Gaelscoil Áine,
Bóthar Naomh Mobhí,
Droim Conrach,
B.Á.C 9 D09XP65
gaelscoilaine@gmail.com

Beartas frithbhulaíochta

1. Réamhrá

2. Ag Seachaint agus ag Deighleáil le Bulaíocht

3. Sainmhíniú ar Bhulaíocht

4. Freagracht as Iniúchadh

5. Stráitéisí Oideachais agus Coiscithe

6. Treoracha don fhiosrúchán, don scéal leantach, taifead agus idirghabháil
- **An Chéad Tuairisc**
- **An Dara Eachtra**
- **An Tríú Eachtra agus eachtraí ina dhiaidh sin**
- **Athbhreithniú**

7. Clár tacaíochta do dhaltaí a ndearnadh bulaíocht orthu
- **Straitéisí Idirghabhála**

8. Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí

9. An Ciapadh a Chosc

10. Daingniú, Cumarsáid agus Cur i bhFeidhm an Pholasaí

AGUISÍNÍ
Aguisín 1: School Anti-Bullying Practices
Aguisín 2: Information about Bullying
Aguisín 3: Informal Recording Template
Aguisín 4: Formal Recording Template
Aguisín 5: Overview of Interventions
Aguisín 6: Board of Management Review Checklist

1.Réamhrá.

I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirlínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Ghaelscoil Áine 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. Ag Cosaint agus ag Deighleáil le Bulaíocht

Aithníonn an Bord Bainistíochta a thromchúisí atá iompar bulaíochta agus a dhiúltaí a d'fhéadfadh a thionchar a bheith ar dhaltaí, agus geallann an scoil dá réir cloí leis na príomhphrionsabail dea-chleachtais seo a leanas agus iompar bulaíochta á chosc agus á chomhrac.

Cultúr dearfach a bheith i réim sa scoil:
- ❖ ina nglactar go fonnmhar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht;
- ❖ ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach; agus
- ❖ ina gcuirtear caidreamh bunaithe ar mheas chun cinn ar fud phobal na scoile;
- ❖ le ceannaireacht éifeachtach;
- ❖ le cur chuige scoile uile;
- ❖ le tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige

Feidhmiú straitéisí oideachais agus coiscthe (lena n-áirítear bearta chun feasacht a mhúscailt)
- ❖ a chothaíonn ionbhá, meas agus athléimneacht sna daltaí; agus
- ❖ ina dtéitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena n-áirítear bulaíocht homafóbach agus trasfóbach;
- ❖ Maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
- ❖ Tacaíochtaí don fhoireann;
- ❖ Teagmhais bhulaíochta a thaifeadadh agus a imscrúdú ar shlí chomhsheasmhach agus obair leantach a dhéanamh ina dtaobh (lena n-áirítear straitéisí aitheanta idirghabhála a úsáid); agus
- ❖ Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta.

.

3.Sainmhíniú ar Bhulaíocht

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

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

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

- duine a fhágáil as an áireamh d'aon ghnó,
- gabháil do chúlchaint mhailíseach agus do chineálacha eile caidrimh bhulaíochta idir dhaoine;
- cibearbhulaíocht; agus
- bulaíocht bunaithe ar aitheantas, ar nós bulaíocht homafóbach, bulaíocht chiníoch, bulaíocht bunaithe ar bhallraíocht den Lucht Siúil agus bulaíocht ar dhuine faoi mhíchumas nó ar dhuine a bhfuil riachtanais speisialta oideachais aici/aige.
- Glactar le cíbearbhulaíocht mar chás bulaíochta i ndiaidh an chéad chás. I bhfianaise an bheartais seo, féachfar ar theachtaireacht, íomhá nó ráiteas poiblí goilliúnach aon uaire ar shuíomh Gréasáin, líonra poiblí nó ar fhóram poiblí eile ar féidir an teachtaireacht, an íomhá nó an ráiteas sin a fheiceáil air agus/nó a bheith athráite ag daoine eile mar iompar bulaíochta.

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

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

4. Freagracht as Iniúchadh

Is iad na múinteoirí ranga a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfaidh le heachtraí de bhulaíocht líomhnaithe. Is féidir le dalta nó tuismitheoir aon bhuairt faoi bhulaíocht a sheoladh chuig aon mhúinteoir sa scoil ach is í/é an múinteoir ranga an chéad duine a labhartar leis/léi. Tá sé mar dhualgas ag cibé duine a fhaigheann gearán é a sheoladh díreach ar aghaidh chuig an múinteoir ranga don pháiste sin. Déanfaidh múinteoirí cibé fiosrúcháin gur ghá i ngleic leis an gcód iompair. I gcásanna áirithe, b'fhéidir go mbeidh baint ag an bpríomhoide nó an príomhoide tánaisteach leis an bhfiosrúchán láithreach.

Tá na céimeanna chun deileáil le bulaíocht leagtha amach i gcuid 6 den bpolasaí seo.

5. Straitéisí Oideachais agus Coiscithe

Seo a leanas na straitéisí oideachais agus coiscthe (lena n-áirítear straitéisí a bheidh dírithe go sonrach ar an gcibearbhulaíocht agus ar bhulaíocht bunaithe ar aitheantas, go háirithe bulaíocht homafóbach agus trasfóbach) a bheidh in úsáid sa scoil.

Cur chuige Uil-Scoile

Cothaíonn éiteas na scoile atmaisféar cairdis, fulaingt, meas agus comhoibriú. Is sa chomhthéacs seo go mbeidh na straitéisí réamhghníomhach a leanas snaidhmthe isteach inár mbliain scoile.

- Bíonn an fhoireann i gcónaí aireach faoi iompar na bpaistí. Cuireann an scoil nósanna dearfacha chun cinn maidir le féinmheas, féinsmacht agus freagracht i measc phobal na scoile. Múintear do na páistí conas mar a fhéachann agus mar a mhothaíonn iompar mhaith. Déantear gach iarracht deá-iompar a mholadh i gcónaí. Sna seomraí ranga moltar na paistí go rialta agus gach seachtain bronnfar "Dalta na Seachtaine" ar pháistí atá ag deanamh iarrachta faoi leith. Coinnítear tuairiscí faoi iompar na bpáistí. Tugtar tacaíocht dóibh siúd go bhfuil deacrachtaí acu lena cuid iompar. Ar an mbealach seo 'sí an aidhm atá againn ná tacú le daltaí, nach mbíonn sé éasca dóibh, cloí leis na rialacha. Cuireann an scoil cairdeas chun cinn trí a bheith ag féachaint ar cad is brí le cairdeas, conas gur cóir do pháistí bheith le chéile agus ag forbairt agus ag taispeáint gnéithe dearfach faoi chairdeas.
- Cuireann an scoil na cláracha seo chun cinn: Bí Sábháilte, Misneach, O.C.G,
- Traenáil inseirbhíse a chur ar fáil don fhoireann go léir ionas go mbeidh gach ball den bhfoireann soiléir ar céard is bulaíocht ann, cén éifeacht a bhíonn aige ar pháistí agus conas gur féidir é a sheachaint agus deighleáil leis.
- Le tacaíocht ó chláracha ar nós, Bí Sábháilte agus Misneach chomh maith le gnéithe áirithe don 'anti-bullying campaign.ie" (a chuirtear chun cinn ó rang 3-6), beifear ag súil go gcruthófar atmaisféar dearfach oscailte ina bpléifear agus ina dheighleálfar le bulaíocht LÁITHREACH.
- Cuirfear páistí ó ranganna naíonáin go rang 2 ar an eolas faoi cad is bulaíocht ann agus cad lena bhfuil pobal na scoile ag súil leis.
- Go ndéanfar plé ar bhulaíocht mar iompar nach nglacfar leis riamh sa scoil ag tionól agus sna ranganna.
- Go nardófar feasacht agus go gcuirfear traenáil ar fáil ar bhonn uile scoile ar gach ghné de bhulaíocht idir dhaltaí, tuistí/caomhnóirí agus an pobal scoile níos leithne.
- Go gcuireann an scoil a dhóthain féitheoireachta ar fáil sna seomraí ranga, pasáistí, timpeall na scoile, ar thurais scoile agus gníomhaíochtaí tar éis am scoile. Spreagtar baill eile den scoil nach múinteoirí iad bheith ag faire amach agus aon chúis imní a chur in iúl.
- Déanfar féitheoireacht freisin ar pháistí aon uair go mbíonn ríomhairí/ipadanna in úsáid acu. (Féach Polasaí Úsáide Inghlactha na scoile)
- Cód Frithbhulaíochta a fhorbairt agus a thaispeáint go poiblí i seomraí ranga agus timpeall na scoile.

- Cuirfear cóip den polasaí frith-bhulaíochta ar fáil ar an suíomh idirlín www.gaelscoilaine.com
- Tá sonraí sa Ráiteas um Chumhdach Leanaí faoi conas páistí a choinneáil sábháilte agus mar sin ag laghdú seansanna bulaíochta.
- Déanann an fhoireann gach iarracht féin-mhuinín agus féin-mheas na bpáistí a mhúscailt agus a ardú ach go h-áirithe iad siúd a cheaptar atá i mbaol – i mbealaí ealaíonta nó spórtúil.
- Úsáidtear Tionól míosúil na scoile chun meas agus aire dá chéile a dhaingniú agus chun ról agus freagracht na ndaltaí a mhíniú dóibh ionas nach dtarlaíonn bulaíocht gan aird.
- Spreagtar na páistí chun a bheith macánta agus iad ag insint faoi bhulaíocht agus mínítear freisin tabhacht an róil le daoine a bhíonn ag faire. Mínítear dóibh an tábhacht atá le hinsint agus nuair a insíonn siad faoi bhulaíocht níl siad ag insint scéalta ach ag déanamh an rud freagrach.
- Cuirfear doiciméad roinnte ar fáil don fhoireann ar fad.(Breathnóireacht 14 Lá) Sa chás go gcuirtear buairt/líomhaint bulaíochta in iúl don scoil, cuirfear an doiciméad seo i bhfeidhm. Cuirfear múinteoirí/baill foirne ábhartha ar an eolas faoi agus beidh orthu eolas a ionchur go rialta sa doiciméad agus iad ag plé leo siúd luaite sa bhuairt/líomhaint. Coimeádfar taifead don ábhar breathnóireachta agus déanfar iarphlé mar is cóir.
- Déanann foireann na scoile plé agus deighleáil le teanga atá mí oiriúnach nó atá ag cur daoine síos.

6. Treoracha don Fhiosrúchán, don scéal leantach, taifead agus idirghabháil

Príomh Aidhm

Is í an phríomhaidhm a bheidh ag an scoil agus iad ag deileáil le bulaíocht ná teacht ar réiteach chomh tapaidh agus is féidir agus cinntiú gur féidir leis na dreamanna a bhí bainteach leis an tromaíocht réiteach le chéile ina dhiaidh. Caithfidh an scoil a bheith comhsheasmhach leis an bplean seo a leanas. Déanfar gach iarracht cinntiú go mbeidh tuiscint ag gach duine (foireann, daltaí, tuismitheoirí/caomhnóirí) ar an bplean seo ón tús.

An Chéad Tuairisc de Bhulaíocht

Tá sé de cheart ag duine ar bith i bpobal na scoile tuairisc a dhéanamh má thugann siad iompar diúltach/gránna i gcoinne duine ar bith faoi deara.

- Go hiondúil, is é/í an múinteoir ranga a bheidh ag deileáil leis an ngearán/tuairisc ar dtús. A fhad is a bheidh an múinteoir ranga ag déanamh fiosrúcháin, cinnteoidh sé/sí má tá nó mura bhfuil tromaíocht ar siúl agus conas gur féidir an fhadhb seo a réiteach. Má thagann sé chun solais go bhfuil eachtraí eile tar éis tarlúint roimhe seo i ngan fhios don mhúinteoir, déanfaidh sé/sí taifead orthu sa 'Chód Iompair', ach glacfar leis mar an chéad eachtra tuairiscithe go foirmeálta.

- Úsáidfidh na múinteoirí cur chuige sochair, fadhb-réiteach agus iad ag deileáil le heachtraí go bhfuil poitéinsiúl bulaíochta a bheith acu, atá curtha os a gcomhair ag daltaí/ baill foirne/ tuismitheoirí/caomhnóirí. In aon chás go bhfuil sé ráite go raibh bulaíocht ar siúl, cuirfear an cáipéis, "Breathnóireacht 14 Lá", i bhfeidhm ar an té ina bhfuil sé curtha ina leith go bhfuil bulaíocht á dhéanamh aige/aici más gá chomh maith leo siúd go bhfuil an buairt futhu.
- Cuirfear an tuismitheoir ar an eolas más gá le breis iniúchadh.
- Coinneofar taifead scríofa den eachtra i gcuntais bulaíochta an mhúinteora. Is é an brí atá le bulaíocht ná iompar atá 'leanúnach agus córasach'. **Ní bhreathnaítear ar an gcéad eachtra d'iompar gránna/ionsaitheach mar bhulaíocht mura mbíonn sé leanúnach. Déanfar iarracht deileáil le hiompar gránna de réir cód iompair na scoile.**
- Déanfar deighleáil le haon ghearán maidir le cíbearbhulaíocht mar bhulaíocht taréis don chéad iniúchadh.
- Má bhíonn an múinteoir den tuairim go n-iompaíodh an iompar diúltach seo go bulaíocht, inseofar é seo do na páistí atá bainteach agus deirtear leo an toradh a bhéas ar an scéal má leantar ar aghaidh leis an iompar.
- Iarrtar ar an dalta 'Geallúint Iompair' a shíniú ag tabhairt geallúint nach ndéanfaidh sé/sí é arís

An Dara Thuairisc ar Bhulaíocht

- Is é/í an múinteoir ranga a bheidh ag deileáil leis an ngearán/tuairisc. Inár scoil ciallaíonn sé seo go mbeidh, Breathnóireacht 14 Lá, eile curtha i bhfeidhm sa scoil. Beidh iarphlé i gceist anseo arís.
- Beidh tuairisc faoin eachtra scríofa agus curtha san fhillteán don chód iompair.
- Deirtear leis na tuismitheoirí cuí faoin eachtra agus beidh cruinniú eagraithe leo agus leis an múinteoir ranga.
- Tugtar seans don pháiste go bhfuil bulaíocht ar siúl air nó uirthi a t(h)aobh den scéal a thabhairt i mbealach rúnda.
- Coimeádtar tuairiscí faoi na cruinnithe seo agus straitéisí chun deighleáil leis an mí iompair.

An Tríú Tuairisc de Bhulaíocht

- Sa chás go gcinneann an múinteoir ábhartha go raibh iompraíocht bulaíochta ar bun ag an dalta, ba chóir a chur in iúl go soiléar dó/di gur bhris sé a gheallúint iompair. Deanfar gach iarracht ionas go dtuigfidh an páiste an cás trí shúile an pháiste eile, lena thuismitheoirí i láthair.
- Tiocfaidh an múinteoir cuí suas le straitéisí idirgabhála i ngleic leis an Príomhoide Tánaisteach agus/nó an Príomhoide. Rachfar i gcomhairle leis na tuismitheoirí freisin.
- Nuair a bhíonn smachtbhanna iompair á n-úsáid déantar é i ngleic leis an gcód iompair. Beidh sé seo pléite go soiléir (le dhá sheit tuimitheoirí agus daltaí) gur in

aon suíomh go mbeidh smachtbannaí úsáidte gur rud príobháideach é idir an dalta agus a t(h)uismitheoirí agus an scoil.

● Ba cheart cruinnithe leantacha a eagrú ina dhiaidh seo leis na páirtithe (le cead tuismitheora) cuí chun féachaint an mbeidh siad in ann teacht le chéile amach anseo má bhíonn sé ceart go leor leis an duine gur ndéanadh bulaíocht air. Léiríonn taighde gur féidir leis an gcur chuige seo éifeacht dearfach teiripeach a bheith aige agus íslíonn sé go suntasach an seans go dtarlóidh sé arís.

Ag déanamh athbhreithniú

I gcásanna gur dóigh leis an múinteoir ábhartha 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, caithfear taifead a dhéanamh faoi ar an teimpléid cuí i Aguisín 3/4.

Ag déanamh cinneadh faoi an bhfuil cás bulaíochta déileáilte leis i gceart agus réitithe/tugtha faoi go cuí agus le tacaíocht ó fhianaise ón gcáipéis "Breathnóireacht 14 Lá", tógfaidh sé/sí na rudaí seo a leanas san áireamh:

● An bhfuil bulaíocht stoptha?
● An bhfuil aon eas-aontas nó mí-thuiscint a bhí idir na páirtithe ceart go leor anois?
● An bhfuil an gaol idir na páirtithe chomh maith arís agus is féidir?
● Aon aiseolas ó na tuistí, ón bpríomhoide nó ón bpríomhoide tánaisteach.

Nuair nach bhfuil tuismitheoir sásta go bhfuil an scoil tar éis déileáil leis an mbulaíocht de réir cur chuige na modhanna imeachta seo, moltar dóibh modhanna imeachta gearánta na scoile a leanúint. Sa chás nach bhfuil an tuismitheoir fós sásta tar éís dul tríd na modhanna imeachta gearánta na scoile, cuirfidh an scoil iad ar an eolas faoina gcearta gearán a dhéanamh tríd an Ombudsman for Children.

Ag gach stad den phróiseas, glactar leis go mbeidh comhoibriú idir na baill go léir atá páirteach agus go mbeidh réiteach ar rudaí go tapaidh. Muna bhfuil comh-oibriú, rachaidh sé os comhair an bhoird bainistíochta.

7. Clár tacaíochta do dhaltaí a ndearnadh bulaíocht orthu

Straitéisí Idirghabhála

Léiríonn taighde idirnáisiúnta gurb é idirghabháil a chabhraíonn le déantóir na coire tuiscint a bheith aige/aici ar thionchar a gcuid gníomhaíochtaí agus a chabhraíonn leis/léi glacadh le freagracht chun cúrsaí a fheabhsú/réitiú, an idirghabháil is éifeachtaí. Molann taighde go n-úsáidfeadh scoileanna meascán modhanna chun é seo a bhaint amach. Mar sin, nuair a fhaightear amach gur tharla eachtra bulaíochta, úsáidfidh an scoil na straitéisí idirghabhála aitheanta a leanas:

- Córas tréadchúraim
- Idirghabháil
- Cleachtadh Aisiríoch
- Módh Tacaíochta grúpaí

I gcásanna de bhulaíocht dáiríre mailíseach nó i gcásanna bulaíochta leantach, leanfaidh an scoil an Cur Chuige Smachtbhannaí Díreach. Feach ar Aguisín 5 chun imlíne na hidirghabháil seo a fheiscint.

8. Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí

Deimhníonn an Bord Bainistíochta go bhfuil beartais agus cleachtais chuí mhaoirseachta agus monatóireachta i bhfeidhm chun iompar bulaíochta a chosc agus chun déileáil leis agus chun idirghabháil luath a éascú más féidir.Tugann Polasaithe na scoile ar Chaomhnú Leanaí agus ar Mhaoirsiú Leanaí treoir soiléir ar an ábhar seo
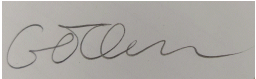
9. An Ciapadh a Chosc

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 nó aon ghrúpa mhionlaigh eile.

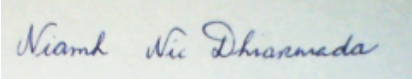## 10. Daingiú agus Cumarsáid agus Cur i bhfeidhm an pholasaí

Tá an beartas seo ar fáil do phearsanra na scoile. Foilsíodh é ar shuíomh Gréasáin na scoile é agus tá sé ar fáil do thuismitheoirí agus do dhaltaí ar iarratas. Tá sé ar fáil do Chumann na dTuismitheoirí freisin agus.cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

Déanfaidh an Bord Bainistíochta athbhreithniú ar an mbeartas agus a chur i bhfeidhm gach scoilbhliain. Cuirfear fógra scríofa faoin athbhreithniú seo ar fáil do phobal na scoile. Foilseofar é ar shuíomh idirlín na scoile agus seolfar cóip chuig Cumann na dTuismitheoirí. Cuirfear taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é.

Ghlac an Bord Bainistíochta leis an mbeartas seo an 14/1/2020.

Sínithe: _____   Sínithe: _____

(Gearóid Ó Cleircín,Cathaoirleach an Bh. Bhainistíochta)   (Niamh Nic Dhiarmada, Príomhoide)

Dáta: 14/1/2020   Dáta: 14/1/2020

Dáta an chéad athbhreithnit: Meán Fomhair 2020

Gaelscoil Áine,
Bóthar Naomh Mobhí,
Droim Conrach,
B.Á.C 9 D09XP65
gaelscoilaine@gmail.com

Anti-Bullying Policy

1.Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Gaelscoil Áine school 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. Preventing and Tackling Bullying

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;
(b) has effective leadership
(c) embraces a school-wide approach to anti-bullying practices
(d) fosters a shared understanding of what bullying is and its impact

Implementation of education and prevention strategies (including awareness raising measures) that-
- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- provide for effective supervision and monitoring of pupils
- provide supports for staff
- ensure consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- provide on-going evaluation of the effectiveness of the anti-bullying policy.

3. Defining Bullying Behaviour

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 (which may be deemed as bullying after one case) 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 do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

Additional information on different types of bullying is set out in Section 2 of the Anti- Bullying Procedures for Primary and Post- Primary Schools.

4. Responsibility for Investigation

The class teacher will have responsibility for investigating and dealing with first incidents of alleged bullying behaviour. A pupil or parent may bring a bullying concern to any teacher in the school but the class teacher should be the first port of call. It is the responsibility of the person to whom the report is made, to pass on the relevant information to the class teacher of the child/children concerned. Individual teachers will take appropriate measures regarding reports of bullying behaviour in accordance with the school's Code of Behaviour. In some instances, the deputy principal or principal may become involved immediately in the investigation.

The procedures for investigating and dealing with bullying behaviour are set out in section 6 of this policy.

5. Education and Prevention Strategies

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:

School-wide approach
Our school ethos promotes an atmosphere of friendship, tolerance, respect and co-operation. It is within this context that the following pro-active strategies are incorporated into our school year.
- Staff are constantly vigilant of children's behaviour. Positive behaviour is modelled, recognised and affirmed throughout the school. Children are explicitly taught what respectful behaviour looks like, acts like, sounds like and feels like in promotion of positive behaviour. Deliberate efforts are made by the staff to acknowledge desired respectful behaviour. Records are kept of children's behaviour. Where a child is having difficulty with his/her behaviour, he/she is given the necessary support. In this way, our

goal is to follow up and follow through with pupils who struggle to follow the rules, promoting positive friendships through activities such as examining what friendship means and how friends should treat each other.

- The school implements the Stay Safe, Walk Tall programmes, Relationships and Sexuality Education.

- 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.

- The Stay Safe, Walk Tall as well as elements of the "anti-bullying campaign.ie" programme will be implemented from rang 3-6.This creates a positive atmosphere where bullying shall be dealt with IMMEDIATELY.

- Children from Infants-Rang 2 will be made aware of bullying, what it is and most of all what is expected of everybody in our school community.

- School-wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.

- We ensure adequate 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. Please refer to Internet Acceptable Usage Policy.

- The school's anti-bullying policy will be available on the website www.gaelscoilaine.com

- Our Child Safeguarding Statement sets out provisions to promote the safety of pupils and reduce the possibilities for bullying.

- Staff will strive to ensure that self-confidence and self-esteem of pupils, especially those identified as being at risk, is safeguarded and promoted wherever possible.

- The school's monthly assembly (Tionól) is utilised to reinforce the caring, respectful ethos of the school and to emphasise the responsibility of all pupils to ensure bullying behaviour does not go unchecked.

- Encourage a culture of being truthful, with particular emphasis on the importance of honest 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.

- A shared "14 Day Observation Period" document will be made available to all staff. In the event where a concern of bullying has been disclosed, this document will be implemented. All relevant teachers/staff will be notified of its implementation and will be required to input information based on their observations of the individuals in question. A record of these observations and any necessary follow-up will be kept in the school.

- Staff consistently tackle the use of discriminatory and derogatory and inappropriate language in the school.

6. Procedures for Investigation, Follow-Up, Recording and Intervention

Key Principal Aim

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 (staff, pupils, parent(s)/guardian(s)) understand this approach from the outset.

First Report of Bullying

Any person in the school community, a pupil, staff member, parent/ guardian may report an incident of a serious negative behaviour towards another individual.

- The class teacher will usually deal with the complaint. In investigating and dealing with negative behaviour, the teacher will exercise his/her professional judgement to determine whether potential bullying has occurred and how best the situation can be resolved. If in investigating the incident, previous unreported incidents are referred to, the staff member should take note and record this information, but treat this report as the first incident formally noted.

- Teachers will take a calm, problem-solving approach when dealing with incidents of potential bullying behaviour reported by pupils, staff or parents/ guardians. In any incident of alleged bullying, the teacher engage in a 14 Day Observation Period document.

- If deemed appropriate, parents will be notified if further investigation is needed

- A written record of the incident will be kept in the class teacher's records.
  As bullying is defined as behaviour that is "systematic and ongoing", a first incident of aggressive behaviour is not viewed as bullying unless there are subsequent incidents. Negative behaviour will be dealt with in accordance with the school's Code of Behaviour.

- If the teacher concludes that this negative type of behaviour could lead to bullying, the child/children involved will be made aware of this and the consequences of similiar behaviours occurring (as outlined in the following sections).

- The pupil is then asked to sign a behaviour promise, agreeing to refrain from bullying.

- Any report of cyberbullying will be dealt with as bullying on the first report and parents will be notified on the first report.

Second Report of Bullying

- This is dealt with by the class teacher. In our school, this means another "14 Day Observation Period" will be carried out as well as relevant parents/guardians being alerted to this. Follow up calls will also apply.

- An incident report will be written and filed in the class folder.

- Parents of the children involved will be informed of the incident and a meeting will be

arranged between them and the class teacher.

- The child that is allegedly being bullied is given a chance to give their side of the story in a confidential manner.
- Records will be kept of parent/teacher meetings and strategies to address behaviours.

Third and Subsequent Report(s) of Bullying

- Where the relevant teacher has determined that a pupil has engaged in bullying behaviour, it will be made clear to him/her that he/she is in breach of his/her pupil behaviour promise. Every effort will be made to try to get him/her to see the situation from the perspective of the pupil being bullied, with his/her parents present.
- An appropriate intervention strategy will be determined in consultation between the relevant teacher, an Príomhoide Tánaisteach and/or An Príomhoide, as appropriate. Parents will also be consulted.
- Where disciplinary sanctions are necessary, these will occur in line with the school's Code of Behaviour.
- It will be made clear to all involved (each set of pupils and parents) that in any situation where such disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- 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. The school will seek permission of the relevant parents/guardians in question first. Research suggests that this can have a positive therapeutic effect and considerably reduce the risk of reoccurrence.

Review Process

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately resolved/addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the Standard Recording Template at Appendix 3/4.

In determining whether a bullying case has been adequately and appropriately resolved/addressed and with support from the "14 Day Observation Period" document , the relevant teacher, as part of his/her professional judgement, will 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; and
- Any feedback received from the parties involved or their parents.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the

school's complaints procedures.

In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

At every stage of the process, parents and pupils are expected and 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. Any lack of co-operation will be referred to the Board of Management.

7. Supporting Students affected by Bullying

Intervention Strategies

International research shows that interventions that engage perpetrators in understanding the impact of their actions and in taking responsibility for making up for hurt caused are most effective. Research also suggests that schools should make use of a combination of methods to achieve this. Accordingly, where it has been established that a bullying incident has occurred, the school will draw upon the following acknowledged intervention strategies:

- Strengthening the Target
- Mediation
- Restorative Practice
- Support Group Method

In instances of seriously malicious bullying or repeated bullying the school will take The Direct Sanctions Approach. See Appendix 5 for an outline of these interventions.

8. Supervision and Monitoring of Pupils

Policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. The school's Child Protection and Supervision policies give explicit direction on this issue.

9. Prevention of Harassment
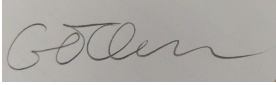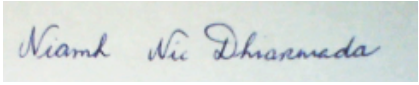
The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community and other minority groups.

10. Ratification, Communication and Implementation of Policy

This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request. It will be provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by An Bord Bainistíochta every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to Coiste na dTuismitheoirí. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was presented to and ratified by the Board of Management on 14/1/2020.

Sínithe: _____   Sínithe: _____

(Gearóid Ó Cleircín,Cathaoirleach an Bh. Bhainistíochta)   (Niamh Nic Dhiarmada, Príomhoide)

Dáta: 14/1/2020   Dáta: 14/1/2020

Date of review: Meán Fomhair 2020

Agusín 1. Leideanna praiticiúla ar conas cultúr dearfach scoile a chothú

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

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

APPENDIX 1: SCHOOL ANTI-BULLYING PRACTICES

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

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate outdoor supervision.
- Support the establishment and work of Cinnirí Scoile.

<div align="center">**APPENDIX 2: INFORMATION ABOUT BULLYING**</div>

<div align="center">*TYPES OF BULLYING BEHAVIOUR*</div>

- **Physical aggression**: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

- **Intimidation**: Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night).Many forms of bullying can be facilitated through cyber-bullying.

- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

- **Damage to property**: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's personal possessions or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

- **Extortion**: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may

also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

IMPACT AND INDICATORS OF BULLYING BEHAVIOUR

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an antisocial personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

INDICATORS OF BULLYING BEHAVIOUR
- The following signs and symptoms may suggest that a pupil is being bullied:
- Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, truancy;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses e.g. headaches, stomach aches;
- Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing; and
- Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances.
The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

Useful Links:
Teaching Kids to be Safe and Ethical Online

http://mediasmarts.ca/stay-path- teaching-kids-be-safe-and-ethical- online-portal-page

http://www.webwise.ie/cyberbullying_resources.shtm
(A collection of useful resources on cyberbullying)

http://www.bullyingnoway.gov.au/parent s/index.html

(information for parents and carers about bullying and harassment)

http://www.psychology.org.au/publicatio ns/tip_sheets/bullying/

(practical strategies for helping a child learn how to manage his/her feelings, behave in appropriate ways, and learn non-aggressive alternatives for dealing with conflict)

Information for Primary Pupils (up to 8yrs)

http://www.takeastandtogether.gov.au/u nder13/index.html

http://www.barnardos.ie/resources- advice/young-people/teen-help/bullying.html

(Useful information for senior primary pupils or teens

APPENDIX 3: INFORMAL RECORDING TEMPLATE

TUAIRISC AR BHULAÍOCHT LÍOMHNAITHE

Ainm an dalta (atá ag fulaingt):	**Rang:**
Ainm(neacha) a luaitear leis an mí-iompar:	**Rang:**
Múinteoir Ranga:	
Duine atá ag tuairisciú:	**Dáta:**

Cur síos gearr ar an iompar agus a thionchar

Gníomh tógtha

Sínithe:	**Dáta:**

APPENDIX 4: STANDARD FORMAL RECORDING TEMPLATE

Ainm an dalta (atá ag fulaingt):	Rang:
Ainm(neacha) a luaitear leis an mí-iompar:	Rang:
Múinteoir Ranga:	
Duine atá ag tuairisciú:	Dáta:

Cúis buartha léirithe ag		**Láthair na nEachtraí**	
An dalta féin		Clós na scoile	
Dalta(í) eile		Seomra ranga	
Tuismitheoir		Pasáistí na scoile	
Múinteoir		Leithris	
Eile		Eile	

Cineál bulaíochta			
Ionsaitheacht fhisiciúil *Physical Aggression*		Cíbear-bhulaíocht *Cyber-bullying*	
Dochar do Mhaoin *Damage to property*		Imeaglú *Intimidation*	
Aonrú/Eisiamh *Isolation/Exclusion*		Cúlchaint mhailíseach *Malicious gossip*	
Glaoch ainmneacha *Name calling*		Eile *Tabhair sonraí*	

I gcás bulaíocht bunaithe ar aitheantas, léirigh cúis na bulaíochta			
Bulaíocht homafóbac *Homophobic bullying*		Bulaíocht de bharr riachtanais speisialta *Disability or SEN based*	
Bulaíocht Chiníoch *Racist bullying*		Ballraíocht den Lucht Siúil *Membership of Travelling Community*	
Eile *Tabhair sonraí*			

Cur síos gearr ar an iompar agus a thionchar

Gníomh tógtha

Nótaí maidir le réiteach

Sínithe:	Dáta:

APPENDIX 5: OVERVIEW OF INTERVENTIONS

The following methods of intervention are based upon an analysis of the major alternative and supplementary strategies being used to address cases of bullying encountered in schools.

- Each has its own rationale and appropriate areas of application, depending on the nature of the case. This could vary widely, for instance in terms of severity, group involvement and whether there has been any provocation.
- Each has its unique strengths and limitations regarding its use in specific cases.
- Training in the application of each of the methods is needed, some more than others.
- It is important to recognise that the methods are NOT alternatives to taking considered proactive steps to prevent bullying from occurring, such as good classroom management, class discussions of bullying, social skills training, promoting positive bystander behaviour, developing peer support. Such steps can reduce the number of cases that occur.
- Each method assumes a whole school approach and a well-informed understanding of the reasons why each may be used in particular circumstances.

APPROACHES

Below is a description of approaches which may be used when dealing with incidents of bullying behaviour in our school:

Direct Sanctions approach
This approach makes use of disciplinary procedures or penalties as a punishment and/or a deterrent to prevent further bullying. These may include verbal reprimands; meetings with parents; temporary removals from class; withdrawal of privileges; detentions and internal exclusion from a group activity; short-term exclusion; and permanent exclusion Can be used: In serious cases, and in instances of repeated non-compliance
Strengthening the target
This involves systematically helping the victim to deal more effectively with the person or persons who might seek to bully him or her. Can be used: In cases of low level (usually verbal) banter when it is believed the victim can be trained to cope by acquiring more appropriate social and verbal skills.
Mediation
This is a process in which pupils in conflict, including bully/victim conflicts, are invited to take part in a session with a mediator, a staff member or peer mediator, to help resolve their differences without any compulsion. Can be used: When students in dispute both want help from a mediator. (Children who bully only rarely want to seek mediation.)

Restorative Practice
This involves getting the perpetrator to reflect upon his or her unacceptable behaviour, experience a sense of remorse and act to restore a damaged relationship with both the victim and the school community. It may take place (i) at a meeting with just the bully and the victim (ii) with a group or class of students involved in bullying behaviour or (iii) at a community conference attended by those involved in the bullying plus significant others such as parents. Can be used: In cases in where the perpetrator can be induced to become sincerely remorseful and act restoratively.
Support Group Method
This is a non-punitive strategy used with groups of students who have engaged in bullying someone. Once identified by the victim, the 'bullies' meet with the teacher and other students, who have been selected because they are expected to be supportive of the victim (who is not present). Knowledge of the distress experienced by the victim is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome is monitored. Can be used: In cases of bullying by groups where the perpetrators are prepared to cooperate at a meeting with a teacher plus other students and assist in putting things right.

Agusín 6 Seicliosta le haghaidh athbhreithniú bliantúil ar an mbeartas fhrithbhulaíochta agus ar a fheidhmiú

	Tá/Níl
1. An bhfuil beartas frithbhulaíochta a ghéilleann go hiomlán do riachtanais Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile glactha ag an mBord go foirmiúil?	
2. An bhfuil an beartas foilsithe ar shuíomh Gréasáin na scoile agus cóip curtha ar fáil do chumann na dtuismitheoirí?	
3. An bhfuil sásta go bhfuil go bhfuil an beartas ar fáil d'fhoireann na scoile (agus foireann nua san áireamh)?	
4. 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?	
5. An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas ag na daltaí?	
6. An bhfuil an Bord sásta gur doiciméadaíodh sa bheartas na straitéisí coiscthe agus oideachais a bheidh i bhfeidhm sa scoil?	
7. An bhfuil an Bord sásta gur cuireadh gach straitéis coiscthe agus oideachais chun feidhme?	
8. Ar scrúdaíodh a éifeachtaí atá na straitéisí coiscthe agus oideachais atá curtha chun feidhme?	
9. An bhfuil an Bord sásta go bhfuil na múinteoirí ar fad ag taifeadadh agus ag déileáil le teagmhais bhulaíochta de réir an bheartais?	
10. An bhfuil an Bord sásta go bhfuair an Bord na tuairiscí achoimre tréimhsiúla ón bPríomhoide agus ar glacadh miontuairiscí maidir leo?	
11. 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?	
12. An bhfuil an Bord sásta nach bhfuarthas aon ghearán ó thuismitheoirí maidir leis an tslí ina láimhsíonn an scoil teagmhais bhulaíochta?	
13. An bhfuil an Bord sásta nár thóg tuismitheoir ar bith a pháiste amach as an scoil á rá go raibh siad míshásta leis an tslí inar láimhsigh an scoil cás bulaíochta?	
14. 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?	
15. 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, treochtaí nó patrúin in iompar bulaíochta a shainaithint?	
16. An bhfuil an Bord sásta nár aithníodh aon ghnéithe de bheartas na scoile agus/nó a fheidhmiú a dteastaíonn feabhsú breise orthu?	
17. An bhfuil plean gníomhaíochta i bhfeidhm ag an mBord chun díriú ar aon réimse ina dteastaíonn feabhsú?	

Síniú _____ (Cathaoirleach, an Bord Bainistiochta) Dáta _____

Síniú _____ (Príomhoide)   Dáta _____

APPENDIX 6: BOARD OF MANAGEMENT REVIEW CHECKLIST

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Príomhoide?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Príomhoide's periodic report to the Board? Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Príomhoide (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Síniú: _____

Dáta: _____

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

Chuig: Coiste na dTuistí Ghaelscoil Áine

Is mian leis an mBord Bainistíochta i nGaelscoil Áine 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 Bainistiochta Síniú
Síniú:_____ Dáta _____
Príomhoide

Notification regarding An Bord Bainistíochta's annual review of the anti-bullying policy

To: **Coiste na dTuismitheoirí**

Bord Bainistíochta Ghaelscoil Áine wishes to inform you that:

● The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____.

● This review was conducted in accordance with the checklist set out in **Appendix 6** of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed: Date:_____
Chairperson, Board of Management

Signed: Date:_____
Príomhoide