



Code of Behaviour Policy

Scoil Naomh Fionán, Rennie, Nohoval, Belgooly, Co. Cork
Uimhir Rolla 18713N

The purpose of this policy is:

- to promote positive behaviour and to allow the school to function in an orderly and harmonious way.
- to enhance the learning environment where children can make progress in all aspects of their development.

Relationship to the characteristic spirit/ethos of the school:

Nurture each child to develop his/her potential in a caring environment where the talents of each child are valued. This can only be achieved when there is a high level of respect and cooperation between staff, parents and pupils.

The following were involved in drawing up this policy:

It was a collaborative exercise between teachers, parents, Board of Management and pupils as appropriate. The original document was ratified by the Board on 22nd May 2007. The policy was then reviewed every 2 years in consultation with the staff. The most recent review took place in March and April 2021. It was then sent to the Board for their comment/feedback. The policy was then given back to the Board of Management for proposed ratification.

Introductory Statement

This policy was originally drawn up by the staff of Scoil Naomh Fionán na Reanna on Thursday, 07 December 2006. It was then viewed by the Board of Management and subsequently distributed to the parents for their comment and approval. The children were involved in the drawing up of rules for the yard and the individual classrooms and their contribution was also included in the final policy document. Since then it has been reviewed again a number of times by the school community and consideration made for the NEWB publication - 'Guidelines for schools, Developing a Code of Behaviour', in June 2009.

Rationale

This policy was drawn up for the following reasons:

1. To ensure an orderly, safe and secure climate for the school community
2. It is a requirement under DES Circular 20/90 on School Discipline
3. It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*
 - A. *The standards of behaviour that shall be observed by each student attending the school;*
 - B. *The measures that shall be taken when a student fails or refuses to observe those standards;*
 - C. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
 - D. *The grounds for removing a suspension imposed in relation to a student; and*
 - E. *The procedures to be followed in relation to a child's absence from school.*

Relationship to characteristic spirit of the school

Our school strives to provide a well-structured, caring, happy and secure environment for the intellectual, spiritual, physical, moral and cultural needs of the pupils. Scoil Naomh Fionán na Reanna will endeavour to enhance the self-esteem of everyone in the school community, to instil in the pupils respect for people and property and to encourage in them the idea of being responsible.

Aims

1. To create an atmosphere of respect, tolerance and consideration for others.
2. To ensure an educational environment that is guided by our vision statement.
3. To allow the school to function in an orderly way where children can make progress in all aspects of their development.
4. To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences.
5. To ensure the safety and well-being of all members of the school community.
6. To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their cooperation in the application of these procedures.
7. To ensure that the system of rules, rewards, and sanctions are implemented in

a fair and consistent manner throughout the school.

Content of policy

The policy is addressed under the following headings:

1. Guidelines for behaviour in the school
2. Whole school approach to promoting positive behaviour
 - Staff
 - Board of Management
 - Parents
 - Pupils
3. Positive strategies for managing behaviour
 - Classroom
 - Playground
 - Other areas in the school
4. Rewards and sanctions
 - Rewards and acknowledgement of good behaviour
 - Strategies for dealing with unacceptable behaviour
 - Involving parents in management of problem behaviour
 - Managing aggressive or violent behaviour
5. Suspension/Expulsion
 - Suspension
 - Expulsion
 - Appeals
6. Keeping records
 - Class
 - Playground
 - School records
7. Procedure for notification of a pupil's absence from school.
8. Reference to other policies.

1. Guidelines for behaviour in the school

The Education Welfare Act, Section 23, states that the code of behaviour shall specify "*the standards of behaviour that shall be observed by each student attending the school*".

1. Each pupil is expected to be well behaved and to show consideration for other children and adults.

2. Each pupil is expected to show respect for the property of the school, other children's and their own belongings.
3. Each pupil is expected to attend school on a regular basis and to be punctual.
4. Each pupil is expected to do his/her best both in school and for homework.

At the enrolment stage, the principal teacher shall provide the parents of the child with a copy of the school's Code of Behaviour. The Board of Management will require that the parents/guardians sign the code, agreeing that they have read and understand the code.

2. Whole school approach in promoting positive behaviour

'A positive school ethos is based on the quality of relationships between teachers and the ways in which pupils and teachers treat each other. This positive ethos permeates all the activities of the school and helps in forming a strong sense of social cohesion within the school' (Circular 20/90).

Staff

In our school, we treat all children with respect and dignity. There is a strong sense of community and cooperation among staff, pupils and parents and all are agreed that their focus is primarily on the promotion and recognition of positive behaviour ... 'It is important that the policy is accepted by all staff.' (Circular 20/90).

-We strive to foster a positive relationship between the parents and the staff of the school. Parents are actively involved in the school in a variety of ways e.g. assisting teachers in classroom projects, infant induction meeting, parents are involved in training children in various sporting activities, organising guest speakers and drawing up policy documents, service on Board of Management, service on Parents Association (organisation of extra-curricular activities - Sports Day, Oysterhaven evening)

-The staff is consulted at the planning stage of each policy document and new staff members are given a copy of the Code of Behaviour.

-Pupils are involved in the drawing up of various rules in the yard and their own classrooms.

-Individual teachers operate reward systems within the classroom to promote positive behaviour.

-Structured play is organised in some classes.

-For pupils with special education needs the following strategies are in place:

- Reward strategies, which are constantly reviewed and updated

- Constant communication with parents

- Structured play involving Special Needs Assistant

- All of this is documented in the children's IEPs/School Support Plans and PPPs

(Pupil Personal Profiles), where appropriate.

-The school's SPHE curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship. (see S.P.H.E. policy).

Board of Management

'The Board of Management has a role to play in the maintenance of desirable standards of behaviour in a school. It should be supportive of the principal teacher in the application of a fair code of behaviour and discipline within the school'. (Circular 20/90).

The Code of Behaviour was presented to the Board of Management for discussion after a draft policy was formulated by the staff.

The B.O.M. supports decisions of the staff based on the policies they have ratified.

The B.O.M. supports the staff, parents and pupils. They acknowledge the rights of everyone in the school community to ensure the well-being of everybody.

Parents

'Evidence seems to indicate that schools which succeed in achieving and maintaining high standards of behaviour and discipline tend to be those with the best relationships with parents.'

'Schools need the support of parents in order to meet legitimate expectations with regard to good behaviour and discipline.' (Circular 20/90).

The staff will ensure they communicate issues relating to concerns with a child's behaviour and well-being to parents. When such issues have been identified, regular communication will be maintained with parents highlighting the level of progress.

All parents received a copy of the initial draft Code of Behaviour prior to ratification by the B.O.M.

Parents:

- are aware of and cooperate with the school's system of rewards and sanctions
- ensure children are at school in time
- attend meetings at the school if requested
- help children with homework and ensure that it is completed
- ensure children have the necessary books and materials for school.

Pupils

Pupils play an important part in the ongoing implementation of the Code of Behaviour, e.g.

- Drafting and abiding by a set of rules for the classroom
- Taking part in whole school assemblies
- Buddy systems (e.g. school events, buddy reading systems and playground)
- Pupils will be involved in the monitoring and reviewing of the Code of Behaviour in consultation with teachers and parents.
- Playground Council (when in operation).

All members of the school community must adhere to Health and Safety Procedures, particularly fire evacuation procedures.

3. Positive strategies for managing behaviour

'The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place'. (Managing Challenging Behaviour, Guidelines for Teachers INTO 2004: 5).

Classroom

The following strategies are used to effectively manage behaviour in the classroom. e.g.

1. "Ground rules"/behavioural expectations in each class that are consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning,
2. Pupil input in devising the class rules
3. Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
4. A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour (see below Section 4)
5. Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation
6. Timetabling.

Playground(s)

The positive strategies which the staff implements to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour are:

- A concise set of playground rules which emphasise positive behaviour and make it clear what activities are permitted. (Appendix 1)
- The arrangements for supervision in the playground, including rosters for teachers and S.N.A.s.
- If there is a need to supervise more closely the behaviour of certain age groups, certain areas of the playground and/or certain individual pupils this will be organised through structured play and consultation between staff.
- Children are taught play-ground games
- Zones are created within the playground, providing sections for specific age groups, taking turns using the courtyard, promoting tolerance of different skill levels, winning and losing etc.
- On wet days-see Supervision Policy
- Children are escorted to and from the playground and pre-fabs by their class teacher.
- Children need permission from a supervising adult, to go to the bathroom. They will go to the bathroom in the main building, and the teacher on yard duty will be informed when they return to the yard.
- In order to provide adequate supervision, all children must remain outside for the duration of the lunch break.
- Injured/unwell children may sit in the porch where they are visible to the supervising teacher. This decision is made at the teacher's discretion.

4. Rewards and Sanctions

Rewards and acknowledgement of good behaviour

The following are ways in which good behaviour is publicly recognised and acknowledged in the school.

- Stickers
- Golden time
- Table competition
- Cube collection
- Points collection
- Targets for children with special needs

Children are acknowledged for pupil achievement and good behaviour at assembly. Teacher may also informally mention to parents when a child is doing particularly well. Other teachers will

also informally recognise children's achievements.

Children who demonstrate good behaviour are given responsibilities at teachers' discretion.

Strategies for dealing with unacceptable behaviour

The Education (Welfare) Act 2000, Section 23, states that a school must outline '*the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined*'.

The degree of misdemeanours i.e. minor, serious or gross, will be judged by the teachers and/or Principal based on a common-sense approach with regard to the gravity/frequency of such misdemeanours.'

The following are **examples** of these types of behaviours:

Minor:

- being unkind to any member of the school community
- speaking out of turn
- interrupting others
- breaking certain rules on a one-off basis
- being inattentive.
- disobeying some yard rules (eg. intentionally playing in wrong area)
- repeated incidents of minor misbehaviours will then be considered serious

Serious:

- preventing others from learning.
- being unwilling or unable to abide by accepted conventions
- defacing or destroying other pupil belongings or school property
- refusing to cooperate with instructions and advice
- disobeying some yard rules (eg. intentionally hurting another child)

Gross:

- direct abusive language at any members of the school community.
- acting aggressively or with violence towards members of the school community.

Strategies and Sanctions for Dealing with Misbehaviour

- make it clear that it is the behaviour which is being criticised and not the person
- sanctions should be logical, and leave the child's dignity intact
- sanctions should be proportionate to the misdemeanour committed

- early escalation to severe sanctions should be avoided
- avoid whole class/whole group sanctions
- encourage children to contribute to the solving of behaviour problems
- apply rules consistently but take account of individual circumstances
- do not use participation in a curricular area such as Physical Education as a sanction
- teachers should keep a record of continuous inappropriate behaviour and all instances of serious unacceptable behaviour.
- design a behaviour management plan if necessary - LS/RT can help here
- inform parents as soon as difficulties develop with regard to behaviour.

Sanctions will be at the teacher/principal's discretion and will be appropriate to the severity of the misdemeanour. Examples of sanctions:

- time out from yard play (children will still have run-around time)
- walking with the teacher on yard duty
- completing school work during break time and at home
- privileges removed
- extra homework
- child sent to another classroom if being disruptive during class
- time-out during Golden Time

Strategies to Prevent Escalation of Misbehaviour

- a non-verbal signal such as a look or a frown
- change in tone of voice
- stop speaking and wait for attention
- overlook or ignore the undesirable behaviour
- move the child to another seat
- speak to the child, remind the child of the rule which is being broken and encourage him/her to keep the rule
- SPHE classes are used to discuss behaviour and to promote positive behaviour
- regular talks with the principal to ensure the child is aware of improvements/disimprovements in behaviour.

The following strategies will be used in response to incidents of unacceptable behaviour:

- Reasoning with the pupil
- Reprimand (including advice on how to improve)
- Child writes about incident of misbehaviour and how it can be improved
- Temporary separation from peers, friends or others

- Communication with parents
- Referral to principal teacher
- Loss of privileges
- Detention during break-time
- Prescribing additional work
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff parents will be, at the discretion of the teacher and in consultation with the principal or deputy principal, contacted and asked to collect the child from school.
- Suspension (See Section 5 on Suspension)

The class teacher will initially apply the sanctions. Depending on the gravity of the situation the principal may be involved. Parents will be involved at an appropriate stage, at the discretion of the class teacher and in consultation with the principal teacher.

If all other options have been explored, the B.O.M. will be contacted.

Involving parents in management of problem behaviour

'Parents should be kept fully informed from the outset of instances of serious misbehaviour on the part of their children. It is better to involve parents at an early stage than as a last resort.' (Circular 20/90).

The following is the school's approach to involving parents when a pupil's behaviour is a source of concern:

- the class teacher will make initial contact with parents when there is a concern regarding a pupil's behaviour
- parents are invited to a meeting with the class teacher, where the class teacher discusses the situation and outlines the plans to deal with the behaviour of the pupil concerned.
- if deemed necessary by the class teacher, the pupil may be present at the meeting.

Parents are asked to contact the class teacher if they have concerns regarding their child. Parents are expected to inform the child's teacher of any serious misbehaviour (listed above) in relation to their child. Early intervention is imperative to prevent escalation of misbehaviour. This is also communicated to the parents through the Infant Booklet and at the 'Infant Induction' meeting in September.

Managing aggressive or violent misbehaviour

The following strategies are used for dealing with serious emotional and behavioural problems:

- Children who are emotionally disturbed are immediately referred for psychological assessment with the support of parents.
- Through the Special Educational Needs Organiser, appropriate support is sought from services available e.g. Health Service Executive, NEPS,
- The S.E.N. personnel facilitate teachers in sharing practice and support in the management of challenging behaviour
- S.E.N. personnel act as mentors for particular children and assist teachers in the creation of individual behaviour plans for specific children
 - A mentoring system is in place for newly qualified teachers, overseen by the principal, to support them in this area
 - A variety of professional development is available to staff e.g. NCSE Colleges of Education, ProfExcel courses, Education Centres.
- The school will, if necessary, include physical restraint as a strategy for dealing with violent or threatening behaviour. If it is intended to use such restraint, teachers will read 'Managing Challenging Behaviour - Guidelines for Teachers', INTO 2004: 11 and will consult competent legal advice. This decision will be made after consulting with the parents and based on advice from NEPS.

In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, the following steps will be taken:

- temporary exclusion while consultation with SENO and/or EWO takes place about appropriate resourcing, alternative placement.

5. Suspension / Expulsion procedures

The Education Welfare Act, 2000, stipulates that a code of behaviour shall specify... *'the procedures to be followed before a student may be suspended or expelled from the school concerned'* and *"the grounds for removing a suspension imposed in relation to a student."*(Sections 23(2) c, d)

Suspension

The principal shall inform the education welfare officer, by notice in writing, when a *student is suspended from a recognised school for a period of not less than 6 days. (Sections 21(4) a)* Circular 20/90 states that *'Parents should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal Teacher and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated'*.

The following is the school's procedure in relation to suspension and expulsion -

Incidents of gross misbehaviour may warrant suspension.

The Board of Management will be consulted when the principal feels suspension may be warranted (*exclude a pupil from the school for a maximum initial period of three school days (Rule 130, Section 5, Rules for National Schools)*)

The following procedures ensure fairness when excluding a pupil:

- all other means of dealing with the behaviour have been tried
- there has been previous communication with parents regarding misbehaviour, all of which will be documented by those involved.
- parents are invited to the school to discuss the intention to exclude

Procedures in respect of suspension:

The authority and decision of suspension of a child will lie with the Board of Management.

- Inform the student and their parents about the complaint - how it will be investigated and that it could result in suspension (preferably in writing)

Give the parent and student an opportunity to respond, before a decision is made and before any sanction is imposed.

Ensure fair procedures: the right to be heard and the right to impartiality.

All records should be kept.

In the case of immediate suspension, parents must be notified and arrangements made for collection of the child.

- The Period of Suspension:

A student should not be suspended for more than three days except in exceptional circumstances, where the principal considers that a longer period is necessary and the Board approves.

- Implementing the Suspension:

-Written notification:

The principal should notify the parents and the student (if appropriate age) of the decision to suspend and then the letter should confirm:

1. the period of suspension and the dates from which the suspension will begin and end
2. the reasons for the suspension
3. any study programme to be followed
4. the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example parents might be asked to reaffirm their commitment to the Code of Behaviour)

5. the provision for an appeal to the Patron
6. the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998 - section 29)

- **Grounds for Removal of Suspension:**

A suspension may be removed if the B.O.M. decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

When the period of suspension is over, every effort will be made to accommodate the smooth reintegration of the student.

Expulsion (permanent exclusion)

Under the Education Welfare Act, 2000, *'A student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer' (Section 24(4)).* It is the right of a Board of Management to take *'...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.'* (Section 24(5))

Procedures in respect of Expulsion

1. A detailed investigation carried out under the direction of the principal
2. A recommendation to the Board of Management by the principal
3. Consideration by the Board of the Principal's recommendation and the holding of a hearing
4. Board deliberations and action following the hearing
5. Consultations arranged by the Education Welfare Officer
6. Confirmation of the decision to expel.

Throughout this process the children have a right to be heard and the right to impartiality.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, schools should advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar

days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

Parents/guardians are informed by the chairperson of the B.O.M. of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion. Parents will be given a copy of Circular 22/02 and related forms.

The B.O.M. will prepare a response if and when an appeal is being investigated by the Dept of Education and Science. (Section 12, Circular 22/02 - Processing of an Appeal)

6. Keeping records

In line with the school's policy on record keeping, and data protection legislation, records are kept in relation to pupils' behaviour. These records are written in a factual and impartial manner.

Class level

- Each teacher is expected to maintain records on individual pupils. These records facilitate the recording of positives as well as negatives.
- At the discretion of the class teacher, incidents of serious misbehaviour must be reported to the principal (Circular 20/90)
- End of year reports include a reference to behaviour. There is a reasonably consistent understanding of what constitutes excellent - poor behaviour among the staff. Parents have been kept up to date during the year regarding behaviour issues.

Playground

- Supervising staff note incidents of misbehaviour. The class teacher is notified of incidents of misbehaviour, when appropriate, at the end of each lunch period. The class teacher will then decide when/if to inform the principal and parents of the incident.
- Regular staff discussion regarding consistency in the application and interpretation of the rules.
- Regular ongoing evaluation of procedures takes place and these are modified if necessary.

School records

Each teacher will also keep individual records. Class teachers manage the updating, storing and access to individual pupil files. The following formal records are kept at school level: factual reports of particular incidents, communication between school and home, with outside agencies and board of management. Individual pupil files will be identified using roll numbers or POD

numbers rather than individual pupil names.

Documentation pertaining to appeals under Section 29 is also kept.

7. Procedures for notification of pupil absences from school

The Education Welfare Act, 2000, Section 23 (2)(e) states that the Code of Behaviour must specify, "*the procedures to be followed in relation to a child's absence from school.*" Section 18 stipulates parents must notify the school of a student's absence and the reason for this absence.

Refer to the school policy on attendance and the following is a list of strategies that are used to encourage school attendance:

- Creating a stimulating and attractive school environment
- Attendance is acknowledged in the end of year reports
- Adapting curriculum content and methodologies to maximise relevance to pupils
- Making parents aware of the terms of the Education Welfare Act and its implications.

Parents/guardians send in a note informing teachers in writing of their child's absence from school and the reason for this absence. These notes are signed and dated and kept for one succeeding school year. Absences, and reasons for same are recorded on OLCS.

When a child has been absent for twenty days or more the Education Welfare Officer will be notified (Section 21)

8. Reference to other Policies

The following school policies also have a bearing on the Code of Behaviour:

- | | |
|-------------------|-----------------------------|
| 1 SPHE | 5 Special Educational Needs |
| 2. Anti-bullying | 6 Homework |
| 3. Enrolment | 7 Supervision |
| 4 Health & Safety | |

Success Criteria

Indicators of the success of the policy will be

- 1 *Observation of positive behaviour in classrooms, playground and school environment*
- 2 *Practices and procedures listed in this policy being consistently implemented by teachers*
- 3 *Positive feedback from teachers, parents and pupils.*



Scoil Naomh Fionán na Reanna

Roles and Responsibility

People who have particular responsibilities for aspects of the policy:

- The B.O.M. will support the policy and become involved, if necessary, as outlined above.
- The school community have responsibility for the implementation of this policy.
- School staff will coordinate and monitor the implementation of this policy.
- Principal, teachers and SNAs will ensure school rules are adhered to and communicate when necessary to parents and other staff members.
- Pupils will be aware of the school rules and take responsibility for their behaviour.
- Parents will agree to this policy on enrolment and will support the school in implementing the policy to maintain a positive climate for all.

See also:

- *Rules of the Yard.*
- *Complaints Procedure.*
- *Parents - How to Raise an Issue.*

Implementation Date

This policy will apply from September 2009 and once ratified again by the board from May 2021.

Timetable for Review

The new policy will be reviewed and, if necessary, amended in May 2023..

Ratification & Communication

The BoM officially ratified the policy on

Signed: (Chairperson B.O.M)

Date:



Scoil Naomh Fionán na Reanna

Reviewed: September 2009

Reviewed: January 2012

November 2014

January 2015

September 2016

December 2018/January 2019

September 2019

March 2021

September 2021

Reference Section

- Education (Welfare) Act, 2000 Section 23(1 -5), 24 (1-5) (DES website)
 - Education Act, 1998 Section 15 (2(d)) (DES website)
 - Circular 20/90 on Discipline (DES web site www.irishgov.ie/educ). Also as Appendix 54 CPSMA Handbook
 - Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:
 1. Permanent exclusion from a school
 2. Suspension
 3. Refusal to enrol
 - Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website
 - Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin Spring 1997. Ch. 4 p.56-61 Recommendations for Schools
 - Stay Safe and Walk Tall Programmes
 - Management Board Members' Handbook. Revised 2004. CPSMA.
 - *Appendix 42 p.171 Rule 130 of the Rules for National Schools
 - *Appendix 54 p.192 Guidelines for School Behaviour and Discipline.
 - *Appendix 55 p.194 A suggested Code of Behaviour & Discipline for National Schools
- *These references apply until new guidelines are issued by the Education Welfare Board
- Managing Challenging Behaviour: Guidelines for Teachers- INTO- 2004.
 - Towards Positive Behaviour in Primary Schools. INTO. 2006
 - Enhancing Self Esteem INTO 1995
 - The Education Act 1998. The Education Welfare Act 2000. Questions and Answers



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INTO

- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership. Phone: 053 23994
- Quality Circle Time in the primary school. Jenny Mosley. LDA 2000
- Working towards a Whole School Policy on Self-Esteem and Positive Behaviour. Jenny Mosley. Positive Press 2001
- Working Together - to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education (due for publication Autumn 2006)
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino
- Websites: NPC: www.npc.ie ; IPPN: www.ippn.ie; INTO: www.into.ie; SDPS: www.sdps.ie; SESS: www.sess.ie; PCSP: www.pcsp.ie
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- Humphreys, H., 1993 a. A Different Kind of Teacher. Cork: Carrig Print.
- Humphreys, H., 1993 b. Self-esteem the Key to your Child's Education. Cork: Carrig Print.
- Westwood, P., 2004. Commonsense Methods for Children with Special Educational Needs. London and New York: Routledge Falmer.