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Polasaí um Dhínit is Meas ag an Obair

Dáta	Athbhreithniú déanta ag:	Céad Athbhreithniú eile
Aibreán 2025	Bord Bainistíochta	Mean Fómhair 2026



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1 RÉAMHRÁ, CUSPÓIRÍ AGUS SAINMHÍNITHE

1.1 RÉAMHRÁ

Is ionad oibre í an scoil seo againne agus mar sin is timpeallacht faoi bhrú a bhíonn inti uaireanta. Tá éagsúlachtaí tuairimí, míthuiscintí agus coinbhleachta araon coitianta agus dosheachanta. Dá bhrí sin, tá sé de dhualgas ar ár scoil nósanna imeachta agus treoirlínte a bheith againn chun caidreamh dearfach foirne a chothú, chun an poitéinseal coinbhleachta a íoslaghdú agus chun teimpléad a sholáthar chun aghaidh a thabhairt ar choinbhleacht go cuiditheach nuair a tharlaíonn sé.

Roinneann gach duine freagracht as timpeallacht oibre agus cultúr dearfach a chruthú. Roinneann gach duine freagracht as deacrachtaí a thagann chun cinn ó am go chéile a réiteach.

I measc na luachanna eiticiúla atá mar bhonn agus thaca ag an gcód iompair ghairmiúil do mhúinteoirí tá ‘meas, ionracas, muinín agus cúram’ do dhaoine eile. Tá sé soiléir mar sin go bhfuil an fhoireann teagaisc, mar ghairmithe, faoi cheangal eiticiúil, chonarthathe agus ghairmiúil chun cultúr a fhorbairt a chinnteoidh timpeallacht oibre a chothaíonn dínit agus meas ar chách.

Mar ionad oibre, baineann gach fostaí agus cuairteoir leas as raon leathan de chosaintí reachtúla. Ní mór cloí le caighdeáin Sláinte agus Sábháilteachta, tá cosaintí ann maidir le fostaíocht, téarmaí agus coinníollacha, agus cosaintí sonracha a bhaineann le hionsaí (fisiciúil nó briathartha), leithcheal, bulaíocht agus ciapadh.

Cuimsíonn Ráiteas na Scoile (sainordaithe faoin Acht um Shábháilteacht, Sláinte agus Leas ag an Obair 2005) tiomantas do thimpeallacht dhearfach oibre. Ceanglaíonn Alt 8 den Acht ar an mBord Bainistíochta, mar fhostóir, gníomhaíochtaí oibre a bhainistiú ar bhealach a choiscfidh “iompar nó iompar míchuí” ar dóigh dó sláinte agus sábháilteacht a chur i mbaol.

In ainneoin na gcosaintí reachtúla seo, tá raon nósanna imeachta comhaontaithe ag comhlachtaí bainistíochta agus ceardchumann a úsáidfear chun déileáil le gearáin, casaoidí, iompar nó saincheisteanna inniúlachta a thagann chun cinn san ionad oibre.

Aithníonn na nósanna imeachta seo go gcaithfidh fostaithe, geallsealbhóirí agus cuairteoirí féachaint go réamhghníomhach le caidreamh dearfach a chothú lena chinntiú go bhfuil an scoil saor ó choimhlint atá millteach. I bhfocail eile, roinnimid freagracht as caidreamh dearfach a chur chun cinn. Trí Dínit san Ionad Oibre a chur i bhfeidhm, laghdaítear cásanna bulaíochta, ciaptha agus/nó coinbhleachta, agus is féidir saincheisteanna a réiteach le meas.

Ag teacht le moltaí ó chomhlachtaí bainistíochta agus ceardchumann, tá an fhoireann agus an Bord Bainistíochta tar éis Dínit san Ionad Oibre a phlé agus tá an polasaí Dínit san Ionad Oibre seo forbartha agus glactha aige.

Spiorad Tréithe & Éiteas Ghaelscoil Uí Riada:

Bunscoil náisiúnta lán-Ghaelach chomhoideachais le héiteas Caitliceach faoi phátrúnacht Easpag Caitliceach Corcaigh agus Rois is ea Gaelscoil Uí Riada

Bunaíodh an scoil sa bhliain 1984 leis na haidhmeanna seo a leanas:

- (a) Bunoidreachas trí mheán na Gaeilge a chur ar fáil do dhaltaí as teaghlaigh gurb í an Ghaeilge an ghnáth-theanga iontu;
- (b) Bunoidreachas trí mheán na Gaeilge a chur ar fáil do dhaltaí eile agus a chur ar a gcumas bheith ina gcainteoirí líofa Gaeilge;
- (c) Timpeallacht Ghaelach a chur ar fáil agus dúil sa Ghaeilge agus i saíocht na Gaeilge a chothú i measc na ndaltaí agus na dtuismitheoirí. Is príomhchuspóir de chuid na scoile í an teanga a chothú.

Ciallaíonn ‘éiteas Caitliceach’ éiteas agus spiorad sainiúil an Eaglais Chaitlicigh Rómhánaigh, a chuireann chun cinn

1. forbairt iomlán na ndaltaí - idir intleachtúil, mhothálach, fhisiciúil, spioradálta, aeistéitiúil agus shóisialta
2. gaol beo le Dia agus le daoine eile
3. fealsúnacht saoil buaithe ar chreideamh i nDia agus saol, bás agus aiséirí Íosa; agus
4. oiliúint na ndaltaí sa chreideamh Caitliceach

Cuirimid oideachas reiligiúnda ar fáil do na daltaí de réir dhúnghaoisí, chleachtais agus thraidisiúin na hEaglaise Caitlicí Rómhánaí agus/ nó de réir mar a leagann Comhdháil Easpag na hÉireann amach.

De réir S.15 (2) (b) den Acht Oideachais 1998, seasfaidh Bord Bainistíochta na scoile le, agus beidh sé freagrach don phátrún as, spiorad sainiúil na scoile de réir na luachanna cultúrtha, oideachasúla, mórálta, reiligiúnda, sóisialta, teangúla agus spioradálta a threoraíonn chuspóirí agus reachtáil na scoile.

Is é ár nDúnghaois i nGaelscoil Uí Riada ná sár-oideachas lán-Ghaelach Caitliceach a chur ar fáil do dhaltaí na scoile mar bhunscoil chomhoideachais.

Cuirimid ár nDúnghaois i bhfeidhm trí:

- (a) Chothrom na Féinne a thabhairt do Phobal na Scoile ar bhealach cairdiúil, cothrom, réasúnta
- (b) bhéim a chur ar fhorbairt Phobal na Scoile mar shaoránaigh d’Éirinn agus den domhan
- (c) mheas orainn féin agus ar dhaoine eile agus ar ár gcultúr Gaelach agus ar chultúir eile a chothú.
- (d) bhéim a chur ar shábháltacht agus ar shástacht dhaltaí
- (e) na daltaí a ullmhú don oideachas iarbhunscoile agus don saol amach rompu

Creidimid go bhfuil na haidhmeanna agus an dúnghaois seo ag teacht le fíis an Choiste Bunaithe.

Ráiteas Misin Scoile do Gaelscoil Uí Riada:

Tá sé mar aidhm againn i nGaelscoil Uí Riada togha oideachais a chur ar fáil do pháistí, i dtimpeallacht spreagúil, sona, in áit a chothaítear féin- mheas agus talann an phaiste tré mheán saibhir na teanga Gaeilge.

Sé “Mair go Mairir” mana na scoile, mana a léiríonn meon na scoile chun curaclam ina bhfuil dul chun cinn an phaiste lárnach ina chur i bhfeidhm. Tá sé mar aidhm againn é seo a thabhairt chun críche in atmaisféar cairdiúil, sona, socair agus spreagúil.

1.2 CUSPÓIRÍ

Is iad cuspóirí an bheartais seo:

- breac-chuntas a thabhairt ar dhea-chleachtas maidir le dínit agus meas a chur chun cinn san ionad oibre
- feacht a ardú i measc fostaithe agus cuairteoirí faoin tábhacht a bhaineann le caidreamh dearfach a chothú
- béim a chur ar an idirdhealú idir ionad oibre agus suíomhanna eile
- treoirlínte a sholáthar maidir le dea-chleachtas
- prótacail a sholáthar maidir le hidirghníomhaíochtaí measúla san ionad oibre don fhoireann, do chuairteoirí, do thuismitheoirí, agus do dhaoine eile, ag sainiú cad iad na hiompraíochtaí inghlactha agus do-ghlactha
- béim a chur ar nósanna imeachta éagsúla atá le húsáid chun aghaidh a thabhairt ar choimhlint, deacrachtaí maidir le caidreamh foirne, bulaíocht nó ciapadh daoine fásta, gearáin agus/nó casaoidí a d'fhéadfadh teacht chun cinn.

Déanfar monatóireacht agus athbhreithniú ar an bpolasaí seo agus ar na nósanna imeachta a bhaineann leis ó am go chéile chun oibriú sásúil a chinntiú.

1.3 SAINMHÍNITHE

1.3.1 Bulaíocht Aosach

Sainmhíniú an Bord Bulaíocht aosach mar iompar míchuí arís agus arís eile, díreach nó indíreach, cibé acu ó bhéal, fisiciúil nó eile, arna stiúradh ag duine amháin nó níos mó i gcoinne duine eile nó daoine eile, ag an áit oibre agus/nó i gcúrsa fostaíochta, a d'fhéadfadh a bheith réasúnach. meastar go mbaineann sé an bonn de cheart an duine chun dínit ag an obair.

D'fhéadfadh eachtra aonair den iompar a bhfuil cur síos air sa sainmhíniú seo a bheith ina éadan do dhínit san ionad oibre ach, mar eachtra aonuaire, ní mheastar gur bulaíocht é.

Príomhthréith de chuid na bulaíochta is ea go dtarlaíonn sé thar thréimhse ama de ghnáth, ná iompar míchuí rialta agus leanúnach, dírithe go sonrach ar fhostaí amháin nó ar ghrúpa fostaithe.

Seo a leanas liosta neamh-uileghabhálach iompraíochtaí a bhféadfadh bulaíocht a bheith i gceist leo:

- mí-úsáid briathartha/maslaí, an bonn de ráitis
- eisiámh le hiarmhairtí diúltacha
- imeaglú
- ionsaí
- náiriú, magadh, iarrachtaí belittling
- monatóireacht iomarcach ar obair
- faisnéis a bhaineann le hobair a choinneáil siar

1.3.2 Ciapadh

Is éard is ciapadh ann ná aon chineál iompair nach dteastaíonn a bhfuil d'aidhm nó d'éifeacht aige dínit duine a shárú agus timpeallacht imeaglach, naimhdeach, táireach, náirithe nó maslach a chruthú don duine. Murab ionann agus bulaíocht, féadfaidh eachtra amháin a bheith ina chiapadh.

Féadfaidh sé a bheith bainteach le haon cheann díobh seo a leanas:

- Inscne
- Stádas sibhialta
- Stádas teaghlaigh
- Claonadh gnéasach
- Creideamh reiligiúin
- Aois
- Míchumas
- Cine, dath, náisiúntacht nó bunús eitneach nó náisiúnta
- Ballraíocht den Lucht Siúil

1.3.3 Ciapadh gnéasach

Is éard atá i gceist le gnéaschiapadh aon chineál iompair bhriathartha, neamhbhriathartha nó fisiceach nach dteastaíonn de chineál gnéasach, a bhfuil d'aidhm nó d'éifeacht aige dínit duine a shárú agus/nó timpeallacht imeaglach, naimhdeach, táireach, náirithe nó maslach a chruthú don duine.

Aithnítear go bhféadfadh gearáin faoi bhulaíocht agus faoi chiapadh teacht chun cinn i measc comhghleacaithe oibre ach go bhféadfadh sé tarlú freisin maidir le cuairteoirí chun na scoile. I gceachtar cás, is é an tiomantas d'ionad oibre dearfach, ina bhfuil meas ar dhínit san ionad oibre, i réim.

2.1 CULTÚR DÍNIT AG AN OBAIR

Tá cultúr na Dínite san Ionad Oibre mar bhonn agus mar thaca ag an dá phríomhghné atá in Breathnú ar ár Scoileanna (2016), is iad sin, ‘Teagasc agus Foghlaim’ agus ‘Ceannaireacht agus Bainistiú’. Áirítear le caighdeáin a bhaineann go díreach le Dínit san Ionad Oibre an ceanglas maidir le:

- Timpeallacht foghlama atá ordúil, slán agus sláintiúil a bhunú agus é a chothabháil trí chumarsáid éifeachtach
- Acmhainní daonna, fisiceacha agus airgeadais na scoile a bhainistiú chun eagraíocht foghlama a chruthú agus a chothabháil
- Cásanna dúshlánacha casta a bhainistiú ar bhealach a léiríonn comhionannas, cothroime agus ceartas
- Córas a fhorbairt agus a chur i bhfeidhm chun freagracht agus cuntasacht ghairmiúil a chur chun cinn
- Cuir cultúr measa agus dínit chun cinn a fhreastalaíonn ar an éagsúlacht

Tá freagracht shuntasach ar fhoireann cheannasaíochta shinsearach agus mheán-cheannaireachta na scoile as caidreamh dearfach a chothú trasna na scoile. Ina theannta sin, tá freagrachtaí suntasacha ar gach ball foirne ina leith seo de bhua an ról a imríonn siad san ionad oibre.

Tá na príomhchleachtais seo a leanas an-tábhachtach chun caidreamh dearfach oibre a chur chun cinn. Féadfaidh a láithreachta laistigh den scoil aeráid, cultúr na scoile agus dinimic an chaidrimh oibre i measc na foirne a chinneadh.

2.1.1 Cumarsáid mhaith, oscailte

Spreagtar cumarsáid rialta, thrédhearcach, oscailte, dhíreach agus ómósach. Is éard atá i gceist le cumarsáid ná faisnéis a roinnt, faisnéis a lorg agus/nó faisnéis a iarraidh. “Mura bhfuil a fhios againn, is féidir linn a iarraidh”.

Mar chuid den phróiseas seo, b’fhéidir gur mhaith le daoine aonair ceisteanna a ardú lena chéile, laistigh d’fhoirne, leis an bpríomhoide nó leis an mBord Bainistíochta. I gcás ina mbaineann saincheisteanna le difríochtaí tuairime, ba chóir go mbeadh gach páirtí ar an eolas faoi na nósanna imeachta cuí agus conas a fheidhmíonn siad, a bheith oscailte lena n-éisteacht agus aghaidh a thabhairt ar thuairimí eile agus freagairt ar bhealach cuiditheach d’aon ábhar a ardaítear.

Spreagtar agus éascaítear don fhoireann eolas agus dea-chleachtas a roinnt. B’fhéidir go mbeadh ar an bpríomhoide eolas áirithe a roinnt le daoine aonair maidir le saincheisteanna nó gearáin a tháinig faoina c(h)uid. Ní thugann comhroinnt faisnéise ciontacht ná éagóir le tuiscint ar bith. Ar mhaithe le ceartas agus nósanna imeachta córa, tá daoine aonair i dteideal go gcuirfí ar an eolas iad faoi aon gearáin nó saincheisteanna a bhaineann leo.

2.1.2 Ról agus Freagrachtaí

1. An tAcht Oideachais A.22: Feidhmeanna an príomhoide agus na múinteoirí
Beidh príomhoide scoile aitheanta agus na múinteoirí i scoil aitheanta, faoi stiúradh an príomhoide, freagrach, de réir an Achta seo, as an teagasc a sholáthraítear do mhic léinn sa scoil agus rannchuideoidh siad, go ginearálta, leis an oideachas agus leis an oideachas agus leis an oideachas. forbairt phearsanta na ndaltaí sa scoil sin

Gan dochar d'fho-alt (1), déanfaidh an príomhoide agus na múinteoirí

1. an fhoghlaim a spreagadh agus a chothú sna scoláirí
2. meastóireacht rialta a dhéanamh ar na scoláirí agus tuairisc a thabhairt go tréimhsiúil ar thorthaí na meastóireachta do na scoláirí agus dá dtuismitheoirí
3. comhoibriú a chur chun cinn le chéile idir an scoil agus an pobal ar a bhfreastalaíonn sí agus
4. faoi réir théarmaí aon chomhaontaithe comhchoiteann is infheidhme agus a gconartha fostaíochta, na dualgais sin a chomhlíonadh
 - a. i gcás múinteoirí, a shanntar dóibh ag an bpríomhoide nó faoi threoir an príomhoide, agus`
 - b. i gcás an príomhoide, a shannfaidh an Bord dó nó di.

Tá sé tábhachtach a thabhairt faoi deara, mar an té atá freagrach as bainistíocht laethúil na scoile, go bhféadfadh cúis a bheith ag an bpríomhoide labhairt le daoine aonair a bhaineann le 'treorú a thabhairt', 'an teagasc a chuirtear ar fáil', 'an t-oideachas agus forbairt phearsanta. mic léinn', 'measúnuithe ar dhaltaí' (i.e. measúnuithe). D'fhéadfadh go mbeadh comhráite ann freisin maidir le nósanna imeachta, polasaithe comhaontaithe a leanúint agus/nó dualgais chonarthacha a chomhlíonadh.

Bíonn comhráite mar seo coitianta in ionaid oibre agus níor cheart iad a fhorléiriú mar chuid de nós imeachta casaoide, gearáin nó araíonachta mura gcuirtear in iúl go soiléir do na páirtithe gurb amhlaidh an cás. Tá sé de dhualgas ar gach páirtí meas a léiriú agus cloí le prionsabail na Dínite san Ionad Oibre, an phróisis chuí, agus nósanna imeachta córa le linn aon chomhráite den sórt sin.

2.1.3 Próisis cinnteoireachta

De réir an Achta Oideachais, 1998, tá an Bord Bainistíochta agus an príomhoide freagrach as cáilíocht an teagaisc agus na foghlama sa scoil agus as bainistíocht na foirne. Bíonn roinnt cinntí sách uathoibríoch, go háirithe má rialaítear iad le reachtaíocht, treoirlínte reachtúla, ciorcláin agus/nó nósanna imeachta atá socraithe go soiléir.

Téitear i gcomhairle go minic le páirtithe leasmhara, lena n-áirítear an fhoireann, tuismitheoirí, daltaí, agus daoine eile maidir le polasaithe, nósanna imeachta nó cinntí a d'fhéadfadh tionchar a bheith acu ar an scoil. Tá na comhairliúcháin seo tábhachtach. Déanann an t-údarás cuí laistigh den scoil cinntí tar éis comhairliúcháin, i.e. cinneann an Bord Bainistíochta polasaí na scoile agus déanann an príomhoide cinntí maidir le bainistíocht laethúil na scoile. Cé go gcuireann cinntí an próiseas comhairliúcháin san áireamh, bunaítear an cinneadh deiridh ar cad atá chun leasa na ndaltaí, an teagasc, an fhoghlaim, an cheannaireacht agus an bhainistíocht i gcomhthéacs na scoile.

2.1.4 Polasaithe agus nósanna imeachta éifeachtacha scoile

Ba chóir go mbeadh gach páirtí leasmhar ar an eolas faoi chóipeanna de bheartais agus de nósanna imeachta ábhartha scoile agus go mbeadh rochtain acu orthu. Áirítear ar na príomhbheartais iad siúd a bhaineann le Iontrálacha, Cosaint Leanaí, Iompar, Sláinte agus Sábháilteacht, Úsáid Substaintí, Nochtadh Cosanta, Cosaint Sonraí, Frithbhulaíochta/Frithchiapadh, Beartas Úsáide Inghlactha (don idirlíon agus do na meáin shóisialta).

Tugtar breac-chuntas ar nósanna imeachta a bhaineann le fostaithe i raon ciorcláin na Roinne, conarthaí fostaíochta, cóid iompraíochta m.sh., Cód Iompraíochta Gairmiúil do Mhúinteoirí, ionstraimí reachtúla, nósanna imeachta sláinte agus sábháilteachta agus nósanna imeachta araíonachta comhaontaithe. Tá nósanna imeachta chun déileáil le saincheisteanna a thagann chun cinn ó am go chéile le fáil i gcód iompair na scoile, i nósanna imeachta gearán na dtuismitheoirí, i nósanna imeachta chun déileáil le caidreamh foirne.

Ghlac agus faomhadh na polasaithe seo le cleachtas treorach BoM na scoile.

2.1.5 Meas ar a chéile

Tá ról difriúil ag gach ball foirne sa scoil agus tá gach ball foirne i dteideal go gcaithfí leo i gcónaí le dínit agus le meas. Is ball foirne agus ceannaire foirne an príomhoide le freagracht iomlán as gníomhaíochtaí laethúla na scoile. Is féidir feidhmeanna agus freagrachtaí a tharmligean chuig na baill eile den Fhoireann Cheannaireachta sa scoil, Príomhoide Ionaid agus Príomhoide Cúnta (í).

Chomh maith le bheith freagrach as a ranganna aonair, tá freagracht ar gach múinteoir cloí le polasaithe na scoile. Tá freagrachtaí ar CRSanna agus ar Fhoireann Chúnta freisin maidir le dualgais agus tascanna agus mar an gcéanna ní mór dóibh cloí le polasaithe na scoile.

Sa chás go roghnaíonn duine saincheist a ardú le comhghleacaí, éilíonn meas frithpháirteach go ndéanfaí é seo ar bhonn 1:1 ar dtús. Téann criticí nó gearáin a chraoltar go poiblí, a roinntear ar líne, nó le tríú páirtithe timpeall ar phróiseas cothrom agus sáraíonn siad an beartas um dhínit ag an obair.

2.1.6 Mothú na cothroime

Ba chóir go mbeadh daoine aonair ar an eolas faoin tábhacht a bhaineann le mothú cothrom na féinne, caoinfhuilíngt agus dea-thoil a léiriú. Is fachtóirí suntasacha freisin iad breithiúnas iontaofa a chleachtadh bunaithe ar eolas ábhartha, tuiscint coiteann agus réasúntacht chun caidreamh dearfach foirne agus caidreamh dearfach a chothú ar fud phobal na scoile. Mar shampla, beidh caidreamh fadtéarmach níos fearr mar thoradh ar oibriú chun réiteach comhaontaithe a bhaint amach a mbeidh an dá pháirtí in ann ‘cónaí leis’.

Tá sé tábhachtach a thabhairt faoi deara gur ábhar braite go minic é cothroime agus gur chóir iarracht a dhéanamh i gcónaí, ní hamháin le bheith cothrom, ach le bheith le feiceáil mar bheith cothrom.

2.1.7 Atmaisféar tacúil, dearfach agus comhoibríoch

Tá sé de fhreagracht ar gach duine san ionad oibre iad féin a iompar ar bhealach a thacaíonn lena gcomhghleacaithe agus aon iompar nach gcomhlíonann an caighdeán seo a athrú nuair a tharraingítear a n-aird orthu.

Ní oibríonn baill foirne aonair ina n-aonar agus ceanglaítear orthu faoin bpolasaí seo comhoibriú le ceannaireacht na scoile agus le comhghleacaithe maidir le teagasc agus foghlaim na scoile. Meabhraítear do cheannairí scoile ag gach leibhéal go bhfuil sé de dhualgas orthu aitheantas agus dearbhú a thabhairt do bhaill foirne ina gcuid oibre. Baineann an dualgas seo leis an mBord Bainistíochta freisin mar chomhlacht corpraithe ina bhainistíocht ar an scoil.

Inár scoil táimid ag súil go mbeidh gach duine cineálta, tacúil, cúirtéiseach, dea-bhéasach, foighneach agus dearfach agus iad ag déileáil lena chéile, leis an bhfoireann, le daltaí, le tuismitheoirí agus le cuairteoirí chun na scoile. Spreagtar oscailteacht agus comhoibriú.

Tá iompraíochtaí áirithe ann nach bhfuil inghlactha inár scoil dar linn. Ina measc seo tá cáineadh poiblí, milleán, úsáid teanga bhagrach, rudeness, ionsaitheach, scairt ar dhaoine eile, a bheith dímheasúil, neamhaird a dhéanamh ar dhaoine eile nó iad a aonrú, an bonn a bhaint de thuairimí nó de ráitis phearsanta atá millteach, clúmhillteach nó maslach, úsáid teanga maslach, iompar bagrach nó imeaglach, íospairt agus ciapadh, bulaíocht san ionad oibre agus/nó gnéaschiapadh. Baineann sé seo freisin le tuairimí ar na meáin shóisialta.

Tá gach duine i dteideal a ndea-cháil agus go mbeidh meas ag comhghleacaithe agus cuairteoirí ar a ndínit. Cé gur féidir le haon bhall foirne nó duine aonair ‘drochlá’ a bheith aige, tá sé tábhachtach, sa chás go dtarraingíonn duine, comhghleacaí, nó duine atá ag gníomhú ar a son, aird an duine aonair air/uirthi go mbreathnaítear ar a (h)iompar i leith duine eile. drochbhéasach, ciorraithe nó neamhchomhsheasmhach lenár bpolasaí maidir le dínit san ionad oibre, táthar ag súil go ndéanfaidh an duine seo machnamh air seo agus go nglacfaidh sé céimeanna cuí chun an cheist a réiteach, ag cinntiú go leanfar le caidreamh dearfach oibre.

Maidir le bulaíocht aosach agus ciapadh gnéis, tá polasaí agus nós imeachta glactha ag an mBord Bainistíochta a chuimsíonn ráiteas soiléir nach bhfuil a leithéid d’iompar inghlactha laistigh den scoil. D’fhéadfadh gníomh araíonachta a bheith mar thoradh ar ghearán faoi ghnéaschiapadh nó bulaíochta, tar éis imscrúdaithe.

4 TREOIRLÍNTE RÓIL AGUS FREAGRACHTAÍ

The BoM endorses the Guidelines below as an aid to clarifying roles and responsibilities for everyone in the school community. Clarity around roles and responsibilities is essential in relation to the implementation of a proper Dignity at Work Policy.

RÓL	FREAGRACHTAÍ
<p>An Roinn Oideachais, Pátrún, Comhlachtaí Bainistíochta agus Ceardchumainn</p>	<p>A chinntiú go bhfuil creat reachtúil i bhfeidhm chun fostaithe a chosaint de réir próisis chúí, nósanna imeachta cothroma agus prionsabail na dínite agus an mheasa.</p> <p>Nósanna imeachta cuí a chomhaontú chun déileáil le saincheisteanna iompair agus inniúlachta agus/nó chun casaoidí agus araíonacht a láimhseáil san ionad oibre m.sh., Ciorclán 49/2018, Ciorclán 72/2011 Ionstraim Reachtúil Uimh. 146 2000</p>
<p>Bord Bainistíochta</p>	<p>Go hiomlán feasach ar a n-oibleagáidí reachtúla agus a chinntiú go gcomhlíontar na ceanglais reachtaíochta agus bheartais go léir a bhaineann le Dínit san Ionad Oibre agus chun déileáil le saincheisteanna iompair agus inniúlachta</p> <p>Tacú leis an bpríomhoide agus leis an bhfoireann chun atmaisféar slándála agus folláine a chruthú agus a chothabháil sa scoil</p> <p>Oiliúint a sholáthar do chomhaltaí BoM maidir le:</p> <ul style="list-style-type: none"> ● Freagrachtaí an Bhoird Bainistíochta mar fhostóir ● Ról an Bhoird Bainistíochta maidir le dínit agus meas a chinntiú i bpobal na scoile <p>A chinntiú go bhfuil Polasaí Dínit san Ionad Oibre oiriúnach ag an scoil atá aontaithe ag gach cuid de phobal na scoile agus a athbhreithnítear go rialta agus a chuirtear i bhfeidhm go comhsheasmhach agus a dhéanann:</p> <ul style="list-style-type: none"> ● Cosnaíonn fostaithe ● Déileálann le saincheisteanna iompair agus inniúlachta <p>Oiliúint a sholáthar don fhoireann ar ionchais san ionad oibre agus ar na nósanna imeachta atá le leanúint</p> <p>Breithniú a dhéanamh ar cheisteanna casaoide agus araíonachta de réir na nósanna imeachta comhaontaithe atá leagtha amach thuas</p> <p>Ensure that the school enshrines values of equality, fairness, and justice</p>

<p>Foireann Ceannaireachta Sinsearach & Meán</p>	<p>Timpeallacht foghlama atá ordúil, slán agus sláintiúil a bhunú agus é a chothabháil trí chumarsáid éifeachtach</p> <p>Acmhainní daonna, fisiceacha agus airgeadais na scoile a bhainistiú chun eagraíocht foghlama a chruthú agus a chothabháil</p> <p>Cásanna dúshlánacha casta a bhainistiú ar bhealach a léiríonn comhionannas, cothroime agus ceartas</p> <p>Córas a fhorbairt agus a chur i bhfeidhm chun freagracht agus cuntasacht ghairmiúil a chur chun cinn</p> <p>Cuir cultúr measa agus dínit chun cinn a fhreastalaíonn ar an éagsúlacht</p> <p>Dínit, meas a mhúnlú agus a chur chun cinn, agus nósanna imeachta comhaontaithe a leanúint</p> <ul style="list-style-type: none"> ● Maidir le Beartas na scoile um Dhínit ag an Obair: - ● A chinntiú go ndéantar an Beartas a nuashonrú de réir mar is gá agus go bhfuil sé oiriúnach don fheidhm ● Cuir an Beartas in iúl do gach páirtí leasmhar sa phobal scoile ● Míniú an Beartas don fhoireann ar fad agus do dhaoine eile, de réir mar is gá ● Cloí le spiorad agus litir an Pholasaí ina n-iompar pearsanta agus gairmiúil <p>Dea-shampla a thabhairt trí chaitheamh le cúirtéis agus le meas ar gach ball foirne, soláthróir seirbhíse agus le haon duine eile a dtagann siad i dteagmháil leo san ionad oibre.</p> <p>Bí san airdeall ar chomharthaí bulaíochta agus ciaptha agus bí dáiríre faoi aon ghearán agus tú neamhchlaonta agus neamhbhreithiúnach</p> <p>Freagair go híogair d'aon bhall foirne a dhéanann gearán faoi chiapadh, gnéaschiapadh nó bulaíocht</p> <p>Freagair go pras ar iarratais ó bhaill foirne agus iarracht a dhéanamh an cheist a réiteach go neamhfhoirmiúil nuair is cuí agus iarratais den sórt sin a chur in iúl don phríomhoide nó don PD, nuair is cuí agus is féidir.</p> <p>A chinntiú nach ndéantar íospairt ar bhaill foirne as gearán bona fide a dhéanamh faoi chiapadh, gnéaschiapadh nó bulaíocht.</p> <p>Monatóireacht a dhéanamh ar an scéal agus leantach leis tar éis gearán a dhéanamh ionas nach dtarlóidh an t-iompar a bhfuiltear ag gearán faoi arís</p> <p>Coinnigh taifead ar gach gearán agus conas a réitíodh iad</p>
<p>Gach ball foirne</p>	<p>Cuir iad féin ar an eolas faoin bPolasaí um Dhínit ag an Obair agus tacú lena chur i bhfeidhm ar fud na scoile</p>

	<p>Comhroinn an fhreagracht as timpeallacht oibre a chothabháil ina bhfuil meas ar dhínit gach duine</p> <p>Cloí leis an bpolasaí seo</p> <p>Tabhair faoi deara nach gcuireann a n-iompar maslach ar chomhghleacaithe, nó ar aon duine a mbíonn siad i dteagmháil leo le linn a gcuid oibre</p> <p>Díspreagadh bulaíocht agus ciapadh trí agóid a dhéanamh in aghaidh iompar míchuí</p> <p>Tuairiscigh agus/nó cuir an príomhoide nó duine eile atá i bpost freagrachta ar an eolas i gcás go bhfuil imní ann gur sáraíodh an polasaí seo nó go bhfuil bulaíocht nó ciapadh á déanamh ar chomhghleacaí</p> <p>Nósanna imeachta comhaontaithe a leanúint chun saincheistanna a bhaineann le Dínit san Ionad Oibre a réiteach go cuiditheach agus go héifeachtach</p>
<p>Tuismitheoirí, cuairteoirí, agus daltaí</p>	<p>Comhroinn an fhreagracht as timpeallacht mheasúil a chothabháil ina bhfuil meas ar dhínit gach duine</p> <p>Cloí leis an bpolasaí seo.</p> <p>Tabhair faoi deara nach gcuireann a n-iompar maslach ar dhaoine aonair, ar bhaill foirne, nó ar aon duine a dtagann siad i dteagmháil leo le linn a gcuid oibre</p> <p>Foireann a chur ar an eolas faoi ábhair imní a bhaineann le bulaíocht, ciapadh, agus iompar míchuí</p> <p>Tuairiscigh agus/nó cuir an príomhoide nó an duine eile atá i bpost freagrachta ar an eolas má tá imní ann gur sáraíodh an polasaí seo</p> <p>Lean nósanna imeachta comhaontaithe chun saincheistanna a réiteach go cuiditheach agus go héifeachtach. Ina measc seo tá Nós Imeachta Gearán do Thuismitheoirí, nósanna imeachta um Dhínit ag an Obair, Cód Iompair</p>
<p>Gearánach</p>	<p>Smaoinigh ar dhul i dteagmháil leis an duine go díreach lena chur ar an eolas nach bhfuil fáilte roimh an iompar atá i gceist</p> <p>Mar mhalairt air sin smaoinigh ar iarraidh ar dhuine atá i riocht freagrachta dul i dteagmháil leis an duine ar a son</p> <p>Faigh comhairle mura bhfuil tú cinnte cad atá ag tarlú agus conas is fearr é a stopadh</p> <p>Bí réidh glacadh leis go mb'fhéidir go raibh míthuiscint ann</p> <p>Bí réidh oibriú i dtreo cuiditheach chun aon deacrachtaí a réiteach</p>
<p>Gearán faoi iompar do-ghlactha.</p>	<p>Má dhéantar teagmháil leat faoi d'iompar i leith ball foirne eile, éist, glac gach gearán i ndáiríre agus bí réidh oibriú chun an cheist a réiteach.</p>

	<p>Má bhí míthuiscint ann ní mór é a shoiléiriú leis an mball foirne lena mbaineann</p> <p>Bí réidh oibriú go cuiditheach chun aon deacrachtaí a réiteach</p> <p>A thuiscint gur féidir deacrachtaí nár réitíodh faoi Dhínit ag an Obair a ardú go polasaithe nó nósanna imeachta eile atá chomh hábhartha céanna</p> <p>Comhoibriú le haon imscrúdú</p>
<p>Tríú páirtí</p> <p>(Ionadaí an Aontais, Baill foirne, Eile)</p>	<ul style="list-style-type: none"> ● Cuir spás tacaíochta ar fáil, agus fanacht neamhchlaonta agus neamhbhreithiúnach: ● Éist faoi rún agus gníomhach a chur ar fáil ● Cumhacht a thabhairt don duine aonair ● Cuir eolas ar fáil ar na roghanna atá ar fáil ● Cabhrú leis an mball foirne aonair smaoineamh ar roghanna d’fhonn fadhbanna a réiteach ● Saincheisteanna a choinneáil faoi rún do na páirtithe lena mbaineann
<p>Imscrúdaitheoir</p>	<p>Cuir in iúl go soiléir don ghearánach nó don duine a bhfuil an gearán á dhéanamh agat, go bhfuil tú neamhchlaonta. Is é an ról atá agat imscrúdú agus tuairisciú a dhéanamh ar na fíricí a líomhnaítear a tharla</p> <p>Éist leis an dá thaobh</p> <p>Coinnigh Rúndacht - Seachain an cás a phlé le duine ar bith, laistigh nó lasmuigh den ionad oibre, seachas iad siúd a gcaithfidh tú labhairt leo le linn an imscrúdaithe.</p> <p>Ná cuir do thuairimí in iúl maidir le hinchreidteacht nó eile an ghearáin nó an fhianaise a thug an gearánach, an duine a bhfuil an gearán á dhéanamh ina choinne nó aon fhinnéithe</p> <p>Ná tarraing isteach tuairimíocht le páirtí ar bith maidir le toradh dóchúil an imscrúdaithe</p> <p>Taifead a choinneáil ar gach agallamh nó cruinniú a reáchtáladh le linn an imscrúdaithe.</p>
<p>Ionadaí an Aontais</p>	<p>Comhoibriú le hiarrachtaí gearáin a réiteach go háitiúil</p> <p>Bí i láthair ag aon agallamh más mian leis an ngearánach nó leis an duine a bhfuil an gearán á dhéanamh aige</p> <p>Comhoibriú go hiomlán le hiarrachtaí an t-imscrúdú a dhéanamh go cothrom agus gan aon mhoill mhíchuí</p> <p>Rúndacht iomlán a chinntiú maidir le gach imeacht</p>

Cé gur féidir le bunús coinbhleachta a bheith casta is gnách go dtagann sé i láthair mar bheirt nó níos mó ag easaontú faoi cheisteanna a bhaineann le substaint eagraíochtúil, easaontas pearsanta a bheith acu agus/nó deacrachtaí a bheith acu lena chéile. Féadfaidh an príomhoide, an fhoireann, agus/nó an bhainistíocht go leor ama a chaitheamh ag déileáil le cásanna coinbhleachta, mar thríú páirtí ag iarraidh cúrsaí a réiteach nó mar cheann de na páirtithe sa choinbhleacht.

Chomh fada agus a bhaineann leis an scoil mar ionad oibre, tá sé tábhachtach a aithint:

- le himeacht ama tá coimhlint dosheachanta agus
- tá sé ríthábhachtach coinbhleacht a réiteach chomh luath agus is féidir, go hidéalach ag ‘céim neamhfhoirmiúil’.

I bhformhór na gcásanna, úsáideann daoine aonair scileanna réitithe coinbhleachta go héifeachtach agus go cuiditheach. Déantar é seo ag:

- éisteacht ghníomhach
- foinse na coinbhleachta a aithint
- aghaidh a thabhairt ar an gceist go luath agus ar bhealach cuiditheach
- roghanna maidir le réiteach a chur ar aghaidh lena bhféadfar peirspictíochtaí a shoiléiriú, teacht ar chomhréiteach a áireamh
- ag admháil má rinneadh earráidí agus ag glacadh leis mar an gcéanna go bhféadfadh earráidí a bheith déanta ag páirtí eile, nó gur tharla míthuiscintí
- a bheith toilteanach réitigh a chur ar aghaidh d’fhonn an cheist a réiteach
- an t-ábhar a dhúnadh
- ag leanúint ar aghaidh.

Féachann an polasaí seo le cultúr cumarsáide oscailte a chur chun cinn inar féidir coinbhleachtaí a chraoladh agus a réiteach go measúil, go cuiditheach, go tapa agus ar bhealach réasúnta gan dul i muinín na nósanna imeachta níos foirmiúla. Ligeann rún den sórt sin don fhoireann bogadh ar aghaidh ó choimhlint agus caidreamh deisiúcháin. Sa chás nach bhfuil páirtithe in ann a gcuid fadhbanna a réiteach trí leas a bhaint as an mbeartas um Dhínit ag an Obair, is féidir iad a tharchur chuig nósanna imeachta comhaontaithe eile.

Thángthas ar na Nósanna Imeachta um Réiteach Coinbhleachta seo a leanas idir páirtithe éagsúla, lena n-áirítear ceardchumainn agus comhlachtaí bainistíochta, le blianta fada anuas. Tá glactha go foirmiúil ag Bord Bainistíochta _____ leo seo mar chuid den Bheartas um Dhínit ag an Obair seo. Tá céimeanna foirmiúla na nósanna imeachta seo le húsáid chun gach díospóid idirphearsanta a réiteach tar éis iarrachtaí macánta agus macánta na saincheisteanna a réiteach go neamhfoirmiúil.

6.1 ROGHNAIGH AN NÓS IMEACHTA CÚ

Tar éis na deacrachtaí a aithint agus tagairt a dhéanamh don Bheartas um Dhínit ag an Obair d'fhonn iad a réiteach go neamhfoirmiúil, féadfaidh daoine aonair cinneadh a dhéanamh oibriú trí nósanna imeachta níos foirmiúla.

Tá sé tábhachtach a thabhairt faoi deara go bhfuil gach nós imeachta deartha chun saincheisteanna a réiteach le comhaontú frithpháirteach na bpáirtithe ag céim neamhfoirmiúil, nó trí bheith ag brath ar idirghabháil tríú páirtí. Sula dtéann siad i mbun aon nós imeachta foirmiúil, ba cheart do thríú páirtithe na bearta a bheidh glactha ag an dá thaobh a bhunú chun saincheisteanna a réiteach sula n-agraíonn siad nósanna imeachta foirmiúla.

6.2 NÓS IMEACHTA GEARÁN DO THUISMITHEOIRÍ

Ba chóir an nós imeachta seo a leanúint i gcás coimhlinte idir tuismitheoir agus múinteoir. Tá 5 chéim sa nós imeachta, agus tá an chéad dá chéim neamhfoirmiúil. Leagann sé an bhéim ar dhul i ngleic le deacrachtaí caidrimh foirne i gcur chuige comhaontaithe agus deonach agus cuimsíonn sé áis idirghabhála. Mura dtagtar ar réiteach tar éis Chéim 3, imscrúdóidh an Bord Bainistíochta an t-ábhar agus eiseoidh sé breithiúnas ceangailteach

Céim 1: Labhraíonn tuismitheoir leis an múinteoir/príomhoide - Neamhfoirmiúil

Céim 2: Cathaoirleach BoM - Neamhfoirmiúil

Céim 3: Cathaoirleach BoM – Foirmiúil

Céim 4: Cinneann Bord Bainistíochta na saincheisteanna nó cinneann siad imscrúdú a dhéanamh - Foirmiúil

Céim 5: Eiseíonn an Bord Breithiúnas ceangailteach - Foirmiúil

Cliceáil [anseo](#) chun an Nós Imeachta Gearán do Thuismitheoirí a íoslódáil

6.3 NÓS IMEACHTA CMÉ CHUN AGHAIDH A THABHAIRT AR DHEACRACHTAÍ FOIRNE

Ba cheart an nós imeachta seo a úsáid i gcás coinbhleachta idir baill foirne, an príomhoide san áireamh. Baineann sé go sonrach le hábhar na líomhantí bulaíochta, gnéaschiapadh, nó ciapadh idirdhealaitheach ar leith eile, a d'fhéadfadh tarlú san ionad oibre nó eile le linn fostaíochta.

Stage 1: Aghaidh a thabhairt go neamhfhoirmiúil ar chúrsaí idir na páirtithe - Neamhfhoirmiúil

Céim 2: Ról an phríomhoide - Neamhfhoirmiúil

Céim 3: Idirghabháil Sheachtrach (Eadránaí) - Foirmiúil

Céim 4: Aghaidh a thabhairt ar chúrsaí go foirmiúil leis an mBord Bainistíochta (Déanfaidh an Bord breithniú deiridh, más gá) - Foirmiúil

Cliceáil [anseo](https://www.into.ie/help-advice/staff-parent-relations/procedure-to-address-staff-difficulties/) chun Nóis Imeachta INTO chun Aghaidh a thabhairt ar Dheacrachtaí Foirne a íoslódáil
Ag: <https://www.into.ie/help-advice/staff-parent-relations/procedure-to-address-staff-difficulties/>

6.4 NÓS IMEACHTA GEARÁIN

Tá an nós imeachta seo ar fáil do mhúinteoirí/príomhoidí a bhfuil casaid ina gcoinne

- An BoM
- Cathaoirleach an Bhoird Bainistíochta
- An Príomhoide

Céim 1: An Príomhoide - Neamhfhoirmiúil

Céim 2: An Cathaoirleach - Neamhfhoirmiúil

Céim 3: An Bord Bainistíochta - foirmiúil

Céim 4: Binse Neamhspleách, ar féidir leis breithniú deiridh, ceangailteach a dhéanamh - Foirmiúil

[Cliceáil anseo chun an Nóis Imeachta Gearán a íoslódáil](https://www.into.ie/help-advice/staff-parent-relations/grievance-procedure/)

At: <https://www.into.ie/help-advice/staff-parent-relations/grievance-procedure/>

o

6.5 NÓS IMEACHTA BULAÍOCHT / CIAPADH

Tá an nós imeachta seo ar fáil i gcásanna

- bulaíocht do dhaoine fásta
- ciapadh gnéasach
- ciapadh ar fhorais idirdhealaitheacha sonraithe eile a d'fhéadfaí a mheas, sna himthosca, mar bheith maslach, náireach nó imeaglách

Céim 1: Cinneadh a Dhéanamh ar Aghaidh a Dhéanamh (le tacaíocht ón EAS nó ó fhoinse eile do pháirtí íospartaigh)

Céim 2: Tabhair aghaidh ar na saincheisteanna go neamhfhoirmiúil le páirtí eile - Neamhfhoirmiúil

Céim 3: Príomhoide nó Cathaoirleach BoM - Foirmiúil

Céim 4: Bord Bainistíochta le haghaidh imscrúdaithe agus breithniú ceangailteach - Foirmiúil

[Clliceáil anseo chun an Nós Imeachta Bulaíocht / Ciapadh a íoslódáil](#)

At: <https://www.into.ie/help-advice/staff-parent-relations/grievance-procedure/>

7 INTO / NÓS IMEACHTA IDIRGHABHÁLA BAINISTÍOCHTA

7.1 RÉAMHRÁ

Tá caidreamh dearfach foirne ríthábhachtach do thimpeallacht oibre tháirgiúil shásúil. Maidir leis seo, leagann an bhainistíocht agus Cumann Múinteoirí Éireann araon béim ar an tábhacht a bhaineann le cultúr oibre a chothaíonn idirphlé oscailte agus cuiditheach, a éascaíonn saincheisteanna a chraoladh ar bhealach trédhearcach agus cothrom agus a cheadaíonn dul i ngleic le deacrachtaí. I measc samplaí de na deacrachtaí a thagann chun cinn ó am go chéile i bhfoirne na scoile, tá easpa comhchomhairliúcháin braite i gcinnteoireacht, ciorcláin na Roinne Oideachais agus Scileanna gan scaipeadh, bulaíocht líomhanta, neamhábalacht na foirne chun comhoibriú.

Tá nós imeachta sonracha forbartha ag an mbainistíocht agus an INTO chun dul i ngleic le deacrachtaí/coimhlintí caidrimh foirne atá sa leabhrán Ag Obair le Chéile*. Áirítear leis an nós imeachta seo áis idirghabhála trína bhféadfaidh idirghabhálaí oilte ón INTO/painéal bainistíochta oibriú le foireann chun creat a bhaint amach chun aghaidh a thabhairt ar/réiteach na saincheisteanna deacrachta nó conspóide.

7.2 RÉAMHCHEAD A FHÁIL

Ós rud é go n-íocann Cumann Múinteoirí Éireann agus an lucht bainistíochta as an áis idirghabhála, ba chóir a thuiscint go soiléir nach mór cead scríofa a fháil roimh ré ó Cheannoifig an INTO agus ó oifig phátrún na scoile. Tá sé de fhreagracht ar Ionadaí Ceantair an CMÉ faomhadh a fháil ó Cheannoifig CMÉ agus ar an gcuma chéanna is faoin mBord Bainistíochta é, faomhadh oifig an phátrúin a fháil. Ina theannta sin, agus de réir mar is cuí, ba cheart d'ionadaí ceantair CMÉ dul i dteagmháil go díreach leis an Ionadaí áitiúil CPSMA/Rúnaí Deoise.

7.3 TEACHT AR AN TSEIRBHÍS

- Baineann na treoirlínte seo a leanas le rochtain a fháil ar an tseirbhís:
- Nuair is mian le baill foirne dul i ngleic le deacrachtaí caidrimh foirne ba cheart dóibh, ar an gcéad dul síos, scóip an leabhráin Ag Obair le Chéile a mheas agus measúnú a dhéanamh an

féidir cúrsaí a réiteach ag leibhéal na scoile trí úsáid a bhaint as aon cheann de na dea-chleachtas/nósanna imeachta atá molta. amach ann. Ba cheart go n-áireofaí leis sin breithniú ar chórais inmheánacha cumarsáide agus cinnteoireachta na foirne agus deiseanna chun coinbhleachtaí a réiteach

- Ba cheart d'fhoirne dul i gcomhairle lena n-ionadaí ceantair de chuid Chumann Múinteoirí Éireann chun comhairle agus cúnaimh a fháil maidir le saincheistanna deacrachta agus an fhéidearthacht go bhféadfaí cúrsaí a réiteach ag leibhéal na scoile.
- Más rud é, d'ainneoin na n-iarrachtaí a rinneadh de bhun uimh. 1 agus 2 thuas, más mian le baill foirne rochtain a fháil ar an tsaoráid idirghabhála, ba chóir dóibh a n-ionadaí foirne de chuid Chumann Múinteoirí Éireann a mheas agus ba cheart dóibh sin
- Soiléiriú a dhéanamh ar cé mhéad ball foirne ar mian leo a bheith rannpháirteach san idirghabháil ag cuimhneamh go bhfuil an próiseas deonach
- Téigh i gcomhairle tuilleadh le hionadaí ceantair Chumann Múinteoirí Éireann
-
- Ag an am cuí, cuir comhairle ar chathaoirleach an bhoird bhainistíochta agus
- cead a lorg ón gcathaoirleach/bord chun dul ar aghaidh leis an idirghabháil
- Rachaidh ionadaí ceantair CMÉ i dteagmháil go díreach le cathaoirleach an bhoird bhainistíochta agus le Ceannoifig an INTO. Rachaidh cathaoirleach an bhoird bhainistíochta i dteagmháil lena (h)oifig Deoise faoi seach chun ceadú an phátrúin don idirghabháil a lorg.
- Déanfaidh oifigigh/ionadaithe bainistíochta an CMÉ atá i gceist an cás a mheas agus má cheadaítear idirghabháil, déanfaidh ionadaí ceantair CMÉ teagmháil dhíreach leis an bhfoireann/ionadaí foirne agus le cathaoirleach an bhoird bhainistíochta chun ainm idirghabhálaí oiriúnach a chomhaontú.

7.4 ULLMHÚCHÁN DON IDIRGHABHÁIL

Féadfaidh an t-ionadaí foirne socrú a dhéanamh chun an t-idirghabhálaí a chur ar an eolas go neamhfhoirmiúil faoi na nithe seo a leanas:

- na príomhcheistanna deacrachta
- na páirtithe atá i gceist
- na tionscnaimh a rinneadh ag leibhéal na scoile chun dul i ngleic le cúrsaí
- breac-chuntas ginearálta ar aon dul chun cinn atá déanta (má bhaineann)
- léiriú ar na saincheistanna atá fós gan réiteach.

De rogha air sin, (agus sa chás go bhfuil an t-ionadaí foirne, mar shampla, ina pháirtí sna saincheistanna deacrachta), féadfaidh ionadaí ceantair CMÉ, cathaoirleach an bhoird bhainistíochta nó ionadaí bainistíochta faisnéis chúlra a sholáthar don idirghabhálaí go neamhfhoirmiúil. Mar sin féin, tá sé tábhachtach a thabhairt faoi deara, mar chuid de chéimeanna tosaigh na hidirghabhála, go socróidh an t-idirghabhálaí éisteacht dhíreach ó na comhaltaí foirne lena mbaireann.

Mar chuid den phróiseas idirghabhála, beidh ar chomhaltaí foirne a dhearbhú go mbeidh siad rannpháirteach go cuiditheach, go mbeidh siad solúbtha chun réiteach a bhaint amach agus go gcoifídh siad le moltaí an Idirghabhálaí.

7.5 PRÓISEAS IDIRGHABHÁLA

Gníomhaíonn an t-idirghabhálaí de mheon macánta i gcónaí. Is é an ról atá aige ná na páirtithe a éisteacht go díreach, na saincheisteanna a mheasúnú agus iarracht a dhéanamh teacht ar réiteach/comhréiteach trí idirphlé leis na páirtithe. De ghnáth socróidh sé/sí cruinniú tosaigh den fhoireann lena mbaineann chun an próiseas a leagan amach. Socróidh sé/sí cruinnithe breise ansin de réir mar is cuí, ar bhonn aonair nó comhchoiteann.

Déanfaidh an t-idirghabhálaí:

- Athbhreithniú a dhéanamh ar gach doiciméad ábhartha (más ann dó);
- Socraigh bualadh leis na páirtithe chun na saincheistanna a éisteacht agus a mheasúnú go díreach;
- Cinneadh a dhéanamh an féidir creat a bhaint amach le haghaidh réitigh i bhfianaise dhearcadh na bpáirtithe; agus
- I gcás ina gcinnfidh an t-idirghabhálaí dul ar aghaidh, cuirfidh sé/sí tús le próiseas caibidlíochta/cruinnithe leis na páirtithe agus dréachtóidh sé conclúid nuair a bheidh an próiseas críochnaithe lena bhféadfaí creat a áireamh chun na deacrachtaí a réiteach.
- Is i gconclúid an idirghabhálaí amháin a luafar an bhfuil nó nár éirigh leis an idirghabháil réiteach a bhaint amach. Beidh an chonclúid ar fáil do na páirtithe mar aon leis an gcreat réitigh má comhaontaíodh é.

De ghnáth, déanfaidh an t-idirghabhálaí a dhícheall an próiseas a chríochnú laistigh de fiche lá scoile. Maidir le cruinnithe idir an t-idirghabhálaí agus na baill foirne, moltar go ndéanfaí iad seo lasmuigh d'am scoile. Nuair nach féidir é seo a dhéanamh ba chóir don idirghabhálaí a shoiléiriú le cathaoirleach an bhoird bhainistíochta an féidir socrúithe eile inscoile a dhéanamh.

Aithnítear go bhféadfadh cruinnithe leantacha idirghabhálaí leis an bhfoireann a bheith an-úsáideach, go háirithe má tá tréimhse míonna idir an próiseas idirghabhála agus an cruinniú leantach. Ligeann an cruinniú leantach don idirghabhálaí dul i dteagmháil leis an bhfoireann maidir le haon dul chun cinn atá déanta ar an gcomhaontú idirghabhála. Mar sin féin, ba cheart líon na gcruinnithe leantacha a theorannú d'uasmhéid dhá cheann

Mar fhocal scoir, tá sé ríthábhachtach a thuiscint go bhfuil rath aon phróisis idirghabhála ag brath ar dhea-thoil, solúbthacht agus iarracht leanúnach i measc na foirne chun teacht ar shocrú agus oibriú i dtreo na moltaí atá leagtha amach sa chreat réitigh a bhaint amach. D'fhéadfadh tionscnaimh eile amhail oiliúint nó comhairleoireacht a bheith feiliúnach freisin.

8 ACHOIMRE, ATHBHREITHNIÚ AGUS DAINGNIÚ

8.1 ACHOIMRE

Aithníonn an Bord Bainistíochta go bhfuil dualgas cúraim aige i leith gach ball foirne scoile. Mar an gcéanna, tá dualgas cúraim ar a chéile ag foireann na scoile. Féachann an polasaí seo le prionsabail, cleachtais agus nósanna imeachta a leagan amach chun tacú le feidhmiú an dualgais sin inár scoil.

Le chéile táimid tiomanta do thimpeallacht oibre a thógáil agus a chothabháil ina bhfuil caidreamh measúil, oscailte agus comhionann mar ghnáthchleachtas.

Go hachomair, táimid tiomanta d'áit mhaith shábháilte a bheith againn le bheith ag obair ann, áit a bhfuil meas ar dhínit gach duine.

8.2 LÉIRMHEAS

Déanfaidh an Bord athbhreithniú ar an mbeartas seo go tréimhsiúil, ach uair amháin ar a laghad gach dhá bhliain. Ní mór don Fhoireann athbhreithniú a dhéanamh ar an bPolasaí ag tús gach scoilbhliana. Iarrtar ar cheannairí scoile a bheith airdeallach go háirithe agus iad ag cinntiú go bhfuil gach ball foirne nua nó sealadach feasach ar an mBeartas agus ar a gcearta agus a n-oibleagáidí faoi.

8.3 DAINGNIÚ

Rinne an Bord Bainistíochta an Beartas seo a athbhreithniú agus a dhaingniú ar na dátaí seo a leanas:

-

Daingniú Tosaigh _____

Léirmheas 1 _____

Léirmheas 2 _____

Léirmheas 3 _____

Sínithe: _____

Cathaoirleach

Dignity, Respect at Work

Policy

(Nov 2022)

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Introduction, Objectives and Definitions

Introduction

Our school is a workplace and as such, it can sometimes be a pressurised environment. Differences of opinion, misunderstandings and conflict are both common and inevitable. Consequently, it is incumbent on our school to have procedures and guidelines to promote positive staff relations, to minimise the potential for conflict and provide a template to address conflict constructively when it does occur.

Everyone shares responsibility for creating a positive working environment and culture. Everyone shares responsibility for resolving difficulties that arise from time to time.

The ethical values that underpin the professional code of conduct for teachers include ‘respect, integrity, trust and care’ for others. It is clear therefore that teaching staff, as professionals, are ethically, contractually, and professionally bound to develop a culture ensuring a working environment that promotes dignity and respect for all.

As a workplace, all employees and visitors benefit from a wide range of statutory protections. Health and Safety standards must be adhered to, there are protections relating to employment, terms and conditions, and specific protections relating to assaults (physical or verbal), discrimination, bullying and harassment.

The School Statement (mandated under the Safety, Health and Welfare at Work Act 2005) contains a commitment to a positive work environment. Section 8 of the Act obliges the BoM, as employer, to manage work activities in such a way as to prevent “improper conduct or behaviour” likely to put health and safety at risk.

Notwithstanding these statutory protections, management bodies and unions have agreed a range of procedures to be utilised in dealing with complaints, grievances, conduct, or competence issues arising in the workplace.

These procedures recognise that employees, stakeholders, and visitors must proactively seek to promote positive relations to ensure that the school is free from conflict which is destructive. In other words, we share responsibility for promoting positive relations. By implementing Dignity in the Workplace, instances of bullying, harassment and/or conflict are reduced, and issues can be resolved respectfully.

In line with recommendations from management bodies and unions, the staff and BoM have discussed Dignity in the Workplace and have developed and adopted this Dignity at Work policy.

Characteristic Spirit & Ethos of GS Uí Riada

Gaelscoil Uí Riada is an all-Irish co-educational national primary school with a Catholic ethos under the patronage of the Catholic Bishop of Cork and Ross.

The school was established in 1984 with the following aims:

- Providing primary education through the medium of Irish to students from families where Irish is the normal language;
- To provide basic education through the medium of Irish to other students and to enable them to become fluent speakers of Irish;
- To provide an Irish-speaking environment and foster a desire for Irish and the proficiency of the Irish language among the pupils and parents. A main objective of the school is to foster the language.
- 'Catholic ethos' means the distinctive ethos and spirit of the Roman Catholic Church, which promotes
- the overall development of the pupils - intellectual, emotional, physical, spiritual, aesthetic and social
- a living relationship with God and others
- a philosophy of life based on faith in God and the life, death and resurrection of Jesus; and the training of pupils in the Catholic faith
- We offer religious education to the students in accordance with the customs, practices and traditions of the Roman Catholic Church and/or as set out by the Irish Bishops' Conference.

According to S.15 (2) (b) of the Education Act 1998, the Board of Management of the school will uphold, and will be responsible to the patron for, the distinctive spirit of the school according to the cultural, educational, moral, religious, social, linguistic values and spiritual that guides the school's objectives and legislation.

Our goal in Gaelscoil Uí Riada is to provide an excellent full Irish Catholic education to the students of the school as a co-educational primary school.

We implement our Spirit & Ethos by endeavouring to:

- Give the School Community a level playing field in a friendly, fair and reasonable manner to emphasize the development of the School Community as citizens of Ireland and the world
- foster respect for ourselves and others and for our Gaelic culture and other cultures.
- emphasize the safety and satisfaction of students
- prepare the pupils for post-primary education and the life ahead

We believe that these aims and fortress are in line with the vision of the Founding Committee.

School Mission Statement for GS Uí Riada:

Our aim at Gaelscoil Uí Riada is to provide students with an educational choice, in an exciting and happy environment, in a place where the child's self-esteem and talent are nurtured through the rich medium of the Irish language.

"Live So Others May Live" is the school's motto, a motto that reflects the school's attitude to implementing a curriculum in which every child's progress is central. We aim to achieve this in a friendly, happy, calm and stimulating atmosphere.

Objectives

The objectives of this policy are to:

outline good practice around promoting dignity and respect in the workplace

raise awareness among employees and visitors about the importance of fostering positive relations

highlight the distinction between a workplace and other settings

provide guidelines for good practice

provide protocols for respectful interactions in the workplace for staff, visitors, parents, and others, defining what are acceptable and unacceptable behaviours

highlight various procedures to be used in addressing conflict, staff relation difficulties, adult bullying or harassment, complaints and/or grievances that may arise.

This policy and its constituent procedures will be monitored and reviewed from time to time to ensure satisfactory operation.

Definitions

Adult Bullying

The BoM defines adult bullying as repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work.

An isolated incident of the behaviour described in this definition may be an affront to dignity at work but, as a once off incident, is not considered to be bullying.

A key characteristic of bullying is that it usually takes place over a period of time, is regular and persistent inappropriate behaviour, specifically targeted at one employee or a group of employees.

The following is a non-exhaustive list of behaviours that may constitute bullying:

verbal abuse/insults, undermining remarks

exclusion with negative consequences

intimidation

aggression

humiliation, ridicule, belittling efforts

excessive monitoring of work

withholding work-related information

Harassment

Harassment is any form of unwanted conduct which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. Unlike bullying, a single incident may constitute harassment.

It may be related to any of the following:

Gender

Civil status

Family status

Sexual orientation

Religious belief

Age

Disability

Race, colour, nationality or ethnic or national origin

Membership of the Traveller community

Sexual Harassment

Sexual harassment is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, which has the purpose or effect of violating a person's dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

It is recognised that bullying and harassment complaints may arise among work colleagues but may also arise in relation to visitors to the school. In either case, the commitment to a positive workplace, where dignity at work is respected, prevails.

Best Practice for a Positive Working Environment

Dignity at Work Culture

A culture of Dignity in the Workplace underpins the two key Dimensions contained in Looking at our Schools (2016) namely, 'Teaching and Learning' and 'Leading and Managing'. Standards that relate directly to Dignity at Work include the requirement to:

Establish an orderly, secure, and healthy learning environment and maintain it through effective communication

Manage the school's human, physical and financial resources so as to create and maintain a learning organization

Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice

Develop and implement a system to promote professional responsibility and accountability

Promote a culture of respect and dignity that accommodates diversity

The school's senior and middle leadership team have significant responsibility for promoting positive relations across the school. In addition, each staff member, by virtue of the role they play in the workplace, also has significant responsibilities in this regard.

The following key practices are very important for promoting positive working relations. Their presence within the school can determine the school climate, culture, and the dynamics of working relations among staff.

Good, open, communication

Regular, transparent, open, direct, and respectful communication is encouraged. Communication involves sharing information, seeking information and/or requesting information. "If we don't know, we can ask".

As part of this process, individuals may wish to raise issues with each other, within teams, with the principal or with the Board of Management. Where issues relate to differences of opinion, each party should be aware of the appropriate procedures and how they operate, open to hearing and addressing other viewpoints and responding in a constructive manner to any matters raised.

Staff are encouraged and facilitated to share information and best practice. The principal may have to share certain information with individuals relating to issues or complaints that have come to his/her attention. The sharing of information in no way implies guilt or wrongdoing. In the interest of justice and fair procedures, individuals are entitled to be made aware of any complaints or issues that relate to them.

Roles and Responsibilities

Education Act S.22: Functions of the principal and teachers

The principal of a recognised school and the teachers in a recognised school, under the direction of the principal, shall have responsibility, in accordance with this Act, for the instruction provided to students in the school and shall contribute, generally, to the education and personal development of students in that school

Without prejudice to subsection (1), the principal and teachers shall encourage and foster learning in students

regularly evaluate students and periodically report the results of the evaluation to the students and their parents

collectively promote co-operation between the school and the community which it serves and

subject to the terms of any applicable collective agreement and their contract of employment, carry out those duties that in the case of teachers, are assigned to them by or at the direction of the principal, and in the case of the principal, are assigned to him or her by the Board.

It is important to note that as the person responsible for the day-to-day management of the school, the principal may have cause to speak with individuals related to 'giving direction', 'the instruction provided', 'the education and personal development of students', 'evaluations of students' (i.e. assessments). There may also be conversations relating to following agreed procedures, policies and/or carrying out contractual duties.

Conversations such as these are commonplace in workplaces and should not be construed as being part of a grievance, complaints, or disciplinary procedure unless the parties are clearly informed that this is the case. It is incumbent on all parties to show respect and adhere to the principles of Dignity at Work, due process, and fair procedures during any such conversations.

Processes of decision making

In accordance with the Education Act, 1998, the BoM and the principal are responsible for the quality of teaching and learning in the school and for the management of staff. Some decisions are relatively automatic, particularly if governed by legislation, statutory guidelines, circulars and/or clearly established and agreed procedures.

Stakeholders, including staff, parents, pupils, and others are frequently consulted around policies, procedures or decisions which can impact on the school. These consultations are important. Decisions following consultations are made by the relevant authority within the school, i.e., the BoM decides school policy and the principal makes decisions in relation to the day-to-day management of the school. While decisions take account of the consultative process, the final decision is based on what is in the best interest of the pupils, teaching, learning, leadership, and management in the school context.

Effective school policies and procedures

All stakeholders should be aware of and have access to copies of relevant school policies and procedures. Key policies include those relating to Admissions, Child Protection, Behaviour, Health and Safety, Substance Use, Protected Disclosures, Data Protection, Anti-Bullying/Anti- Harassment, Acceptable Use Policy (for internet and social media).

Procedures that relate to employees are outlined in a range of departmental circulars, contracts of employment, codes of conduct e.g., Professional Code of Conduct for Teachers, statutory instruments, health and safety procedures and agreed disciplinary procedures. Procedures for dealing with issues that arise from time to time can be found in the school's code of behaviour, the parental complaints procedures, procedures for dealing with staff relations.

These policies adopted and approved by the school's BoM guide practice.

Mutual respect

Every member of staff performs a different role in the school and each staff member is fully entitled to be always treated with dignity and respect. The principal teacher is both a staff member and a team leader with overall responsibility for the day-to-day activities in the school. Functions and responsibilities may be delegated to the other members of the Leadership Team in the school, Deputy Principal and Assistant Principal(s).

As well as being responsible for their individual classes, each teacher has a responsibility to adhere to school policies. SNAs and Ancillary Staff also have responsibilities in terms of duties and tasks and likewise must adhere to school policies.

Where an individual chooses to raise an issue with a colleague, mutual respect dictates that this would be done on a 1:1 basis initially. Criticisms or complaints aired publicly, shared on-line, or to third parties circumvent fair process and breach the dignity at work policy.

A sense of fairness

Individuals should be aware of the importance of demonstrating a sense of fair play, tolerance, and goodwill. Exercising sound judgement based on relevant information, common sense and reasonableness are also significant factors in promoting positive staff relations and positive relations across the school community. For example, working to achieve an agreed solution that both parties can 'live with' will result in better long-term relationships.

It is important to note that fairness is often a matter of perception and that one should always strive not just to be fair, but to be seen to be fair.

A supportive, affirmative, and collaborative atmosphere

It is the responsibility of everyone in the workplace to conduct themselves in a manner which is supportive of their colleagues and to alter any behaviour not conforming to this standard when brought to their attention.

Individual staff members do not work in isolation and are required by this policy to collaborate with school leadership and colleagues in relation to teaching and learning in the school. School leaders at all levels are reminded that it is their duty to acknowledge and affirm staff members in their work. This duty applies also to the BoM as a corporate body in its management of the school.

Unacceptable behaviour

In our school we expect everyone to be kind, supportive, courteous, polite, patient, and positive, in their dealings with each other, with staff, with pupils, with parents and with visitors to the school. Openness and co-operation are encouraged.

There are certain behaviours which we consider to be unacceptable in our school. These include publicly criticizing, blaming, using threatening language, rudeness, aggressiveness, shouting at, being dismissive, ignoring or isolating others, undermining or 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 also applies to comments on social media.

Every individual is entitled to their good name and to have their dignity respected by colleagues and visitors. While any member of staff or individual can 'have a bad day', it is important that where an individual, a colleague, or person acting on their behalf, brings to it to an individual's attention that his/her behaviour towards another was perceived as rude, curt or not consistent with our dignity at work policy, this individual is expected to reflect on this and take appropriate steps to resolve the matter, ensuring the continuance of positive working relations.

In relation to adult bullying and sexual harassment, the BoM has adopted a policy and procedure which includes a clear statement that any such behaviour is not acceptable within the school. A complaint of sexual harassment or bullying may result, following investigation, in disciplinary action.

Roles and Responsibilities Guidelines

The BoM endorses the Guidelines below as an aid to clarifying roles and responsibilities for everyone in the school community. Clarity around roles and responsibilities is essential in relation to the implementation of a proper Dignity at Work Policy.

ROLE

RESPONSIBILITIES

Dept. of Education, Patron, Management Bodies and Unions

Ensure legislative framework in place for the protection of employees in keeping with due process, fair procedures and the principles of dignity and respect.

Agree appropriate procedures for dealing with conduct and competence issues and/or for handling grievances and discipline in the workplaces e.g., Circular 49/2018, Circular 72/2011 Statutory Instrument No 146 2000

Board of Management

Are fully aware of their statutory obligations and ensure compliance with all legislative and policy requirements relating to Dignity in the Workplace and for dealing with conduct and competency issues

Support the principal and staff in creating and maintaining a climate of security and wellbeing in the school

Provide training for BoM members in relation to:

The BoM's responsibilities as an employer

The BoM's role in ensuring dignity and respect in the school community

Ensure that the school has a suitable Dignity at Work Policy which has been agreed by all sections of the school community and is regularly reviewed and consistently implemented and which:

Protects employees

Deals with conduct and competence issues

Provide training for staff on workplace expectations and on the procedures to be followed

Adjudicate on grievance and discipline issues in accordance with the agreed procedures set out above

Ensure that the school enshrines values of equality, fairness, and justice

Senior & Middle Leadership Team

Establish an orderly, secure, and healthy learning environment and maintain it through effective communication

Manage the school's human, physical and financial resources so as to create and maintain a learning organisation

Manage challenging and complex situations in a manner that demonstrates equality, fairness, and justice

Develop and implement a system to promote professional responsibility and accountability

Promote a culture of respect and dignity that accommodates diversity

Model and promote dignity, respect, and follow agreed procedures

In relation to the school Dignity at Work Policy: -

Ensure that the Policy is updated as required and is fit for purpose

Communicate the Policy to all school community stakeholders

Explain the Policy to all staff and others, as the need arises

Abide by the spirit and letter of the Policy in their personal and professional behaviour

Set a good example by treating all staff, service providers and any other person with whom they come into contact in the workplace with courtesy and respect

Be vigilant for signs of bullying and harassment and take any complaint seriously while remaining impartial and non-judgmental

Respond sensitively to any member of staff who makes a complaint of harassment, sexual harassment, or bullying

Respond promptly to requests from staff members and seek to resolve the matter informally where appropriate and bring such requests to the notice of the principal or DP, where appropriate and possible

Ensure that staff members are not victimised for making a bona fide complaint of harassment, sexual harassment, or bullying

Monitor and follow up the situation after a complaint is made so that the behaviour complained of does not recur

Keep a record of all complaints and how these were resolved

All staff members

Familiarise themselves with the Dignity at Work Policy and support its implementation across the school

Share responsibility for maintaining a working environment in which the dignity of all individuals is respected

Comply with this policy

Be conscious that their behaviour does not cause offence to colleagues, or any person with whom they come into contact during their work

Discourage bullying and harassment by objecting to inappropriate behaviour

Report and/or inform the principal or other person in position of responsibility where there are concerns that this policy has been breached or a colleague is being bullied or harassed

Follow agreed procedures to constructively and effectively resolve issues that relate to Dignity at Work

Parents, visitors, and pupils

Share responsibility for maintaining a respectful environment in which the dignity of all individuals is respected

Comply with this policy.

Be conscious that their behaviour does not cause offence to individuals, staff, or any person with whom they come into contact during the course of their work

Notify staff about concerns relating to bullying, harassment, and inappropriate behaviour

Report and/or inform the principal or other person in position of responsibility if there are concerns that this policy has been breached

Follow agreed procedures to resolve issues constructively and effectively. These include the Parental Complaints Procedure, Dignity at Work procedures, Code of Behaviour

Complainant

Consider approaching the person directly to make them aware that the behaviour in question is unwelcome

Alternatively consider requesting a person in a position of responsibility to approach the person on their behalf

Seek advice if unsure of what is happening and how best to stop it

Be prepared to accept that there may have been a misunderstanding

Be prepared to work towards constructively to resolve any difficulties

Person complained of unacceptable behaviour.

If you are approached about your behaviour towards another staff member, listen, take all complaints seriously and be prepared to work to resolve the issue

If there was a misunderstanding it must be clarified with the staff member concerned

Be prepared to work constructively to resolve any difficulties

Understand that difficulties not resolved under Dignity at Work may be escalated to other equally relevant policies or procedures

Co-operate with any investigation

Third Party

(Union Representative,
Staff members, Other)

Provide a supportive space, while remaining impartial and non-judgemental:

Provide confidential and active listening

Empower the individual

Provide information on options available

Assist the individual staff member in thinking through options with a view to resolving issues

Keep issues confidential to the parties involved

Investigator

Indicate clearly to the complainant or person being complained, that you are impartial. Your role is to investigate and report on the facts of what is alleged to have happened

Listen to both sides

Maintain Confidentiality - Avoid discussing the case with any person, whether within or outside of the workplace, other than those to whom you must speak during the investigation

Do not indicate your views regarding the credibility or otherwise of the complaint or the evidence given by the complainant, the person against whom the complaint is made or any witnesses

Do not get drawn into speculation with any party as to the likely outcome of the investigation

Maintain a record of all interviews or meetings held during the investigation.

Union Representative

Co-operate with efforts to resolve complaints locally

Be present at any interviews if the complainant or person complained so wishes

Co-operate fully with attempts to conduct the investigation fairly and without undue delay

Ensure total confidentiality relating to all proceedings

Conflict resolution

While the origins of a conflict can be complex it generally presents as two or more people disagreeing over issues of organisational substance, having a personal disagreement and/or experiencing difficulties with each other. The principal, staff, and/or management may spend significant amounts of time dealing with conflict situations, either as a third party in trying to resolve matters or as one of the parties to the conflict.

In so far as the school as a workplace is concerned, it is important to recognise that:
over time conflict is inevitable and
it is critical to resolve conflict at the earliest opportunity ideally at an 'informal stage'.

In most cases, individuals deploy conflict resolution skills, effectively and constructively. This is done by:

active listening

identifying the source of conflict

addressing the issue early and in a constructive manner

putting forward options for resolution which may include clarifying perspectives, reaching compromises

acknowledging if errors have been made and likewise accepting that errors may have been made by another party, or that misunderstandings may have occurred

being willing to put forward solutions with a view to resolving the issue

closing the matter

moving on.

This policy seeks to promote a culture of open communication where conflicts can be aired and resolved respectfully, constructively, speedily and in a reasonable manner without recourse to the more formal procedures. Such a resolution allows staff move on from conflict and repair relations. Where parties are unable to resolve their issues using the Dignity at Work policy, they can be referred to other agreed procedures.

Section E – Recognised Conflict Resolution Procedures

The following Conflict Resolution Procedures have been arrived at between various parties, including unions and management bodies, over many years. The BoM of _____ has formally adopted these as part of this Dignity at Work Policy. The formal steps of these procedures are to be used in the resolution of all interpersonal disputes following honest and sincere efforts to resolve the issues informally.

Choose the appropriate procedure

Having identified the difficulties and referenced the Dignity at Work Policy with a view to resolving them informally, individuals may decide to work through more formal procedures.

It is important to note that all procedures are designed to resolve issues with the mutual agreement of the parties at an informal stage, or by relying on third party intervention. Before engaging in any formal procedure third parties should establish the steps taken by both sides to resolve issues prior to invoking formal procedures.

Parental Complaints Procedure

This procedure should be followed in the case of a conflict between a parent and teacher. The procedure has 5 stages, the first two of which are informal. It places the emphasis on addressing staff relations difficulties in a consensus and voluntary type approach and it includes a mediation facility. If no resolution is reached after Stage 3, the BoM will investigate the matter and issue a binding judgement

[Click here to download the Parental Complaints Procedure](#)

INTO Procedure to Address Staff Difficulties

This procedure should be used in the case of a conflict between staff members, including the principal. It is specific to the matter of allegations of bullying, sexual harassment, or other specific discriminatory harassment, that may occur in the workplace or otherwise in the course of employment.

Click here to download the INTO Procedure to Address Staff Difficulties

At: <https://www.into.ie/help-advice/staff-parent-relations/procedure-to-address-staff-difficulties/>

Grievance Procedure

This procedure is available to teachers/principals who have a grievance against

The BoM

The Chairperson of the BoM

The Principal

Click here to download the Grievance Procedure

At: <https://www.into.ie/help-advice/staff-parent-relations/grievance-procedure/>

Bullying / Harassment Procedure

This procedure is available in cases

adult bullying

sexual harassment

harassment on other specified discriminatory grounds which could, in the circumstances, be regarded as offensive, humiliating or intimidating

Click here to download the Bullying / Harassment Procedure

At: <https://www.into.ie/help-advice/staff-parent-relations/grievance-procedure/>

INTO / Management Mediation Procedure

Introduction

Positive staff relations are the key to a productive and satisfying working environment. In this regard, both management and INTO emphasise the importance of a work culture which promotes open and constructive dialogue, which facilitates issues being aired in a transparent and fair manner and allows for difficulties to be addressed. Examples of the difficulties arising from time to time in school staffs, include perceived lack of consultation in decision making, DES circulars not being distributed, alleged bullying, inability of staff to collaborate.

Management and the INTO have developed a specific procedure to address staff relations difficulties/conflicts which is contained in the booklet Working Together*. This procedure includes a mediation facility whereby a trained mediator from the INTO/management panel may work with a staff in order to achieve a framework to address/resolve the issues of difficulty or controversy.

Obtaining Prior Approval

As the mediation facility is paid for by INTO and management jointly, it should be clearly understood that prior written approval for same must be obtained from INTO Head Office and from the office of the school's patron. It is the responsibility of the INTO District Representative to obtain the approval of INTO Head Office and similarly it is a matter for the BoM, to obtain the approval of the office of the patron. In addition, and as appropriate, the INTO district representative should liaise directly with the local CPSMA Representative/Diocesan Secretary.

Accessing the Service

The following guidelines apply to accessing the service:

Where members of staff wish to address staff relations difficulties which they should, in the first instance, consider the scope of the Working Together booklet and assess if matters can be resolved at school level through the utilisation of any of the recommended good practices/procedures set out therein. This should include consideration of internal staff communication and decision-making systems and opportunities for conflict resolution

Staffs should consult their INTO district representative in order to obtain advice and assistance regarding the issues of difficulty and the possibility of resolution of matters at school level

Where, notwithstanding the efforts made pursuant to nos. 1 and 2 above, members of staff wish to access the mediation facility, they should appraise their INTO staff representative who should in turn

Clarify how many members of staff wish to participate in mediation bearing in mind that the process is voluntary

Consult further with the INTO district representative

At the appropriate time, advise the chairperson of the board of management and seek the approval of the chair/board for proceeding with mediation

The INTO district representative will liaise directly with the chairperson of the board of management and with INTO Head Office. The chairperson of the board of management will in turn liaise with his/her respective Diocesan office in order to seek the approval of the patron for the mediation

The INTO officials / management representatives involved will assess the situation and if mediation is approved, the INTO district representative will liaise directly with the staff/staff representative and the chairperson of the board of management in order to agree the name of a suitable mediator

Preparation for Mediation

The staff representative may arrange for the mediator to be informally appraised of:

the key issues of difficulty

the parties involved

the initiatives taken at school level to address matters

a general outline of any progress made (if applicable)

an indication of the outstanding issues.

Alternatively, (and where for example the staff representative is a party to the issues of difficulty), the mediator may be informally provided with background information by the INTO district representative, the chairperson of the board of management or a management representative. However, it is important to note that as part of the initial stages of mediation, the mediator shall arrange to directly hear from the members of staff involved

As part of the mediation process, members of staff will be required to confirm that they will constructively participate, will be flexible in order to achieve resolution and will abide by the recommendations of the Mediator.

Mediation Process

The mediator at all times acts in good faith. His/her role is to directly hear the parties, assess the issues and endeavour to reach a resolution/compromise through dialogue with the parties. He/she will normally arrange an initial meeting of the staff concerned in order to outline the process. He/she will then arrange further meetings as appropriate, on an individual or collective basis.

The mediator shall:

Review all relevant documentation (if any);

Arrange to meet with the parties for the purpose of directly hearing and assessing the issues;

Decide on whether it is possible to achieve a framework for resolution in light of the attitudes of the parties; and

Where the mediator decides to proceed, he/she shall commence a process of negotiation/meetings with the parties and draft a conclusion when the process is finished which may include a framework for resolution of the difficulties.

The conclusion of the mediator shall solely state whether mediation has achieved or failed to achieve a resolution. The conclusion shall be available to the parties together with the framework for resolution if same has been agreed.

As a rule, the mediator shall endeavour to complete the process within twenty school days. In terms of meetings between the mediator and members of staff, it is recommended that these should take place outside of school time. Where this is not possible the mediator should clarify with the chairperson of the board of management whether other in-school arrangements can be made

It is recognised that follow-up meetings by a mediator with staff may be very useful, particularly if a period of months has intervened between the mediation process and the follow-up meeting. The follow-up meeting allows the mediator to engage with staff regarding any progress made on the mediation agreement. However, the number of follow-up meetings should be limited to a maximum of two

Finally, it is essential to understand that the success of any mediation process is dependent on goodwill, flexibility and ongoing effort among staff to reach a settlement and work towards achieving the recommendations set out in the framework for resolution. Other initiatives such as training or counselling may also be appropriate.

Summary, Review and Ratification

Summary

The BoM recognises that it has a duty of care towards all school staff. Similarly, school staff have a duty of care towards one another. This policy seeks to set out principles, practices, and procedures to support the exercise of that duty in our school.

Together we are committed to building and maintaining a work environment where respectful, open and equal relationships are the norm.

In summary, we are committed to having a good and safe place to work, where every individual's dignity is respected.

Review

The BoM will review this policy periodically, but at least once every two years. The Policy must be reviewed by Staff at the beginning of each school year. School leaders are asked to be particularly vigilant in ensuring that all new or temporary staff are fully appraised of the Policy and of their rights and obligations under it

Ratification

This Policy was reviewed and ratified by the BoM on the following dates: -

Initial Ratification _____

Review 1 _____

Review 2 _____

Review 3 _____

Signed: _____

Chairperson
IPPN 27/08/2021

[Sainmhíniú níos leithne ar na Nósanna Imeachta an
Pholasaí um Dhínit san Ionad Oibre do Scoileanna](#)

[Further details of the mechanisms referenced in the Dignity & Respect in the Workplace Policy](#)

