



# St. Farnan's Post Primary School



28<sup>th</sup> Feb. 2023

St. Farnan's Post Primary School

## **Anti Bullying Policy 2023**



### ***Our Mission Statement***

***St. Farnan's is a school community which strives to be inclusive and caring.  
We aim to develop all students to reach their full potential, personally,  
academically and spiritually, so that they may enrich the school and wider  
community.***

St. Farnan's is a co-educational post primary second level school in Prosperous, Co. Kildare under the patronage of Kildare and Wicklow ETB. The school opened in 1941 with three classrooms, student numbers have grown over the years and we now have over 530 student spaces filled (2022/23). The catchment area for our school is Prosperous, Timahoe, Donadea, Allen, Allenwood, Coill Dubh, Robertstown & Staplestown.

Our Core Values motto is 'Cothrom na Féinne' (Justice, Equality & Fair Play) are empowered by our F.A.I.R. acronym *Friendly, Ambitious, Inclusive of All and Respectful of Each Other* which guide all our policies and procedures and all stakeholders working relationships with each other in school.

*Ratified by the Board of Management*

*on 28<sup>th</sup> February 2023*



BORD OIDEACHAIS AGUS OILIÚNA  
**CHILL DARA AND CHILL MHANTÁIN**  
KILDARE AND WICKLOW  
EDUCATION AND TRAINING BOARD



## ST. FARNAN'S POST PRIMARY SCHOOL, PROSPEROUS

### ANTI-BULLYING POLICY

1.

In accordance with the requirements of the Education (Welfare) Act 2000, the Board of Management of St Farnan's Post Primary School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and 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.
- B. Encourages pupils to **disclose and discuss** incidents of bullying behaviour in a non-threatening environment.
- C. Promotes **respectful relationships** across the school community.
- D. **Effective leadership**.
- E. A **school-wide approach**.
- F. A **shared** understanding of what bullying is and its impact.
- G. Implementation of education and **prevention strategies** (including awareness raising measures) that build empathy, respect and resilience in pupils and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- H. Effective **supervision and monitoring** of pupils.
- I. **Support** for staff.
- J. **Consistent** recording, investigation and **follow up** of bullying behaviour (including use of established intervention strategies).
- K. On-going evaluation of the **effectiveness** of the anti-bullying policy.

3.

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

**Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.**







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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
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
- Some examples of the different types of bullying and the way that these occur are included below. **This is just an example of some of the types of bullying which exist. Other incidents may occur that can also be treated as bullying which are not included on this list.**

Type of Bullying	Explanation and Examples
General	<b>These may be Physical, Verbal or Psychological in nature. These may include but not be limited to the following:</b> Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.; physical aggression; damage to property; name calling, slagging; the production, display or circulation of written words, pictures or other materials aimed at intimidating another person; graffiti; extortion, intimidation, gestures; the "look"; invasion of personal space
Cyber	Silent telephone/mobile phone call; abusive telephone/mobile phone calls; abusive text messages and/or emails; abusive website comments (e.g. on social networking sites such as Facebook) twitter/ facebook/ instagram/ tiktok/ snapchat/ whatsapp/ VSCO/ pictures.
Identity Based(homophobic or transphobic)	Spreading rumours about a person's sexual orientation; taunting a person of a different sexual orientation; name calling, e.g., gay, queer, lesbian, intentional use of the incorrect pronouns
Identity Based (Racial)	Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background; bullying of those with disabilities or special educational needs
Relational	<b>This involves manipulating relationships as a means of bullying.</b> Behaviours include: malicious gossip; isolation, excluding from the group, ignoring; manipulating relationships for personal gain, spreading rumours; breaking confidence; talking loud enough so that the victim can hear; the 'look',
Sexual	Unwelcome sexual comments or touching; harassment





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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 the school's 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 the school's code of behaviour.

4.

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- Class Tutor
- Year Heads
- Guidance Counsellor
- Home School Liason Officer
- Care team
- Subject Teachers
- Deputy Principal
- Principal

***\*Every member of our school community has a responsibility to actively promote and reinforce our schools Anti-Bullying charter.***





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## Duties of School Personnel

Relevant Teacher (s)	Duties of each relevant teacher
<ul style="list-style-type: none"> <li>Class Tutor</li> </ul>	<ul style="list-style-type: none"> <li>To make students aware of the definition of bullying &amp; different types of bullying.</li> <li>To check in with students each day &amp; provide help and support to students</li> <li>Reinforce the school's positive behaviour charter.</li> <li>Promote positive behaviour among students in their tutor groups.</li> <li>Treat any and all allegations of bullying in a sensitive and serious manner.</li> <li>Inform the student that you will have to pass his/ her information onto their Year Head/Deputy Principal as applicable.</li> <li>Record bullying behaviour on the standardised template(appendix 3</li> <li>Must keep appropriate written records</li> <li>Liaise with Year Head/Deputy Principal in relation to cases of bullying.</li> <li>Where appropriate refer to DLP or DDLP.</li> </ul>
<ul style="list-style-type: none"> <li>Year Heads</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all students in their year group know how to contact them.</li> <li>Define what bullying is to each year groups through assemblies etc.</li> <li>Outline to students the procedures for reporting bullying.</li> <li>Treat any and all allegations of bullying in a sensitive and serious manner.</li> <li>Record accurately what the student has said using the appropriate template.</li> <li>Investigate all allegations of bullying fully. Liaise with the Principal/Deputy Principal about all allegations of bullying.</li> <li>Make parents/guardians of both parties aware of the allegation.</li> <li>Where appropriate refer to DLP or DDLP.</li> <li>Revisit the allegations to make sure there are no further issues. If there is an Appendix A/B this will be referred to the Board of Management.</li> </ul>







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<p>Subject Teacher(s)</p>	<ul style="list-style-type: none"> <li>• Make students aware of the definition of bullying &amp; its different forms.</li> <li>• Promote the fair principles of the anti-bullying charter</li> <li>• Treat any and all allegations of bullying in a sensitive and serious manner.</li> <li>• Reinforce expectations in class relating to bullying. This can be done by creating class agreements with the students' own input as to what is acceptable or not.</li> <li>• Record accurately what the student has said. ( Fill in appendix 3)</li> <li>• Inform the student that you will have to pass his information onto their Year Head/Deputy Principal</li> <li>• Where appropriate refer to DLP or DDLP.</li> <li>• Liaise with Year Head/Deputy Principal/ Principal as appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>• Deputy Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all staff, students and parents are familiar with the schools Anti-Bullying policy.</li> <li>• Make sure that all students, staff and parents are made aware of the relevant teachers responsible for dealing with cases of bullying.</li> <li>• Define what bullying is to staff &amp; students</li> <li>• Outline to students &amp; staff the procedures for reporting bullying.</li> <li>• Treat any and all allegations of bullying in a sensitive and serious manner.</li> <li>• Record accurately what the information presented to you.</li> <li>• Investigate all allegations of bullying fully.</li> <li>• Liaise with the Year Head/ relevant teachers about all allegations of bullying.</li> <li>• Make parents/guardians of both parties aware of the allegation.</li> <li>• Where appropriate refer to relevant external agencies.</li> <li>• Make sure all procedures relating to reporting and recording of cases of bullying are reviewed.</li> <li>• Review the Anti-Bullying policy on a regular basis in line with the 2013 Anti-Bullying guidelines.</li> <li>• Sanction in relation to the schools Code of Behaviour.</li> <li>• Where appropriate refer to DLP or DDLP.</li> </ul>
<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Must ensure that all staff &amp; students are aware of the definition of bullying and its different forms.</li> <li>• Must make the Anti-Bullying policy available to all staff, parents &amp; pupils.</li> <li>• Lead a school wide approach to promote a positive school environment.</li> <li>• Implement prevention strategies to tackle and raise awareness of bullying behaviour.</li> <li>• Treat any and all allegations of bullying in a sensitive and serious manner.</li> <li>• Liaise with the Year Head/ relevant teachers about all</li> </ul>





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	<p>allegations of bullying.</p> <ul style="list-style-type: none"> <li>• Make parents/guardians of both parties aware of the allegation.</li> <li>• Make sure all procedures relating to the recording and reporting of bullying cases are being followed.</li> <li>• Liaise with external agencies as appropriate.</li> <li>• Provide regular reports to the Board of Management stating the following: <ul style="list-style-type: none"> <li>○ The number of cases reported to the Principal/ Deputy Principal since the last meeting.</li> <li>○ Confirm that all cases have been dealt with in accordance with the school Anti-Bullying policy and the Anti-Bullying guidelines 2013.</li> <li>○ Undertake an annual review of the policy and its implementation.</li> </ul> </li> </ul>
Guidance Counsellor	<ul style="list-style-type: none"> <li>• The person making the complaint (a student/parent may report bullying to any adult they trust including the Guidance Counsellor who will then refer the matter onto the relevant Yearhead).</li> <li>• Those involved may be referred to counselling.</li> <li>• Sometimes, if the student who has been bullied is ready and agreeable, the two parties may be brought together at a later date. This can have a restorative effect.</li> <li>• Students who have been involved in bullying incidents will be advised by Yearhead/Principal/ Deputy Principal of the availability of the Guidance Counsellor/Counsellor.</li> <li>• Mentoring and support through our student support team/Yearhead system/Guidance Counsellor/Counsellor.</li> <li>• The target of bullying may receive counselling to help them regain their self-esteem where affected.</li> <li>• Students who witness bullying are encouraged to discuss it with a teacher and if assistance with the Guidance Counsellor/Counsellor is required, their availability will be ascertained.</li> <li>• Where appropriate refer to DLP or DDLP.</li> </ul>
HSCL Co - Ordinator	<ul style="list-style-type: none"> <li>• Liaise with parents regarding the Code of Behaviour.</li> <li>• Ensure parents/ guardians are aware of the definitions of bullying and the discipline implications for their child should the code be breached.</li> <li>• Foster healthy relationships within our parent community and between the school and parent community.</li> <li>• Guide parents through the anti-bullying policy where they feel their child may be the victim of bullying.</li> <li>• Where appropriate refer to DLP or DDLP.</li> </ul>







## 5.

***The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:***

- There is space within the teaching of all subjects, and particularly in the area of SPHE/CSPE/RSE to foster an attitude of respect for all in accordance with the ethos of St.Farnan's.
- Induction/team building workshop days at transition stages: 1st year, TY and 5th year.
- All year groups are informed about our positive behaviour charter at assemblies.
- Incoming First Years are briefed on the positive behaviour charter/Anti-Bullying ethos of the school during their induction and informed about our Anti-bullying policy.
- Fuse Anti-bullying workshop is run for junior students through SPHE.
- Pieta House Resilience Workshop is run for all junior cycle students in SPHE.
- Safer Internet Day Campaign ran by 5th year students.
- Lesbian, Gay, Bisexual, Transsexual( LGBTIQ+) issues will be highlighted through a poster campaign at a given time in the school year such as "Stand - Up week". This poster campaign will be supported by work in SPHE classes and workshops from outside agencies. Inclusion will also be made a priority at all times throughout the year and not just in Stand-up week
- An anti-bullying week/Be a good friend/FAIR week is organised to promote and reinforce our FAIR ethos.
- Email address ([positiveschool@stfarnans.ie](mailto:positiveschool@stfarnans.ie)) can be a discrete and easy way of reporting bullying behaviour.
- Posters and visual cues that reinforce and remind every one of our FAIR positive behaviour charter.
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in students and explicitly addresses the issues of cyber - bullying and identity based bullying, including, homophobic and transphobic bullying.
- We promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in student friendly language in the classroom.
- All staff actively watch out for signs of bullying behaviour.
- School staff can get students to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Enforcement of this policy, including sanctions when appropriate.







**6. 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:**

**Stage 1 Investigation**

- Action taken by Subject teacher, tutor, or any teacher or staff member who becomes aware of incident(s).
- Members of the Pastoral Care & Wellbeing Team may be involved if the teacher feels that she/he can resolve the situation.

**Follow up, Recording and Established intervention strategies**

- Behaviour recorded on official record form Appendix 1
- Challenge the behaviour as being unacceptable.
- Speak to pupils and try to resolve the issue using the Restorative Approach
- School follows up.
- Serious talk with pupil(s) re effects of their behaviour
- Verbal warning. Pupil/s involved are warned to stop.
- Seek verbal agreement re future behaviour.
- Outline a fair outcome if appropriate: E.g. an apology, return of property etc.
- Support for those involved.

**Stage 2 Investigation**

**Subsequent report /disclosure:**

- Any teacher, Tutor, Assistant Principal, Year Head Member of the Pastoral Care Team may be involved
- Incident investigated by the Year Head using Restorative Approach
- Deputy Principal/Principal informed
- Both sets of parents informed by the Year Head Teacher

**Follow up, Recording and Established intervention strategies**

- Year Head keeps written records.
- Year Head follows up. Serious talk with the pupil re: behaviour and future behaviour
- Sign written agreement re future behaviour Parents/Guardians sign written agreement re future behaviour
- Speak with school counsellor Detention /other agreed sanction from school's Code of Positive Behaviour
- Monitor future behaviour
- Support for those involved





## **Stage 3 Investigation**

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

- Action taken by or sanction may include Principal or Deputy Principal involved
- Year Head
- Positive Behaviour Group may be involved.
- Anti-Bullying Advisory Team/Committee may be involved.
- The incident may be referred to the Board of Management at the discretion of the Principal
- Parents and pupil meet with Principal / Deputy Principal Use Restorative Approach
- Feedback to Year Head Written records kept.
- Follow up progress.
- Detention / Suspension / other agreed sanction from school's Code of positive behaviour
- Parents/Guardians are met and conditions set regarding pupil's future behaviour
- Counselling offered /Referral to child psychologist/ Garda Juvenile Liaison Officer
- Contact with other support agencies

### **7. The school's programme of support for working with pupils affected by bullying is as follows:**

- Active student support team in place to aid the pupil in terms of emotional support and encouragement.
- Wellbeing programme at junior cycle allows for resilience building, positive mental health promotion and building relationships.
- Guest speakers through the SPHE and wellbeing programmes.
- Pastoral care system - yearheads and tutors in place to guide the student and offer comfort/ safety when they are feeling vulnerable.
- Student mentors/ prefects.







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## 8. Monitoring of Pupils

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

## 9. Supervision by Staff

The supervision rota has been sent to all staff and they will be included on the staff member's Vsware timetables for viewing.

## 10. Prevention of Harassment

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 including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.





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11. This policy was adopted by the Board of Management on Tuesday 28<sup>th</sup> Feb. 2023.

12. 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 and the patron if requested.

13. This policy and its implementation will be reviewed by the Board of Management once during the school year 2023 – 2024 and during every school year henceforth. 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 the patron and the Department.

Signed: Brendan W. Delaney Signed: Andrew Pivell  
(Chairperson of Board of Management) <sup>28-2-23</sup> (Principal)

Date: 28/2/2023

Date: 28/2/2023

Date of next review: School Year 2023-2024







# St. Farnan's Post Primary School



## Appendix 1

**Official Record of Alleged Bullying Incident form**  
**Student report form for bullying incidents**  
**Teacher report form for bullying incidents**



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## Record of Alleged Bullying Behaviour

### 1. Name of student being bullied and class group.

Name \_\_\_\_\_

Class \_\_\_\_\_

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

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### 3. Source of bullying concern/report: \_\_\_\_\_

### 4. Location of incident(s) \_\_\_\_\_

### 5. 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"/>

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

Homophobic	Disability/SEN related	Racist	Membership of the traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 7. Brief description of the bullying behaviour and its impact.

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### 8. Details of actions taken

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### 9. Signed \_\_\_\_\_ (Teacher/Year Head)

Date \_\_\_\_\_





This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.





# St. Farnan's Post Primary School



## Appendix 2

### School Anti-bullying Charter



## St Farnan's Anti-Bullying Charter



We have the **right** to a safe and secure school environment.

We have the **responsibility** to make our school a safe and secure environment for all.

### Our definition of bullying

**Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person(s) and which is repeated over time.**

Our School Community is FAIR.

**Friendly.**

**Accepting of differences.**

**Inclusive of all. Inviting of change**

**Respectful of each other.**

We aim to foster a positive school culture founded on the principles of FAIR.

Our school community will do this by:

- Anti-bullying policy
- SPHE curriculum and weekly timetabled SPHE and RSE classes
- Wellbeing plan - running appropriate workshops to cover topics like: bullying, mental health LGBTQIA+
- Whole school events to promote awareness of acceptable behaviour
- Positive behaviour committee and initiatives

**Pupils help to stop bullying by:**

- Treating all other pupils **FAIRly**
- Reporting incidents to an adult/teacher.

**Parents help stop bullying by:**

- Communicating to your son/daughter the expectation of treating all other pupils fairly.
- Monitoring their use of social media
- Engaging with them on all aspects of school life.

**Cothrom na Féinne**

