



BEARTAS FRITH-BHULAÍOCHTA

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1. RÉAMHRÁ

I gcomhréir le riachtanais an Acht Oideachais (Leas) 2000 agus na dtreoirlínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais, tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Gaelscoil Átha Í mar chuid de chód iompair iomlán na scoile. Géilleann an beartas go huile agus go hiomlán do riachtanais *Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile* a foilsíodh i Meán Fómhair 2013.

2. AG COSAINT AGUS AG DEIGHLEÁIL LE BULAÍOCHT

Aithníonn an Bord Bainistíochta a thromchúisí atá iompar bulaíochta agus a dhiúltaí a d'fhéadfadh a thionchar a bheith ar dhaltaí, agus geallann an scoil dá réir, cloí leis na príomhphrionsabail dea-chleachtas seo a leanas agus iompar bulaíochta á chosc agus á chomhrac.

Cultúr dearfach a bheith i réim sa scoil:

- ina nglactar go fonnmhar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht;
- ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhaghrach; agus
- ina gcuirtear caidreamh bunaithe ar mheas chun cinn ar fud phobal na scoile;
- le ceannaireacht éifeachtach;
- le cur chuige scoile uile;
- le tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige

Feidhmiú straitéisí oideachais agus coiscithe (lena n-áirítear bearta chun feasacht a mhúscailt)

- a chothaíonn ionbhá, meas agus athléimneacht sna daltaí; agus
- ina dtéitear i ngleic go sainráite le cibearbhulaíocht agus le bulaíocht bunaithe ar aitheantas
- maoirseacht agus monatóireacht éifeachtach ar dhaltaí;
- tacaíochtaí don fhoireann;
- teagmhais bhulaíochta a thaifeadadh agus a imscrúdú ar shlí chomhsheasmhach agus obair leantach a dhéanamh ina dtaobh (lena n-áirítear straitéisí aitheanta idirghabhála a úsáid); agus
- meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta.

3. SAINMÍNIÚ AR BHULAÍOCHT

I gcomhréir le *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile* seo é an sainmhíniú ar bhulaíocht:

AN RUD A THUIGTEAR LE BULAÍOCHT NÁ IOMPAR DIÚLTACH NEAMHIARRTHA, BÍODH SÉ I BHFOIRM IOMPAR BRIATHARTHA, SÍCEOLAÍOCH NÓ FISICIÚIL, A DHÉANANN DUINE AONAIR NÓ GRÚPA IN AGHAIDH DUINE NÓ DAOINE EILE, AGUS A DHÉANTAR ARÍS AGUS ARÍS EILE.

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

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

Ní chuimsíonn an sainmhíniú seo ar bhulaíocht teagmhais aonraithe nó teagmhais aon uaire d'iompar diúltach d'aon turas agus ba cheart déileáil leo, mar is cuí, de réir chód iompair na scoile.

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

4. FREAGRACHT AS INIÚCHADH

Is iad na múinteoirí ranga a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfadha le heachtraí de bhulaíocht líomhnaithe. Is féidir le dalta nó tuismitheoir aon buairt faoi bhulaíocht chuig aon mhúinteoir sa scoil ach is í/é an múinteoir ranga an chéad duine a labhartar leis/lei. Tá sé mar dualgas ag cibé duine a fhaigheann gearán é a sheoladh díreach ar aghaidh chuig an múinteoir ranga don pháiste sin. Déanfaidh múinteoirí cibé fiosrúcháin gur ghá i ngleic leis an gcód iompair. I gcásanna áirithe b'fheidir go mbeidh baint ag an príomhoide nó an príomhoide tánaisteach san fhiosrúchán láithreach.

Tá na céimeanna chun deileáil le bulaíocht leagtha amach i gcuid 6 den bpolasaí seo.



5. STRAITÉISÍ OIDEACHAIS AGUS COISCITHE

Seo a leanas cuid de na straitéisí (lena n-áirítear straitéisí a bheidh dírithe go sonrach ar an gcibearbhulaíocht agus ar bhulaíocht bunaithe ar aitheantas) a bheidh in úsáid sa scoil:

Cur chuige Uil-Scoile

Cothaíonn éiteas na scoile atmasféar cairdis, fulaingt, meas agus comhoibriú.

Is sa chomhthéacs seo go mbeidh na straitéisí réamhghníomhach a leanas snaidhmthe isteach inár mbliain scoile.

- Bíonn an fhoireann i gcónaí aireach faoi iompar na bpaistí. Cuireann an scoil nósanna dearfacha chun cinn maidir le féinmheas, féinsmacht agus freagracht i measc phobal na scoile. Múintear do na páistí conas mar a fhéachann agus mar a mhothaíonn iompar mhaith. Deintear gach iarracht deá-iompar a mholadh i gcónaí. Sna seomraí ranga moltar na paistí go rialta agus gach seachtain bronnfar “dalta na seachtaine” nó “Cárta Glas” ar pháistí atá ag deanamh iarrachta faoi leith. Coinnítear tuairiscí faoi iompar na bpaistí. Tugtar tacaíocht dóibh siúd go bhfuil deacrachtaí acu lena cuid iompair. Ar an mbealach seo ‘sí an aidhm atá againn ná tacú le daltaí nach mbíonn sé éasca dóibh cloí leis na rialacha. Cuireann an scoil cairdeas chun cinn trí a bheith ag féachaint ar cad is brí le cairdeas, conas gur cóir do pháistí bheith le chéile agus ag forbairt agus ag taispeáint gnéithe dearfach faoi chairdeas.
- Cuireann an scoil na cláracha seo chun cinn: Bí Sábháilte, Misneach, RSE, I nGrá Dé agus Lean Mé.
- Traenáil inseirbhíse a chur ar fáil don fhoireann go léir ionas go mbeidh gach ball den bhfoireann soiléir ar céard is bulaíocht ann, cén éifeacht a bhíonn aige ar pháistí agus conas gur féidir é a sheacaint agus deighleáil leis.
- Le tacaíocht ó chláracha ar nós, Bí Sábháilte agus Misneach chomh maith le gnéithe áirithe don ‘anti-bullying campaign.ie á chur chun cinn ó rang 3-6, beifear ag súil go gcruthófar atmaisféar dearfach oscailte ina bpléifear agus ina dheighleálfar le bulaíocht LÁITHREACH.
- Cuirfear páistí ó ranganna naíonáin go rang 2 ar an eolas faoi cad is bulaíocht ann agus cad lena bhfuil pobal na scoile ag súil leis.
- Go ndéanfar plé ar bhulaíocht mar iompar nach nglacfar leis riamh sa scoil ag tionól agus sna ranganna.
- Go nardófar feasacht agus go gcuirfear traenáil ar fáil ar bhonn uile scoile ar ghach gné de bhulaíocht idir dhaltaí, tuistí/caomhnóirí agus an pobal scoile níos leithne.
- Go gcuireann an scoil a dhóthain féitheoireachta ar fáil sna seomraí ranga, pasáistí, timpeall na scoile, ar thurais scoile agus gníomhaíochtaí tar éis am scoile. Spreagtar

baill eile den scoil nach múinteoirí iad bheith ag faire amach agus aon cúis imní a chur in iúl. Déanfar féitheoireacht freisin ar pháistí aon uair go mbíonn ríomhairí in úsáid acu.

- Cód Frithbhulaíochta a fhorbairt agus a thaispeáint go poiblí i seomraí ranga agus timpeall na scoile.
- Cuirfear cóip den polasaí frith-bhulaíochta ar fáil ar an suíomh idirlíon www.gaelcoilathai.ie
- Tá sonraí sa Ráiteas um Chumhdach Leanaí faoi conas páistí a choinneáil sábháilte agus mar sin ag laghdú seansanna bulaíochta.
- Déanann an fhoireann gach iarracht féin mhuintín agus féin-mheas na páistí a mhúscailt agus a ardú ach go h-áirithe iad siúd a cheaptar atá i mbaol – i mbealaí ealaíonta nó spórtúil.
- Úsáidtear tionól míosúil na scoile chun meas agus aire dá céile a dhaingniú agus chun ról agus freagracht na ndaltaí a mhíniú dóibh ionas nach dtarlaíonn bulaíocht gan aird.
- Spreagtar na páistí chun a bheith macánta agus iad ag insint faoi bhulaíocht agus mínítear freisin tabhacht an róil le daoine a bhíonn ag faire. Mínítear dóibh an tábhacht atá le hinsint agus nuair a insíonn siad faoi bhulaíocht níl siad ag insint scéalta ach ag déanamh an rud freagrach.
- Cuirfear doiciméad roinnte ar fáil don fhoireann ar fad. Sa chás go bhfuil buairt/líomhaint bulaíochta curtha in eolas don scoil, cuirfear an doiciméad seo i bhfeidhm. Cuirfear múinteoirí/baill fóirne ábhartha ar an eolas faoi agus beidh orthu eolas a ionchur go rialta sa doiciméad agus iad ag plé leo siúd luaite sa bhuairet/líomhaint. Coimeádfar taifead don ábhar breathnóireachta agus déanfar iarphlé mar is cóir.
- Déanann foireann na scoile plé agus deighleáil le teanga ata mí oiriúnach nó atá ag cur daoine síos.

6. TREORACHA DON FHIOSRÚCHÁN, DON SCÉAL LEANTACH, TAIFEAD AGUS IDIRGHABHÁIL

Príomh Aidhm

Is í an príomhaidhm a bheidh ag an scoil agus iad ag deileáil le bulaíocht ná teacht ar réiteach chomh tapaidh agus is féidir agus cinntiú gur féidir leis na dreamanna a bhí bainteach leis an tromaíocht réiteach le chéile ina dhiaidh.

Caithfidh an scoil a bheith comhsheasmhach leis an bplean seo a leanas.

Déanfar gach iarracht cinntiú go mbeidh tuiscint ag chuile dhuine (foireann, daltaí, tuismitheoirí/caomhnóirí) ar an bplean seo ón tús.

An Chéad Tuairisc do Bhulaíocht

Tá sé de cheart ag duine ar bith i bpobal na scoile tuairisc a dhéanamh má thugann siad iompar diúltach/gránna i gcoinne duine ar bith faoi deara.

- Go hiondúil is é/í an múinteoir ranga a bheidh ag deileáil leis an ngearán/tuairisc ar dtús. A fhad is a bheidh an múinteoir ranga ag déanamh fiosrúcháin, cinnteoidh sé/sí má tá nó mura bhfuil tromaíocht ar siúl agus conas gur féidir an fhadhb seo a réiteach. Má thagann sé chun solais go bhfuil eachtraí eile tar éis tarlúint roimhe seo i ngan fhios don mhúinteoir, déanfaidh sé/sí taifead orthu sa 'Chód Iompair', ach glacfar leis mar an chéad eachtra tuairiscithe go foirmeálta.
- Úsáidfidh na múinteoirí cur chuige sochair, fadhb-réiteach agus iad ag deileáil le h eachtraí go bhfuil poitéinsiúil bulaíochta acu, atá curtha os a gcomhair ag daltaí/ baill foirne/ tuismitheoirí/caomhnóirí. In aon chás go bhfuil sé ráite go raibh bulaíocht ar siúl, cuirfear an cáipéis, Breathnóireacht 14 Lá, i bhfeidhm ar an té ina bhfuil sé curtha ina leith go bhfuil bulaíocht á dhéanamh aige/aici más gá chomh maith leo siúd go bhfuil an buairt fúthu.
- Cuirfear an tuismitheoir ar an eolas más gá le breis iniúchadh.
- Coinneofar taifead scríofa den eachtra i gcuntais bulaíochta an mhúinteora. **Is é an brí atá le bulaíocht ná iompar atá 'leanúnach agus córasach'. Ní bhreathnaítear ar an gcéad eachtra d'iompar gránna/ionsaitheach mar bhulaíocht mura mbíonn sé leanúnach. Déanfar iarracht deileáil le hiompar gránna de réir cód iompair na scoile.**
- Déanfar deighleáil le haon ghearán maidir le cíbearbhulaíocht mar bhulaíocht taréis don chéad iniúchadh.
- Má bhíonn an múinteoir den tuairim go n- iompaíodh an iompar diúltach seo go bulaíocht, inseofar é seo do na páistí atá bainteach agus deirtear leo an toradh a

bhéas ar an scéal má leantar ar aghaidh leis an iompair.

- Iarrtar ar an dalta 'Geallúint Iompair' a shíniú ag tabhairt geallúint nach ndéanfaidh sé/sí é arís.

An Dara Thuairisc ar Bhulaíocht

- Is é/í an múinteoir ranga a bheidh ag deileáil leis an ngearán/tuairisc. Inár scoil ciallaíonn sé seo go mbeidh, Breathnóireacht 14 Lá, eile curtha i bhfeidhm sa scoil. Beidh iarphlé i gceist anseo arís.
- Beidh tuairisc faoin eachtra scríofa agus curtha san fhillteán don chód iompair.
- Deirtear leis na tuismitheoirí cuí faoin eachtra agus beidh cruinniú eagraithe leo agus leis an múinteoir ranga.
- Tugtar seans don pháiste go bhfuil bulaíocht ar siúl air nó uirthi a dtaobh den scéal a thabhairt i mbealach rúnda.
- Coimeádtar tuairiscí faoi na cruinnithe seo agus straitéisí chun deighleáil leis an mí iompair.

An Tríú Tuairisc do Bhulaíocht

- Sa chás go gcinneann an múinteoir ábhartha go raibh iompraíocht bulaíochta ar bun ag an dalta, ba chóir a chur in iúl go soiléar dó/di gur bhris sé a gheallúint iompair. Deanfar gach iarracht ionas go dtuigfidh an páiste an cás trí shúile an pháiste eile, lena tuismitheoirí i láthair.
- Tiofáidh an múinteoir cuí suas le straitéisí idirgabhála i ngleic leis an Príomhoide Tánaisteach agus/nó an Príomhoide. Rachfar i gcomhairle leis na tuismitheoirí freisin.
- Nuair a bhíonn smachtbhanna iompair á n-úsáid déantar é i ngleic leis an gcód iompair.
- Beidh sé seo pléite go soiléir (le dhá sheit tuimitheoirí agus daltaí) gur in aon suíomh go mbeidh smachtbannaí úsáidte gur rud príobháideach é idir an dalta agus a t(h)uismitheoirí agus an scoil.
- Ba cheart cruinnithe leantacha a eagrú ina dhiaidh seo leis na páirtithe (le cead tuismitheora) cuí chun féachaint an mbeidh siad in ann teacht le chéile amach anseo má bhíonn sé ceart go leor leis an duine go déanfadh bulaíocht air. Taispeáineann taighde gur féidir leis an gcur chuige seo éifeacht dearfach teiripeach a bheith aige agus íslíonn sé go suntasach an seans go dtarlóidh sé arís.



Ag déanamh athbhreithniú

I gcásanna gur dóigh leis an múinteoir ábhartha nár déileáladh go cuí ná go leordhóthanach leis an iompraíocht bulaíochta laistigh de 20 lá scoile tar éis dó/di a chinneadh gur tharla iompraíocht bulaíochta, caithfear taifead a dhéanamh faoi ar an teimpléid cuí i Aguisín 3/4.

Ag déanamh cinneadh faoi an bhfuil cás bulaíochta deileáilte leis i gceart agus réitithe/tugtha faoi go cuí le tacaíocht ó fhianaise an, Breathnóireacht 14 Lá, tógfaidh sé/sí na rudaí seo a leanas san áireamh:

- An bhfuil bulaíocht stoptha?
- An bhfuil aon eas-aontas no mí thuiscint a bhí idir na páirtithe ceart go leor anois?
- An bhfuil an gaol idir na páirtithe chomh maith arís agus is féidir?
- Aon ais-eolas ó na tuistí, ón bpríomhoide nó ón bpríomh-oide tánaisteach.

Nuair nach bhfuil tuismitheoir sásta go bhfuil an scoil tar éis deileáil leis an mbulaíocht de réir cur chuige na midhanna imeachta seo, moltar dóibh modhanna imeachta gearánta na scoile a leanúint

Sa chás nach bhfuil an tuismitheoir fós sásta tar éis dul tríd na modhanna imeachta gearánta na scoile, cuirfidh an scoil iad ar an eolas faoina gcearta gearán a dhéanamh tríd an Ombudsman for Children.

Ag gach stad den phróiséas, glactar leis go mbeidh comh-oibriú idir na baill go léir atá páirteach agus go mbeidh réiteach ar rudaí go tapaídh. Muna bhfuil comh-oibriú, rachaidh sé os comhair an bhoird.

7. CLÁR TACAÍOCHTA DO DHALTAÍ GUR GHOILL BULAÍOCHT ORTHU

Straitéisí Idirghabhála

Taispeánann taighde idirnáisiúnta gurb é idirghabháil a chabhraíonn le déantóir na coire tuiscint a bheith aige/aici ar thionchar a gcuid gníomhaíochtaí agus a chabhraíonn leis/léi glacadh le freagracht chun cúrsaí a fheabhsú/reitiú an idirghabháil is éifeachtaí. Molann taighde go n-úsáidfeadh scoileanna meascán modhanna chun é seo a bhaint amach. Mar sin, nuair a fhaightear amach gur tharla eachtra bulaíochta, úsáidfidh an scoil na straitéisí idirghabhála aitheanta a leanas:

- Córas tréadchúraim
- Idirghabháil
- Cleachtadh Aisiríoch
- Módh Tacaíochta grúpaí

I gcásanna de bhulaíocht dáiríre mailíseach nó i gcásanna bulaíochta leantach, leanfaidh an scoil an Cur Chuige Smachtbhannaí Díreach. Feach ar Aguisín 5 chun imlíne na hidirghabháil seo a fheiscint.

8. MAOIRSEACTH AGUS MONATÓIREACTH ÉIFEACTACH AR DHALTAÍ

Deimhníonn an Bord Bainistíochta go bhfuil cleachtas agus beartais maoirseachta agus monatóireacta cuí i bhfeidhm chun iompar bhulaíochta a chosc agus chun deileáil leis agus chun idirghabháil luath a éascú más féidir. Tugann Polasaithe na scoile ar Chaomhnú Leanaí agus ar mhaoirsiú Leanaí treoir soiléir ar an ábhar seo.

9. AN CIAPADH A CHOSC

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

10. DAINGNIÚ, CUMARSÁID AGUS AG CUR I BHFEIDHM AN PHOLASÁÍ

Cuireadh an beartas seo ar fáil do phobal na scoile, foilsíodh é ar shuíomh gréasáin na scoile agus do Chumann na dTuismitheoirí. Cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile ach iarraidh.

Déanfar athbhreithniú ar an mbeartas agus a chur i bhfeidhm an Bord Bainistíochta g a c h scoilbhliain. Cuirfear fógra scríofa faoi athbhreithniú bheartas frithbhulaíochta na scoile ar fáil do phobal na scoile, foilseofar é ar shuíomh gréasáin na scoile agus do Chumann na dTuismitheoirí. Cuirfear taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é.

Ghlac an Bord Bainistíochta leis an mBeartas seo ar an 29ú Samhain 2021.

Sínithe: 

*Cathaoirleach an Bhoird Bhainistíochta
Bainistíochta*

Dáta: 29ú Samhain 2021

Sínithe: 

Príomhoide/Rúnaí ag an mBord

Dáta: 29ú Samhain 2021



APPENDIX 1: SCHOOL ANTI-BULLYING PRACTICES

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate outdoor supervision.
- Support the establishment and work of Cinnirí Scoile.

APPENDIX 2: INFORMATION ABOUT BULLYING

TYPES OF BULLYING BEHAVIOUR

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore”(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.
- **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. 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.
- **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. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

IMPACT AND INDICATORS OF BULLYING BEHAVIOUR

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

INDICATORS OF BULLYING BEHAVIOUR

- The following signs and symptoms may suggest that a pupil is being bullied:
- Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, truancy;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses e.g. headaches, stomach aches;
- Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing; and
- Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

Useful Links:

Teaching Kids to be Safe and Ethical Online

<http://mediasmarts.ca/stay-path-teaching-kids-be-safe-and-ethical-online-portal-page>

http://www.webwise.ie/cyberbullying_resources.shtm



(A collection of useful resources on cyberbullying)

<http://www.bullyingnoway.gov.au/parents/index.html>

(information for parents and carers about bullying and harassment)

http://www.psychology.org.au/publications/tip_sheets/bullying/

(practical strategies for helping a child learn how to manage his/her feelings, behave in appropriate ways, and learn non-aggressive alternatives for dealing with conflict)

Information for Primary Pupils (up to 8yrs)

<http://www.takeastandtogether.gov.au/under13/index.html>

<http://www.barnardos.ie/resources-advice/young-people/teen-help/bullying.html>

(Useful information for senior primary pupils or teens)

APPENDIX 3: INFORMAL RECORDING TEMPLATE

TUAIRISC AR BHULAÍOCHT LÍOMHNAITHE

Ainm an dalta (atá ag fulaingt):	Rang:
Ainm(neacha) a luaitear leis an mí-iompar:	Rang:
Múinteoir Ranga:	
Duine atá ag tuairisciú:	Dáta:
Cur síos gearr ar an iompar agus a thionchar	
Gnímh tógtha	
Sínithe:	Dáta:

APPENDIX 4: STANDARD FORMAL RECORDING TEMPLATE

Ainm an dalta (atá ag fulaingt):		Rang:	
Ainm(neacha) a luaitear leis an mí-iompar:		Rang:	
Múinteoir Ranga:			
Duine atá ag tuairisciú:		Dáta:	
Cúis buartha léirithe ag		Láthair na nEachtraí	
An dalta féin		Clós na scoile	
Dalta(f) eile		Seomra ranga	
Tuismitheoir		Pasáistí na scoile	
Múinteoir		Leithris	
Eile		Eile	
Cineál bulaíochta			
Ionsaitheacht fhisiciúil <i>Physical Aggression</i>		Cíbear-bhulaíocht <i>Cyber-bullying</i>	
Dochar do Mhaoin <i>Damage to property</i>		Imeaglú <i>Intimidation</i>	
Aonrú/Eisiamh <i>Isolation/Exclusion</i>		Cúlchaint mhailíseach <i>Malicious gossip</i>	
Glaoch ainmneacha <i>Name calling</i>		Eile <i>Tabhair sonraí</i>	
I gcás bulaíocht bunaithe ar aitheantas, léirigh cúis na bulaíochta			
Bulaíocht homafóbac <i>Homophobic bullying</i>		Bulaíocht de bharr riachtanais speisialta <i>Disability or SEN based</i>	
Bulaíocht Chiníoch <i>Racist bullying</i>		Ballraíocht den Lucht Siúil <i>Membership of Travelling Community</i>	
Eile <i>Tabhair sonraí</i>			

Cur síos gearr ar an iompar agus a thionchar

Gnímh tógtha

Nótaí maidir le réiteach

Sínithe:

Dáta:

APPENDIX 5: OVERVIEW OF INTERVENTIONS

The following methods of intervention are based upon an analysis of the major alternative and supplementary strategies being used to address cases of bullying encountered in schools.

- Each has its own rationale and appropriate areas of application, depending on the nature of the case. This could vary widely, for instance in terms of severity, group involvement and whether there has been any provocation.
- Each has its unique strengths and limitations regarding its use in specific cases.
- Training in the application of each of the methods is needed, some more than others.
- It is important to recognise that the methods are NOT alternatives to taking considered proactive steps to prevent bullying from occurring, such as good classroom management, class discussions of bullying, social skills training, promoting positive bystander behaviour, developing peer support. Such steps can reduce the number of cases that occur.
- Each method assumes a whole school approach and a well-informed understanding of the reasons why each may be used in particular circumstances.

APPROACHES

Below is a description of approaches which may be used when dealing with incidents of bullying behaviour in our school:

Direct Sanctions approach
<p>This approach makes use of disciplinary procedures or penalties as a punishment and/or a deterrent to prevent further bullying. These may include verbal reprimands; meetings with parents; temporary removals from class; withdrawal of privileges; school community service; detentions and exclusion from group activity; short-term exclusion; and permanent exclusion</p> <p>Can be used: In serious cases, and in instances of repeated non-compliance</p>
Strengthening the target
<p>This involves systematically helping the victim to deal more effectively with the person or persons who might seek to bully him or her.</p> <p>Can be used: In cases of low level (usually verbal) banter when it is believed the victim can be trained to cope by acquiring more appropriate social and verbal skills.</p>
Mediation
<p>This is a process in which pupils in conflict, including bully/victim conflicts, are invited to take part in a session with a mediator, a staff member or peer mediator, to help resolve their differences without any compulsion.</p> <p>Can be used: When students in dispute both want help from a mediator. (Children who bully only rarely want to seek mediation.)</p>

Restorative Practice

This involves getting the perpetrator to reflect upon his or her unacceptable behaviour, experience a sense of remorse and act to restore a damaged relationship with both the victim and the school community. It may take place (i) at a meeting with just the bully and the victim (ii) with a group or class of students involved in bullying behaviour or (iii) at community conference attended by those involved in the bullying plus significant others such as parents. Can be used: In cases in where the perpetrator can be induced to become sincerely remorseful and act restoratively.

Support Group Method

This is a non-punitive strategy used with groups of students who have engaged in bullying someone. Once identified by the victim, the 'bullies' meet with the teacher and other students, who have been selected because they are expected to be supportive of the victim (who is not present). Knowledge of the distress experienced by the victim is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome is monitored. Can be used: In cases of bullying by groups where the perpetrators are prepared to cooperate at a meeting with a teacher plus other students and assist in putting things right.

APPENDIX 6: BOARD OF MANAGEMENT REVIEW CHECKLIST

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Príomhoide?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Príomhoide's periodic report to the Board? Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Príomhoide (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Dáta: _____

Notification regarding An Bord Bainistíochta's annual review of the anti-bullying policy

To: Coiste na dTuismitheoirí

Bord Bainistíochta Ghaelscoil Átha Í wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 29 Samhain 2021.
- This review was conducted in accordance with the checklist set out in **Appendix 6** of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed _____ *Meara Uí Néill* _____ Date 29 Samhain 2021
Chairperson, Board of Management

Signed _____ *Góranne Ní Chionáide* _____ Date 29 Samhain 2021
Príomhoide