

## Beartas Frithbhulaíochta Scoil Lorcáin

### Meán Fómhair 2024

1. I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirlínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Scoil Lorcáin 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 chomhrac.

(A) Cultúr dearfach a bheith i réim sa scoil:

- ina nglactar go fonnmar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht;
- ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach;

agus

- ina gcuirtear caidreamh bunaithe ar mheas chun cinn ar fud phobal na scoile;

Feic Tábla A (6.1.5. Gnásanna): Príomhghnéithe de chultúr agus timpeallacht dhearfach scoile, agus, freisin, Aguisín 2: Leideanna Praiticúla chun cultúr agus timpeallacht dhearfach scoile a fhorbairt.

(B) Ceannaireacht éifeachtach;

(C) Cur chuige scoile uile;

(D) Tuiscint i bpáirt faoin rud is bulaíocht innti agus faoin tionchar is féidir a bheith aige

(E) Feidhmiú straitéisí oideachais agus coiscithe (lena n-áirítear bearta chun feasacht a

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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**;, de réir mar a chuireann an Roinn Oideachais ábhar oiriúnach ar fáil thuismitheoí. Cuirfear tuismitheoirí ar an eolas roimh ré faoin ábhar seo. Muna bhfuil ábhar ar fáil ón Roinn laistigh d’achar réasúnta déanfaimid ábhar a lorg áit eigin eile agus, más gá, cuirfear grúpa oibre le cur le chéile chun déileáil leis an riachtanas seo.

(F) Maoirseacht agus monatóireacht éifeachtach ar dhaltáí;

(G) Tacaíochtaí don fhoireann;

(H) 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)

Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta lena

n-áirimid **athbhreithniú bliantúil Boird agus tuairisc dhá uair sa bhliain ón**

**bPríomhoide don Bhord**

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 nó mothúchánach, 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 nó trasfóbach, 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.

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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 Scoil Lorcáin.

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 Scoil Lorcáin.


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



**Iompraíochtaí a bhaineann le gach saghas bulaíocht**

**Cibearbhulaíocht**

- Ciapadh bunaithe ar cheann ar bith de na naoi bhforas sa reachtaíocht comhionannais e.g. ciapadh gnéasach, bulaíocht homafóbach agus trasfóbach, bulaíocht chiníoch, etc.
  - Forrántacht fhisiciúil
    - Bulaíocht mhothúchánach
  - Damáiste do mhaoin
  - Leasainmneacha a ghlaoch
  - Cleithmhagadh
    - Pictiúir, focail i scríbhinn, nó ábhar eile a tháirgeadh, a thaispeáint nó a scaipeadh atá dírithe ar dhuine eile a imeaglú
  - Graifítí maslach
  - Sracadh (extortion)
  - Imeaglú
  - Gothaí maslaitheacha nó gáirsiúla
  - 'Amharc' faoi leith
  - Cur isteach ar spás pearsanta
  - Meascán de na cinn a luaitear.
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- **Tromaíocht:** Ráflaí, bréaga nó biadán a scaipeadh chun dochar a dhéanamh do cháil duine eile
  - **Ciapadh:** Teachtaireachtaí oilc, suaracha nó gáirsiúla a sheoladh chuig duine go leanúnach
  - **Pearsanú:** Teachtaireachtaí maslaitheacha nó forrántacha a phóstáil faoi ainm duine eile
  - **Gríosadh:** Úsáid a bhaint as focail gháirsiúla nó ghríosaitheacha chun troid ar líne a spreagadh
    - **Cleasaíocht:** Dallamullóg a chur ar dhuine eolas pearsanta a roinnt agus an t-eolas sin a úsáid ar líne ina dhiaidh sin
  - **Scitheadh:** Eolas nó íomhána rúnda a phostáil nó a roinnt
  - **Leithcheal:** Leithcheal a dhéanamh ar dhuine ó ghrúpa ar líne d'aon ghnó
  - **Cibear-stalcaireacht:** Ciapadh agus tromaíocht leanúnach a fhágann go mbíonn eagla a b(h)eatha/a s(h)ábháilteachta ar duine
  - Glao tostach gutháin/gutháin phóca
  - Glao maslach gutháin/gutháin phóca
  - Teachtaireacht téacs mhaslach
  - Teachtaireacht ríomhphoist mhaslach
  - Cumarsáid mhaslach ar líonraí sóisialta e.g. Facebook/Ask.fm/X /You Tube, Instagram? TikTok? nó ar chonsóil chluichí
  - Ráitis/Blaganna/Pictiúir mhaslacha idirlín
  - Postálacha maslacha ar cineál ar bith teicneolaíochta

	 <p>cumarsáide</p>
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**Iompraíochtaí bunaithe ar Aitheantas**

<p><b>Lena n-áirítear aon cheann de na naoi bhforas idirdhealúcháin a luaitear sa Reachtaíocht um Chomhionannas</b> (inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlaigh, claonadh gnéasach, reiligiún, aois, míchumas, cine agus toisc gur den Lucht Taistil iad).</p>	
<p><b>Homafóbach agus Trasinscne</b></p>	<ul style="list-style-type: none"> <li>● Ráflaí a scaipeadh faoi chlaonadh gnéasach duine</li> <li>● Tathant ar dhuine a bhfuil claonadh gnéasach difriúil aige/aici</li> <li>● Leasainmneacha a ghlaoch, e.g. aerach?, casta, lúbtha, a úsáidtear chun caitheamh anuas ar dhuine</li> <li>● Im eaghlú fisiciúil nó ionsaí</li> <li>● Bagairtí</li> </ul>
<p><b>Cine, náisiúntacht, cúlra eitneach agus ballraíocht de phobal an Lucht Taistil</b></p>	<ul style="list-style-type: none"> <li>● Idirdhealú, réamhchlaonadh, ráitis nó maslaí a bhaineann le cine, náisiúntacht, cultúr, aicme shóisialta, creideamh, cúlra eitneach nó an Lucht Taistil</li> <li>● Leithcheal de bhun aon cheann acu seo thuas</li> </ul>
<p><b>Caidreamhach</b></p> <p><b>Gnéasach</b></p>	<p>Is éard atá i gceist anseo caidrimh a mhí-ionramháil mar bhealach chun bulaíocht a dhéanamh. Ar na hiompraíochtaí tá:</p> <ul style="list-style-type: none"> <li>● Bidadán maslach</li> <li>● Leithcheal agus aonrú</li> <li>● Neamhaird</li> <li>● Leithcheal ó ghrúpa</li> <li>● Cairde a bhaint de dhuine</li> <li>● 'Bitseáil'</li> <li>● Ráflaí a scaipeadh</li> <li>● Rún a sceitheadh</li> <li>● Caint sách ard le go gcloisfeadh an t-íobartach í</li> <li>● 'Amharc' faoi Leith</li> <li>● <u>'nerd' a úsáid le cur isteach ar dhuine.</u></li> <li>● Ráitis nó tadhall gnéasach míchuí nó gan choinne</li> <li>● Ciapadh</li> </ul>

<p><b>Riachtanais Speisialta Oideachais, Míchumas</b></p>	<ul style="list-style-type: none"> <li>● Leasainmneacha a ghlaoch</li> <li>● Tathant ar dhaoine eile mar gheall ar a míchumas nó riachtanais foghlama</li> <li>● Teacht i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta bulaíocht a aithint agus iad féin a chosaint</li> <li>● Teacht i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta cúinsí sóisialta agus leideanna sóisialta a aithint agus iad féin a chosaint.</li> <li>● Athris a dhéanamh ar mhíchumas duine eile</li> <li>● Ceap magaidh a dhéanamh de dhaoine eile</li> </ul>
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4. Seo a leanas an múinteoir/na múinteoirí ábhartha a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfaidh léi: (féach Roinn 6.8 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar bhunscoile*):

Is iad na Múinteoirí ábhartha sa scoil seo: (Arna gcinneadh ag an mBord Bainistíochta)

Gach múinteoir ranga  
Príomhoide  
Príomhoide Ionaid  
Múinteoirí MTF agus MUL

**Féadfaidh múinteoir ar bith gníomhú mar mhúinteoir ábhartha, más gá.**



5. Seo a leanas na straitéisí oideachais agus coiscthe (lena n-áirítear straitéisí a dhírítear go sonrach ar chibear bhulaíocht agus ar bhulaíocht bunaithe ar aitheantas, go háirithe bulaíocht homafóbach agus trasfóbach) a bheidh in úsáid sa scoil (feach roinn 6.5 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-Bhunscoile*):

### Cur chuige na scoile ina hiomláine

- Cur chuige na scoile ina hiomláine chun meas ar gach ball de phobal na scoile a chothú. ● Luach na héagsúlachta a chur chun cinn chun aghaidh a thabhairt ar dhearcaí claonta n agus chun aird a tharraingt ar a dho-ghlactha is atá iompraíocht bhulaíochta.
- Féinmheas a chothú agus a fheabhsú i measc na ndaltaí uile trí ghníomhaíochtaí curaclaim agus seach-churaclaim araon. Tabharfar deiseanna do dhaltaí féinmheas dearfach a fhorbairt trí idirghníomhaíochtaí foirmiúla agus neamhfhoirmiúla.
- Maoirseacht agus monatóireacht ar sheomraí ranga, ar dhorchlaí, ar thalamh na scoile, ar thurasanna scoile agus ar ghníomhaíochtaí seach-churaclaim. Tabharfar ar bhaill foirne nach mbíonn ag teagasc agus ar bhaill eile a bheith san airdeall agus eachtraí a chur in iúl do na múinteoirí ábhartha. Beidh maoirseacht i gceist leis i dtaca leis an úsáid a bhaineann daltaí as teicneolaíocht cumarsáide sa scoil.
- Forbairt agus cur chun cinn Cód Frithbhulaíochta don scoil le cur ar taispeáint i seomraí ranga agus in áiteanna poiblí sa scoil. Bhfuil sé seo ann?
  - Pléitear beartas frithbhulaíochta na scoile le daltaí agus tugtar cóip de do gach tuismitheoir/caomhnóir nua mar chuid de Chód Iompraíochta na Scoile.
- Bearta rialta (e.g. gach bliain) feasachta a chur i bhfeidhm ar fud na scoile e.g. clár fógraí faoi leith sa scoil agus i seomraí ranga maidir le cairdeas a chothú, agus bulaíocht a chosc; Seachtain Chairdis gach bliain ; tionóil scoile faoi stiúir an phríomhoide nó an Phríomhoide Ionaid.
- Cultúr insinte a spreagadh, agus béim faoi leith ar thábhacht na bhfinnéithe. Ar an gcaoi sin beidh muinín ag daltaí as a bheith ag insint. Tá gné seo na muinéine ríthábhachtach. Ba chóir a chur in iúl go soiléir do gach dalta agus iad ag tuairisciú eachtraí bulaíochta nach ag insint ná ag sceitheadh atá siad ach ag gníomhú go freagrach.
- Deimhin a dhéanamh de go mbeidh a fhios ag daltaí cé dó ba chóir dóibh a insint agus conas é a dhéanamh, don tuismitheoir/chaomhnóir, don mhúinteoir ranga, do mhúinteoir eile sa scoil, don phríomhoide
- Dul caol díreach chuig múinteoir ag am oiriúnach, mar shampla tar éis ranga.
- Nóta a thabhairt isteach leis an obair bhaile.
  - Is féidir le tuismitheoirí glaoch gutháin a chur ar an scoil nó teachtaireacht a fhágaint do mhúinteoir sa scoil a bhfuiltear muiníneach as/aisti glaoch ar ais air/uirthi.
- Tabhairt ar thuismitheoir(i)/ar chaomhnóir(i) nó ar chara insint.
- Deimhin a dhéanamh de go dtuigeann finnéithe an tábhacht a bhaineann lena bhfeiceann siad nó lena bhfuil ar eolas acu faoin mbulaíocht atá ar bun a insint. ● Prótacail shoiléire a shonrú chun tuismitheoir(i)/caomhnóir(i) a spreagadh dul chun na scoile más dóigh leo go bhfuil bulaíocht á déanamh ar a leanbh. Beidh fáilte speisialta ó mholtaí ó thuismitheoirí dó seo.
  - Prótacal do Thuismitheoirí: Má cheapann tuismitheoir go bhfuil bulaíocht ar bun is ceart é sin a chur in iúl do mhúinteoir ranga an phaist ábhartha, sa chéad áit, nó do mhúinteoir



ranga a bpáiste féin nó don Phríomhoide, Príomhoide Ionaid (Paula Uí Mhurchú) no do Phríomhoide Tánaisteach (Caitríona Níc Íomhair, Niamh Uí Chroidheáin). Is féidir nóta a chur isteach nó ríomhphost a sheoladh nó glaoch a dhéanamh ag iarraidh go ndéanadh an múinteoir roghnaithe teagmháil ar ais.

- Tá Beartas um Úsáid Inghlactha Idirlín agus Teicneolaíochta againn sa scoil ina sonraítear na céimeanna cuí chun deimhin a dhéanamh de go ndéantar monatóireacht dhian ar úsáid na teicneolaíochta sa scoil, cuir i gcás úsáid a bhaint as gutháin phóca.

POLASAÍ DEONACH NA DTUISMITHOIRÍ I LEITH ÚSÁID FÓIN CHLISTE

● **Féach anseo Liosta na dtacaí atáthar a úsáid sa scoil faoi láthair agus tacaí eile atá sa scoil:** Nascanna

[www.Barnardos.ie](http://www.Barnardos.ie)

[www.spunout.ie](http://www.spunout.ie)

[www.ispcc.ie](http://www.ispcc.ie)

[www.glen.ie](http://www.glen.ie)

[www.belongto.ie](http://www.belongto.ie)

[www.justlikemefilms.ie](http://www.justlikemefilms.ie)

[www.reachout.com](http://www.reachout.com)

[www.antibullyingireland.com](http://www.antibullyingireland.com)

[www.immigrantcouncil.ie](http://www.immigrantcouncil.ie)

Do mhúinteoirí

[www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie)

#### **Curaclaim a chur i ngníomh**

- Cur i ngníomh iomlán na gcuraclam OSPS agus na gclár OCG agus Bí Sábháilte. ● Forbairt Ghairme don fhoireann
- Ceachtanna ar an mbulaíocht bunaithe ar fhianaise a sheachadadh ar fud na scoile, ach iad a bheith ar fáil i nGaeilge.
- Ceachtanna a sheachadadh ar **Fhorántacht Chaidreamhach** (Cool School Programme: A Friend in Deed), ar an **gCibearbhulaíocht** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), ar an **Éagsúlacht agus an Idirchultúrachas**.

- Féachfaidh an scoil, go háirithe, i leith riachtanais bhreise na ndaltaí SEN maidir le cláir a chur i bhfeidhm agus scileanna agus straitéisí a fhorbairt a chuirfeadh ar chumas gach daltaí freagairt go cuí.

#### **Naisc le beartais eile**

- Cód Iompair Scoil Lorcáin
- Polasaí Chaomhnú Leanaí
- Polasaí um Úsáid Inghlactha Idirlín agus Teicneolaíochta.

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 6.8.9 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*):

#### **6.8.9. Gnásanna chun Bulaíocht a Fhiosrú agus Láimhseáil**

Is í an phríomhaidhm a bhaineann le bulaíocht a fhiosrú agus a láimhseáil ná ceisteanna a réiteach agus an caidreamh idir na páirtithe a shlánú, a oiread agus is féidir (seachas milleán a leagan ar dhuine);

#### **Ní mór do ghnásanna na scoile cloí leis an gcur chuige seo a leanas.**

Déanfar gach iarracht a chinntiú go dtuigfidh gach duine atá rannpháirteach (daltaí, tuismitheoirí/caomhnóirí san áireamh) an cur chuige seo ón tús.

#### **Iompraíocht Bhulaíochta a Thuairisciú**

- Féadfaidh dalta nó tuismitheoir(i)/caomhnóir(i) ar bith eachtraí bulaíochta a chur in iúl do mhúinteoirí ar bith sa scoil.
- Fiosróidh agus láimhseálfaidh an múinteoir ábhartha gach tuairisc, ina measc tuairiscí anaithnide.
- Ní mór do bhaill foirne teagaisc agus neamhtheagaisc, cuir i gcás rúnaithe, cúntóirí riachtanas speisialta (SNA), airígh, glantóirí aon eachtraí d'iompraíocht bhulaíochta a fheiceann siad nó a luaitear leo a chur in iúl don mhúinteoir ábhartha.

#### **Eachtraí a Fhiosrú agus a Láimhseáil Stíl an Chuir Chuige**

- Agus é/í ag fiosrú agus ag láimhseáil na bulaíochta, tabharfaidh an múinteoir (ábhartha) a b(h)reithiúnas féin féachaint ar tharla bulaíocht nó nár tharla agus conas is fearr an cás a réiteach.
- Éilítear ar thuismitheoirí/ar chaomhnóirí agus ar dhaltaí comhoibriú le cibé fiosrú a dhéanfar agus cuidiú leis an scoil ceist ar bith a thiocthadh aníos a réiteach agus an caidreamh idir na páirtithe a shlánú, a oiread agus is féidir, a thúsce agus is féidir.
- Ba chóir do mhúinteoirí cur chuige fionnuar neamh-mhóthúchánach réitithe fadhbanna a ghlacadh.

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- Ba chóir eachtraí a láimhseáil, a oiread agus is féidir, lasmuigh den seomra ranga

d'fhonn príobháideachas gach rannpháirtí a chinntiú.

- Ba chóir gach agallamh a dhéanamh chomh híogair agus is féidir agus cearta na ndaltaí á nglacadh san áireamh. Is féidir le daltaí nach bhfuil baint dhíreach acu leis an gcás eolas úsáideach a chur ar fáil mar seo a leanas: labhairt leis an múinteoir ábhartha nó aon mhúinteoir, labhairt lena dtuismitheoirí agus iarraidh orthu an t-eolas a chur ar aghaidh, labhairt leis an bPríomhoide
- Agus eachtraí d'iompraíocht bhulaíochta á n-anailísiú, ba chóir don mhúinteoir ábhartha iarraidh a dhéanamh na ceisteanna cén rud, cén áit, cén duine, agus cén fáth a fhreagairt. Ba chóir é sin a dhéanamh go deas suaimhneach, agus sampla á thabhairt den chaoi ar chóir déileáil le coinbhleacht gan dul i muinín na forrántachta.
- Má bhíonn grúpa i gceist, ba chóir agallamh a chur ar gach duine acu ar dtús. Ina dhiaidh sin, ba chóir bualadh leo mar ghrúpa. Ag an gcrúinniú leis an ngrúpa, ba chóir a iarraidh ar gach duine acu a c(h)untas féin a thabhairt ar ar tharla d'fhonn a chinntiú go dtuigeann gach duine sa ghrúpa ráitis na ndaoine eile go soiléir; AN BHFUIL SÉ SEO INMHOLTA?
- Ba chóir tacú le gach ball den ghrúpa i dtaca leis an mbrú a d'fhéadfadh a theacht orthu ó bhaill eile an ghrúpa tar éis an agallaimh leis an múinteoir.  
D'fhéadfadh sé a bheith oiriúnach freisin a iarraidh orthu siúd a bhí i gceist cuntas a scríobh ar ar tharla.
- I gcásanna go gcinneann an múinteoir ábhartha gur tharla iompraíocht bhulaíochta, ba chóir teagmháil a dhéanamh le tuismitheoir(i)/caomhnóir(i) na páirtithe go luath d'fhonn an tarlúint a chur in iúl dóibh agus míniú a thabhairt ar na gníomhartha a bheifear a dhéanamh (agus tagairt á déanamh do bheartas na scoile). Ba chóir don scoil deis a thabhairt do thuismitheoirí/do chaomhnóirí plé a dhéanamh ar na bealaí lenar féidir leo tacú leis na gníomhartha atá an scoil a dhéanamh agus leis na tacaí atáthar a chur ar fáil do dhaltaí;
- Sa chás go gcinneann an múinteoir ábhartha go raibh iompraíocht bhulaíochta ar bun ag an dalta, ba chóir a chur in iúl go soiléir dó/di an sárú a rinne sé/sí ar bheartas frithbhulaíochta na scoile agus ba chóir iarraidh a dhéanamh tabhairt air/uirthi an cás a fheiceáil ó dhearcadh an dalta a d'fhulaing an bhulaíocht;
- Ní mór a chur in iúl go soiléir do gach rannpháirtí (gach tacar daltaí agus múinteoirí/caomhnóirí) i gcás ar bith a gcaitear smachtbhannaí araíonachta a chur i bhfeidhm gur ceist phríobháideach atá ann idir an dalta a bheidh faoi smachtbhanna, a t(h)uismitheoir(i)/c(h)aomhnóirí agus an scoil;

### **Gníomh leantach agus cuntas**

- Agus cinneadh á dhéanamh ar déileáladh go cuí agus go leordhóthanach leis an gcás bulaíochta, ní mór don mhúinteoir ábhartha, agus breithiúnas gairmiúil á thabhairt aige/aici, na cúinsí seo a leanas a ghlacadh san áireamh:
  - An bhfuil deireadh tagtha leis an iompraíocht bhulaíochta;
  - An bhfuil ceisteanna idir na páirtithe réitithe, a oiread agus is féidir;
  - An bhfuil caidreamh idir na páirtithe slánaithe, a oiread agus is féidir;
  - Eolas ar bith a fuarthas ó na páirtithe rannpháirteacha, óna dtuismitheoir(i)/a gcaomhnóir(i) nó ó phríomhoide nó leas-phríomhoide na scoile
- Ba chóir cruinnithe leantacha ar leithligh a shocrú leis na páirtithe leasmhara féachaint an bhféadfaí iad a thabhairt le chéile tráth níos déanaí má tá an dalta a d'fhulaing an bhulaíocht réidh agus toilteanach.
- I gcás nach mbíonn tuismitheoir(i)/caomhnóir(i) sásta gur dhéileáil an scoil leis an gcás bulaíochta de réir na ngnásanna seo, ní mór gnáthaimh ghearáin na scoile a chur in iúl do na tuismitheoir(i)/caomhnóir(i), mar is cuí.
- I gcás gur bhain an/na tuismitheoir(i)/caomhnóir(i) leas as gnáthaimh ghearáin na scoile agus nach bhfuiltear sásta fós, ní mór don scoil a chur in iúl go bhfuil an cheart acu gearán a dhéanamh leis an Ombudsman do Dhaltaí.

### **Iompraíocht Bhulaíochta a chuntas**

Tá sé ríthábhachtach go ndéanfaí gach eachtra de bhulaíocht a chuntas ar bhealach oibiachtúil agus fórasach.

Seo a leanas gnásanna na scoile maidir le hiompraíocht bhulaíochta a chuntas agus a thuairisciú:

### **Réamhdhearbhú neamhfhoirmiúil gur tharla bulaíocht**

- Ní mór do gach ball foirne cuntas i scríbhinn a choinneáil d' eachtraí a fheiceann siad nó a chuirtear in iúl dóibh. Ní mór gach eachtra a thuairisciú don mhúinteoir ábhartha . • Cé nár mhór don mhúinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí anaithnide, de bhulaíocht a fhiosrú agus a láimhseáil, ní mór don mhúinteoir ábhartha cuntas i scríbhinn a choinneáil ar na tuairiscí, ar na gníomhartha a glacadh agus ar aon phlé a rinneadh leis na rannpháirtithe
- Ní mór don mhúinteoir ábhartha gach eachtra atáthar á fhiosrú a chur in iúl don phríomhoide.

### **Foirmiúil - 1 Dearbhú gur tharla bulaíocht**

- Má dhearbhaíonn an múinteoir ábhartha gur tharla bulaíocht, ní mór don mhúinteoir cuntas cuí i scríbhinn a choinneáil a chuideoidh leis/léi na ceisteanna a réiteach agus na caidrimh a shlánú, a oiread agus is féidir, idir na páirtithe leasmhara.
- Stóráil Cuntais: is ceart cuntais faoi bhulaíocht a stóráil go digiteach ar Chóras Aladdin na scoile, faoi ainmneacha na ndaltaí ábharacha. Is féidir cuntas atá an-ghoilliúnach a thabhairt go digiteach don Phríomhoide le stóráil in áit ar leith nach mbeidh fáil ach ag líon riarthóirí na scoile uirthi. Is ceart na cuntais seo a choimeád ar feadh 10 mbliana tar éis don pháiste an scoil a fhágáil I Rang 6 nó go bhfágfadh an páiste I Rang 6 dá mbeadh sé/sí sa scoil.

### **Foirmiúil - 2 Aguisín 3 (Gnásanna Foirmiúla na Roinne Oideachais agus Scileanna)**

Ní mór don mhúinteoir ábhartha an teimpléad cuí in **Aguisín 3** a úsáid chun an iompraíocht bhulaíochta a chuntas sna cúinsí seo a leanas:

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a) i gcásanna gur dóigh leis/léi nár déileáladh go cuí ná go leordhóthanach leis an iompraíocht bhulaíochta laistigh de 20 lá scoile tar éis dó/di a chinneadh gur tharla iompraíocht bhulaíochta; agus

b) Sa chás go raibh sí chomh tromchúiseach sin gur cheart an iompraíocht bhulaíochta a chuntas agus a thuairisciú láithreach bonn don Phríomhoide nó don Leas-Phríomhoide de réir mar is cuí.

Iompraíochtaí a chaitear a chuntas agus a thuairisciú láithreach bonn don phríomhoide.

- bulaíocht d'aon saghas.
- iompar a ghortaíonn daoine eile (bulaíocht, ciapadh, leithcheal agus íospairt san áireamh) • damáiste substaintiúil d'aon ghnó do mhaoin nó damáiste leanúnach • goid.

Nuair a bhaintear úsáid as an teimpléad cuntais, ní mór don mhúinteoir ábhartha é a choinneáil agus ní mór don phríomhoide cóip de a choinneáil.

### **Straitéisí Idirghabhála Seanbhunaithe**

- Agallaimh idir an múinteoir agus gach dalta
- Comhaontuithe idir daltaí a idirbheartú agus iad a leanúint le próiseas monatóireachta. Is féidir é seo a dhéanamh ar bhealach neamhfhoirmiúil nó a chur i bhfeidhm trí phróiseas

idirghabhála níos struchtúrtha

- Oibriú le tuismitheoir(i)/caomhnóir(i) chun tacú le hidirghabhálacha scoile
- Cuir chuige Gan Milleán
- Am Ciorcail
- Agallaimh Athshlánúcháin
- Comhdháil Athshlánúcháin

Luann na Gnásanna na straitéisí idirghabhála seo a leanas agus déantar tagairt do Ken Rigby; [www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKenRigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKenRigby.pdf)

- An cur chuige traidisiúnta araíonachta
- An t-íospartach a láidriú
- Idirghabháil
- Cleachtas Athshlánúcháin
- Modh an Ghrúpa Tacaíochta
- Modh na Comhbhá

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

12



- Cuirfear gach tacaíocht agus deis in-scoile ar fáil do dhaltaí a fhulaingíonn an bhulaíocht chun páirt a ghlacadh i ngníomhaíochtaí a leagtar amach chun a bhféinmhuinín a mhéadú, cairdeas agus scileanna sóisialta a fhorbairt agus seasmhacht a láidriú, e.g. - Córas tréadchúraim an mhúinteoir ranga

- Dualgaisí a thabhairt dóibh, m.sh. post a mhéadóidh a bhféinmhuinín agus a chabhróidh le gaol a neartú le páiste/í eile

- Obair i ngrúpaí, cuir i gcás am ciorcail

- Má bhíonn comhairleoireacht nó tacaí breise de dhíth ar dhaltaí, déanfaidh an scoil a dícheall dul i gcomhairle leis na gníomhaireachtaí cuí chun é sin a eagrú. D'fhéadfadh sé gur don daltaí a fhulaingíonn an bhulaíocht nó a bhíonn i mbun na hiompraíochta bulaíochta é sin. M. shl NEPS nó gairmiúlach príobháideach atá ag obair leis an bpáiste
- Ba chóir do dhaltaí a thuiscint nach mbíonn aon fhinnéithe gan locht ann agus gur chóir gach iompraíocht bhulaíochta a chur in iúl do mhúinteoir.

## 8. Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí

Deimhníonn an Bord Bainistíochta go bhfuil cleachtais agus beartais chuí mhaoirseachta agus monatóireachta i bhfeidhm chun iompar bulaíochta a chosc agus chun déileáil leis agus chun idirghabháil luath a éascú más féidir.

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- Tá cleachtais aontaithe mhonatóireachta agus mhaoirseachta i bhfeidhm sa scoil.
- Cuirimid fáilte roimh mholtaí ó na tuismitheoirí agus ó na daltaí agus na cúinsí contúirteacha bulaíochta á sonrú
- Cabhróidh an fhoireann múinteoireachta ar fad, lena n-áirítear Tacaíochta Foghlama agus Príomhoide le bearta chun dul i ngleic le hiompraíocht bhulaíochta.

An dtarlaíonn siad seo?

- Cabhróidh daltaí Rang 5/6 i gClós na Naíonán le linn na mbrisí agus is féidir fianaise a bhailiú uathu faoi aon eachtra. Spreagfar iad le hinsint faoi aon eachtra bulaíochta a fheiceann siad.
- Maidir leis an mBeartas um Úsáid Inghlactha sa scoil,
  - Déanann múinteoir maoirseacht ar gach seisiún idirlín?
  - Déanann an scoil monatóireacht rialta ar úsáid an idirlín i measc na ndaltaí agus iad ar scoil.
  - Tugtar treoir do dhaltaí gan ach cuntais cheadaithe ranga a úsáid ar mhaithe le ríomhphoist agus gan iad a úsáid ach faoi mhaoirseacht an mhúinteora?
  - Tugtar treoir do dhaltaí gan úsáid a bhaint as seomraí comhrá, fóram díospóireachta agus teachtaireachtaí ná aon fhóram cumarsáide leictreonaí eile ach amháin na cinn sin a cheadaíonn an scoil?

## 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 11 Aibreán 2014 ach aithníodh nár tugadh deis iomlán do thuismitheoirí a bheith páirteach sa phróiseas. Tabharfar cuireadh do thuismitheoirí moltaí a chur chun tosaigh.

11. Tá an beartas seo ar fáil do phearsanra na scoile. Foilseofar é ar shuíomh Gréasáin na scoile. Cuirfear chuig Coiste na dTuismitheoirí é. Cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

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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 (nó mura bhfuil suíomh ag an scoil, cuirfear é ar fáil ar shlí eile do thuismitheoirí agus do dhaltaí ar iarratas) agus do Chumann na dTuismitheoirí (más ann dó). Cuirfear taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é.  
Aguisín 3 agus 4 curtha isteach le linn athbhreithnihte 9/4/24

Aguisín 3

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 a líomhnaítear atá ag gabháil d'iompar bulaíochta

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. An t-iompar is ábhar buartha/imní (ticeáil an bosca/na boscaí ceart(a))\*

4. An áit ar tharla an teagmhas/na teagmhais (ticeáil an bosca/na boscaí ceart(a))\*

An dalta i dtrácht

Clós

Dalta eile

eomra ranga

Tuismitheoir

Dorchla/pasáiste

Múinteoir

Leithris

Bus Scoile

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))\*

Ionsaitheacht Fhisiciúil

Cibearbhulaíocht

Dochar do mhaoin

Imeaglú

Aonrú/Eisiamh

Cúlchaint mhailíseach

Ainmneacha maslacha a thabhairt ar dhuine

Mothúchánach

Eile (tabhair do thuairim)

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

Homafóbach/Trasfóbach

Míchumas/bainteach le riachtanais speisialta oideachais

Ciníoch

Ballraíocht den Lucht Siúil 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.

#### 46 Aguisín

4 Seicliosta le haghaidh athbhreithniú bliantúil ar an mbeartas frithbhulaíochta 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? Tá/ Níl An bhfuil an beartas foilsithe ar shuíomh Gréasáin na scoile agus cóip curtha ar fáil do chumann na dtuismitheoirí? Tá/ Níl

An bhfuil an Bord sásta go bhfuil go bhfuil an beartas ar fáil d'fhoireann na scoile (agus foireann nua san áireamh)? Tá/ Níl

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? Tá/ Níl

An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas ag na daltaí? Tá/ Níl An bhfuil an Bord sásta gur doiciméadaíodh sa bheartas na straitéisí coiscthe agus oideachais a bheidh i bhfeidhm sa scoil? Tá/ Níl

An bhfuil an Bord sásta gur cuireadh gach straitéis coiscthe agus oideachais chun feidhme? Tá/ Níl

Ar scrúdaíodh a éifeachtaí atá na straitéisí coiscthe agus oideachais atá curtha chun feidhme? Tá/ Níl

An bhfuil an Bord sásta go bhfuil na múinteoirí ar fad ag taifeadadh agus ag déileáil le teagmhais bhulaíochta de réir an bheartais? Tá/ Níl

An bhfuil an Bord sásta go bhfuair an Bord na tuairiscí achoimre tréimhsiúla ón bPríomhoide agus ar glacadh miontuairiscí maidir leo? Tá/ Níl

An bhfuil an Bord sásta gur pléadh a fheabhas atá an scoil ag láimhsiú tuairiscí bulaíochta lena náirítear teagmhais bhulaíochta ar déileáladh leo ag céim luath agus nach bhfuil ar áireamh, mar sin, i dtuairisc thréimhsiúil an Phríomhoide? Tá/ Níl

An bhfuil an Bord sásta nach bhfuarthas aon ghearán ó thuismitheoirí maidir leis an tslí ina láimhsíonn an scoil teagmhais bhulaíochta? Tá/ Níl

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? Tá/ Níl

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? Tá/ Níl An bhfuil an Bord sásta go ndearnadh anailís ar na sonraí a fuarthas ó chásanna a tuairiscíodh don Phríomhoide (leis an teimpléad taifeadta bulaíochta) chun aon cheisteanna, treohtaí nó patrúin in iompar bulaíochta a shainaithint? Tá/ Níl

An bhfuil an Bord sásta nár aithníodh aon ghnéithe de bheartas na scoile agus/nó a fheidhmiú a dteastaíonn feabhsú breise orthu? Tá/ Níl

An bhfuil plan gníomhaíochta i bhfeidhm ag an mBord chun díriú ar aon réimse ina dteastaíonn feabhsú? Tá/ Níl

Síniú

\_\_\_\_\_ Dáta \_\_\_\_\_  
Cathaoirleach, an Bord Bainistíochta

Síniú \_\_\_\_\_ Dáta \_\_\_\_\_  
Príomhoide

47 Fógra maidir le hathbhreithniú bliantúil an Bhoird Bhainistíochta ar an mbeartas frithbhulaíochta Chuig:

\_\_\_\_\_

Is mian leis an mBord Bainistíochta i Scoil Lorcáin na nithe seo a leanas a chur in iúl duit:

o Tugadh athbhreithniú an Bhoird Bhainistíochta ar bheartas frithbhulaíochta na scoile agus a fheidhmiú chun críche ag cruinniú an Bhoird den \_\_\_\_\_ [dáta].

o Rinneadh an t-athbhreithniú i gcomhréir leis an seicliosta atá leagtha amach in Aguisín 4 de na Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile.

Síniú

\_\_\_\_\_ Dáta \_\_\_\_\_  
Cathaoirleach, an Bord Bainistíochta Síniú

\_\_\_\_\_ Dáta \_\_\_\_\_

Síniú: Muireann Ní Mhóráin Síniú: Colmán Ó Drisceoil (Cathaoirleach an Bhoird Bhainistíochta) (Príomhoide)

Dáta: 10 Samhain 2014

Athbhreithnithe ag an mBord Bainistíochta 15 Meitheamh 2015

Athbhreithnithe 18 Samhain 2019

Dáta an chéad athbhreithnithe eile: Samhain 2020

Dáta .....2024

**Scoil Lorcáin**

# Anti-Bullying Policy

## September 2024

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 Lorcáin 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) 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;

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See Table A (6.1.5.Procedures): Key elements of a positive school culture and climate, and also Appendix 2: Practical tips for building a school culture and climate.
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**(b) Effective leadership**

**(c) A school-wide approach**

**(d) A shared understanding of what bullying is and its impact**

**(e) 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, as the Department produces relevant material. Parents will be advised in advance about any actions in this area.  
If material is not provided by the Department with a reasonable

<sup>1</sup>Please note that all information in boxes/tables contains suggestions that may be useful in developing school policy

timeframe we will seek material from alternative sources and, if necessary, establish a workgroup to develop suitable materials.

**(f) Effective supervision and monitoring of pupils**

**(g) Supports for staff**

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

- A. **(i) On-going evaluation of the effectiveness of the anti-bullying policy.** This will include and yearly review by the Board and twice yearly reports to the Board by the Principal.

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*.

### Examples of bullying behaviours

#### **General behaviours which apply to all types of bullying**

- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
- Physical aggression
- Damage to property
- Name calling
- Slagging
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- Offensive graffiti
- Extortion
- Intimidation
- Insulting or offensive gestures
- The “look”
- Invasion of personal space
- A combination of any of the types listed.

<b>Cyber</b>	<ul style="list-style-type: none"> <li>● <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person’s reputation</li> <li>● <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>● <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>● <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>● <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>● <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>● <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>● <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>● Silent telephone/mobile phone call</li> <li>● Abusive telephone/mobile phone calls</li> <li>● Abusive text messages</li> <li>● Abusive email</li> <li>● Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>● Abusive website comments/Blogs/Pictures</li> <li>● Abusive posts on any form of communication technology</li> </ul>
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## Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>● Spreading rumours about a person's sexual orientation</li> <li>● Taunting a person of a different sexual orientation</li> <li>● Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>● Physical intimidation or attacks</li> <li>● Threats</li> </ul>
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<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>● Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>● Malicious gossip</li> <li>● Isolation &amp; exclusion</li> <li>● Ignoring</li> <li>● Excluding from the group</li> <li>● Taking someone's friends away</li> <li>● "Bitching"</li> <li>● Spreading rumours</li> <li>● Breaking confidence</li> <li>● Talking loud enough so that the victim can hear</li> <li>● The "look"</li> <li>● Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>● Unwelcome or inappropriate sexual comments or touching</li> <li>● Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Taunting others because of their disability or learning needs</li> <li>● Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying             <ul style="list-style-type: none"> <li>● Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> </ul> </li> <li>● Mimicking a person's disability</li> <li>● Setting others up for ridicule</li> </ul>

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*):

Refer to section 6.8.3. and 6.8.4 in the Procedures.

The Relevant Teachers in this school are: (As determined by school management)

Every Class Teacher

Principal.

Vice Principal

Learning Support Teachers and Numeracy/Literacy Teachers

**Any teacher may act as a relevant teacher if circumstances warrant it.**

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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*):

### **School-wide approach**

- A school-wide approach to the fostering of respect for all members of the school community. ● The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s) ● School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school. ● The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
  - The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. 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.
- Ensuring that pupils know who to tell and how to tell, e.g. to a parent/guardian. To the class teacher, to another teacher in the school, to the principal.
  - o Direct approach to teacher at an appropriate time, for example after class.
  - o Hand note up with homework.
  - o Make a phone call to the school or to a trusted teacher in the school.
  - o Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - o Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. Suggestions from parents/guardians are especially welcome in this area.
  - o Protocol for Parents/Guardians: If a parent/guardian has reason to believe that bullying is



taking place they should bring this to the attention of the class teacher of the relevant child in the first instance, or alternatively to the class teacher of their own child, to the Principal, the Vice-Principal (Paula Uí Mhurchú) or the Deputy Principal (Caitríona Nic Íomhair, Niamh Uí Chroideáin). This can be done by letter, e-mail or by call in person or by telephone asking the relevant teacher to make contact.

- The school has an Acceptable Use Policy which the necessary steps to ensure that access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

The following links to support resources may be of use:-

[www.Barnardos.ie](http://www.Barnardos.ie)

[www.spunout.ie](http://www.spunout.ie)

[www.ispcc.ie](http://www.ispcc.ie)

[www.glen.ie](http://www.glen.ie)

[www.belongto.ie](http://www.belongto.ie)

[www.justlikemefilms.ie](http://www.justlikemefilms.ie)

[www.reachout.com](http://www.reachout.com)

[www.antibullyingireland.com](http://www.antibullyingireland.com)

[www.immigrantcouncil.ie](http://www.immigrantcouncil.ie)

For teachers:

[www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie)

#### **Implementation of curricula**

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes. ● Continuous Professional Development for staff in delivering these programmes. ● School wide delivery of lessons on bullying from evidence based programmes, as soon as they are available in Irish
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), and on **Diversity and Interculturalism**
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

#### **Links to other policies**

- **The Scoil Lorcáin Code of Behaviour**
- **Child Protection Policy**
- **Acceptable Use Policy on Technology and Internet usage.**

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):

### **6.8.9. Procedures for Investigating and Dealing with Bullying**

**The primary aim 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);**

**The school's procedures must be consistent with the following approach.**

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

#### **Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

#### **Investigating and dealing with incidents: Style of approach**

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- 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 – by speaking to the relevant teacher or indeed any teacher, speaking to their parents/guardians, speaking to the Principal;
  - 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;
- 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;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the 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 (by reference to the school policy). 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 and recording**

- 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) must 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.

### **Recording of bullying behaviour**

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

#### **Informal- pre-determination that bullying has occurred**

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigate

### **Formal Stage 1-determination that bullying has occurred**

- 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.
- Records: Records of bullying incidents are to be recorded electronically on the schools "Aladdin" system. Especially sensitive reports may be forwarded electronically to the Principal for secure storage in a location that is remote from the school network. These records are to be maintained for a period of 10 years after the relevant child(ren) leave the school at the end of 6<sup>th</sup> class or 10 years after the time they would have completed 6<sup>th</sup> class in the case of children who have left the school earlier.

**Formal Stage 2-Appendix 3 (Department of Education and Skills Procedures)** The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) in cases where s/he considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he 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.

The following behaviours must be recorded and reported immediately to the Principal:-

- Bullying of any sort;
- Behaviour that injures any other person (including bullying, harassment, discrimination and victimisation)
- Substantive or continuing damage to any business or property
- Theft

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

### **Established intervention strategies**

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing

The Procedures mention the following intervention strategies and reference Ken Rigby;

- The traditional disciplinary approach
  - Strengthening the victim
  - Mediation

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- Restorative Practice
- The Support Group Method

- The Method of Shared Concern

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Pastoral care system
  - Assignment of Duties e.g. roles that will develop self-confidence and support the development of relationships with other children
  - Group work such as circle time
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same.(e.g. the National Educational Psychology Service or other professional services) This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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#### 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.

- There are there agreed appropriate monitoring and supervision practices in the school; ● Parents and pupils will be consulted in the identification of these bullying danger spots; ● All of the teaching staff, including Special Needs staff and the Principal are committed to work to address any issue of bullying behaviour;
- Students in 5<sup>th</sup> and 6<sup>th</sup> class assist in the supervision of the Infants Yard during break times and the may be called upon to give account of any incidents they witness;
- In relation to Acceptable Use Policy in the school:
  - Are all Internet sessions supervised by a teacher;
  - The school regularly monitors pupils' Internet usage;
  - Pupils are instructed to use only approved class accounts for email purposes and to use these only under teacher supervision; and
  - Pupils are instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school.

## 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 11 April 2014.

11. This policy has been made available to school personnel. It will be published on the school website and a copy provided on request to the School Patron and/or the Department of Education and Skills 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 and published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and/or the Department of Education and Skills .

Signed: Muireann Ní Mhóráin Signed: Colmán Ó Drisceoil (Chairperson of Board of Management) (Principal)

Date: 1 Samhain 2014

Reviewed By the Board of Management 15/6/15

Reviewed 18/11/19

Date of next review: Nobember 2020

