



Gaelscoil Uí Riada

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Cairt um Dhínit is Meas ag an Obair

Dignity, Respect at Work
Charter



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Tá foireann Gaelscoil Uí Riada tiomanta do na Luachanna agus an Fhís dár scoil atá leagtha amach thíos a chosaint, a chur chun cinn agus a mhúnlú. Tá freagracht ar gach duine, cibé acu atá fostaithe go díreach nó ar conradh againne agus ar gach cuairteoir, cloí leis an gCairt seo um Dhínit ag an Obair.

Glacaimid lenár gcearta agus lenár bhfreagrachtaí aonair agus comhchoiteann. Ina theannta sin, nuair is gá, táimid tiomanta do dhul i ngleic go cuí le meicníochtaí comhaontaithe chun coinbhleacht a réiteach.

*The staff of Gaelscoil Uí Riada commit to upholding, promoting and modelling the **Values and Vision** for our school outlined below. All individuals, whether directly employed or contracted by us and all visitors have a responsibility to uphold this Dignity at Work Charter.*

*We accept our individual and collective **rights and responsibilities**. Furthermore, where necessary we commit to engaging appropriately with agreed mechanisms for resolving conflict.*

1. Luachanna Scoile/School Values

Meas
cineáltas
Misneach
Paisean
Craic
Respect
Kindness
Courage
Passion
Fun

2. Fís na Scoile/School Vision

Timpeallacht a chothú san ionad oibre a spreagann agus a thacaíonn le ceart gach duine ar dhínit agus ómós, ag cinntiú go gcaitear go cothrom le gach duine agus go bhfuil meas orthu as a n-indibhidiúlacht agus a n-éagsúlacht.

To maintain a workplace environment that encourages and supports every individual's right to dignity and respect, ensuring everyone is treated equally and respected for their individuality and diversity.

3. Cearta/Rights

- a. A bheith ag obair i dtimpeallacht sona agus sábháilte
- b. Go gcaithfí leat le cúirtéis, cineáltas, cothroime agus meas
- c. Go gcaithfí leat go cothrom agus go cothrom
- d. Rochtain a bheith agat ar mheicníocht tacaíochta chun déileáil le coinbhleacht
- e. Le meas agus cosaint a thabhairt do phríobháideachas.

- a. To work in a happy and safe environment*
- b. To be treated with courtesy, kindness, fairness, and respect*
- c. To be treated with equality and fairness*
- d. To have access to a support mechanism for dealing with conflict*
- e. To have one's privacy respected and safeguarded.*

4. Freagrachtaí/Responsibilities - Insert agreed responsibilities

- a. Gníomhaigh agus iad féin a iompar ar bhealach a chothaíonn timpeallacht shona shábháilte do dhaoine eile
- b. Caitheamh le daoine eile le cúirtéis, cineáltas, meas, comhionannas agus cothroime
- c. Coinbhleachtaí a réiteach le meas agus páirt a ghlacadh sna meicníochtaí comhaontaithe chun coinbhleachtaí a réiteach más gá
- d. Meas agus cosaint a thabhairt do phríobháideachas daoine eile

- a. Act and behave in a way that promotes a happy and safe environment for others*
- b. Treat others with courtesy, kindness, respect, equality, and fairness*
- c. Resolve conflicts respectfully and participate in the agreed mechanisms for conflict resolution should the need arise*
- d. Respect and safeguard the privacy of others.*

5. Athchoimire/In Summary

Táthar ag súil go ndéanfaidh gach duine gníomhú agus iad féin a iompar ar bhealach atá cineálta, tacúil, cúirtéiseach, dea-bhéasach agus foighneach. Spreagtar oscailteacht agus comhoibriú.

I measc na n-iompraíochtaí nach bhfuil inghlactha sa scoil tá cáineadh poiblí, milleán, úsáid a bhaint as teanga bhagrach, rudeness, ionsaitheach, bheith dímheasúil, neamhaird a dhéanamh, aonrú nó scairt ar dhaoine eile, an bonn a bhaint de, tuairimí dímheasúla, clúmhilleacha nó maslacha nó ráitis phearsanta a úsáid, teanga maslach a úsáid, iompar bagrach nó imeaglach, íospairt agus ciapadh, bulaíocht san ionad oibre agus/nó gnéaschiapadh. Baineann sé seo le tuairimí ar na meáin shóisialta. (Ní liosta ídithe e seo)

Everyone is expected to act and behave in a way that is kind, supportive, courteous, polite and patient. Openness and co-operation are encouraged.

Behaviours that are not acceptable in the school include publicly criticizing, blaming, using threatening language, rudeness, aggressiveness, being dismissive, ignoring, isolating or shouting at others, undermining, making derogatory, defaming or insulting comments or personal remarks, using offensive language, threatening or intimidating behaviour, victimisation and harassment, workplace bullying and/or sexual harassment. This applies to comments on social media. (List is not exhaustive)

Appendix:
Meicníocht chun Coinbhleacht a Réiteach
Mechanism for Resolving Conflict

A. An Cheist a aithint agus a shárú/Identify and broach the Issue

Céim 1: Sainaithe an cheist *Step 1: Identify the issue*

- Tar éis duit an cheist a aithint bí feasach ar an gcomhthéacs agus tuisceanach ar na héilimh atá á ndéanamh ar an duine eile.
- Déan measúnú ar an tionchar a d'fhéadfadh a bheith agat in aghaidh do rún iarbhír.
- Fág do JCB ag an doras agus bain úsáid as do CCC.

- *Having identified the issue, be aware of context and sensitive to demands being made on the other person.*
- *Assess possible impact against your actual intent.*
- *Leave your JCB at the door and use your CCC.*

Céim 2: Roghnaigh am agus áit mhaith *Step 2: Choose a good time and place*

- Áit atá inghlactha go frithpháirteach, oiriúnach agus a cheadaíonn plé gan bhriseadh.
A place that is mutually acceptable, appropriate and allows for uninterrupted discussion.

Céim 3: Ardaigh an cheist leis an duine *Step 3: Bring the issue to the person*

- Ná “déan cúl caint” faoi seo a dhéanamh, roimh nó tar éis an chomhrá.
- Caithfidimid a bheith cúramach faoi cad is gnó againn/nach gnó daoine eile é.
- Mar sin féin, tá sé ceart go leor comhairle a lorg ó chomhghleacaí iontaoifa a bhfuil meas aige ar rúndacht.
- *Don't “gossip” about doing this, either before or after the conversation.*
- *We need to be careful about what is/isn't our/others' business. However, it is okay to seek advice from a trusted colleague who respects confidentiality.*

Céim 4: An cheist a shárú *Step 4: Broaching the issue*

Samplaí féideartha de conas tosú....

- Táim buartha/beagán buartha faoi rud éigin. An féidir linn é a phlé?
- Ba mhaith liom labhairt leat faoi X.... Cathain a oireann duit?
- An féidir linn comhrá a bheith againn faoi rud éigin a bhfuil inní orm faoi? An féidir linn comhrá a bheith againn faoi rud éigin atá ag cur isteach orm?
- Cuimhnigh cad a tharla inné. Tá sé ar m'intinn ó shin. An bhféadfaimis comhrá a bheith againn faoi?

Possible examples of how to start....

- *I am worried/ a bit concerned about something. Can we discuss it?*
- *I'd like to talk with you about X When would suit you?*

- *Can we have a chat about something that I am concerned about? Can we have a chat about something that is bothering me?*
- *Remember what happened yesterday. It's been on my mind. Could we have a chat about it?*

B. Freagrachtaí an chainteora/Responsibilities of the speaker

Bí réidh le:

- **tosaigh le trácht dearfach** m.sh., “Go raibh maith agat as an am a ghlacadh chun bualadh liom” nó “Is maith liom a bheith ag obair leat/an fhoireann/rang seo....”
- **bain úsáid as ráiteas pearsanta** “Mise/mé” m.sh., “nuair a tharlaíonn sé seo... mothaím míchompordach....” nó “chuir sé isteach orm beagán nuair a chuala mé tú ag rá....” (ná cuir an milleán)
- **bheith réasúnta** e.g. “Tá a fhios agam go bhfuil go leor le déanamh agat ach thug mé faoi deara go bhfuil ...”
- **Cloí le ceist amháin** agus bí saineúil
- **Bígí fiosrach** ... ‘Cabhraigh liom a thuiscint’
- **Úsáid ceist Cleachtas Aisiríoch.** "Cad a tharla?" seachas "Cén fáth?"

Be prepared to:

- **start with a positive** comment e.g., “Thanks for taking the time to meet with me” or “I like working with you/ this team/class....”
- **use “I” statement** e.g., “when this happens...I feel uncomfortable” or “it upset me a bit when I heard you say....” (don’t blame)
- **be reasonable** e.g. “I know you have a lot to do but I have noticed that- **Stick with one issue** and be specific
- **Stay curious** ... ‘Help me understand’
- **Use Restorative Practice question.** “What happened?” as opposed to “Why?”

C. Freagrachtaí an éisteoir/fhreagróraResponsibilities of listener/responder

Bí réidh le

- éisteacht go gníomhach. Ná cuir isteach.
- cuir ceisteanna a soiléiríonn rudaí - "An bhfuil i gceist agat?"
- seachain a bheith ag éirí cosantach.
- machnamh ar ais...” Tá tú ag rá” / “An bhfuil mé ceart nuair a chloisim....?”
- Bí oscailte don fhíric go bhfuil fadhb ag an duine eile agus ghlac sé misneach chun aghaidh a thabhairt uirthi.

Be prepared to

- *listen actively. Do not interrupt.*
- *ask clarifying questions – “Do you mean?”*
- *avoid becoming defensive.*
- *reflect back...” You are saying” / “Am I right when I hear?”*
- *Stay open to the fact that the other person has an issue and it has taken courage to address it.*

D. Comhfhreagrachtaí an chainteora agus an éisteoir/Joint responsibilities of speaker and listener

Glac le dearcadh an duine eile – “Díreach mar go gceapann tú go bhfuil rud éigin fíor, ní chiallaíonn sé sin go bhfuil sé fíor i gcónaí”.

- Déan iarracht an cheist a scaradh ón bpearsantacht.
- Bí toilteanach comhréiteach a dhéanamh. B'fhéidir gurb é réiteach neamhiomlán an t-aon fhéidearthacht **nó an féidir leat:**
- aontú easaontú?
- iarracht a dhéanamh socrú ar réiteach a cheadaíonn ‘bua-bua’ ar an dá thaobh? Má fhágann duine amháin an plé ag mothú an-mhíshásta, beidh an cheist fós ina ceist.
- cuimhnigh go mb'fhéidir gurb é seo an chéad uair a cuireadh an freagróir ar an eolas faoin tsaincheist, agus b'fhéidir go mbeadh beagán ama ag teastáil uaidh/uaithi chun a bhfuil ráite a phróiseáil. Uaireanta is fearr a rá, “b'fhéidir gur cheart dúinn smaoineamh air seo agus teacht ar ais chuige arís.”
- faire ar do theanga choirp.
- faire ar do tón
- fanacht measúil
- deireadh le trácht dearfach.
- ag brath ar an tsaincheist - déan nóta réitigh, cuir dáta air agus aontaigh dáta chun é a phlé arís.
- murar féidir teacht ar réiteach, ba chóir an cheist a chur faoi bhráid an chéad príomhoide cúnta líne eile, an príomhoide tánaisteach nó an príomhoide, a dhéanfaidh cinneadh ar an mbealach is fearr le dul ar aghaidh, ag brath ar an gcomhthéacs agus i gcomhairle leis na páirtithe ábhartha.
- *Accept the other person's point of view – “Just because you think something is true, doesn't mean it always is true”.*
- *Try and separate the issue from the personality.*
- *Be willing to compromise. An incomplete resolution may be the only possibility or **can you agree to disagree?***
- *try to settle on a solution that allows for a ‘win-win’ on both sides? If one person leaves the discussion feeling very dissatisfied, then the issue will continue to be an issue.*
- *remember this might be the first time that the responder was made aware of the issue, and s/he might need a little time to process what has been said. Sometimes it is best to say, “maybe we should think about this and come back to it again.”*
- *watch your body language.*
- *watch your tone*
- *stay respectful*
- *end with a positive comment.*
- *depending on the issue - make a note of resolution, date it and agree a date to discuss it again.*

- *if no resolution can be found, the issue should be brought to the next in line assistant principal, deputy principal or to the principal, who will decide on how best to proceed, depending on the context and in consultation with the relevant parties.*

E. Déileáil leis nó Scaoil leis/Deal with it or Let it Go

Má shocraíonn tú gan an cheist a ardú, is ortsa atá an fhreagracht gan slad a chur air nó ligean dó suanbhruith/cruinniú. Taispeánfaidh sé seo i do theanga choirp agus beidh sé ina chúis le droch-mhothú

If you decide not to raise the issue, it is your responsibility not to gossip about it or let it simmer/fester. This will show in your body language and will cause bad feeling.

**Is bealach an-chumhachtach é
Ceisteanna Cleachtas Aisiríoch a
úsáid freisin chun coinbhleacht a
bhainistiú agus is rogha eile é ar an
meicníocht thuas**

*The use of Restorative Practice Questions is also
a very powerful way to manage conflict and is
an alternative to the above mechanism*

NÓTA Note:

Meicníocht scoile uile is ea an Chairt um Dhínit san Ionad Oibre a chomhlánaíonn an dá nós imeachta

[NÓS IMEACHTA GEARÁIN \(GEARÁIN\) DON FHOIREANN](#)

agus

[NÓS IMEACHTA GEARÁN THUISMITHEOIRÍ DO SCOILEANNA](#)

The Dignity in the Workplace Charter is a whole-school mechanism which is complementary to both

[GRIEVANCE \(COMPLAINTS\) PROCEDURE FOR STAFF GAELSCOIL UÍ RIADA](#)

and

[PARENTAL COMPLAINTS PROCEDURE FOR SCHOOLS](#)