



## Anti-Bullying Policy and Procedures

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## 1. Introduction & Key Principles of Best Practice

The Board of Management and school staff of Our Lady's Grove Primary School recognise the very serious nature of bullying and the negative impact that it can have on the lives of children. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Our Lady's Grove Primary School has adopted the following Anti-Bullying Policy within the framework of the schools' overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary Schools, published in September 2013. The community of Our Lady's Grove Primary School is fully committed to the following key principles in preventing and tackling bullying behaviour:

<p><b><i>Fostering a positive school culture and climate that</i></b></p> <ul style="list-style-type: none"><li>• encourages children to disclose and discuss incidents of bullying behaviour in a non-threatening environment</li><li>• promotes respectful relationships across the school community (school management, teachers, children, non-teaching staff, parents and any from the local community involved in the school) which are welcoming of difference and diversity and are based on inclusivity</li></ul>	<p><b><i>Effective supervision and monitoring of children including supports for staff and children to include</i></b></p> <ul style="list-style-type: none"><li>• consistent recording, investigation and follow up of bullying behaviour</li><li>• consistent application of restorative approaches in a way that focuses on helping the children through respect, understanding and encouragement</li><li>• on-going evaluation of the effectiveness of the anti-bullying policy</li></ul>
<p><b><i>Effective leadership</i></b></p> <ul style="list-style-type: none"><li>• developing a school-wide approach and a shared understanding of what bullying is and the impact it has</li><li>• a school-wide approach means involving the school community as a whole</li></ul>	<p><b><i>Implementation of education and prevention strategies</i></b></p> <ul style="list-style-type: none"><li>• build empathy, respect and resilience in children</li><li>• explicitly address the issues of cyber-bullying and identity-based bullying</li></ul>

This policy aims to support children by maintaining an atmosphere of respect, understanding and encouragement amongst the school community. Fostering high quality relationships among

teachers, children, Parents and Guardians and others is a responsibility shared by everyone. All members of the school community have a role to play in the prevention of bullying.

## 2. Definition of Bullying

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

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

The following types of bullying behaviour are included in the definition of bullying:

- Deliberate exclusion, malicious gossip and other forms of relational bullying such as persistent name calling and isolation
- Cyber-bullying
- Identity-based bullying such as homophobic bullying, racist bullying and bullying based on a person's membership of the Traveller Community and bullying of those with disabilities, physical differences or special educational needs

## 3. Types of Bullying Behaviour

The following are some of the specific types of bullying behavior:

- Non-Verbal Behaviour
- Physical aggression
- Intimidation
- Cyber-bullying
- Damage to property
- Extortion
- Name calling
- Isolation/exclusion and other relational bullying

Additional information on each of the different types of bullying behaviour is set out in [Section 2.2](#) of the Anti-Bullying Procedures for Primary Schools.

In the context of this policy, please note:

- **Isolated / once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and will be dealt with, as appropriate, in accordance with the school's Code of Behaviour**
- **A once-off offensive or hurtful private message, image or statement posted on social media or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour**

- **Any participation by way of sharing, liking or commenting on any of the above social media posts will also be considered bullying**

This policy applies to activities and events that take place:

- During school time
- During yard time
- At assemblies and at social events in the school outside of school hours
- On school trips
- At any extra-curricular activity for example sporting events
- On the school campus including aftercare
- Online activities where it impacts school life

Our Lady's Grove Primary School reserves the right to take action, if appropriate, against bullying perpetrated beyond the scope of the activities/events above. This will be the case in relation to cyber-bullying.

#### **4. Roles and Responsibilities in Implementing our Policy**

The Board of Management recognises the important role of all the adults within our community in modelling a high standard of behaviour. The staff of Our Lady's Grove together with Parents and Guardians have a responsibility to model the school's standards providing a powerful example and a source of learning for our children. The way in which Parents and Guardians and teachers interact will provide the children with a model of excellent working relationships. The staff as a whole believe that the prevention of bullying behaviour is a shared responsibility within the school. Our commitment is to:

- implement prevention and intervention strategies in order to build and maintain a safe learning environment for our children
- Empower children to deal with conflict in constructive ways
- Take all reports of bullying seriously and investigate them in a fair and balanced way that supports both the child engaging in bullying behaviour and the child being targeted

##### **4.1 Class Teacher**

For the purpose of this policy the **relevant teacher** will henceforth be referred to as the **class teacher**. The class teacher with the support of the Special Education Teacher (learning

support/resource) will explicitly teach the children educational and prevention strategies in relation to bullying. This will be done in the context of the Social, Health and Personal Education curriculum. It is the joint responsibility of the teachers and Parents and Guardians to explain the contents of this policy to the child so that they clearly understands the consequences of breaching the policy. The class teacher will investigate and follow-up on all reports of alleged bullying, including anonymous reports. The class teacher may consult the Principal/Deputy Principal as applicable at any stage to seek support or advice in relation to a report of a bullying incident.

#### **4.2 Principal, Deputy Principal and In-School Management Team**

The Principal, Deputy Principal and members of the In-School Management Team will continually promote and nurture the positive school climate. They will support the class teacher in their duty of care in implementing the policy. As part of any investigation by the class teacher, the Principal/Deputy Principal as applicable will advise as to the relevant staff members who need to be informed from the point of view of further investigation and observation of the children. The Principal will report to the Board of Management on a regular basis the number, if any, of Department of Education and Skills Bullying Behaviour Records which have been filed (see Appendix I)

#### **4.3 Special Needs Assistants**

The SNAs are part of the school's effective supervision and monitoring system thus playing a vital role in the prevention and reporting of bullying. The constant supervision by SNAs and the close working relationships and communication between class teachers and SNAs encourages a high standard of behaviour among the children. When an SNA witnesses negative behaviour in the classroom or on the yard they will intervene if necessary and in all cases report the incident to the class teacher.

#### **4.4 Parents and Guardians**

The role of the Parents and Guardians is crucial to the success of our Anti-Bullying Policy. Parents and Guardians have a responsibility to model the school's standards providing a powerful example and a source of learning for our children. The Board, the Principal, the teachers and staff rely on parental support in the implementation of this policy.

It is the responsibility of the Parents and Guardians to:

- model excellent behaviour at all times
- explain the contents of this policy to their children so that they clearly understand the consequences of breaching the policy
- watch out for signs that their child is being bullied
- speak to the class teacher in a timely manner about any concerns they may have in relation to a child being bullied
- report to the class teacher if their child is being bullied or if they suspect another child is being bullied
- advise their children to tell if they are bullied or if they see others being bullied
- notify the class teacher if they think their child is displaying bullying behaviour and work with the school in addressing the problem
- never directly approach a child or parent of a child to intervene in any behavioural issues
- approach the Principal if you feel an issue is escalating

#### **4.5 Children**

The children in Our Lady's Grove are taught to respect and support each other in school and on the yard. Through the explicit teaching of the Stay Safe Programme all children are taught to:

- Be able to identify bullying behaviour
- Tell if they are being bullied or if they see someone else being bullied
- Feel empathy for targeted children and take safe and sensible action as a bystander

#### **4.6 Board of Management**

The BOM will receive and minute the regular reporting of bullying forms by the Principal. The Board will discuss the progress in handling these reports of bullying and ensure incidents are dealt with appropriately, as they arise. The Board will ensure that the policy is available to school staff, Parent Association and is on the school's website so that it has been adequately communicated to Parents and Guardians and children. The Board will review the policy annually using the DES Annual Review Checklist.

## 5. Education and Prevention Strategies

The education and prevention strategies approved by DES (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that are used by our school include:

- Implementing specific education strategies in the classroom using the SPHE curriculum which includes Walk Tall, Stay Safe and RSE. Providing opportunities for children to get involved in activities that focus on building self-esteem and self-worth through the whole school Stop, Think, Do programme
- Specific assemblies to raise awareness of the importance of good relationships and the impact of negative/bullying behaviour
- Ensuring that anti-bullying strategies are an item on the staff meeting agenda and that staff receive up to date information on available CPD and curriculum resources
- Organising workshop/lessons for the children to ensure they understand what constitutes bullying i.e. that the definition is explained in age appropriate terms
- Engaging children in addressing problems as they arise, building empathy, respect and resilience
- Inviting speakers such as the local Community Garda, Accord and the Walk in my Shoes workshop to talk to classes
- Educating children on appropriate online behaviour and developing a culture of reporting any concerns about cyber-bullying
- Encouraging Student Council initiatives
- Whole school events to celebrate diversity such as Daltaí na Seachtaine, Active Week, Intercultural week, Grove Vision, Lá Glas and Sports Day to promote healthy relationships and develop social skills for making and maintaining friendships through co-operative games
- Specifically addressing issues that may affect children with learning difficulties or special educational needs during the child's resource time or in learning support groups
- Inviting speakers to our school for the benefit of parents to cover areas such as parenting, cyber-bullying, anti-bullying, online safety etc

**6. Procedures for Investigation, Follow-Up and Recording of Bullying Behaviour** The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are outlined in this section. Allegations may be brought to the attention of the teacher by a child, other staff member or a parent.

Once an allegation has been made the teacher is required to proceed in accordance with the following procedures.

## **6.1 Reporting of an Alleged Bullying Incident:**

- Children are constantly encouraged to disclose incidents of negative behaviour and assured that any disclosure will be treated with sensitivity. They are assured that this is not considered to be telling tales but behaving responsibly
- Any child, Parent/Guardian, staff member or adult may bring an alleged bullying incident to the attention of the class teacher or Principal/Deputy Principal
- Teaching and non-teaching staff such as secretaries, SNA's, caretaker, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the class teacher or Principal/Deputy Principal
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the class teacher or Principal/Deputy Principal

## **6.2 Investigation of Alleged Bullying:**

- Parent/Guardian and children are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible
- Any allegation made will be followed up on by the class teacher. The class teacher will use their professional judgement in relation to records kept, actions taken and discussions with those involved. The class teacher may discuss the allegation with Principal/Deputy Principal if they require advice
- The class teacher will seek answers from the child/children to the following questions:  
what happened? who was present?  
when and where did the incident occur?
- This will be done in a calm manner and will take place outside the classroom to ensure privacy for all involved
- If there is group involvement, each person will be interviewed separately at first and then together where each person will be asked to recount their version of what happened so that everyone is aware of what the others are saying. If required these accounts may be written down. Each group member will be supported through any pressures they may face after the interview by the class teacher. All interviews will be conducted with sensitivity and with due regard to the rights of all children concerned. Children who are not directly involved may also provide very useful information in this way



- Parents and Guardians of all those involved will be informed of alleged bullying and no blame apportioned. The class teacher will contact each set of Parents and Guardians by phone or in person
- The class teacher must use their professional judgement to determine whether bullying has occurred and how best to resolve the situation. This will take time and  
Parents/Guardians and children involved need to understand this from the outset

### **6.3 Determination of Alleged Behaviour**

Having completed the initial investigation, a determination of the alleged behaviour may be found to be:

- Unfounded as bullying behaviour, but determined as negative behaviour
- Determined as serious physical or sexual assault or harassment
- Determined as bullying behaviour

### **6.4 Unfounded as Bullying Behaviour but Determined as Negative Behaviour**

If the alleged behaviour is determined by the class teacher to be a once off negative behaviour, this will be dealt with under the **Code of Behaviour** and every effort will be made to restore relationships. The class teacher will record the behaviour. If the behaviour patterns do not change the class teacher will go through the procedures with the child once again. If the behaviour persists, the teacher will involve Parents and Guardians and the Principal. Negative behaviour and the process for dealing with such behaviour is outlined in detail in the school's **Code of Behaviour**.

**Negative behaviour that continues over a period of time may become bullying behaviour.**

### **6.5 Determined as Serious Physical or Sexual Assault or Harassment**

If the behaviour escalates beyond that which can be described as bullying to serious physical or sexual assault or harassment it will be dealt with under the Code of Behaviour. If appropriate, a referral will be made by the Principal to relevant outside agencies and authorities. In cases where the school has serious concerns relating to the behaviour of a child, the advice of NEPS (National Education Psychologist Service) will be sought.

## 6.6 Determined as Bullying Behaviour

If the alleged behaviour is determined by the class teacher to be bullying behaviour, the Principal will be informed.

- The Principal will contact the Parents and Guardians of the child who engaged in the bullying behaviour.
- A meeting will be arranged to inform the Parents and Guardians of the findings and to explain the actions being taken by the school as outlined in this policy.
- At this point the principal must inform the Parents and Guardians that failure to adequately and appropriately address the bullying behaviour within **20 school days** will mean that it will be recorded on the official Department of Education and Skills Bullying Behaviour Record and reported as an official incident of bullying to the Board of Management.
- The Principal and Parents and Guardians will discuss the actions to be taken and agree the strategies to resolve the behaviour so that there is no recurrence.
- Support resources, within the school and/or externally, for the child will be discussed and agreed upon by both parties.
- The Principal, class teacher and Parents/Guardians will meet with the child/children to explain that they have engaged in bullying behaviour. It will be made clear to the child/children that engagement in bullying behaviour is in breach of the school's AntiBullying Policy. Every effort will be made to get them to see the situation from the perspective of the child being bullied. The agreed actions and disciplinary sanctions will be explained to the child/children.

## 6.7 Disciplinary Sanctions

- It will be made clear to each set of children and their Parents/Guardians that in any situation where disciplinary sanctions are required, this is a **private matter** between the child being disciplined, their Parents/Guardians, the Principal and the class teacher.
- In the case of a bullying incident that is considered to be a Serious Misbehaviour as per the Code of Behaviour, an immediate suspension may be warranted.

## 7. Resolution and Follow Up

In determining whether a bullying case has been adequately and appropriately addressed within the 20 days, the principal and the classroom teacher must, as part of their professional judgement take the following factors into account;

- Whether the bullying behaviour has ceased based on observation and in consultation with other relevant staff
- Whether issues between the parties have been resolved as far as is practicable
- Whether the relationships between the parties have been restored as far as is practicable
- Any feedback received from the parties involved, their Parents and Guardians and/or other members of staff

Follow up meetings with the relevant parties involved may be arranged separately. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred as appropriate to the **School's Complaints Procedures** (Appendix II).

In the event that a parent has exhausted the School's Complaints Procedures and is still not satisfied, the school must advise the parent of their right to make a complaint to the **Office of the Ombudsman for Children** (Appendix V).

## **8. Recording**

The Board of Management of Our Lady's Grove ensures that the school has clear procedures for the formal noting and reporting of bullying behaviour. All records are maintained in accordance with relevant data protection legislation. The class teacher will keep appropriate written records that will assist them to resolve the issues and restore, as far as practicable the relationship of the parties involved. The Principal will complete in full the **Department of Education and Skills Bullying Behaviour Record** (Appendix I) if:

- It is determined that the behaviour has not been adequately and appropriately addressed within 20 school days after the confirmed bullying behaviour occurred
- The Principal and/or class teacher considers that the bullying behaviour constitutes Serious Misbehaviour
- All forms will be retained by the Principal in a secure central location. The Board of Management will be notified at the appropriate time

## **9. Support for All our Children.**

The school recognises the impact bullying can have on children. The focus is on supporting children who have been, directly or indirectly impacted by this negative behaviour.

- Support is for all parties involved, the child bullying, the child being bullied and the onlookers
- Class teacher and Principal talk to and observe the child/children involved in order to determine the effect of the bullying behaviour

- The class teacher may alert other relevant members of staff for their support if it is deemed necessary e.g. for monitoring and support on yard and trips
- Class teachers and Special Education Teachers work on models of self-esteem and resilience within the classroom, and in wider school activities such as Stay Safe, Stop Think Do, Walk Tall, ACCORD, eSafety, Walk in my Shoes
- Parents and Guardians are informed of these programmes and encouraged to reinforce the message with their child at home and outside of school
- The school may seek additional help in dealing with bullying behaviour, from external parties such as school psychologist, HSE, SENO, the community Guard
- At all times, the emphasis is on the need for a common approach to the resolution of ongoing difficulties

## **10. Supervision and Monitoring of our Children**

The Board of Management ensures that appropriate supervision and monitoring practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. The Principal is accountable to the Board of Management to ensure that the education and prevention strategies outlined in this policy are carried out, and their effectiveness assessed with any improvements made on an ongoing basis. This is achieved, in part, through the implementation of supervision timetables, and also through specific policies such as the mobile phone policy, the acceptable use policy and the code of behaviour.


## **11. Prevention of Harassment**

The Board of Management will take steps to prevent harassment of children or staff members on any of the nine grounds specified: Gender (including transgender), Civil Status, Family Status, Sexual Orientation, Religion, Age, Disability, Race and Membership of the Traveller Community.

## **12. Publication & Annual Review:**

This policy and its implementation will be reviewed annually by the Board of Management. Once the review has taken place this policy will be available to school personnel, published on the school website and provided to the Parent Association. A copy of this policy will be made available to Parents and Guardians, the school's inspector and the school's patron and trustees if requested.

This policy was adopted by the Board of Management on June 6<sup>th</sup> 2017

Signed: 

(Chairperson of Board of Management)

Signed: 

(Principal)

Date: June 2017

Date: June 2017

Date of next review: June 2018

## Appendix I

### Our Lady's Grove Primary School Bullying Behaviour Record

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_ Class \_\_\_\_\_

**2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour**

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**3. Source of bullying concern/report (tick relevant box(es))\***    **4. Location of incidents (tick relevant box(es))\***

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

**4. Name of person(s) who reported the bullying concern**

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**5. Type of Bullying Behaviour (tick relevant box(es)) \***

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

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

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

**7. Brief Description of bullying behaviour and its impact**

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**8. Details of actions taken**

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Signed \_\_\_\_\_ (Relevant Teacher)    Date \_\_\_\_\_  
 Date submitted to Principal/Deputy Principal \_\_\_\_\_

## **Appendix II**

### **Our Lady's Grove Primary School Complaints Procedure**

Procedures for raising a concern or bringing a complaint about a behaviour matter to the school. Matters of concern to pupils and Parents and Guardians should be communicated in first instance to the Class Teacher. Generally, concerns are easily dealt with and resolved. If the concern remains and where a parent wishes to make a complaint, please see the DES guidelines (National Parents and Guardians' Council).

#### **Stage 1**

A parent who wishes to make a complaint should, unless there are local arrangements to the contrary, approach the class teacher with a view to resolving the complaint.

Where the parent is unable to resolve the complaint with the class teacher they should approach the Principal with a view to resolving it. 3. If the complaint is still unresolved, the parent should raise concerns with the Chairperson of the Board of Management with a view to resolving it.

#### **Stage 2**

If the complaint is still unresolved and the parent wishes to pursue the matter further they should lodge the complaint in writing with the Chairperson of the Board of Management.

The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within five days of receipt of the written complaint. 3. If a complaint is made, the Principal or Deputy Principal will be in contact within two days to progress the matter. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the

Parents and Guardians of their right to make a complaint to the Ombudsman for Children.

## Appendix III

### Our Lady's Grove Primary School Sample Bullying Sociogram

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
- Are you being bullied in any way?
- Is there anyone in class having a hard time or being picked on?
- Is anyone being left out, or ignored?
- Is anyone spreading rumours, gossip, using notes, phone calls, text messages, or e-mails to make others feel bad about themselves?
- Is anyone being unfair to others?
- Is there a group of pupils making life difficult for others?
- Are pupils from other classes giving anyone in this class a hard time?
- Can you give examples?
- Who do you think is causing the problem?



## Appendix IV

### Our Lady's Grove Primary School Checklist for Teachers Is it bullying?

One of the primary characteristics in bullying behaviour is the range of serious effects it can have on the victim and others who may observe it.

These can include physical effects such as physical ill health (Slee 1995) for example headaches or/and stomach pains (Olweus & Limber 2000), physical injury (Olweus & Limber 2000) and aggression or violence (Olweus 1994).

Effects may include social maladjustment such as social isolation (Rigby 1996), loneliness which is a strong predictor of peer victimisation (Hawker & Boulton, 2000), poor social selfconcept and low self-esteem (Besag 1989), and social anxiety (Hawker & Boulton, 2000).

Psychological Maladjustment may also be a characteristic for example levels of distress and upset (Hawker & Boulton 2000), fear (Olweus 1993; Rigby 1996), generalised anxiety (Rigby 1996, Slee 1995), and high levels of anger (Rigby 1996)(Borg 1998).

Depression is an effect but also another strong predictor of peer victimisation (Hawker & Boulton, 2000) and may sometimes involve suicidal thoughts or behaviour (Slee, 1995)(Hawker & Boulton, 2000).

Other characteristics may include the presence of an imbalance or abuse of power (Craig et al 2000), that the victim is generally defenceless (Roland 1998) and that the behaviour may be unprovoked (Olweus 1994).

Characteristic	Indicator	Yes / No
Effect	Is the person distressed/upset? (Hawker & Boulton 2000)	
	Humiliated, in real fear, angry, sad, depressed	
Aggression	Is there physical, verbal or psychological aggression? (Olweus 1994)	
Imbalance of Power	Is there an abuse of power? (Craig et al 2000)	
Planned or Repeated	Olweus 1994	
Defencelessness	Does the person feel helpless?	
Unprovoked	Does the person ask 'Why me?' (Olweus 1994)	

## Appendix IV Continued

### Questions based on the DES definition of bullying.

#### Is it Bullying? Checklist

	Consider .....	Yes / No
1	Is the behaviour repeated? Only repeated incidents can be regarded as bullying. Once off incidents fall under the Code of Behaviour. However see 2 below	
2	Have there been any offensive or hurtful public messages or images placed on a social networking site or other public forum? Can the bullying image, statement or message be viewed or repeated by other people? NB: One such incident qualifies as cyber bullying.	
3	Is the behaviour planned?	
4	Is there unwanted negative behaviour inflicted on the victim?	
5	Is the unwanted negative behaviour of a physical, verbal or Psychological character?	
6	Is the behaviour inflicted by one person, or is there a group involved?	
7	Is the victim deliberately targeted?	
8	Do the behaviours involve deliberate exclusion, isolation, malicious gossip or other forms of relational aggression?	
9	Are the behaviours targeting an aspect of the victim's identity? For example physical, verbal or psychological aggression which is directed at their sexual orientation, their race, religion, ethnicity or traveller background.	
10	Are the behaviours targeting the victim because they have Special Educational Needs?	

## Appendix V

### Support Services

#### List of Websites

Department of Education	<a href="http://www.irlgov.ie/educ">www.irlgov.ie/educ</a>
The Child and Family Agency	<a href="http://www.tusla.ie">www.tusla.ie</a>
An Garda Síochána	<a href="http://www.garda.ie">www.garda.ie</a>
Ombudsman for Children's Office	<a href="http://www.oco.ie">www.oco.ie</a>
Irish Primary Principal Network	<a href="http://www.ippn.ie">www.ippn.ie</a>
Irish National Teachers Organisation	<a href="http://www.into.ie">www.into.ie</a>
Professional Development Service Teachers	<a href="http://www.pdst.ie">www.pdst.ie</a>
Special Education Support Services	<a href="http://www.sess.ie">www.sess.ie</a>
National Parents and Guardians Council	<a href="http://www.npc.ie">www.npc.ie</a>
National Anti Bullying Coalition	<a href="http://www.nabc.ie">www.nabc.ie</a>
Bully 4U	<a href="http://www.bully4u.ie">www.bully4u.ie</a>
Sticks and Stones	<a href="http://www.sticksandstones.ie">www.sticksandstones.ie</a>
Barnardos	<a href="http://www.barnardos.ie">www.barnardos.ie</a>
Childline	<a href="http://www.childline.ie">www.childline.ie</a>

## Appendix V (continued)

### Support Services

#### 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.irlgov.ie/educ](http://www.irlgov.ie/educ)). Also as Appendix 54 CPSMA Handbook
- 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 2015-19 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 Managing Challenging Behaviour: Guidelines for Teachers- INTO- 2004
- Towards Positive Behaviour in Primary Schools. INTO. 2006
- 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
- 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)