantais san uasdátú seo.
Féach Caibidil 7 de ghnásanna Bí Cineálta.

Tá an polasaí seo ar fáil do phobal na scoile ar shuíomh gréasáin na scoile agus ina chóip chrua ach é a iarraidh. Tá leagan den pholasaí seo atá in oiriúint do scoláirí ar taispeáint sa scoil agus tá sé ar fáil freisin ar ár suíomh gréasáin agus ina chóip chrua ach é a iarraidh.

Déanfar an polasaí seo agus a chur i bhfeidhm a athbhreithniú ar bhonn bliantúil nó a luaithe agus is féidir tar éis athrú ábhartha a bheith ann in aon ábhar dá dtagraíonn an polasaí seo.

Sínithe: Dáta: 27/04/26

(Cathaoirleach an Bhoird Bainistíochta)

Sínithe: Dáta: 27/04/26

(Príomhoide)

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Chaitlín Maude has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	06/05/25 28/05/25	Survey Half-day closure
Students	21/05/25	Student Council meeting
Parents	06/05/25	Survey
Board of Management	28/04/25	Discussion at Board meeting
Wider school community as appropriate, for example, bus drivers	06/05/25	Survey
Date policy was approved: 16/06/25		
Date policy was last reviewed: 27/04/26		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Culture and Environment

We strive to:

• Create a school culture where bullying behaviour is unacceptable and have a consistent approach to addressing bullying behaviour.

• Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.

• Support the idea that our school is a **telling** environment. We ensure that we regularly review the key messages of the Stay Safe Programme.

• Promote the concept of the trusted adult - who to tell and who can help.

• Create safe spaces in our school building and playgrounds - ensuring adequate supervision and student voice when conducting our annual reviews.

• Remove barriers that would affect the visibility of all students e.g., in classrooms/corridors/playground etc. Staff dispersing during playground supervision.

• Create a positive school culture and environment that:

➢ welcomes difference and diversity and is based on inclusion.
➢ encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
➢ promotes respectful relationships throughout the school community.

Scoil Caitlín Maude is a Bí Cineálta School. We follow these anti-bullying procedures (2024) and consider the following to be key elements of a positive school culture:

• We recognise the right of every member of the school community to enjoy school in a safe environment.
• We recognise the uniqueness of each individual and their worth as a person.
• We promote positive habits of self-esteem, self-discipline and responsibility among all our community.
• We have a clear commitment to promoting equity.
• We have the capacity to change in response to the needs of our students.
• We identify aspects of the curriculum through which positive and sustainable influences can be made to shape students' attitudes and values.
• We pay particular attention to students who are 'at risk' and use systems to identify needs and facilitate early intervention where necessary – thereby responding to the needs, fears/concerns of individual members in a sensitive manner.
• Staff are made aware of the uniform approach we must take to dealing with all reports of bullying – this is distributed to staff and a copy is kept on the school's Google drive.
• Stay Safe and SPHE lessons that focus on positive behaviour are part of the curriculum in every class.
• Effective supervision and monitoring of students.
• Scoil Caitlín Maude recognises the need to work in partnership with parents and keep them informed of procedures to improve relationships within the school community.
• We recognise the rights of parents to participate in the task of providing students with a range of life skills.
• We recognise the role of other community agencies in preventing and dealing with bullying. We understand that the assistance of the Gardaí, Tusla and Community Workers may be required in some cases.
• We promote mutual respect, courtesy and awareness of the interdependence of people in groups and communities.
• We promote social responsibility, under the guidance of the Principal, to act to prevent bullying/aggressive behaviour from ANY MEMBER of the school community.

Curriculum (teaching and learning)

We strive to:

• Promote teaching and learning that is collaborative and respectful, fostering inclusion and respect for diversity.
• Demonstrate a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

• Teach SPHE and RSE content that fosters students' well-being and self-confidence as well as promoting personal responsibility for their own behaviour and actions. We do this in partnership with parents.
• Demonstrate respectful behaviour towards colleagues, students and visitors in our school environment.
• Curricular and extra-curricular activities can help to develop a sense of self-esteem, teamwork, inclusion and respect.
• Students are given regular opportunities to work in small groups with peers, which will help to build a sense of connection, belonging and empathy.
• Recognise our diverse school population - celebrate diversity and culture in our school through art, displays, photographs etc.
• Implement educational and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in students; and explicitly address issues of cyberbullying and identity-based bullying, including in particular, homophobic and transphobic bullying.

<u>Supports for staff:</u>

• Consistent recording, investigation and follow-up of bullying behaviour (including the use of established intervention strategies); and
• Ongoing discussion/evaluation/review of the effectiveness of the anti-bullying policy.
• That staff have a uniform interpretation of what is expected in relation to tackling bullying behaviour, how to recognise bullying behaviour, how to manage exposure and how to deal effectively with bullying incidents within the classroom context.
• Ongoing CPD in relation to anti-bullying is encouraged and available to staff.
• Staff recognise that supporting each other is a vital element in preventing bullying behaviour.

Policy and planning

The aims of the Bí Cineálta policy at Scoil Chaitlín Maude are:
• To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, students, parents/guardians.
• Promote a school ethos that encourages children to disclose and discuss incidents of bullying behaviour.

• Ensure appropriate supervision and monitoring measures are in place to keep all areas of school activity under observation.
• Develop procedures for observing, investigating and dealing with incidents of bullying behaviour.
• Implement a support programme for those affected by bullying behaviour and those involved in bullying behaviour.
• Work with the appropriate agencies to combat all forms of bullying and promote anti-bullying behaviour.
• The Acceptable Use Policy, Child Protection Statement, Special Education Policy and Code of Behaviour support the implementation of the Bí Cineálta policy.
• Effective leadership is a vital element and the Principal (DLP), the CBS Teacher (LDLP), and all staff are focused on supporting the implementation of this policy.

Relationships and Partnerships

• Scoil Chaitlín Maude recognises the need to work in partnership with parents and to keep them informed of procedures to improve relationships within the school community.
• We recognise the rights of parents to participate in the task of providing pupils with a range of life skills.
• We promote habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
• We promote qualities of social responsibility, under the guidance of the Principal, to act to prevent bullying/aggressive behaviour by ANY MEMBER of the school community.
• Interpersonal connections are supported through a range of formal and informal structures such as our Parents' Room activities and our various student committees and groups.
• Age and stage appropriate awareness initiatives that encourage students to reflect on their own behaviour - promoting acts of kindness and friendship, being proactive in helping others and looking at the causes and impact of bullying during SPHE lessons.
• Run workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
• Encourage peer mentoring and peer support.
• Support active student participation in school life and active parental participation in school life as well.
• Encourage parents and students to actively contribute to the establishment of a Child Friendly Anti-Bullying Policy to make them active participants in promoting and discussing useful ways to identify and reduce bullying behaviour and to highlight the procedure and how to deal with it if it occurs.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):
Internet Acceptable Use Policy Code of Behaviour Child Protection Statement and Risk Assessment Special Education and Inclusion Policy

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

•The class teacher will oversee recording of bullying reports for students in their class- this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin/Drive
• The DDLP will follow up after twenty days to investigate if bullying has ceased.
• All staff will be vigilant to bullying behaviour.
• Principal will inform the Board of Management of incidents of Bullying.
• Deputy principal/SENCO
•The Support Teacher is available to provide up to date information and supports if needed to assist class teacher in addressing concern

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

Procedures

The whole school community has a responsibility to prevent and address bullying behaviour. The following approach and steps are based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.
When addressing bullying behaviour, the teachers with responsibility will:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the students involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved.

Stage 1 - Identifying if bullying behaviour has occurred

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Where bullying behaviour is suspected, parents/guardians report it to the class teacher.
To determine whether the behaviour reported is bullying behaviour we will consider the following questions:
1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour, and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: One-off incidents may be considered bullying behaviour in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school’s Code of Behaviour.

When identifying if bullying behaviour has occurred (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):

- Where one student is reported to be involved, the student should be engaged with individually at first.
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together.
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour should be met as a group.
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- Each student should be supported as appropriate, following the group meeting.
- It may be helpful to ask the students involved to write down their account of the incident(s).
- Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children

Stage 2: Where bullying behaviour has occurred

Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.

It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.

All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20-24, Section 2.5 and 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying behaviour), where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

The record should be shared with the Principal.

Stage 3: Follow up where bullying behaviour has occurred

The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement. Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.

The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this the date that it has been determined that the bullying behaviour has ceased should also be recorded.

Any engagement with external services/supports should also be noted.

Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.

If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.

If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools they should be referred to the school's complaints procedures (available on our website).

If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the BÌ Cine·lta procedures):
We take all instances of bullying behaviour on a case-by-case basis, but we may use the following approaches generally:

- All students involved will be checked-in with regularly and behaviour will be monitored carefully.
- The teacher will check-in with parents too and will look for their ongoing support to monitor their child at home and to communicate with the school if needed.
- We will use resources, as appropriate – including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools) and from programmes/sites such as Webwise and FUSE.
- Teachers will be encouraged to attend training in Restorative Practices.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting.

This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. (See Chapter 7 of the Bí Cineálta procedures).

This policy is available to our school community on the school's website and in hard copy on request.

A student-friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Sínithe: Dáta:

(Cathaoirleach an Bhoird Bainistíochta)

Sínithe: Dáta:

(Príomhoide)