

Cosaint ar Iompar Bobaireach

Réamhrá:

Is é dúshlán Bhoird Bhainistíochta, foireann mhúinteoireachta, foireann theagmhasach, tuismitheoirí / caomhnóirí, daltaí agus pobal Ghaelscoil na Camóige é:

- 1) Beartú ar chéimeanna scoil-bhunaithe a chuirfidh bac ar, agus a phléifidh le, hiompar bobaireach.
- 2) Eolas faoi iompar bobaireach a mhéadú sa phobal scoile.

Is é gnó na scoile an t-oideachas is fearr agus is féidir a chuir ar fáil do na daltaí. Meileann bobaireacht maitheas an oideachais agus déanann sé damáiste siceolaíochta. Is gnáth chuid de obair éifeachtach na scoile é an cosaint ar bhobaireacht.

Sainmhíniú ar Bhobaireacht

Bobaireacht is ea ionsaí ó bhéal, fisiciúil nó siceolaíoch leanúnach déanta ar dhuine / daoine ag duine / daoine eile.

Cé nach féidir ligint d'iompar ionsaíoch aonarach, ní féidir bobaireacht a thabhairt air. Nuair atá an iompar seo leanúnach is bobaireacht é.

Cineálacha Bobaireachta

Iompar na nDaltaí

Ionsaí Fisiciúil: Tá an iompar seo níos ciotianta ag buachaillí ná mar atá sé ag cailíní mar shampla brú, bualadh le lámh, ciceáil, bualadh le méar agus tuisle a bhaint as daoine.

Damáiste déanta ar mhaoin: Is féidir leis an bobaire díriú isteach ar mhaoin phearsanta; d'fhéadfaí damáiste déanta ar éadaí, leabhair scoile srl. a bheith mar thoradh ar seo.

Sracaireacht: D'fhéadfaí éileamh a dhéanamh ar airgead, lóin na níobartach, srl. go minic in éineacht le bagairt (in amanta curtha i gcríoch) mura dtugann an íobartach atá á iarradh ag an mbobaire.

Scanrú: Uaireanta úsáidtear an scanrú mar mhodh bobaireachta: tá sé bunaithe ar úsáid “teanga colainne” ionsaitheach agus an ghuth á úsáid mar uirlis bobaireachta freisin.

Glaochanna Fóin Maslacha: Is cineál ionsaí ó bhéal nó bobaireachta é an gloach fóin maslach

Aonrú: Is dócha go mbíonn an cineál seo bobaireachta níos coitianta idir cailíní nuair ata duine faoi leith aonaraithe d’aon gnó ag grúpa áirithe páistí nó an rang ar fad.

Glaoch Ainmneacha: Is cineál bobaireachta é má choiníonn duine nó grúpa daoine ag glaoch ainmneacha maslacha a ghortaíonn nó a náiríonn duine amháin.

Formhagadh (slagging): De gnáth is nathaíocht le dea-thoil é seo a tharlaíonn mar ghnáthchuid den idirghabháil sóisialta. Ach má fhásann an formhagadh seo sa chaoi is go bhfuil sé ró-phearsanta ag tarraingt isteach baill teaghlaigh ach go háirithe le fo-theachtairteacht ghnéisiúil mar shampla is cineál bobaireachta é.

Cibearbhulaíocht: Tá an cineál seo bulaíochta ag éirí níos coitianta agus ag athrú an t-am ar fad. Is bulaíocht é seo a chuirtear i gcrích trí theicneolaíochtaí eolais agus cumarsáide ar nós téacsteachtairachtaí, suíomhanna líonra sóisialta, r-phost, cur teachtaireachtaí meandracha, feidhmchláir, suíomhanna cluichíochta, seomraí comhrá agus teicneolaíochtaí eile ar líne. An cineál bulaíochta ar líne is coitianta ná teachtaireachtaí míchuí nó goilliúnacha a dhíriú ar dhuine. De bhrí go n-úsáideann achibearbhulaíocht modhanna teicneolaíochta chun an t-iompar bulaíochta a choimeád ag imeacht agus nach gá teagmháil duine le duine, féadfaidh an chibearbhulaíocht tarlú uair ar bith (lá nó oíche). Is iomaí cineál bulaíochta is féidir a éascú tríd an gcibearbhulaíocht. Mar shampla, d’fhéadfaí téacsteachtairachtaí homafóbacha a sheoladh chuig duine nó pictiúir a phostáil mar aon le ráitis dhiúltacha mar gheall ar ghnéasacht duine, cuma duine srl.

Iompar Múinteora

D’fhéadfadh Múinteoir i ngan fhios dó / di féin nó ar slí eile páirt a ghlacadh in nó tús a chuir le iompar bobaireach ar bhealaí éagsúla:

Ag baint úsáid as searbhas nó bealach eile le teanga maslach a úsáid agus iad ag caint le páistí; ag rá rudaí diúltacha faoin gcuma atá ar pháiste nó a c(h)úlra.

Ag náiriú páiste atá lag go hacadúil nó a sheasann amach ar bhealach éigin.

Ag baint úsáid as gheáitsíocht bhagarthach nó scanúil nó aon chineál gníomhaíocht fisiciúil táireach.

Aidhmeanna an Pholasaí:

1. Étós scoile a chruthú a mhisníonn is a spreagann páistí le labhairt faoi tharlaithe iompar bobaireach.
2. Aird bhainistíocht na scoile, múinteoirí, daltaí, tuismitheoirí / caomhnóirí a tharraingt ar bhobaireacht mar iompair nach nglactar leis.
3. Maoirseacht fhairsing a chinntiú ina choinnítear gach gníomhacht scoile faoi shonrú.
4. Próiséis a fhorbairt le tarlaithe iompar bobaireach a thuairisciú.
5. Próiséis a fhorbairt le tarlaithe iompar bobaireach a fhiosrú agus a láimhseáil.
6. Clár tacaíochta a fhorbairt dóibh siúd atá gortaithe ag iompar bobaireach agus dóibh siúd a bhí páirt acu in iompar bobaireach.
7. Bheith ag obair leis an bpobal scoile i gcoinne iompar bobaireach agus gach iompair frith-shóisialta.
8. Luacháiliú ar éifeachtacht an pholasaí scoile ar iompar frith-bhobaireach.

Spreagann étós agus atmasféar na scoile meas, iontaibh, cúraim, machnamh agus tacaíocht do dhaoine eile.

Mar go múnlaíonn páistí a niompar féin ar an iompar a fheiceann siad ag daoine fásta tá an Príomhoide agus na múinteoirí an-cúramach bheith mar shampla maith do na páistí agus gan mí-úsáid a bhaint as an údarás atá againn.

Caithfimid a bheith daingean, soiléir agus comhsheasamhach agus sinn ag cur smacht ar na páistí. Is fearr linn modhanna atá bunaithe ar mhaithe le dea-iompar a spreagadh in ionad modhanna atá bunaithe ar bhagairt nó ar fhaitíos.

Nóta: D'fhéadfadh tionchar a bheith ag easaontaisí a bheadh a mbunús taobh amuigh den scoil ar mhinicíocht tharlaithe iompar bobaireach taobh istigh den scoil.

Cuireann an polasaí seo béim ar an gá le bac a chuir ar bhobaireacht in ionad é a smachtú. Ní leor an bobaire a smachtú agus tacaíocht a thabhairt don íobartach. Scrúdófar gach ní ag baint le bac a chuir ar bhobaireacht tar éis tarlú bobaireachta.

MAOIRSEACHT

Tuarascálacha achoimre tréimhsiúla chuig an mBord Bainistíochta

Ní mór don Phríomhoide tuairisciú don Bhord Bhainistíochta uair sa téarma, ar a laghad, agus an t-eolas seo a leanas a sholáthar:

- . (i) líon iomlán na gcásanna bulaíochta a tuairiscíodh (ar an teimpléad taifeadta bulaíochta in Aguisín 3) ó tuairiscíodh don Bhord an uair dheireanach agus
- . (ii) a dheimhniú gur déileáladh le gach cás ag (i) díobh, nó go bhfuiltear ag déileáil leo, de réir bheartas frithbhulaíochta na scoile agus de réir na ^{[[1]]}_{SEP} Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile.

Ní mór an méid thuas a bheith taifeadta i miontuairiscí chruinniú an Bhoird Bhainistíochta ach níor cheart aon sonraí a thaifeadadh lena bhféadfaí na daltaí i dtrácht a shainaithint.

Ag méadú eolais bhainistíocht na scoile, múinteoirí, daltaí agus tuismitheoirí / caomhnóirí ar bhobaireacht mar iompar nach nglacfar leis. Beidh an polasaí seo ar fáil ar an suíomh scoile.

Beidh an polasaí seo scaipithe leis an gCoiste Tuismitheoirí, Cairde.

Tá **Gaelscoil na Camoige, Chluain Dolcáin** tiomnaithe ag eolais i leith bulaíochta a mhéadú sa pobal scoile againne sa chaoi is go bhfuilimid níos fairí ar an damáiste a dhéanann sé. Déanfar é seo trí:

1. Polasaí Scoile agus abhair achmhainne a chuir ar fáil.
2. Cruinnithe agus cainteanna do thuismitheoirí / caomhnóirí más gá. (Eagraithe ag CAIRDE Coiste na dTuismitheoirí)

ar iompar bobaireach trí gníomhaíochtaí churaclam.

4. Is féidir le cláracha ar nós “Fan Slán” atá in úsáid sa scoil cheana féin, cabhrú le fadhb na bobaireachta a shárú.

5. Cúrsa inseirbhíse do mhúinteoirí ar ghnéithe éagsúla de iompair bobaireach le eolais a mhéadú agus modhanna a fhorbairt len é a láimhseáil.

Modhanna le tarlú iompar bobaireach a thuairisciú agus suntas a dhéanamh dó.

Sa scoil seo tá “Cuntas Iompair Bobaireach”

1. Sa scoil seo tá “Cuntas Iompair Bobaireach” againn, próiséis do sonrú agus tuairisciú aon iompar bobaireach. Is cuid lárnach é seo de Chód Iompar na Scoile. Ba chóir go dtabharfadh an córas seo comhartha luath faoi aon dhroch-iompar nó athrú foinn ar pháiste sa scoil.
2. Ba chóir go ndéantar sonrú ar gach aon thuairisc bobaireachta is cuma cé comh beag, go bhfiosrófar an scéal agus go dtagtar ag socrú faoi. Sa chaoi seo fásfaidh muinín na bpáistí sa tuairisciú. Tá an muinín seo fíor-thábhachtach. Usáidfidh an múinteoir an teimpléad chun iompar bulaíochta a thaifeadh.
3. Ba chóir an Príomhoide a chuir ar an eolas láithreach faoi aon chás bobaireachta dáiríre.
4. Ba chóir tuismitheoirí / caomhnóirí an mbobaire nó na níobartach ar chuir ar an eolas luath go leor sa chaoi is gur féidir leo caint faoin bhfadhb. Tá siad ansin sa suíomh gur féidir leo cabhrú lena bpáiste sula bhfásann an cás ina fhadhb mór.
5. Is í / é an Múinteoir ranga an duine gur chóir go rachfadh tuismitheoirí / caomhnóirí chuige / chuici le fiosrú a dhéanamh faoi aon tarlú nó cás bobaireachta a thugadar faoi deara.
6. Ba chóir go ndéanfar soiléir do na páistí nach “insint scéalta” atá siad má insíonn siad faoi chás bobaireachta. Tá siad ag tógáil céim freagrach.
7. Ba cheart don Mhúinteoir ranga cás iompar bobaireach a shonrú agus na céimeanna cuí a thógáil i dtuairisciú iompar bobaireach de réir an polasaí scoile agus an Cód Iompair.
8. Ba cheart go spreagfar an rúnaí, an feighle agus an glantóir scoile tuairisciú ar aon iompar bobaireach a thugann siad faoi deara nó a insítear dóibh faoi chuig an Múinteoir cuí.
9. Ba cheart go tógfar aon chás le Múinteoir i gceist chuig an Múinteoir sin i dtosach báire agus ina dhiaidh sin chuig an príomhoide.
10. Sa chás nach féidir teacht ar réiteach i gcás páiste nó Múinteoir caithfear an cás a chuir ar aghaidh go dtí Bord Bainistíochta na scoile.
11. Mura mbíonn aon réiteach le cás bobaireachta ag leibhéal an bhoird cuirfear na tuismitheoirí ar an eolas gur feidir leo é a chur ar aghaidh go dtí an Ombudsman do Pháistí.

Próiseis le Bobaireacht a Fhiosrú agus a Shocrú

Is fearr do mhúinteoirí teacht ag cás bobaireachta ar bhealach séimh, réasúnta, fadhb-réitiúil nuair atá sé tuairiscithe ag dalta, foireann nó tuismitheoir / caomhnóir. Is fearr an fiosrúcháin a dhéanamh taobh amuigh den seomra ranga sa chaoi is nach náireofar an íobartach nó an bobaire. In aon chás bobaireachta ba cheart don mhúinteoir labhairt go haonarach leis na daoine i gceist le dhá thaobh an scéil a fháil. Ba cheart bheith tuisceanach agus cearta na ndaltaí a thógáil san aireamh agus gach ceistiú / agallamh ar siúl. Is féidir le daltaí nach raibh go díreach páirteach, eolas a thabhairt ar an mbealach seo.

1. Agus ainilís á dhéanamh ar tharlú iompar bobaireach faigh freagraí na gceisteanna cé, cá, cathain, cad agus cén fáth. Ba cheart é seo a dhéanamh ar bhealach ciúin socair, ag tabhairt sampla maith do na páistí gur féidir teacht ar réiteacht faidhbe ar bhealach síochánta.
2. Má tá grúpa daltaí i gceist ba cheart gach ball den ghrúpa a chuir faoi agallamh ina aonair agus ansin is ceart labhairt leis an ngrúpa le chéile sa chaoi is go bhfuil gach éinne soiléir ar a dúirt gach éinne eile.
3. Má tá sé socruithe go raibh páiste ag gabháil d'iompar bobaireach ba cheart a dhéanamh soiléir dó / di nach bhfuil sé / sí ag cloí leis an gCód Iompar agus iarracht a dhéanamh féachaint ar rudaí ó thaobh an íobartaigh de.
4. Ba cheart cabhair a thabhairt do gach ball den ghrúpa deileáil leis an mbrú go bhféadfaí a bheith orthu ó na baill eile den ghrúpa tar éis agallamh leis an Múinteoir.
5. Is féidir leis an bPríomhoide Tánaisteach cabhrú leis an bhfiosrúcháin chun tacaíocht a thabhairt don Mhúinteoir Ranga. Tabharfaidh sé seo seans do gach páiste an iompair a athrú sula nglacann an Príomhóid ról gníomhach sa phróiseas.
6. Ba cheart go gcoinneodh Múinteoir cuntas scríofa de chomhráití a bhíonn acu agus iad ag fiosrú scéal bobaireachta. Bheadh sé cabhrach freisin b'fhéidir iarradh ar na daoine páirteach ann an méid a deir siad a scríobh síos comh maith.
7. Sa chás go bhfuil iompair bobaireach cruthaithe is ceart buaileadh le tuismitheoirí / caomhnóirí na ndaltaí i gceist agus a mhíniú dóibh faoina tharla, na céimeanna atá le tógáil, na fáthanna atá leo, ag tagairt don pholasáí scoile. Labhair freisin leo faoi bhealaí gur féidir leo féin tacú leis an scoil.
8. Socraigh cruinniú idir an dá pháirtí i gceist am éigin más gá leis an dá pháirtí a thabhairt le chéile (má tá an íobartach réidh chuige). Is féidir tionchar dearfach a bheith ag a leithéidí seo.

Clár Oibre d'Íobartaigh, Bobairí agus a Macasamhail.

Bíonn cabhair leanúnach ag teastáil uathu siúd a bhíonn ag gabháil d'iompar bobaireach. Ba cheart deiseanna a bheith ar fail dóibh siúd nach bhfuil mórán féinmheas acu é sin a bhfeabhsú. B'fhéidir go mbeadh comhairleoireacht ag teastáil uathu siúd a bhíonn ag gabháil d'iompar bobaireach le go bhfoghlaimeoidís bealaí eile iad féin a shásamh seachas a bheith ag cur isteach ar chearta daoine eile. D'fhéadfadh comhairleoireacht a bheith ag teastáil ó íobartaigh nó deiseanna lena féin-mhuinín a ardú agus lena scileanna le daoine eile agus a gcairdeasanna a láidriú..

Deir taighde linn go bhfuil seans níos mó acu siúd nach néiríonn go maith leo go hacadúil a bheith ag tabhairt faoi iompar bobaireach. Tá sé tábhachtach mar sin go dtógann na staitéisí foghlama sa scoil féin-mheas an pháiste san áireamh.

Ba cheart spreagadh a thabhairt do dhaltaí a thugann iompar bobaireach faoi dearadh labhairt faoi le Múinteoir.

An Scoil ag obair leis agus tríd na hOibrithe Áitiúla in aghaidh gach cineál Bobaireachta mar Iompar Frith-Sóisialta.

Ba cheart dúinn teacht ag fadhb na bobaireachta mar phobal iomlán. Tá bainistíocht na scoile, múinteoirí, foireann theagmheasach, daltaí agus tuismitheoirí / caomhnóirí. Téann tarlaithe bobaireachta níos faide ná an scoil. Is eol dúinn ar fad gur féidir leo tarlú ar an mbealach chun na scoile nó ar an mbealach abhaile. Is gá mar sin go dtógfadh an polasaí scoile baill an chomhphobal san áireamh a mbíonn baint laethúil leo le páistí na scoile. Mar shampla d'fhéadfaí an tiománaí bus scoile, bean a' tsiopa nó an Maor Trácht a spreagadh le páirt dhearfach a ghlacadh in aghaidh iompar bobaireach trí insint do mhúinteoirí na scoile faoi aon iompar bobaireach a d'fheicfidís. Is trí ceangail mar sin a fhásann líonra cumarsáide. I roinnt cásanna b'fhéidir go mbeadh gá dúinn dul i dteagmháil le hoibrithe foirmeálta .i. an dochtúir áitiúil, gardaí, an Bord Sláinte, oibrithe sóisialta nó comhphobal.

Nascadh

- (1) Cuirfear cóip den pholasaí seo chuig gach páirtí lena mbaineann.
- (2) Cuirfidh bainistíocht na scoile an polasaí seo chun cinn sa scoil go leanúnach le haird faoi leith ar pháistí nua sa scoil agus a dtuismitheoirí / caomhnóirí.
- (3) Iarraimid comhoibriú gach éinne i gcur i bhfeidhm an pholasaí.

Déanfar maoirsiú agus meastóireacht ar an bpolasaí seo go rialta.

Athbhreithniú Bliantúil a dhéanfaidh an Bord Bainistíochta

Ní mór don Bhord Bainistíochta athbhreithniú bliantúil a dhéanamh ar bheartas frithbhulaíochta na scoile agus ar an tslí ina gcuirtear chun feidhme é.

Gheofar in Aguisín 1 leis na gnásanna seo seicliosta caighdeánach le húsáid le linn an athbhreithnithe sin.

Ní mór fógra scríofa gur athbhreithníodh beartas frithbhulaíochta na scoile a chur ar fáil do phearsanra na scoile, a fhoilsiú ar shuíomh Gréasáin na scoile agus do Chumann na dTuismitheoirí, Cairde.

Gheofar fógra caighdeánach chuige sin in Aguisín 1, foirm a chaithfear a úsáid.

Rinneamar athbhreithniú ar an bPolasaí Bobaireacht i Mí Meán Fómhair 2015.

Rinneamar athbhreithniú ar an bPolasaí Bobaireacht i Mí na Nollag 2016.

Countering Bullying Behaviour

Introduction:

The Board of Management, teaching and non-teaching staff, parents / guardians, pupils and community of Gaelscoil na Camóige, are committed to:

- 1) Devising school based measures to prevent and deal with bullying behaviour.
- 2) Increasing the awareness of bullying behaviour in the school community.

We acknowledge that the role of the school is to provide the highest possible standard of education for all its pupils. Bullying, by its very nature, undermines and dilutes the quality of education and imposes psychological damage. Countering bullying behaviour is encouraged as a normal part of our schools effective operation

Definition of Bullying

Bullying is repeated aggression, verbal, psychological or physical conducted by an individual or group against others.

Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing it is bullying.

Types of Bullying

Pupil Behaviour

Physical Aggression: This behaviour is more common among boys than girls. It includes pushing, shoving, punching, kicking, poking and tripping people up.

Damage to Property: Personal property can be the focus of attention for the bully; this may result in damage to clothing, school books etc.

Extortion: Demands for money, victims lunches, may be made, often accompanied by threats (sometimes carried out) in the event of the victim not promptly "paying up".

Intimidation: Some bullying behaviour takes the form of intimidation: it is based on the use of very aggressive body language with the voice being used as a weapon.

Abusive Telephone Calls:The abusive anonymous telephone call is a form of verbal intimidation or bullying.

Isolation: This form of bullying behaviour seems to be more prevalent among girls. A certain person is deliberately isolated, excluded or ignored by some or all of the class group.

Name Calling: Persistent name-calling directed at the same individual(s), which hurts, insults or humiliates should be regarded as a form of bullying behaviour.

Slagging: This behaviour usually refers to the good natured banter which goes on as part of the normal social interchange between people. However, when this slagging extends to very personal remarks, one's family, particularly if couched in sexual innuendo, then it assumes the form of bullying.

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

Teacher Behaviour

A teacher may, unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in a number of ways: -

Using sarcasm or other insulting or demeaning form of language when addressing pupils; making negative comments about a pupil's appearance or background.

Humiliating directly or indirectly, a pupil who is particularly academically weak or outstanding, or vulnerable in other ways..

Using any gesture or expression of a threatening or intimidatory nature, or any form of degrading physical contact or exercise.

Policy Aims:

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

6. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
7. To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour.
8. To evaluate the effectiveness of school policy on anti-bullying behaviour.

Our school climate encourages respect, trust, care, consideration and support for others.

As pupils model their behaviour on the behaviour of adults, Principal and teachers are careful to act as good role-models and not misuse our authority. Moreover, we should be firm, clear and consistent in our disciplinary measures. We favour techniques based on positive motivation more than methods that are based on threat and fear.

Note: Factors having their origins in differences or conflicts between parties outside the school may contribute to increased incidents of bullying within the school.

This policy stresses the need to prevent and not just control bullying. It is not sufficient to discipline the bully and to give support to the victim. Following an incident of bullying the issues relating to the prevention of bullying will be examined.

Periodic summary reports to the Board of Management

At least once in every school term, the Principal must provide a report to the Board of Management setting out:

- (i) the overall number of bullying cases reported (by means of the bullying recording template published by the Department of Education and Skills) since the previous report to the Board and
- (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary schools.

The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.

Annual Review by the Board of Management

The Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation by the school.

A standardised checklist to be used in undertaking the review is included in Appendix 1 of this policy.

Written notification that the review has been completed must be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A standardised notification which must be used for this purpose is included at Appendix 1 of this policy. A record of the review and its outcome must be made available, if

requested, to the patron and the Depa

Raising the awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils and parents/guardians.

Gaelscoil na Camóige, is committed to raising the awareness of bullying in our school community so that we are more alert to it and its harmful effects. This will be done by:

1. Circulation of School Policy and availability of resource materials.
2. Meeting and talks for parents organised by CAIRDE Parent's Committee.
3. Teachers can influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives.
4. Programmes such as Stay Safe Programme already in use in our school and further programmes, e.g. Human Development Programme will be used to help address the problem of bullying behaviour.
5. In-service courses for teachers on aspects of bullying behaviour to raise awareness and develop techniques to deal with such behaviour.

Procedures for Noting and Reporting an incident of Bullying Behaviour.

In this school we have a "Record of Bullying Behaviour"

1. In this school we have a "Record of Bullying Behaviour" procedure for the formal noting and reporting an incident of bullying behaviour and this such procedure should be seen to be an integral part of the Code of Behaviour and Discipline in the school. This system should, also, provide for early detection of signs of indiscipline and/or significant change in mood or behaviour of pupils.
2. All report of bullying, no matter how trivial, should be noted, investigated and dealt with by teachers. In that way pupils will gain confidence in "telling". This confidence factors is of vital importance.
3. **Serious cases** of bullying behaviour by pupils should be referred immediately to the Principal.
4. Parents or guardians of victims and bullies should be informed by the Class Teacher or Principal earlier rather than later of incidents so that they are given the opportunity of discussing the matter. They are then in a position to help and support their children before a crisis occurs.
5. The classroom teacher is the appropriate person to whom Parents/guardians can make their enquiries regarding incidents of bullying behaviour which they might suspect or that have come to their attention through their children or other parents/guardians.
6. It should be made clear to all pupils that when they report incidents of bullying they are not telling tales, but are behaving responsibly.
7. Individual teachers should record and take appropriate measures regarding reports of bullying behaviour in accordance with the school's policy and Code of Behaviour and Discipline.

8. Non-teaching staff such as secretaries, caretakers, cleaners should be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the appropriate member of staff.
9. In the case of a complaint regarding a staff member, this should normally in the first instance be raised with the staff member in question and if necessary, with the Principal.
10. Where cases, relating to either a pupil or a teacher remain unresolved at school level, the matter should be referred to the School's Board of Management.
11. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Procedures for Investigating and Dealing with Bullying.

Teachers are best advised to take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by either pupils, staff or parents/guardians. Such incidents are best investigated outside the classroom situation to avoid the public humiliation of the victim or the pupil engaged in bullying behaviour. In any incident of bullying, the teacher should speak separately to the pupils involved, in an attempt to get both sides of the story. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.

1. When analysing incidents of bullying behaviour seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
2. If a gang is involved, each member should be interviewed individually and then the gang should be met as a group. Each member should be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said.
3. If it is concluded that a pupil has engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the Code of Behaviour and Discipline and try to get him/her to see the situation from the victim's point of view.
4. Each member of the gang should be helped to handle the possible pressures that often face them from the other members after interview by the teacher.
5. The Deputy Principal can become involved in the questioning process at this stage to provide support to the Class teacher if this is deemed necessary. This would help to resolve the situation before the Principal is actively involved.
6. Teachers who are investigating cases of bullying behaviour should keep a written record of their discussions with those involved. The teachers will use the template for recording bullying behaviour as issued in the Department of Education and Skills Anti-Bullying procedures for Primary and Post Primary schools. It may also be appropriate or helpful to ask those involved to write down their account of the incident.
7. In cases where it has been determined that bullying behaviour has occurred, meet with the parents or guardians of the two parties involved as appropriate. Explain the actions being taken and the reasons for them, referring them to the school policy. Discuss ways in which they can reinforce or support the actions taken by the school.
8. Arrange follow-up meetings with the two parties involved separately with a view to possibly bringing them together at a later date if the victim is ready and agreeable. This can have a therapeutic effect.

Programme for work with victims, bullies and their peers.

Pupils involved in bullying behaviour need assistance on an ongoing basis. For those low in self-esteem opportunities should be developed to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. Victims may need counselling and opportunities to participate in activities designed to raise their self-esteem and to develop their friendship and social skills whenever this is needed.

Research indicates that pupils identified as low achievers academically tend to be more frequently involved in bullying behaviour. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth.

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

School working with and through the various local agencies in countering all forms of bullying as an anti-social behaviour.

We should as a whole community approach the problem of bullying behaviour. The school as a community is made up of management, teachers, non-teaching staff, pupils and parents/guardians. However, incidents of bullying behaviour extend beyond the school. It is known that they can occur on the journey to and from school. It is necessary, therefore, for this anti-bullying school policy to embrace, as appropriate, those members of the wider school community who come directly in daily contact with school pupils. For example, school bus drivers, school traffic wardens and local shopkeepers could be encouraged to play a positive role in assisting the school to counter bullying behaviour by reporting such behaviour to parents and to the school. Through such approaches, a network is formed. In certain cases, it may be necessary for us to seek the assistance of other local persons and formal agencies such as general medical practitioners, Gardaí, health boards with their social workers and community workers.

Our Home/School/Community Links Department plays an important role.

Conclusion

- (1) A copy of this policy has been made available to all relevant parties.
- (2) It will be promoted by the school managerial authorities within the school on a repeated basis with particular attention being given to incoming pupils and their parents.
- (3) We would ask everyone to co-operate in implementing the policy.

The effectiveness of this policy will be monitored and evaluated. It will be subject to review at regular intervals.

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

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

This policy was reviewed in September 2015.