



***St. Clement's College  
Anti-Bullying Policy  
2022-2023***

## **St Clement's College Statement on Bullying**

The community in St. Clement's College will ensure that all members - particularly students and staff - can work and have recreation in a stable and secure learning and working environment wherein complaints of bullying are dealt with in a prompt, fair, and equitable manner.

- 1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the National Education Welfare Board (NEWB), the Board of Management of St. Clement's College 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.**
  
  - 2. St Clement's College reserves the right to apply its Anti-Bullying policy in respect of bullying that occurs at a location, activity, function or programme 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 St Clement's College for the victim, has infringed on the rights of the victim and/or has materially or substantially disrupted the education process or the orderly operation of the school.**
  
  - 3. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:**
    - (a) A positive school culture and climate which**
      - is welcoming of difference and diversity and is based on inclusivity;
      - encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
      - promotes respectful relationships across the school community;
- See **Appendix 4**: Key elements of a positive SCC culture and climate, and also **Appendix 5**: Action Plan to promote a positive St. Clement's College culture and climate.
- (b) Effective leadership**
  - (c) A college-wide approach**
  - (d) A shared understanding of what bullying is and its impact**

**(e) Implementation of education and prevention strategies (including awareness raising measures) that-**

- build empathy, respect and resilience in students; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;

**(f) Effective supervision and monitoring of students**

**(g) Supports for staff**

**(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and**

**(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

**4. 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:

- 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 of those with disabilities or additional educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with St. Clement's College Code of Behaviour.

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.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with St. Clement's College Code of Behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

The list of examples below is non exhaustive, and St. Clement's College may wish to add behaviours which reflect our own circumstances.

**Examples of bullying behaviours**

<p><b>General behaviours which apply to all</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The "look"</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person's reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Instagram/Snapchat/Twitter/Tic-Toc/You Tube or online gaming</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b>  <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> {gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community}.</p>	

<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<ul style="list-style-type: none"> <li>• This involves manipulating relationships as a means of bullying. Behaviours include:</li> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Additional Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>

**5. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):**

Refer to section 6.8.3. and 6.8.4 in the Procedures.

The Relevant Teachers in St. Clement's College are:

**Principal:** Mr. Pat Talty

**Deputy Principal:** Ms. Joan Chawke

**Year heads:**

1st Year: Ms. Behan

2nd Year: Mr. Lynch

3rd Year: Mr. Lynch

4h Year: Mr. Browne

5th Year: Ms. Moroney

6th Year: Mr Tidswell

**Any other teacher may act as a relevant teacher if circumstances warrant it.**

**6. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that may be used by St. Clement's College are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary SCHOOL/COLLEGES*):**

Education and prevention strategies may include the following:

**College wide approach**

- A school-wide approach to the fostering of respect for all members of the SCC community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our students through both curricular and extracurricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on students' lives and the need to respond to it-prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- College-wide awareness raising and training on all aspects of bullying, to include students, parent/guardian and the wider SCC community.

- Supervision and monitoring of classrooms, corridors, school grounds, tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within SCC.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, and other student support activities that can help to support students and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for SCC to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- SCC's anti-bullying policy is discussed with students and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way students will gain confidence in 'telling'. This confidence factor is of vital importance. It should 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.
- Ensuring that students know who to tell and how to tell, e.g.:
  - o Direct approach to the teacher at an appropriate time, for example after class.
  - o Hand note up with homework.
  - o Make a phone call to St. Clement's or to a trusted teacher in the school.
  - o Anti-bullying or Niggle box
  - o Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - o Administer a confidential questionnaire once a term to all students.
  - o Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach SCC if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in SCC to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the students' use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the SCC school community e.g. GLEN  
[www.glen.ie](http://www.glen.ie), BeLonGTo [www.belongto.org](http://www.belongto.org)

#### **Implementation of curricula**

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe and Well Being Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- College-wide delivery of lessons on bullying from evidence based programmes which could include, e.g. Cool School Lessons, #UP2US, The Walk Tall Programme, On My Own Two Feet.
- College-wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic**

**Bullying** {Growing up LGBT, Stand Up Programme, The Trust pack }**Diversity and Interculturalism.** SCC should list every resource related to the SPHE curriculum, and make a list of supports.

- Delivery of the Garda SPHE Programmes at primary and post- primary level. These lessons, delivered by Community Garda, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of AEN students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.

**Links to other policies**

- Other policies which are relevant include; Code of Behaviour, Child Protection Policy, Acceptable Use policy, **Attendance Policy, RSE Policy.**

**7. St. Clement's College 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** {see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary School):

**6.8.9. Procedures for Investigating and Dealing with Bullying**

**The primary aim 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);**

**SCC's procedures must be consistent with the following approach.**

Every effort will be made to ensure that all involved {including students, parent(s)/guardian(s)} understand this approach from the outset.

SCC 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 wellbeing of a student in the school, even where the bullying acts are committed outside of the school/college.

**Reporting bullying behaviour** {Appendix 1 - Incident Referral Form)

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants {SNAs}, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

**Possible Sanctions for bullying behaviour**

- Verbal Warning
- Written Warning
- Formal Verbal Warning with parents present
- After school detention

- A letter sent home to parents
- Suspension {The duration of which will be determined by the Principal}.
- Permanent Exclusion

#### **Investigating and dealing with incidents: Style of approach**

- In investigating and dealing with bullying, the Year Head will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and students are required to co-operate with any investigation and assist SCC in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the relevant teacher ;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken {by reference to the school policy}. SCC should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the students;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved {each set of students and parent(s)/guardian(s)} that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

#### **Follow up and Recording**

- 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;

-Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that SCC has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the SCC's complaints procedures, which includes an appeal to the
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

### **Recording of Bullying Behaviour**

#### **Records: Protocol**

- Access to the records is open to SCC management and relevant teachers only.
- Records will be retained for a period of up to five years after the student leaves the school.
- Records will be stored securely.

**It is imperative that all recording of bullying incidents must be done in an objective and factual manner.**

The school 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. All incidents must be reported to the relevant year head.
- While 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
- The relevant teacher must inform the principal/deputy principal of all incidents being investigated.

#### **Informal-determination that bullying has occurred**

- If it is established by the year head that bullying has occurred, **h e / s h e** 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.
- SCC, in consultation with the relevant teacher(s), should develop a protocol for the storage of all records retained by the year head.

#### **Formal-Appendix 2 (Investigation Report)**

The relevant teacher must use the recording template at **Appendix 2** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) the following circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

- Where the bullying behaviour poses an immediate risk to the health and safety of another student/s or members of the school community
- Where the "recipient" has disclosed that he/she is particularly vulnerable and at "risk"
- Where the alleged "bully" discloses that he/she is at risk

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Records of all investigations of bullying behaviour will be **stored in a secure location** within a defined area of the school.

**8. The school's programme of support for working with students affected by bullying is as follows** {see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary School :

- 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.
  - o Pastoral Care system
  - o Buddy / Peer mentoring system
  - o Tutor/Year head system
  - o Care team / Student Support Team
  - o Group work such as circle time
- If students require counselling or further supports SCC will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher. Established intervention strategies may include:

- Teacher interviews with all students
- Negotiating agreements between students and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent{s}/guardian{s} to support SCC interventions
- No Blame Approach
- Circle Time
- Restorative Practice
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

## 9. Appeal

Where a parent/guardian or a student who is more than 18 years old is not satisfied that the School/College has dealt with a bullying case in accordance with the Anti-Bullying Procedures for Primary and Post- Primary Schools, she/he will be referred to the school's complaints procedures – see Section 6.8.9 {XX} of Anti-Bullying Procedures for Primary and Post-Primary Schools.

Where a parent/guardian or a student who is more than 18 years, having exhausted the school's complaints procedures, is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children – see Section 6.8.9 {Xxi} of Anti-Bullying Procedures for Primary and Post-Primary Schools.

## **10. Supervision and Monitoring of Students**

The Board of Management will take such steps that are reasonably practicable to prevent and deal with bullying behaviour and to facilitate early intervention where possible.

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.

The implementation and effectiveness of SCC's anti-bullying policy will be an agenda item for all staff meetings – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.

Data gathered through the reporting templates {Appendix 1} 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 the bullying surveys {Appendix 9}

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 [Appendix 21] 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* {2013}. 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.

## **11. Prevention of Harassment**

The Board of Management confirms that St. Clement's 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.

**12.** This policy has been made available to SCC personnel, published on the SCC website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

**13.** This policy and its implementation will be reviewed by the Board of Management once in every school year {Appendix 6}. Written notification that the review has been completed will be made available to school personnel, published on the website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_  
{Chairperson of Board of Management}

Signed: \_\_\_\_\_  
{Principal}

Date: 25<sup>th</sup> January 2023

Date: 25<sup>th</sup> January 2023

Date of next review: **September 2023**

#### **APPENDICES:**

- Appendix 1: Incident Referral Form Template
- Appendix 2: Investigation Report Template
- Appendix 3: Final Report Template
- Appendix 4: Audit of Key Elements of a positive culture
- Appendix 5: Action Plan to promote SCC culture & climate
- Appendix 6: Checklist for annual review
- Appendix 7: Notification regarding the B.O.M. annual review
- Appendix 8: Sample Strategies
- Appendix 9: Sample Student Survey
- Appendix 10: Class observation form
- Appendix 11: Sexual orientation - General Points
- Appendix 12: Emergency Contact Details
- Appendix 13: List of Support Agencies used by St. Clement's College
- Appendix 14: Anti-Bullying Statement: SCC School Journal

**Appendix 1**

**INCIDENT REFERRAL FORM**

1. Name of student for which there is a concern

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Class

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

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3. Source of concern/report

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4. Location of incidents

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

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6. Name of Teacher(s) in the vicinity/other vicinity/witnesses

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7. Type of Behaviour

- Physical Aggression
- Cyber-bullying
- Damage to Property
- Intimidation
- Isolation/Exclusion

- Malicious Gossip
- Name Calling
- Other {specify}

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8. Location of incident(s)

- Yard
- Classroom
- Corridor
- Canteen
- Toilets
- Other

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

- Homophobic
- Disability/AEN-related
- Racist
- Membership of Traveller community
- Other {specify}

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10. Brief Description of the incident

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11. Details of any action taken

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Signed \_\_\_\_\_ {Relevant Teacher} Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

## Appendix 2

### INVESTIGATION REPORT

To be completed by the Relevant teacher when the alleged behaviour has not resolved after 20 days)

1. Name of student for which there is a concern

\_\_\_\_\_ Class \_\_\_\_\_

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

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3. Source of concern/report

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4. Location of incidents

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

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6. Name of Teacher(s) in the vicinity/other vicinity/witnesses

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7. Type of Behaviour

- Physical Aggression
- Cyber-bullying
- Damage to Property
- Intimidation
- Isolation/Exclusion
- Malicious Gossip
- Name Calling
- Other (specify)

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8. Location of incident(s)

- Yard
- Classroom
- Corridor
- Canteen
- Toilets
- Other

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

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

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10. Brief Description of the incident

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11. Outcome of investigation

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12. Action Plan

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Signed \_\_\_\_\_ {Relevant Teacher}

Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal



### Appendix 3

#### FINAL REPORT

To be completed by the Relevant teacher if the situation has not been resolved after the interventions proposed in the action plan)

1. Name of student for which there is a concern

\_\_\_\_\_ Class \_\_\_\_\_

2. Summary of action taken to date

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3. Current situation

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4. Recommendation(s)

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Signed \_\_\_\_\_ {Relevant Teacher}

Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

## APPENDIX 4:

### Audit all Key Elements of a positive SCC culture and climate (DES Anti-Bullying Procedures, 2013)

#### Area of Focus

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

**The following Prompt Questions must be considered when completing the Action Plan:**

- Are there agreed appropriate monitoring and supervision practices in SCC?
- Have bullying danger spots been identified?
- Have parents and students been consulted in the identification of these danger spots?
- How will the student support/care structures (including year heads, class tutors, SPHE, Guidance, RE, CSPE, HSCL, Learning Support teachers) support measures to counteract bullying behaviour?
- How will students, in particular senior students, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
- How will the student council and school clubs be involved?

In relation to Acceptable Use Policy in SCC are the following issues addressed:

- o Are all Internet sessions supervised by a teacher?
- o Does SCC regularly monitor students' Internet usage?
- o Have students been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
- o Have students been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by SCC? (Note that SCC Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only).

## **APPENDIX 5: Action Plan to promote a positive St. Clement's College culture and climate**

**Target: To develop practices to ensure a positive culture and climate is prioritised across St. Clement's College . (DES Anti-Bullying Procedures, 2013)**

- Tasks: What steps do we need to take?
- How will we do it?
- When will it be done by? Complete/Ongoing/Deferred
- Who will do it ?
- As a staff we will model respectful behaviour to all members of SCC community at all times
  
- We will explicitly teach students at all class levels what respectful language and behaviour looks like, acts like, sounds like and feels like in class and around St. Clement's College.
- We will engage in CPD events in relation to Anti- Bullying and also set aside planning time as a staff for this area
- We will agree key respect messages and display them in classrooms, assembly areas and around SCC. The students will be involved in the development of these messages and they will be cross referenced with the Code of Behaviour
- We will consistently tackle the use of discriminatory and derogatory language in St. Clement's - this includes homophobic and racist language that is belittling of students with a disability or AEN

## APPENDIX 6

### Checklist for annual review of the Anti-Bullying Policy and its implementation

- The Board of Management (the Board) must undertake an annual review of the St. Clement's College 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 St. Clement's College anti-bullying policy will be required.
- Has the Board formally adopted an Anti-Bullying Policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?
- Has the Board published the policy on the St. Clement's College website and provided a copy to the parents' association?
- Has the Board ensured that the policy has been made available to SCC staff (including new staff)?
- Is the Board satisfied that relevant SCC staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?
- Has the Board ensured that the policy has been adequately communicated to all pupils?
- Has the policy documented the prevention and education strategies that SCC applies?
  
- Have prevention and education strategies that are reasonably practical been implemented?
- Has the effectiveness of the prevention and education strategies that have been implemented been examined?
- Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?
- Has the Board received and minuted the periodic summary reports of the Principal?
- Has the Board discussed how well St. Clement's College is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?
- Has the Board received any complaints from parents regarding St. Clement's College handling of bullying incidents?
- Have any parents withdrawn their child from St. Clement's College citing dissatisfaction with handling of a bullying situation?
- Have any Ombudsman for Children investigations into the handling of a bullying case in St. Clement's been initiated or completed?
- Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?
- Has the Board identified any aspects of St. Clement's College policy and/or its implementation that require further improvement?
- Has the Board put in place an action plan to address any areas for improvement?

Signed \_\_\_\_\_ Date \_\_\_\_\_ Chairperson, BOM

Signed \_\_\_\_\_ Date \_\_\_\_\_ Principal

## APPENDIX 7

### Notification regarding the Board of Management's annual review of the anti-bullying policy

To:

The Board of Management of **St. Clement's College** wishes to inform you that:

The Board of Management's annual review of St. Clement's College anti-bullying policy and its implementation was completed at the Board meeting of 25 January 2023. This review was conducted in accordance with the checklist set out in TEMPLATE 6 of the *Department's Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Reviewed and ratified on 25/1/23.

Signed: Patricia Kiernan  
(Chairperson of Board of Management)

Signed: Pat Talty  
(Principal)

Date: 25/1/23

Date: 25/1/23

Date of next review: October 2023

## APPENDIX 8

### Sample investigation, intervention and follow-up strategies

#### 1. Initial report/disclosure of bullying behaviour

- Any member of staff may witness bullying or be made aware of it by students, parents or others.
- Teachers may make an immediate intervention if it is warranted. The incident should be reported to the relevant teacher.

#### **Action taken by relevant teacher, support and/or sanction may include**

- Investigate incident-speak with students separately and try to resolve the issue using an established intervention technique e.g. Restorative Approach.
- Challenge the behaviour as being unacceptable.
- Always consult with appropriate colleagues or management
- Inform parents at an early stage
- Keep a record (informal)
- Teacher will follow up progress with: victim and bully, bystanders or others involved.

#### **N.B. If the incident has not been resolved within 20 days the relevant teacher must record the behaviour on the incident template below**

- Serious talk with student(s) re: effects of their behaviour.
- Restorative interview with both parties
- Verbal warning. Student/s involved warned to stop.
- Seek verbal agreement re future behaviour.
- Outline a fair outcome if *appropriate*:  
e.g. an apology, return of property etc.

#### **2 Subsequent report /disclosure e.g. second incident by the same student**

##### **Action taken by Procedure Support and/or sanction may include:**

- Incident investigated by the relevant teacher
- Principal/ Deputy principal informed.
- Both sets of parents informed by the relevant person
- Serious talk with the student re: behaviour and future behaviour.
- Sign written agreement re future behaviour.
- Parents/Guardians sign written agreement re future behaviour.

- Follow up progress with victim and bully, bystanders or others involved.
- Speak with school counsellor.
- Detention /other agreed sanction from school's Code of Behaviour
- Monitor future behaviour.

### **3 Where bullying behaviour persists / serious incident of bullying**

#### **Action taken by Procedure Support and/or Sanction**

- Relevant teacher  
/Principal or  
Deputy Principal  
involved  
Student Support Team may also be involved.
- The incident may be referred to the Board of Management at the discretion of the Principal.
- Parents and student meet with Principal / Deputy Principal.
- Use established intervention strategies
- Feedback to Year Head.
- Formal record kept.
- Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation.
- Detention / Suspension / other agreed sanction from school's Code of Behaviour.
- Parents are met and conditions set regarding student's future behaviour.
- Counselling offered
- Referral to NEPS, NBSS, child psychologist/ Garda Juvenile Liaison Officer.
- Contact with other support agencies e.g. re anger management
- The future of the student in the school may be considered.

## Appendix 9

### Sample Student Surveys

#### Friendship Questionnaire

- Name .....
- Class .....
- Would you like to talk to someone about bullying? Yes /No
- Do you know someone who is having a hard time? Yes/ No
- **Bullying Sociogram**
- • Are you happy with the atmosphere in your classroom?
- • Who are your friends?
- • *Are you being bullied in any way? {Take details and reassure student that the problem will be addressed}*
- • Is there anyone in class having a hard time or being picked on?
- • Is anyone being left out, or ignored?
- • Is anyone spreading rumours, gossip, using notes, phone calls, text messages or e-mails to make others feel bad about themselves?
- • Is anyone being unfair to others?
- • Is there a group of students making life difficult for others?
- • Are students from other classes giving anyone in this class a hard time?
- • Can you give examples?
- • Who do you think is causing the problem?

## Appendix 10

- **Class Observation Form**
- Teacher \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_
- **Time**
- **Name of Pupil Behaviour Directed Towards**

## Appendix 11

### SEXUAL ORIENTATION – ADVICE FOR SCHOOLS

#### GENERAL POINTS

- Schools can foster a culture that is accepting of difference. This can be expressed where appropriate, rather than making the assumption that everyone understands it.
- An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.
- The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment.
- If children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.
- Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. This should be done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

#### PRACTICAL SUGGESTIONS

- Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'
- A school could decide on a response to this question, such as 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'
- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.
- Homophobic insults should be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.
- Schools promote a culture of communication which actively discourages abusive name calling
- Please see GLEN [www.glen.ie](http://www.glen.ie) BeLonGTo [www.belongto.org](http://www.belongto.org) for information and guidance on policy development
- The Resource 'Growing Up' LGBT was developed by SPHE, GLEN and BeLonG to support teachers in teaching about LGBT
- The 'Stand UP' programme developed by BeLonG To

## APPENDIX 12

### Emergency Contact Details

- Ambulance, Fire Brigade, Garda 999 or 112

#### Garda Stations

- Henry St., Limerick 061 212400
- Roxboro Road 061 419555

Mid-Western Regional Hospital, Limerick 061 301111

St. John's Hospital, Limerick 061 415822

Shannondoc {out of hours family doctor service for participating GPs} 1850-212999

HSE Information Helpline 1850-241850

HSE Resource Officer for Suicide Prevention 061-461143/ 061-461454

St. Anne's Day Hospital, Roxboro 061 315177

Southill Social Work 061 209985

Southill FAX 061 209998

Roxtown Social Workers 061 417622

NEPS Psychologist

Clinical Psychologist

DES: Communications Unit Keith McMullan 01-8892322/01-8892162 or  
01-8896583

State Examinations Commission 0902 74621

Local GP

Local Clergy

Chairperson of BOM

Community Garda

ASTI

TUI

- List of Counsellors

Teenage Pregnancy Support Programme 061-411643

Children's Grief Project 061-313037

CAMHS 061-412247 or 483388S

Adult Counselling Service Freephone 1800-234115

Rainbow Groups

Humour Fit

Limerick Drug & Alcohol Service 061-318663

Co. Limerick Drug & Alcohol Service 069-61430/ 061-318633

Alateen {for teenager of alcoholic parents) 01-8732699

Aware {support & info on depression) 1890-303302

Barnardos {info on childhood issues) Limerick 061-430313,

Dublin 01-4530355

Bereavement Counselling Service 01-8391766

Bodywhys {info on eating disorders) 1890-200444

CARI {Children at risk in Ireland)

{counselling for children affected by sexual abuse)

061-413331

Helpline 1890 924567, or 01-8611240

## Appendix 13 List of Support Agencies used by St. Clement's College

- **Barnardos** : Barnardos works with vulnerable children and their families in Ireland and campaigns for the rights of all children W: <http://www.barnardos.ie> P: 1850 222 300
- **Childline** : Childline offers a phone service, a text support service (text 'Talk' to 50101) and an online chat service to help support young people. There is also a special text service for young people experiencing bullying (text 'Bully' to 50101) W: [www.childline.ie](http://www.childline.ie) P: 1800 66 66 66
- **Spunout** : SpunOut.ie is a youth focused website. It aims to promote general wellbeing and healthy living amongst young people. W: [www.spunout.ie](http://www.spunout.ie)
- **Teen-Line Ireland** : Teen-Line Ireland is a free-phone support service for teenagers who need someone to talk to. W: [www.teenline.ie](http://www.teenline.ie) P: 1800 833 634

### Mental Health and Well Being

- **Aware** : Aware offers depression and related mood disorder support services, in the forms of local support groups, a helpline and various education courses. [www.aware.ie](http://www.aware.ie) P: 1890 303 302
- **Mental Health Ireland** : Mental Health Ireland aims to promote positive mental health and to actively support persons with a mental illness, their families and carers by identifying their needs and advocating their rights. W: [www.mentalhealthireland.ie](http://www.mentalhealthireland.ie) P: 01 284 1166
- **GROW** : GROW is a Mental Health Organisation which helps people who have suffered, or are suffering, from mental health problems. It provides a helpline and support groups nationally. W: [www.grow.ie](http://www.grow.ie) P: 1890 474 474
- **MyMind** is a community based provider of mental health services. W: [www.mymind.org](http://www.mymind.org) P: 076 680 1060
- **Your Mental Health** : This website, developed by the HSE, aims to improve awareness and understanding of mental health and well-being in Ireland. W: [www.yourmentalhealth.ie](http://www.yourmentalhealth.ie) - not updated recently but good info
- **Reach Out** : ReachOut.com aims to provide quality assured mental health information and inspiring real life stories by young people to help other young people get through tough times. W: [ie.reachout.com](http://ie.reachout.com) P: 01 764 5666
- **Pieta House** : Pieta House is a residential centre for the prevention of self-harm or suicide in Lucan, Co. Dublin. It has outreach centres and centres of excellence around Ireland. W: [www.pieta.ie](http://www.pieta.ie) P: 01 601 0000
- **Samaritans** : Samaritans offers support for people struggling to cope, including those contemplating suicide, through a helpline. W: [www.samaritans.org](http://www.samaritans.org) P: 1850 60 90 90
- **National Office for Suicide Prevention** : The National Office for Suicide Prevention oversees the implementation of 'Reach Out', coordinates suicide prevention efforts and speaks with agencies and individuals active in suicide prevention. W: [www.nosp.ie/](http://www.nosp.ie/) P: 01 620 1672
- **Headsup** : Headsup aims to contribute to suicide prevention efforts by providing information and support to young people. Headsup provides a 24-hour text service, which provides details of helplines and support services when people text HEADSUP to 50424. W:

www.headsup.ie P: 01 205 7200

- **Headstrong** : Headstrong is a non-profit organisation that supports young people's mental health in Ireland through advocacy, research and service development (through the Jigsaw projects). W: <http://www.headstrong.ie/> P: 01 472 7010
- **Let Someone Know.ie** : Let Someone Know is a mental health and wellness information website funded by the HSE for young people. W: [www.letsomeoneknow.ie](http://www.letsomeoneknow.ie)

### Eating Disorders

- **Bodywhys** : Bodywhys supports people affected by eating disorders. It offers confidential support and information services for people affected by eating disorders. W: [www.bodywhys.ie](http://www.bodywhys.ie) P: 1890 200 444
- **Iceberg** : Iceberg aims to increase awareness of eating distress and eating disorders. The website provides dedicated support for sufferers along the path to recovery. W: [Eatingdisorderselfhelp.com](http://Eatingdisorderselfhelp.com)

### Gender and Sexuality

- **Gay Switchboard Dublin** : Gay Switchboard Dublin offers non-directive listening support. W: [www.gayswitchboard.ie](http://www.gayswitchboard.ie) P: 01 872 1055
- **BeLoNG To Youth Project** : {14-23 year olds} BeLoNG To supports lesbian, gay, bisexual and transgender young people in Ireland. W: [www.belongto.org](http://www.belongto.org) P: 01 873 4184
- **GLEN - Gay and Lesbian Equality Network** : GLEN is a policy and strategy focused NGO that aims to deliver positive change for lesbian, gay and bisexual people in Ireland. W: [www.glen.ie](http://www.glen.ie) P: 01-6728650
- **Transgender Equality Network Ireland** : Transgender Equality Network Ireland {TENI} seeks to improve conditions and advance the rights and equality of trans people and their families. W: [www.teni.ie](http://www.teni.ie) P: 085 147 7166
- **LGBT Helpline** : The LGBT Helpline provides a listening support and information service for lesbian, gay, bisexual and transgender people as well as their family and friends. Website: [www.lgbt.ie](http://www.lgbt.ie) P: 1890 929 539

### Internet Safety

- **Internet Safety Hotline.ie** : The hotline.ie service provides an anonymous facility for the public to report suspected illegal content encountered on the Internet. W: [www.hotline.ie](http://www.hotline.ie) P: 1890 610 710
- **Watch Your Space** : Watch Your Space is a website that showcases and supports the work of young people who are running initiatives, in their SCHOOL/COLLEGES and youth groups, to beat cyber bullying. W: [www.watchyourspace.ie](http://www.watchyourspace.ie)
- **Webwise** : Webwise is the Irish Internet Safety Awareness Centre, funded by the Department of Education and Skills and the EU Safer Internet Programme. It raises awareness of online safety issues and good practice among students, their parents and teachers. W: [www.webwise.ie](http://www.webwise.ie)
- **Data Protection Commissioner** : The Data Protection Commissioner ensures that those who keep data comply with data protection principles. The website gives information on individuals' rights and on organisations' responsibilities. W: [www.dataprotection.ie](http://www.dataprotection.ie)
- **Youtube** W: <http://www.youtube.com/yt/policyandsafety/en-GB/>
- **Facebook** W: <https://www.facebook.com/help/420576171311103>

- **Twitter** W: <https://support.twitter.com/groups/57-safety-security>

### **Travelling Community**

- **Pavee Point** : Pavee Point works for the attainment of human rights for Irish Travellers and Roma living in Ireland. W: [www.paveepoint.ie](http://www.paveepoint.ie) P: 01 878 0255

### **Disability**

- **National Disability Authority** : The National Disability Authority provides independent expert advice to the government on disability policy and practice. W: [www.nda.ie](http://www.nda.ie)
- **Enable Ireland** : Enable Ireland works to enable people with physical disabilities to achieve maximum independence, choice and inclusion in their communities. W: <http://www.enableireland.ie/>

### **Equality**

- **The Equality Authority** : The Equality Authority seeks to achieve positive change in the situation and experience of those groups and individuals experiencing inequality by stimulating and supporting a commitment to equality. W: [www.equality.ie](http://www.equality.ie) P: 1890 245 545
- **Irish Human Rights Commission** : The Irish Human Rights Commission (IHRC) promotes and protects the human rights of everyone in Ireland. W: [www.ihrc.ie](http://www.ihrc.ie) P: 01 858 9601

## Appendix 14 Anti-Bullying Statement: St Clement's College School Journal (September 2023)

Every student in St. Clement's College has the right to enjoy his/her learning, recreation periods and journeys to and from school FREE FROM INTIMIDATION.

### Definition of Bullying:

Bullying is repeated aggression: verbal, physical, psychological or electronic, conducted by an individual or group against others.

Isolated incidents of aggressive behaviour can also be described as bullying if they are unjustified and serve to intimidate on an on-going basis.

### Common Forms of Bullying include:

- Student/Student, Student/Teacher, Teacher/Student Verbal {slugging and name calling):
- Personal, persistent, demeaning/hurtful or insulting remarks, gestures or name-calling, sarcasm/sneering, unwelcome comments about appearance/background/gender/sexual orientation.
- Through Information and Communication Technologies {Cyber-bullying): Telephone, email, social networking websites, mobile phone or instant messaging apps, and other online technologies.
- Isolation: Deliberate exclusion or ignoring of a person by a group
- Physical: Pushing, shoving, punching, kicking, poking, tripping, 'messing fights', severe assault.
- Damage to property: interfering with, vandalising, breaking, stealing or hiding personal property.
- Financial {Extortion): demands for money accompanied by threats. Identity Based Bullying: Racist,
- Homophobic or Transphobic {those who are or who are believed to be LGBT) Bullying.
- Sexual Bullying and Harassment: to a person's face, behind their back or through the use of technology.
- On grounds of Disability: Jokes about a person's condition, imitation and mocking, or removal of technical aids needed by the disabled person.

**It is of primary importance that students are encouraged to report incidents of bullying and be assured that appropriate means are in place to act on such incidents. St. Clement's College does not tolerate bullying and has a clear anti-bullying policy and programme, which seeks to prevent all forms of bullying in college.**

**The Relevant Teachers for reporting and investigating incidents of bullying in St. Clement's College are:**

The Relevant Teachers in St. Clement's College are:

**Principal:** Mr.Pat Talty

**Deputy Principal:** Ms.Joan Chawke

**Year heads:**

1st Year: Ms. Joanne Behan

2<sup>nd</sup> Year: Mr Michael Lynch

3<sup>rd</sup> Year: Mr. Michael Lynch

4<sup>th</sup> Year: Mr. Robert Browne

5<sup>th</sup> Year: Ms. Phena Moroney

6<sup>th</sup> Year: Mr. David Tidswell

**Any other teacher may act as a relevant teacher if circumstances warrant it.**

- It is up to every individual to take responsibility for their behaviour and how they treat their fellow pupils.
- Bullying will not be tolerated in St Clement's College.
- All reported incidents of bullying are treated as being serious, will be investigated and sanctions may be imposed.
- If you feel you are being bullied you must inform the college authorities. A pupil can also tell a teacher, their Dean or any staff member in the college.
- If a pupil is uncomfortable telling a teacher, he/she can inform a member of the Student Council who will pass on the complaint.
- The Investigation of each complaint will be coordinated by the Dean of your year group. Other staff members, the Deputy Principal or Principal may be involved in the investigation as required.
- Following a complaint a full investigation of the matter will take place. All individuals involved will be interviewed separately; this will be done in a confidential manner. The details of all investigations will be recorded.
- It is our commitment that all incidents of bullying will be addressed. The pupil who made the complaint will be kept informed of the progress of the investigation and sanctions imposed.
- Following an investigation sanctions may follow; these may include verbal warnings, written warnings, detention, suspension or permanent exclusion. Please refer to our full Anti Bullying policy for full details in relation to the reporting and investigation of incidents of bullying.

