

Code of Behaviour Scoil Eoin Naofa

Introductory Statement This policy was drawn up by the Principal, and whole school staff of Scoil Eoin Naofa, Ballyclough in consultation with the Board of Management, Parent's Council and Students Council. This policy was reviewed in Term 2 of 2016 to ensure that the code was in line with DES *Updated Guidelines on Developing a Code of Behaviour for Schools (2013)*.

This is the most important school policy. The Code of Behaviour must be meaningful and be implemented consistently. It must be supported by pupils, parents, teachers and B.O.M. members, so that meaningful teaching and learning can take place.

Rationale It is necessary to provide a framework which promotes constructive behaviour, develops social and emotional confidence, and discourages unacceptable behaviour for the well-being of our school as a community where everyone feels valued, respected and happy. From this we hope will come a strong sense of civic awareness and care for one another and the environment.

It is necessary to review the policy at this time to ensure the existing policy is in compliance with legislative requirements and good practice as set out in the DES Updated guidelines on Developing a Code of Behaviour 2013. It is a requirement under the Education Welfare Act, 2000, Section 23 (1)

The Code of Behaviour helps all members of the school community to promote a happy environment which leads to opportunities for learning and social development.

Relationship to characteristic spirit of the school

The Code of Behaviour expresses the vision, mission and values of this school and its Patron, the Roman Catholic Bishop of the Diocese of Cloyne.

We in Scoil Eoin Naofa hope to foster a sense of pride in our school. We hope to work in co-operation with home which has the strongest influence on a child's life. The whole school community is expected to uphold the ethos of the school in an atmosphere of self-discipline, mutual respect and tolerance for others. The basic principles underpinning our Code of Behaviour are outlined in the DES Updated guidelines on Developing a Code of Behaviour 2013 and we also value the principles outlined in the Incredible Years Programme, the most important of which are as follows;

- Affirmation that everyone's behaviour matters
- Focus on promoting good behaviour - Balancing needs
- Focus on personal responsibility
- Recognition that relationships are crucial
- Fairness and Equity meaning giving everybody what they need and not necessarily giving everybody the same.
- Promoting Equality
- Recognition of educational vulnerability Attention to the welfare of students
- Attention to the welfare of staff
- Promotion of safety and freedom from threat

Aims

- It is our aim to provide a happy and secure environment which is conducive to both the academic and personal development of each child.
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences. Increased flexibility in relation to sanctions in the Code of Behaviour may be necessary for SEN pupils who have difficulty acquiring the appropriate social skills.
- To create an atmosphere of respect, tolerance and consideration for others

- To ensure the safety and well being of all members of the school community
- To assist parents/guardians and pupils in understanding the code of behaviour and to seek their co-operation in the implementation of the code.
- To ensure that the system of clear and concise rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school
- To allow the school to function in an orderly way.

Content of policy

The policy is addressed under the following headings taken from *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.

- Standards of Behaviour expected in the school;**
- Whole school approach to promoting positive behaviour**
 - Staff
 - Board of Management
 - Parents/guardians
 - Pupils
- Positive strategies for managing behaviour**
 - Classroom
 - Playground
 - Other areas in the school
 - School related activities
 - Rewards and acknowledgement of good behaviour
- Unacceptable behaviours and the way in which the school responds to them;**
 - Strategies / sanctions for responding to inappropriate behaviour
 - Involving parents/guardians in management of problem behaviour
 - Managing aggressive or violent behaviour.
- Procedures for notifying the school about reasons for absence from school.**
- Suspension/Expulsion**
 - Suspension
 - Expulsion
 - Appeals
- Keeping Records**
 - (a) Class
 - (b) Playground
 - (c) School records
- Reference to other policies**

1. Standards of Behaviour in School

As required by Section 23 (4) of the Education Welfare Act, prior to registering a pupil the principal teacher shall provide the parents/guardians of the child with a copy of the school's code of behaviour and that the principal 'may, as a condition of so registering such child, require his or her parents/guardians to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child'.

The standards of behaviour expected in this school reflect the following values;

- respect for self and others,
- kindness and willingness to help others,
- courtesy and good manners,
- fairness relative to the needs of the pupil.
- readiness to use respectful ways of resolving difficulties and conflict
- forgiveness.

In Scoil Eoin Naofa we expect:

- ✓ Respect and Courtesy: All pupils are expected to treat staff, their fellow pupils and visitors with respect and courtesy at all times in their conversations and their interactions with them.
- ✓ The use of foul language is unacceptable.
- ✓ Aggressive behaviour is not tolerated
- ✓ Each pupil is expected to show respect for the property of the school, other children's and their own belongings
- ✓ Each pupil is expected to attend school on a regular basis and to be punctual.
- ✓ Each pupil is expected to do his/her best both in school and for homework.
- ✓ Children line up with their own classes when the bell rings at the end of break time and lunch time.
- ✓ Noise is discouraged in these class lines and in the corridor on the way to and from breaks.

Accidents are brought to the attention of the teachers and SNA on yard duty who decide what action is necessary to take. Small injuries will be dealt with on the yard by the teachers on yard duty. If the first aid box is required the teachers / SNA will bring the child to the office for attention. The teachers / SNA who are on yard duty are in view of both yards at all times.

- If children require access to the inside of the school building during breaks they are required to get permission from the teachers on yard duty.
- Children are expected to show the same respect that they show to their class teacher to all teachers and staff.
- Children must have the permission of their own teacher before entering another classroom.
- Children are not allowed to leave the school yard without permission
- School begins at 9.20am and ends at 3.00pm. All pupils are expected to be present between these times. The school is not responsible for the safety of children on the premises outside of these hours. Parents/guardians collecting children other than their own are required to sign the "Sign Out" book which is kept on the desk outside the office. For safety reasons, all visitors to the school are expected to sign the "Visitor's Book" Children are not permitted to leave the school grounds at any stage unless their parents/guardians are there to collect them.
- School ends for Junior and Senior Infants classes at 2.00pm. All children must be collected at the school side door at 2.00pm.
- Full uniform must be worn at all times with the exception of sport events. All items will be clearly marked with the child's name. School tracksuit must be worn for PE. The school t-shirt is part of the school tracksuit. No other tops are acceptable.
- Personal Property: Children are asked to have their names on coats, jumpers, cardigans and other personal property such as school books, copies and lunch boxes, etc.
- Pupils are expected to be attentive in class and complete all assignments. Parents/Guardians are encouraged to oversee homework. Parents/Guardians are expected to sign the homework diary when they deem it to be successfully completed. In Junior/Senior Infants parents/guardians sign homework page which is dated by the class teacher.

The school is obliged under the Education Welfare Act 2000 to report absences in excess of twenty days to the National Education Welfare Board. Every absence of a child must be accounted for by either forwarding a note or by making contact with the school. If a child wishes to leave school early a written note must be given to the class teacher.

Playground rules will be devised with regards to the health and safety of all pupils and are prominently displayed in each classroom. Rough and unfair play and coarse language are unacceptable. Teachers on

duty have a 'yard book' that all incidents of rough and unfair play are recorded in. If a child keeps the yard rules, they get homework off at the end of the month for one night. If a child's name is in the "Yard Book", they will get extra homework one night.

In the interest of health, a high standard of personal hygiene is expected and infectious illnesses should be notified to the school immediately. Children are not permitted to stay in a classroom unsupervised during break time.

Glass bottles are not allowed in school.

Refer to Healthy Eating policy for foods/drinks that are not permitted.

Note: As we are a Green School, we discourage the use of tinfoil and cling film to wrap lunches. We encourage parents/guardians to provide their children with lunch boxes.

All forms of bullying, either verbal or physical are strictly forbidden and will be dealt with very severely in accordance with the school policy. Parents/guardians and pupils are encouraged to report any incidents of bullying behaviour to the class teacher and/or the principal. All members of the school community are expected to be particularly vigilant and mindful of such behaviour.

All pupils are expected to co-operate in keeping the school and its environs litter free.

Generally there is no homework at the weekends but occasionally it is given at the discretion of the teacher.

2. Whole school approach in promoting positive behaviour

In our school we aim to establish and maintain high standards of behaviour and discipline. This involves a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents/guardians. (Circular 20/90). We value and promote the Incredible Years positive behaviour management programme.

Staff

Through systematic planning staff confirm that all school policies and practices support the aims of our Code of Behaviour. We have a fair and united approach to managing behaviour and we review the Code of Behaviour on an ongoing basis. With encouragement and guidance offered by all school staff the student will gain a better understanding of the rules concerning safety and respect for others. Staff will encourage honesty, fairness, courtesy, co-operation, forgiveness, empathy, accepting difference and valuing the uniqueness of each person, understanding, friendship, justice and fair-play, self-respect and self-discipline. Our Code of Behaviour also caters for children with special needs who may present behavioural difficulties arising from their special educational needs. These behavioural difficulties are addressed through the child's IEP. All staff are sensitive to various factors, particular circumstances and cultural differences that may affect individual children's behaviour. Each new and/or temporary staff member is requested to read a copy of the Code of Behaviour to familiarise themselves with both the approach and the content. *Teachers and other staff members can play important roles in the work of reviewing and updating the code annually. They bring to this work their professional expertise in understanding the links between behaviour and learning; their experience of what works to help students to behave well; and their knowledge of the school and of the school community (p. 16 Guidelines)*

Providing opportunities for staff to deepen their understanding of the factors that affect behaviour and that help students to change behaviour (p. 29 Guidelines)

Staff as a team will have opportunities to confirm that all school policies and practices support the objectives of the code of behaviour (p. 32 Guidelines)

Principles for positive behaviour

Plan for good behaviour.

Deal with misbehaviour in a positive manner at all times

Separate the behaviour from the child.

Offer a choice when you are sanctioning a child.

Actively build trust and support among teachers and pupils.

Model the behaviour you want.

Be mindful that the certainty of the sanction and not the severity of the sanction is what is

- important.
- Re-connect and repair the relationship.
- Keep rules to a minimum.
- Allow time for good behaviour to be learned.

SPHE Curriculum

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 behaving and interacting and conflict resolution skills.

The activities to develop these skills are outlined in the school's SPHE plan.

Board of Management

The

Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies. The Board of Management reviewed the revised Code of Behaviour at a meeting in June 2013.

The Principal will inform the B.O.M. of all serious breaches of behaviour.

Parents/Guardians

Co-operation between parents/guardians and staff is encouraged. Parents/guardians are expected to support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour by:

- Parents/guardians ensure their children attend school regularly and punctually
- Parents/guardians encourage their children to do their best and to take responsibility for their work
- Parents/guardians are aware of and co-operate with the school's rules and system of rewards and sanctions
- Parents/guardians attend meetings at the school if requested
- Parents/guardians help their children with homework and ensure that it is completed and the diaries are signed
- Parents/guardians ensure their children have the necessary books and materials for school.
- Parents/Guardians are aware of the complaints procedure and methods of home-schools communication.

Pupils

Pupils /Students Council are involved in the on-going implementation of the Code of Behaviour through;

- Discussing, understanding and agreeing the principles of the Code of Behaviour
- Discussing the rules for the classroom in collaboration with the teacher
- Discussing the rules for the playground and corridors in collaboration with the teacher.
- Promoting positive behaviour at all times and reporting to teacher if there is a genuine problem.

3. Positive strategies for managing behaviour

See

Reward Section

Classroom

"Ground rules"/ behavioural expectations in each class that are consistent with the ethos. These ground rules are displayed in each classroom from Rang1-Rang 6. Pictorial representation displayed in Infants.

Rang 1-Rang 6:

We will come to school on time and prepare for class
We will enter and leave the class in an orderly fashion.

We will listen when the teacher or another pupil is speaking
We will work quietly and not interrupt or distract others.
We will raise our hand and wait our turn to speak
We will keep our classroom clean and tidy
We will not use the internet or mobile phone without permission
We will respect school property and the property of fellow students
We will stay seated and quiet when the teacher is out of the room
We will be polite and respectful at all times
We will always do our best.

Pupil input in devising the class rules

Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave

A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour at Assembly and elsewhere.

Visit of the principal to the classroom to reinforce the rules on a regular basis and as the need arises.

Playground

Zones are created within the playground providing sections for specific age groups

We have a concise set of playground rules which emphasise positive behaviour and make it clear what activities are permitted. The following rules are displayed in the pupils' school diaries and in the General Purpose room.

Playground Rules:

Each class will leave in an orderly fashion to go out to break. In the interests of safety teachers will encourage pupils to walk quietly along the corridor. If a pupil runs or shouts while walking to and from break a sanction will be imposed.
All staff bring serious misbehaviour to the attention of the class teacher and/or principal
A bell rings at the end of break to inform pupils that break has ended. All pupils go to their designated line on the playground. Teachers are then responsible for taking their own class inside.

Children are not allowed to leave the play surface area of the yard without permission. Pupils are not permitted to play on the grass during wet weather and pupils are not permitted to go up to the field during wet weather either. Children are not allowed to kick ball on the basket ball yard.

The following areas are off limits to children during break times-ramps, steps, behind the shed and the shed roof, going up the field, side road, behind the palm trees, outside the classroom windows.

If the ball goes out onto the road, the teacher will retrieve it. However, if the ball goes out a second time, it will be confiscated.

The yard duty teacher records the misbehaviour of the pupil in the Yard book.

This is entered into a school incident book. Any pupil who has an entry in the 'Yard Book' in a month will receive week-end homework which has to be signed by their parents/guardians, accompanied by a note in the homework journal for the parents/guardians explaining the reason why the child has the extra homework.

Rules are displayed in the GP room and in their homework diaries. Attention is drawn to these rules at Assembly on a regular basis. Pupils buy into these rules through regular discussion with the class teacher.

One adult supervising the yard will always be present in the Infant play area.

We teach playground games to children. Playground games and markings are painted by the Parent's Council.

The care taker is mindful that he does not work in the yard during playtime.

Children remain in their classrooms during bad weather. Each class has a selection of board games that are supplied by the Parent's Council. The teachers on yard duty's class are allowed the use of DVD's on bad weather days. Senior pupils play board games with the Infants.

Everybody in or everybody out is general rule of thumb.

Other areas in the school

One pupil is only allowed use the toilet at any one time. Attention is drawn to hygiene. Children are required to walk quietly at all times in the corridor, etc. In the GP room, children have to listen to instruction and move with care. Children are expected to respond promptly to clear signals from the teacher. All children are reminded of these rules on a regular basis.

School related activities

Standards and rules contained in the code of behaviour apply in any situation where pupils are still the responsibility of the school.

Road safety is taught to the children through the SPHE curriculum.

Parents/Guardians are invited to accompany the children in some out of school activities for health and safety reasons when required.

School staff will contact the venue, e.g. swimming pool, activity centre; Church, in advance and find out

what the rules are which are then communicated to all pupils.

Children are required to show respect to all people and all things as part of the catholic ethos of the school.

Rewards and acknowledgement of good behaviour

Refer to Ch. 7 Promoting good behaviour, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

Good behaviour is recognised in the following ways:

- Age and/or ability appropriate rewards to be decided on in individual cases and in line with school ethos.
- Give attention
- Stickers
- Golden Time i.e. extra computer time, P.E.
- Go to Principal's Office
- Tell parents/guardians orally or through the class diary
- Treats - play Music, go on social outings, using play equipment
- Praise the good behaviour / Use peers to model exemplary behaviour
- Get class to give a clap or school to give a clap at Assembly.
- Give the responsibility of doing a job
- Go around to other classes to show good work output
- Let pupils choose an activity they enjoy on completion of a task
- Find a Pupil's motivator and use it for positive reinforcement
- Catch them being good and reward them
- School reports also mention child's good behaviour
- Reward Stickers on classroom doors for the following good behaviour; (1) Good Listener (2) Friendship (3) Marvellous Manners, (4) Thank you for helping (5) Friends against bullying, (6) I put up my hand and also a WOW card. One 'Smiley Face' is awarded to the class per day if merited. When a class achieves 15 smiley faces on their classroom door they are rewarded with 30 mins. of 'Golden Time'.
- Pupils are divided into 5 groups ranging from Infants to 6th class to encourage a 'Buddy System' throughout the school. They name the groups themselves and come together at Assembly in these groups.

4. Unacceptable behaviours and the way in which the school responds to them;

- **Examples of agreed Minor misdemeanours**

- Being discourteous/unmannerly
- Running in school classrooms, corridors, or on the ramps outside.
- Interrupting class work.
- Not completing homework without good reason.
- Littering school environs.
- Leaving seat without permission.
- Placing unfinished food, or drink cartons in the bin.
- Drinking any liquids other than milk or water during class time.

misdemeanours.

- Repeated minor misdemeanours
- Constantly disruptive in class.
- Telling lies
- Using unacceptable language
- Back answering a teacher
- Damaging school or other children's property
- Stealing
- Bringing mobile phones to schools without parental permission.
- Bullying
- Cyber Bullying.

Gross misbehaviour

Parents are contacted immediately and all staff informed.

Examples of Gross misbehaviour:

- Repeated serious misdemeanours
- Aggressive, threatening or violent behaviour towards a teacher any staff member or child
- Bullying-face to face, cyber bullying, through mobile phones or any other medium
- Smoking, drinking alcohol or using un-prescribed drugs on school property
- Vandalising school property
- Bringing weapons to school.
- Using mobile phones to send inappropriate messages or to use them inappropriately in any way.
- Using the internet for any reason other than educational purposes

These are not an exhaustive list of examples of inappropriate behaviour;

Refer to Ch. 8 Responding to inappropriate behaviour, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

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'.

Our school has agreed ways of responding to inappropriate miscellaneous behaviour, arrangements for recording miscellaneous behaviour and a ladder of appropriate intervention. Teachers are mindful that children need time to learn the correct behaviour before parents are contacted. In the case of SEN pupil, extra allowances will be made.

-See NEWB page 49

The nature of the behaviour will determine the strategy employed by the teacher;

- ❖ *Verbal reprimand (including advice on how to improve)*
- ❖ *Reasoning with pupils - 3 chances and then sanction.*
- ❖ *Removal from the group (in class) - Time-out table - Individual table*
- ❖ *Informal contact with parent, note in diary or phone-call.*
- ❖ *Withdrawal of privileges*
- ❖ *Withdrawal from the particular lesson or peer group*
- ❖ *Prescribing extra work to do during detention.*
- ❖ *Detention under teacher's supervision for a five minute period*
- ❖ *Referral to Principal/Deputy Principal*

❖ *Formal report to the Board of Management if serious breach of rules occurs. In this case, parents/guardians will be requested in writing to attend a meeting.*
Suspension (in accordance with Rule 130 of Rules for National Schools as amended by Circular 7/88 and as outlined in NEWB Guidelines pp-70-78)

Steps to be taken by staff when dealing with serious misdemeanours:

- Send to principal
- Following consultation with the principal the principal or class teacher will ring home requesting a meeting to discuss the child's behaviour.
- The class teacher may meet with the parents/guardians. The class teacher and the principal may meet with the parents/guardians. This is decided on a case by case basis. An account of these serious misdemeanours and minutes of the meetings is kept in the incidents book.
- If it is considered appropriate in the professional opinion of the teachers the child may be present at all or a part of this meeting.
- Out of concern for child, parents will be contacted and staff will seek advice from appropriate support services (for example NEPS)

Violent behaviour that results in an injury

In the event of a seriously violent or threatening behaviour, with intent, causing a risk to the safety of the pupil himself/herself or the safety of other pupils and the staff, the school will take appropriate steps

1. Parents/guardians will be contacted immediately and invited to discuss the issue
2. Assurances will be sought that such behaviour will not be repeated again.

Advice will be given in relation to the consequences, including suspension, should the behaviour reoccur. The BOM will be informed and staff are kept updated.

Steps to be taken in the management of threatening or violent behaviour.

1. Seek help from another member of staff.
2. Remove those in danger from the situation.
3. Contact the parent to take the child home.

Involving parents/guardians in management of problem behaviour

- Initially, the class teacher will send a note home in child's homework diary, having consulted with the principal, (in the case of Infants, an oral report will be given to parents) so that parents are aware that there is a problem. The parents are asked to speak to their child about the behaviour. In some cases it may be necessary to seek advice from NEPS.
- If this does not resolve the matter, the class teacher will phone the parents and request them to attend a meeting with the class teacher. Parents are respected at all times and invited to share their insights with the teacher. Co-operative approach is encouraged. Parents are also encouraged to take on board our sanctions when trying to resolve an issue at home to ensure consistency with the home and the school.
- All parents/guardians are encouraged to contact the school if they have concerns at open days and on enrolment. Parents are encouraged to make an appointment with the class teacher or principal so that the concern may be dealt with in a thorough manner.
- All parents are made aware of the "Complaints Procedure"

Managing aggressive or persistently disruptive / violent misbehaviour

Strategies used for dealing with persistent, disruptive / emotional and behavioural problems;

1. Initially, children are withdrawn from the group and go to the 'Time Out' table when teacher has reprimanded them three times. In Junior classes, Time Out is an 'Ignore Strategy' It is also a

place where pupils can calm down and use positive self talk to regulate their emotions and behaviour. The child spends no more than 5 minutes in Time Out. Time Out begins from the time the child is sitting quietly in Time Out.

2. If a child refuses to go to Time Out, he will be taken there by teacher.
3. If a child refuses to go to Time Out with teacher then a privilege will be removed until he agrees to go.
4. Parents are contacted in the case where a child has been in Time Out 3 times and must be signed by a Parent/Guardian and a privilege is withdrawn.
5. Children who display serious emotional problems are referred for psychological assessment with parental permission. Through the Special Educational Needs Organiser, appropriate support is sought from services available e.g. Health Service Executive, NEPS, For these children 'Merit Sheets' may also be used
6. In Senior classes, the Time Out table is beside teacher's desk. To encourage ownership and responsibility for their own behaviour, a sheet will be kept at each Time Out table and the child will be asked to write an account of the relevant misbehaviour.

The care team in this school comprises of the Principal, class teacher, LS/RT, parents/guardians and the SNA Professional development is available to staff: e.g. SENO, SESS, NEPS, Colleges of Education, Education Centres. Teachers are also encouraged to consult the 'Sign Posts book'. Should the school ever require to include physical restraint as a strategy for dealing with violent or threatening behaviour, it would seek expert advice, competent legal advice and consult *Managing Challenging Behaviour - Guidelines for Teachers*, INTO 2004: 11

The relevant class teacher will be made aware of any child protection issues that may pertain to pupils before making a decision to contact the home.

5. Suspension / Expulsion

Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include procedures for suspension and expulsion in our Code of Behaviour.

Suspension

Scoil Eoin Naofa, in accordance with the ethos of the school and, as required by law will follow fair procedures based on the principles of natural justice when proposing to suspend or expel a student. Fair procedures have two essential parts:

- **the right to be heard**
- **the right to impartiality.**

In a school, fair procedures apply to:

the **investigation** of alleged misbehaviour that may lead to suspension or expulsion and the process of **decision-making** as to (a) whether the student did engage in the misbehaviour and (b) what sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of our particular school.

The **principles** of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehavior, as recorded and investigated by the class teacher, and on the seriousness of the possible sanction Reference "Developing a Code of Behaviour: Guidelines for Schools **Page 67**" and investigated.

Authority to suspend

The Board of Management of Scoil Eoin Naofa has the authority to suspend a student.

Suspension:

Suspension will be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why

these have not worked. The decision to suspend a student requires serious grounds such as that:

- ❖ the student's behaviour has had a seriously detrimental effect on the education of other students, except for hitting.
- ❖ the student's continued presence in the school at this time constitutes a threat to safety
- ❖ the student is responsible for harm to persons or serious damage to property.

A single incident of serious misconduct may be grounds for suspension.

Forms of suspension

Immediate suspension In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied.

'Automatic' suspension A Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents/guardians, teachers and students, that particular named behaviours incur suspension as a sanction. However, a general decision to impose suspension for named behaviours does not remove the duty to follow due process and fair procedures in each case.

Procedures in respect of suspension

Schools are required by law to follow fair procedures when proposing to suspend a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

inform the student and their parents/guardians about the complaint
give parents/guardians and student an opportunity to respond.

Inform the student and parents/guardians

Let the student and their parents/guardians know about the complaint, how it will be investigated, and that it could result in suspension. Parents/guardians will be informed in person and subsequently in writing, depending on the seriousness of the matter. Informing parents/guardians in writing has the benefit of ensuring that there is a formal and permanent record of having let parents/guardians know. It also ensures that parents/guardians are clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents/guardians the seriousness with which the school views the alleged misbehaviour.

Give an opportunity to respond

Parents/guardians and student will be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents/guardians provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. Photographic evidence may be produced where feasible. It may also be an opportunity for parents/guardians to make their case for lessening the sanction, and for the school to explore with parents/guardians how best to address the student's behaviour. If a student and their parents/guardians fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents/guardians and their response.

Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, will be open-ended. In the case of an immediate suspension,

parents/guardians must be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances will a student be sent home from school without first notifying parents/guardians.

The period of suspension

A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. The Board of Management of Scoil Eoin Naofa will provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than three days might be approved. If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. However, the Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

Suspension 11

The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it. The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*

These provisions enable school authorities to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to an appeal.

Appeals

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management an appeals process may be provided by the Patron.

Section 29 Appeal

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians, or a student aged over eighteen years, may appeal the suspension under section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*. At the time when parents/guardians are being formally notified of such a suspension, they and the student will be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the *Education Act 1998*, and will be given information about how to appeal.

Appeals

Under Section 29 of the *Education Act, 1998*, parents/guardians (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 a 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 will advise parents/guardians 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)

State how, when and by whom parents/guardians/guardians are informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion. Will parents/guardians be given a copy of Circular 22/02 and related forms?

Who 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)

Implementing the suspension

Written notification

The Principal will notify the parents/guardians and the student in writing of the decision to suspend. The letter will confirm:

- ❖ The period of the suspension and the dates on which the suspension will begin and end
- ❖ The reasons for the suspension
- ❖ Any study programme to be followed
- ❖ The arrangements for returning to school, including any commitments to be entered into by the student and the parents/guardians (for example, parents/guardians might be asked to reaffirm their commitment to the code of behaviour)
- ❖ The provision for an appeal to the Board of Management
- ❖ The right to appeal to the Secretary General of the Department of Education and Science (*Education Act 1998*, section 29).

The letter will be clear and easy to understand. Particular care will be taken in communicating with parents/guardians who may have reading difficulties, or whose first language is not the language of the school.

Engaging with student and parents/guardians

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Principal or another staff member delegated by the Principal meets with the parents/guardians to emphasise their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this. Where parents/guardians do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

Grounds for removing a suspension

A suspension may be removed if the Board of Management 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*.

After the suspension ends

A period of suspension will end on the date given in the letter of notification to the parents/guardians about the suspension.

Re-integrating the student

The school will have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school will arrange for a member of staff to provide support to the student during the re-integration process.

Clean slate

When any sanction, including suspension, is completed, a student will be given the opportunity and support

for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school will expect the same behaviour of this student as of all other students.

Suspension records and reports

Records of investigation Formal written records will be kept of:

and decision-making the investigation (including notes of all interviews held)

- ❖ The decision-making process
- ❖ The decision and the rationale for the decision
- ❖ The duration of the suspension and any conditions attached to the suspension.

Report to the Board

The Principal will report all possible grounds for suspension to the Board of Management, with the reasons for and the duration of each suspension.

Report to NEWB The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (*Education (Welfare) Act, 2000, section 21(4)(a)*).

Review of use of suspension

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

Expulsion

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))

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the *Education (Welfare) Act 2000*. As part of the Code of Behaviour, the Board of Management will ensure that the school has a policy on, and procedures for, expulsion which are in line with these Guidelines and with any additional requirements set down by the Patron.

Authority to expel

The Board of Management of Scoil Eoin Naofa has the authority to expel a student. As a matter of best practice, that authority will be reserved to the Board of Management and will not be delegated.

The grounds for expulsion

Expulsion will be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

- meeting with parents/guardians and the student to try to find ways of helping the student to change their behaviour
- making sure that the student understands the possible consequences of their behaviour, if it will persist
- ensuring that all other possible options have been tried
- seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

Expulsion

A proposal to expel a student requires serious grounds such as that:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student's continued presence in the school constitutes a real and significant threat to safety
- The student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

'Automatic' expulsion

The Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents/guardians, teachers and students, that particular named behaviours incur expulsion as a sanction. However, a general decision to impose expulsion for named behaviours does not remove the duty to follow due process and fair procedures.

Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a student will be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault.

Determining the appropriateness of expelling a student

Given the seriousness of expulsion as a sanction the Board of Management will undertake a very **detailed review of a range of factors in deciding whether to expel a student.**

Inappropriate use of expulsion

Expulsion will not be proposed for:

- Poor academic performance
- Poor attendance or lateness
- Minor breaches of the Code of Behaviour.

However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

Procedures in respect of expulsion

We recognise that schools are required by law to follow fair procedures as well as procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student (see **10.3** and **10.4** for information about fair procedures). Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

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 Management of the Principal's recommendation; and the holding of a hearing.

4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

It is a matter for each Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents/guardians due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Step 1: A detailed investigation carried out under the direction of the Principal

In investigating an allegation, in line with fair procedures, the Principal will:

- ❖ Inform the student and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion give parents/guardians and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
- ❖ Parents/guardians will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. This also ensures that parents/guardians are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents/guardians the seriousness with which the school views the alleged misbehaviour.
- ❖ Parents/guardians and the student must have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the student and their parents/guardians is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents/guardians to make their case for lessening the sanction, and for the school to explore with parents/guardians how best to address the student's behaviour.
- ❖ If a student and their parents/guardians fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents/guardians and their response.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal will:

- Inform the parents/guardians and the student that the Board of Management is being asked to consider expulsion
- Ensure that parents/guardians have records of the allegations against the student, the investigation, and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- Provide the Board of Management with the same comprehensive records as are given to parents/guardians
- Notify the parents/guardians of the date of the hearing by the Board of Management and invite them to that hearing
- Advise the parents/guardians that they can make a written and oral submission to the Board of Management
- Ensure that parents/guardians have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation and the holding

of a hearing

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board will undertake its own review of all documentation and the circumstances of the case. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents/guardians, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party will be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents/guardians to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be impartial as between the Principal and the student. Parents/guardians may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures. After both sides have been heard, the Board will ensure that the Principal and parents/guardians are not present for the Board's deliberations.

Step 4: Board of Management deliberations and actions following the hearing

Having heard from all the parties, it will be the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student will be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (*Education (Welfare) Act 2000*, s24(1)). The Board of Management will refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (*Education (Welfare) Act 2000*, s24(1)).

An appeal against an expulsion under section 29 of the *Education Act 1998* will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (*Education (Miscellaneous Provisions) Act 2007*, s4A).

The Board will inform the parents/guardians in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parents/guardians will be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student will be expelled, the Educational Welfare Officer must: make all reasonable efforts to hold individual consultations with the Principal, the parents/guardians and the student, and anyone else who may be of assistance, convene a meeting of those parties who agree to attend (*Education (Welfare) Act 2000*, section 24).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation will focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned will come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (*Education (Welfare) Act 2000*, s24(5)). A Board may consider it appropriate to suspend a student during this time.

Suspension will only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student will be expelled, the Board of Management will formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents/guardians will be notified immediately that the expulsion will now proceed. Parents/guardians and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

Appeals

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (*Education Act 1998* section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

If the student is attending a school established or maintained by a VEC, the appeal must be made in the first instance to the VEC. Where an appeal to the VEC has been concluded, parents/guardians, or a student aged over eighteen years, may go on to appeal to the Secretary General of the Department of Education and Science.

The appeals process

The appeals process under section 29 of the *Education Act 1998* begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

6. Keeping records

In line with the school's policy on record keeping, and data protection legislation, records in relation to pupils' behaviour are kept using their enrolment number or initials. Records are written in a factual and impartial manner on school reports and in the Incident Book.

Class level

The SNA will keep a factual diary of the special needs pupils to whom she is assigned.

Class teacher who has concerns about the behaviour of a child who hasn't been allocated an SNA or resource hours will maintain a factual account of the child's positive and negative behaviours.

There are agreed standards of behaviour amongst the teaching staff. There are also agreed standards for wording reports.

7. Procedures for notification of pupil absences from school

According to 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 that parents/guardians must notify the school of a student's absence and the reason for this absence.

In Scoil Eoin Naofa the following are the list of strategies that are used to encourage school attendance e.g. a stimulating and attractive school environment

- Acknowledging / rewarding good or improved attendance certificates, stickers on end of year school reports.
- We endeavour to adapt curriculum content and methodologies to maximise relevance to pupils

From time to time class and school timetables may be adapted to make it more attractive to attend and to be on time i.e. Active School Week, Christmas and Easter celebrations and art work, library visits, P.E.

We want you the parents/guardians to be aware that the Education Welfare Act and its implications are available on line to view; www.education.ie

The school asks parents/guardians to send in a note informing teachers in writing of their children absence from school and the reason for this absence. We ask that these notes be signed and dated.

The notes are kept by the class teacher for the duration of the school year and are then shredded.

The school is obliged to report absences of more than 20 days to the National Education Welfare Board. The official standard form is filled in termly.

We would strongly discourage parents / guardians from organising holidays during school time. We ask that parents who are withdrawing their children from school for family holidays would notify the school well in advance. It is parents/guardians responsibility to ensure that their children catch up on homework and to ensure that important aspects of the curriculum are not missed. This also applies to children who miss school because of sickness.

8. Reference to other Policies

The following policies have a bearing on our Code of behaviour e.g.

SPHE plan
 Special Educational Needs Policy
 Anti-bullying
 Sexual harassment
 Enrolment
 Record keeping
 Home / School links
 Health & Safety
 Equality
 Special Educational Needs
 Healthy Eating Policy
 Incredible Years Programme.
 School Attendance Strategies

Success Criteria

We will know our Code of Behaviour is a success;

- *When we frequently observe positive behaviour in class rooms, playground and school environment*
- *When practices and procedures listed in this policy are being consistently implemented by teachers*
- *When we receive positive feedback from teachers, parents/guardians and pupils.*
- *When pupils and staff feel happy, safe and respected.*

Roles and Responsibility

It is important to note that the whole school community takes ownership of the policy and works together to make it a success.

The BOM of Scoil Eoin Naofa has ultimate responsibility for overseeing the implementation of the Code of Behaviour and for reviewing it annually.

The teachers, school staff, parents and pupils will work together to ensure the policy is implemented consistently and fairly and we will co-ordinate, monitor and review the policy regularly.

The principal will oversee the review and take responsibility for amending the policy accordingly.

Pupils / Student Council and parents will be asked for their opinions and suggestions when reviewing the policy and positive feedback will be included.

Timetable for Review

The policy will be discussed annually at staff meeting level and formally reviewed in May 2017.

Ratification & Communication

The BOM ratified the policy on October 17th 2016.

Signed _____ Date _____

The policy has been circulated to all families, teaching staff and B.O.M. members.

We ask all parents to read the policy carefully as it details your rights and responsibilities in all matters relating to behaviour in school.

Please keep this policy for future reference.

Please sign that you have read it and accept its content. Please detach this page and return to the school.

I /We _____

parents of _____ have read

and accept the Code of Behaviour Policy of Scoil Eoin Naofa Ballyclough.

Signed _____

Date: _____

Yard Rules.

- **I must not climb the railing or sit on it.**
- **I must not chase around the school or on the ramps.**
- **I must not use bad language.**
- **I must not kick ball on the basketball yard.**
- **I must not go up and hide in the hedge.**
- **I must not go out onto the road for the ball.**
- **I must not go onto grassy areas without permission.**
- **I must not use dangerous or aggressive behaviour in the yard.**
- **I must not go up on the bank.**
- **I must not swing off goal posts or basketball post.**
- **I must not go onto another group's yard on purpose when it's not my day.**
- **I must not go behind the shed.**

Reference Section.

Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

Education (Miscellaneous Provisions) Act, 2007 - provides for certain changes in the hearing of Appeals under S29 of the Education Act, 1998

Education (Welfare) Act, 2000

Education Act, 1998

Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:

- Permanent exclusion from a school
- Suspension
- 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, 1997. Ch. 4 p.56-61 Recommendations for Schools

Stay Safe and Walk Tall Programmes

Management Board Members' Handbook. Revised 2007. CPSMA: A suggested Code of Behaviour & Discipline for National Schools

INTO (2004) Managing Challenging Behaviour: Guidelines for Teachers

INTO (2006) Towards Positive Behaviour in Primary Schools

INTO (1995) Enhancing Self Esteem

The Education Act 1998. The Education Welfare Act 2000. Questions and Answers, 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.

Working Together - to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education

Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino

Incredible Years programme promoting social and emotional confidence by Carolyn Webster Stratton.