



DOMINICAN COLLEGE

Taylor's Hill

ANTI-BULLYING POLICY

1. INTRODUCTION

- 1.1 In accordance with the requirements of the Education (Welfare) Act 2000, the Code of Behaviour Guidelines issued by the NEWB and Circular 45/2013, the Board of Management of Dominican College, Taylor's Hill, has adopted the following anti-bullying policy within the framework of the school's overall Code of Positive 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.
- 1.2 This policy is informed by and complies with the Children First Act (2015) and the Child Protection Procedures for Primary and Post Primary Schools 2017. It was also compiled with input from students, parents and staff of Dominican College. The policy is also cognisant of other school policies such as ICT-Acceptable Use, Health and Safety, SPHE, RSE and other policies as appropriate.
- 1.3 The Anti-Bullying Policy of Dominican College Taylor's Hill incorporates the values and aspirations of our school ethos and all of the guidelines in our Code of Positive Behaviour. Our school crest contains the Latin word *Veritas* which means Truth. Students are encouraged to believe in and speak the truth at all times. This core value is also encouraged when it comes to both reporting and taking responsibility for bullying behaviour in the school. Dominican education seeks to accentuate the importance of feeling welcome and valued in the school environment. Likewise inclusivity and diversity are key elements which are also recognised in our Anti-Bullying Policy. When management, teaching staff, parents and students share these aspirations and values, bullying behaviour has less chance of succeeding in a positive and healthy school environment.
- 1.4 Effective leadership is a key principle of best practice. This can only be achieved where all those concerned in the education process co-operate fully on an on-going basis. The teaching staff are role models for the students at all times.

- 1.5 Identification and prevention of bullying behaviour is a key consideration in our Anti-Bullying Policy. Creating awareness is therefore a very important factor in the prevention of such behaviour. Assistance will be given to all those who experience and carry out bullying and every effort is made to ensure that it is known such behaviour is not acceptable in our school.
- 1.6 Our policy also states that any form of harassment is totally unacceptable at any time within the school environment. Under recent equality legislation, nine grounds are used. These include gender, civil status, family status, sexual orientation, religions, age diversity, race, membership of the traveller community (Equality Act 2010)
- 1.7 Finally, parental and student involvement and co-operation are vital in the running of a successful Anti-Bullying Policy. By working closely with the relevant teachers, issues of bullying behaviour can be rectified more successfully.

2. OBJECTIVES OF THIS POLICY

- 2.1.1 To create and enforce an Anti-Bullying Policy which promotes respect, inclusivity and acceptance of diversity.
- 2.1.2 To create a caring environment which fosters and encourages mutual respect and a positive school spirit.
- 2.1.3 To encourage an awareness of the serious nature and impact of any form of bullying behaviour.
- 2.1.4 To develop formal procedures for the investigation of reported incidents of bullying behaviour.
- 2.1.5 To provide support for those affected by bullying behaviour and those engaged in bullying behaviour.
- 2.1.6 To develop practical preventative measures in our school community where each individual is respected and valued and is free from harm.

3. KEY PRINCIPLES OF BEST PRACTICE

- 3.1.1 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:

- 3.1.2 A positive school culture and climate which:
- Promotes respectful relationships across the school community.
 - Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
 - Is welcoming of difference and diversity and is based on inclusivity.
- 3.1.3 Effective leadership and a school wide approach to identifying and dealing with bullying. The Board of Management will ensure that members of school staff have sufficient familiarity with the school's anti bullying policy to enable them to effectively and consistently apply the policy when required. Supports for staff will be appropriate to the individual's role and should enable staff to recognise bullying, implement effective strategies for preventing bullying and where appropriate, intervene effectively in bullying cases.
- 3.1.4 A shared understanding of what bullying is and its impact on our school community.
- 3.1.5 Implementation of education and prevention strategies (including awareness raising measures) that:
- build empathy, respect and resilience in pupils.
 - explicitly address the issues of cyber-bullying and identity-based bullying using resources and speakers to educate staff and students on these topics.
- 3.1.6 Effective supervision and monitoring of pupils.
- 3.1.7 On-going evaluation of the effectiveness of the Anti-Bullying Policy.

4. DEFINITION AND TYPES OF BULLYING

- 4.1.1 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.

- 4.1.2 The following types of bullying behaviour are included in the definition of bullying:
- Relational bullying such as whispering in company so as to exclude another, malicious gossip, isolation, ignoring, turning others against a student, excluding from the group and taking someone's friends away.

- Name calling: Persistent name calling directed at the same individual(s) which hurts, insults or humiliates.
- Identity-based and gender 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.
- Cyber-Bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM) apps, gaming sites, chat rooms and other online technologies. The most common forms of cyber-bullying are: sending/posting or sharing of mean, offensive or abusive messages, comments or pictures on social media, creating false profiles or pages to offend or make fun of, or to impersonate another person and deliberate exclusion from groups or blocking with the intent to cause harm or hurt.
- The means of bullying are constantly changing and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:
 - Physical aggression.
 - Intimidation/Gestures/Slagging.
 - Silent telephone/mobile phone calls.
 - Abusive telephone/mobile phone calls.
 - Abusive email/website messages.
 - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person.
 - Damage to one's property.
 - Extortion-demands or threats for money.
 - Any behaviour that erodes self-confidence of any stakeholder or attacks her/his self-esteem.
 - A combination of any of the types listed.

4.1.3 Isolated or once-off incidents of intentional negative behaviour do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the Dominican College Code of Positive Behaviour.

- 4.1.4 However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.
- 4.1.5 False accusations of bullying made by one member of the school community against another will be regarded as a very serious example of misconduct and will be dealt with in accordance with the schools Code of Positive Behaviour.
- 4.1.6 The school reserves the right to apply its anti-bullying policy in respect of bullying that occurs at a location, activity, function or program that is not school related if in the opinion of the Principal and/or Board of Management the alleged bullying has created a hostile environment at school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

5. PREVENTION OF HARRASSMENT

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

6. RESPONSIBILTY FOR DEALING WITH BULLYING

- 6.1.1 A student may bring a bullying concern to any teacher in the school and if they suspect bullying the details will be recorded by the relevant teacher on a bullying record form (Appendix 1) Students are encouraged to view the reporting of bullying as responsible behaviour.
- 6.1.2 A parent may bring a bullying concern to the relevant Year Head, Deputy Principal or Principal.
- 6.1.3 Non-teaching staff will report any incidents of bullying to the relevant Year Head.
- 6.1.4 All reports of bullying will be investigated and dealt with by the relevant teacher. The relevant teacher in this school is the Year Head.
- 6.1.5 The relevant Year Head will bring any reports of bullying to the Care Team who will act as the Anti Bullying Committee. The Care Team is a group of dedicated teachers with a mandate to look after the emotional, pastoral and general wellbeing of a student. The relevant teacher(s) for investigating and dealing with bullying on this Care Team are as follows:

- Year Heads
- Guidance Counsellor
- SENCO
- Anti-Bullying Coordinator
- Deputy Principal
- Principal

7. INVESTIGATION, FOLLOW-UP & RECORDING PROCEDURES

7.1.1 Students and parents are required to co-operate with any investigation and to assist the school in resolving the issue.

7.1.2 The aim of the investigation will be to resolve the issue and to restore, as far as is practicable, the relationship of the parties involved.

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

7.1.4 Investigation Procedures

The relevant teacher (Year Head) meets with the student reporting the bullying incident. The procedure to be followed should adhere to the guidelines below.

- Meet with the child in a private place e.g. office or empty classroom. It should not be investigated within the classroom environment to ensure that the privacy of those concerned is respected.
 - If deemed appropriate, invite another member of staff to attend.
 - Be welcoming, accepting and non-judgemental but remain unemotional and carry out the interview in a formal and business-like manner.
 - Obtain the full facts (focus on the facts about what actually happened, was said etc.). Ask questions that will ascertain those facts – who, when, where, what was said, what was your response, who else was present etc.
 - If deemed beneficial ask the student to write down their account of what happened.
 - Keep notes on what was said (factual, non-judgemental or emotional).
 - Establish if there are other witnesses to the alleged bullying behaviour.
- If there are other witnesses to the alleged bullying behaviour speak to them individually and use the approach as outlined above. You may ask another teacher to assist in this if there are a number of witnesses.

- Keep in mind the definition of bullying and establish if this fits in with that definition or if it is a once-off situation. Determine if bullying behaviour has taken place or if this is outside the remit of the Anti-Bullying Policy and in that of the Code of Positive Behaviour. If bullying has occurred contact the parents of the victim if deemed appropriate.
- In circumstances where the bullying behaviour is deemed to be of a very serious nature it should be brought to the attention of the Principal or Deputy Principal at an early stage.
- If bullying behaviour is deemed to have taken place:
 - a) meet with the perpetrator/s of the bullying behaviour and be non-judgemental and non-confrontational.
 - b) outline the behaviour that has been reported.
 - c) record the facts of what is reported.
 - d) be sure that the student knows that their side of the story is being listened to.
 - e) contact the parents of the student and inform them of the situation and the process if deemed appropriate.
 - f) In the case that the person refuses to take responsibility or admit involvement, it should be made clear that the specific behaviour must cease immediately, point out that there may be disciplinary implications if the situation is not resolved.
 - g) Where a group of students are allegedly involved in a bullying situation, each one must be individually questioned and their responses recorded.
- The relevant teacher (Year Head) may decide to confer with the Principal or Deputy Principal before parents are contacted (depending on the gravity of the situation).
- In most instances it is envisaged that the bullying behaviour will cease at this stage. The relevant teacher may meet with both students together in an attempt to restore good relations between them. Restorative Practices approaches and actions may be used where appropriate.
- If the situation is of a serious nature and it is unclear as to whether or not it will be resolved after the steps outlined above, request that the parents of the perpetrator attend the school.
- A record of all the steps taken will be kept by the relevant teacher and, upon completion of the process; a copy will be given to the Anti-Bullying Coordinator.
- The victim of the bullying behaviour will be encouraged to report any further instances of bullying behaviour immediately.

- In instances where the bullying behaviour is of a serious nature the perpetrator may be sanctioned up to and including suspension and/or expulsion.
- In the case of repeated instances of the bullying behaviour despite earlier interventions and warnings, the student may face disciplinary proceeding up to and including suspension and exclusion in the case of the most serious bullying behaviour in line with the school Code of Positive Behaviour.
- Where the relevant teacher is of the opinion that the bullying behaviour has not been adequately dealt with after a period of 20 days, it must be recorded and reported to the principal.

7.1.5 Follow Up Procedures:

- In instances where bullying behaviour has taken place the students involved should be referred to the Guidance Counsellor/Relevant Teacher for follow up meetings.
- The Year Head should be kept informed of progress and should monitor the situation on an ongoing basis to ensure that there has been no repeat of the bullying behaviour.
- The victim is encouraged to report any repeated instances of the bullying behaviour.
- Should the bullying behaviour continue or re-occur, the Year Head should intervene and if necessary, escalate the matter to the Deputy Principal or Principal.

7.1.6 Recording & Reporting Procedures:

- All reports of bullying behaviour should be recorded by the relevant teacher (Year Head) as outlined above.
- Each stage of a bullying report and investigation should be recorded.
- Year Heads should inform the Anti-Bullying Coordinator of all instances of bullying reported.

- The Anti-Bullying Coordinator will maintain a confidential file of reported bullying incidents and will provide this file for the Principal periodically.
- The Principal will provide a report to the Board of Management at each meeting setting out: the overall number of bullying cases reported since the previous report to the Board and confirmation that all cases 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 the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.

8. SUPPORTING STUDENTS AFFECTED BY BULLYING

8.1.1 A programme of support for pupils who have been impacted by bullying shall be put in place. Such pupils may need 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. The following supports will be put in place for such students:

- Referral to the school Guidance Counsellor/Relevant Teacher.
- Encouragement to report further bullying instances.

8.1.2 The student involved in bullying behaviour will be referred to the Guidance Counsellor.

8.1.3 Students who observe bullying behaviour are always encouraged to discuss it with a teacher. The assistance of the Guidance Counsellor/Relevant Teacher may also be called upon by the student/ parent/ teacher if required.

9. EDUCATION & PREVENTION STRATEGIES

9.1.1 This policy seeks to attempt the prevention, and not just the control of bullying behaviour in our school with particular emphasis on the creation of awareness of the existence and impact of bullying behaviour.

9.1.2 Dominican College strives to not just uphold the mission and vision of its founding order but to also promote the values of the Le Cheile trust to whom we belong. Those values of Welcome, Wisdom and Witness will be fostered through a pro-active and preventative approach in which we actively will develop a culture of awareness, inclusivity, tolerance and acceptance of diversity.

9.1.3 The following actions have been selected as a means of helping in the awareness of and the prevention of bullying behaviour in our school:

9.1.4 Whole School Approach:

- The responsibility is on all in Dominican College-management, teaching staff, parents and students to be familiar with the issue of bullying.
- Non-teaching staff are also required to be vigilant and report incidences of bullying behaviour to the Year Heads.
- Tolerance of and respect for others will be taught in all subject areas where it might arise.
- Promotion of the school ethos of acceptance and inclusion.
- Fostering an atmosphere of respect and friendship within the school on an ongoing basis.
- Fostering a culture of zero-tolerance towards the use of homophobic, gender based and racist language bullying.
- Encouraging students, parents and staff-members to report suspected bullying. Ensure that students and parents know who to tell and how to tell.
- Encouraging by-standers to display an active disapproval of bullying behaviour by being aware of what bullying is and then knowing who they can report to.
- Communicate with pupils to identify “hot spots” and “hot times” for bullying in the school. Hot spots tend to be in the school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- All staff model respectful behaviour to all members of the school community at all times.
- Staff explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Staff will give constructive feedback to pupils when respectful behaviour and respectful language are absent for example during class time, on the corridors and when on school activities or outings.
- Adequate supervision and monitoring by management and teaching staff is a key factor in the prevention of bullying behaviour in the school. Students are supervised by teaching staff during breaks and also in the area of extra-curricular activities.

9.1.5 Specific Measures to raise awareness and combat bullying:

- We adhere to the principles set out in our Code of Positive Behaviour in order to provide a safe environment for all.
- Specific subjects like SPHE, CSPE and RE contain several common concepts linked to bullying behaviour. The SPHE syllabus provides for modules on bullying which allows for focused class time on the examination of bullying behaviour and its effects. The SPHE department will liaise with the CSPE and RE departments in relation to the delivery of content around the area of bullying. The SPHE syllabus also covers issues relating to respectful behaviour, belonging, integrating, communication, conflict, friendship, personal safety and relationships.
- Our RSE programme for Senior Cycle addresses areas such as sexuality, relationships, personal safety and Growing Up - LGBT+.
- Our extensive extra-curricular programme is a means of developing self-worth and helps students build self-confidence and self-esteem while acknowledging the talents and skills of others.
- Students' involvement in charity work as well as work experience during TY and LCVP helps foster tolerance, respect and social awareness.
- Year group assemblies are used to address issues of respect, tolerance and bullying.
- Active student involvement in preventing and combating bullying is encouraged. The use of the Lundy model (Appendix 3) will ensure that students have the space to express their views, make sure their voice is enabled, that they have an audience for their views; and that their views will have an influence. Student Voice is heard through many avenues such as Class captains, Prefects, Student Council and various school committees formed throughout the year.
- The Care Team will also help in monitoring bullying behaviour as well investigate, record and monitor possible areas of concern.
- Learning Support teachers will monitor vulnerable and at risk students and liaise with Year Heads concerning bullying behaviour.

- The Guidance Counsellor will provide support as appropriate for both the victim and the instigator of the bullying behaviour.
- Training will be provided for teachers on resolving bullying; internet safety and cyber bullying, discrimination, sexual orientation and homophobia. This training will be facilitated during Croke Park hours.
- Teachers enforce school rules in relation to the use of technology as per our ICT Acceptable Use policy which outlines appropriate online behaviour and appropriate uses of social media, gives advice on how to stay safe online, how to deal with upsetting comments or material and how to report concerns about cyberbullying.
- Parents play a very valuable role when it comes to assisting the school in dealing with bullying behaviour. Parents' opinions and contributions can be encouraged through the Parents Council and communicated to school management.
- Talks on bullying and workshops if and when available will be provided which will offer useful advice to parents and students concerning bullying behaviour.
- Community Youth Workers, the Gardaí and other agencies will also contribute by giving talks and workshops to parents and students on various topics if and when available.
- Activities will be held to raise awareness about bullying behaviour. Student posters encouraging good team spirit and achievement will be clearly visible around the school.
- The objective is to recognise and record positive behaviour and excellence in the school. Therefore teachers employ positive discipline strategies to reward good behaviour through the merit system on VShare.
- Class Captains and Vice Captains are present in each of the Junior and TY classes as well as Prefects for both 5th and 6th year students which will allow for students in each class group to be represented with the school community. This system also facilitates the welcoming of new students as well as helping to identify areas of concern with a particular class group.
- The Big Brother Big Sister Mentoring programme is in place between TY and First Year students. The main purpose of this programme is to ease the transition from primary to secondary school for these students while also providing an opportunity for senior students to give something back and develop leadership skills.

- Lunch Time Club/Library Facilities and other similar clubs are available for students to get involved in and to engage with a wider social circle. This can help prevent and reduce the number of students who feel isolated by providing a place in which they can feel safe and welcome.
- The Wellbeing Working Group with support from the school community will assess, plan and implement activities such as Mental Health Awareness, Anti Bullying Day, Stand Up Week etc. that will help all in Taylor's Hill to be more aware, motivated, and skilled around life decision to increase their own and other's wellbeing.

10. SUPERVISION & MONITORING OF STUDENTS

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

11. RATIFICATION, DISSEMINATION & REVIEW

11.1.1 This policy was adopted by the Board of Management on insert date 3rd November 2021.

11.1.2 This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education & Skills and Le Chéile if requested.

11.2.3 This policy and its implementation will be reviewed by the Board of Management every school year. (Appendix 2) Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to Le Chéile and the Department of Education & Skills.

This policy was adopted by the Board of Management on 3rd November 2021

Appendix 1: Template for Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

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3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es))

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 2: Checklist for Annual Review of the antibullying policy and its implementation

The Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes/No
1. Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
2. Has the Board published the policy on the school website and provided a copy to the parents' association?	
3. Has the Board ensured that the policy has been made available to school staff (including new staff)?	
4. Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
5. Has the Board ensured that the policy has been adequately communicated to all pupils?	
6. Has the policy documented the prevention and education strategies that the school applies?	
7. Have all of the prevention and education strategies been implemented?	
8. Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
9. Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
10. Has the Board received and minuted the periodic summary reports of the Principal?	
11. Has the Board discussed how well the school is handling all reports of bullying including to addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	

	Yes/No
12. Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
13. Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
14. Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
15. Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
16. Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
17. Has the Board put in place an action plan to address any areas for improvement?	

Chairperson

Board of Management

Secretary

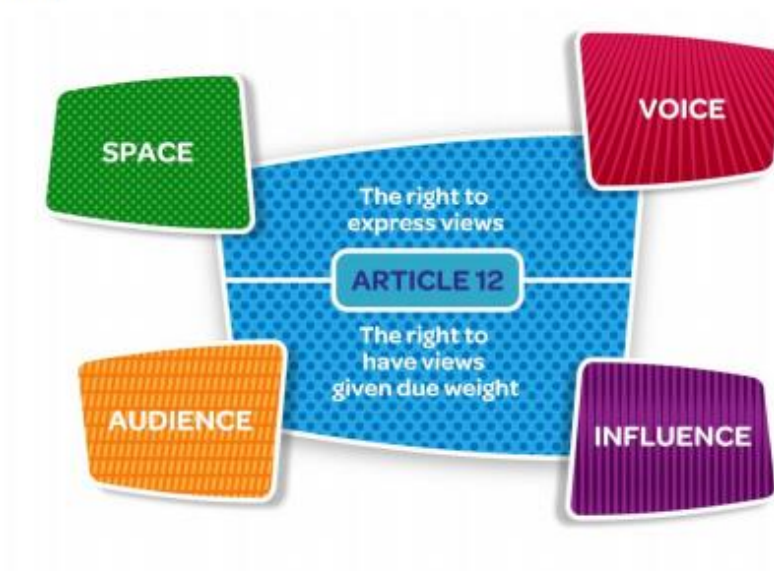
Board of Management

Appendix 3: The Lundy Model

The Lundy model of child participation

This model was developed by academic Laura Lundy, Professor of international children's rights at the School of Education at the Queen's University of Belfast.¹ Her model provides a way of conceptualising a child's right to participation, as laid down in Article 12 of the UN Convention on the Rights of the Child.² It is intended to focus decision-makers on the distinct, albeit interrelated, elements of the provision.

The four elements have a rational chronological order: **space, voice, audience, influence**. More information on the model can be found in Laura Lundy's 2007 [publication](#) on child participation. The Lundy Model of Participation was prominently featured and endorsed by the Irish Department of Children and Youth Affairs in their recent National Strategy on Children and Young People's Participation in Decision-Making (2015–2020).



This model provides a way of conceptualising Article 12 of the UNCRC which is intended to focus educational decision-makers on the distinct, albeit interrelated, elements of the provision. The four elements have a rational chronological order:

- **SPACE:** Children must be given safe, inclusive opportunities to form and express their view
- **VOICE:** Children must be facilitated to express their view
- **AUDIENCE:** The view must be listened to.
- **INFLUENCE:** The view must be acted upon, as appropriate.

Figure 1 Lundy's Model of Participation as included in Ireland's National Strategy on Children and Young People's Participation in Decision-Making 2015-2020³

¹ <http://www.qub.ac.uk/schools/SchoolofEducation/AboutUs/Staff/Academic/ProfLauraLundy/>

² Laura, Lundy(2007)'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child', British Educational Research Journal,33:6, 927 — 942, available at: <http://dx.doi.org/10.1080/01411920701657033>

³ Ireland Department of Children and Youth Affairs, National Strategy on Children and Young People's Participation in Decision-Making 2015-2020 (17 June 2015), p. 21. Accessible here: <http://dcya.gov.ie/documents/playandirect/20150617NatStratParticipationReport.pdf>

Date:

To: Dominican College

The Board of Management of *Dominican College* wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 3rd November 2021.
- This review was conducted in accordance with the checklist set out by the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Chairperson

Board of Management

Secretary

Board of Management