

Coláiste na Rinne

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Scoil na leanaí

Polasaí Dhígnit san Ionad Oibre



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Polasaí Dhígnit san Ionad Oibre/

Dignity at Work Policy

Dínit ag an Obair: Timpeallacht Oibre atá Dearfach agus Éifeachtach a Chothú •

Ghlac Bord Bainistíochta Scoil na Leanaí leis an bpolasaí seo ar an 05/04/2025 tar éis dul i gcomhairle leis an bhfoireann uile.

Tá an doiciméad seo á chur le chéile i gcomhthéacs roinnt doiciméad, lena n-áirítear sa chód 'Cleachtais d'Fhostóirí agus d'Fhostaithe maidir le Bulaíocht ag an Obair a Chosc agus a Réiteach (2007)' (Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work (2007)) ón Údarás Sláinte agus Sábháilteachta agus Cód Cleachtais an Údaráis Chomhionannais, ar tugadh éifeacht dlí dó leis an Ordú fán Acht um Chomhionannas Fostaíochta, 1998 (Cód Cleachtais) (Ciapadh) 2002 (I.R. Uimh. 78 de 2002).

A. Lár-Phrionsabail an Pholasaí

Tá an scoil seo tiomanta do thimpeallacht oibre dhearfach ina léirítear meas, comhoibriú, oscailteacht agus comhionannais.

Féachfaidh an scoil seo le bulaíocht agus ciapadh a chosc agus ní ghlacfar leo. Tá sé de cheart ag gach fostaí go gcaithfear leo le dígnit agus le meas. Tá an lucht bainistíochta tiomanta d'idirghabháil ar bhealach cuí a dhéanamh – ag úsáid ceann de na nósanna imeachta atá glactha ag an lucht Bainistíochta/INTO – chun plé le líomhaintí maidir le bulaíocht nó ciapadh agus chun líomhaintí mar sin a fhiosrú. Bainfear úsáid as forálacha Chiorclán 40

B. Cad is Bulaíocht agus Ciapadh san Ionad Oibre ann?

Glacann an Bord Bainistíochta leis an sainmhíniú ar bhulaíocht daoine fásta mar atá leagtha amach ag an Tascfhórsa ar Bhulaíocht san Ionad Oibre a Chosc (2001): Is é is Bulaíocht san Ionad Oibre ann ná iompar míchuí a dhéanann duine amháin nó níos mó in aghaidh duine nó daoine eile arís agus arís eile, go díreach nó go hindíreach, cibé acu an iompar béil, iompar fisiciúil nó iompar eile, san ionad oibre agus/nó i gcúrsa fostaíochta, agus a bhféadfaí le réasún a

mheas gur iompar é a chuireann isteach ar cheart an duine chun dínite ag an obair.

Cé gur féidir gur masla do dhínit ag an obair é teagmhas aon uaire den chineál iompair a gcuirtear síos air sa shainmhíniú, ní mheastar gur bulaíocht atá ann toisc gur teagmhas aon uaire é.

Clúdaítear ciapadh sa reachtaíocht maidir le Comhionannas Fostaíochta agus tá sé bunaithe ar stádas duine i gceann de na naoi gcatagóir (nó forais) a shainítear sa reachtaíocht sin (inscne, stádas pósta, reiligiún, claonadh gnéis, etc.). Sainmhínítear ciapadh sa dlí mar iompar gan iarraidh (“unwanted conduct”) a bhaineann le ceann amháin nó níos mó de na forais idirdhealaitheacha agus a bhfuil de chuspóir nó éifeacht aige sárú a dhéanamh ar dhínit an duine agus timpeallacht a chruthú ina ndéanfar an duine a imeaglú, a náiriú nó a mhaslú (“has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.”).

Aithnítear go bhféadfaí gearáin bhulaíochta agus chiaptha a dhéanamh i measc comhghleacaithe ag an obair ach go bhféadfaí iad a dhéanamh i dtaca le cuairteoirí ar an scoil freisin. I gceachtar den dá chás, tá an scoil tiomanta d’ionad oibre dearfach ina bhfuil meas ar dhínit ag an obair.

C. Timpeallacht Oibre Dhearfach

Aontaítear go n-oibreoimid le chéile chun go mbeidh an scoil seo ina háit mhaith le dul ag obair. Bíonn timpeallacht dhearfach oibre in áit ar áit mhaith í le dul ag obair, arb iad na gnéithe a bhaineann leis sin ná:

- Atmaisféar tacaíochta
- Cumarsáid mhaith oscailte (e.g. trí dheiseanna a chur ar fáil ag cruinnithe foirne rialta)
- Iompar idirphearsanta cuí
- Comhoibriú
- Plé oscailte agus coimhlint a réiteach
- Aitheantas, aiseolas agus dearbhú de réir mar is cuí

- Caitheamh go cothrom leis an bhfoireann go léir (lena n-áirítear córais chothroma i leith roghnú agus ardú céime de réir nósanna imeachta aontaithe)

Tá gach duine freagrach as timpeallacht oibre dhearfach a chothú. I dtaca leis sin, tá freagracht shoiléir ar dhuine ar finné é nó í imní a léiriú faoi dhínit ag an obair agus faoi bhagairtí uirthi sin, ar bhealach iomchuí tráthúil

Áireofar sa Ráiteas Sábháilteachta – mar a shainítear faoin Acht um Shábháilteacht, Sláinte agus Leas ag an Obair 2005 – tiomantas do thimpeallacht oibre dhearfach, i gcomhthéacs oibleagáidí an Fhostóra mar a leagtar amach iad in Alt 8 den Acht sin, lena n-áirítear an dualgas chun gníomhaíochtaí oibre a bhainistiú sa chaoi is go ndéanfar iompar iomchuí a dóigh dó sláinte agus sábháilteacht a chur i mbaol (“improper conduct or behaviour”) a chosc.

Agus an polasaí seo á glacadh ag an scoil, comhaontaítear go ndéanfar bearta leis chun ár dtimpeallacht oibre a scrúdú agus, de réir mar is gá, go n-aontófar athruithe a léiríonn tiomantas do dhínit ag an obair. Tionscnóidh an lucht Bainistíochta na bearta seo, agus déanfar arís iad trí athbhreithniú a dhéanamh go rialta.

Cur síos ginearálta ar na bearta a dhéanfar ná Aithint, Measúnú, Straitéisí a chur i bhFeidhm agus Monatóireacht.

D. Bulaíocht mar Fhadhb Aithníonn ár scoil gur fadhbanna iad Bulaíocht agus Ciapadh a d’fhéadfadh tarlú in aon ionad oibre.

Go ginearálta is ionann iompar bulaíochta agus drochíde shíceolaíoch a mbíonn pian agus fulaingt thromchúiseach mar thoradh uirthi. Taispeánann na staidéir go bhféadfadh sé seo a bheith dírithe ar dhuine ar bith, is cuma faoi phearsantacht nó cumas an duine. Chomh maith leis an tionchar do-ghlactha ar an duine ar a bhfuil sé dírithe, déanann bulaíocht san ionad oibre dochar mór d’éifeachtacht na heagraíochta.

Féadfar na cineálacha iompair seo a leanas a bheith i gceist le bulaíocht:

- Íde bhéil/maslaí, ráitis a bhaineann misneach de dhuine
- Ró-mhonatóireacht a dhéanamh ar obair dhuine

- Eolas a bhaineann leis an obair a choinneáil siar
- Eisiámh a bhfuil toradh diúltach leis

Ní gá go dtarlódh iompar den chineál sin in ionad oibre agus níor cheart go dtarlódh sé ann. Is é aidhm an pholasaí seo ná timpeallacht dhearfach a chruthú a chuirfidh cosc ar iompar den chineál sin. I gcás go líomhnaítear gur tharla bulaíocht nó ciapadh, tá bealach ann chun dul i ngleic leis tríd an nós imeachta aontaithe

E. Cad a tharlóidh má líomhnaítear gur tharla Bulaíocht nó Ciapadh?

Gan dochar do cheart an duine aonair pé comhairle is mian leo a ghlacadh nó pé rud is mian leo a dhéanamh, beidh an Bord Bainistíochta dáiríre faoi aon líomhaintí nó aon bhulaíocht nó ciapadh san ionad oibre.

Tá nósanna imeachta éifeachtacha, de réir cleachtas a aontaíodh go náisiúnta, ag an scoil. Maidir leis na nósanna imeachta chun plé le líomhaintí agus chun iad a fhiosrú, díreofar ar an réiteach is luaithe agus is féidir a bhaint amach, cuirfear ar aghaidh iad ó na céimeanna neamhfhoirmeálta chuig na céimeanna foirmeálta de réir mar is cuí, agus leagfar béim ar rúndacht.

F. Achoimre

Tá dualgas cúraim ar an lucht bainistíochta i leith na bhfostaithe. Ar an dul céanna, tá dualgas cúraim ar na fostaithe i leith a chéile. Is é aidhm an pholasaí seo ná prionsabail agus cleachtais a leagan amach chun tacú le cur i bhfeidhm an dualgais sin sa scoil.

Pléifimid go dáiríre le hiompar míchuí agus le hiompar a bhaineann misneach de dhuine i measc comhghleacaithe oibre agus is amhlaidh an cás nuair is duine eile lena mbaineann an iompar sin agus é dírithe ar fhostaí na scoile seo.

Táimid tiomanta do thimpeallacht oibre a chothú ina bhfuil caidrimh oscailte chomhionanna a mbaineann meas leo mar an gnáthrud. Mar achoimre, táimid tiomanta d'áit mhaith le dul ag obair a bheith againn. Daingníodh Bord Bainistíochta Scoil na Leanaí an polasaí seo ar an 05-04-2025 Déanfar athbhreithniú air in 2026 nó níos luaithe ná sin más gá.

Béarla

Following consultation with all staff members, the Board of Management of Scoil na Leanaí has adopted this policy on 05-04-2025

The policy has been formulated in light of a number of background documents, including IPPN document 'Supporting each other' the INTO document 'Working Together' and 'DES Circular 40/97 Assaults on Staff in Primary Schools', the Health & Safety Authority's 'Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work (2007)', and the Equality Authority's Code of Practice, given legal effect in the Statutory Instrument entitled Employment Equality Act 1998 (Code of Practice) (Harassment) Order 2002 (S.I. No. 78 of 2002).

A. Core Principles of Policy

This school is committed to a positive work environment where work is done in an atmosphere of respect, collaboration, openness and equality.

Adult bullying and harassment will not be tolerated by this school. All employees have the right to be treated with dignity and respect. Management is committed to intervening in an appropriate manner - utilising one of the accepted Management/INTO procedures - to investigate and deal with allegations of bullying or harassment. The provisions of DES Circulars 61/2017 and 62/2017 with respect to the assault of teachers and SNA will be applied, as appropriate.

B. What is Workplace Bullying and Harassment?

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

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

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

The following is a non-exhaustive list of examples of types of behaviour that may constitute bullying:

- Verbal abuse/insults, undermining remarks
- Exclusion with negative consequences
- Intimidation
- Aggression
- Humiliation, ridicule, belittling efforts
- Excessive monitoring of work
- Withholding work-related information

Harassment is any form of unwanted conduct related to any of the following grounds:

1. Gender
2. Civil status
3. Family status
4. Sexual orientation
5. Religious belief
6. Age
7. Disability
8. Race, colour, nationality or ethnic or national origin
9. Membership of the Traveller community

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

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

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

C. A Positive Work Environment

It is agreed that we will all work to make this school a good place to work. A good place to work has a positive work environment characterised by:

- A supportive atmosphere
- Good and open communication (e.g. through opportunities at regular staff meetings)
- Appropriate interpersonal behaviour
- Collaboration
- Open discussion and resolution of conflict
- Recognition, feedback and affirmation as appropriate
- Fair treatment of all staff (including fair systems of selection and promotion in line with agreed procedures)

Every person has a responsibility to play his/her part in contributing to a positive work environment. In this regard, a person who is a witness or bystander has a clear responsibility to raise concerns about dignity at work and threats to this, in an appropriate and timely manner.

The Safety Statement - as mandated under the Safety, Health and Welfare at Work Act 2005 – will also include a commitment to a positive work environment, in light of the employer's obligations as outlined at Section 8 of that Act, including the duty to manage work activities in such a way as to prevent "*improper conduct or behaviour*" likely to put health and safety at risk.

It is agreed that the adoption of this policy in our school will be accompanied by a number of steps to examine our work environment and, as necessary, to agree changes which reflect a commitment to dignity at work. These steps will be initiated by Management, and be repeated by way of review at appropriate intervals.

The actions to be undertaken may generally be described as Identification, Assessment, Implementing Strategies and Monitoring.

D. What Happens if there is an Allegation of Bullying or Harassment?

Without prejudice to an individual's right to take such advice or steps as he/she may decide, the Board of Management will take seriously any allegation of workplace bullying or harassment.

Supportive and effective procedures, in accordance with nationally-agreed procedures, Working Together, are in place in this school. These procedures to address and investigate allegations will focus on the earliest possible resolution, will proceed as necessary from informal to formal stages and will have a stress on confidentiality.

The Employee Assistance and Wellbeing Programme (formally called Carecall), a free and confidential counselling service, is available for teachers, SNAs and other staff. The Freephone number is 1800 411 057 and is available 24 hours a day, 365 days a year.

E. Summary

Management has a duty of care towards employees. Similarly, employees have a duty of care towards one another. This policy seeks to set out principles, practices and procedures to support the exercise of that duty in our school.

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

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

Bullying/ Harassment / Procedure

The procedure outlined below is designed to address adult bullying, sexual harassment or other harassment arising in the workplace or otherwise in the course of employment, in a fair and effective manner. In implementing the procedure, it is recommended that emphasis should be placed on assuring the party who considers that s/he is being bullied/harassed that his/her complaint is acknowledged, that the matter will be investigated effectively and sensitively and in accordance with due process.

Equally, where it is found that bullying or harassment has occurred, the emphasis, firstly, is to ensure that the offending behaviour immediately cease and secondly, to help the offending party acknowledge that his/her behaviour is unacceptable and that steps must be taken to address the matter constructively thereby avoiding any recurrence.

It is important to ensure that resolution is achieved at the earliest opportunity. Further, it may be appropriate for the victim or the offender to attend counselling or obtain such other help as may be required.

Stage 1: Decide to address the matter

1. The party (Party A) who considers that s/he is being bullied, sexually harassed or harassed on other specified discriminatory grounds, should decide to address the matter. However, in light of the potential effects of bullying or harassment on an individual, including loss of confidence, extreme upset, anxiety or fear, the party a may initially decide to seek INTO or other assistance, including Employee Assistance Scheme or other counselling, in order to consider the most appropriate application of the procedures, in the circumstances.
2. Party A should keep a record of the pattern of behaviour or instances where s/he considers that bullying/harassment has occurred. The record should contain details such as dates, times, persons present, details of what was said or what occurred.

Stage 2: Informally address the problem

1. The party who considers that he/she is being bullied, sexually harassed or harassed on other discriminatory grounds (party A), should request a meeting with the other party (b), in order to discuss matters. The following should apply:
 - where necessary, the meeting may be facilitated by a third party, generally a teaching colleague;
 - party A should clearly outline his/her difficulties and should clearly object to the bullying/harassment and request that it stop;
 - it is important that party A bear in mind, that the other member of staff may not be aware that his/her behaviour is causing difficulty;
 - both parties should seek to resolve their differences and establish a pattern of interaction exclusive of any forms of bullying/harassment;
 - party B may respond to party A at that meeting or if requested, should be given an opportunity to consider his/her response, in which case the meeting may be adjourned. Party B should respond in a constructive manner;
 - the resolution, as appropriate, may include any of the following, e.g. a commitment to cease the particular behaviour, modify the behaviour, plan to eliminate situations where the parties would be in conflict or monitoring.

Alternatively, it may emerge as a result of the discussions between the parties, that there may have been a degree of misunderstanding in relation to certain behaviours and the resolution may make provision for compromise or appropriate explanation or acknowledgement.

2. If there is no satisfactory indication of resolution between the parties, party A should refer the complaint to stage 3, i.e. formal procedures.

Stage 3: Principal teacher or chairperson of the board of management

1. Stage 3 provides a mechanism for the principal teacher to intervene and resolve the matter. However, if the principal teacher is one of the parties, the chairperson of the board of management, should then be involved, in an individual capacity, in order to achieve resolution. In circumstances where the chairperson may also be involved at stage 2, another member of the board may be designated to intervene.
2. Party A should advise party B that he/she is proceeding with stage 3.
3. Party A should state his/her complaint in writing and request the principal teacher (or chairperson of the board of management, as the case may be) to investigate the matter.
4. The principal teacher (or chairperson of the board of management, as the case may be) should:
 - obtain background details including details of what occurred at the previous stage;
 - consider the pattern of behaviour and the timescale;
 - hear the parties and seek to resolve the matter; act in a fair and impartial manner and deal with the matter sensitively having regard to the nature of the problem and the principles of due process; exercise judgement and make decisions which s/he considers necessary to resolve matters.
5. The outcome of the discussions should be noted by the parties.

The matter should be dealt with confidentially. Where resolution has not been possible and particularly, where there is a likelihood of the offending behaviour continuing, either party or the principal teacher (or chairperson of the board of management as the case may be) should refer the matter to the board of management in accordance with stage 4 below.

Stage 4: Board of management

- It is open to any of the parties or the principal teacher (or chairperson of the board of management, as the case may be) to refer the matter to the board of management for investigation. The referral should be in writing and dated and should include a copy of the written complaint.
- The board of management should consider the issues and investigate the matter.
- The board may enquire into the background of the difficulties including obtaining details on the sequence of initiatives taken at previous stages.

- The board or the chairperson of the board may meet teachers individually or collectively and may also request written submissions from the parties, having regard also to the principles of due process.
- The board may request the principal teacher to furnish a written submission.
- The board may afford the parties an opportunity to present their case orally at a board meeting, in each other's presence.
- Following oral presentations, the board of management may designate the chairperson to meet with the parties again, separately or jointly, if further clarification is required or to work towards resolution; the board of management may convene a number of meetings in order to achieve resolution.
- The board of management shall act in a fair and impartial manner in order to achieve resolution and shall deal with the matter sensitively, having regard to the nature of the problem.

3. Having considered all matters, the board of management should reach a view on the matter not later than 20 school days after receipt of the written request/referral.

4. Where the board of management finds that bullying/harassment has not occurred, both parties should be informed accordingly. No action shall be taken against the complainant provided the allegation was made in good faith. If the complaint was brought maliciously, it should be treated as misconduct and appropriate action taken.

5. Where the board of management finds that bullying/harassment has occurred, the board should deal with the matter appropriately and effectively.

This may include:

- the issuing of a clear warning that bullying/harassment is not acceptable in the school workplace and that it will not be tolerated;
- a demand that all forms of bullying/harassment cease and that acceptable patterns of interaction be established between the parties;
- an instruction to the offending party that s/he apologise/ express regret or give an assurance that the bullying/harassment behaviour will cease;
- seeking a commitment to attend counselling or the welfare service;
- more serious disciplinary sanctions as may be commensurate and appropriate, such as:
- oral warning
 - written reprimand
 - written warning
 - final written warning

- suspension
- dismissal

6. As part of any resolution, the board of management should monitor the situation and should put systems in place to ensure that it is kept informed that resolutions are being implemented. The board of management should keep matters under review.

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Munira M. M. D.
05/04/2025

Olive Croc
05/04/2025

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