



Gaelscoil Uí Riada

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Athbheithniú déanta	Déanta ag	Cead athbheithniú eile
Bealtaine 2025	Bord Bainistíochta	Meán Fómhair 2026

Bí Cineálta

Tá glactha ag Bord Bainistíochta GS Uí Riada leis an bpolasaí seo a leanas chun iompar bulaíochta a chosc agus aghaidh a thabhairt air. Cloíonn an polasaí seo go hiomlán le riachtanais *Cineál Bíta: Nósanna Imeachta chun Iompar Bulaíocht a Chosc agus Aghaidh a thabhairt air i mBunscoileanna agus in Iar-bhunscoileanna 2024.*

Aithníonn an bord bainistíochta go gcuireann iompar bulaíochta isteach ar chearta an linbh mar atá leagtha amach i gCoinbhinsiún na Náisiún Aontaithe um Chearta an Linbh. Tá freagracht orainn go léir, mar phobal scoile, oibriú le chéile chun iompar bulaíochta a chosc agus aghaidh a thabhairt air agus chun déileáil leis an tionchar diúltach a bhíonn ag iompar bulaíochta. Dhaingnigh Éire Coinbhinsiún na Náisiún Aontaithe (NA) um Chearta an Linbh¹ i Meán Fómhair 1992. Agus é seo á dhéanamh againn, thugamar gealltanais cearta leanaí a chur chun cinn, a chosaint agus a chomhlíonadh. Is ceist cearta leanaí í an bhulaíocht. Cuireann bulaíocht isteach ar chearta an linbh seo a leanas:

- An ceart chun sairse cainte (Airteagal 13)
- An ceart chun sairse smaoinimh, coinsiasa agus reiligiúin (Airteagal 14)
- An ceart chun sairse comhlachais agus sairse comhthionóil shíochánta (Airteagal 15)
- An ceart chun príobháideachta (Airteagal 16)
- An ceart chun a bheith cosanta ar gach cineál drochíde agus faillí (Airteagal 19)

- An ceart chun an caighdeán sláinte is airde is féidir a bhaint amach (Airteagal 24)
- An ceart chun oideachais (Airteagal 28)
- An ceart taitneamh a bhaint as a gcultúr, a reiligiún nó a dteanga féin (Airteagal 30)

Táimid tiomanta do chinntiú go gcoimeádtar gach dalta a fhreastalaíonn ar ár scoil sábháilte ó dhochar agus go bhfuil folláine ár ndaltaí chun tosaigh i ngach rud a dhéanaimid. Aithnímid an tionchar diúltach a d'fhéadfadh a bheith ag iompar bulaíochta ar shaol ár ndaltaí agus táimid tiomanta go hiomlán d'iompar bulaíochta a chosc agus aghaidh a thabhairt air.

Deimhnímid go ndéanfaimid, de réir ár n-oibleagáidí faoin reachtaíocht comhionannais, gach beart den sórt sin atá indéanta le réasún chun ciapadh mac léinn nó baill foirne a chosc ar aon cheann de na naoi bhforas a shonraítear: inscne, stádas sibhialta, stádas teaghlaigh, gnéaschlaonadh, reiligiún, aois, míchumas, cine agus ballraíocht den Lucht Siúil.

Sainmhíniú ar bhulaíocht

- Is éard is bulaíocht ann ná iompar spriocdhírthe, ar líne nó as líne, a dhéanann díobháil.
- Is féidir leis an dochar a dhéantar a bheith fisiciúil, sóisialta agus/nó mothúchánach ó thaobh nádúr de agus is féidir leis tionchar buan a bheith aige ar an bpáiste a fhulaingíonn an t-iompar.
- Déantar iompar bulaíochta arís agus arís eile le himeacht ama agus baineann sé le héagothroime cumhachta i gcaidrimh idir beirt nó grúpaí daoine sa tsochaí.
- Is iompar atá ann d'aon ghnó agus nach dteastaíonn. Ní iompar de thaisme nó meargánta é.

Is féidir leis an dochar a bheith:

- Fisiciúil (m.sh.: gortú pearsanta, damáiste do mhaoin nó cailteanas maoine)
- Sóisialta: (m.sh.: tarraingt siar, uaigneas, eisiamh)
- Mothúchánach: (m.sh.: féinmheas íseal, dúlagar, imní)

Ní iompar bulaíochta sampla aonuaire d'iompar diúltach i leith dalta. **Mar sin féin, a singil** is féidir teachtaireacht dhíobháileach a phostáiltear ar na meáin shóisialta a mheas mar iompar bulaíochta mar d'fhéadfadh sé a bheith le feiceáil ag lucht éisteachta leathan agus go bhfuil an-dóchúlacht ann go roinnfear í go minic agus go n-iompófar í arís agus arís eile.

Iompar nach iompar bulaíochta é:

- Más fíor an díobháil a dhéantar arís agus arís eile don dalta atá ag fulaingt den iompar, ach nach bhfuil sé beartaithe ag an dalta eile, ní bulaíocht é seo, ach, rud atá tábhachtach, ní mór díriú air faoi chód iompair na scoile.
- D'fhéadfadh deacrachtaí cumarsáide sóisialta a bheith ag roinnt daltaí a bhfuil

riachtanais speisialta oideachais acu a d'fhéadfadh a gcuid riachtanas a chur in iúl trí iompraíochtaí a d'fhéadfadh díobháil a dhéanamh dóibh féin nó do dhaoine eile. Tá sé tábhachtach a thabhairt faoi deara nach bhfuil na hiompraíochtaí seo d'aon ghnó nó pleanáilte, ach i gcásanna áirithe, is freagairt uathoibríoch iad nach féidir leo a rialú.

- Ní mheastar gur bulaíocht é easaontas idir scoláirí **mura rud é** baineann sé le hiarrachtaí d'aon ghnó agus arís agus arís eile chun anacair a chruthú, daoine eile a eisiamh nó nach dtaitníonn leo a chruthú.

Cineálacha Bulaíocht:

Tá go leor cineálacha éagsúla iompair bulaíochta ann. Ina measc seo tá bulaíocht a dhíriú ar dhuine atá dírithe ar na nithe seo a leanas: míchumas, cumas eisceachtúil, féiniúlacht inscne, LGBTQ+ , cuma fhisiciúil, ciníochas, stádas bochtaineachta, féiniúlacht reiligiúnach, gnéasachas agus gnéaschiapadh. Ní liosta uileghabhálach é seo.

Is féidir le bulaíocht a bheith : Díreach:

- Fisiciúil: daltaí ag brú, ag stealladh, ag polladh, ag ciceáil, ag piocadh agus ag tuisliú. lonsaí fisiciúil. Scriosadh maoinne pearsanta.
- Briathartha: glaoh leanúnach ar ainmneacha a mhaslaíonn, a dhéanann náiriú ar an mac léinn – b'fhéidir go dtagraíonn sé seo do chuma fhisiciúil, sée, éadaí, inscne, blas, cumas acadúil, cine nó bunús eitneach.
- Scríofa: Nótaí maslacha a scríobh in áiteanna poiblí, nótaí nó líníochtaí a rith faoin dalta.
- Sracaireacht: nuair a fhaightear rud éigin trí fhórsa nó trí bhagairtí

Is féidir le bulaíocht a bheith :Indíreach:

- Eisiamh: nuair a dhéantar mac léinn a leithlisiú d'aon ghnó agus arís agus arís eile, nó go ndéanann dalta nó grúpa mac léinn neamhaird air nó di.
- Gaolmhar: Sa chás go ndiúltaítear nó go mbaintear an bonn d'iarrachtaí dalta cairdeas a dhéanamh le piaraí arís agus arís eile, is féidir le bagairtí, gothaí neamhbhriathartha, gossip mailíseach, ráflaí a scaipeadh, cóireáil chiúin agus ionramháil grúpaí cairde srl go léir bulaíocht chaidreamhach a chruthú don dalta.

Iompar bulaíochta ar líne:

Déantar an chibearbhulaíocht trí théacs, teachtaireachtaí díreacha/teachtairachtaí meandracha, ardáin na meán sóisialta, ríomhphost, aipeanna, suíomhanna cearrbhachais digiteacha, consóil chearrbhachais, seomraí comhrá agus teicneolaíochtaí eile ar líne.

Féadfaidh sé seo a bheith san áireamh:

Teachtairachtaí nó íomhánna maslacha nó maslacha nó imeaglaithe a sheoladh nó a rinnt ar líne mar a luadh thuas.

- Faisnéis atá pearsanta, príobháideach nó íogair a phostáil gan toiliú.
- Próifílí bréige a dhéanamh agus/nó a bheith rannpháirteach ar líonra sóisialta chun daoine eile a phearsanú agus/nó a náiriú.
- Eisiaigh/cuir isteach ar rochtain dhalta ar ghnó ar ghrúpaí comhrá ar líne/rochtain ar chuntais/ó chluiche ar líne.

Roinn A: Forbairt/athbhreithniú ar ár bpolasaí Bí Cineálta chun iompar bulaíochta a chosc agus aghaidh a thabhairt air

Tugadh deis do gach ball dár bpobal scoile ionchur a bheith acu i bhforbairt/athbhreithniú an pholasaí seo.

Dáta a ndeachthas i gcomhairle leis Modh comhairliúcháin

	Dáta a ndeachthas i gcomhairle leis	Modh comhairliúcháin
Foireann na Scoile	Meán Fómhair 2024/Aibreán 2025	<ul style="list-style-type: none"> ● Cruinnithe Foirne – tugadh deis don fhoireann plean gníomhaíochta nua Bí Cineálta a phlé agus ag eascairt ón bplé seo, cuireadh an fhoireann ar an eolas faoi na pointí tábhachtacha a bhaineann le déileáil le teagmhas nó le tuairisc bulaíochta – clár fógraí sa seomra foirne agus an fhaisnéis ábhartha ar taispeáint mar aon le hacmhainní agus foirm taifid. Tugadh am don fhoireann chun aiseolas a phlé agus a chur in iúl. ● Dréachtbheartas a roinnt leis an bhfoireann chun plé a dhéanamh / dul i gcomhairle agus aon leasuithe a dhéanamh. ● Ceannaire & múinteoir scoile i láthair ag Lá Oiliúna an Oide. ● Half-Day Closure to develop Bí Cineálta procedures ● Foireann bhainistíochta & cruinnithe foirne chun athbhreithniú a dhéanamh ar an dréacht deiridh den pholasaí. ● Oiliúint inseirbhíse don Fhoireann Iomlán i gCleachtas Aisiríoch (Bliain 1)

Mic léinn	<p>Téarma 3 2024</p> <p>Téarma 2/3 2025</p>	<p>Chruthaigh mic léinn Póstaeir Frithbhulaíochta tar éis ionchuir ó Chomhairle na Mac Léinn. Fógraíodh buaiteoirí an chomórtais sna conairí agus sa phríomhionad fáiltithe go léir.</p> <p>Rinneadh suirbhé ar mhic léinn chun a n-ionchur a lorg i bhforbairt polasaí Frithbhulaíochta i bhFormáid a Thacaíonn le Leanaí. Cuireadh a bhfoclaíocht, samplaí agus moltaí san áireamh agus an Beartas seo á dhréachtú. Dréachtaíodh leagan a oireann do leanaí freisin i gcomhairle le Comhairle na Mac Léinn.</p> <p>I dTéarma 3: Scaipeadh an polasaí seo a thacaíonn le leanaí i rith na seachtaine Frithbhulaíochta ar gach teaghlach agus tugadh obair bhaile léitheoireachta do leanaí trína bpolasaí le tuismitheoirí.</p>
Tuismitheoirí	<p>Feabhra 2025</p> <p>Bealtaine 2025</p>	<p>Aiseolas á lorg ó thuismitheoirí agus leanaí mar chuid de bheartas Frithbhulaíochta a Thacaíonn le Leanaí (Foirm Google Ar Líne)</p> <p>Cruthaíodh polasaí leis an eolas seo agus seolta amach chuig tuismitheoirí/leanaí é le hathbhreithniú mar aon le heolas air maidir le conas dul i dteagmháil leis an scoil más gá.</p> <p>Díríodh aird ar ár bpolasaí agus ar ár bpolasaí a thacaíonn le leanaí, acmhainní agus tionscnaimh sa scoil le linn na seachtaine Frithbhulaíochta a cuireadh amach trí chóras cumarsáide na scoile agus trí chóras teagmhála na dtuismitheoirí. Dréacht beartais Bi Cinealta roinnte le comhlacht na dtuismitheoirí agus cumann na dtuismitheoirí le haghaidh aiseolais.</p>
Bord Bainistíochta	Bealtaine 2025	<p>Athbhreithniú ar dhréacht beartais nua – as a dtiocfaidh comhairliúchán agus daingniú deiridh tar éis leasuithe a dhéanamh nuair is gá.</p> <p>Cuirfear beartas nua i bhfeidhm i Meán Fómhair 2025</p>
An dáta ar faomhadh an polasaí:		
An dáta a ndearnadh athbhreithniú ar an bpolasaí go deireanach:		

Roinn B: Iompar Bulaíochta a Chosc

Leagtar amach sa chuid seo na straitéisí coiscithe a úsáidfídh an scoil. Áirítear leo seo straitéisí atá dírithe go sonrach ar iompar bulaíochta ar líne a chosc, iompar bulaíochta homafóbach agus trasfóbach, iompar bulaíochta ciníoch, iompar bulaíochta gnéasaíoch agus gnéaschiapadh mar is cuí.

Cultúr agus Timpeallacht: Déanaimid ár ndícheall:

- Cruthaigh cultúr scoile ina bhfuil iompar bulaíochta do-ghlactha agus cur chuige comhsheasmhach chun aghaidh a thabhairt ar iompar bulaíochta.
- tuismitheoirí a bheith rannpháirteach mar chomhpháirtithe gníomhacha i gcothú timpeallachta nach nglactar le hiompar bulaíochta.
- Tacaigh leis an smaoineamh gur timpeallacht insinte í ár scoil.
- Cothaigh an coincheap maidir le duine fásta iontaofa – ceangal slán sábháilte – cé is ceart a insint.
- Cruthaigh spásanna sábháilte inár bhfoirgneamh scoile agus inár gclós - infheictheacht
- Ionchorprú saothar ealaíne agus comharthaí chun ár luachanna scoile a chur chun cinn – cruthú cairte scoile a chuireann cearta chun cinn – comhionannas, cuimsiú agus meas.
- Spreag braistint muintearas le húinéireacht ar a spás féin trí ealaín agus cruthaitheacht.
- Cruthaigh cultúr dearfach scoile agus aeráid a
 - fáiltíonn sé roimh dhifríocht agus éagsúlacht agus go bhfuil sé bunaithe ar uilechuimsitheacht;
 - spreagann sé daltaí chun teagmhais iompraíochta bulaíochta a nochtadh agus a phlé i dtimpeallacht neamh-bhagrach; agus
 - cothaíonn caidreamh measúil trasna phobal na scoile;

Is iad seo a leanas na bealaí ina n-oibrímid chun na spriocanna seo a bhaint amach:

- Cuirtear an fhoireann ar an eolas faoin gcur chuige aonfhoirmeach a chaithfidh muid a ghlacadh chun gach tuairisc ar bhulaíocht a láimhseáil – dáiltear é seo ar an bhfoireann agus taispeántar cóip ar chlár fógraí an tSeomra Foirne chun go mbeidh sé éasca teacht air freisin.
- Gníomhaíochtaí na seachtaine Frithbhulaíochta ar nós obair bhaile Randamach Kindness, déanamh póstaer, déanamh mana, Seachtain an Chineáltais srl.
- Cúntóirí clós súgartha – tugann mic léinn sna hardranganna tacaíocht do ranganna níos óige ar an gclós chun cabhrú le cluichí agus le hidirghníomhaíochtaí dearfacha. Feighlithe ag am lóin freisin.
- Cruthaíodh Polasaí Frithbhulaíochta atá Tacaíonn le Leanaí le hionchur na ndaltaí agus déantar é a dháileadh ar thuismitheoirí, ar pháistí agus ar an bhfoireann lena phlé. Imlíníonn an polasaí seo bealaí éagsúla le hinsint.
- Faigheann tuismitheoirí eolas uaireanta maidir le heolas úsáideach ar Fhrithbhulaíocht.
- Fan sábháilte agus tá ceachtanna OSPA a dhíríonn ar iompar dearfach mar chuid d'ábhar curaclaim i ngach rang.

- Maoirseacht agus monatóireacht éifeachtach ar dhaltaí.
- Forbairt Chairt Ranga agus Scoile chomh maith le clár fógraí chun cineáltas a chothú agus freagracht a chothú i measc na ndaltaí.

Curaclam (teagasc agus foghlaim)

Déanaimid ár ndícheall:

- Teagasc a sholáthar agus foghlaim atá comhoibríoch agus measúil a chothú, a chothaíonn cuimsiú agus meas ar an éagsúlacht.
- Taispeáin comhthuisicint ar cad is bulaíocht ann agus ar a tionchar.

Bealaí ina n-oibrímid chun é seo a bhaint amach:

- Múin ábhar OSPS agus OCG a chothaíonn folláine agus féinmhuinín na scoláirí chomh maith le freagracht phearsanta as a n-iompraíocht agus a ngníomhartha féin a chur chun cinn.
- Múnla a chur ar iompar measúil i leith comhghleacaithe, daltaí agus cuairteoirí inár dtimpeallacht scoile.
- Is féidir le gníomhaíochtaí curaclaim agus seach-churaclaim cuidiú le braistint féinfhiúntais, oibriú le chéile, cuimsiú agus meas a fhorbairt.
- Tugtar deiseanna rialta do scoláirí oibriú i ngrúpaí beaga le piraí, rud a chuideoidh leo mothú ceangail, muintearas agus comhbhá a chothú.
- Aitheantas dár ndaonra scoile éagsúil – éagsúlacht agus cultúr inár scoil a cheiliúradh trí ealaín, taispeántais, grianghraif, imeachtaí idirnáisiúnta.
- Cur i bhfeidhm straitéisí oideachais agus coisc (lena n-áirítear bearta ardaithe feasachta) a
 - an ionbhá, meas agus athléimneacht a chothú sna daltaí; agus
 - an aghaidh a thabhairt go sainráite ar shaincheisteanna na cibearbhulaíochta agus na bulaíochta féiniúlacht-bhunaithe, go háirithe bulaíocht homafóbach agus thrasfóbach.
- Tacaíochtaí don fhoireann;
- Taifeadadh comhsheasmhach, imscrúdú agus obair leantach ar iompar bulaíochta (lena n-áirítear úsáid a bhaint as straitéisí idirghabhála seanbhunaithe); agus
- Measúnú leanúnach ar éifeachtacht an bheartais frithbhulaíochta.
- Úsáid Cleachtais Aisiríoch ag an bhfoireann

Beartas agus pleanáil

The aim of GS Uí Riada's Bì Cinealta policy is

- Feasacht a ardú i measc lucht bainistíochta na scoile, múinteoirí, daltaí, tuismitheoirí/caomhnóirí ar bhulaíocht mar chineál iompair do-ghlactha.
- Éiteas scoile a chur chun cinn a spreagann leanaí chun teagmhais iompraíochta bulaíochta a nochtadh agus a phlé.
- A chinntiú go ndéantar bearta maoirseachta agus monatóireachta cuí trína gcoimeádtar gach réimse de ghníomhaíocht na scoile faoi bhreathnóireacht.
- Nósanna imeachta a fhorbairt chun teagmhais iompraíochta bulaíochta a thabhairt faoi deara, a imscrúdú agus déileáil leo.

- Clár tacaíochta a chur i bhfeidhm dóibh siúd atá buailte ag iompar bulaíochta agus dóibh siúd a bhfuil baint acu le hiompar bulaíochta.
- Oibriú le gníomhaireachtaí cuí chun dul i ngleic le gach cineál bulaíochta agus chun iompar frithbhulaíochta a chur chun cinn.
- A chinntiú go dtacaíonn forfheidhmiú an Bheartais um Úsáid Inghlactha, an Beartas Maoirseachta, an Pholasaí Oideachais Speisialta agus an Chóid Iompair chomh maith leis an mbeartas um Dhínit san Ionad Oibre le cur i bhfeidhm an bheartais Dé Cinealta.
- Ceannaireacht éifeachtach a sholáthar atá ina phríomh-chomhpháirt leis an bPríomhoide, an Príomhoide Tánaisteach, an DCA, an PDCA, agus an bhainistíocht mheánach go léir dírithe ar thacú le cur i bhfeidhm an bheartais seo.

Caidrimh agus Comhpháirtíochtaí

- Tacaítear le naisc idirphearsanta trí raon struchtúr foirmiúil agus neamhfhoirmiúil ar nós ár gcumann tuismitheoirí, ár mbus siúil, ár mbus rothaíochta, ár gcoistí agus grúpaí mac léinn éagsúla agus iolracha.
- Tionscnaimh fheasachta atá oiriúnach d'aois agus a chur ar bun a spreagann na mic léinn féachaint ar a n-iompar féin – ag cothú gníomhartha cineálta agus cairdis, a bheith ina gcabhair ghníomhach do dhaoine eile agus ag féachaint ar chúiseanna agus tionchar na bulaíochta le linn ceachtanna OSPS.
- Ceardlanna agus seimineáir a reáchtáil do mhic léinn, don fhoireann agus do thuismitheoirí chun feasacht a ardú ar thionchar na bulaíochta.
- Piarmheantóireacht agus píar-thacaíocht a spreagadh
- Tacú le rannpháirtíocht ghníomhach na ndaltaí i saol na scoile agus rannpháirtíocht ghníomhach na dtuismitheoirí i saol na scoile freisin.
- Tuismitheoirí agus daltaí a spreagadh chun rannchuidiú go gníomhach le Beartas Frithbhulaíochta a Thacaíonn le Leanaí a bhunú chun iad a dhéanamh rannpháirtithe gníomhacha i gcur chun cinn agus i bplé bealaí úsáideacha chun iompar bulaíochta a aithint agus a laghdú agus nósanna imeachta a aibhsiú agus conas déileáil leis má tharlaíonn sé.

Tá na polasaithe maoirseachta agus monatóireachta seo a leanas i bhfeidhm ag an scoil chun iompar bulaíochta a chosc agus aghaidh a thabhairt air

Cibearbhulaíocht a Chosc, Bulaíocht Homafóbach/Trasfóbach, Bulaíocht chiníoch, Cosc ar chiapadh gnéasach.

Chomh maith leis na straitéisí thuasluaite, tá na nithe seo a leanas i bhfeidhm ag an scoil chun bulaíocht a chosc agus aghaidh a thabhairt uirthi:

- Déanann an fhoireann iarracht i gcónaí na daltaí a spreagadh chun meas a léiriú ar a chéile.
- Curaclam OSPS a chur i bhfeidhm.
- Cothaítear féinmheas dearfach i measc na ndaltaí trí dhifríochtaí aonair a cheiliúradh, trí dhea-iompraíocht a aithint agus trí dheiseanna ratha a sholáthar.
- Áirítear le Beartas na Meán Digiteach foghlaim faoi iompar freagrach ar líne agus saoránacht dhigiteach. D'fhorbair AUP freisin don teicneolaíocht inár scoil.
- Pléitear polasaí frithbhulaíochta na scoile go rialta leis na daltaí.
- Bíonn an fhoireann ar an airdeall go háirithe maidir le monatóireacht a dhéanamh ar dhaltaí a mheastar a bheith i mbaol bulaíochta/bulaíochta.

- Déantar gach eachtra bulaíochta a nochtar a fhiosrú go críochnúil agus go comhsheasmhach trí leanúint leis an nós imeachta ceart mar atá leagtha amach don fhoireann agus taifeadta ar Aladdin ag baint úsáide as an teimpléad chuige seo.
- Ardú feasachta ar fud na scoile ar gach gné den bhulaíocht, maoirseacht agus monatóireacht ar sheomraí ranga, dorchlaí, tailte na scoile, turais scoile agus gníomhaíochtaí seach-churaclaim.
- Rannpháirtíocht daltaí i gcur le timpeallacht shábháilte scoile e.g. Seachtain cineálta/frithbhulaíochta, agus gníomhaíochtaí eile a d'fhéadfadh cabhrú le daltaí agus cultúr piarmheasa agus tacaíochta a spreagadh.
- A chinntiú go bhfuil a fhios ag na daltaí cé leis a n-insíonn siad agus conas a n-inseoidh siad.
- Cinntigh go dtuigeann lucht féachana an tábhacht a bhaineann le hinsint má fheiceann siad nó go bhfuil a fhios acu go bhfuil bulaíocht ar siúl.
- Déan tagairt d'iompraíocht chuí ar líne agus gléasanna á n-úsáid agus i gceachtanna OSPS.
- Imeachtaí nó ábhar sábháilteachta ar líne a chur chun cinn do thuismitheoirí
- Liosta na dtacaíochtaí atá in úsáid sa scoil faoi láthair agus sainaitheint tacaíochtaí eile atá ar fáil don scoil e.g. www.tacklebullying.ie, www.antibullyingcentre.ie, www.webwise.ie
- Fillteán acmhainní comhroinnte chun an bhulaíocht a theagasc lena n-áirítear ceachtanna ó na suíomhanna gréasáin thuas – tiomántán Google roinnte do gach múinteoir.
- Dúshlán a thabhairt do steiréitíopaí inscne – rannpháirtíocht chomhionann gach duine. Aitheantas comhionann.
- Méadaigh feasacht ar an tionchar atá ag iompar bulaíochta homafóbach agus spreag na daltaí chun labhairt suas nuair a fheiceann siad iompar homafóbach.
- Cultúr a chothú ina ndéantar an éagsúlacht a cheiliúradh agus ina bhfeiceann daltaí iad féin i dtimpeallacht na scoile.
- Léiríonn a chinntiú go bhfuil ábhar ag an leabharlann ár ndaonra scoile éagsúil ó chúdraí náisiúnta, eitneacha agus cultúrtha éagsúla.
- Samhaltú ar iompar measúil ag gach ball foirne beag beann ar ghnéas.
- Cinntiú go mbíonn na deiseanna céanna ag gach scoláire dul i mbun gníomhaíochtaí scoile beag beann ar ghnéas.
- Ag déanamh soiléir go bhfuil cur chuige neamhfhulaingthe ag ár scoil maidir le gnéaschiapadh de chineál ar bith le polasaí infheidhmithe - Féach an Cód Iompair.
- Úsáid na dTreoirínte Cleachtais Aisiríoch ag gach ball foirne.

Cuid C: Aghaidh a thabhairt ar Iompar Bulaíochta

Seo a leanas an múinteoir(i) atá freagrach as tabhairt faoi iompar bulaíochta:

- Déanfaidh an múinteoir ranga maoirsiú ar thaifead tuairiscí bulaíochta do dhaltaí ina rang – áirítear leis seo úsáid a bhaint as na treoirínte um nósanna imeachta chun tuairiscí bulaíochta a fhiosrú agus iompar bulaíochta a thaifeadadh ar an bhfoirm cheart ar Aladdin.
- Leanfaidh an DDLP tar éis fiche lá le fiosrú an bhfuil deireadh leis an bhulaíocht.
- Beidh gach ball foirne airdeallach ar iompar bulaíochta.
- Cuirfidh an Príomhoide an Bord Bainistíochta ar an eolas maidir le teagmhais bhulaíochta.
- Leas-phríomhoide / SENCO

- Príomhoide Cúnta 2 Tá comhordaitheoir Beartais Frithbhulaíochta ar fáil chun eolas cothrom le dáta agus tacaíochtaí a sholáthar más gá chun cabhrú leis an múinteoir ranga dul i ngleic le himní.

Nuair a tharlaíonn iompar bulaíochta, déanfaidh an scoil:

- deimhin a dhéanamh de go n-éistear leis an dalta atá faoi iompar bulaíochta agus go gcuirfear ar a suaimhneas é
- iarracht príobháideacht na ndaoine atá i gceist a chinntiú
- gach comhrá a dhéanamh go híogair
- aois agus cumas na ndaoine atá i gceist a mheas
- éisteacht le tuairimí an dalta atá ag fulaingt an iompair bulaíochta maidir leis an mbealach is fearr chun dul i ngleic leis an gcás
- beart a dhéanamh go tráthúil
- tuismitheoirí a chur ar an eolas faoi na daoine atá i gceist

Is iad seo a leanas na céimeanna a ghlacfaidh an scoil chun a fháil amach ar tharla iompar bulaíochta, na cuir chuige a ghlacfar chun dul i ngleic leis an iompar bulaíochta agus chun dul chun cinn a athbhreithniú.

Is iad seo a leanas nósanna imeachta na scoile chun iompar bulaíochta a imscrúdú, a leanúint agus a thaifeadadh agus na straitéisí idirghabhála seanbhunaithe a úsáideann an scoil chun déileáil le cásanna bulaíochta:

- A. Cé go gcaithfidh an ‘Múinteoir/Múinteoirí Ábhartha’ gach tuairisc, lena n-áirítear tuairiscí gan ainm ar bhulaíocht, a fhiosrú agus déileáil leo, úsáidfidh an ‘Múinteoir(i) Ábhartha’ ac(h)reithiúnas gairmiúil maidir leis na taifid atá le coimeád ar na tuairiscí seo, na gníomhartha a rinneadh agus aon phlé leo siúd a bhí páirteach ina leith.
- B. Má shuíonn an ‘Múinteoir(i) Ábhartha’ gur tharla bulaíocht, ní mór don ‘Múinteoir(i) Ábhartha’ taifid scríofa cuí a choinneáil a chabhróidh lena (h)iarrachtaí na saincheistanna a réiteach agus, chomh fada agus is indéanta, caidreamh na bpáirtithe lena mbaineann a athbhunú.
- C. Ní mór don ‘Múinteoir(i) Ábhartha’ an teagmhas bulaíochta a thaifeadadh ar chóras bainistíochta faisnéise na scoile (Tiomántán Slán) trí Thuairisc ar Iompar Bulaíocht a Líomhnaítear a chur le comhad an dalta ábhartha a bheidh le feiceáil ar chomhaid na ndaltaí eile go léir atá ainmnithe. Caithfidh an ‘Múinteoir Ábhartha’ an Príomhoide a chur ar an eolas.

Is í an phríomhaidhm le himscrúdú agus déileáil le bulaíocht ná aon cheistanna a réiteach agus caidrimh na bpáirtithe lena mbaineann a athbhunú chomh fada agus is féidir (seachas an milleán a chionroinnt). Agus é seo san áireamh tá nósanna imeachta na scoile mar a leanas:

Agus iad ag fiosrú agus ag plé le bulaíocht, déanfaidh an múinteoir/na múinteoirí ac(h)uid breithiúnas chun a chinneadh ar tharla bulaíocht, cén cineál a tharla agus conas is fearr an cás a réiteach.

- Ní mór don ‘Múinteoir(i) Ábhartha’ gach tuairisc, lena n-áirítear tuairiscí gan ainm ar bhulaíocht, a fhiosrú agus déileáil leo. Ar an mbealach sin gheobhaidh na daltaí muinín san ‘insint’. Tá an fachtóir muiníne seo ríthábhachtach. Ba chóir a chur in iúl go soiléir do gach dalta nach mbreathnaítear ar chásanna bulaíochta a bheith ag insint scéalta ach go bhfuil siad ag iompar go freagrach.
- Spreagtar baill foirne neamhtheagaisc ar nós rúnaithe, CRSanna, feighlithe agus glantóirí chun aon eachtra d’iompar bulaíochta a fheiceann siad nó a luaitear leo a thuairisciú don Mhúinteoir Ranga.
- Ba chóir do mhúinteoirí cur chuige réitithe fadhbanna socair neamh-mhothúcháinach a ghlacadh agus iad ag déileáil le heachtraí iompraíochta líomhnaithe bulaíochta arna dtuairisciú ag daltaí, baill foirne nó tuismitheoirí.
- Nuair a chuirtear ar an eolas é faoi eachtra líomhnaithe bulaíochta, cuirfidh an múinteoir atá ag déileáil leis an tuairisc agallamh ar an íospartach/na híospartaigh ar dtús agus pléifidh sé/sí na mothúcháin a d’fhulaing an t-íospartach/na híospartaigh mar gheall ar an iompar bulaíochta.
- Déanfar imscrúduithe tosaigh ar an mbulaíocht sa rang nuair is féidir ach b’fhearr go ndéanfaí roinnt eachtraí a fhiosrú lasmuigh den seomra ranga chun príobháideacht gach duine atá i gceist a chinntiú.
- Agus iad ag déanamh anailíse ar eachtraí iompraíochta bulaíochta ba chóir don ‘Múinteoir(i) Ábhartha’ freagraí a lorg maidir le cad, cá háit, cé, cathain agus cén fáth. Ba chóir é seo a dhéanamh ar bhealach socair, ag tabhairt eiseamláir chun déileáil go héifeachtach le coibhleacht ar bhealach neamhionsaitheach.
- Má bhíonn grúpa i gceist ba chóir agallamh a chur ar gach ball ina aonar ar dtús. Ina dhiaidh sin, ba chóir bualadh le gach duine atá páirteach mar ghrúpa. Ag an gcruinniú grúpa, ba chóir go n-iarrfaí ar gach ball cuntas a thabhairt ar an méid a tharla lena chinntiú go bhfuil gach duine sa ghrúpa soiléir faoi ráitis a chéile.
- Ba chóir tacaíocht a thabhairt do gach ball den ghrúpa trí na brúnna a d’fhéadfadh a bheith orthu ó bhaill eile an ghrúpa tar éis agallaimh leis an múinteoir.
- Sa chás go bhfuil an ‘Múinteoir(i) Ábhartha’ tar éis a chinneadh go bhfuil dalta gafa le hiompar bulaíochta, ba chóir a chur in iúl go soiléir dó/di conas atá sé/sí ag sárú polasaí frithbhulaíochta na scoile agus ba chóir iarrachtaí a dhéanamh féachaint chuige/chuici dearcadh an dalta a bhfuil bulaíocht á déanamh air/uirthi a fheiceáil.
- Ní chuireann an ‘Múinteoir Ábhartha’ milleán ar an duine ach ba chóir dó iarracht a dhéanamh chun an cás a fheiceáil ó thaobh an dalta a bhfuil bulaíocht á déanamh air/uirthi. Leagann sé/sí béim ar nach é an rún pionós a ghearradh ar dhéantóirí ach labhairt leo, a mhíniú cé chomh díobhálach agus chomh díobhálach atá an bhulaíocht agus gealltanais a lorg go stopfar í. Má tá an gealltanais sin le teacht agus má thugtar onóir dó ní bheidh aon pionós agus sin deireadh an scéil.
- Nuair a chríochnaítear imscrúdú agus/nó nuair a réitítear cás bulaíochta, críochnóidh an ‘Múinteoir Ábhartha’ tuairisc ina mbeidh torthaí an imscrúdaithe, an straitéis ar glacadh léi agus toradh na hidirghabhála, chomh maith le haon fhaisnéis ábhartha eile. Is féidir é seo a thaifeadh ar Aladdin faoin gcluaisín Bi Cinealta, agus comhad

“Tuairisc Iompraíochta Bulaíocht Líomhainte” a uaslódáil Má roghnaíonn dalta leanúint leis an iompar bulaíochta, ní féidir é seo a mheas mar tharlú aonuaire a thuilleadh. Sa chás seo déanfar teagmháil le tuismitheoir(i)/caomhnóir(i). Ba chóir go dtabharfadh an scoil deis do thuismitheoirí plé a dhéanamh ar bhealaí inar féidir leo na gníomhartha atá á ndéanamh ag an scoil agus na tacaíochtaí don dalta a threisiú nó tacú leo.

- Is féidir cruinnithe leantacha leis na páirtithe ábhartha a shocrú ar leithligh d’fhonn iad a thabhairt le chéile níos déanaí má bhíonn an dalta a ndearnadh bulaíocht air/uirthi réidh agus sásta.
- Ag brath ar thromchúis na bulaíochta bainfear úsáid as cuid d’Idirghabhálacha Tacaíochta Leibhéal 2 nó iad go léir (Féach Cód Iompraíochta na Scoile).
- Gearrfar smachtbhannaí mar thoradh ar eachtraí iompraíochta bulaíochta arís agus arís eile. Beidh smachtbhannaí den sórt sin i gcomhréir le tromchúis an iompair bulaíochta. Ní mór a chur in iúl go soiléir do gach duine a bhfuil baint acu leis (gach grúpa daltaí agus tuismitheoirí) gur ábhar príobháideach é seo idir an dalta atá á chur ar a smacht, at(h)uismitheoirí agus an scoil in aon chás ina bhfuil gá le smachtbhannaí araíonachta.
- Sa chás nach bhfuil tuismitheoir sásta gur dhéileáil an scoil le cás bulaíochta de réir na nósanna imeachta seo, ní mór an tuismitheoir a chur ar aghaidh chuig nós imeachta gearán na scoile.
- Sa chás go bhfuil nósanna imeachta gearán na scoile ídithe ag tuismitheoir agus nach bhfuil sé sásta go fóill, ní mór don scoil na tuismitheoirí a chur ar an eolas maidir lena gcearta gearán a dhéanamh leis an Ombudsman do Leanáí.
- Coimeádfaidh an Scoil cúram don íospartach le himeacht ama. Déanfar é seo trí labhairt leis an leanbh roinnt seachtainí i ndiaidh na heachtra chun a leas leanúnach a sheiceáil. Rachfar i gcomhairle le tuismitheoirí an linbh freisin.
- Má dhéanann leanbh tuairisc ar bhulaíocht, ach go n-iarrann sé/sí nach bhfuil aon rud le déanamh faoi, tacóidh an múinteoir ábhartha leis an bpáiste mar is cuí féachaint conas a láimhseáilfear é go híogair agus conas is féidir tuismitheoirí a chur ar an eolas. Má dhéanann tuismitheoir amhlaidh, ní mór dóibh a chur in iúl i scríbhinn nach dteastaíonn uathu aon ghníomh breise a dhéanamh, ach mar sin féin, d’fhéadfadh go measfaidh an scoil go bhfuil gá fós le himscrúdú agus láimhseáil chuí.

Bainfidh an scoil úsáid as na cuir chuige seo a leanas chun tacú leo siúd a bhfuil taithí acu ar iompar bulaíochta, a fheiceann agus a léiríonn

Tá cur chuige scoile uile i gceist le clár tacaíochta na scoile chun oibriú le daltaí a bhfuil tionchar ag an mbulaíocht orthu. Mar gheall ar chastacht iompar bulaíochta, ní oibríonn aon chlár idirghabhála/tacaíochta amháin i ngach cás.

• Ag tacú le daltaí a bhfuil bulaíocht orthu:

- Deireadh leis an iompar bulaíochta,

- Meas a chothú ar dhaltá a ndéantar bulaíocht orthu agus ar gach dalta,
- Níos mó comhbhá a chothú i leith daltaí a ndéantar bulaíocht orthu agus tacaíocht a thabhairt dóibh,
- Ag cur in iúl go soiléir nach bhfuil an bhulaíocht an locht ar an dalta spriocdhírthe trí chláir mhúscaillte feasachta bliantúla,
- Ag léiriú go soiléir nach bhfuil an bhulaíocht an locht ar an dalta a ndírítear air trí na daoine atá freagrach a aithint go tapa agus cásanna bulaíochta a réiteach go tapa,.
- Áiseanna leordhóthanacha comhairleoireachta a chur ar fáil do dhaltá a bhfuil sé de dhíth orthu in am (faoi réir maoiniú a bheith ar fáil)
- Cabhrú le daltaí a bhfuil bulaíocht orthu a bhféinmhuinín a ardú trí iad a spreagadh le bheith páirteach i ngníomhaíochtaí a chuidíonn le cairdis agus scileanna sóisialta a fhorbairt (m.sh. rannpháirtíocht in obair ghrúpa sa rang agus i ngníomhaíochtaí seach-churaclaim nó foirne le linn nó tar éis na scoile).

• Ag tacú le daltaí Bulaíocht:

- A dhéanamh soiléir nach gcuirtear an milleán nó an pionós ar dhaltá a dhéanann athchóiriú ar bhulaíocht agus go bhfaigheann siad ‘bileog glan,’
- Ag cur in iúl go soiléir go bhfuil an rud ceart agus onórach á dhéanamh ag daltaí a dhéanann athchóiriú ar bhulaíocht agus moladh a thabhairt dóibh as seo,
- Áiseanna leordhóthanacha comhairleoireachta a chur ar fáil chun cabhrú leo siúd a bhfuil sé de dhíth orthu bealaí eile a fhoghlaim chun freastal ar a gcuid riachtanas seachas cearta daoine eile a shárú,
- Cabhrú leo siúd ar gá dóibh a bhféinmhuinín a ardú trína spreagadh le bheith páirteach i ngníomhaíochtaí a fhorbraíonn cairdis agus scileanna sóisialta (m.sh. rannpháirtíocht in obair ghrúpa sa rang agus i ngníomhaíochtaí seach-churaclaim grúpa nó foirne le linn nó tar éis na scoile),
- Úsáid a bhaint as straitéisí foghlama tríd an scoil agus as an gcuraclam chun cabhrú le mothúcháin féinfhiúntais na ndaltaí a fheabhsú,
- Agus iad ag déileáil le hiompar diúltach i gcoitinne, múinteoirí agus tuismitheoirí a spreagadh chun díriú ar an iompar, a dhúshlánú agus a cheartú agus tacaíocht á tabhairt don leanbh,
- Agus muid ag déileáil le hiompar bulaíochta lorg réitigh agus tús úr a thairiscint le ‘bileog ghlan’ gan aon mhilleán mar mhalairt ar ghealltanais athchóirithe a choinneáil.

Déanfar gach iompar bulaíochta a thairiscint. Áireoidh sé seo an cineál iompair, cá háit agus cathain a tharla sé, agus dáta an chaidrimh le daltaí agus tuismitheoirí. Déanfar na gníomhartha agus na tacaíochtaí a comhaontaíodh chun aghaidh a thabhairt ar iompar bulaíochta a dhoiciméadú. Más ábhar inní maidir le cosaint leanaí é an t-iompar bulaíochta díreofar ar an ábhar gan mhoill de réir *Nósanna Imeachta um Chaomhnú Leanáí do Bhunscoileanna agus Iar-bhunscoileanna*.

Roinn D: Maoirseacht

Cuirfidh an príomhoide uasdátú ar iompar bulaíochta i láthair ag gach cruinniú den bhord bainistíochta. Áireofar leis an nuashonrú seo líon na n-eachtraí iompraíochta bulaíochta a tuairiscíodh ón gcruinniú deireanach, líon na n-eachtraí leanúnacha agus

líon iomlán na n-eachtraí ó thús na scoilbhliana. Sa chás gur tharla teagmhais iompraíochta bulaíochta, cuirfidh an príomhoide uasdátú béil ar fáil freisin a áireoidh, nuair is cuí, faisnéis a bhaineann le treochtaí agus patrúin aitheanta, straitéisí a úsáidtear chun aghaidh a thabhairt ar iompar bulaíochta agus aon straitéisí níos leithne chun iompar bulaíochta a chosc agus aghaidh a thabhairt air nuair is cuí. Níl faisnéis phearsanta nó aitheantais sa nuashonrú seo. (Féach Caibidil 7 de nósanna imeachta Bí Cineálta)

Tá an polasaí seo ar fáil do phobal na scoile ar shuíomh idirlín na scoile agus mar chóip chrua ach é a iarraidh. Tá leagan den pholasaí seo atá oiriúnach do dhaltaí ar taispeáint sa scoil agus tá sé ar fáil freisin ar ár suíomh Gréasáin agus i gcóip chrua ach é a iarraidh.

Déanfar athbhreithniú ar an bpolasaí seo agus ar a chur i bhfeidhm, tar éis ionchur ónár scoilphobal, gach bliain féilire nó chomh luath agus is féidir tar éis athrú ábhartha a bheith tagtha ar aon ábhar dá dtagraíonn an polasaí seo.

Sínithe: _____ Dáta: _____

(Cathaoirleach an bhoird bhainistíochta)

Sínithe: _____ Dáta: _____

(Príomhoide)

Bí Cineálta

The Board of Management of GS Uí Riada has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour. Ireland ratified the United Nations (UN) Convention on the Rights of the Child¹ in September 1992. In doing this we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

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

- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour .

The harm can be :

- Physical (eg: personal injury, damage to or loss of property)
- Social: (eg: withdrawal, loneliness, exclusion)
- Emotional: (eg: low self esteem, depression, anxiety)

A one-off instance of negative behaviour towards a student is not bullying behaviour. **However**, a **single** hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not bullying behaviour:

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but , importantly, must be addressed under the school 's code of behaviour.
- Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of Bullying:

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+ , physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be : Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats

Bullying can be :Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This can include:

Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.

- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

Date consulted Method of consultation

	Date consulted	Method of consultation
School Staff	September 2024/April 2025	<ul style="list-style-type: none">● Staff Meetings – staff provided with the opportunity to discuss the new Bi Cinealta action plan and stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying – notice board in staff room with

		<p>the relevant information displayed as well as resources and record form. Staff given time to discuss and relay feedback.</p> <ul style="list-style-type: none"> ● Sharing of draft policy with staff to discuss / consult and make any amendments. ● Attendance at Oide Training Day by school leader & teacher. ● Half-Day Closure to develop Bí Cineálta procedures ● Management team & staff meetings to review final draft of policy. ● Whole Staff In-service training in Restorative Practice (Year 1)
Students	<p>Term 3 2024</p> <p>Term 2/3 2025</p>	<p>Students created Anti-Bullying Posters following input from Student Council. Winners of competition were posted in all corridors & main reception area.</p> <p>Students were surveyed to seek their input in developing an Anti-Bullying policy in Child Friendly Format. Their wording, examples and suggestions were all taken into account when drafting this Policy. A child-friendly version was also drafted in consultation with the Student Council.</p> <p>In Term 3: This policy child-friendly policy was distributed during Anti-Bullying week to all households and children were given the homework of reading through their policy with parents.</p>
Parents	<p>February 2025</p> <p>May 2025</p>	<p>Feedback sought from parents and children in formation of a Child Friendly Anti Bullying policy (Online Google Form)</p> <p>Policy created with this information and sent out to parents/children to review together with information on same in terms of how to contact the school if needed. Attention drawn to our policy and Child Friendly policy, resources and initiatives in the school during Anti- Bullying week sent out via school communication system and parent social media. Bi Cinealta policy draft shared with parent body and parent association for feedback.</p>
Board of Management	<p>May 2025</p>	<p>Review new policy draft – leading to consultation and final ratification after amendments made where necessary.</p> <p>New policy will be implemented in September 2025</p>

Date policy was approved:	
Date policy was last reviewed:	

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate

Culture and Environment: We strive to :

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;

Ways in which we work to achieve these goals are as follows:

- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the Staff Room notice board for ease of access also.
- Anti Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making, Seachtain an Chineáltais etc
- Playground helpers – students in higher classes volunteer to support younger classes on yard to help with games and positive interactions. Minders at lunchtime also.
- Child Friendly Anti- Bullying Policy was formed with pupil input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying.

- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- Class and School Charter development as well as notice board to promote kindness and build responsibility amongst pupils.

Curriculum (teaching and learning)

We strive to :

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters student's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and Extra-curricular activities can help to develop a sense of self worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.
- Implementation of education and prevention strategies (including awareness raising measures) that
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.
- Use of Restorative Practice by staff

Policy and planning

The aim of GS Uí Riada's Bi Cinealta policy is

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying

behaviour.

- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
- Ensure the implementation of the Acceptable Use Policy, Supervision policy, Special Education Policy and Code of Behaviour as well as the Dignity in the Workplace policy all support the implementation of the Bi Cinealta policy.
- Provide effective leadership which is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy.

Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association, our walking bus, our cycling bus, our various and multiple student committees and groups.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour

Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment.

In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:

- Staff at all times endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Digital Media Policy includes learning about responsible online behaviour and digital citizenship. AUP also developed for technology in our school.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following

the correct procedure as outlined to staff and recorded on Aladdin using the template for this.

- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti-bullying week, and other activities that can help to pupils and encourage a culture of peer respect and support
- Ensuring that pupils know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for parents
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, www.antibullyingcentre.ie, www.webwise.ie
- Shared folder of resources for teaching of bullying including lessons from above websites – shared Google drive for all teachers to access.
- Challenge gender- stereotypes – equal participation of all. Equal recognition.
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Ensuring the library has material with reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Modelling of respectful behaviour by staff of all irrespective of sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of sex.
- Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour.
- Use of the Restorative Practice Guidelines by all staff.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.
- Deputy principal /SENCO
- Assistant Principal 2 Anti- Bullying Policy co-ordinators is available to provide up to date information and supports if needed to assist class teacher in addressing concern

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows

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

- A. While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- B. If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- C. The 'Relevant Teacher(s)' must record the bullying incident on the school information management system (Secure Drive) by adding an Alleged Bullying Behaviour Report to the relevant pupil's file which will be visible on files on all other pupils named. The 'Relevant Teacher' must inform the Principal.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows:

In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.

- All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying they are not considered to be telling tales but are behaving responsibly.

- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- When analysing incidents of bullying behaviour the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the other's statements.
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.
- Where the 'Relevant Teacher(s)' has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.
- The "Relevant Teacher" does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
- When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This may be recorded on Aladdin under the document tab. If a pupil chooses to continue the bullying behaviour, this can then no longer be considered a once off occurrence. In this event parent(s)/guardian(s) will be contacted. The school should give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for the pupil.
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied

is ready and agreeable.

- Depending on the seriousness of the bullying some or all of Category/ Level 2 Supportive Interventions will be utilized (See School Code of Behaviour)
- Repeated incidents of bullying behaviour will result in the imposition of sanctions. Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his or her parents and the school.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.
- The School will maintain care for the victim over time. This will be done by speaking to the child a number of weeks after the incident to check on their continuing welfare. The child's parents will also be consulted.
- If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

The school will use the following approaches to support those who experience, witness and display bullying behaviour

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

• Supporting Bullied pupils:

- Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding)
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team

activities during or after school).

• Supporting Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
- Making adequate counseling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. (See Chapter 7 of the *Bí Cineálta* procedures)

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____ Date: _____
(Chairperson of board of management)

Signed: _____ Date: _____
(Principal)