



Manor House School

Bí Céinealta

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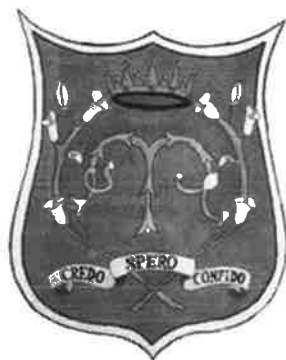
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Mission Statement

Manor House School is a Catholic Voluntary Secondary School for girls founded by the Poor Servants of the Mother of God (SMG). It is the ethos and educational philosophy of the SMG that inform the way we do things in our school. Manor House is under the stewardship of the Le Chéile Schools Trust. The vision and values of the Servants of the Mother of God remains at the centre of the day-to-day life in our school. We aim to create an environment that demonstrates a concern for the welfare and good of others.

Manor House school aims to provide all its students with an academic programme appropriate to their needs within a caring and supportive environment. We aim to provide an education for all students which will embrace and develop their full human potential: personal, academic, physical, moral, and religious.

We are proud of our school, its record of excellence and its ethos of care and concern for others.



Manor House School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of **Manor House School Raheny Dublin 5** has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued, and all have an indispensable part to play in the school community, regardless of difference.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	02/04/2025 – 31/05/25	Staff Workshop Staff Questionnaire Staff Meetings
Students	31/03/2025	Student Questionnaire
Parents	01/04/2025	Parent Questionnaire Parent Association
Board of Management	12/05/25	BoM Discussion
Wider school community as appropriate, for example, bus drivers		n/a
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school.

In addition to our strategies to address general bullying behaviours, these prevention strategies include strategies aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate:

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to, and in dialogue with parents, and thereby build a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will take as much time as is practicable listening to young persons and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement, by the school, young persons and parents, will be used to discern appropriate supports for young people in this school and will help inform future prevention strategies.

The education and prevention strategies (including strategies specifically aimed at cyberbullying, homophobic and transphobic bullying) that will be used by the school are as follows:

- A school-wide approach to the fostering of respect for all members of the school 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 pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive

sense of self-worth through formal and informal interactions.

- Supervision and monitoring of classrooms, corridors, school grounds, school 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 students to ensure they are following school rules on phone usage within the school.
- Involvement of the Student Council & other student groups in contributing to a safe school environment e.g. mentoring, prefects, and other student support activities, the Smile Committee and the Green Group, that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of our Bí Cinéalta Anti-Bullying code for the school by including the policy in student journals and displaying it publicly in classrooms and in common areas of the school.
- The school's Bí Cinéalta anti-bullying policy is discussed with students and all parent(s)/guardian(s) are given a copy of the policy as well as the Code of Behaviour of the school every year via vsware mail.
- The implementation of regular whole school awareness measures e.g., annual Friendship building events , anti-bullying events, regular year group assemblies with year heads and parent(s)/guardian(s) seminars.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils 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 pupils know who to tell and how to tell, e.g.: direct approach to the teacher at an appropriate time, for example after class. Request that a parent(s)/guardian(s) or friend tell on your behalf. 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 the school if they suspect that their child is being bullied. Students/parents should contact teacher, class tutor, year head, deputy principal or principal.
- The development of the Acceptable Use Policy in the school to include the necessary steps to ensure that access to technology within the school is strictly monitored, as is the students'

use of mobile phones.

Implementation of Curricula:

- The full implementation of the Wellbeing Programme in the three years of Junior Cycle supports our Bí Cinéalta policy.
- The full implementation of the SPHE/CSPE Curricula and the RSE Programme, including the continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programme
- School wide delivery of lessons on Relational aggression, Homophobic and Transphobic Bullying, Diversity and Interculturalism.
- Delivery of the 'Zeeko' Programme to all first year and second year students in addition to the Parents' Council. Zeeko are an Irish company based in the Nova Centre in UCD and provide workshops on online safety and prevention of cyberbullying.
- Delivery of the 'Fuse' programme to all Second year and Third year students. The Fuse Anti-Bullying and Online Safety Programme was developed by The Anti Bullying Centre in DCU.
- Delivery of the Garda SPHE Programmes at primary and post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of AEN students (additional educational needs) regarding programme implementation and the development of skills and strategies to enable all students to respond appropriately.

Links to other policies

The school policies, practices and activities that are particularly relevant to bullying are the Code of Behaviour, Child Protection Safeguarding Policy, Supervision of students' procedures, Acceptable Use of Internet Policy and Attendance Policy in addition to the various sporting and extra-curricular activities procedures.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour:

- The school has an active Supervision Programme in place which covers areas at break and lunchtime. These areas include large break/lunch areas in the Cafeteria, B1/B2 and the Old Hall area. Other areas that require supervision are on the First/Ground Floor as students have lunch in classrooms and the outside eating/seating area from 1.20 – 1.35pm.
- Any school activity that students participate in, is always accompanied by a teacher/teachers.
- A CCTV system is in place to assist us with any issues of concern.
- Year I lead, Class Tutors, Mentors and Prefects meet students on a regular basis to assist with addressing the issues of bullying and promote a "telling" environment.
- One private school bus brings students from the surrounding areas to our school. Any incident that occurs on the school bus should be notified to the school immediately by a student or parent.
- The private bus company are provided with a copy of our Child Protection Safeguarding statement and Bí Cineálta Anti-bullying policy. They are also provided with the school contact details in case of any issue arising.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

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

- Principal
- Deputy Principal
- Year Heads
- Class Tutors
- Subject Teacher
- Guidance counsellors

However, any teacher may act as a relevant teacher if circumstances warrant it, e.g. if approached by a student

When bullying behaviour occurs, the school will:

- > ensure that the student experiencing bullying behaviour is heard and reassured
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity
- > consider the age and ability of those involved
- > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > take action in a timely manner
- > inform parents of those involved
- > Keep detailed written records

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:

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:

Reporting bullying behaviour

- Any student 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 a relevant teacher
- Teaching and non-teaching staff such as office staff, special needs assistants (SNAs), caretakers, cleaning staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a relevant teacher.

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the relevant teacher 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 the school 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 pupils concerned. Students who are not directly involved can also provide very useful information in this way.
- When analyzing 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 nonaggressive manner.
- If a group is involved, each member should be interviewed individually first. Thereafter, if appropriate, all those involved may be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements
 - 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 by the relevant teacher 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). The school should give parents(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 her how she is in breach of the school's antibullying policy and efforts should be made to try to get 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 student 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 later, if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- If 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

It is imperative that all recordings of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified them. All incidents must be reported to the relevant teacher. **School template must be used.**
- 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 of all incidents being investigated.

Informal-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Teacher records of bullying will be kept in a central locked file in the main office and principal records will be kept in a secure lock file in the principal's office. Records will be retained, in line with the Manor House Data Protection Policy.

Formal-Appendix 3 (From DES Procedures) The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances: 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 Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour. When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Teacher records of bullying will be kept in a central locked file in the main office and principal records will be kept in a secure lock file in the principal's office. Records will be retained, in line with the Manor House Data Protection Policy.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

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

- All in-school supports, and opportunities will be provided for the students affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g., Guidance counsellors, Pastoral care system, Mentoring system, Prefects, Year Head, Class Tutors.
- If students require counselling or further support, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the student affected by bullying or involved in the bullying behaviour.
- Students should understand that there are no innocent bystanders and that all incidents of bullying must be reported to a teacher.

Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: Catherine Calanagh Date: 12.6.2025
(Chairperson of board of management)

Signed: Mary O'Neill Date: 12/6/25
(Principal)

