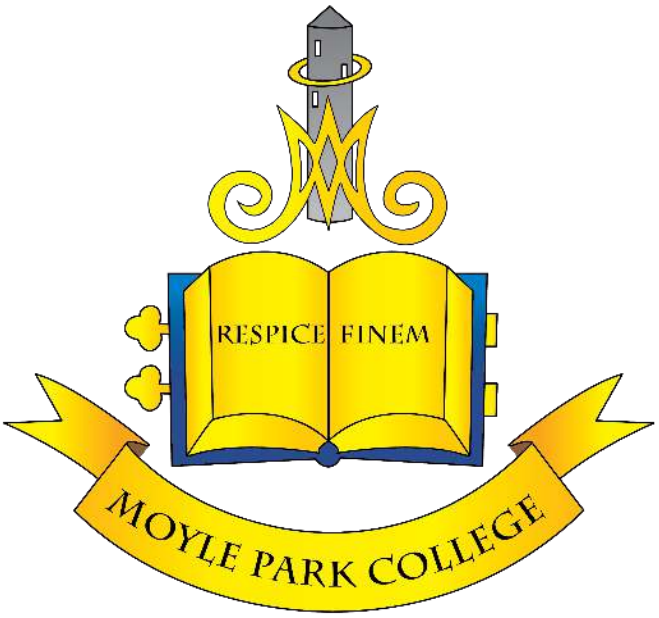
Moyle Park College



Anti-Bullying Policy
2021-2022

Table of Contents

1. Introduction 2

2. Moyle Park College Mission Statement 2

3. Rationale 3
- 3.1 Definition 3
- 3.2 Examples of Types of Bullying 4
- 3.3 Impacts of Bullying Behaviour 5
- 3.4 Indicators of Bullying Behaviour 6
- 3.5 Common Characteristics associated with Bullying 6
- 3.6 Where does Bullying Happen? 7

4. Policy Implementation 8
- 4.1: The relevant teachers for investigating and dealing with bullying 8
- 4.2: The education and prevention strategies (including strategies specifically aimed at cyberbullying, homophobic bullying and trans-phobic bullying) that will be used by Moyle Park College 8
- 4.3: The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the college for dealing with cases of bullying behaviour. 10
- 4.4: Procedures for recording bullying behaviour 12
- 4.5: Referral of serious cases to the Chils and Family Agency - Tusla and/or Gardaí 12
- 4.6: Moyle Park College's programme of support for working with students affected by bullying 12

5. Supervision and Monitoring of Students 13

6. Supports for Staff 13

7. Prevention of Harassment 13

8. Oversight
- 8.1: Periodic Summary Reports to the Board of Management 14
- 8.2: Annual Review by the Board of Management 14

Appendix 1: Table A - Key Elements of a Positive School Culture and Climate 16

Appendix 2: Practical Tips for Building a Positive School Culture and Climate 17

Appendix 3: Template for Recording Bullying Behaviour 18

Appendix 4: Checklist for Annual Review of the Anti-Bullying Policy and implementation 20

Notification regarding the BOM's annual review of the anti-bullying policy 21

1. Introduction

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 Moyle Park College has adopted the following Anti-Bullying Policy within the framework of the college's overall Code of Behaviour. This policy complies with the requirements of the **Anti-Bullying procedures for Primary and Post Primary Schools** which were published in September 2013.

Bullying behaviour, by its very nature, undermines and dilutes the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of students, on engagement with school, on self-confidence and on the ability to pursue ambitions and interests. School based bullying can be positively and firmly addressed through a range of school-based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour. While it is recognised that home and societal factors play a substantial role both in the cause and in the prevention of bullying, the role of the school in preventative work is also crucial and should not be underestimated. Parents/Guardians and students have a particularly important role and responsibility in helping the College to prevent and address school-based bullying behaviour and to deal with any negative impact within the College of bullying that occurs elsewhere.

Bullying behaviour in Moyle Park College is not acceptable and will not be tolerated.

2. Moyle Park College Mission Statement

Our mission is informed by St. Marcellin Champagnat's approach to young people. Young people are basically good. Understand what makes young people act as they do. Challenge others to take a positive view of young people. Have a particular care for those least favoured by life. The relationship between an adult and a young person is that between big brother/sister and little brother/sister. Unfailing kindness and patience work with the young. Be close to young people, challenge them with gentleness and respect. Express your sense of humour. Working with young people is a call of the Gospel. Bringing up young people is both a civic and a spiritual activity.

Moyle Park College is a Catholic voluntary secondary school for boys established in Clondalkin by the Marist Brothers in 1957. Our motto - **'Respice Finem'** - conveys the school's philosophy of setting objectives and ideals and working towards them.

The management and staff of Moyle Park College, in cooperation with parents/guardians are committed to the provision of a broadly based education. We are dedicated to achieving a balance between the academic, social, cultural and spiritual components of education within the tradition established by St. Marcellin Champagnat, founder of the Marist Brothers.

A strong caring ethos permeates daily life in the college. We offer a wide range of subjects together with a range of extra-curricular and co-curricular activities.

3. Rationale

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

We will foster a positive school culture and climate which:

- is welcoming of difference and diversity and is based on inclusivity;
- encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community;
- promotes effective leadership;
- promotes a school-wide approach;
- a shared understanding of what bullying is and its impact;
- implements education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in students; explicitly addresses the issues of cyber-bullying including in particular, homophobic and trans-phobic bullying;
- promotes effective supervision and monitoring of students;
- encourages the provision of supports for staff;
- fosters consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- the on-going evaluation of the effectiveness of the anti-bullying policy.

3.1 Definition

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.

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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

<u>However, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where it can be viewed and/or repeated by other people will be regarded as bullying behaviour</u>.

The following types of bullying behaviour are included in the above 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 Travelling community and bullying those with disabilities or special educational needs.

3.2 Examples of Types of Bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While students 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 student in public places, be passing around notes about or drawings of the student or by whispering insults about them loud enough to be heard. Relational bullying occurs when the 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; 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 such as text, social network sites, email, 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.

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 if 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. Verbal attacks can be of a highly personal and sexual nature. They can be directed at the individual's family, culture, race, sexual orientation or religion. It can also include abusive language, spiteful teasing or making cruel remarks and spreading false and malicious rumours.

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 student'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 student not delivering on the demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Identity-based: This includes racist, homophobic and transphobic bullying. It also includes bullying based on a person's membership of the Traveller Community and those with disabilities or special educational needs

It is accepted that the above list does not constitute an exhaustive list as it is acknowledged that bullying can take many forms.

3.3 Impacts of bullying behaviour

Student	**Possible Impacts may include:**
Students who are bullied	➢ May develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable ➢ Lowering of self-esteem ➢ Changes in mood and behaviour ➢ Extreme cases may result in self-harm
Students who witness bullying	Students who witness bullying may also be affected and may suffer in similar wayd to those who are bullied. For example, students who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Students may also feel guilt or distress at not being able to help the person being bullied.
Students who engage in bullying behaviour	➢ Can be at higher risk of depression ➢ Increased risk of developing an antisocial personality ➢ Anxiety disorders ➢ Increased likelihood of substance abuse, law-breaking behaviour in adulthood and decreased educational and occupational attainment.

3.4 Indicators of bullying behaviour

The following signs and symptoms **may** suggest that a student is being bullied:

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

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

3.5 Common characteristics associated with bullying

It is important to recognise that any pupil can be bullied or can engage in bullying behaviour.

The student who engages in bullying behaviour:	***The student being bullied:***
● Often has a lack of respect for diversity and social inequalities ● Often suffers from a lack of confidence ● Tend to display aggressive attitudes combined with a low level of self-discipline ● May lack any sense of remorse, convincing themselves that the other person deserves the treatment they are receiving ● Can be attention seeking; setting out to impress bystanders and responding to the reaction their behaviour provokes ● Can lack the ability to empathise ● Can appear to be unaware or indifferent to the other person's feelings	● **<u>Any student through no fault of their own may be the target of bullying</u>** ● Students who are perceived as different in some way can be more prone to encounter bullying behaviour ● Most at risk are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil's continuing response to the verbal, physical or psychological aggression ● Other vulnerable students include students with disabilities, SEN's,

● Do not always intend to bully or may not recognise the potential negative impact of their words and actions on others ● It is not uncommon to find that students who engage in bullying behaviour may also have been bullied themselves at some stage	those from ethnic minority and migrant groups, students from the Traveller community, lesbian, gay, bisexual or transgender (LGBT+) students, those perceived to be LGBT+ and students of minority religious faiths ● In a small number of cases, some students actually provoke the bullying behaviour by behaving in ways that antagonize others (Rigby, 2012)

3.6 Where does bullying happen?

Bullying can happen anywhere at any time but there are certain times and places which particularly facilitate bullying;

Cyberbullying: Access to technology means that cyberbullying can happen around the clock and the student's home may not even be a safe haven from such bullying. Students are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyberbullying often takes place at home and at night, the impact can also be felt in school.

Areas of unstructured activity: Bullying in schools frequently takes place in the schoolyard. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another student. The noise level masks much of what is going on. The schoolyard provides the opportunity for older students to pick on younger students. It can also be the setting for bullying by groups. Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he/she finally gives vent to his/her frustration. Toilets, corridors, locker areas, changing rooms and the sports hall may be the scene of verbal, psychological and physical bullying. The behaviour of students in those areas needs careful monitoring

Bullying in the classroom: Bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby students are allowed to make derogatory comments about their classmates or other teachers. However, teachers need to be alert to the underlying reasons for such comments in case students are trying to disclose something which is disturbing them and thus needs further investigation. Bullying may also occur between class periods irrespective of whether the class or the teacher moves.

Coming to and from school: The area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying. Bullying can also take place at the bus-stop or on the journey to and from school whether the individuals are walking, cycling or on public transport.

4. Policy Implementation

4.1 The relevant teachers for investigating and dealing with bullying are as follows:

- The Subject Teacher
- The Supervising Teacher
- The Form Tutor
- The Year Head
- The Deputy Principal
- The Principal

The level of involvement of any of the above will depend on the nature of the incident(s) under investigation.

4.2 The education and prevention strategies (including strategies specifically aimed at cyberbullying, homophobic bullying and trans-phobic bullying) that will be used by Moyle Park College are as follows:

It should be noted that key elements of a positive school culture and climate are outlined in **Appendix 1** and some practical tips for building a positive school culture and climate are also set out in **Appendix 2**.

Moyle Park College makes it clear to all members of the school community that bullying of any kind is unacceptable and will not be tolerated. Everyone in the school community has a duty to model appropriate behaviour and to bring to the attention of the relevant teacher, Form Tutor, Year Head, Deputy Principal, Principal or any relevant adult any incident of bullying, including cyber-bullying, that they are aware of.

- There is a focus on fostering and enhancing the self-esteem of all students through both curricular and extracurricular activities. Students are provided with opportunities to develop a positive sense of self-worth through formal and informal interactions with all members of our school community.
- Posters and notices highlighting the need for the inclusion of all students, irrespective of ethnic origin, sexual orientation or religious backgrounds, are placed in prominent locations in the college.
- A whole school campaign to create an awareness of the anti-bullying policy is conducted annually. This includes presentations to students, staff, parents and the Board of

Management. It is incorporated into the school journal and is highlighted and discussed with students during 'Drop Everything & Teach' sessions.

- The SPHE curriculum makes specific provisions for exploring bullying as well as the inter-related areas of belonging and integrating communication, conflict, friendship, personal safety and relationships. The Relationship and Sexuality Education (RSE) programme in SPHE classes, which is implemented across all year groups, provides opportunities to explore and discuss areas such as human sexuality and relationships and it has particular relevance to identity-based bullying. The CSPE and RE programmes also highlight for students the negative impact of bullying behaviour on victims and bullying is studied as part of several units, including human dignity, human rights and the rights of children.
- It is recognised that there is potential within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all, promote the value of diversity, address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
- In Digital Media Literacy lessons, prevention and awareness measures are also dealt with through educating students about appropriate online behaviour, how to stay safe while online and how to report any instances of cyber-bullying.
- In combating bullying, Moyle Park College will take particular account of the needs of pupils with disabilities or Additional Educational Needs (AENs). This will involve improving inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another.
- Transition Year Big Brother Mentoring Programme -TY students plan and co-deliver mentoring sessions with first year students throughout the year and develop positive relationships with the younger students which may encourage them to speak about any incidents of bullying that affect them or others.
- There is a voluntary staff and student mentoring programme in place for sixth year students where they get the opportunity to link in with a teacher and get advice and encouragement on one's overall approach to and organisation of studies for the Leaving Certificate. These informal conversations may also allow students to open up around any issues that may be affecting them and resources are available on a shared drive to support teachers in these areas.
- 'Fuse' - DCU Anti-Bullying Programme is used across all year groups from 1st to 3rd year and a number of teachers have taken part in CPD sessions with the facilitators of this programme. This programme also incorporates talks and seminars online for parents/guardians.
- The 'Stand Up Week' awareness campaign is held every year in Moyle Park College with specific reference to the causes and effects of bullying, the issues of identity-based bullying and in particular homophobic and trans-phobic bullying. Different activities and events are organised by the 'Stand Up' committee to include all members of the school community. such as a solidarity wall with students contributing artwork, new LGBT

library books purchased for the school library and staff colour days. Resources are shared on a Shared Drive using the Google Platform and all teachers are encouraged to add to and use the resources as appropriate.

- A Wellbeing Week for staff and students is held annually. An anti-bullying campaign is integrated into Wellbeing Week for students.
- The School Completion Programme is also involved in providing support and resources to students who may be struggling and engage in workshops with students around the area of wellbeing and positive mental health.
- Students are actively encouraged to tell if they are being bullied or if they know of any bullying taking place and parents/guardians, visitors or members of the wider community should feel welcome to report any concerns regarding bullying behaviour to any member of school staff.
- The effective supervision of students during breaks will endeavour to keep pupils away from secluded areas of the building and campus.
- There is a proposal from the Advisory Board of Studies to move to a one-hour timetable for the next school year (2022-2023) and this will maximise learning sessions and reduce the amount of informal interaction and movement in an effort to minimise opportunities for bullying.

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

While recognising that no one intervention works in all situations the relevant teacher or teachers may use any or all of the following procedures:

- The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. In this way students will gain confidence in 'telling'. The confidence factor is of vital importance. It will be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
- Non-teaching staff such as SNA's, secretaries, caretakers and cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- The initial investigation will focus on establishing basic relevant facts such as what, where, when, who, and why.

- Other students will be interviewed where necessary to arrive at the truth. All interviews will be conducted with sensitivity and with due regard to the rights of all students concerned. If a group is involved, each member will be interviewed individually at first and thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group in clear about each other's statements.
- All concerned will be asked to provide written statements during the investigation.
- Parents/Guardians of both the alleged victim and perpetrator will be contacted and made aware of the situation. They will be encouraged to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- If it is established that a student has been engaged in bullying behaviour, it will be made clear to them how they are in breach of the school's anti-bullying policy and attempts will be made to get him to understand the feelings of the victim and the impact the bullying behaviour has had on them.
- Where required, a meeting of all relevant staff will be convened to discuss how best to support the victim and to deal with the allegation of bullying.
- It will be made clear to everyone involved (each set of pupils and parents/guardians) that any decision to impose a sanction will be a private matter between the student involved and their parents/guardians – in very serious instances of bullying the matter may be referred to the Board of Management under the suspension and expulsion policy.
- When the appropriate time has been arrived at an attempt will be made to bring both parties together with a view to restoring good relations.
- Where deemed appropriate the "no blame" approach or other such strategies may be adopted by the relevant teacher.
- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of their professional judgement, take the following factors into account:
    - ➢ Whether the bullying behaviour has ceased;
    - ➢ Whether any issues between the parties have been resolved as far as is practicable;
    - ➢ Whether the relationships between the parties have been restored as far as is practicable; and
    - ➢ Any feedback received from the parties involved, their parents/guardians or the Principal/Deputy Principals.
- Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents/guardians will be referred, as appropriate, to the school's complaints procedures.
- In the event of a parent/guardian having exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents/guardians of their right to make a complaint to the Ombudsman for Children.

4.4 Procedures for recording bullying behaviour

All records must be maintained in accordance with the General Data Protection Regulations.

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use their professional judgement in relation to the records to be kept of those reports, the actions taken and any discussions with those involved regarding the same.
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist their efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at **Appendix 3**. It should be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 3** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.
- The designated forms for recording incidents of bullying will be filed by the Principal who will make a periodic report on bullying related matters to the Board of Management.

4.5 Referral of serious cases to the Child and Family Agency - Tusla and/or Gardaí

Moyle Park College reserves the right, in accordance with Section 6.3.5 of the *Anti-Bullying Procedures for Primary and Post Primary Schools* (DES, 2013) procedures to seek the assistance of agencies such as the National Education Psychological Service (NEPS), Tusla, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying. In any case where Moyle Park College deems bullying behaviour to be potentially abusive, it will consult with Tusla to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to Tusla or the Gardaí (as appropriate) in accordance with the *Child Protections Procedures for Primary and Post-Primary Schools* (DES, 2017)

4.6 Moyle Park College's programme of support for working with pupils affected by bullying is as follows:

- A victim of bullying behaviour will be offered counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
- Teachers will monitor the situation to ensure that as far as possible no further incidents of bullying take place.
- Victims will be reassured that staff are open to offering on-going support if so required.

- An attempt will be made, provided the victim is open to such an approach, to improve the relationship between the victim and the perpetrator.
- Those who engage in bullying behaviour will also be offered counselling in addition to facing possible sanctions
- Students who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

5. Supervision and Monitoring of Students

The Board of Management will endeavour to ensure that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with any bullying behaviour.

It is the responsibility of school management in conjunction with staff and students to develop a system under which good supervisory and monitoring measures are in place both to prevent and deal with bullying behaviour. Good supervision and monitoring systems also facilitate early interventions. The identification of "hot-spots" and "hot-times" can be very beneficial in preventing and dealing with bullying in school. All pupils and in particular senior pupils can be seen as a resource to assist in countering bullying. The Student Council and Marist Leaders can also be very important in this regard. Non-teaching staff should also contribute and be part of the process to counter bullying behaviour in Moyle Park College.

6. Supports for staff

The Board of Management will direct/ensure that members of school staff have sufficient familiarity with the school's anti-bullying policy to enable them to effectively and consistently apply the policy when required. Support for staff should be appropriate to the individual's role and should enable staff to recognise bullying, implement effective strategies for preventing bullying and where appropriate, intervene effectively in bullying cases.

The Board of Management will also make appropriate arrangements to ensure that temporary and substitute staff have sufficient awareness of the school's code of behaviour and its anti-bullying policy

7. Prevention of Harassment

The Board of Management confirms that the college will, in accordance with its obligations under equality legislation, take all steps that are reasonably practicable to prevent the sexual harassment of students 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 Travelling community.

8. Oversight

8.1 Periodic summary reports to the Board of Management

- At least once in every school term, the Principal will 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 at **Appendix 3)** since the previous report to the Board

  (ii) Confirmation that all cases referred to at (i) above have been or are being dealt with in accordance with Moyle Park College'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.

8.2 Annual Review by the Board of Management

- The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation by the school.
- A standardised checklist to be used by the Board of Management for this review process is included in **Appendix 4.**
- The school will put in place an action plan to address any areas for improvement identified by the review.
- Written notification that the review has been completed will be made available to school personnel, published on the school website and app, and provided to the Parent's Council. A standardised notification will be used for this purpose and is included at **Appendix 4.**
- A record of the review and its outcome will be made available, if requested, to the Marists Trustees and the Department of Education & Skills.

This policy was reviewed and ratified by the Board of Management on **02/02/2022** and the date for the next review is August/September 2022.

This policy has been made available to school personnel, published on our website and provided to the Parents Council. It is available to the Marist Trustees and the Department of Education & Skills, if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to

school personnel, published on the college website and provided to the Parents' Association. It will be available to the Department of Education & Skills and Trustees if requested.

This policy should be read in conjunction with the Code of Behaviour, Dignity at Work Policy, Social Media Policy, Acceptable Use Policy, Critical Incident Policy and all other relevant policies.

School Contact Details

Principal:	Ms Niamh Cahalane
Address:	Moyle Park College, Clondalkin, Dublin 22, D22V072
Phone:	01 4574837
Email:	info@moyleparkcollege.com
Website:	www.moyleparkcollege.ie
Roll Number:	60121B

Appendix 1: Table A - Key Elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline, and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents/guardians informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents/guardians in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

(Page 23, DES, 2013)

Appendix 2: Practical tips for building a positive school culture and climate

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 meetings.
- 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 - this includes homophobic and racist langauge and language that is belitting of pupils with a disability or SEN.
- 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/guardians 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 that there is adequate playground/schoolyard/outdoor supervision.
- School staff can get pupils to help them identify bullying "hot spots" and "hot times" for bullying in the school.
    - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
    - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

(Page 42, DES, 2013)

Appendix 3 : Template for Recording Bullying Behaviour

Name of student being bullied:			
Name:		**Class:**	

Name(s) of student(s) engaged in bullying behaviour:			
Name:		**Class:**	
Name:		**Class:**	
Name:		**Class:**	
Name:		**Class:**	

Name of person(s) who reported the bullying concern: ***(If a student then please include class)***	
Name:	

Reason for Reporting ***(please tick the relevant box)***	
Bullying behaviour has not ceased within 20 school days since completion of investigation	
Serious case of bullying requiring immediate referral e.g physical assault/sexual assault	

Type of Bullying Behaviour ***(please tick relevant box(es)):***			
Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Extortion	
Name Calling		Identity-based bullying*	
Relational Bullying (e.g malicious gossip)		Other *(please specify)*	

Where behaviour is regarded as identity-based bullying *(please tick the relevant category)				
Homophobic	Disability/SEN related	Racist	Membership of Traveller Community	Other (specify)

Location of Bullying Behaviour *(please tick relevant box(es))*	
School yard/playing field	
Classroom	
Corridor/Locker area	
Toilets	
Other *(please specify)*	

Brief Description of Bullying Behaviour and its Impact:

Details of Actions Taken:

Signed: _____ ***Date:*** _____

Date Submitted to Principal/Deputy Principal: _____

Appendix 4 : 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.

	Yes/No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-PrimarySchools?*	
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 is 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 Principal?	
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 Principal'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 Principal (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?	

Signed: _____ **Date**: _____
Chairperson, Board of Management

Signed: _____ **Date**: _____
Principal

Notification Regarding the Board of Management's Annual Review of the Anti-Bullying Policy

To the School Community of Moyle Park College:

The Board of Management of **Moyle Park College** 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 on the 2nd February 2022.

- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed: _____ **Date**: _____
Chairperson, Board of Management

Signed: _____ **Date**: _____
Principal