



Gaelscoil Mhíchíl Cíosóð Inis

Polasaí Bí Cineálta

(Iúil, 2025)

1. I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Gaelscoil Mhíchíl Cíosóg mar chuid de chód iompair iomlán na scoile. Géilleann an beartas go huile agus go hiomlán do riachtanais *Ghnásanna Bí Cineálta chun iompraíocht bhulaíochta a chosc agus dul i ngleic léi do bhunscoileanna agus d'iar-bhunscoileanna agus do scoileanna speisialta* a foilsíodh ar an 19ú Meitheamh 2024.

Dearbhaímid go nglacfaimid leis na céimeanna go léir atá réasúnta agus indéanta chun bulaíocht nó ciapadh ar bith ar ár ndaltaí a chosc in aon fhoirm agus cibé spreagadh a bheadh leis.

Tá tuiscint shainiúil ag scoileanna Caitliceacha ar an duine daonna, ag aithint go bhfuil gach duine cruthaithe ar íomhá agus ar chosúlacht Dé agus go bhfuil dínit dhúchasach acu mar linbh Dé. Ar an mbonn seo, caitear le gach duine inár scoil le meas agus cúram, de réir an Sceidil Chaitlicigh.

Mar scoil Chaitliceach, táimid tiomanta do dhínit gach aon duine a urramú. Níor cheart aon duine daonna a dhíluacháil agus tá ról ag gach duine sa phobal scoile, beag beann ar dhifríochtaí.

2. Aithníonn an Bord Bainistíochta go guireann iompríocht bhulaíochta as do chearta an linbh 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:
 - o ina nglactar go fonnmhar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht;
 - o ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach; agus
 - o ina gcuirtear caidreamh bunaithe ar mheas chun cinn ar fud phobal na scoile;
 - Ceannaireacht éifeachtach;
 - Cur chuige scoile uile;
 - 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)
 - o a chothaíonn ionbhá, meas agus athléimneacht sna daltaí agus
 - o ina dbunaithe 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 téitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht

3. I gcomhréir le *Gnásanna Bí Cineálta* seo é an sainmhíniú ar bhulaíocht:

Iompar spriocdhírithé a dhéanann dochar, ar líne nó as líne, is ea bulaíocht. D'fhéadfadh sé gur dochar fisiciúil, sóisialta agus/nó mothúchánach a bheadh i gceist. Leanann iompraíocht bhulaíochta ar aghaidh thar thréimhse ama agus bíonn neamhchothroime cumhachta i gceist ann sa chaidreamh idir beirt nó idir grúpaí daoine sa tsochaí.

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

- duine a fhágáil as an áireamh d'aon ghnó, gabháil do chúlchaint mhailíseach agus do chineálacha eile caidrimh bhulaíochta idir dhaoine;
- cibearbhulaíocht; agus
- bulaíocht bunaithe ar aitheantas, ar nós bulaíocht homafóbach, bulaíocht chiníoch, bulaíocht bunaithe ar bhallraíocht den Lucht Siúil agus bulaíocht ar dhuine faoi mhíchumas nó ar dhuine a bhfuil riachtanais speisialta oideachais aici/aige.

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

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

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

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

4. Seo a leanas an múinteoir/na múinteoirí ábhartha a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfadh léi:

- De ghnáth is é/í an múinteoir ranga an múinteoir ábhartha.
- Ag braith ar na cúiseanna d'fhéadfadh an príomhoide/leasphríomhoide bheith an múinteoir ábhartha.
- Má tharlaíonn eachtra le linn am sùgradh ina bhfuil níos mó na páiste amháin bainteach d'fhéadfadh an múinteoirí ar féitheoireacht bheith mar an múinteoir ábhartha. Coimeádfar an múinteoir ranga ar an eolas faoi aon líomhain agus na gnásanna a n-úsáidtear.

5. Faoi threoir ár n-éiteas Caitliceach, áit a bhfuil cuimsitheacht ina bunphrionsabal, ceapaímid na straitéisí coiscthe a úsáidfídh an scoil seo chun iomparaíocht bulaíochta a chosc.

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

- Bí Sábháilte: Déantar an clár sin sa dara théarma í rang Naíonáin Mhóra, rang 2,4 agus 6.
- OCG: Déantar an clár seo le gach rang ag deireadh an dara théarma/an tríú théarma. D'fhreastail cuid dos na múinteoirí ar thraenáil ar leith don OCG.
- Seachtain an Chairdis i lár mí na Samhna gach bhliain
- Incredible Years – ceardlanna oiliúna bainte amach ag baill foirne áirithe.
- Aoichainteoirí: Gardaí agus Cainteoir OCG.
- Rialacha na scoile: Meabhrúchán agus plé rialta a chinntítear i ranganna na scoile.

- Polaisí usáid teicneolaíochta: I bhfeidhm atá polasaí ACU sa scoil agus déantar feitheoireacht ar fhoghlaimeoirí agus tairbhe á mbaint as gléasanna teicneolaíochta.
- Cosc atá ar ghutháin póca ar scoil.
- Tá cosc ar pháistí cluichí/teicneolaíochta lámha a thabhairt ar scoil.
- Bíonn cláracha ar leith á leanúint ag múinteoirí achmhainne le daltaí le riachtanais speisialta
- Clár *Incredible Years*
- Faoi chúram príomhoide táinisteach na scoile atá socruithe féitheoireachta na leanbh.
- Moltar dea-iompar agus cuirtear dea-iompar chun cinn i gcónaí.
- Lorgaítear sainchomhairle i leith cásanna cibearbhulaíochta agus amhlaidh in oiriúint.
- Cuireann an scoil tuismitheoirí ar an eolas maidir le ceardlanna/cainteoirí a chuireann frithbhullaíocht chun cinn.

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

Beidh forluí idir an Cód Smachta agus an Polasaí Frithbhullaíochta. Ba chóir an dá cheann a léamh idteannta a chéile.

- (i) 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);
- (ii) 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;
- (iii) 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;
- (iv) Ní mór an fhoireann neamhtheagaisc – rúnaithe, cúntóirí riachtanas speisialta, coimhdíirí iompar scoile, airígh, glantóirí – a spreagadh chun aon teagmhas d'iompar bulaíochta a fheiceann siad, nó a luaitear leo, a thuairisciú don mhúinteoir ábhartha;
- (v) 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.
- (vi) Tá sé ríthábhachtach go mbeadh tuiscint ar gach duine atá bainteach leis (lena n-áirítear gach grúpa daltaí agus tuismitheoirí) ar an gcur chuige thús ón gcéad lá
- (vii) Ba cheart cur chuige réidh, fadhbréitigh, neamhmhothúcháinach a bheith ag múinteoirí agus iad ag déileáil le líomhaintí d'iompar bulaíochta a thuairiscíonn daltaí, baill foirne nó tuismitheoirí dóibh;
- (viii) Is fearr de ghnáth teagmhais a imscrúdú lasmuigh den seomra ranga chun príobháideacht gach duine atá bainteach leis a chosaint.
- (ix) 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;
- (x) Agus anailís á déanamh ar theagmhais d'iompar bulaíochta, ba cheart don mhúinteoir ábhartha freagraí a lorg ar na ceistanna 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.

- (xi) Má bhíonn grúpa i gceist, ba cheart agallamh a chur ar gach duine den ghrúpa ina nduine agus ina nduine. Ba cheart labhairt leis an ngrúpa ar fad ina dhiaidh sin. Ag an gcrúinniú grúpa, ba cheart a iarraidh ar gach ball cuntas a thabhairt ar an méid a chonaic sé/sí le bheith cinnte go gcloiseann an grúpa ar fad cuntais a chéile.
- (xii) 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 agallamh leis an múinteoir;
- (xiii) 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;
- (xiv) I gcásanna ina gcinneann an múinteoir ábhartha go ndearnadh bulaíocht, ba cheart teagmháil a dhéanamh, a luaithis is féidir, le tuismitheoirí na bpáirtithe i dtrácht chun iad a chur ar an eolas faoin scéal agus na bearta a dhéanfar a mhíniú doibh (le tagairt do bheartas na scoile). Ba cheart go dtabharfadh an scoil deis phlé do na tuismitheoirí ar shlí ina bhféadfaí bearta na scoile agus an tacaíocht do na daltaí a athneartú nó a mhéadú;
- (xv) 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;
- (xvi) Ní mór é a bheith soiléir don uile dhuine atá bainteach leis (gach grúpa daltaí agus tuismitheoirí) in aon chás ina mbíonn gá le smachtú, gur ceist phríobháideach é idir an dalta atá á smachtú, a tuismitheoirí nó a thuismitheoirí agus an scoil;
- (xvii) Ba cheart cruinnithe breise leis na páirtithe i dtrácht a shocrú chun iarracht a dhéanamh iad a thabhairt le chéile níos faide anonn má bhíonn an dalta a ndearnadh an bhulaíocht uirthi nó air sásta leis sin. Féadann tairbhe theiripeach a bheith ag gabháil le cruinnithe mar sin
- (xviii) I gcásanna ina measann an múinteoir ábhartha nár caitheadh go leordhóthanach leis an iompar bulaíochta laistigh de 20 lá scoil tar éis di/dó a chinneadh gur tharla iompar bulaíochta, ní mór don mhúinteoir ábhartha é sin a thaifead sa teimpléad taifeadta a chuirtear ar fáil in **Aguisín 1**.
- (xix) Agus cinneadh á dhéanamh cibé ar déileáladh go cuí agus go leordhóthanach le cás bulaíochta, ní mór don mhúinteoir ábhartha, mar chuid dá breithiúnas nó dá bhreithiúnas gairmiúil, na tosca seo a leanas a chur san áireamh:
 - Cibé ar réitíodh, a mhéad ab fhéidir, aon cheist a bhí le réiteach idir na páirtithe;
 - Cibé an bhfuil an caidreamh idir na páirtithe curtha ar ais mar a bhí sé, a mhéad is indéanta;
 - Aon aiseolas a fuarthas ó na páirtithe i dtrácht, óna dtuismitheoirí nó ó Phríomhoide nó Leas-Phríomhoide na scoile.
- (xx) I gcás nach bhfuil tuismitheoir sásta gur dhéileáil an scoil le cás bulaíochta i gcomhréir leis na gnásanna seo, ní mór gnásanna na scoile maidir le gearán a dhéanamh a chur in iúl don tuismitheoir;
- (xxi) I gcás ina mbaineann an tuismitheoir úsáid as gnásanna na scoile maidir le gearán a dhéanamh agus nach bhfuil sí/sé sásta fós, ní mór don scoil a insint don tuismitheoir go bhfuil sé de cheart aici/aige gearán a dhéanamh le hOmbudsman na Leanaí.

Gnásanna chun iompar bulaíochta a thaifeadadh

- (i) Bíodh is go gcaithfear gach tuairisc, lena n-áirítear tuairiscí gan ainm i dtaobh bulaíochta, a imscrúdú agus go gcaithfidh an múinteoir ábhartha déileáil leo, bainfidh an múinteoir ábhartha leas as a breithiúnas gairmiúil i dtaca leis na taifid de na tuairiscí sin a bheidh le

- coinneáil, na bearta a dhéanfar agus aon phlé leo siúd atá bainteach leis an mbulaíocht maidir leis an gcéanna;
- (ii) Má fhaigheann an múinteoir ábhartha go ndearnadh bulaíocht, ní mór don mhúinteoir ábhartha taifid scríofa a choimeád chun cabhrú léi/leis an cheist a réiteach agus an gaol idir na páirtithe a chur ar ais mar a bhí sé, a mhéad is indéanta. Ba chóir an Príomhoide/Leasphríomhoide a choimeád ar an eolas faoi na líomhaintí agus na gnásanna ata á leanúint. Moltar Aguisín 1 a úsáid sna cásanna siud.
- (iii) Ní mór don mhúinteoir ábhartha an teimpléad tuairiscithe in **Aguisín 1** a úsáid chun an t-iompar bulaíochta a thaifeadadh sna cásanna seo a leanas:
- a) i gcásanna ina measann sé/sí nár díriodh go leordhóthanach ná go cuí ar an iompar bulaíochta laistigh de 20 lá scoil tar éis dó/di a chinneadh gur tharla iompar bulaíochta; agus
 - b) i gcás inar chinn an scoil, mar chuid dá bheartas frithbhulaíochta, go gcaithfear iompar bulaíochta a thaifeadadh i gcásanna áirithe agus é a thuairisciú láithreach don Phríomhoide nó don Leasphríomhoide, faoi mar a bheadh. Tagann ionsaí phisiciúil nó aon bhulaíocht le ábhar teicneolaíochta faoin teideal seo.

I ngach ceann de chásanna (a) agus (b) thuas, ní mór an teimpléad taifeadta in **Aguisín 1** a chomhlánú ina iomláine agus ní mór don mhúinteoir i dtrácht é a choimeád agus cóip a chur ar fáil don Phríomhoide nó don Leas-Phríomhoide, faoi mar a bheadh.

7. Seo a leanas clár tacaíochta na scoile do dhaltaí a ndearnadh bulaíocht orthu:

Cuireann Gaelscoil Mhíchíl Cíosóg an clár tacaíochta seo a leanas i bhfeidhm do dhaltaí a ndearnadh bulaíocht orthu.

- Má tá fonn ar an ndalta cuirtear am ar fáil láithreach chun labhairt faoi cad a tharla .
- Má tá fonn ar an ndalta tugtar deis dó/dí labhairt leis an bPríomhoide/Leasphríomhoide faoina t(h)aithí.
- Teangmháil le tuistí/caomhnóirí an íospartaigh
- Tacaíocht leanúnach a chur ar fáil nuair is gá
- Straitéisí oiriúnach a chur ar fáil chun féinfhiúntais an pháiste a mheadú. Tá comhairle maithe ar fáil le NEPS Continuum of Support.
- Dul i gcomhairle le NEPS nó HSE más gá
- Céimeanna smachtúla a thógaint chun bullaíocht sa bhreis a sheachaint más gá

Cuireann Gaelscoil Mhíchíl Cíosóg clár tacaíochta do dhaltaí a bhí ag gabháil d'iompar bulaíochta mar chuid de phróiseas idirghabhála na scoile, leis. Bíonn cúnamh leanúnach de dhíth ar dhaltaí a bhí bainteach le hiompar bulaíochta sna slite sa a leanas.

- Ag plé cad a tharla agus iarracht teacht ar Fáthanna an iompar bullaíochta.
- Teangmháil le tuistí/caomhnóirí an pháiste.
- Ag obair go leanúnach leis an mbulaí chun a d(h)earcadh claontachta a réiteach.
- Na céimeanna smachtúla seo a leanas a úsáid más gá.

Céimeanna dul chun cinn:

1. Rabhadh tugtha agus comhairle chun feabhsú.
2. Cuirfear an iompar bullaíochta in iul do thuismitheoirí/caomhnóirí.
3. Sos a ghlacann an leanbh ón gclós ag am sosa/am lóin. Braitheann an méid ama ar aois an linbh.

4. Tugtar obair sa bhreis nó gníomhachtaí oiriúnacha don pháiste nó baintear pribhléidí.
5. Má leanann an iompar bulaíochta, cuirtear an páiste ar fhionraí.
6. Má leanann an iompar bulaíochta cuirtear an páiste ar fhionraí thar tréimhse níos faide de réir Rialacha Bunscoile.
7. Má leanann an iompar bulaíochta ar aghaidh beidh ar an bpáiste lena t(h)uismitheoirí dul os comhair an Bhoird Bainistíochta.

Má tá bulaíocht tromchúiseach i gceist, ní gá dul tríd na céimeanna.

Líomhaintí faoi múinteoirí/daoine fásta ag déanamh bullaíocht ar pháistí

Úsáidtear na gnásanna gearáintí CPSMA/INTO chun gearáintí i gcoinne muinteoirí/daoine fásta a iniúcadh.

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.

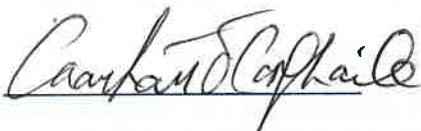
9. An Ciapadh a Chosc

Deimhníonn an Bord Bainistíochta go ndéanfaidh an scoil, de réir a oibleagáidí faoin eachtaíocht chomhionannais, gach beart is indéanta go praiticiúil chun daltaí agus baill foirne a chosaint ar chiapadh gnéasach agus ar chiapadh ar aon cheann de na naoi bhforas, mar atá inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlaigh, treoshuíomh gnéasach, reiligiún, aois, míchumas, cine nó ballraíocht den Lucht Siúil.

10. Ghlac an Bord Bainistíochta an beartas seo ar an 08/07/25 [dáta].

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

12. Athbhreithneoidh an Bord Bainistíochta an beartas agus a fheidhmiú uair amháin i ngach scoilbhliain. Cuirfear taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é. Aguisín 2.

Sínithe: 

Cathaoirleach an Bhoird Bainistíochta

Sínithe: 

Príomhoide na Scoile

Dáta: 08/07/25

Dáta: 08/07/25

Dáta an Athbhreithniú: _____

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Gaelscoil Mhíchíl Cíosóg 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 *Bí Cineálta- Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary School, June 2024*.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

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

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

2. The Board of Management recognises that bullying behaviour interferes with the rights of the child and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which-
 - o is welcoming of difference and diversity and is based on inclusivity;
 - o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - o promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
 - o build empathy, respect and resilience in pupils; and
 - o explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Bí Cineálta- Procedures to Prevent and Address Bullying Behaviour*

for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

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

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

- The relevant teacher will normally be the class teacher
- The Principal and/or the Deputy Principal may also be the relevant teacher depending on the circumstances.
- The teacher on supervision duty may be the relevant teacher should the alleged incidences originate at break time and involve children from a number of classes. The class teacher will be kept informed of alleged incidents and procedures followed.

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

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- Bí Sábháilte/Be Safe: This programme is covered in the second term with Naíonáin Mhóra,

Rang 2, Rang 4 and Rang 6:

- OCG/RSE (Relationship and Sexuality Education): This programme is covered at the end of the second and third term of the school year. A number of teachers have attended specific training in this area.
- Friendship Week in Mid September annually.
- Staff will be informed when training in the Incredible Years programme becomes available.
- Visit by the local Gardaí and RSE speaker to the senior classes
- Rialacha na Scoile: The school rules are revised at the beginning of the school year and at regular intervals during the year.
- ACU: An acceptable use policy is in use and children use technology under supervision at all times.
- The school has a mobile phone policy which bans phones at school
- Children are prohibited from bringing all hand-held technological equipment/games to school.
- Resource teachers follow specific social programmes as needed by SEN students.
- Three teachers have been trained in the Incredible Years Programme.
- Supervision of the children is organised by the Assistant Principal 1 and reviewed regularly.
- Good behaviour is promoted and praised at all times.
- Outside help in dealing with issues surrounding cyber bullying will be sought.
- The school informs parents of relevant workshops and speakers who promote antibullying initiatives.
- The following is contained in the school homework journal annually and is signed by both parent and child at the beginning of the school year:

Gnásanna Frith-bhulaíochta

—Tuigtear gur rud tromchúiseach é bulaíocht agus mar sin tá straitéis frithbhulaíochta againn chun cosc a chur ar iompar bulaíochta/We recognise that bullying is extremely serious and we have an anti-bullying policy in place to deal with any incidents that may arise.

—'Séard é bulaíocht ann ná ionsaí leanúnach – cibé acu is ionsaí béil, síceolaíoch nó fisiciúil é – a dhéanann duine aonair nó grúpa daoine in aghaidh daoine eile/Bullying is defined as 'unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

— Cuirtear an dá dhream tuismitheoirí/caomhnóirí ar an eolas nuair a chuirtear bulaíocht i leith páiste, déantar fiosrúchán, cuirtear an Bord Bainistíochta ar an eolas, déatar iarracht teacht ar réiteach agus coinnítear taifead i gcomhad go dtí go mbíonn an páiste ocht mbliana déag / Both sets of guardians are informed of allegations, the situation is investigated, it is reported to the BOM, a resolution is sought and a record kept on file until the child reaches 18

—Is rud an-dáiríre é cur i leith páiste go bhfuil bulaíocht a dhéanamh acu ar pháiste eile/ It is very serious to accuse a child of bullying another.

—sé tabhachtach an difríocht idir argóint agus bulaíocht a thuiscint/aithint. Sometimes children have arguments. It is important to recognise the difference between an argument and bullying.

— Glacfar leis gur arís agus arís atá an bhulaíocht ar siúl má dhéanann aon pháiste cibearbhulaíocht nó bulaíocht ar na meáin shóisialta bíodh is gur uair amháin fhéin a rinneadh é/Any once off social media or cyber bullying is seen as being repeated over time.

Sínithe: _____ (páiste)

Sínithe: _____ (tuismitheoir/caomhnóir)

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

There will be an overlap between the Code and Behaviour and The Anti-bullying policy and both policies should be read in conjunction with the other.

- (i) The primary aim for the relevant teacher in investigating and dealing with

- bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- (ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
 - (iii) All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. It should be made clear to all pupils that when they report incidents of bullying, they are behaving responsibly;
 - (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
 - (v) 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;
 - (vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
 - (vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
 - (viii) If possible, incidents will generally be investigated outside the classroom situation to ensure the privacy of all involved;
 - (ix) All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved may be questioned as they can provide very useful information.
 - (x) When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
 - (xi) If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
 - (xii) Each member of a group will be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
 - (xiii) It may in certain circumstances be appropriate or helpful to ask those involved to write down their account of the incident(s);
 - (xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
 - (xv) Where the relevant teacher has determined that a pupil has been engaged in

- bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- (xvi) 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;
 - (xvii) Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;
 - (xviii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template as per **Appendix 1**
 - (xix) In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
 - (xx) 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;
 - (xxi) 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.

Procedures for recording bullying behaviour

- (i) While a I I reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;
The relevant teacher will keep the Principal and/or Deputy Principal informed of all allegations of bullying and the procedures being followed.
- ii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher will 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. Appendix 2 is recommended for this purpose. The relevant teacher will keep the Principal and/or Deputy Principal informed of all allegations of bullying and the procedures being followed.

- (iii) The relevant teacher must use the recording template at **Appendix 1** to record the bullying behaviour in the following circumstances:
- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
 - b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately consultation with the Principal or Deputy Principal will be sought. Physical assaults and bullying on line come under this category.

In each of the circumstances at (a) and (b) above, the recording template at **Appendix 1** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable.

7. The school's programme of support for working with pupils affected by bullying is as follows:

Gaelscoil Mhíchíl Cíosóg supports the victims of bullying in the following ways.

- By offering them an immediate opportunity to talk about the experience to their class teacher if they choose
- By offering them an opportunity to talk about the experience to the Principal/Deputy Principal if they choose
- Informing the victims' parents/guardians
- By offering continuing support when they feel they need it.
- By using appropriate strategies to rebuild the victim's self esteem. NEPS Continuum of Support gives guidance .
- Consultation with the NEPS psychologist or HSE as appropriate.
- By taking disciplinary measures as listed below to prevent further bullying as required.

Gaelscoil Mhíchíl Cíosóg will also discipline, yet try to help the perpetrator in the following ways:

- By talking about what happened to discover why they became involved
- Informing the perpetrator's parent's/ guardians.
- By continuing to work with the perpetrator in order to eliminate prejudiced attitudes as far as possible.
- By taking disciplinary measures as listed below to prevent further bullying.

Disciplinary Steps/Céimeanna Smachtúla:

1. They will be warned officially to stop offending and advised how to improve.
2. Parents/Guardians will be informed of bullying behaviour
3. They may be excluded from the yard at break and or lunch times. The length of time will depend on the age of the child.
4. Additional work or character-building exercises may be prescribed, or privileges may be withdrawn.
5. They may be excluded from the school premises at break and or lunch times.
6. If the bullying behaviour continues, they will be suspended for a fixed period.
7. If the bullying behaviour continues, they will be suspended for a longer fixed period. All suspensions will be in line with Rules for National Schools.
8. If the bullying behaviour continues the pupil with his/her parents/guardians will be requested to appear before the Board of Management.

In the case of more serious behaviour stages may be skipped.

Adult bullying of Children

All complaints against a teacher are handled under the agreed INTO/CPSMA Complaints Procedure.

8. Supervision and Monitoring of Pupils

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

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. A separate policy "Promoting Staff Relations" has been drawn up.

10. This policy was ratified by the Board of Management on

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association A copy of this policy will be made available to the Department and the patron if requested.
12. This policy and its implementation will be reviewed by the Board of Management once in every school year. A record of the review and its outcome will be made available, if requested, to the patron and the Department. Appendix 2.

Signed: Lauretta El Capriale

Chairperson Board of Management

Date: 08/07/25

Signed: Doreen El Capriale

School Principal

Date: 08/07/25

Date of next review: _____

Aguisín 1

Teimpléad chun iompar bulaíochta a thaifeadadh

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

Ainm _____ Rang _____

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

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

An dalta i dtrácht	
Dalta eile	
Tuismitheoir	
Múinteoir	
Eile	

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

Clós	
Seomra ranga	
Dorchla/pasáiste	
Leithris	
Bus Scoile	
Eile	

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

--

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

Ionsaitheacht Fhísiciúil	Cibearbhulaíocht	
Dochar do mhaoín	Imeaglú	
Aonrú/Eisiamh	Cúlchaint mhailíseach	
Ainmneacha maslacha a thabhairt ar dhuine:	Eile (tabhair do thuairim)	

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

Homafóbach	Míchumas/bainteac h le riachtanais speisialta oideachais	Ciníoch	Ballraíocht den Lucht Siúil	Eile (sonraigh)

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

9. Sonraí na mbeart a rinneadh

Sínithe _____ (Múinteoir Ábhartha) Dáta _____

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

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

Appendix 1 Template for recording bullying behaviour

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 bullying concern/report (tick relevant box(es))*

Pupil concerned	☐
Other Pupil	☐
Parent	☐
Teacher	☐
Other	☐

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

Playground	☐
Classroom	☐
Corridor	☐
Toilets	☐
School Bus	☐
Other	☐

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

--

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

Physical Aggression	☐	Cyber-bullying	☐
Damage to Property	☐	Intimidation	☐
Isolation/Exclusion	☐	Malicious Gossip	☐
Name Calling	☐	Other (specify)	☐

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

10. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Aguisín 2 Seicliosta le haghaidh athbhreithniú bliantúil ar an mbeartas fhrithbhulaíochta agus ar a fheidhmiú

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

Tá/ Níl

An bhfuil beartas fhrithbhulaíochta a ghéilleann go hiomlán do riachtanais <i>Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile</i> glactha ag an mBord go foirmiúil?	
An bhfuil an beartas foilsithe ar shuíomh Gréasáin na scoile agus cóip curtha ar fáil do chumann na dtuismitheoirí?	
An bhfuil sásta go bhfuil go bhfuil an beartas ar fáil d'fhoireann na scoile (agus foireann nua san áireamh)?	
An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas agus ar na gnásanna ag foireann na scoile chun iad a chur i bhfeidhm go héifeachtach agus go comhsheasmhach ina gcuid oibre laethúla?	
An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas ag na daltaí?	
An bhfuil an Bord sásta gur doiciméadaíodh sa bheartas na straitéisí coiscthe agus oideachais a bheidh i bhfeidhm sa scoil?	
An bhfuil an Bord sásta gur cuireadh gach straitéis coiscthe agus oideachais chun feidhme?	
Ar scrúdaíodh a éifeachtaí atá na straitéisí coiscthe agus oideachais atá curtha chun feidhme?	
An bhfuil an Bord sásta go bhfuil na múinteoirí ar fad ag taifeadadh agus ag déileáil le teagmhais bhulaíochta de réir an bheartais?	
An bhfuil an Bord sásta go bhfuair an Bord na tuairiscí achoimre tréimhsiúla ón bPríomhoide agus ar glacadh miontuairiscí maidir leo?	

An bhfuil an Bord sásta gur pléadh a fheabhas atá an scoil ag láimhsiú tuairiscí bulaíochta lena n-áirítear teagmhais bhulaíochta ar déileáladh leo ag céim luath agus nach bhfuil ar áireamh, mar sin, i dtuairisc thréimhsiúil an Phríomhoide?	
An bhfuil an Bord sásta nach bhfuarthas aon ghearán ó thuismitheoirí maidir leis an tslí ina láimhsíonn an scoil teagmhais bhulaíochta?	
An bhfuil an Bord sásta nár thóg tuismitheoir ar bith a páiste amach as an scoil á rá go raibh siad míshásta leis an tslí inar láimhsigh an scoil cás bulaíochta?	
An bhfuil an Bord sásta nach ndearna Ombudsman na Leanaí imscrúdú ar an tslí inar láimhsigh an scoil cás bulaíochta a thionscain nó a thabhairt chun críche?	
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?	
An bhfuil an Bord sásta nár aithníodh aon ghnéithe de bheartas na scoile agus/nó a fheidhmiú a dteastaíonn feabhsú breise orthu?	
An bhfuil plean gníomhaíochta i bhfeidhm ag an mBord chun díriú ar aon réimse ina dteastaíonn feabhsú?	

Síniú _____

Dáta _____

Cathaoirleach, an Bord Bainistíochta

Síniú _____

Dáta _____

Príomhoide

Appendix 2 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
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 Principal?	
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 Principal'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 Principal (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?	

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal

Appendix 3: Notification regarding the Board of Management's annual review of the anti-bullying policy

To:

The Board of Management of _____ wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- o This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's
Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed _____
Chairperson, Board of Management

Signed _____
Principal