

## ***Polasáí Frith-Bhulaíochta/Anti-Bullying Policy***

1. *I gcomhréir le riachtainais an Acht Oideachas (Leas) 2000 agus na dtreoirlíne faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachas tá an beartas frithbhulaíochta seo a leanas glachta ag Bord Bainistíochta Gaelsoil Bharra mar chuid de chód iompair na scoile. Géilleann an beartas go huile aus go hiomlán do riachtanas Ghnásanna frithbhulaíochta Bunscoile agus Iar-bhunscoile a fhoilsíodh i Meán Fómhair 2013.*

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Gaelscoil Mhuscraí has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. *Aithníonn an Bord Bainistíochta a thromchuisí atá iompair bulaíochta agus a dhiúltaí a d'fhéadfadh a thioncar a bheith ar dhaltáí, agus geallann an scoil da réir cloí leis na príomhphrionsabail dea-chleachtais seo a leanas agus iompair bulaíochta a chosc agus á chomhrac.*

The Board of Management recognizes the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- a) A positive school culture and climate which:
    - o is welcoming of difference and diversity and is based on inclusivity;
    - o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and promotes respectful relationships across the school community;
  - b) Effective leadership;
  - c) A school-wide approach;
  - d) A shared understanding of what bullying is and its impact;
  - e) Implementation of education and prevention strategies (including awareness raising measures) that –
    - o Build empathy, respect and resilience in pupils; and
    - o Explicitly address the issues of cyber-bullying and identity-based bullying;
  - f) Effective supervision and monitoring of pupils;
  - g) Supports for staff;
  - h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
  - i) On-going evaluation of the effectiveness of the anti-bullying policy
3. *I gcomhréir le Gnásanna Frithbhulaíochta Bunscoile agus Iar- bhunscoile seo é an sainmhíniú ar bhulaíocht.*

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary

Schools bullying is defined as follows:

*An rud a thuigtear le bulaíocht ná iompar diúltach neamhiarrtha, bíodh sé i bhfoirm iompar briathartha, síceolaíoch nó fiscúil, a dhéannan duine aonar no ghrúpa in aghaidh duine nó daoine eile, agus a dhéantar arís agus arís eile.*

**Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.**

The following types of behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix/Agusín 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

4. *Seo leanas na múinteoirí cuí a bhaineann le fiosrú agus plé eachtraí fhrithbhulaíocht:*  
The 'Relevant Teacher(s)' for investigating and dealing with bullying in this school is/are as follows:

- *Na múinteoirí ranga lena mbaineann an fhadhb / The reporting child's class teacher.*
- *Mairéad Uí Chárthaigh, Príomhoide Feidhmeannach i gcásanna tromchúiseacha / The Principal in serious cases.*
- *Is féidir le múinteoir ar bith feidhmiú mar mhúinteoir ábhartha, mar a oireann sé don chomhthéacs / Any teacher may act as a relevant teacher if circumstances warrant it.*



5. *Seo a leanas na straitéisí oideachais agus coiscithe (lena n-áirítear straitéisí a bheidh dírithe go sonrach ar an gcibearbhulaíocht bunaithe ar aitheantas go háirithe bulaíocht homafóbach agus trasfóbach) a bheidh in úsáid:*

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:

- The anti-bullying module of the OSPS/SPHE programme as it applies during each school year.
- The use of the 'Raising Awareness' strand of the Anti-Bullying Campaign, via its website, pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying. All staff attended a training session on this Campaign in September 2015.
  - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
  - Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
  - Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.
- *Forbairt Leanúnach Foirne eagraithe ag eagrais éagsúla, Ionad Oideachais Chorcaí agus SESS.* Continuous Professional Staff Development run by Cork Education Centre and Special Education Support Services.
- *Eolas a roinnt le tuismitheoirí ar shábháilteacht, usáid/mí-úsáid an idirlín.* Information about Internet safety for parents.
- *Clár Bí-Sábháilte / Stay Safe Programme.*
- *Tacaíocht cuí laethiúil do bhaill foirne na scoile a chintíonn leanúnachas ciallmhar deismhíneach chomh maith le foirfeacht leanúnachas.* Supporting each staff member on a daily basis while ensuring continuous and exact application of the policy.
- *Blocáileann an Clár Leathanbhanda Scoile gach láithreán líonraithe shoisialta ar an mbonn go n-íolann said an t-iomad den leathanbhanda a chuirtear ar fáil do chuspóirí oideachais. Tá polasaí Inúsáide Inghlachtha sa scoil. Usáidtear ceachtanna 'Webwise' chun múineadh faoi bhulaíocht ar líne.* Broadband is used for Educational purposes only. All social media sites are blocked by our filtering system. See our 'Acceptable Use Policy for the Internet'. 'Webwise' lessons are used in teaching about Cyber Bullying.

6. *Gnásanna chun Bulaíocht a Fhiosrú agus Láimhseáil*

*Seo a leanas straitéisí na scoile chun iompair bhulaíochta a imscrudú, chun obair leantach a dhéanamh ina dtaobh agus chun iompair bulaíochta a thairgeadh mar*

*aon leis na stratéisí idirghabhála bunaithe a úsáidfidh an scoil chun déileáil le cásanna d'iompar bulaíochta:*

#### Procedures for Investigating and dealing with Bullying

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, (e.g. the six step approach available from the 'Dealing with Incidents' section of the Anti-Bullying Campaign website) are as follows:

- I. The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
- II. The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- III. Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s). See Appendix 2.
- IV. The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. 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. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- V. 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. See Appendix 3.
- VI. If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).

All documentation regarding bullying incidents and their resolution is retained securely in the school.

## Sanctions / Smachtbhannaí:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- o S/he may be required to sign another promise, this time countersigned by a parent/guardian;
- o Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
- o Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
- o The case may be referred to the Board of Management and the pupil may be expelled from the school.

### 7. *Seo a leanas an clár scoile chun tacaíocht a thabhairt do pháistí atá faoi thionchar an bhulaíochta:*

The school's programme of support for working with pupils affected by bullying is as follows:

#### Bullied pupils:

- o Ending the bullying behaviour,
- o Maintaining and upholding the school culture to foster more respect for bullied pupils and all pupils,
- o Supporting the school culture to foster empathy, and understanding towards bullied pupils,
- o Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- o 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,
- o After resolution, enabling bullied pupils to complete a victim-impact statement,
- o 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).

#### Bullying pupils:

- o Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- o Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- o Making parents aware of counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- o 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),

- o Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- o In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- o 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.

8. *Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltai:*

*Deimhníonn an Bord Bainistíochta go bhfuil beartais agus cleachtais chuí maoirseachta agus monatóireachta i bhfeidhm chun iompair bulaíochta a chosc agus chun déileáil leis agus chun idirghabháil luath a éascú más féidir.*

Supervision and Monitoring of Pupils:

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. *An Ciapadh a Chosc.*

*Deimhníonn an Bord Bainistíochta go ndéanfaidh an scoil, de reir a oibleagáidí faoin reachtaíocht chomhionannais, gach beart is indéanta go practiciúil chun daltai agus baill foirne a chosaint ar chiapaidh gnéasach agus ar ciapadh ar aon cheann de na naoi bhfóras, mar atá inscne lena n-áirítear trasinscine, stádas sibhialta, stádas teaghlaigh, treoshuíomh gnéasach, reiligiúin, aois, míchuas, cine no ballraíocht den lucht siúil.*

Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. *Cumarsáid*

*Tá an polasaí seo ar fáil do foireann na scoile, foilseofar é ar shuíomh gréasáin na scoile agus tabharfar cóip do Choiste na dTuismitheoirí. Cuirtear gach tuismitheoir ar an eolas faoin bpolasaí seo le linn an phróiseis chlárúcháin agus meabhraítear go rialta ag cruinnithe tuismitheoirí/caomhnóirí go bhfuil sé ar fáil leis na polasaithe eile. Cuirfear cóip den polasaí seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.*

Communication

This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request and provided to the Coiste na dTuistí. A copy of this policy will be made available to the An Roinn Oideachais agus Scileanna and to the patron if requested.

11. *Clár ama Athbhreithnithe*

*Athbhreithneoidh an Bord Bainistíochta an polasaí agus a fheidhmiú uair amháin i ngach scoilbhliain – féach Aguisín 4.. Cuirfear fógra scríofa gur athbhreithníodh polasaí frithbhulaíochta na scoile ar fáil do fhoireann na scoile, foilseofar é ar shuíomh gréasáin na scoile agus tabharfar cóip do Choiste na dTuismitheoirí. Cuirfear taifead den athbhreithniú agus a thoradh ar fáil don phátrún agus don Roinn, más gá.*

This policy and its implementation will be reviewed by the Board of Management once in every school year – see Aguisín 4. Written notification that the review has been completed will be made available to school personnel, published on the school website and be otherwise readily accessible to parents and pupils on request and provided to the Coiste na dTuistí. A record of the review and its outcome will be made available to the An Roinn Oideachais agus Scileanna and to the patron if requested.

12. *Daingeanú / Ratification*

*Ghlac Bord Bainistíochta na Scoile leis an bpolasaí seo 18/01/16*

This policy was adopted by the Board of Management on 18/01/16

**Aguisín 1**

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

Repeated aggressive behaviour/attitude/body language, for example:  
Shouting and uncontrolled anger  
Personal insults



Verbal abuse  
 Offensive language directed at an individual  
 Continually/ repeatedly shouting or dismissing others  
 Public verbal attacks/criticism  
 Domineering behaviour  
 Open aggression  
 Offensive gestures and unwanted physical contact  
 Intimidation, either physical, psychological or emotional, for example:  
 Treating in a dictatorial manner  
 Ridicule  
 Persistent slagging  
 Deliberate staring with the intent to discomfort  
 Persistent rudeness in behaviour and attitude toward a particular individual  
 Asking inappropriate questions/making inappropriate comments re. personal life/family  
 Asking inappropriate questions/making inappropriate comments re. social life or schoolwork  
 Interference with property, for example:  
 Stealing/damaging books or equipment  
 Stealing/damaging clothing or other property  
 Demanding money with menaces  
 Persistently moving, hiding or interfering with property  
 Marking/defacing property  
 Undermining/Public or Private Humiliation, for example:  
 Condescending tone  
 Deliberately withholding significant information and resources  
 Writing of anonymous notes  
 Malicious, disparaging or demeaning comments  
 Malicious tricks/derogatory joke,  
 Knowingly spreading rumours  
 Belittling others' efforts, their enthusiasm or their new idea,  
 Derogatory or offensive nicknames (name-calling)  
 Using electronic or other media for any of the above (cyber bullying,  
 Disrespectfully mimicking a particular individual in his/her absence  
 Deliberately refusing to address issues focusing instead on the person  
 Ostracising or isolating, for example:  
 Deliberately marginalizing an individual  
 Deliberately preventing a person from joining a group  
 Deliberately preventing from joining in an activity, schoolwork-related or recreational  
 Blaming a pupil for things s/he did not do



## Aguisín 2



*Feachtas Frith-Bhulaíochta*

*Gaelscoil Mhuscraí,  
Sean Íochtarach,  
An Bhlárna,  
Co. Chorcaí  
Guthán/Facs: (021) 4516874  
Ríomhphost: HYPERLINK  
"mailto:gaelscoilhuscraí@gmail.com"  
[gaelscoilhuscraí@gmail.com](mailto:gaelscoilhuscraí@gmail.com)  
Suíomh: HYPERLINK  
"http://gaelscoilhuscraí.ie"  
<http://gaelscoilhuscraí.ie>*

### Geallúint faoin Iompair

Ainm an pháiste: \_\_\_\_\_

Rang: \_\_\_\_\_

Ta a fhios agam go bhfuil gach páiste difriúl óna chéile agus uaim in an-chuid slití. (Dath grauige, dath craicne, éadaí, airde, meáchan, méid, canúint, creideamh, náisiúntacht, an áit a bhfuil cónaí orainn, an bhfuilimid ciúin nó glórmhar, go holc ag an bhfoghlaím, go maith ag an spóirt srl). Níor mhaith liom go mbeadh páistí ag caitheamh go héagothrom liom nó go mbeinn ag mothú go hainnis ag na páistí eile toisc difríochataí cosúil le seo nó toisc nach maith leo mé. Ta a fhios agam gur cheart go gcaithfidh páistí liom go cothrom, go féaráilte agus le meas.

Ta a fhios agam freisin gur cheart caitheamh go cothrom, go féaráilte agus le meas le gach páiste eile. Níl sé ceart caitheamh in aon shlí eile le paistí. Dá bhrí sin, geallaim, as seo amach, go gcaithfidh mé go féaráilte, cothrom agus le meas le mo chomh-scoláirí in ainneoin ár ndifríochtaí agus pé an maith liom iad nó nach maith liom iad.

Go Speisialta: Scríobh thíos 'Caithfidh mé le \_\_\_\_\_ go féaráilte agus le meas'.

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Síniú: Páiste \_\_\_\_\_ Dáta: \_\_\_\_\_

Múinteoir: \_\_\_\_\_ Dáta: \_\_\_\_\_

### Aguisín 3

#### **Teimpléad chun iompar bulaíochta a thaifeadadh**

#### **1. Ainm an dalta a bhfuil bulaíocht á déanamh air/uirthi agus a rang-ghrúpa**

Ainm \_\_\_\_\_ Rang \_\_\_\_\_

#### **2. Ainm(neacha) agus rang(anna) an dalta/na ndaltaí atá ag gabháil d'iompar bulaíochta**


#### **3. An t-iompar is ábhar buartha/imní (ticeáil an bosca/na (ticeáil boscaí ceart(a)\***

An dalta i dtrácht	
Dalta eile	
Tuismitheoir	
Múinteoir	
Eile	

#### **4. An áit ar tharla an eachtra / na heachtraí (ticeáil an bosca / na boscaí ceart(a)**

#### **5. Ainm an té/na ndaoine a thuairiscigh an t-údar imní bulaíochta**

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Clós	
Seomra ranga	
Dorchla/pasáiste	
Leithris	
Halla na Scoile	
Eile	

#### **6. Cineál an iompair bhulaíochta (ticeáil an bosca/na boscaí ceart(a)\***

Ionsaitheacht Fhisiciúil		Cibearbhulaíocht	
Dochar do mhaoin		Imeaglú	
Aonrú/Eisiamh		Cúlchaint mhailíseach	
Ainmneacha maslacha a thabhairt ar dhuine:		Eile (tabhair do thuairim)	

#### **7. I gcás iompair a bhféachtar air mar bhulaíocht bunaithe ar aitheantas, tabhair an chatagóir lena mbaineann:**

Homafóbach	Míchumas/bainteach le riachtanais speisialta oideachais	Ciníoch	Ballraíocht den Lucht Siúil	Eile (sonraigh)
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**8. Cur síos gairid ar an iompar bulaíochta agus ar a thionchar**

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**9. Sonraí na mbeart a rinneadh**

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Sínithe \_\_\_\_\_ (Múinteoir Ábhartha) Dáta \_\_\_\_\_

An Dáta a cuireadh é ar aghaidh chuig an bPríomhoide/Leas-Phríomhoide \_\_\_\_\_

## Aguisín 4 Seicliosta le haghaidh athbhreithniú bliantúil ar an mbeartas fhrithbhulaíochta agus ar a fheidhmiú

Ní mór don Bhord Bainistíochta (an Bord) athbhreithniú bliantúil a dhéanamh ar bheartas frithbhulaíochta na scoile agus ar an tslí ina gcuirtear chun feidhme é. Ní mór an seicliosta seo a leanas a úsáid san athbhreithniú. Áis is ea an seicliosta d'athbhreithniú an bheartais ach ní seicliosta uileghabhálach é. Ní mór na rudaí seo a leanas a chur i gcrích chun an seicliosta a chomhlánú: scrúdú agus athbhreithniú ar anailís chainníochtúil agus ar anailís cháilíochtúil ar eilimintí éagsúla d'fheidhmiú bheartas frithbhulaíochta na scoile.

Tá/ Níl

An bhfuil beartas frithbhulaíochta a ghéilleann go hiomlán do riachtanais <i>Ghnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile</i> glactha ag an mBord go foirmiúil?	Yá
An bhfuil an beartas foilsithe ar shuíomh Gréasáin na scoile agus cóip curtha ar fáil do chumann na dtuismitheoirí?	Yá
An bhfuil sásta go bhfuil go bhfuil an beartas ar fáil d'fhoireann na scoile (agus foireann nua san áireamh)?	Yá
An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas agus ar na gnásanna ag foireann na scoile chun iad a chur i bhfeidhm go héifeachtach agus go comhsheasmhach ina gcuid oibre laethúla?	Yá
An bhfuil an Bord sásta go bhfuil dóthain eolais ar an mbeartas ag na daltaí?	Yá
An bhfuil an Bord sásta gur doiciméadaíodh sa bheartas na straitéisí coiscithe agus oideachais a bheidh i bhfeidhm sa scoil?	Yá
An bhfuil an Bord sásta gur cuireadh gach straitéis coiscithe agus oideachais chun feidhme?	Yá
Ar scrúdaíodh a éifeachtaí atá na straitéisí coiscithe agus oideachais atá curtha chun feidhme?	Yá
An bhfuil an Bord sásta go bhfuil na múinteoirí ar fad ag taifeadadh agus ag déileáil le teagmhais bhulaíochta de réir an bheartais?	Yá
An bhfuil an Bord sásta go bhfuair an Bord na tuairiscí achoimre tréimhsiúla ón bPríomhoide agus ar glacadh miontuairiscí maidir leo?	Yá
An bhfuil an Bord sásta gur pléadh a fheabhas atá an scoil ag láimhsiú tuairiscí bulaíochta lena n-áirítear teagmhais bhulaíochta ar déileáladh leo ag céim luath agus nach bhfuil ar áireamh, mar sin, i dtuairisc thréimhsiúil an bPríomhoide?	Yá
An bhfuil an Bord sásta nach bhfuarthas aon ghearán ó thuismitheoirí maidir leis an tslí ina láimhsíonn an scoil teagmhais bhulaíochta?	Yá
An bhfuil an Bord sásta nár thóg tuismitheoir ar bith a páiste amach as an scoil á rá go raibh siad míshásta leis an tslí inar láimhsigh an scoil cás bulaíochta?	Yá
An bhfuil an Bord sásta nach ndearna Ombudsman na Leanaí imscrúdú ar an tslí inar láimhsigh an scoil cás bulaíochta a thionscain nó a thabhairt chun críche?	Yá
An bhfuil an Bord sásta go ndearnadh anailís ar na sonraí a fuarthas ó chásanna a tuairiscíodh don bPríomhoide (leis an teimpléad taifeadta bulaíochta) chun aon cheisteanna, treochtaí nó patrúin in iompar bulaíochta a shainaithint?	Yá
An bhfuil an Bord sásta nár aithníodh aon ghnéithe de bheartas na scoile agus/nó a fheidhmiú a dteastaíonn feabhsú breise orthu?	Yá
An bhfuil plean gníomhaíochta i bhfeidhm ag an mBord chun díriú ar aon réimse ina dteastaíonn feabhsú?	n/a.

Síniú

Cathaoirleach, an Bord Bainistíochta

Dáta 13-DEC-2023

Síniú

Príomhoide

Dáta 13.12.23



**Fógra maidir le hathbhreithniú bliantúil an Bhoird Bhainistíochta ar an mbeartas frithbhulaíochta**

Chuig: Patrún & Pobal na Scoile

Is mian leis an mBord Bainistíochta i gColáiste Íosagáin na nithe seo a leanas a chur in iúl duit:

Tugadh athbhreithniú an Bhoird Bhainistíochta ar bheartas frithbhulaíochta na scoile agus a fheidhmiú chun críche ag cruinniú an Bhoird den 13/12/23 Rinneadh an t-athbhreithniú i gcomhréir leis an seicliosta atá leagtha amach in Aguisín 4 de na Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile.

Síniú:



Dáta: 13/12/23

Cathaoirleach, an Bord Bainistíochta

Síniú:

Maureen Uí Charthaigh.

Dáta : 13/12/23

Príomhoide Feidhmeannach