

SCOIL CHAITLÍN MAUDE

POLASÁÍ FRITHBHULAÍOCHTA



1. 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 frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Scoil Chaitlín Maude mar chuid de chód iompair iomlán na scoile. Géilleann an beartas go huile agus go hiomlán do riachtanais Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile a foilsíodh i Meán Fómhair 2013.
 2. Aithníonn an Bord Bainistíochta a thromchúisí atá iompar bulaíochta agus a dhiúltaí a d'fhéadfadh a thionchar a bheith ar dhaltaí, agus geallann an scoil dá réir cloí leis na príomhphrionsabail dea-chleachtais seo a leanas agus iompar bulaíochta á chosc agus á chomhrac.
- Cultúr dearfach a bheith i réim sa scoil:
 - ina nglactar go fonnmhar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht;
 - ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach; agus
 - ina gcuirtear caidreamh bunaithe ar mheas chun cinn ar fud phobal na scoile;
 - Ceannaireacht éifeachtach;
 - Cur chuige scoile uile;
 - Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige • Feidhmiú straitéisí oideachais agus coiscthe (lena n-áirítear bearta chun feasacht a mhúscailt)
- a chothaíonn ionbhá, meas agus athléimneacht sna daltaí; agus
- ina dtéitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena n-áirítear bulaíocht homafóbach agus trasfóbach;
- Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
 - Tacaíochtaí don fhoireann;
 - Teagmhais bhulaíochta a thaifeadh 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 bhallaíocht den Lucht Siúil agus bulaíocht ar dhuine faoi mhíchumas nó ar dhuine a bhfuil riachtanais speisialta oideachais aici/aige.

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

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

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

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

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

Oide ranga nó oidí ranga má tá páistí ó ranganna éagsúla i gceist.
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An mhúinteoir tacaíocht iompar agus sóisialta.

Príomhoide/Leas príomhoide

Baill eile den fhoireann de réir mar is cuí

5. Seo a leanas na straitéisí oideachais agus coiscithe (lena n-áirítear straitéisí a bheidh dírithe go sonrach ar an gcibearbhulaíocht agus ar bhulaíocht bunaithe ar aitheantas, go háirithe bulaíocht homafóbach agus trasfóbach) a bheidh in úsáid sa scoil (Féach Roinn 6.5 de na Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile):

Cultúr scoile dearfach a thógáil agus a choinneáil

Deiseanna a thabhairt do dhaltaí chun braistint dhearfach dá fhiúntas féin a chothú

Cláracha OSPS (ina measc Bí Slán, Walk Tall, Am Ciorcal, Friends for Life) a chur i láthair go héifeachtach

An churaclam Teagasc Críostaí a chur i láthair go héifeachtach

Seachtain Cairdis a chur ar siúil go bliantúil chun scileanna cairdis a chleachtadh. Tá pac de cheachtanna ina leith ar fail do gach rang

Feasacht ar bhulaíocht a chothú i measc an phobal scoile- (taispeántais postair, cainteanna ag an tionól, oíche eolais do thuismitheoirí) ionas go dtuigfidh gach ball de phobal na scoile an rud is bulaíocht ann agus an tslí ina ndéileáil an scoil le hiompar bulaíochta

Cainteanna eolais do pháistí

An polasaí seo a scaipeadh agus a chrochadh sa scoil

Cursaí Inseirbhíse do mhúinteoirí a chur ar fáil

Ba cheart 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.

Déileáil go sainráite leis an gcibearbhulaíocht. An tslí is fear le dul i ngleic leis an gcibearbhulaíocht ná é a chosc ar an gcéad dul síos. 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 imní mar gheall ar chibearbhulaíocht. Gnéithe tábhachtach den chur chuige sin is ea cur chuige scoile uile a bheith ann agus ról gníomhach a bheith ag tuismitheoirí.

Comhoibriú agus iarrachtaí grúpa a chur chun cinn i spóirt foirne, i gclubanna agus i gcumainn scoile agus trí mheán ábhair phraiticiúla (m.sh. obair tionscnaimh agus comórtais inscoile agus idirscoileanna)

6. Seo a leanas straitéisí na scoile chun iompar bulaíochta a imscrúdú, chun obair leantach a dhéanamh ina dtaobh agus chun iompar bulaíochta a thaifeadadh mar aon leis na straitéisí idirghabhála bunaithe a úsáidfidh an scoil chun déileáil le cásanna d'iompar bulaíochta (Féach Roinn 6.8 de na Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile):

Cultúr “insinte” a chothú ina bhfuil na ndaltaí compórdach ag insint faoi eachtraí, le béim faoi leith ar thábhacht an lucht féachana i.e. iad nach bhfuil páirteach go díreach. Muinín a chothú sna páistí nach ag insint scéalta atá siad ach ag taispeáint freagracht.

Go bhfuil a fhios ag na páistí **cén duine** le n-insint dóibhe agus **conas** a insint:

- Labhairt le múinteoir ag am atá oiriúnach
- Nóta a sheoladh chuig múinteoir
- Insint don mhúinteoir ar an gclós faoi eachtraí chlóis
- Insint don mhúinteoir tacaíocht iompar agus soisialta
- Iarr ar thuiste/duine fásta a insint ar do shon

Prótacal faoi leith chun gur féidir le tuistí/caomhnóirí teagmháil a dhéanamh leis an scoil má tá siad den tuairim go bhfuil bulaíocht ar siúil- is é sin, coinne a dhéanamh leis an múinteoir ranga tríd an oifig nó bualadh isteach chuig an oifig.

Comhlíonadh an bpolasaí Fón Póca chun nach mbeidh páistí ar na meáin sóisialta agus iad ar scoil.

Comhlíonadh an Polasaí Teicneolaíochta Eolas chun go mbeidh monatóireacht ceart á dhéanamh ar na pasítí nuair atá siad ar-líne i rith an lae scoile.

Cleachtais Íocshláinteach a úsáid- na ceisteanna íocshláinteach a

leanas: *Chun tabhairt faoi iompar dúshlánach:*

- Cad a tharla?
- Cad a bhí tú ag smaoineamh air ag an am?
- Cad a smaoinigh tú air ó shin?
- Cé a bhí curtha as mar gheall air? Conas?
- Cad arc heart duit a dhéanamh chun rudaí a chur i gceart?

Chun cabhrú leo atá dochair déanta dóibh:

- Cad a cheap tú nuair a thuig tú cad a bhí ar siúil?
- Cén éifeacht a bhí ag an eachtra ort agus ar dhaine eile?

- Cérbh é an rud ba dheacra duit?
- Cad arc heart tarlú chun rudaí a chur i gceart?

Má tá cinneadh ann go bhfuil bulaíocht déanta, beidh teagmháil déanta le tuistí/caomhnóirí na páistí atá páirteach chomh luath agus gur féidir chun iad a chur ar an eolas agus chun a insint dóibh faoi aon ghníomh atá le déanamh. Tabharfaidh an scoil seans do na tuistí a bheith páirteach bealaí gur féidir leo tacú leis an ghníomh a phlé.

Más grúpa páistí atá i gceist, ba cheart labhairt leo go haonarach ar dtús.

Má tá cinneadh déanta go bhfuil bulaíocht déanta, ba cheart a insint don dalta go bhfuil siad feallach ar an bpolasaí frithbhulaíochta agus iarracht a dhéanamh go bhfeicfidís ar an scéal trí shúile an pháiste eile.

Ba cheart a bheith soiléir gur ceart aon smachtbhannaí a choinneáil príobháideach idir na tuistí, an dalta agus an scoil.

Iarchúram: Tá sé de dhualgas ag an múinteoir ábhartha na cinntí seo a leanas a mheas chun a chinntiú go bhfuil an bulaíocht tabhartha faoi go sásúil:

- An bhfuil deireadh le haon iompar bulaíochta
- An bhfuil fadhbanna idir na páirthishe réitithe áit gur féidir
- Aon aiseolas ó na ndaltaí, na tuistí, an Príomhoide
- Cruinnithe aiseolas aonair leis na páirtithe agus cruinniú le chéile ansin má tá an dalta a rinneadh bulaíocht orthu toiltineach dó
- Muna bhfuil tuiste/caomhnóir iomlán sásta, go gcuirfear i leith iad i dtreo imeachtaí gearáin na scoile
- Sa chás nach bhfuil an tuiste sásta fós, cuirfear ar an eolas iad gur féidir gearáin a dhéanamh le hOmbudsman na bPáistí

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

Cleachtas íocshláinteach a chleachtadh chun go mbeidh guth ag na páistí a ndearnadh bulaíocht orthu

Cláracha agus gníomhaíochtaí a chur ar siúil chun féin-mhuinín agus cairdeas a chleachtadh agus a fheabhsú

Má tá breis tacaíocht ag teastáil ó pháistí, déanfaidh an scoil gach iarracht tacaíocht a thabhairt dóibh, inscoile agus ó ghníomhaireachtaí seachtracha.

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 _____ [dáta]. 11.

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

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

Sínithe: _____ (Cathaoirleach an Bhoird
Bhainistíochta)

Dáta: _____

Dáta an chéad athbhreithnithe eile: _____

Síniú: _____ (Príomhoide)

Dáta: _____

SCOIL CHAITLÍN MAUDE

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 Scoil Chaitlín Maude has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour

in a non-threatening environment; and

- promotes respectful relationships across the school community;

- Effective leadership;

- A school-wide approach;

- A shared understanding of what bullying is and its impact;

- Implementation of education and prevention strategies (including awareness raising measures) that-

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying

including in particular, homophobic and transphobic bullying.

- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

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

Class teacher or teachers.

Social, emotional and behavioural support teacher.

Principal/Vice-principal.

Other staff members as appropriate.

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

Building and maintaining a positive school culture

Providing continuous opportunities for the children to develop a positive sense of self worth.

Effective delivery of the Social Personal and Health Education programmes e.g. Be Safe, Walk Tall, Friends for Life.

Friendship week (each class has a pack of lesson plans for this

programme) Effective Delivery of Religious Programmes

Awareness events (Poster displays, talks at assembly, information talks to parents, competitions for bullying posters, poems, newsletter notices) so that the whole school community understand what bullying is and how the school deals with bullying behaviour

Information talks to children

Circulation and publication of school policy

Inservice courses for teachers

For children with SEN approaches to decreasing the likelihood of bullying include improving inclusion, focusing on developing social skills, paying attention to key moments such as transition to post primary.

Prevention and awareness raising measures must also deal explicitly with cyberbullying. The best way to address cyberbullying is to prevent it happening in the first place. Prevention and any awareness raising measures should focus on educating pupils on appropriate online behaviour, how to stay safe while online and also on developing a culture of reporting any concerns about cyberbullying. The schoolwide

approach and the role of parents is of importance in this regard.

Promoting cooperation and group enterprise through group work and team games
(i.e. project work or inter and intra school competitions)

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

Encourage a culture of “telling” so that the children are comfortable reporting incidences, with a particular focus on the importance of the bystander. Encourage the children that they are not telling tales but showing responsible behaviour when they report incidences.

That the children know **who** to tell and **how** to tell

- Direct approach to teacher at an appropriate time.
- Hand note up with homework.
- Tell the teacher on yard duty about incidences on yard.
- Make a phone call to the school or to a trusted teacher in the school.
- Get a parent(s)/guardian(s) or friend to tell on your behalf.

Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.

Implementation of Mobile Phone policy so that children do not use social media or messaging while at school.

Implementation of Information Technology policy so that children are adequately supervised while online at school.

Restorative Practice- use of the following restorative questions:

When Confronting Behaviour...

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When Someone has been Harmed...

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?

- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.

Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow-Up: In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

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

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary

Schools) :

Restorative Practice in order to give the child who has been bullied a voice Programmes and activities to encourage self-esteem and friendship skills

If a child needs additional support, the school will endeavour to provide support both in school and from outside agencies

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 _____ [date].

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

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ (Chairperson of Board of Management)

Date: _____

Date of next review: _____

Signed: _____ (Principal)

Date: _____