



# Gaelscoil Eoghain Uí Thuairisc

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## Beartas Frithbhulaíochta Gaelscoil Eoghain Uí Thuairisc

### Gaelscoil Eoghain Uí Thuairisc's Anti-bullying policy

I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirilínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Gaelscoil Eoghain Uí Thuairisc 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.

*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 Eoghain Uí Thuairisc 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.*

Aithníonn an Bord Bainistíochta a thromchúisí atá iompar bulaíochta agus a dhiúltaí a d'fhéadfadh a thionchar a bheith ar dhaltaí. Creideann comhphobal na scoile go mba choir meas ar chách a chur chun cinn i gcónaí agus go mba chóir go mbeidh sé seo mar chroílár éatós na scoile.

*The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. The school community believes strongly that respect for all at all times must be promoted and become intrinsic in the ethos of society.*

Múintear do na páistí go bhfuil an tsochaí déanta de réimse dhaoine atá éagsúil óna chéile, iad uile i dteideal ár measa, iad uile i dteideal go bpléifí leo le comhionannas agus é de cheart acu áit a ghlacadh sa tsochaí agus iad a bheith sona ina saoil. Ní féidir, dá réir, glacadh le bulaíocht ar bith ná le leatrom ar bith bunaithe ar na naoi bhforas mar chuid de reachtaíocht chomhionannais, mar atá inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlach, treoshuíomh gnéasach, reiligiún, aois, míchumas, cine nó ballraíocht den Lucht Siúil.

*The children are taught that society is made up of a variety of different people, all of whom deserve our respect, all of whom have the right to be treated equally and to have the fundamental right to be allowed to exist in society and be content in their lives. No bullying can therefore be tolerated and no discrimination based on the nine stated grounds included in equality legislation, i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community, can be allowed.*

Geallann an scoil dá réir cloí leis na príomhphrionsabail dea-chleachtais seo a leanas agus iompar bulaíochta á chosc agus á chomhrac:

*The Board of Management and the staff of Gaelscoil Eoghain Uí Thuairisc are therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:*

- *Cultúr dearfach a bheith i réim sa scoil/ A positive school culture and climate which:*
  1. *ina nglactar go fonnmhar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht/ is welcoming of difference and diversity and is based on inclusivity.*
  2. *ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach/ encourages pupils to disclose and discuss incidents of bullying behaviours in a non-threatening environment*
  3. *ina gcuirtear caidreamh bunaithe ar mheas chun cinn ar fud phobal na scoile/ promotes respectful relationships across the school community.*
- *Ceannaireacht éifeachtach/ Effective leadership*
- *Cur chuige scoile uile/ A school-wide approach.*
- *Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige/ A shared understanding of what bullying is and its impact*
- *Feidhmiú straitéisí oideachais agus coiscthe (lena n-áirítear bearta chun feasacht a mhúscailt)/ Implementation of education and prevention strategies (including awareness raising measures) that:*
  1. *a chothaíonn ionbhá, meas agus athléimneacht sna daltaí/ build empathy, respect and resilience in pupils*
  2. *ina dtéitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas, lena n-áirítear bulaíocht homafóbach agus trasfóbach/ explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying at the appropriate level and as cases arise.*
- *Maoirseacht agus monatóireacht éifeachtach ar dhaltaí/ Effective supervision and monitoring of pupils.*
- *Tacaíochtaí don fhoireann/ Supports for staff.*
- *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)/ Consistent recording, investigation and follow up of alleged bullying behaviour (including use of established intervention strategies)*

- Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta/ *On-going evaluation of the effectiveness of the anti-bullying policy.*

I gcomhréir le *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile* seo é an sainmhíniú ar bhulaíocht/ *In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:*

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.

*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.*

Áirítear na cineálacha iompair bhulaíochta seo a leanas ar an sainmhíniú ar bhulaíocht/ *The following types of bullying behaviour are included in the definition of bullying:*

- duine a fhágáil as an áireamh d'aon ghnó, gabháil do chúlchaint mhailíseach agus do chineálacha eile caidrimh bhulaíochta idir dhaoine/ *deliberate exclusion, malicious gossip and other forms of relational bullying*
- cibearbhulaíocht/ *cyber-bullying*
- 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/ *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.*

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

*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.*

Ach, i bhfianaise an bheartais seo, is féidir féachaint 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.

*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 may be regarded as bullying behaviour.*

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

*Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.*

Gheofar eolas breise ar na cineálacha éagsúla bulaíochta in Aguisín A de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*.

*Additional information on different types of bullying is set out in Appendix A of this policy.*

**Seo a leanas an múinteoir/na múinteoirí ábhartha a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfadh léi/ Who will deal with accusations of bullying?**

- An múinteoir ranga (i dtosach báire)/ *The class teacher(s) initially*
- An príomhoide ina dhiaidh sin más gá/ *The Principal thereafter, if necessary*

**Seo a leanas na straitéisí oideachais agus coiscthe a bheidh in úsáid sa scoil, ag an leibhéal agus ag an rang ag a bhfuil siad oiriúnach/ *The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:***

- Ar na cleachtais éifeachtacha tá bearta coiscthe agus bearta chun feacht a mhúscailt mar gheall ar gach gné den bhulaíocht agus straitéisí chun cabhrú le daltaí dul i ngleic le fadhbanna de réir mar a thagann siad chun cinn. Ní mór féachaint chuige sna straitéisí sin go gcothaítear ionbhá, meas agus athléimneacht sna daltaí.  
*Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.*
- Féachaint le deiseanna a thabhairt do dhaltaí chun braistint dhearfach dá fhiúntas féin a chothú.  
*Provide pupils with opportunities to develop a positive sense of self-worth.*
- Ní mór do bhearta coiscthe agus múscailt feachtas déileáil go sainráite leis an gcibearbhulaíocht trí oideachas a chur ar na daltaí maidir le hiompar oiriúnach ar-líne, conas fanacht slán ó bhaol agus iad ar-líne.  
*Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online.*
- Is féidir le múinteoirí tionchar a bheith acu ar mheoin i leith iompar bulaíochta i gcaoi dhearfach  
*Teachers can influence attitudes to bullying behaviour in a positive manner*

- Tá roinnt comhpháirteanna agus clár sa churaclam atá ábhartha maidir le bulaíocht a chosc agus meas ar éagsúlacht agus ar chuimsiú a chothú. Déantar foráil speisialta sa churaclam OSPS chun féachaint ar iompar bulaíochta agus ar na réimsí gaolmhara seo: muintearas agus imeascadh, cumarsáid, coimhlint, cairdeas, sábháilteacht phearsanta agus caidreamh. Clár scileanna sábháilteachta pearsanta a mhúintear i mbunscoileanna is ea an clár 'Bí Slán', a fhéachann le scileanna féinchosanta leanaí a mhéadú, lena n-áirítear a gcumas bulaíocht a aithint agus déileáil léi. Tá clár oideachais sóisialta, sláinte agus oideachas meán eile ann ina bhféadfaí díriú ar fhadhb an iompair bhulaíochta. Tá roinnt cláracha sóisialta, sláinte agus oideachas meán eile a thugann treoir bhreise chun plé le hiompar bulaíochta.

*There is a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe & RSE programmes at primary level are personal safety skills programmes which seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.*

- D'fhéadfaí an obair seo a leathnú trasna mórán gnéithe scoile eile m.sh. Ealaín, Dráma, Teagasc Reiligiúin agus Corp Oideachas. I féidir comhoibriú agus fionnraíocht ghrúpa a chur chun cinn tré spóirt fhoirne agus tré ábhair phraicticiúla chomh maith

*The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, as well as through practical subjects.*

- Tugann gníomhachtaí spóirt ach go háirithe deiseanna faoi leith chun a léiriú conas deileáil le hionsaitheacht maidir lena threorú agus a choiméad faoi smacht. Cuirtear traenáil CLG agus rugbaí ar fáil do roinnt ranganna ó ghrúpaí seachtaracha agus bíonn roinnt múinteoirí bainteach le traenáil na bhfoirne CLG freisin.

*Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression. GAA and rugby coaching is offered to some classes from outside agencies and teachers are also involved in coaching the school's gaelic teams.*

Seo a leanas straitéisí na scoile chun iompar bulaíochta a imscrúdú, chun obair leantach a dhéanamh ina dtaobh agus chun iompar bulaíochta a thairfeadh mar aon leis na straitéisí idirghabhála bunaithe a úsáidfidh an scoil chun déileáil le cásanna d'iompar bulaíochta.

*The school's procedures for investigation, follow up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are outlined below.*

Is é an phríomhaidhm a bheidh ag an múinteoir ábhartha agus bulaíocht á imscrúdú aici/aige aghaidh a thabhairt ar aon cheist is gá a réiteach agus an gaol idir na páirtithe i dtrácht a chur ar ais mar a bhí sé an oiread is indéanta sin (seachas milleán a chur):

*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). With this in mind the school's procedures are as follows:*

1. Agus imscrúdú ar bhulaíocht á dhéanamh, nó nuair a bhítear ag déileáil le bulaíocht, feidhmeoidh an múinteoir a breithiúnas gairmiúil chun a chinneadh cibé an ndearnadh bulaíocht agus conas ab fhearr déileáil leis an bhfadhb.  
*In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type, if it has and how best the situation might be resolved.*
2. Ní mór don mhúinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí gan ainm, a imscrúdú agus déileáil leo. Ar an tslí sin beidh níos mó muiníne ag daltaí gur fiú bulaíocht a thuairisciú. Tá sé ríthábhachtach an mhuinín sin a chothú i measc na ndaltaí. Ba cheart é a rá go soiléir leis na daltaí nach ag tabhairt leideanna atá siad nuair a thuairiscíonn siad teagmhais bhulaíochta ach á n-iompar féin ar shlí fhreagrach.  
*All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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.*
3. Ní mór an fhoireann neamhtheagaisc - rúnaithe, cúntóirí riachtanas speisialta (CRS), coimhdírí iompar scoile, airígh, glantóirí - a spreagadh chun aon teagmhas d'iompar bulaíochta a fheiceann siad, nó a luaitear leo, a thuairisciú don mhúinteoir ábhartha.  
*Non-teaching staff such as secretary, special needs assistants (SNAs), bus escorts, caretaker, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.*
4. Ní mór do thuismitheoirí agus do dhaltaí comhoibriú le haon imscrúdú agus cabhrú leis an scoil aon cheist bhulaíochta a réiteach agus an caidreamh a bhíodh idir na páirtithe atá bainteach leis an mbulaíocht a chur ar ais mar a bhí sé, a mhéad is indéanta sin.  
*Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.*
5. Tá sé ríthábhachtach go mbeadh tuiscint ar gach duine atá bainteach leis (lena n-áirítear gach grúpa daltaí agus thuismitheoirí) ar an gcur chuige thús ón gcéad lá.  
*It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.*

6. Ba cheart cur chuige réidh, fadhbréitigh, neamhmhothúchánach a bheith ag múinteoirí agus iad ag déileáil le líomhaintí d'iompar bulaíochta a thuairiscíonn daltaí, baill foirne nó tuismitheoirí dóibh.  
*Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.*
7. Déanfar imscrúdú i leith bulaíochta sa rang más oiriúnach ach uaireanta is fearr teagmhais a imscrúdú lasmuigh den seomra ranga chun príobháideacht gach duine atá bainteach leis a chosaint.  
*Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.*
8. Ba cheart gach agallamh a dhéanamh go híogair ag féachaint do chearta gach dalta i dtrácht. D'fhéadfadh daltaí nach bhfuil baint dhíreach acu leis an mbulaíocht eolas úsáideach a sholáthar in agallamh mar sin.  
*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.*
9. Agus anailís á déanamh ar theagmhais d'iompar bulaíochta, ba cheart don mhúinteoir ábhartha freagraí a lorg ar na ceisteanna céard, cá háit, cathain, cén duine nó cé na daoine, agus cad chuige? Ba cheart na ceisteanna sin a chur go ciúin síochánta, chun sampla a thabhairt den tslí le déileáil le coimhlint go héifeachtach neamhionsaitheach.  
*When analysing incidents of bullying behaviour, the relevant teacher(s) 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.*
10. Má bhíonn grúpa i gceist, ba cheart agallamh a chur ar gach duine den ghrúpa ina nduine agus ina nduine. Ba cheart labhairt leis an ngrúpa ar fad ina dhiaidh sin, má tá sé oiriúnach. Ag an gcrúinniú grúpa, ba cheart a iarraidh ar gach ball cuntas a thabhairt n méid a chonaic sé/sí le bheith cinnte go gcloiseann an grúpa ar fad cuntais a chéile.  
*If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved may be met as a group if appropriate. 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.*
11. Ba cheart tacú le gach ball sa ghrúpa i bhfianaise na mbrúnna a d'fhéadfadh baill eile sa ghrúpa a chur orthu tar éis an agallaimh leis an múinteoir.  
*Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher.*
12. I gcás ina gcinneann an múinteoir ábhartha go raibh dalta ag gabháil d'iompar bulaíochta, ba cheart é a chur ar a súile nó ar a shúile di nó dó go soiléir gur sháraigh sí nó sé beartas

frithbhulaíochta na scoile agus ba cheart iarrachtaí a dhéanamh chun go bhféachfadh sí nó sé an scéal ó thaobh an dalta a bhfuil an bhulaíocht á déanamh air nó uirthi nó air, (Cleachtas Aisiríoch mar atá leagtha i gCód Iompraíochta na scoile).

*Where the relevant teacher(s) has/have 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, (Restorative practice as outlined in the school's Code of Behaviour policy).*

13. D'fhéadfadh sé a bheith oiriúnach nó cabhrach iarraidh ar na daoine a bhí bainteach leis an teagmhas a gcuntas ar an teagmhas a scríobh síos.

*It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).*

14. I gcásanna ina gcinneann an múinteoir ábhartha go ndearnadh bulaíocht, ba cheart teagmháil a dhéanamh, a luaithe is féidir, le tuismitheoirí na bpáirtithe i dtrácht chun iad a chur ar an eolas faoin scéal agus na bearta a dhéanfar a mhíniú doibh. Ba cheart go dtabharfadh an scoil deis phlé do na tuismitheoirí ar shlite ina bhféadfaí bearta na scoile agus an tacaíocht do na daltaí a athneartú nó a mhéadú.

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

15. Ní mór é a bheith soiléir don uile dhuine atá bainteach leis (gach grúpa daltaí agus tuismitheoirí) in aon chás ina mbíonn gá le smachtú, gur ceist phríobháideach í idir an dalta atá á smachtú, a tuismitheoirí nó a thuismitheoirí agus an scoil.

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

16. Ba cheart cruinnithe breise leis na páirtithe i dtrácht a shocrú chun iarracht a dhéanamh iad a thabhairt le chéile níos faide anon, má bhíonn an dalta a ndearnadh an bhulaíocht uirthi nó air sásta leis sin.

*Follow-up meetings with the relevant parties involved may 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.*

17. D'fhéadfaí chruinniú breise a shocrú le tuismitheoirí na bpáistí a bhí bainteach leis tar éis tréimhse oiriúnach ama chun deimhin a dhéanamh de go bhfuil réiteach sásúil leis an scéal.

*An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily.*



18. I gcás nach bhfuil tuismitheoir sásta go ndearna an scoil deileáil leis an gcás bulaíochta de réir na ngnásanna seo, ba chóir iad a stiúriú, más oiriúnach, chuig gnásanna gearánta na scoile.

*Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.*

19. I gcás go bhfuil tuismitheoir tar éis dul trí ghnásanna gearánta na scoile agus iad fós mí-shásta, ní mór don scoil a chur in iúl dóibh go bhfuil sé de cheart acu gearán a dhéanamh chuig an tOmbudsman do Leanaí.

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

#### **TAIFEADADH/ RECORDING:**

Ní mór nótaí agus tuairisciú ar iompar bulaíochta a chlárú agus an teimpléad chun iompar bulaíochta á úsáid (Aguisín B). Ní mór gach cuntas a choiméad de réir Reachtaíocht Chosaint Sonraíochta. Cloífidh gnásanna cláraithe agus tuairisce na scoile leis na nithe seo a leanas:

*Noting and reporting of bullying behaviour is to be documented using the template for recording bullying behaviour (Appendix B). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:*

1. Cé nach mór don mhúinteoir ábhartha gach tuairisc, lena n-áirítear tuairiscí gan ainm, a imscrúdú agus déileáil leo, bainfidh an múinteoir ábhartha feidhm as a breithiúnas gairmiúil maidir leis na cúntaisí ar cóir a choiméad de na tuairiscí seo, na beartais a úsáideadh agus aon phlé a bhí ann leis na páirtithe a bhain leis an gcás maidir leis.

*While all reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their professional judgment in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.*

2. I gcásanna ina gcinneann an múinteoir ábhartha go ndearnadh bulaíocht, ní mór don mhúinteoir ábhartha cúntaisí oiriúnacha scríofa a choiméad a chabhróidh lena (h)iarrachtaí chun an fhadhb a réiteach agus, an gaol idir na páirtithe i dtrácht a chur ar ais mar a bhí sé an oiread is indéanta sin.

*If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.*

3. Ní mór don mhúinteoir ábhartha an teimpléad taifeadadh **Aguisín B** a úsáid chun an t-iompar bulaíochta a chlárú. Tá an teimpléad seo ar fáil ar Fhreastalaí (Server) na scoile.

*The relevant teacher(s) must use the recording template at [Appendix B](#) to record the bullying behaviour. This template is available on the school server.*

Tá clár tacaíochta scoile iomláine i bhfeidhm chun tacíocht a chur ar fáil dóibh siúd a raibh tionchar ag an mbulaíocht orthu. Toisc gur ceist fíor chasta é iompar bulaíochta, níl aon bheartas nó cur chuige amháin a oibreoidh i ngach cás. Dá bhrí sin, is féidir leas a bhaint as éagsúlacht chur chuige agus stráitéisí idirghabhála, ina measc, moladh do thuismitheoirí comhairle bhreise a lorg ar ghníomhaireachtaí oiriúnacha lasmuigh den scoil chun breis tacaíochta a chur ar fáil do na daltaí agus a gclann más oiriúnach.

*The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore, various approaches and intervention strategies may be used, including suggesting that parents seek referrals from appropriate outside agencies in order to receive further support for the pupils and their families if needed.*

#### **Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí/ *Supervision and Monitoring of Pupils***

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.

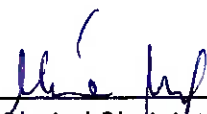
*The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.*

Ghlac an Bord Bainistíochta an beartas seo an **30/1/2023** agus déanfar athbhreithniú bliantúil air.

*This policy was ratified by the Board of Management on the 30/1/2023 and will be reviewed annually.*

Tá an beartas seo ar fáil do phearsanra na scoile, foilsíodh é ar shuíomh Gréasáin na scoile ([www.cgscoil.ie](http://www.cgscoil.ie)) agus do Chumann na dTuismitheoirí. Cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

*This policy is available to all school personnel, it is published on the school website ([www.cgscoil.ie](http://www.cgscoil.ie)) and supplied to the Parents' Association. A copy of this policy will be given to the Department and the School's patron should they request it.*

Síniú/Signature:  \_\_\_\_\_  
(Cathaoirleach an Bhoird Bhainistíochta)  
(Chairperson of the Board of Management)

Síniú/Signature: \_\_\_\_\_  
(Príomhoide)  
(Principal)

Dáta/Date: 29/1/2024

Dáta/Date: 29/1/2024

Dáta an chéad athbhreithnithe eile / Date for Review: go bliantúil/annually

## APPENDIX A

### Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

- o **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.
- o **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.
- o **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".
- o **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 such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online 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. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.
- o **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.
- o **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 locker 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.
- o **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.

## Appendix B

### 1. Name of pupil being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

### 2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour


### 3. Source of alleged bullying concern/report (tick relevant box(es))\*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>

### 4. Location of incidents (tick relevant box(es))\*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

### 5. Name of person(s) who reported the bullying concern

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### 6. Type of Bullying Behaviour (tick relevant box(es)) \*

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

### 7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 8. Brief Description of bullying behaviour and its impact

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### 9. Details of actions taken

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal \_\_\_\_\_