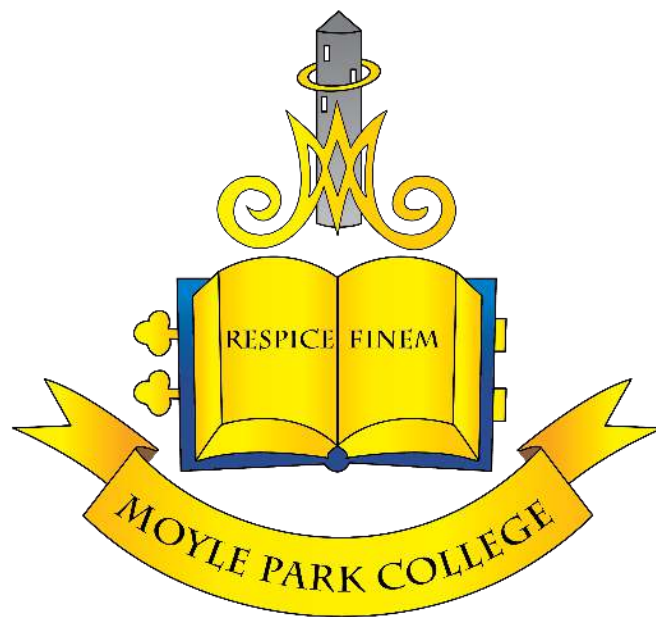


Moyle Park College



Code of Behaviour

1. INTRODUCTION

1.1 Parents and a supportive home environment play a crucial role in shaping the attitudes, which produce good behaviour in schools. This in turn helps to mature students for adult life by fostering in them the essential senses of self-discipline, self-esteem, respect for others and their property and allegiance to their communities.

1.2 It is in the best interests of Management, Teachers, Parents, Guardians and Students to have an effective and fair behaviour/disciplinary code which will allow the interested parties to work together in an atmosphere of mutual respect.

1.3 The Code of Behaviour/Discipline in Moyle Park College should be considered in the context of the school being a community in which mutual respect; co-operation and natural justice are integral features.

1.4 All students are asked to do the following:

- Respect themselves and others
- Respect the environment
- Come to school prepared for classes
- To be on time
- Show a readiness to make Moyle Park College a better place
- Use respectful ways of resolving difficulties with others
- Always to do their best

2 AIMS OF THE CODE

2.1 To enable the College to operate smoothly and efficiently for the benefit of all staff and students.

2.2 To create a positive learning environment in which every student can benefit and based on mutual respect, enable each student to realise his full learning potential.

2.3 To help students become more self-disciplined and to encourage good standards of behaviour both within and outside the school environment.

2.4 To promote a caring environment within which high standards of co-operation, behaviour and discipline are fostered and maintained.

3. STATEMENT FOR PARENTS/GUARDIANS

3.1 Parents/Guardians are required to understand that **Authority within the classroom rests with the teacher in charge of the classroom.**

3.2 In the exercise of that authority school management:

(a) Will ensure that the code of behaviour/discipline is interpreted and administered in a fair and just manner.

(b) Will ensure that written procedures for the administration of the behaviour/disciplinary process are available and monitored.

3.3 To facilitate the implementation of this code, Parents/Guardians are expected to take a positive interest in all aspects of school life.

(a) by fully accepting the school rules as set out in the code.

(b) by taking an active interest in their child's progress through school, attending parent/teacher/student meetings, checking study and homework, and keeping in close contact with the school authorities.

4. GENERAL REQUIREMENTS FOR STUDENTS

4.1 Behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other students, management, teachers, staff and any visitors to the school at all times.

4.2 Students should respect the person of the individual at all times.

4.3 Students must respect the property of the individual and/or the school at all times and to make every effort to keep the school clean and tidy.

5. SCHOOL ATTENDANCE

5.1 Students are required to attend school at all times during the school's academic year, otherwise reasons for non-attendance must be shown and properly notified in writing to the College authorities.

5.2 After a student has been absent, a note from the Parent / Guardian indicating the dates of his absence must always be brought to the Form Teacher on the students return to school.

5.3 Students are required to be on time for school each day. Persistent latecomers shall receive a sanction. Students are not allowed to enter by the front door except with the permission of staff or when accompanied by a Parent / Guardian.

5.4 If a student is absent for three days or more the Form Teacher should inform the Year Head who in turn will contact the Parents / Guardians of the Student asking for an explanation.

5.5 If and when a student is absent from school for an accumulated 20 school days under the Education Welfare Act 2000, the College is obliged to inform the Education Welfare Officer (EWO) assigned to the College and inform him/her of the name and address of that student. The EWO may then take further action.

5.6 Students with an excellent attendance record for the academic year (i.e. 3 or less days absent in the year) will receive a Certificate of Attendance at the end of each year.

5.7 All students must remain in the College grounds for the full duration of the school day. Students can never leave the school without the approval of the school authorities.

5.8 A Student should not be sent home during school hours except to the care of his Parent/Guardian.

6. UNDERSTANDING YOUR BEHAVIOUR

What do we mean by behaviour?

Behaviour refers to what we do and say in our contact with others.

Why do you need to understand your own behaviour?

You need to understand your behaviour so that you:

- Develop a sense of respect for yourself, teachers, your fellow students and for the environment in which you study
- Develop a sense of personal values and personal morality
- Promote and support self-discipline, that is to choose appropriate behaviour in a situation
- Understand the type of behaviour that is expected of you as a student of Moyle Park College.

Teachers and parents have a particular responsibility to co-operate in encouraging and supporting children to develop in a positive way. We are required to behave in certain ways to meet our need to:

- Feel safe
- Be able to learn
- Be respected i.e., to be listened to, to have our feelings considered
- Respect others
- Belong i.e., have friends and be part of the school.

What factors influence your behaviour?

You will behave as you do for different reasons – these may include:

- How you have been taught to behave at home - for example, the need for basic manners and respect for others.
- How your friends behave – this is very important because we all want to be part of the group.
- Your diet and general fitness – in particular, getting a good night's sleep and eating properly.
- Your role models – the people you admire and want to imitate.

Any number of things can influence how you behave but the key thing is that most of your behaviour is learned behaviour.

- Negative behaviour such as cheek, bullying etc is often copied from others in an attempt to win their approval.
- Good behaviour – if your friends are keen to do well in exams you will be inclined to follow their lead. Choose your friends with care but more importantly look at how you behave and ask yourself if you set a good example to others. This is especially important in school where successful teaching and learning both depend on positive behaviour.

Your teachers will try to understand you if your bad behaviour is damaging your education but they can never excuse it.

- They will encourage you to improve.
- They will make contact with your parents.
- They will advise you on how to improve and where required they may have to sanction you.

Their aim at all times is to help so that school is a **pleasant place** where all feel **secure** and **happy**. No bad behaviour will be allowed to interfere with teaching and learning.

7. SETTING STANDARDS OF BEHAVIOUR

The following are examples of the standards of behaviour we expect from our students:

7.1 The behaviour of students on the way to school:

This means:

- i. Students are in full and proper uniform including black shoes (no runners or canvas pumps)
- ii. Students come directly to school and do not linger in Village
- iii. Students should not get involved in anti-social behaviour, such as loitering outside shops, littering or fighting

Because:

- i. This lessens disruption before class due to students changing from runners to shoes
- ii. Lingered can lead to anti social behaviour and can also result in late coming
- iii. When in uniform the students are representing the school and therefore are required to uphold by their manners and behaviour the good reputation and ethos of the school

7.2 The behaviour of students in the grounds of the school:

● Before school:

This means:

- i. Students act appropriately while waiting for the school to open
- ii. Students are only permitted to enter the school building when doors are opened at designated times
- iii. Students on early morning detention should report to the teacher holding the detention

Because:

- i. This helps to create a safe and positive environment
- ii. The school must comply with health and safety regulations
- iii. Students must be supervised at all times

● During breaks:

This means:

- i. Students are required to have respect for the person and property of others
- ii. Students are required to avoid rough verbal and physical play
- iii. Students must vacate the building at break-time when required
- iv. Students only permitted to re-enter the school building at the end of break-time
- v. Students should remain in designated areas of the playground
- vi. Students should put all litter in the bins provided

Because:

- i. Everyone is entitled to be treated with respect
- ii. It can cause fear, hurt and upset
- iii. The school must comply with health and safety regulations
- iv. Otherwise they would be unsupervised in the building

- v. This ensures that all students are visible to the teachers on supervision
- vi. This keeps the school clean and presentable to the school community and visitors therefore maintaining a positive environment

- **Leaving the school:**

This means:

- i. Leaving in a quiet and orderly fashion
- ii. Students leave school and go directly home or wait for evening study
- iii. Students do not get involved in anti-social behaviour

Because:

- i. This sets the tone for good behaviour while leaving the school and entering the village
- ii. This will decrease the risk of anti social behaviour and disruption to village life
- iii. When in uniform the students are representing the school and therefore are required to uphold by their manners and behaviour the good reputation and ethos of the school

7.3 In the school building and classrooms:

This means:

- i. Attending classes on time
- ii. Having assignments done or at least attempted
- iii. Students should be in full uniform
- iv. Students must sit in their assigned seats
- v. At beginning of class all materials needed should be taken out
- vi. Students must raise their hands and wait for permission to speak
- vii. Students should listen to and obey instructions regarding the use and operation of equipment in specialist rooms
- viii. Students must strive to do their best at all times in class and accept correction
- ix. Students must write all homework given into their journals
- x. Students should not pack up until told to do so
- xi. Students are expected to move about the school in an orderly manner
- xii. No mobile phone usage is permitted as students enter and exit the building/ on the corridors.
- xiii. Mobile Phones may only be used under the direction of the teacher.

Because:

- i. This lessens disruption to class and students will not miss out on essential class work
- ii. If not done this wastes valuable class time before or after class
- iii. This creates a positive environment in the school
- iv. This allows the teacher to manage the classroom and learning properly
- v. This will avoid wasting class time once class has started
- vi. To allows for all students to be heard and minimizes disruption in the class
- vii. The school must comply with health and safety regulations
- viii. This fosters a sense of self worth, ability, achievement and pride in their work

- ix. This lessens the chance of student forgetting or omitting something given for homework
- x. Lessens disruption and allows teacher to finish class
- xi. Their safety and punctual attendance at the next class is required
- xii. Mobile phones are a distraction and can be misused

7.4 Behaviour on public transport:

This means:

- i. Students are expected to show respect, courtesy and good manners when using public transport

Because:

- ii. Students are representing the school and inappropriate behaviour can be intimidating to fellow passengers

7.5 Behaviour during extra-curricular activities/ outings/ tours:

This means:

- i. Students are representing the school and therefore should behave appropriately
- ii. Students must adhere to the authority of the teacher in charge
- iii. Students are required to conform to the policy for school tours as outlined in Appendix One.

Because:

- i. The school must comply with health and safety regulations
- ii. The teacher is responsible for the group
- iii. Students on outings or tours are still subject to school rules as explained in Appendix One.

8. *HOMEWORK*

8.1 Homework, including written exercises, learning, revision and preview, is given on a regular basis and students are required to complete it neatly and to the best of their ability.

8.2 Students are required to note all homework assigned in their College Journal.

8.3 Parents / Guardians are required to ensure that when the homework, written and oral, is completed, the homework notebook is then signed by them when required by the schoolteacher.

8.4 If for some reason, homework or part of it, cannot be completed, Parents / Guardians are required to note this in the College Journal.

9. SCHOOL UNIFORM and PERSONAL PROPERTY

9.1 Students are expected to wear the correct uniform coming to and going from school, and may be excluded from class if not wearing full school uniform. Full PE uniform is required during PE classes. **All bodily jewellery is forbidden whether covered or not.** Students are expected to be neat and tidy at all times and the School Authorities are the judges of acceptable standards of appearance. Students without full uniform are required to rent items of uniform from the school to comply with the uniform policy. **Full school uniform includes black shoes with leather uppers.**

9.2 When outside the school environment and in school uniform, students are required to uphold by their manners and behaviour the good reputation and ethos of the school.

9.3 Students are at all times responsible for their property, books, bicycles and clothing. Bicycles brought to school must be locked in the bicycle compound. We require students to wear cycle helmets for health and safety reasons. The College authorities are not responsible for any articles lost or stolen. Students who may wish to drive motor vehicles to the school please see Appendix Three.

9.4 The College authorities discourage students from bringing mobile phones to school. If a student brings a mobile phone to school, it must be switched off and kept out of sight at all times while the student is on the school premises or grounds. **If a student uses a mobile phone or if it is switched on or on view it will be confiscated along with the SIM card. It will be necessary for a parent to retrieve it at the end of the school day.** This applies to all electrical devices such as MP3 players and earpieces etc. Please refer to Appendix 5 Mobile Phone Policy

9.5 All personal property should be labelled and identified.

9.6 Shorts, tops and runners are required for Physical Education, which is an integral part of the school curriculum.

9.7 Students should only use lockers at the designated times. See Appendix Two for locker regulations.

10. PROMOTION OF GOOD BEHAVIOUR

Teachers, students and parents are engaged in the common purpose of promoting effective teaching and learning. Our school wants to encourage students to behave well in school so that they can learn and realise their full potential as individuals. The promotion of good behaviour is the responsibility of teachers, students and parents.

We ask parents to promote good behaviour. Parents can support their children and the school by:

- Reading and supporting the school's policy on promoting good behaviour
- Acknowledging that Moyle Park College is a Catholic school that welcomes students of all faiths. Parents and students are expected to support and respect the religious ethos of the school
- Actively telling their children to obey the rules of the school and respect all teachers, school staff and students
- Ensuring that their children have all they need for school, (books, uniform and equipment), and ensure their children do regular homework and study
- Responding quickly to concerns raised by the school
- Making every effort to attend parent/ teacher/student meetings

- Taking part in the life of the school. Tell the school promptly of any concerns that they may have
- Coming to the school where a problem needs to be addressed and to do so as promptly as possible.

We ask students to play their part in promoting Good Behaviour by:

- Coming to school each day and arriving on time
- Coming to school with all books and equipment required and homework completed
- Reading the school rules and obeying them
- Respecting the rights of others to learn in a calm environment by obeying the direction of the teachers
- Behaving well during breaks and avoiding any physical or verbal behaviour that might be hurtful to others
- Showing respect for all school property
- Showing respect to all school staff
- Coming to school and returning home should be done in a manner that conveys a positive image of the school
- Attending assembly on time and obey the instructions of form teachers, assistant year heads and year heads.
- Participating fully in any extra-curricular activities that they choose to be involved in

The school and its staff will promote good behaviour by doing the following:

- Moyle Park College will provide a warm and welcoming environment for all of its students – particular attention will be paid to the induction of each year group at the start of the academic year to explain the standards of work and behaviour expected of them
- Students will be treated with respect
- Attention will be paid to supporting the work of the Student Council and Marist Student Leadership Programme to ensure it plays a meaningful role in school life.
- The Student Council and Marist Student Leadership Programme will be encouraged and will promote student voice and encourage student participation in school life.
- Students will be offered advice on how to improve on bad behaviour
- Parents and students are invited to comment on the Code of Behaviour annually
- The school will put in place a merit system to encourage good behaviour
- Positive behaviour, in and outside of school, will be recognised by the school when considering the annual prize giving
- The Year Team with assistance from the Core Care Team will seek to attend to the needs of students in difficulty with behaviour and school work

It is recognised that the form tutor plays an important role in the pastoral care of the student.

Health and Safety Protocols during the Covid-19 Pandemic:

All students are required to follow the safety protocols and procedures as outlined in the Moyle Park Covid -19 Response Plan and the 'Return to School Induction training' to ensure the safety of all members of the school community.

It is a requirement that teachers, staff and students attending Moyle Park College wear a face covering when a physical distance of 2m from other staff or students cannot be maintained. In certain situations the use of clear visors should be considered.

Students are required to adhere to the HSE guidelines with respect to social distancing, hand hygiene and respiratory etiquette.

Students are required to use the entry and exit points as outlined in the Protocols and to remain in their designated areas at lunchtime to ensure social distancing is adhered.

Students are required to behave respectfully when using a face covering and inappropriate behaviour will be dealt with under the school's Code of Behaviour.

Failure to comply with the Code of Behaviour and the protocols and procedures on site could compromise the health and safety of all concerned and may result in disciplinary action.

11. RESPONDING TO INAPPROPRIATE BEHAVIOUR

Behaviour/Disciplinary Sanctions

11.1 It is accepted that there is a need for sanctions to register disapproval of unacceptable behaviour.

11.2 The sanctions listed below may result from unacceptable behaviour by students. The particular sanction used will depend on the seriousness of the misbehaviour.

11.3 The decision on expulsion from the school is reserved to the Board of Management.

11.4 The sanctions for unacceptable behaviour are as follows:

- (a) Reasoning with the student.
- (b) Reprimand (including advice on how to improve).
- (c) Temporary physical separation from the classroom.
- (d) Loss of any privileges.
- (e) Detention before school, lunchtime or after school.
- (f) Prescribing additional written work or homework (including Saturday morning supervised study)
- (g) Confiscation of Mobile Phones for a specified period.
- (h) Putting students on report.
- (i) Communication with Parents.
- (j) Referral to Form Teacher.
- (k) Referral to Year Head / Deputy Principal / Principal.
- (l) Disciplinary Hearing.
- (m) Suspension.
- (n) Expulsion. (Note) This list is not exhaustive.

11.5 In the context of imposing sanctions, the teacher and the school should ensure that "the rules of natural justice" apply. This requires that before sanctions are applied, the student, and depending on the nature of the action, which it is proposed to take, his Parents / Guardians should be advised of the nature of the complaint and be given an opportunity to respond.

11.6 Parents/Guardians may seek clarification from the relevant person regarding the implementation of any of the above sanctions. It is the Management's responsibility to ensure that the school's Code of Behaviour/Discipline is administered in a manner, which is consistent and fair to all students.

11.7 Communication with Parents/Guardians through the College Journal, letters, meetings, phone calls etc will occur at all stages so that Parents/Guardians are involved at an early stage rather than as a last resort.

11.8 The Principal and Deputy Principal will decide in the event of a student becoming unmanageable and a threat to health and safety to have him removed from the school and sent home to the care of his parents to await disciplinary procedures.

12. DISCIPLINARY PROCEDURES

12.1 The teacher has primary responsibility for discipline within his/her own classroom and he/she may give extra work, may detain or may otherwise deal with inadequate work or disruptive behaviour in his/her classroom.

12.2 In general the teacher should handle all the day-to-day problems that arise in the classroom.

12.3 Each teacher must apply the code of discipline in a fair and just manner.

12.4 Punishment to be effective must be known and understood by all the class. Such punishment should normally take the form of extra work or loss of privileges. Students must never be put to stand outside the door of the classroom unsupervised.

12.5 If a student is detained:

(a) Before School: This should not be earlier than 45 minutes before the first class begins.

(b) During Lunch: Students should be allowed at least 15 minutes to eat their lunch.

(c) After School: Parents must get 24 hours notice.

12.6 When the classroom teacher is faced with a persistent offender, then the matter is referred to the Form Tutor. The Form Tutor takes a note of the incident.

12.7 The Form Tutor will assign the appropriate sanction and may decide to contact the Parent / Guardian. Should the subject teacher wish to see a Parent/Guardian it must be done with the knowledge of the Form Tutor.

12.8 If there is no improvement in the student's behaviour, the Form Tutor will refer the matter to the Year Head. He/she may decide to deal with the matter, or may bring the matter before the Principal for a Disciplinary Hearing.

12.9 The Year Head may proceed as follows:

(a) Full details are taken by the Year Head of the incident. The student should provide the Year Head with his written account of the incident.

(b) Arrangements are made if necessary, to contact or interview the Parents / Guardians.

(c) For serious disciplinary matters the student may be sent home by the Year Head to return with his Parent / Guardian. A student should not be sent home during school hours, except in the care of his Parent / Guardian.

(d) If the Year Head deems the matter to be sufficiently serious or has potential for further problems, then he/she has the option of requesting that the Principal conduct a Disciplinary Hearing.

(e) *Parents/guardians will be contacted and invited to come to the school for a meeting. Parents will also be invited to attend the disciplinary hearing.* The Parent/ Guardian may also make a written submission.

(f) The Disciplinary Hearing is conducted by the Principal; the Year Head or Deputy Principal will minute the meeting.

12.10 The student is given a full hearing and will be questioned about the case by the Principal. After the student withdraws, the Principal will consider the case and make a decision. Both the incident and the decision of the Principal will be recorded in the Disciplinary Hearings Book.

****Note: A written referral should be made to a Form Tutor for a persistent offender when classroom procedures have failed. A referral may also be made for a once off serious offence. The referral should note actions taken to deal with an incident by the teacher making the referral. A comment with regard to behaviour placed on VSware will not be deemed to be a written referral.***

13. Moyle Park College Anti-Bullying Policy

**(Full policy is available on school website/school app)*

- 1. 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.**
- 2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and on occasion, staff members 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 pupils 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 pupils; explicitly addresses the issues of cyber-bullying including in particular, homophobic and trans-phobic bullying;
- promotes effective supervision and monitoring of pupils;

- 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. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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 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.

Isolated or once-off incidents of intentional negative behaviour may not fall within the definition of bullying and may be dealt with, as appropriate, in accordance with the code of behaviour.

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.

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

4. 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.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic bullying and trans-phobic bullying) that will be used are as follows:

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.

6. 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 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 is 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 him/her.
- 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.

7. The 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.

8. Supervision and Monitoring of Pupils

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.

9. 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 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 Travelling community.

14. Suspension Policy

*It is recognised that a decision to suspend is a serious matter. It will be underpinned by the principles of **natural justice** – this means that a student accused of misbehaviour will be accorded the **right to be heard** and the **right to impartiality** by the Principal when considering his case and arriving at a decision as to the appropriate response.*

*The Board of Management has delegated the right to suspend to the Principal. The Principal will only normally suspend a student following a **Disciplinary Hearing**. Such a hearing will follow a **timely investigation** under the direction of the Principal by any of the following - Teacher, Form Tutor, Year Head, Deputy Principal. The parents of the student concerned will be informed of the allegation and that an investigation is under way. In exceptional cases the Principal may carry out the investigation should he/she decide that the particular offence warrants such action or is of such a nature that it requires his/her direct involvement. It is accepted that parents and guardians make timely contact with the school so that they exercise their right to respond to the findings of any investigation in advance of a Disciplinary Hearing and any possible decision by the Principal to suspend a student.*

A decision to suspend may be as a result of serious misbehaviour such as:

- *A student's behaviour is having a detrimental effect on the education of other students.*
 - *The student's behaviour poses a threat to the health and safety of others in the school community.*
 - *The student is responsible for serious damage to property.*
- (This list is not exhaustive).*

*It must also be recognised that a **single serious incident** may be grounds for suspension. In exceptional circumstances the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time could present a serious threat to a member of the school community or prevent the orderly functioning of the school. This could include the use of abusive or threatening language*

to a member of staff or an instance or instances of serious insubordination or actual physical violence. (This list is not exhaustive). The college may be obliged to report any suspected criminal behaviour to An Garda Síochána.

Before the hearing, parents/guardians will be contacted and invited to come to the school for a meeting. Parents will also be invited to attend the disciplinary hearing.

Procedures during the Disciplinary Hearing

- *The Principal will be accompanied by the Deputy Principal and or/Year Head, one of whom will minute the proceedings.*
- *During the Disciplinary Hearing the person who carried out the investigation, such as the Year Head, Subject Teacher, Form Tutor should outline to the student the results of any investigation.*
- *The student will be given the opportunity to respond.*
- *The Principal will consider the student's response and the full case as put before him/her before making a decision.*
- *Should the Principal decide to suspend the student, he/she will endeavour to ensure that the period of suspension is a **proportionate response** to the behaviour that is a cause for concern. **The length of the suspension imposed by the Principal will normally not exceed three consecutive school days at any one time. He may with the agreement of the Chair of the Board of Management suspend for a period of up to and including five school days.***
- *He/she will inform the student and his parents in writing of the decision to suspend the student and the reason(s) behind the decision.*

When a student is suspended he passes into the care of his parents who should ensure that he studies while at home and does any exercises assigned by his teachers to help him keep up with his work on his return to school. The Principal may also decide that during the period of suspension that the student report to the school each morning to collect assignments to be completed and returned in the afternoon.

When a suspension concludes the Principal may in certain circumstances require that the student attend the school with his parents to sign an undertaking promising improved behaviour in future.

If in the view of the Principal the offence committed warrants a suspension of longer duration than five days or possible expulsion from the school, he/she will refer the matter to the Board of Management under the suspension policy or the expulsion policy.

The Board of Management may decide to suspend a student following a referral of a student to the Board by the Principal under the suspension policy or the expulsion policy. In such a situation the Principal will follow these procedures before the meeting of the Board of Management takes place to decide on the matter:

- *Inform the student and his parents in writing of the decision to refer the matter to the Board of Management and invite them to the meeting of the Board of Management where they will be afforded the right of response*
- *Provide the student and his parents with copies of all relevant documentation relating to the case prior to any Board of Management Hearing dealing with this matter*

- *Provide the members of the Board of Management with all relevant documentation*
- *Inform the Board of Management of the Student's record in the school*
- *Inform the Education Welfare Officer of the Board of Management meeting and the matter for decision by the Board.*

*The EWO will be informed if the Board of Management imposes a suspension that exceeds **6 school days** or if accumulated suspensions imposed on a student exceed **20 school days** during the academic year or if the Board of Management decides that the student should be expelled.*

15. Expulsion Policy

Expulsion is the most serious disciplinary sanction that the Board of Management can impose on a student. As in the case of a suspension the principles of natural justice will apply – the student involved will have the right to respond to the case against him and the right to impartiality on the part of the Principal in making his/her decision on the case. The Principal's decision to recommend expulsion may be the result of any of the following:

- *A serious threat of violence, or actual violence against another student or member of staff.*
- *Extreme cases of unacceptable behaviour.*
- *Supplying illegal substances to other students.*
- *Sexual assault.*
- *Serious bullying.*
- *Significant disruption to the learning of others.*
- *Significant disruption to the teaching process.*

(The above list is not exhaustive).

The following procedure will be observed:

- *When an incident of serious misbehaviour occurs the Principal will direct that an investigation be carried out.*
- *The student who is the subject of the investigation, together with his parents/guardians, will be given the opportunity to meet the Principal so that they may exercise their right to a fair hearing and respond to the case against the student in advance of a possible Disciplinary Hearing. The Deputy Principal and/or Year Head will attend to minute the meeting.*
- *Should the Principal be of the view that a Disciplinary Hearing is necessary, the student and his parents will be informed and will have the procedures of the Disciplinary Hearing explained to them.*
- *During the Disciplinary Hearing the Year Head or Deputy Principal or the investigating teacher will outline the results of the investigation to the student and will invite him to respond. The Deputy Principal and/or the Year Head will be present to minute the hearing.*
- *If the Principal forms the view as a result of the proceedings of the Disciplinary Hearing that the student should be expelled, he/she will give notice in writing to the*

student and his parents of his/her intention to recommend the expulsion of the student to the Board of Management.

Where the Board of Management is asked by the Principal to consider that a student should be expelled the following will apply:

- *The student and his parents/guardians will be invited by letter to attend the meeting of the Board to put forward their case. If unable to attend they may put their case in writing. Where a parent/guardian cannot attend the hearing it may be adjourned. However, such an adjournment cannot be of an indefinite duration or a duration that will prevent the hearing taking place in a reasonable time frame.*
- *The Principal will provide the student and his parents with copies of all relevant documents relating to the case, prior to any Board of Management hearing dealing with this matter.*
- *The Principal will also provide the members of the Board with all relevant documentation relating to the case.*
- *The Board of Management will meet to decide on the Principal's recommendation.*

Expulsion may only occur if the Board of Management so decides after it has

- *heard the Principal's case for expulsion, this case must be made at the Board meeting to which the parents and student have been invited.*
- *heard the parents' response, and the student's where he so desires.*
- *examined all the documentation presented.*
- *considered the student's record in the school.*
- *considered that expulsion is a proportionate response to the offence within the context of the school's expulsion policy with regard to the types of serious offences that merit such a final sanction.*
- *communicated to the parents of the student that the Board is of the opinion that the student should be expelled*
- *informed the Education Welfare Officer under Section 24 (1) of the Education Welfare Act of its opinion that the student should be expelled.*

*The EWO may then convene a meeting between the Principal, the student whom the Board intends to expel and his parents/guardians. The expulsion will not take effect until **20 school days** have elapsed following the receipt by the EWO of a notification from the Board of an intention to expel. The student and his parents/guardians will have **42 calendar days** from the date that the Board decided to expel the student from the school to lodge an appeal.*

*The Board may decide to expel a student for a **first offence**. Such circumstances may include, among others: a serious assault of another student or a member of staff, supplying illegal drugs to other students, sexual harassment or sexual assault, evidence of any form of extreme bullying – homophobic bullying, cyber bullying, any form of digital bullying, serious damage to school property, the school premises or the property of staff or students.*

Any expulsion will be carried out in accordance with the NEWB Guidelines, natural justice and fair procedures.

The Right of Appeal

Where the Board of Management is of the opinion that a student should be expelled it shall, before expelling the student notify the Educational Welfare Officer assigned to the school in writing of its opinion and the reasons thereof. The EWO shall make all reasonable efforts to ensure that provision is made for the continued education of the student. The EWO will consult with the Principal, the student concerned and his parents or guardians and others deemed to be appropriate. The EWO may convene a meeting of these persons. A student shall not be expelled before the passing of 20 school days following the receipt of notification by the EWO. This is without prejudice to the right of the Board of Management to take such reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school and that the safety of staff and students is secured. The Board may decide that the student should be suspended until the expulsion procedures have been completed and/or a place found for him in another school.

Section 29 of the Education Act 1998 provides for appeals against a Board of Management decision. Where a Board or a person acting on behalf of the Board permanently excludes a student from school, appeals must be made in writing on the Section 29 Appeals Application Form. This may be obtained from the Department of Education and Skills. An appeal must be made within 42 calendar days of the date the Board of Management decision was notified to the parent/guardian of the student concerned.

This policy is subject to periodic review by the Board of Management

Appendices to the Code of Behaviour

APPENDIX One

Guidelines for Tours and Out of School Activities

Procedures while on school based activities/ overnight out of school activities

Please see the website for the full Tours and out of school activities Policy

- Normal school rules apply and students are required to follow the School's Code of Behaviour.
- Students are reminded that they are representing the school and therefore should behave appropriately.
- Students should adhere to the authority of the teachers in charge.
- Teachers will act in loco parentis and all students are expected to follow their instructions.
- The code of Behaviour in Moyle Park College should be considered in the context of the school being a community. All students are asked to respect themselves, each other and others and their environment.
- Parents will be informed immediately of any serious incidents of misbehaviour.
- Following gross misconduct students may be sent home at parents' expense
- The following list of items may not be brought on, purchased or consumed by students on a tour/overnight activity/trip:
 - Alcohol
 - Cigarettes
 - Illegal substances
 - Fireworks
 - Weapons (penknives etc.)
 - Exotic Animals
 - This list is not exhaustive.
- It is important for tour organisers to meet frequently with students while on day/overnight trips.
- Appropriate sanctions will be applied during or after school tour, overnight trip etc. Such sanctions will be applied within the school Code of Behaviour and may include sanctions up to and including Suspension and Expulsion.
- Students are required to conform to all elements of the School Tour Policy and the School's Code of Behaviour while on school tours.

Re: Students with Medical Issues

- It is paramount that parents relay all existing medical issues to the Tour Organiser prior to departure as this may have implications/ or may negate the Insurance cover.
- In the case of serious medical concerns, it is essential that parents/ guardians meet the tour organiser in advance of the trip and outline the medical requirements in writing.
- Parents must give tour organiser permission to obtain/ administer medical treatment for the student if required.
- Where medication needs to be administered to a student, parents must outline in writing the details of the medication required, the dosage and this will be supervised by a designated teacher.

APPENDIX Two
Rules/Regulations for Rental of Lockers

1. The rental of a locker to a student is at the discretion of the school authorities. The locker remains the property of the school and the school reserves the right to gain access to a locker at any given time.
2. On payment of the rental fee a student will be allocated a locker.
3. He will be supplied with a key to that locker if he is a first year student. All other years will be supplied with a padlock and key.
4. Only First Years can approach the Deputy Principal for a spare key.
5. Students in all other year groups must take responsibility for their own keys. If a student loses his key and he has no spare key the caretaker will cut the padlock to allow access. The student will then have to buy another padlock for his locker. He may keep this padlock at the end of the school year.
6. Lockers must be vacated and all contents removed at the end of the school year on a date specified by management. Padlocks should be removed for use the following year. Padlocks that remain on lockers after the specified date may be removed by management.
7. **Lockers may only be accessed before school, at morning break and at lunch break or after school. Students may only access lockers outside these times if issued with a corridor pass by a member of staff.**
8. A student will have to give up his locker if:
 - He defaces or damages his or any other locker (his rental fee will not be refunded).
 - He persistently does not have his books or materials for class, because of misuse of his locker.
 - He persistently does not have his homework completed, because of misuse of his locker.
 - He is regularly late for class because of accessing his locker.

Using lockers must never be a reason for being late for class, for not having books in class or for not having homework completed. Those who arrive late to class for whatever reason can expect to receive a sanction in the normal way. So a student who rents a locker must ensure that he brings the correct books and materials to and from school to enable him;

- to complete his homework and study in the evening and
- to have whatever is needed for class during the day.

In addition he must allow sufficient time on arrival in the morning to organise;

- what he leaves in the locker, and
- what is needed for the classes up to the next time he is allowed to go to the locker.

This requires a degree of forward planning and a level of organisation if the system is to work.

The responsibility for this rests with the student.

APPENDIX Three

Student Cars/Motorcycles/Bicycles

Students who wish to park cars or motorcycles on school grounds must apply in advance to the Principal for permission. Such permission will be contingent on the following:

1. That the student can show documentary proof that all legal requirements under the Road Traffic Acts have been met. These will include an appropriate Driving Licence, Insurance Certificate, Taxation Disc and where applicable an NCT Certificate. Speed limits must be observed in the college grounds and due care given to the safety of pedestrians and cyclists.
2. That there is an available parking space. Staff will have priority for such spaces and spaces have to be available for those who visit the College on school business.
3. Those who travel to school by bicycle must wear a cyclist's safety helmet. Bicycles left in the bicycle compound must be securely locked. The college will accept no responsibility for lost or stolen bicycles or other property.

APPENDIX Four

In line with national legislation smoking is strictly forbidden in all areas of the college campus – this includes the use of electronic cigarettes.

APPENDIX Five

Moyle Park Mobile Phone Policy

While Moyle Park College accepts that it is a student's right to have a mobile phone, the following policy aims to maintain a safe, nurturing environment where the personal dignity and rights of all the members of the school community are preserved.

The school's policy on mobile phones is therefore devised with the intention of ensuring that teaching and learning can take place without interruption and also with the intention of protecting staff and students from potential harassment or bullying.

In order to assist the school in implementing this policy, **parents/guardians are asked not to contact students by mobile phone at any time during the school day. Contact with the school may be made through the office at 01-4574837 and students are directed to use the office phone in emergencies.**

A student, who wishes to go home for any reason during the school day, must arrange to do so through the school office and not independently by mobile phone. All students are required to seek permission from their form teacher and Year Head prior to departing the school building. A call is placed home by the Year head/ office staff and the student may then sign out at the office. This ensures that correct procedures are observed and all relevant parties are informed of the student's departure.

Responsibility cannot be taken by the school authorities for students who arrange independently to go home without following proper procedure. Any such arrangement is a breach of the Code of Behaviour for Students and may incur sanctions.

Use of Mobile Phones in Moyle Park College

- Teachers may encourage the appropriate use of mobile phones in pursuit of learning in their classrooms *or in a designated supervised area where class activities are taking place.*
- No photographs or recording either video or audio can be made on the phone on the school premises without the school's permission. Using phones in such a way can seriously infringe on people's privacy and rights.
- Incidents where students use a mobile phone to bully others by sending offensive messages or calls will be investigated under the Code of Behaviour, the Anti-Bullying policy, the Acceptable Use Policy and the Social Media Policy. It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person.
- The school accepts no responsibility for lost, stolen or damages mobile phones. The safety and security of mobile phones is wholly a matter for students/parents.

<p>NIGHT STUDY – Students may only access notes on their phone once permission has been granted by Night-study teacher.</p>
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Restriction on Use of Mobile Phones

Where students bring a mobile phone to school, the phone must be switched off, unless otherwise directed by teachers.

Students may only use mobile phones in their classrooms or in a designated supervised area where class activities are taking place when under the direction of the teacher.

Students participating in school related activities (e.g. Study, Extra- Curricular Activities, School Trips, and Tours etc.) must abide by the rules governing these activities.

Phones must be switched off and out of sight as students enter and exit the building. Phone usage is not permitted at any stage on the corridors. If a student is accessing the toilet during class, the mobile phone must be left on the teacher's desk. If a student is seen using the phone on the corridor, the phone will be confiscated.

Sanctions:

If a phone goes off in class or is being used by a student, then the phone is confiscated until the end of the school day. The phone may only be collected from the end of the day by a parent/ guardian.

If a student is seen using a phone at lunchtime or at break-time outside of supervised class time in the canteen, study-hall and junior and senior yards, a warning is given by the teacher. If the student proceeds to access the phone, the phone is then confiscated until the end of the school day.

Phone usage is not permitted at any stage on the corridors.

(The teacher confiscating the phone will deliver the phone to the office with the student's name and class on it. The secretary will then text a Parent/ Guardian to alert them that the phone has been confiscated and that they may collect the phone at the end of the school day.)

Refusal to hand over a phone is a serious offense and will be dealt with under the Code of Behavior.

Roles and Responsibilities:

- All staff members, pupils & parents share in the coordination and implementation of this policy.

Evaluation

- This policy will be reviewed on an ongoing basis and amendments added as new technology comes on stream.

APPENDIX 6

Moyle Park College Social Media Usage Policy

1. **Please be responsible:** Facebook posts, Twitter comments, photo-sharing and other forms of online dialogue are individual interactions. Moyle Park College staff and students are personally responsible for their posts.
 - a. Follow the school's Acceptable Use Policy for Internet access for staff & students.
 - b. Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.
2. **Consider your audience:**

Please make sure that the information you share is suitable for group viewing & discussion and is not sensitive or private to Moyle Park College. The Moyle Park College Twitter account (@MoylePark) is in the public domain, so please remember that any interactions you have with Moyle Park College on Twitter are viewable by the world.
3. **Identify yourself:**

Transparency is the driving force behind social media. If you set up a social media account in the name of Moyle Park College you are expected to identify yourself as the author on that account and make the Principal aware of the account's existence. Ensure that people know who you are when taking part in discussions on social media.
4. **Respect the Privacy of Others:** Please don't publish or cite personal details and photographs about Moyle Park College staff or students without their permission. The school will endeavour to use digital photographs, audio or video clips focusing on group activities
5. **Write What You Know:** Share your knowledge in your posts by writing about what you know. Don't spread hearsay(rumours) or assumptions.
6. **Be Respectful:** It's normal to disagree with others from time to time, but please be respectful when you disagree. Respect your audience and fellow group-members and please don't use obscenities, personal insults, or other disparaging language.
7. **Confidential information:** Your role may provide you with access to confidential information regarding Moyle Park College. Please respect and maintain this confidentiality. Don't divulge or discuss proprietary information, internal documents, and personal details about other members or other confidential material.

8. **Include a Disclaimer:** If you post to an online forum like Twitter in an unofficial capacity, make it clear that you are speaking for yourself and not on behalf of Moyle Park College. If your post has to do with your work or subjects associated with Moyle Park College, use a disclaimer such as this: “The postings on this site are my own.” This is good practice, but you are still responsible for what you write.
9. **In the event of error**
 1. Inform the Principal of the incident/ mistake, record the action and take immediate steps to amend the error.
 2. Apologise for the mistake if necessary.
 3. In the event of a serious breach of the AUP (e.g., exposing private information or reporting confidential information) please inform the principal or Deputy Principal immediately so that action may be taken.

Sanctions

- Misuse of Social Media sites may result in disciplinary action, including written warnings, withdrawal of access privileges and, in extreme cases where students are concerned, suspension or expulsion. The school also reserves the right to report any illegal/ unacceptable activities to the appropriate authorities.
- This policy should be read in conjunction with the School Bullying Statement, Anti-Racism Statement, the Code of Behaviour, Dignity in the Workplace and the IT Policy.