

Mayfield Community School
Anti Bullying Policy



1. Relationship to the school's mission statement:

2. Policy Links

3. Key Principles

- A positive school culture and climate which
- Effective leadership
- A school-wide approach

4. What is Bullying?

5. Signs of Bullying

6. Examples of Bullying

- General Bullying Behaviours
- Cyber Bullying

7. Implementation of education and prevention strategies (including awareness raising measures)

8. Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies

- 9. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)**
- 10. Recording Alleged Bullying/Bullying Behaviour**
- 11. Summary procedures for Investigating, Reporting and Resolving Alleged Bullying/Bullying Behaviour**
- 12. Programme of Support**
- 13. Effective supervision and monitoring of pupils**
- 14. Supports for staff**
- 15. Supports for Parents**
- 16. Prevention of Harassment**
- 17. On-going evaluation of the effectiveness of the anti-bullying policy**
- 18. Policy Adoption**
- 19. Dissemination and Publication**
- 20. Review**

20

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 Mayfield Community School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

1. Relationship to the school's mission statement:

Mayfield Community School

- ❖ seeks to provide the best possible education for students, where the talents of each student are developed in a positive atmosphere of respect, effort and fairness.

In the light of our Mission Statement, our Anti Bullying Policy aims to articulate the school's high expectations for behaviour, its plan for the prevention of bullying behaviour and its response to bullying behaviour, along with the plan for implementing Anti Bullying

Procedures, with a view to ensuring a happy, safe and secure learning environment for the benefit of all students.

2. Policy Links

This policy is informed by and informs other policies



Code of Behaviour Policy
SPHE Policy
ICT Policy
Computer User & Acceptable User Policy
Child Protection Policy

3. Key Principles

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 is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

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;
- promotes respectful relationships across the school community;

Effective leadership

- builds empathy, respect and resilience in pupils
- implements strategies to prevent and deal with bullying issues as they arise within the school community
- explicitly addresses the issues of cyber-bullying
- explicitly addresses identity-based bullying including in particular, homophobic and transphobic bullying

A school-wide approach

- Mayfield Community School adopts a school-wide approach involving management, staff, parents, students and members of the wider community with a connection to the school to prevent bullying. As part of this process all stakeholders have been consulted.
- While it is important to realise that disagreements are part of life and that every disagreement should not be treated as a bullying incident, Mayfield Community School makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person that is the subject of such behaviour. In this context, all members of the school community have a duty to bring to the attention of the relevant teacher, Principal or Deputy Principal any incident of bullying that they know about or suspect.
- 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 recognises the need to work in partnership with parents and keep them informed on procedures to improve relationships on a school-wide basis.
- The school supports teachers in monitoring their classes and identifying bullying behaviours.
- 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 identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming students' attitudes and values.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- 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.

4. What is Bullying?

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 definition of bullying:

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

Isolated incidents, including once-off offensive comments or hurtful text message do not fall within the definition of bullying. These isolated or once-off incidents, will be dealt with, as appropriate, in accordance with the school's code of behavior. However, when the behaviour is systematic and ongoing, it is bullying.

5. Signs of Bullying

A parent may observe changes in their child's behaviour at home which they can report to the school. Their child may:

At Home

- Have trouble getting out of bed.
- Not want to go to school.
- Change in their method or route to school or becoming frightened of walking to school.
- Change in their sleeping or eating patterns.
- Have frequent tears, anger, mood swings and anxiety.
- Have unexplained bruises, cuts and scratches.
- Have stomach aches or unexplained pain.
- Have missing or damaged belongings or clothes.
- Ask for extra pocket money or food.
- Arrive home hungry.
- Show an unwillingness to discuss, or secrecy about, their online communication.

If a student is being bullied at school they may:

- Begin to become aggressive and unreasonable.
- Start to get into fights.
- Refuse to talk about what is wrong.
- Have unexplained bruises, cuts, scratches, particularly those appearing after small break or lunch.
- Missing or damaged belongings or clothes.
- Falling grades or a deterioration of homework.
- Be alone often or excluded from friendship groups at school.
- Show a change in their ability or willingness to speak up in class.
- Appear insecure or frightened.
- Be a frequent target for teasing, mimicking or ridicule.

Signs that a child that may have a potential to bully

- Displays a strong need to dominate and impose themselves on others and to be popular or cool.
- Intimidates smaller children or siblings.
- Brags about actual or imagined superiority.
- Hot tempered, easily angered and low frustration tolerance.
- Tendency to cheat in games and hatred of losing.
- Oppositional toward adults.
- Premature anti-social behaviour.

6. Examples of Bullying

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

Deliberate exclusion, malicious gossip and other forms of relational bullying.

Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

General Bullying Behaviours

1. Physical aggression e.g. pushing, shoving, punching, tripping, kicking or severe physical assault.
2. Damage to property e.g. damage to clothing, school books and other learning materials.
3. Threats, demands, invitations or coercion to fight
4. Verbal abuse and sarcasm e.g. name calling which hurts insults or humiliates; slagging; jeering; personal remarks about appearance, clothing, religion, race; sexual innuendos.

5. Offensive graffiti, writing insulting remarks about another person
6. Extortion-e.g. demands for money, often accompanied by threats.
7. Intimidation-aggressive body language and shouting.
8. Insulting or offensive gestures
9. Deliberate invasion of personal space
10. Isolation & Exclusion, ostracising another person from games or group activities

Cyber Bullying

1. Denigration: Spreading rumors, lies or gossip to hurt a person's reputation
2. Harassment: Continually sending vicious, mean or disturbing messages to an individual
3. Impersonation: Posting offensive or aggressive messages under another person's name
4. Flaming: Using inflammatory or vulgar words to provoke an online fight
5. Trickery: Fooling someone into sharing personal information and then posting online
6. Outing: Posting or sharing confidential or compromising information or images
7. Exclusion: Purposefully excluding someone from an online group
8. Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety
9. Silent telephone/mobile phone call
10. Abusive phone calls/texts/emails
11. Abusive communication on social networks e.g. Facebook/ Twitter/YouTube or on games consoles or website comments or blogs or any form of communication technology

7. Implementation of education and prevention strategies (including awareness raising measures

Mayfield Community School operates a two strand approach in implementing education and prevention strategies and in resolving alleged bullying incidents

Strand 1- Proactive strand - Raising awareness

Strand 2 - The Reactive strand for responding to Bullying Incidents

Strand 1- Proactive strand - Raising awareness

- This strand involves a series of exercises for every class-group in the school each year, using worksheets, films with questions, surveys and competitions.

- The rationale behind this approach is to involve students in understanding that bullying behaviour is unacceptable. The strand is supported with materials to engage students at their year level.
- The School makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student a staff member or any other person that is the subject of such behaviour. In this context, all members of the School community have a duty to bring to the attention of the Relevant Teacher, Deputy Principal or Principal any incident of bullying, cyberbullying or harassment that they know about or suspect.
- While, when investigating and dealing with bullying the primary focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame), the School nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the School's Student Code of Behaviour, against those who bully others.
- The education and prevention strategies that will be used by the school to combat bullying will be in accordance with Section 6.5 of DES 'Anti-Bullying Procedures for Primary and Post Primary Schools'
- Through both curricular and extra-curricular activities students will be provided with opportunities to develop a sense of self-worth and understand the causes and effects of all types of bullying.

Curricular and Extra-curricular

- SPHE
- Year Head/Class Teacher Structure
- Anti Bullying Week
- Mentoring Programme - The Lighthouse Project
- First Year induction programme
- Friends for Life Programme
- Social Club
- Homework Club
- Transition Year
- School Trips
- Student Voice
- Students Council
- SCP
- HSCL
- Sports and Cultural Activities

- The School recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Also, that the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying.

The School will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.

- Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and transphobic bullying. This will include the display of LGBT posters (as appropriate) and discussions with parents about statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, Growing Up LGBT and (as appropriate) participating in LGBT awareness events.
- Prevention and awareness raising measures will also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff. The School organises talks for parents on this topic. Other School policies on this area include the Acceptable Use Policy and Mobile Phone Policy.
- The School will, in all its communications with students and their parents, commencing with the induction of the student into the School, make every effort to highlight the importance of students reporting incidents of, or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence. Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher. In so far as is possible, a student who draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged.
- More than anything else, the combating of bullying will depend on the extent to which students note and report bullying. In this context, the well-being of students is very much dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the teaching staff and/or school management. All teaching staff will reinforce this point to students on an ongoing basis. Students are encouraged to report bullying through the stages of reporting outlined in this policy.
- In combating bullying, the School will take particular account of the needs of pupils with disabilities or with SEN. 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.

Initiatives include:

- Visiting Primary Schools
 - Weekly timetabled SPHE classes for all students
 - SEN weekly team meeting
 - School culture of inclusion
 - Weekly Student Support Team Meeting
 - Year Head/Class Teacher meetings
 - Weekly meeting of SEN Teachers and class teachers
 - Student Council
-
- In accordance with 6.8.9 of the DES Procedures 'parents and students are expected 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'.
 - Where necessary the School will seek the assistance of and work with NEPS, the HSE and the Gardaí, as appropriate, to combat bullying – identify the perpetrators and support the victims.
 - The School is committed to providing continuous professional development to build the capacity of the School to combat bullying. A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools consistently and effectively.
 - There will be regular reinforcement of the school's anti-bullying expectations and procedures by teachers and every effort will be made to highlight the importance of students reporting incidents or concerns about bullying to a member of the teaching staff.
 - All students, staff and parents will have access to the school's Anti-bullying policy through various means, i.e. School journal, Parent's Handbook, Parents' Association, School website.
 - Anti-bullying activities are organised for the whole school at various times throughout the school year. This includes various initiatives pertaining to the subject of bullying, i.e. speakers, class activities, poster competitions, wellbeing week activities etc.
 - Prevention and awareness raising measures will also deal explicitly with cyberbullying through educating students about appropriate online behaviour, how to stay safe while online. Speakers will be invited to the school to speak to students and parents.
 - As part of this two strand approach Sociograms and/or confidential questionnaires will be administered throughout the school year to identify the extent of bullying.

- If students require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the student affected by bullying or for the student involved in the bullying behaviour.

8. Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies

See Section 6.8 of DES Procedures

In dealing with alleged Bullying and Bullying behaviour Mayfield Community School has adopted the guidelines from antibullyingcampaign.ie

Strand 2 - The Reactive strand for responding to Bullying Incidents - Resolving Situations -

- This strand enables the school to (a) respond to reports of bullying and (b) uncover, identify and deal with unreported bullying incidents so the bullying stops with no negative repercussions for targeted student or bullying student
- Our school will endeavour to investigate bullying. When investigating and dealing with bullying the main focus is on resolving differences and restoring, as far as possible, the relationships of the parties involved, rather than apportioning blame.
- Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, the matter will be investigated and dealt with in accordance with the procedures set out in Section 6.8 of the Anti-Bullying Procedures for Primary and Post Primary Schools and the stages outlined in our school's anti bullying policy.
- In investigating bullying behaviour or addressing bullying behaviour in any way, teachers are welcome to seek the assistance and support of the principal, the deputy principal or the pastoral care team at any time. Indeed, given the extent to which the principal and deputy principal are privy to all kinds of personal information about students, it would be prudent for teachers to check in with either of them before taking any action in relation to bullying behaviour.
- Where a teacher is concerned that a particular bullying episode is causing serious upset to a student, staff member or other person, s/he should bring it to the attention of the Relevant Teacher, the Principal or Deputy Principal at the earliest possible opportunity.
- The School reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school. This includes incidents of bullying that take place when a student is travelling to and from school and on school activities.

- The School reserves the right, in accordance with Section 6.3.5 of the DES Procedures to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the School/College deems bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the DES Procedures) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary Schools.

9. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)

- All reported incidents of bullying will be investigated. Different levels of response will be used as appropriate to different situations. The starting level will depend on the severity of the alleged incident and the evidence available.
- 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 of bullying, including anonymous reports, will be investigated and dealt with the Relevant Teacher, the Principal or Deputy Principal. In this regard, it is incumbent on each teacher who becomes aware of bullying behaviour to record details of the matter on the Alleged bullying Incident Form (Appendix 1) and to bring such behaviour to the attention of the Relevant Teacher, Principal or Deputy Principal at the earliest possible opportunity.
- It will be made clear to students in all years that when they report bullying behaviour they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other students is dependent on them reporting such behaviour to a teacher or to a senior student/mentor.
- All non-teaching staff such as clerical and administrative, study supervisors, special needs assistants (SNAs), caretakers, cleaners, sports' coaches, those taking extracurricular activities will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to either a teacher or the Principal or Deputy Principal who will then pass it on to one of the Relevant Teachers. These will be recorded on the Alleged Bullying Incident Form (Appendix 1) and investigated as per the procedures laid out in this policy.
- Incidents of bullying will be investigated in a calm, unemotional problem-solving manner
- Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved.

- All interviews will be conducted with sensitivity and with due regard for the rights of students, irrespective of whether they are allegedly involved in bullying behaviour or in a position to provide information about the behaviour being investigated.
- Those investigating bullying behaviour will calmly seek answers to questions of what, where, when, who and why in line with Restorative Practice guidelines/strategies.
- Where deemed appropriate, those being interviewed may be asked to write down their account of what happened
- Where a group is allegedly involved in bullying behaviour, each student will be interviewed individually in the first instance. Thereafter, where appropriate, restorative practice strategies will be used to resolve and prevent ongoing issues, all involved will be met as a group (if deemed appropriate). At this restorative meeting each member may as appropriate may be asked for his/her account to ensure that all are clear about what each individual is saying. This meeting will be facilitated by a Guidance Counsellor.
- Each member of a group will be supported through the possible pressures that s/he may face from the other members of the group after being interviewed.
- Where the teacher investigating a bullying issue determines that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken (by reference to the school policy). The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.
- Where the relevant teacher determines that a student has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's/college's anti-bullying policy and every reasonable effort will be made to try to get him/her to see the situation from the perspective of the student/s being bullied.
- Where the School/College deems it necessary to impose disciplinary sanctions, it will be made clear to all involved (both the bullied and those doing the bullying) and their parents) that this is a confidential matter between the student being disciplined, his/her parents and the School/College.
- As a follow up to a bullying issue being resolved, the relevant teacher should meet separately with the relevant parties to review progress. Subsequently, but only if the student who has been bullied is ready and agreeable, consideration should be given to meeting with both parties simultaneously as this can have a therapeutic effect.
- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her 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 or the school Principal or Deputy Principal
- Where the relevant teachers considers that the bullying behaviour has not been adequately addressed or the issues have not been resolved, the issue must be brought to the attention of the Deputy Principal/Principal.
- Mayfield Community School reserves the right to take disciplinary action, up to and including suspension and expulsion, where such is warranted, in accordance with the school's Code of Behaviour.
- The **relevant teachers** for investigating and dealing with bullying in Mayfield Community School could be any of the following:
 - Principal
 - Deputy Principal
 - Year Head
 - Class Teacher
 - Member of the Care Team
 - Guidance Counsellor
 Any teacher may act as a relevant teacher if circumstances warrant it.
- When investigating any incident of bullying, it is imperative that discretion is used by the relevant teacher(s) in consultation with management.

10. Recording Alleged Bullying/Bullying Behaviour

- Those involved in investigating and resolving bullying behaviour will note and report developments and in doing so, they will comply with relevant data protection legislation.
- It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. This must be recorded on an Alleged Anti Bullying Incident Form Appendix 1. All incidents must be reported to the relevant teacher
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of

the reports, the actions taken and any discussions with those involved regarding same. This information must be recorded on the Alleged Bullying Form Appendix 1

- The relevant teacher must inform the relevant Deputy Principal of all incidents being investigated.
- If the alleged bullying incident is resolved all note and reports must be placed in the Anti-Bullying file in the main office.

Formal Stage - determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The Relevant Teacher should record these records on the Bullying Report Form Appendix 2 (From DES Procedures)
- The relevant teacher must use the recording template at Appendix 2 to record the bullying behaviour
(a) Where it is necessary to report serious bullying behaviour immediately to the Principal or Deputy Principal or (b) where a relevant teacher at any time passes on concerns or allegations of bullying to the Principal or Deputy Principal.
- In each of the circumstances at (a) and (b) above, the recording template Appendix 2 must be completed in full and placed in the Anti-Bullying file in the main office, a copy must also be provided to the Principal or Deputy Principal as applicable.
- At any point in either investigating or resolving a bullying matter, the relevant teacher may seek the advice and support of the Principal and/or Deputy Principal while retaining responsibility for dealing with the matter.
Also, at any point in either investigating or resolving a bullying matter, the relevant teacher may hand the matter over to either the Principal or Deputy Principal. In doing so, however, s/he must complete the recording template at Appendix 2, place a copy on the student file and provide a copy to the Principal or Deputy Principal, as applicable.
- The Principal will store all Appendix 2 Forms received along with documentation from investigations etc in a file for this purpose
- Records of bullying incidents will be kept in this school for 7 years after all involved in the incident have left the school.

Appeals

- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents may appeal/refer the case, as appropriate, to the Board of Management of Mayfield Community School.

11. Summary procedures for Investigating, Reporting and Resolving Alleged Bullying/Bullying Behaviour

	Procedures
1	All reports of alleged bullying/bullying must be dealt with by the relevant teacher Class Teachers, Year Head, Deputy Principal, Principal.
2	All reports of alleged bullying/bullying must be recorded on the Alleged Bullying Incident Form (Appendix 1)
3	The relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore as far as practical, the relationships of the parties involved.
4	All parties involved are to be interviewed.
5	Where appropriate all parties involved may be asked to give a written report.
6	Where an incident of Bullying is deemed to have taken place, the Recording Bullying Behaviour Report must be completed and the Deputy Principal and Principal must be informed.
7	Parents/Guardians will be informed and they may be asked to attend a meeting.
8	Restorative Practice strategies and guidance counselling will be used in an effort to resolve the issue and support students. Sanctions may be imposed where necessary.
9	Students may be referred to guidance, NEPS, HSE, Family Services, Gardaí, as appropriate.
10	A follow up meeting will take place with the relevant teacher, Year Head, Deputy Principal or Principal to review progress.

Support/Sanctions may Include
Serious talk with student(s) regarding the effects of their behaviour
Verbal reprimand/Pastoral conversation
Seek verbal agreement regarding the future/Contract of Behaviour/Monitoring
Restorative Practice Strategies
Sanctions given eg - Detention/Suspension
Outline a fair outcome - return of property/apology
Phone call to parents
Meeting between parents and school management/Parental Agreement/Contract
Students asked to avail of counselling/Referral to outside agency
Referral to the Board of Management

12. Programme of Support

- The school will put in place a programme of supports for students who have been bullied. This programme may involve the following elements. All in-school supports and opportunities will be provided for the students affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Class teacher/Year head system
 - Guidance Counselling
 - Check and Connect Programme
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the student affected by bullying or involved in the bullying behaviour.

13. Effective supervision and monitoring of pupils

- The Board of Management of Mayfield Community School confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.
- Students are supervised before school from 8.55am, at break-time, at lunch-time, in the corridors between classes, and at school activities. All students remain in their classes during their lunchbreaks and all classes are supervised by teachers. This is an intervention currently operating in our school due to the public health / covid pandemic
- The implementation and effectiveness of the School's anti-bullying policy will be an agenda item at staff meetings – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.
- In the interest of student welfare and safety security cameras are located in the school corridors.
- Data gathered through the reporting templates (Appendix 2) will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through sociograms and surveys.
- At least once in every school term, The Principal will provide a report to the Board of Management setting out the following.
 - the overall number of bullying cases reported (by means of the bullying recording template (see Appendix 2) since the previous report to the Board.
 - confirmation that all cases referred via the recording template (Appendix 2) have been or are being, dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools. The minutes of Board of Management' meetings will record the Principal's report but in doing so will not include any identifying details of the students involved

14.Supports for staff

- Teachers will be supported through continuous professional development to build the capacity of the School to combat bullying.
- To Training and support will be made available in the area of restorative practice.
- Newly qualified teachers and teachers new to the school will be supported through the school's pastoral system.

15. Supports for Parents

Supports will be provided for parents/guardians in the following ways:

- The school's Home School Community Liaison will provide support and offer advice to parents about the availability of online and outside of school supports
- The schools Guidance Department will provide advice and support to parents as appropriate.

Resources in the local area.

In some cases depending on the nature and situation referrals will be made to the following outside agencies after consultation with the Pastoral Care Team

Jigsaw

Pieta House

CAMHS

16. Prevention of Harassment

The Board of Management confirms that the School/College will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the 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 Traveller community.

17. On-going evaluation of the effectiveness of the anti-bullying policy

- The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation in accordance with the procedures set out in Section 7.2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools using the checklist included at Appendix 3 of those procedure.
- The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the annual review.
- Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent Group
- Details of the review will be recorded in the minutes of the Board of Management' meeting that adopted the review and a record of the review and its outcome will be made available, if requested, will be made available to the Patron and the DES. In the case of the DES, it is appreciated that the Inspectorate will place a strong focus on the actions the College takes to create a positive school culture and to prevent and tackle bullying.

18. Policy Adoption

This policy was adopted by the Board of Management.

19. Dissemination and Publication

This policy has been made available to school personnel, published on the school website or is otherwise available to parents and students on request. A copy will be provided to the Parents' Association and made available to parents if requested.

20. Review

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 school website or is otherwise available to parents and pupils on request. This review will also be provided to the Parents' Association. A record of the review and its outcome will be made available.

Signed: Mary Shields

(Chairperson of Board of Management)

Signed : Kieran Golden

(Principal)

Policy was ratified at the Board of Management Meeting on Thursday 21st November, 2021