



Dréacht

Scoil Lorcáin

Dréacht 7/1/26, le moltaí an Phátrúin i bhfeidhm.

Glacthar ag an mBord mar dhréacht 12/1/26

Leagan Béarla curtha leis 27/1/26

English version below.

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

Ghlac Bord Bainistíocht Scoil Lorcáin an polasaí seo a leanas chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi.

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

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

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

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

Tá tuiscint shainiúil ag scoileanna Caitliceacha ar an duine daonna, ag aithint go bhfuil gach duine cruthaithe i ndéanamh agus i gcosúlacht Dé agus go bhfuil dínit dhúchasach aige/aici mar leanbh Dé. Is é seo an bunús lena chinntiú go gcaitear le gach duine inár scoil le meas agus cúram, i gcomhréir leis an Sceideal Caitliceach.

Mar scoil Chaitliceach, táimid tiomanta do dhínit gach duine aonair a urramú. Níl aon duine daonna le díluacháil, agus tá ról riachtanach le himirt ag gach duine i bpobal na scoile, beag beann ar an difríocht.

Sainmhíniú ar an mbulaíocht

Tá trí choinníoll le líonadh chun ainm bulaíocht a ghlaoch ar iompar.

1. Go bhfuil an iompar spriocdhírthe ar pháiste aonar nó grúpa áirithe.
2. Go bhfuil an iompar ag déanamh dochar fisiciúil, sóisialta nó mothúchánach.
3. Go bhfuil an iompar ag tarlú arís is arís eile. (Sa chás go bhfuil an iompar ag tarlú ar líne comhlíonann eachtra amháin an coinníoll seo mar is féidir leis a bheith roinnte arís)

Iompair nach bulaíocht í

1. Tarlaíonn easaontú idir páistí. Ní bulaíocht gach cás.
2. Tá roinnt páistí nach bhfuil de chumas acu tuiscint go bhfuil siad ag cur isteach nó ag déanamh dochar do pháistí eile de bharr riachtanais speisialta. Sna cásanna seo níl an iompar spriocdhírthe agus ní bulaíocht atá ann.
3. D'fhéadfach páiste dochar a dhéanamh do pháiste eile níos mó ná uair amháin nó go rialta ach muna bhfuil an iompar seo dírithe ar an bpáiste, ní bulaíocht atá ann. Deileálfar leis an iompair seo faoi chód iompair na scoile.

Cineálacha éagsúla bulaíochta

Iompraíochtaí a bhaineann le gach saghas bulaíocht	● 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 ● Imeaglú ● Gothaí maslaitheacha nó gáirsiúla ● 'Amharc' faoi leith ?? ● Cur isteach ar spás pearsanta ● Meascán de na cinn a luaitear.
Cibearbhulaíocht	● 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 ● 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 mhaslach ● Cumarsáid mhaslach ar líonraí sóisialta nó ar chonsóil chluichí
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Iompraíochtaí bunaithe ar Aitheantas Lena n-áirítear aon cheann de na naoi bhforas idirdhealúcháin a luaitear sa Reachtaíocht um Chomhionannas (inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlaigh, claonadh gnéasach, reiligiún, aois, míchumas, cine agus toisc gur den Lucht Taistil iad).

Homafóbach agus Trasinscne	● Ráflaí a scaipeadh faoi chlaonadh gnéasach duine ● Tathant ar dhuine a bhfuil claonadh gnéasach difriúil aige/aici ● Leasainmneacha a ghlaoh, e.g. aerach?, casta, lúbtha, a úsáidtear chun caitheamh anuas ar dhuine ● Im eaghlú fisiciúil nó ionsaí ● Bagairtí
Cine, náisiúntacht, cúlra eitneach agus ballraíocht de phobal an Lucht Taistil	● Idirdhealú, réamhchlaonadh, ráitis nó maslaí a bhaineann le cine, náisiúntacht, cultúr, aicme shóisialta, creideamh, cúlra eitneach nó an Lucht Taistil ● Leithcheal de bhun aon cheann acu seo thuas
Caidreamhach	Is éard atá i gceist anseo caidrimh a mhí-ionramháil mar bhealach chun bulaíocht a dhéanamh. Ar na hiompraíochtaí tá: ● Biadán maslach ● Leithcheal agus aonrú ● Neamhaird ● Leithcheal ó ghrúpa ● Cairde a bhaint de dhuine ● 'Bitseáil' ● Ráflaí a scaipeadh ● Rún a sceitheadh ● Caint sách ard le go gcloisfeadh an t-íobartach í ● 'Amharc' faoi Leith
Gnéasach	● Ráitis nó tadhall gnéasach míchuí nó gan choinne ● Ciapadh
Riachtanais Speisialta Oideachais, Míchumas	● Leasainmneacha a ghlaoh ● Tathant ar dhaoine eile mar gheall ar a míchumas nó riachtanais foghlama ● Teach i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta bulaíocht a aithint agus iad féin a chosaint ● Teach i dtír ar leochaileachtaí daltaí eile agus ar a gcumas teoranta cúinsí sóisialta agus leideanna sóisialta a aithint agus iad féin a chosaint. ● Athris a dhéanamh ar mhíchumas duine eile ● Ceap magaidh a dhéanamh de dhaoine eile

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

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

	Dáta an Chomhairliúcháin	Modh comhairliúcháin
Foireann na Scoile		Cruinniú Foirne: suirbhé / Ceistneoir
Scoláirí		Ceistneoir
Tuismitheoirí		Ceistneoir
Bord Bainistíochta		Cruinniú BB
Pobal na scoile i gcoitinne (de réir mar is cuí mar shampla tiománaithe bus)		
An dáta ar faomhadh an polasaí:		
An dáta is déanaí a ndearnadh athbhreithniú ar an bpolasaí:		

Mír B: Iompraíocht Bhulaíochta a Chosc

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

Agus straitéisí coisctheacha á bhforbairt againn a úsáidfídh an scoil seo chun gach cineál iompraíocht bhulaíochta a chosc, is ó chomhthéacs ár n-éiteas Caitliceach, áit a bhfuil an chuimsitheacht fite fuaite leis an scoil ar fíor-bhealach, atáimid ag teacht .

Glacann an scoil seo céimeanna dearfacha chun a chinntiú go bhfuil cultúr na scoile ina bhfáiltítear roimh idirphlé agus teagmháil measúil leis an éagsúlacht agus leis an difríocht, trína chinntiú go dtugtar tús áite do straitéisí coisctheacha agus cuimsitheachta agus go bpléitear iad go rialta ag cruinnithe boird bhainistíochta agus cruinnithe foirne.

Is í dínit agus folláine an duine aonair an rud is tábhachtaí inár bhfreagairt Chríostaí. Éistfidh an scoil seo go géar le tuismitheoirí agus pléifídh sí leo, rud a chothóidh caidreamh comhthuisceannach, meas, muinín agus iontaoibh.

Agus straitéisí coisctheacha á bhforbairt ag an scoil , éistfidh sí le daoine óga agus le tuismitheoirí, chun cabhrú lena gcomhthéacs agus a

riachtanais shonracha a bhunú. Úsáidfear tréimhsí machnaimh agus tréimhsí rannpháirtíochta go minic ag an scoil, ag daoine óga agus ag tuismitheoirí, chun tacaíochtaí cuí a aithint do dhaoine óga sa scoil seo againn agus chun cabhrú le straitéisí coisctheacha amach anseo a threorú.

Cultúr agus Timpeallacht

- Cultúr dearfach a chothú sa scoil, nach glacfar le hiompraíocht bulaíochta. Déantaar é seo i ngach rang agus go rialta ag Tionól an Luain chun an teachtaireacht a thabhairt don scoil ar fad.
- Na tuismitheoirí a bheith mar pháirtnéirí ag cothú an t-atmaisféar dearfach seo nach glacann le hiompraíocht bulaíochta. Tá ról an-tábhachtacht ag Cumann na dTuismitheoirí i seol Scoil Lorcáin.
- Cultúr scoile a chuireann fáilte roimh difríochtaí, éagsúlachtaí agus atá ionchuimsitheach a chothú.
- Páistí a spreagadh labhairt amach tríd a bheith tacúil leo agus iad ag nochtadh fadhbanna i gcónaí.
- Muintearas a chothú ar an scoil agus ar phobal na scoile.

Curaclam

- Freagracht as ár niompraíocht féin a mhúineadh tríd an gcuraclam OSPS.
- Deiseanna a thabhairt comhoibriú le páistí eile a chothaíonn ionbhá agus muintearas.
- Meas a léiriú ar chomhleacaithe, daltaí agus gach duine a thagann isteach sa scoil.

Caidrimh agus Comhphártaíocht

- Tionscnaimh feasachta atá aoisoiriúnach agus a fhéachann ar na cúiseanna atá le hiompraíocht bhulaíochta agus an tionchar atá aici, lena náirítear iad siúd a théann i ngleic le cairdeas a stiúradh, bulaíocht bunaithe ar fhéiniúlacht, bulaíocht chiníoch, bulaíocht homafóbach/trasfhóbach, gnéasachas agus ciapadh gnéasach
- Tacú le rannpháirtíocht ghníomhach scoláirí i saol na scoile
- Tacú le rannpháirtíocht ghníomhach tuismitheoirí i saol na scoile, lena náirítear iad siúd a bhféadfadh sé a bheith deacair nó dúshlánach dóibh dul i mbun plé leis an scoil de bhrí nach bhfuil eolas acu ar an gcóras oideachais nó de bharr bacainní teanga nó cultúrtha
- Ceardlanna nó seimineáir a reáchtáil do scoláirí, foirne scoile agus tuismitheoirí chun feasacht ar thionchar na bulaíochta a mhúscailt
- Tacú le gníomhaíochtaí a fhorbraíonn comhbhá, meas agus teacht aniar
- Tacaíocht piaraí amhail meantóireacht piaraí a spreagadh
- Gníomhartha cineálta a chur chun cinn
- Fadhbriteach a theagasc
- Díospóireachtaí a óstáil

Polasaí agus Pleanáil

- Foghlaim ghairimiúil múinteoirí - Conas bulaíocht a aithint agus tabhairt faoi.
- Feasacht a chothú i measc na dtuismitheoirí nach nglacfar le hiompraíocht bulaíochta.

- Feasacht a chothú i measc na bpáistí go bhfuil daoine fásta ann le cabhrú leo má tá fadhb acu agus go bhfuil fáilte rompu labhairt leo.
- Clár tacaíochta a chuir i bhfeidhm tacú le páistí atá ag fulaingt de bharr bulaíochta.
- breathnóireacht a dhéanamh go bhfuil maoirseacht agus monatóireacht ar na gníomhaíochtaí scoile sásúil.

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

- Cultúr ionchuimsitheach scoile a chothú.
- Na páistí a spreagadh meas a léiriú ar a chéile.
- Feasacht a chothú i measc na bpáistí go bhfuil daoine fásta ann le cabhrú leo agus gur féidir labhairt leis na daoine seo am ar bith.
- Timpeallacht sábháilte a chothú. Bíonn múinteoirí ar dhualgas sna clósanna ar fad agus san fhoirgneamh.
- Sábhaltacht idirlín a chuir chun cinn trí labhairt leis na páistí agus cúrsaí a chuir ar fáil do na tuismitheoirí
- Cosc a chuir ar ghléasanna idirlín agus taifead ar scoil.
- Na rialacha maidir le bulaíocht a bheith soiléar do na páistí

Mír C: Ag dul i ngleic le hlompraíocht Bhulaíochta

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

Gach múinteoir, le dualgas ar leith ar gach múinteoir ranga maidir lena rang féin agus ag múinteoirí OS maidir le daltaí a bhfuil siad ag obair leo, faoi stiúir bhainistíocht na scoile faoi stiúir an Phríomhoide.

Nuair a tharlaíonn iompraíocht bhulaíochta, déanfaidh an scoil:

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

Is iad seo a leanas na céimeanna a ghlacfaidh an scoil le fáil amach an raibh iompraíocht bhulaíochta á déanamh, na cuir chuige a glacfar chun dul i ngleic leis an iompraíocht bhulaíochta agus athbhreithniú a dhéanamh ar dhul chun cinn (féach Caibidil 6 de ghnásanna Bí Cineálta):

Tá sé mar phríomhaidhm agus aghaidh á tabhairt ar thuairiscí ar iompraíocht bhulaíochta stop a chur leis an iompraíocht bhulaíochta agus, a oiread agus is féidir, an caidreamh idir na scoláirí atá i gceist a athbhunú.

Nuair atá tuairisc faighte:

- An múinteoir ranga a thugann faoin bhfiosrúchán ar an gcéad dul síos. Labhróidh an múinteoir leis na páirtithe. Is faoin múinteoir atá sé cinneadh a dhéanamh conas tabhairt faoi.
- Más bulaíocht atá ann, tá taifead scríofa le déanamh ag an múinteoir a lúann an saghas bulaíocht atá ann agus na daoine atá bainteach leis. Is gá labhairt leis na tuismitheoirí. Tá an taifead seo le bheith coinnithe ag an scoil (in áit faoi leith)
- Is gá labhairt leis an duine atá ag léiriú iompraíocht bulaíochta, ag míniú dóibh cén fáth go bhfuil an iompar seo míoiriúneach. An fheidhm le seo ná go dtiocfaidh tuiscint orthu agus stopfaidh an iompraíocht.
- Tá athbhreithniú le déanamh ag 20 lá le cinneadh a dhéanamh an bhfuil an iompraíocht feabhsaithe nó an bhfuil an fhadhb fós ann. Má tá deireadh leis an iompraíocht is féidir an cás a dhúnadh.
- Má leanann an iompraíocht ar aghaidh is gá dul go dtí cód iompair na scoile agus na treoracha sin a leanúint.
- Sa chás nach bhfuil tuismitheoir sásta leis an gcaoi a ndeachaigh an scoil i ngleic leis an iompraíocht bhulaíochta, ba chóir iad a threorú chuig gnás gearán na scoile. Má tá tuismitheoir míshásta leis an gcaoi ar láimhseáladh gearán, féadfaidh an tuismitheoir gearán a dhéanamh leis an Ombudsman do Leanaí.
- Má dhéantar gearán ach nach bhfuil an duine ag iarraidh go ndéanfar aon rud faoi, is gá é sin a chuir i scríbhinn. Déanfaidh an scoil cinneadh conas deileáil le cásanna mar seo go cuí.

Bainfidh an scoil úsáid as na cuir chuige seo a leanas chun tacú leo siúd a ndéanfar bulaíocht orthu, iad siúd a bheidh mar fhinné agus iad siúd a léireoidh iompraíocht bhulaíochta (féach Caibidil 6 de ghnásanna Bí Cineálta):

Ag tacú le páistí i rinneadh bulaíocht orthu:

- Cuirfidh an scoil deireadh leis an iompraíocht bhulaíochta nuair a bheidh tuairisc faighte.
- Cabhróidh an scoil leis an té a rinneadh bulaíocht air nó uirthi féin mhuinín a ardú trí deiseanna a thabhairt dóibh páirt a ghlacadh i ngníomhaíochtaí agus grúpaí beaga.

Ag tacú le páistí a rinne an bulaíocht:

- Nuair atá páiste tar éis an iompraíocht bhulaíochta a athrú, tús nua a thabhairt dóibh.

- Ag cabhrú leo an féin mhuinín a ardú ionas nach dtarlóidh an iompraíocht arís

Déanfar gach iompraíocht bhulaíochta a thaifeadadh ar Aladdin. San áireamh ansin beidh an cineál iompraíochta, cá háit agus cathain a tharla sé, agus dáta an chaidrimh le scoláirí agus tuismitheoirí. Déanfar na gníomhaíochtaí agus na tacaíochtaí comhaontaithe chun dul i ngleic le hiompraíocht bhulaíochtaa dhoiciméadú. Más ábhar imní í an iompraíocht bhulaíochta maidir le cosaint leanaí déileálfar leis an gceist gan mhoill de réir *Gnásanna um Chumhdach Leanaí do Bhunscoileanna agus d'Iar-bhunscoileanna*.

Mír D: Maoirseacht:

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

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

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

Sínithe: _____ Dáta: _____
(Cathaoirleach an Bhoird Bainistíochta)

Sínithe: _____ Dáta: _____
(Príomhoide)



Scoil Lorcáin

Bí Cineálta

Policy to Prevent and Deal with Bullying Behaviour

The Board of Management of Lorcain School has adopted the following policy to prevent and deal with bullying behaviour.

This policy fully complies with the requirements of Be Kind: Procedures for Preventing and Dealing with Bullying Behaviour for Primary and Post-Primary Schools 2024.

The Board of Management recognises that bullying behaviour violates the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all have a responsibility, as a school community, to work together to prevent and deal with bullying behaviour and to deal with the negative impact that bullying behaviour has.

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

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

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference."

Definition of bullying

There are three conditions that must be met for behaviour to be called bullying.

That the behaviour is targeted at an individual child or a particular group.

That the behaviour is causing physical, social or emotional harm.

That the behaviour is repeated over and over again. (In the case of behaviour occurring online, a single incident meets this condition as it can be shared again)

Behaviour that is not bullying

Disagreements between children occur. Not all incidents are bullying.

Some children are unable to understand that they are disturbing or harming other children due to special needs. In these cases, the behaviour is not targeted and is not bullying.

A child may harm another child more than once or regularly but if this behaviour is not directed at the child, it is not bullying. This behaviour will be dealt with under the school's code of conduct.

Different types of bullying

Behaviors associated with all types of bullying	• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic and transphobic bullying, racist bullying, etc. • Physical aggression • Emotional bullying • Damage to property • Nickname calling • Slander • Producing, displaying or distributing pictures, written words, or other material intended to intimidate another person • Offensive graffiti • Intimidation • Offensive or obscene gestures • A particular 'look' ?? • Intrusion into personal space • A combination of the above.
Cyberbullying	• Bullying: Spreading rumors, lies or gossip to damage another person's reputation • Harassment: Continuously sending mean, derogatory or obscene messages to someone • Impersonation: Sending offensive or offensive messages under another person's name • Incitement: Using offensive or inflammatory words to incite an online fight • Discrimination: Deliberately excluding someone from an online group • Cyberstalking: Ongoing harassment and bullying that makes someone fear for their life/safety • Silent phone/mobile phone call • Abusive phone/mobile phone call • Abusive message • Abusive communication on social networks or games consoles

Identity-based Behaviours Including any of the nine grounds of discrimination set out in the Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and being a Traveller).	
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Homophobic and Transgender	• Spreading rumors about a person's sexual
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	orientation • Harassing a person with a different sexual orientation • Calling someone names, e.g. gay?, twisted, twisted, used to put someone down • Physical intimidation or assault • Threats
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, remarks or insults related to race, nationality, culture, social class, religion, ethnic background or Traveller • Discrimination on the basis of any of the above
Relational	This involves manipulating relationships as a way of bullying. Behaviors include: • Insulting • Discrimination and isolation • Ignoring • Exclusion from a group • Unfriending • 'Bitching' • Spreading rumors • Leaking secrets • Speaking loudly enough for the victim to hear • 'Looking' Apart
Sexual	• Inappropriate or unexpected sexual comments or touching • Harassment
Special Educational Needs, Disability	• Nickname calling • Bullying others because of their disability or learning needs • Preying on other students' vulnerabilities and their limited ability to recognize bullying and defend themselves • Preying on other students' vulnerabilities and their limited ability to recognize social situations and social cues and defend themselves. • Making fun of another person's disability • Making fun of others

Section A: Development/review of our Be Kind policy to prevent and address bullying behaviour

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

	Consultation Date	Consultation method
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School Staff		Staff Meeting:survey / questionnaire
Students		questionnaire
Parents		questionnaire
Bord Bainistíochta		Meeting BB
School Community at Large		
Date policy approved:		
Date Policy reviewed:		

Section B: Preventing Bullying Behaviour

This section outlines the prevention strategies that the school will employ. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexual bullying behaviour and sexual harassment as appropriate. (See Chapter 5 of the Be Kind procedures).

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

"In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way."

"The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence."

"In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies

"This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.

Culture and Environment

To foster a positive culture in the school, where bullying behaviour will not be tolerated. This is done in every class and regularly at the Monday Assembly to get the message across to the whole school. Parents to be partners in fostering this positive atmosphere that does not tolerate bullying behaviour. The Parents' Association plays a very important role in the running of Scoil Lorcáin.

To foster a school culture that welcomes differences, diversity and is inclusive.

To encourage children to speak up by being supportive of them and always revealing problems.

To foster a sense of belonging to the school and the school community.

Curriculum

Taking responsibility for our own behaviour through the SPHE curriculum.

Providing opportunities to collaborate with other children that foster empathy and belonging.

Showing respect for peers, students and all who come into the school.

Relationships and Partnerships

Age-appropriate awareness initiatives that look at the causes and impact of bullying behaviour, including those that address friendship management, identity-based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment

Supporting the active participation of students in the life of the school

Supporting the active participation of parents in the life of the school, including those who may find it difficult or challenging to engage with the school due to lack of knowledge of the education system or due to language barriers or cultural

Hold workshops or seminars for students, school staff and parents to raise awareness of the impact of bullying

Support activities that develop empathy, respect and resilience

Encourage peer support such as peer mentoring

Promote acts of kindness

Teach problem-solving

Host discussions

Policy and Planning

Teacher professional learning - How to recognise and address bullying.

Raise awareness among parents that bullying behaviour will not be tolerated.

Raise awareness among children that there are adults at school who are there to help them if they have a problem and that they are welcome to talk to them.

Implement a support programme to support children who are experiencing bullying.

Observe that supervision and monitoring of school activities is satisfactory.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour. (See Chapter 5 of the Be Kind procedures)

Foster an inclusive school culture.

Encourage children to show respect for each other.
Promote awareness among children that there are adults who can help them and that they can talk to these people at any time.
Foster a safe environment. Teachers are on duty in all yards and in the building.
Promote internet safety by talking to children and providing courses for parents
Ban internet devices and recording in school.
Make the rules regarding bullying clear to children

Section C: Dealing with Bullying Behaviour

The following teacher(s) are responsible for dealing with bullying behaviour:

Each teacher, with a specific responsibility for each class teacher in relation to their own class and for OS teachers in relation to the students they work with, under the direction of the school management under the direction of the Principal.

When bullying behaviour occurs, the school will:

Ensure that the student experiencing bullying behaviour is listened to and reassured.

Try to ensure the privacy of those involved.

Conduct all conversations sensitively.

Assess the age and capacity of those involved.

Listen to the views of the student experiencing bullying behaviour on the best way to deal with the situation.

Take timely action.

Inform the parents of those involved.

The following are the steps the school will take to determine whether bullying behaviour was taking place, the approaches it will take to address the bullying behaviour and review progress (see Chapter 6 of the Be Kind procedures):

The primary goal when addressing reports of bullying behavior is to stop the bullying behavior and, as much as possible, restore relationships between the students involved.

Once a report has been received:

The class teacher will initially investigate. The teacher will speak to the parties involved. It is up to the teacher to decide how to proceed.

If there is bullying, the teacher must make a written record stating the type of bullying and the people involved. The parents must be spoken to. This record must be kept by the school (in a specific place)

The person displaying bullying behaviour must be spoken to, explaining to them why this behaviour is inappropriate. The purpose of this is to make them understand and the behaviour will stop.

A review must be carried out after 20 days to determine whether the behaviour has improved or whether the problem still exists. If the behaviour has stopped, the case can be closed.

If the behaviour continues, the school's code of conduct should be consulted and the instructions followed.

Where a parent is not satisfied with the way the school has dealt with the bullying behaviour, they should be directed to the school's complaints procedure. If a parent is unhappy with the way a complaint has been handled, the parent can complain to the Ombudsman for Children.

If a complaint is made but the person does not want anything to be done about it, this should be put in writing. The school will decide how to deal with such cases appropriately.

The school will use the following approaches to support those who are bullied, those who witness and those who exhibit bullying behaviour (see Chapter 6 of the Be Kind procedures):

Supporting children who have been bullied:

The school will stop the bullying behaviour once it has been reported.

The school will help the person who has been bullied to build their self-confidence by giving them opportunities to take part in activities and small groups.

Supporting children who have been bullied:

Once a child has changed their bullying behaviour, give them a fresh start.

Helping them to build their self-confidence so that the bullying does not happen again.

All bullying behaviour will be recorded on Aladdin. This will include the type of behaviour, where and when it occurred, and the date of contact with students and parents. The agreed actions and supports to address bullying behaviour will be documented. If bullying behaviour is a child protection concern the matter will be dealt with promptly in accordance with the Child Protection Procedures for Primary and Post-Primary Schools.

Section D: Supervision:

The principal shall present an update on bullying behaviour at each Board of Management meeting. This update shall include the number of incidents of bullying behaviour reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal shall also provide a verbal update including, where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any broader strategies to prevent and address bullying behaviour. This update does not contain personal or identifying information. See Chapter 7 of the Be Kind procedures.

This policy is available to the school community on the school website and in hard copy upon request. A student-friendly version of this policy is on display in the school and is also available on our website and in hard copy upon request.

This policy and its implementation will be reviewed annually or as soon as practicable after a material change in any matter to which this policy refers.

Signed: Date: (Chairperson of the Board of Management)

Signed: Date: (Principal)