Beartas Frithbhulaíochta 2021/22

**Rinne an Bord athbhreithniú ar an bpolasaí seo i Meán Fómhair 2021 agus ghlac an Bord leis an dreacht seo i Meán Fómhair 2021. Beidh athbhreithniú ar an bpolasaí seo i 2022 nó mar is gá.**

**Réamhrá**

I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirlínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Ghaelscoil Bhaile Munna mar chuid de chód iompair iomlán na scoile. Ní mór do pháistí, múinteoirí, tuismitheoirí, caomhnóirí agus baill pobal na scoile claoí leis an bpolasaí seo. Géilleann an beartas go huile agus go hiomlán do riachtanais *Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile* a foilsíodh i Meán Fómhair 2013.

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:

1. 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;
2. Ceannaireacht éifeachtach;
3. Cur chuige scoile uile;
4. Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige
5. Feidhmiú straitéisí oideachais agus coiscthe (lena n-áirítear bearta chun feasacht a mhúscailt)

 a) a chothaíonn ionbhá, meas agus athléimneacht sna daltaí; agus

 b) ina dtéitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena n-áirítear bulaíocht homafóbach agus trasfóbach;

 6. Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;

 7. Tacaíochtaí don fhoireann;

 8. Teagmhais bhulaíochta a thaifeadadh agus a imscrúdú ar shlí chomhsheasmhach agus obair leantach a dhéanamh ina dtaobh (lena n-áirítear straitéisí aitheanta idirghabhála a úsáid); agus

 9. Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta.

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

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

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

• duine a fhágáil as an áireamh d'aon ghnó, gabháil do chúlchaint mhailíseach agus do chineálacha eile caidrimh bhulaíochta idir dhaoine;

• cibearbhulaíocht; agus

• bulaíocht bunaithe ar aitheantas, ar nós bulaíocht homafóbach, bulaíocht chiníoch, bulaíocht bunaithe ar bhallraíocht den Lucht Siúil agus bulaíocht ar dhuine faoi mhíchumas nó ar dhuine a bhfuil riachtanais speisialta oideachais aici/aige.

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

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

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

**Seo a leanas an múinteoir/na múinteoirí ábhartha a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfaidh léi:**

1. Múinteoir ranga ábhartha

2. Príomhoide: Ray Ó Díomasaigh

3. Príomhoide Tánaisteach: Sinéad Uí Mhaoldomhnaigh

**Seo a leanas na straitéisí oideachais agus coiscthe a bheidh in úsáid sa scoil**

1. Díreoidh an scoil ar bhearta coiscthe agus bearta chun feasacht a mhúscailt mar gheall ar gach gné den bhulaíocht agus straitéisí chun cabhrú le daltaí dul i ngleic le fadhbanna de réir mar a thagann siad chun cinn. Ní mór féachaint chuige go gcothaítear ionbhá, meas agus athléimneacht sna daltaí.

2. De bhrí go bhfuil ceangal láidir idir iompar agus féinmheas, tabharfaidh an scoil deiseanna do dhaltaí chun braistint dhearfach dá fhiúntas féin a chothú.

3. Bainfidh an scoil leas as tionscnaimh agus cláir a dhíríonn ar fheasacht agus ar thuiscint ar bhulaíocht a chothú sna daltaí, lean n-áirítear cúiseanna le bulaíocht agus iarmhairtí. Díreoidh sé seo le bulaíocht bunaithe ar aitheantas agus go háirithe bulaíocht homafóbach agus le bulaíocht trasfóbach. Beidh póstaeir LGBT ar chláir fógraí, le ráitis ina gcuirfí fáilte roimh dhaoine LGBT agus ina léireofaí meas ar bhaill LGBT de phobal na scoile.

4. Déanfaidh an scoil gach iarracht cibearbhulaíocht a chosc agus a bheith feasach faoin gcibearbhulaíocht. Díreoidh na bearta coiscthe agus múscailt feasachta 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. Beidh cur chuige scoile uile agus ról gníomhach na dtuismitheoirí riachtanach. Cuirfimid san áireamh an deis atá ann chun gabháil don chibearbhulaíocht ar áiseanna teicneolaíochta atá ar fáil laistigh den scoil.

5. Déanfaidh an scoil cúram speisialta do dhaltaí faoi mhíchumas agus do dhaltaí a bhfuil riachtanais speisialta oideachais acu agus go bhfuil cur chuige scoile uile in úsáid. Ní mór an beartas frithbhulaíochta a bheith i gcomhréir le beartais agus tacaíochtaí eile na scoile agus a chinntiú go n-oibríonn na seirbhísí ar fad a dhéanann soláthar do dhaltaí mar iad as lámha a chéile. 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 phríomhócáidí mar an t-athrú ón mbunscoil go dtí an iar-bhunscoil agus dea-chultúr scoile a chothú ina léirítear meas ar chách agus ina dtugtar lámh chúnta don uile dhuine.

6. Pléifear ábhar na bulaíochta go rialta ag cruinnithe foirne agus cothófar comhrá oscailte macánta rialta leis na tuismitheoirí. Úsáidfear an nuachtlitir scoile chun an féinmhuinín is gá a thabhairt do thuismitheoirí dalta a bhfuil bulaíocht á déanamh uirthi nó air chun í a thuairisciú don scoil. Chabhródh sé, leis, chun teachtaireacht shoiléir a thabhairt do thuismitheoirí an dalta atá ag gabháil don bhulaíocht go bhfuil sé de fhreagracht orthu díriú ar iompar a bpáiste.

7. Úsáidfear an clár OSPS go rialta chun féachaint ar iompar bulaíochta agus ar na réimsí gaolmhara seo: muintearas agus imeascadh, cumarsáid, coimhlint, cairdeas, sábháilteacht phearsanta agus caidreamh. Úsáidfear an clár “Bí Slán” i ngach rang chun scileanna féinchosanta na leanaí a mhéadaú, lena n-áirítear a gcumas bulaíocht a aithint agus deileáil léi. Sna ranganna shóisearacha, déanfar roinnt mhaith den obair seo tríd an clár Incredible Years.

8. Déanfaidh gach múinteoir 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. D’fhéadfaí cur chuige tras-churaclam a úsáid deiseanna a thabhairt na teachtaireachtaí seo a mhúineadh i rith múineadh na drámaíochta, an cheol, na hamharcealaíona agus corp oideachas i measc na hábhair eile.

Cúram de chuid bhainistíocht na scoile i gcomhar leis an bhfoireann agus leis na daltaí is ea é córas a fhorbairt faoin gcuirfear bearta maoirseachta agus monatóireachta i bhfeidhm chun iompar bulaíochta a chosc agus chun déileáil leis, má thagann sé chun cinn. Is fusa idirghabháil luath a dhéanamh má bhíonn córais mhaithe maoirseachta agus monatóireachta i bhfeidhm. D'fhéadfadh maoirseacht ar ghníomhaíochtaí scoile ar bhonn róta a bheith ar áireamh sna bearta sin. Féadfaidh dalta nó tuismitheoir údar imní bulaíochta a chur faoi bhráid múinteoir ar bith sa scoil. Ní mór do mhúinteoirí aonair bearta cuí a dhéanamh má thuairiscítear iompar bulaíochta dóibh, i gcomhréir le beartas frithbhulaíochta na scoile. Sna gnásanna seo, tabharfar an "múinteoir ábhartha" ar an mball foirne ar a bhfuil freagracht as bulaíocht a imscrúdú agus déileáil léi.

1. 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

2. 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

3. 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. Tá sé ríthábhachtach an mhuinín sin a chothú i measc na ndaltaí. Ba cheart é a rá go soiléir leis na daltaí nach ag tabhairt leideanna atá siad nuair a thuairiscíonn siad teagmhais bhulaíochta ach á n-iompar féin ar shlí fhreagrach.

4. Ní mór an fhoireann neamhtheagaisc – 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

5. 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.

6. Tá sé ríthábhachtach go mbeadh tuiscint ar gach duine atá bainteach leis (lena n-áirítear gach grúpa daltaí agus tuismitheoirí) ar an gcur chuige thús ón gcéad lá

7. Ba cheart cur chuige réidh, fadhbréitigh, neamhmhothúchánach a bheith ag múinteoirí agus iad ag déileáil le líomhaintí d'iompar bulaíochta a thuairiscíonn daltaí, baill foirne nó tuismitheoirí dóibh.

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

9. Ba cheart gach agallamh a dhéanamh go híogair 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.

10. 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 neamhionsaitheach.

11. 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 gcruinniú 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.

12. 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.

13. 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.

14. 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 doibh (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

15. 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 frithbhulaíochta na scoile agus ba cheart iarrachtaí a dhéanamh chun go bhféachfadh sí nó sé an scéal ó thaobh an dalta a bhfuil an bhulaíocht á déanamh uirthi nó air.

16. 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.

17. 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.

18. 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 atá ceangailte leis an bpolasaí seo.

19. 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

a) Cibé ar scoireadh den iompar bulaíochta ó shin

b) Cibé ar réitíodh, a mhéad ab fhéidir, aon cheist a bhí le réiteach idir na páirtithe

c) Cibé an bhfuil an caidreamh idir na páirtithe curtha ar ais mar a bhí sé, a mhéad is indéanta

d) Aon aiseolas a fuarthas ó na páirtithe i dtrácht, óna dtuismitheoirí nó ó Phríomhoide nó ó Phríomhoide Tánaisteach na scoile

20. 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

21. 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.

**Gnásanna chun iompar bulaíochta a thaifeadadh**

Ní mór don Bhord Bainistíochta a chinntiú go mbíonn gnásanna soiléire ag an scoil chun iompar bulaíochta a nótáil agus a thuairisciú go foirmiúil. Ní mór gach taifead a choimeád i gcomhréir leis an reachtaíocht chuí cosanta sonraí.

1. 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

 2. 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.

3. Ní mór don mhúinteoir ábhartha an teimpléad tuairiscithe 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/di a chinneadh gur tharla iompar bulaíochta; agus

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

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

**Bulaíocht mar chuid de chontanam iompair**

Tá sé tábhachtach, leis, a thabhairt ar aird go bhféadfann iompar bulaíochta a bheith ina chuid de chontanam iompair seachas ina ghníomh neamhspleách agus i gcásanna áirithe féadfaidh an t-iompar iompú ina ionsaí nó ina chiapadh tromchúiseach fisiciúil nó gnéasach. Chun a chinntiú go ndéileáltar le cásanna den sórt sin go cuí, ní mór foráil a dhéanamh i mbeartas frithbhulaíochta na scoile le haghaidh nascacht chuí leis an gcód iompair agus chun cásanna a tharchur chuig gníomhaireachtaí agus údaráis sheachtracha, nuair is cuí. I gcásanna ina bhfuil údar tromchúiseach imní 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 G*násanna 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 imní ag pearsanra scoile mar gheall ar pháiste ach nach bhfuil siad cinnte ar cheart an cás a thuairisciú d'FSS. Seo a leanas na huimhreacha áitiúla chun a leithéid de chásanna a thuairisciú:

HSE Ballymun: 8467000

Social Worker Department: 8146147

**Tacaíochtaí do dhaltaí a ndearnadh bulaíocht orthu**

Ní mór clár tacaíochta a bheith i bhfeidhm do dhaltaí a ndearnadh bulaíocht orthu. D'fhéadfadh comhairleoireacht agus/nó deiseanna chun a bheith rannpháirteach i ngníomhaíochtaí chun a bhféinmheas a mhéadú, a scileanna cairdis agus sóisialta a fhorbairt agus athléimneacht a chothú iontu a bheith ag teastáil ó dhaltaí mar sin. Ní mór clár tacaíochta do dhaltaí a bhí ag gabháil d'iompar bulaíochta a bheith mar chuid de phróiseas idirghabhála na scoile, leis.

Daltaí nach leor a bhféinmheas, ba cheart deiseanna a thabhairt dóibh chun a gcuid braistintí féinfhiúntais a mhéadú. Mar sin beidh sé tábhachtach sna straitéisí foghlama a chuirtear chun feidhme sa scoil foráil a bheith déanta chun braistint daltaí faoina bhfiúntas féin a mhéadú. D'fhéadfadh comhairleoireacht a bheith de dhíth ar dhaltaí a ghabhann d'iompar bulaíochta chun gur féidir leo bealaí eile a fhoghlaim chun a gcuid riachtanas a chomhlíonadh gan cearta daoine eile a shárú.

Déanfar é seo tríd na gníomhaíochtaí cuí.

Daltaí a thugann teagmhais d'iompar bulaíochta faoi deara, ba cheart iad a spreagadh chun na teagmhais sin a phlé le múinteoirí.

**Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta**

Ba cheart athbhreithniú leanúnach a dhéanamh ar a éifeachtaí atá beartas frithbhulaíochta na scoile i bhfianaise na dteagmhas d'iompar bulaíochta a thagann chun cinn. Ba cheart don scoil soláthar a dhéanamh do scrúdú tréimhsiúil ar na straitéisí coiscthe agus idirghabhála atá i bhfeidhm gach Méan Fómhair. Tá na scoil i gconaí sásta éisteacht le comhairle ó thuismitheoirí agus daltaí faoi conas gur feidir linn an polasaí a fheabhsú.

Is sonraí mhórluachmhar í an teimpléad chun bulaíocht a thaifeadfadh agus a thuairisciú don Phríomhoide nó don Leas-Phríomhoide ina fhoinse i dtaca le hiompar bulaíochta sa scoil, foinse a mbeidh teacht éasca air. Ní mór sonraí a bhailítear ó na tuairiscí sin a chomhthiomsú agus a anailísiú go rialta gach Meán Fómhair ar mhaithe le monatóireacht a dhéanamh ar leibhéil iompair bhulaíochta agus aon cheist ar gá díriú uirthi nó aon treocht shuntasach iompair a shainaithint. Ní mór cóip den anailís sin a choimeád agus a chur ar fáil don Bhord Bainistíochta. Ba cheart freagairtí cuí a dhréachtú ar aon cheist a aithnítear agus an fhreagairt sin a chur chun feidhme.

Moltar cur chun feidhme an bheartais fhrithbhulaíochta agus a éifeachtaí sé a bheith mar mhír den chlár oibre ag cruinnithe foirne le cinntiú go ndéantar údair imní mar gheall ar an mbeartas nó mar gheall ar leas daltaí aonair a roinnt agus go ndírítear orthu go héifeachtach.

**Maoirseacht**

Ag gach cruinniú**,** ní mór don Phríomhoide tuairisciú don Bhord Bhainistíochta an t-eolas seo a leanas a sholáthar:

1. líon iomlán na gcásanna bulaíochta a tuairiscíodh ó tuairiscíodh don Bhord an uair dheireanach agus
2. a dheimhniú gur déileáladh le gach cás ag (a) díobh, nó go bhfuiltear ag déileáil leo, de réir bheartas frithbhulaíochta na scoile agus de réir na *nGnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile.*
3. Ní mór an méid thuas a bheith taifeadta i miontuairiscí chruinniú an Bhoird Bhainistíochta ach níor cheart aon sonraí a thaifeadadh lena bhféadfaí na daltaí i dtrácht a shainaithint.

**Athbhreithniú Bliantúil a dhéanfaidh an Bord Bainistíochta**

Ní mór don Bhord Bainistíochta athbhreithniú bliantúil a dhéanamh ar bheartas frithbhulaíochta na scoile agus ar an tslí ina gcuirtear chun feidhme é**.**

Gheofar ag deireadh an polasaí seo seicliosta caighdeánach le húsáid le linn an athbhreithnithe sin. Ba cheart a nótáil go dteastóidh na rudaí seo a leanas chun an seicliosta a chomhlánú: scrúdú agus athbhreithniú ar anailís chainníochtúil agus ar anailís cháilíochtúil ar eilimintí éagsúla d'fheidhmiú bheartas frithbhulaíochta na scoile.

 Ní mór plean gníomhaíochta a bheith i bhfeidhm ag an scoil chun díriú ar réimse ar bith a mheastar san athbhreithniú gur gá feabhsuithe a dhéanamh air.

Ní mór fógra scríofa gur athbhreithníodh beartas frithbhulaíochta na scoile a chur ar fáil do phearsanra na scoile, a fhoilsiú ar shuíomh Gréasáin na scoile agus curtha ar fáil do Chumann na dTuismitheoirí. Tá an fógra caighdeánach atá in usáid chuige sin le fáil ag deireadh an polasaí seo . Ní mór taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é.

**Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí**

Deimhníonn an Bórd 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.

**An Ciapadh a Chosc**

Deimhníonn an Bórd Bainistíochta go ndéanfaidh an scoil, dé réir a oibleagáidí faoin reachtaíocht comhionannais, 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, treaoshuíomh gnéasach, reiligiún, aois, míchumas, cine nó ballraíocht den Luacht Siúil.

Ghlac an Bórd Bainistíochta an beartas seo ar an 27/9/21

Siniú : Pádraig B. Mac Criostail Siniú : Ray Ó Díomasaigh

(Cathaoirleach an Bhórd Bainistíochta) (Príomhoide)

Dáta :27/9/21

Dáta an chéad athbhreithniú eile : Meán Fómhair 2022

**Leideanna praiticiúla ar conas cultúr dearfach scoile a chothú**

Seo a leanas roinnt leideanna praiticiúla a d'fhéadfadh cabhrú le scoileanna cultúr dearfach scoile a chothú agus iompar bulaíochta a chosc agus dul i ngleic leis.

1. Tabhair dea-shampla d'iompar ina léirítear meas do gach ball de phobal na scoile i ngach caidreamh a bhíonn agat leo.
2. Múin do na daltaí go sainráite an rud is teanga a léiríonn meas agus iompar a léiríonn meas ann, an tslí ina gcuirtear in iúl é, an tionchar a bhíonn aige sa seomra ranga agus ar fud na scoile.
3. Cuir teachtaireachtaí láidre measa ar taispeáint sa seomra ranga, in áiteanna tionóla agus ar fud na scoile. Bíodh na daltaí bainteach le dréachtú na dteachtaireachtaí.
4. Beir orthu agus iad á n-iompar féin i gceart - tabhair aird ar an gcineál iompair atá uait agus mol é nuair a fheiceann tú é.
5. Téigh i ngleic ar shlí chomhsheasmhach le haon teanga idirdhealaitheach agus maslach a úsáidtear sa scoil – áirítear air sin teanga homafóbach agus ciníoch agus teanga a dhéanann beag is fiú de dhaltaí atá faoi mhíchumas nó a bhfuil riachtanais speisialta oideachais acu.
6. Tabhair aiseolas cuiditheach do dhaltaí nuair nach mbíonn iompar agus teanga a léiríonn meas le sonrú uathu. Bíodh córas spreagthaí agus luachanna saothair ann chun iompar inmhianaithe a chur chun cinn mar aon le géilliúlacht do rialacha agus do ghnásanna na scoile.
7. Múin go sainráite do na daltaí conas meáin shóisialta a úsáid ar shlí fhreagrach
8. Tabhair spreagadh do na daltaí chun géilleadh do rialacha na scoile maidir le húsáid fón póca agus an Idirlín.
9. Déan obair leantach le daltaí nach dtugann aird ar na rialacha.
10. Tabhair ról gníomhach do thuismitheoirí agus/nó do Chumann na dTuismitheoirí i bhfeachtais chun feasacht mar gheall ar mheáin shóisialta a mhúscailt.
11. Leag béim ar an gceart atá ag gach duine i bpobal na scoile ar a bheith slán sábháilte sa scoil. Múin rialacha na scoile go sainráite sa seomra ranga agus in áiteanna tionóla i dteanga a thuigfidh na daltaí, agus cuir béim ar na rialacha sin.
12. Féadann gach ball foirne a bheith san airdeall chun aon iompar bulaíochta a thabhairt faoi deara
13. Cinntigh go bhfuil dóthain maoirseachta sa chlós agus lasmuigh den scoil.
14. Féadann foireann na scoile comhairle a fháil ó na daltaí faoi na háiteanna is mó ina dtarlaíonn bulaíocht agus faoi na hamanna ag a dtarlaíonn sé. Is gnách do na háiteanna is mó ina dtarlaíonn bulaíocht a bheith sa chlós agus lasmuigh den scoil, i seomraí gléasta, i ndorchlaí agus in áiteanna eile inar beag maoirseacht a dhéantar. Is gnách bulaíocht a bheith coitianta nuair nach mbíonn maoirseacht struchtúrtha ann, mar shampla nuair a bhíonn daltaí sa chlós nó ag athrú seomraí ranga.
15. Tacaigh le bunú comhairlí scoile agus lena gcuid oibre

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Gaelscoil Bhaile Munna 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.

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:

1. A positive school culture and climate which-
o is welcoming of difference and diversity and is based on inclusivity;
o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
o promotes respectful relationships across the school community;

2. Effective leadership;

3. A school-wide approach;

4. A shared understanding of what bullying is and its impact;

5. Implementation of education and prevention strategies (including awareness raising measures) that:

o build empathy, respect and resilience in pupils; and
o explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

6. Effective supervision and monitoring of pupils;

7. Supports for staff;

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

9. On-going evaluation of the effectiveness of the anti-bullying policy.

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.

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

1. The classroom teacher
2. The Principal: Ray Ó Díomasaigh
3. The VP: Sinéad Uí Mhaoldomhnaigh

Implementation of education and prevention strategies including awareness raising

1. Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.

2. As self-esteem is a major factor in determining behaviour, schools should, through both their curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.

3. Initiatives and programmes focused on developing pupils’ awareness and understanding of bullying, including its causes and effects, should deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying. For example, the inclusion of LGBT posters on notice boards, discussions with parents about specific statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, Growing Up LGBT and participating in LGBT awareness events are just some of the ways in which a school can address homophobic and transphobic bullying.

4. Prevention and awareness raising measures must also deal explicitly with cyber- bullying. The best way to address cyber-bullying 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 on-line and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents as outlined in Section 6.3 is of importance in this regard. The prevention and awareness raising measures should also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school.

5. A school’s approach to tackling and preventing bullying should take particular account of the needs of pupils with disabilities or with SEN, should join up with other relevant school policies and supports and should ensure that all the services that provide for such pupils work together. 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.

6. A school’s prevention and awareness raising measures need to be appropriate to the type of bullying and take into account the age and gender of the pupils involved. Each school must work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.

7. Schools could for example choose to have a staff day on the subject of bullying complemented by an awareness day for pupils and parents. An awareness day can help give the parents of a pupil who is being bullied the confidence to approach the school and also helps to send a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing their child’s behaviour.

8. Teachers can influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe programme at primary level, is a personal safety skills programme which seeks to enhance children’s self-protection skills including their ability to recognise and cope with bullying. The Relationship and Sexuality Education (RSE) programme at post-primary provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour. For example, the Schools for Health in Ireland framework provides guidance on developing a health promoting school.

9. There is space within the teaching of all subjects 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 Civil, Social and Political Education (CSPE), 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.

**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:**

1. 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);
2. 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;
3. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
4. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
5. 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;
6. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
7. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
8. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
9. 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;
10. 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;
11. 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;
12. Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
13. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
14. 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;
15. 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;
16. 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;
17. 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. This can have a therapeutic effect;
18. 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
19. 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;
20. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school’s complaints procedures;
21. 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.

**Procedures for recording bullying behaviour**

The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school’s anti-bullying policy. All records must be maintained in accordance with relevant data protection legislation.

1. 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;
2. 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.
3. The relevant teacher must use the recording template 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 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 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 also 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. To ensure that any such cases are dealt with appropriately, the school’s anti- bullying policy must provide for appropriate linkages with the overall code of behaviour and provide for referral to be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should 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 must 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 should, 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 school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

HSE Ballymun: 8467000

Social Work Department: 8146147

**Supports for pupils affected by bullying**

A programme of support for pupils who have been bullied must be in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

A programme of support for those pupils involved in bullying behaviour must also be part of the school’s intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil’s self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

**Ongoing evaluation of the effectivness of the anti-bullying policy**

The effectiveness of the school’s anti-bullying policy should be subject to continuous review in the light of incidents of bullying behaviour encountered. The school should make provision for periodic examination of the prevention and intervention strategies in place. Surveys of pupils, staff and parents can, if properly conducted, provide important information about the effectiveness of the anti-bullying measures in place and identify any significant behavioural trends that may benefit from early intervention.

The template for recording and reporting bullying to the school Principal or Deputy Principal will be a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports must be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis must be retained and be made available to the Board of Management. Appropriate responses to any issues identified should be drawn up and implemented.

It is recommended that the implementation and effectiveness of the anti- bullying policy be included as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

Periodic summary reports to the Board of Management

At every meeting, the Principal must provide a report to the Board of Management setting out:

1. the overall number of bullying cases reported (by means of the bullying recording template since the previous report to the Board.
2. confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school’s anti-bullying policy and the Anti- Bullying Procedures for Primary and Post-Primary schools.
3. The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.

Annual Review by the Board of Management

1. The Board of Management must undertake an annual review of the school’s anti- bullying policy and its implementation by the school.
2. A standardised checklist to be used in undertaking the review is included in this policy. It should be noted that in order to complete the checklist, an examination and review involving both quantitative and qualitative analysis as appropriate across the various elements of the implementation of the school’s anti-bullying policy will be required.
3. The school must put in place an action plan to address any areas for improvement identified by the review.
4. Written notification that the review has been completed must be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association. A standardised notification which must be used for this purpose is included at the end of this policy and its outcome must be made available, if requested, to the patron and the Department.

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.

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.

This policy was adopted by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [date].

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Pádraig B. mac Criostail (Chairperson of Board of Management)

Date: 27/9/21

Date of next review: September 2022

Signed: Ray Ó Díomasigh (Principal)

Date: 27/9/21

Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

1. Model respectful behaviour to all members of the school community at all times.
2. Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
3. Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
4. Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
5. Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
6. Give constructive feedback to pupils when respectful behaviour and respectful language are absent. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
7. Explicitly teach pupils about the appropriate use of social media.
8. Positively encourage pupils to comply with the school rules on mobile phone and internet use.
9. Follow up and follow through with pupils who ignore the rules.
10. Actively involve parents and/or the Parents’ Association in awareness raising campaigns around social media.
11. Actively promote the right of every member of the school community to be safe and secure in school. Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
12. All staff can actively watch out for signs of bullying behaviour.
13. Ensure there is adequate playground/school yard/outdoor supervision.
14. School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
15. Support the establishment and work of student councils.

**Teimpléad chun iompar bulaíochta a thaifeadadh**

**1. Ainm an dalta a bhfuil bulaíocht á déanamh air/uirthi agus a rang-ghrúpa**

Ainm Rang

2. **Ainm(neacha) agus rang(anna) an dalta/na ndaltaí atá ag gabháil d'iompar bulaíochta**

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3. An t-iompar is ábhar 4. An áit ar tharla an teagmhas/na teagmhais

buartha/imní.

|  |  |
| --- | --- |
| Clós |  |
| Seomra Ranga |  |
| Pasáiste |  |
| Leithreas |  |
| Bus Scoile |  |
| Eile |  |

|  |  |
| --- | --- |
| An dalta i drácht |  |
| Dalta eile |  |
| Tuismitheoir |  |
| Múinteoir |  |
| Eile |  |

**5. Ainm an té/na ndaoine a thuairiscigh** an t-údar imní bulaíochta

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6. **Cineál** an iompair bhulaíochta (ticeáil an bosca/na boscaí ceart(a)

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| --- | --- | --- | --- |
| Ionsaitheacht Fhisiciúil |  | Cibearbhulaíocht |  |
| Dochar do mhaoin |  | Imeaglú |  |
| Aonrú/Eisiamh |  | Cúlchaint mhailíseach |  |
| Ainmneacha maslacha a thabhairt ardhuine: |  | Eile (tabhair do thuairim) |  |

**7. I gcás iompair a bhféachtar air mar bhulaíocht bunaithe ar aitheantas, tabhair an chatagóir lena mbaineann:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Homafóbach | Míchumas/bainteachle riachtanais speisialta oideachais | Ciníoch | Ballraíocht den LuchtSiúil | Eile (sonraigh) |
|  |  |  |  |  |

8. **Cur síos gairid ar an iompar bulaíochta agus ar a thionchar.**

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9. **Sonraí na mbeart a rinneadh**

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 Sínithe (Múinteoir Ábhartha) Dáta

An Dáta a cuireadh é ar aghaidh chuig an bPríomhoide/Leas-Phríomhoide :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\* Nóta:** Catagóirí molta is ea na catagóirí i dtáblaí 3, 4 & 6 agus féadfaidh scoileanna iad a leasú nó catagóirí eile a chur leo.

**Seicliosta le haghaidh athbhreithniú bliantúil ar an mbeartas fhrithbhulaíochta agus ar a fheidhmiú**

Ní mór don Bhord Bainistíochta (an Bord) athbhreithniú bliantúil a dhéanamh ar bheartas

frithbhulaíochta na scoile agus ar an tslí ina gcuirtear chun feidhme é. Ní mór an seicliosta seo a leanas a úsáid san athbhreithniú. Áis is ea an seicliosta d'athbhreithniú an bheartais ach ní seicliosta uileghabhálach é. Ní mór na rudaí seo a leanas a chur i gcrích chun an seicliosta a chomhlánú: scrúdú agus athbhreithniú ar anailís chainníochtúil agus ar anailís cháilíochtúil ar eilimintí éagsúla d'fheidhmiú bheartas frithbhulaíochta na scoile.

Tá/ Níl

|  |  |
| --- | --- |
| An bhfuil beartas frithbhulaíochta a ghéilleann go hiomlán do riachtanais *Ghnásanna* *Frithbhulaíochta Bunscoile agus Iar-bhunscoile* glactha ag an mBord go foirmiúil? |  |
| An bhfuil an beartas foilsithe ar shuíomh Gréasáin na scoile agus cóip curtha ar fáil do chumann na dtuismitheoirí? |  |
| An bhfuil an Bórd sásta go bhfuil an beartas ar fáil d'fhoireann na scoile (agus foireann nua san áireamh)? |  |
| An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas agus ar na gnásanna ag foireann na scoile chun iad a chur i bhfeidhm go héifeachtach agus go comhsheasmhach ina gcuid oibre laethúla? |  |
| An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas ag na daltaí? |  |
| An bhfuil an Bord sásta gur doiciméadaíodh sa bheartas na straitéisí coiscthe agus oideachais a bheidh i bhfeidhm sa scoil? |  |
| An bhfuil an Bord sásta gur cuireadh gach straitéis coiscthe agus oideachais chun feidhme? |  |
| Ar scrúdaíodh a éifeachtaí atá na straitéisí coiscthe agus oideachais atá curtha chun feidhme? |  |
| An bhfuil an Bord sásta go bhfuil na múinteoirí ar fad ag taifeadadh agus ag déileáil le teagmhais bhulaíochta de réir an bheartais? |  |
| An bhfuil an Bord sásta go bhfuair an Bord na tuairiscí achoimre tréimhsiúla ón bPríomhoide agus ar glacadh miontuairiscí maidir leo? |  |
| An bhfuil an Bord sásta gur pléadh a fheabhas atá an scoil ag láimhsiú tuairiscí bulaíochta lena n-áirítear teagmhais bhulaíochta ar déileáladh leo ag céim luath agus nach bhfuil ar áireamh, mar sin, i dtuairisc thréimhsiúil an Phríomhoide? |  |
| An bhfuil an Bord sásta nach bhfuarthas aon ghearán ó thuismitheoirí maidir leis an tslí ina láimhsíonn an scoil teagmhais bhulaíochta? |  |
| An bhfuil an Bord sásta nár thóg tuismitheoir ar bith a páiste amach as an scoil á rá go raibh siad míshásta leis an tslí inar láimhsigh an scoil cás bulaíochta? |  |
| An bhfuil an Bord sásta nach ndearna Ombudsman na Leanaí imscrúdú ar an tslí inar láimhsigh an scoil cás bulaíochta a thionscain nó a thabhairt chun críche? |  |

Síniú Cathaoirleach, an Bord Bainistiochta

Síniú Príomhoide

 Dáta \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fógra maidir le hathbhreithniú bliantúil an Bhoird Bhainistíochta ar an mbeartas frithbhulaíochta**

Chuig: Pobal uile na scoile

Is mian leis an mBord Bainistíochta i nGaelscoil Bhaile Munna na nithe seo a leanas a chur in iúl duit:

1. Tugadh athbhreithniú an Bhoird Bhainistíochta ar bheartas frithbhulaíochta na scoile agus a fheidhmiú chun críche ag cruinniú an Bhoird den 27/9/21.
2. Rinneadh an t-athbhreithniú i gcomhréir leis an seicliosta atá leagtha amach in **Aguisín 4** de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile.*

Pádraig B. Mac Criostail

Cathaoirleach, an Bord Bainistiochta

Meán Fómhair 2021