Discipline in the Primary School

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Foreword

Discipline in schools is an ongoing topic of discussion – both within schools and in the broader community. The effectiveness of a school may often be judged on how discipline is maintained among pupils. However, school discipline is a complex issue. It is not merely a matter of control and ensuring an orderly environment. Discipline is at the core of the education process itself. Without discipline – particularly self-discipline – there is little learning.

There is a general perception that discipline problems were fewer in the era of teacher centred didactic pedagogy where relations between teachers and pupils were more likely to be paternalistic and authoritarian. Thankfully, today there is a greater awareness of children's rights and of children's issues in general which has led to a change in curricular, pedagogical and disciplinary practices in schools with a much stronger focus on meeting children's needs. However, this change of emphasis, which arises from a different understanding of childhood, has implications for teacher/pupil relations – a relationship which is now based on a respect for the dignity and individuality of each child. This in itself is challenging in classrooms which consist of up to 30 or more pupils, each with his or her own individuality, his or her own needs, his or her own interests, and his or her own demands.

The primary school pupil of the 21st century is also a product of the entertainment society with endless sources of visual stimulation and distraction at his/her disposal – in the form of television, videos and computers. Concentration levels in pupils are, therefore, more difficult to maintain – leading in some cases to a situation where disruptive behaviour and discipline problems are taking over the school day to the detriment of teaching and learning. In addition, increasing social problems outside school are contributing to a breakdown in pro-social behaviour among pupils, which in turn is impacting on the classroom. It is a tribute to primary teachers that they cope very well with the challenges such changes create at school level. This does not mean however, that they do not require additional support, as is evident in this report.

This report was compiled by the INTO Education Committee and sets out to consider the current situation in schools regarding discipline. It also includes some comparisons with earlier work of the Organization on the issue of discipline in schools. The Organization would like to record its appreciation of those schools which completed questionnaires on discipline, the results of which are included in this report. Three practising teachers – Tony Clinton, John Boyle and Mairéad Conway – have offered their own personal reflections on discipline in schools and their contributions are greatly appreciated. The Organization would also like to thank Ms Lesley Lynch, who was commissioned to contribute to sections of the report and Mr Patrick Lonergan, who was responsible for collating the responses to the questionnaires and for the initial editing and proofreading of the report. The assistance of Merrilyn Campbell, Lisa Maxon and Niamh Murphy in the typing and layout of the report is also acknowledged. Deirbhile Nic Craith, Senior Official, had overall responsibility for the report.

As this report also includes the proceedings of the Consultative Conference on Education, which was held in Cork in November 2000 on the theme of Discipline, the Organization would like to put on record its appreciation of all contributors to the conference, in particular the guest speaker, Ms Maureen Gaffney. This report is a further contribution to the INTO's work in the field of education policy.

John Carr, MA (Ed)
General Secretary

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Introduction

The issue of school discipline often evokes strong views in school communities, particularly among teachers and parents. While it is important to retain a sense of perspective concerning the extent of discipline problems in schools – only a small percentage of schools indicate that that they have a serious discipline problem – the impact on the process of teaching and learning that a minority of disruptive pupils can have must not be underestimated.

Discipline is an issue that is central to the work of schools and to teachers' perceptions of their own professional effectiveness, (INTO, 1993). Discipline is also an issue "of major public concern", according to Dr Maeve Martin in her report on discipline for the Department of Education and Science (1997). Student indiscipline and disruptive behaviour are growing concerns for teachers, who find that such factors make it increasingly difficult to provide an environment conducive to learning.

This document offers an overview of the many ways in which the INTO and its members have been tackling this issue during recent years. It discusses research carried out by the INTO and other institutions and individuals, presenting statistical information derived from INTO surveys, as well as reviewing recent research on this area. It also presents the views of teachers dealing with discipline in their classrooms every day.

Defining Discipline

It is necessary to reflect on what is meant by the term 'discipline'.

Discipline can be viewed as a means of control, of which there are generally three kinds:

O Coercive control, which is based on the use of threats;

O Utilitarian control, which is based on the use of material rewards; and

O Symbolic control, which focuses on prestige, esteem or social symbols such as love and acceptance, (Etzioni 1964).

Another view is that discipline is an aim of education. Kohlberg (1968) argues that children should be assisted in understanding reasons for action. Dewey (1910) takes the view that assisting children to develop an interest in learning as an activity intrinsically valuable in itself, cultivates the formation of self-discipline.

Docking (1980) highlighted the difficulty in defining the term. As a means of clarifying the range of ideas associated with 'discipline' and related terms such as 'self-discipline', 'order', and 'control', Docking identified three ways of looking at the concept.

He viewed discipline as:

O An important element in the process of socialisation and in the formation of character;

O A system of controls that enables teaching to take place; and

O Conceptually related to the process of education itself.

The definition given by Martin (1997) is also useful:

> *At one level, discipline in school is linked to the creation of an orderly environment that permits teaching and learning to occur, but, at another more fundamental level, it is centrally linked to issues of social cohesion, justice and equality (4)*

These definitions of discipline show the complexity of the concept. This complexity becomes almost immediately evident to school communities when they begin to develop policies on discipline. If schools are viewed as 'moral communities' (Sergiovanni 1996), they are therefore not only concerned with teaching and learning, but also with relationships and responsibilities. This means that teachers will need support in dealing with discipline in schools. As stated by Martin, "discipline in schools is a shared, collective responsibility." It is not only in the interest of those directly involved in education to support discipline in schools, but also in the interest of all members of society.

In attempting to describe the classroom management problems that teachers face, three recent studies (INTO 1993, Martin 1997 and Lynch 1999) have identified a variety of serious and minor misbehaviours that Irish primary school teachers encounter on a daily basis. Each of these studies recognises the challenges faced by teachers in combining the primary responsibility for the learning of

their pupils with the need to deal with disciplinary problems that arise. All forms of misbehaviour, regardless of severity, negatively affect learning and teaching in the classroom. In addition, the interaction between children at break-times can be unduly affected. This is frequently more evident in schools in disadvantaged areas, where, according to recent statistics, a higher incidence of behavioural problems exists, (INTO 1993, INTO 1994, Lynch 1999). It is clear, therefore, that behavioural problems need to be tackled at both the individual and the societal level.

The INTO and Discipline

This document is the outcome of a great deal of recent work by the INTO on this issue. It is based on a survey on discipline that was carried out by the Organization in 2000. That survey drew on information gathered in a wide range of surveys that have been carried out during the preceding twenty years. These include:

O INTO surveys on Discipline in Dublin North and Dublin West (1983)

O An M.Ed. Thesis on Discipline in Schools by Mr Oisín Ó Maoláin (1985)

O The Elton Report on Discipline by the UK Department of Education and Science (HMSO, 1989)

O An INTO National Survey on Discipline (1993)

O The Martin Report for the Department of Education and Science on School Discipline (1997).

The 2000 INTO survey was based to a large extent on that carried out by the Organization in 1993. The Martin Report (1997) was also used in the drawing up of the survey. One of the objectives of the 2000 survey was to show how teachers' approaches and attitudes to discipline have changed since 1993, a period that has witnessed both social and curricular change.

The survey was distributed to 642 schools in May 2000. A total of 332 surveys were returned, which gives a response rate of less than 52%. This represents a significant reduction in the response rate of 67% that was received in 1993, though the figure is consistent with recent INTO surveys, the response rate to which has been declining throughout the 1990s.

Over 90% of respondents held posts of responsibility, and almost half were principals. The vast majority of respondents (92%) had more than 25 years of teaching experience. This was also the case, to a lesser extent, in the Martin survey, in which 65% of respondents were aged 40 or more.

Although the profile of respondents is in some ways different to that of the general teaching population, the profile of classes and schools in which respondents teach provides a very broad sample of Irish primary education.

Almost 40% of respondents teach in multiclasses, and every other level of primary teaching was well represented, with responses as follows:

Chart 0.a: Respondents to Survey by Category of Class Taught
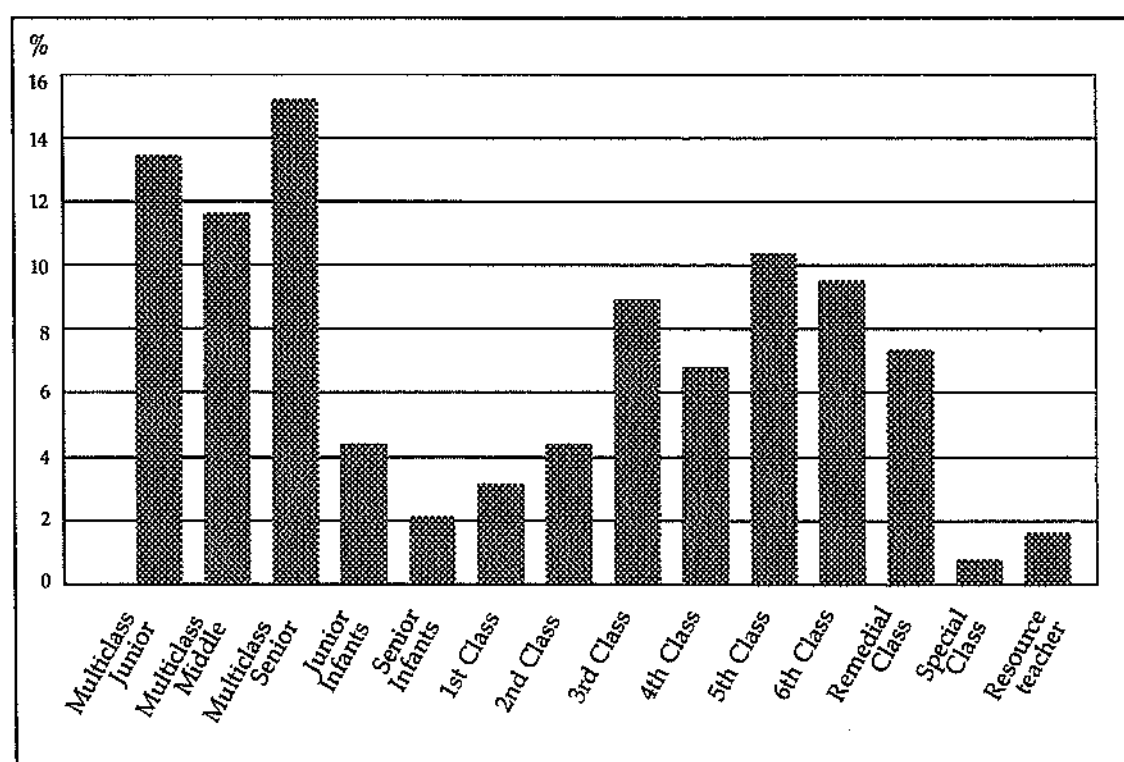
The following information in relation to schools was also received:

O More than half of those who responded teach in small schools (schools with less than five teachers); over a third teach in medium size schools; and just over 10% teach in large schools (17+ teachers).

O Three-quarters of respondents teach in mixed schools, 14% teach in boys' schools and 11% teach in girls' schools.

O 65% of schools are in rural areas, 30% in suburban and 5% in inner city.

O The majority of schools were vertical (Junior Infants to Sixth Class).

The 2000 INTO survey on discipline in the primary school, therefore, offers a wide cross-section of the teaching community.

While this survey was being carried out, INTO members were also invited to share their views on specific approaches to discipline. A number of these reflections are included in this document.

The results of the survey, together with the personal reflections and other research carried out by or on behalf of the INTO led to the discussion of the issue of discipline at the Organization's Consultative Conference on Education in November 2000. At that Conference, 350 INTO delegates discussed their views on the issue.

That process has culminated in this document. To facilitate readers, this document is presented in three parts.

The first part of the document considers the issue of discipline in six chapters:

O The Discipline Problem in Schools Today
O School Policies Regarding Discipline
O Services and Supports
O Approaches to Discipline
O Rewards and Punishments
O Parental Support

The information contained in these chapters draws on all of the sources mentioned above: INTO research, teachers' personal reflections, and the views of delegates to the Consultative Conference on Education.

The second part of the document presents some of the formal proceedings of the Consultative Conference, which provide a valuable overview of teachers' views on discipline at this time.

The third and final part contains the Organization's Conclusions and Recommendations from this Report.

DISCIPLINE IN THE PRIMARY SCHOOL
Research and Reflections

CHAPTER 1
The Discipline Problem in Schools Today

1.1 Schools' Disciplinary Problems

Before considering how discipline affects schools in Ireland, it is necessary to consider the way in which discipline problems present themselves in schools. Accordingly, this chapter is comprised primarily of relevant results from the INTO 2000 survey on discipline. Its purpose is to provide a basis for the discussion in the following chapters.

In order to ascertain the level of discipline in schools, respondents to the INTO survey were asked:

O   To identify the level of discipline problems in their school;

O   To state whether they believed certain forms of indiscipline to be 'gross', 'serious' or 'minor';

O   To state the frequency of certain forms of indiscipline;

O   To estimate the percentage of children presenting discipline problems in their school;

O   To consider the extent to which bullying remains a problem in primary schools;

O   To state whether they believe discipline as a problem has improved or worsened during the last five years;

O   To assess the success of special supports in helping to reduce indiscipline; and

O   To state whether their ability to cope with indiscipline in the class has improved during the last five years.

1.2 Levels of Discipline

Responses to the question on discipline in schools suggest that the situation has improved slightly since the 1993 INTO survey was carried out, as illustrated in Table 1.a.

Table 1.a: Level of Discipline Problems in 1993 and 2000

Level of Discipline Problem	1993 Survey Percentage	2000 Survey Percentage
No significant disciplinary problems	40	52.2
Minor disciplinary problems	53	32.9
Reasonably significant disciplinary problems	NA	14.3
Major disciplinary problems	NA	0.3
Serious disciplinary problems	7	0.3

A large number of schools (over 15%) had 'serious', 'major' or 'reasonably significant' disciplinary problems.

It should be noted that some significant variations emerged. Almost half of the schools with problems were designated disadvantaged, and 30% were boys' schools.

Wide variations also occurred through different categories of school. This is illustrated in Chart 1.a, which shows the kinds of school by percentage of respondents reporting significant, major, or serious discipline problems.

Chart 1.a: Schools Presenting Significant, Major or Serious Discipline Problems by School Category
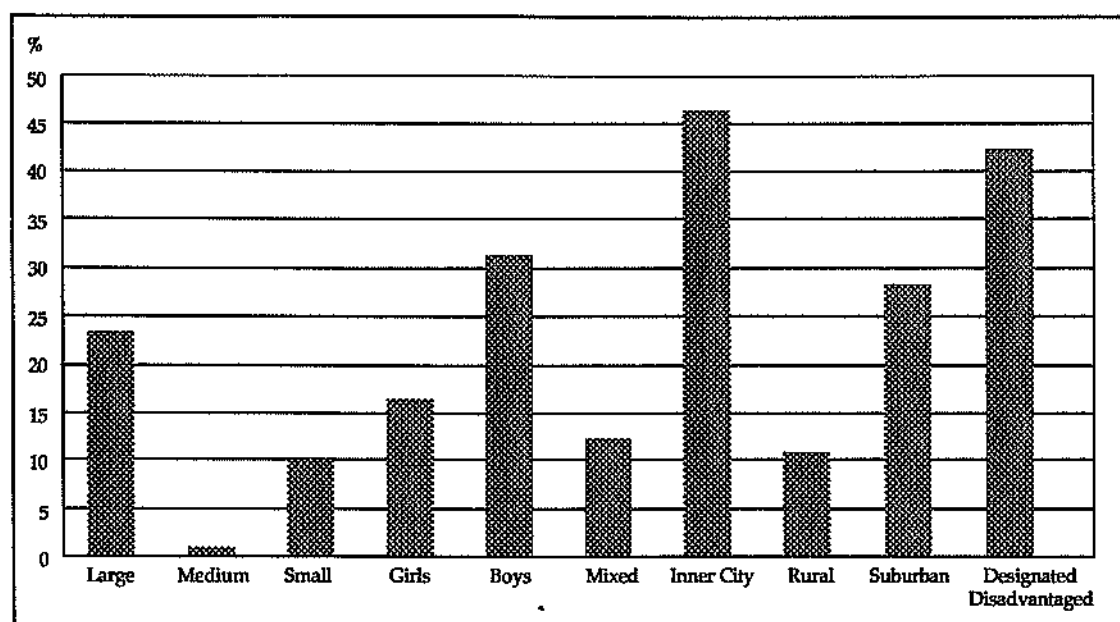
The results in relation to school size are significant. All large schools have Codes of Discipline (as discussed in Chapter 2), yet there is a higher incidence of discipline problems in large schools than in medium-sized and small schools.

Fewer medium-sized schools than large or small schools had Codes of Discipline, and teachers in medium-sized schools were much less satisfied with the Codes of Discipline in operation in their schools – yet these schools account for less than 1% of schools with significant discipline problems.

There are also wide variations in terms of gender and location. A far greater number of boys' schools than girls' schools indicated high levels of difficulty with discipline, and inner city schools are four times more likely than rural schools to present significant difficulties.

1.3 Severity of Misbehaviour

Respondents were presented with a list of forms of indiscipline, which included physical abuse, verbal abuse, theft, damage to property, and general misbehaviour. Respondents were asked to rate each form of behaviour as 'gross', 'serious', or 'minor'.

As can be seen in Table 1.b, 'Gross Misbehaviour' was most frequently defined as indiscipline by a pupil towards a teacher or a teacher's property, with these categories accounting for half of

the top ten ratings. Vandalism and damage to property were considered the next most severe forms of indiscipline.

Misbehaviour by one child towards another was rated as gross only in two of the top ten cases – extortion and physical bullying.

Table 1.b: Misbehaviour Rated 'Gross'

Rank[1]	Behaviour	Percentage of Respondents who rated behaviour as 'Gross'
1	Physical assault on a colleague by a pupil	96
2	Physical assault on the teacher by a pupil	96
3	Vandalism to teacher's property	79
4	Pupil entering after hours to steal/vandalise	76
5	Vandalism to school property	76
6	Extortion	76
7	Theft of teachers' property	74
8	Theft of colleague's property	74
9	Physical bullying of child/children	72
10	Theft of school property	68

The kinds of misbehaviour considered minor related to children's general behaviour in the school, and tended to concern a child's observation of simple rules regarding school and class management, such as punctuality and completion of work. The ten most frequently cited form of minor misbehaviour are as follows:

[1] *Categories were ranked according to the level of discipline rated 'gross'. Where two catories were given the same rating as 'gross', ranking was determined by their rating in the 'serious' category.*

Table 1.c: Behaviour Rated 'Minor'

Rank	Behaviour	Percentage of Respondent who rated behaviour as 'Minor'
1	Talking out of turn	56
2	Unruliness in yard	52
3	Avoidance of work	49
4	Unruliness in corridors	47
5	Lack of punctuality	43
6	Infringement of school rules	25
7	Unduly negative response to correction	23
8	Name calling	21
9	Lying	20
10	Exclusion of child	8

1.4 Frequency of Misbehaviour

Respondents were asked to state the frequency of misbehaviour.

Many of the most frequently occurring forms of misbehaviour were not regarded as severe, with the exception of verbal abuse by one pupil of another. This is illustrated in the table below.

Table 1.d: Most Frequently Occurring Forms of Misbehaviour

Rank	Behaviour	Percentage of Respondents in whose schools behaviour occurs Very Often or Often
1	Talking out of turn	52
2	Constant disruption in class	35
3	Avoidance of work	30
4	Lying	28
5	Name calling	28
6	Infringement of school rules	24
7	Unruliness in corridors	23
8	Verbal abuse of one pupil by another	24
9	Unduly negative response to correction	17
10	Lack of punctuality	12

These results show that the behaviour regarded most seriously by teachers happens least frequently. Nevertheless, it needs to be made clear that for such behaviour to occur even once is unacceptable, and that any such incident can only be regarded with the utmost seriousness.

The forms of misbehaviour that occur most often are regarded as being least serious by most respondents. For example, talking out of turn and infringement of school rules were regarded in the majority of cases as being forms of minor misbehaviour. However, although minor in themselves, the very high level of frequency of such behaviour is cause for concern.

The full results for severity of behaviour and its frequency are set out in the Appendix.

It is evident from respondents' comments that continuous and repeated disruption and infringement of school rules is a source of frustration. The types of behaviour referred to include 'repeated disruption in class', 'repeated unruliness in yard', 'failure to do homework', 'lateness', 'non-conformity to school uniform', and 'bad language' – behaviours which are not considered serious if taken in isolation, but which cumulatively create situations that disrupt teaching and learning.

1.5 Bullying

One finding of major importance in the 2000 INTO survey is that bullying remains a serious problem in primary schools, notwith-standing the view expressed by 55% of respondents that the Stay Safe Programme has had a positive impact on bullying.

The 1993 INTO survey asked respondents whether certain forms of bullying had occurred, but it did not seek to ascertain the frequency of such behaviour. The 2000 survey sought to build on those results by asking participants in the survey to state the frequency of certain forms of bullying. The table below lists bullying behaviour according to its frequency.

Table 1.e: Frequency of Occurrence of Bullying Behaviour

Kind of Bullying	Occasionally	Very Often/Often
	%	
Physical bullying of child/children	26	5
Name calling	38	28
Intimidation	32	8
Spreading rumours	27	3
Exclusion of child	43	9
Extortion	9	1
Insults to child/child's family	28	6

This comparison suggests that there has been some improvement in the situation since 1993. Nevertheless, the very high frequency of bullying behaviour is cause for serious concern.

In addition, it should be noted that, when respondents chose to comment on indiscipline in their school most mentioned bullying between children as being the major problem. It was often stated that a large amount of physical bullying is described by the perpetrators as 'horseplay', but can, as one respondent wrote, "be interpreted by the recipient as bullying, although lightly regarded by the perpetrators as 'just messing'". More frequently, physical bullying takes the form of attacks to a child's property: some respondents cited the example of children flushing others' coats down toilets, destroying schoolbooks, etc.

Verbal bullying is also a problem. One teacher commented on the "explicit sexual nature" of some children's bullying, and other respondents stated that racism could be a problem from time to time. One common form of verbal bullying, according to one respondent, is the criticism of a child's parent – usually his or her mother. Some verbal abuse was particularly sadistic: one teacher described how a bully in her class had taunted a child on the death of a family member. Other forms of verbal abuse were less direct, such as children laughing at the answers given in class by another child.

1.6 Children Presenting Minor and Major Disciplinary Problems

Respondents were asked to estimate the percentage of children in their school who presented discipline problems. The following replies were received:

Table 1.f: Percentage of Children in School Presenting Disciplinary Problems, 1993 and 2000

Percentage of Children in School with Disciplinary Problem	Minor Disciplinary Problems		Major Disciplinary Problems	
	1993	2000	1993	2000
	%			
5% or less	36	67	76	89
6 – 10%	34	23	17	7
11 – 20%	18	5	4	3
21 – 30%	5	5	0	1
31 – 50%	5	0	0	1
50% +	3	1	0	0

These results show that there are now fewer schools with large number of children presenting minor or major disciplinary problems than there were in 1993. In the vast majority of schools, the number of children with minor disciplinary problems accounts for less than 10% of the school population, and in two-thirds of schools, it is less than 5%. In the case of major disciplinary problems, in almost 90% of schools, the numbers of pupils presenting with serious problems is less than 5%. However, there are variations between types of school in terms of both minor and major misbehaviour, which are outlined in the Appendix. It can be seen from these figures that, if discipline has declined as a problem overall since 1993, the level of discipline problem in some schools – especially inner city schools – remains quite high.

1.7 Discipline in Schools: Changes since 1995

Participants were asked to evaluate the extent to which discipline in their schools and their ability to cope with indiscipline has changed since 1995.

Less than a quarter of respondents believe that discipline and their ability to cope with it has improved in the last five years –

even though it may be inferred from Table 1.f (previous page) that indiscipline occurs less frequently and with less severity than in 1993. Respondents' attitudes to change in discipline are as follows:

Table 1.g: Respondents' View of Change in Discipline in School, and their Ability to Cope with Indiscipline

Change During Last 5 Years	Discipline in School	Ability to cope with Indiscipline
	%	
Significantly disimproved	9.7	4.9
Disimproved	28.2	16.4
Remained the same	37.9	58.1
Improved	19.7	16.1
Significantly improved	4.5	4.6

However, the areas in which both disimprovement and improvement have taken place are significant. By far the highest level of disimprovement has been in inner city schools and girls' schools. This is consistent with the results of other questions.

The highest level of improvement has taken place in boys' schools.

Notwithstanding the finding that every large school has a Code of Discipline, nearly half of respondents from this category of school felt that discipline had disimproved during the previous five years, as shown in Chart 1.b.

Chart 1.b: Teachers' Perceptions of Improvement/Disimprovement of Discipline in School, by Category of School
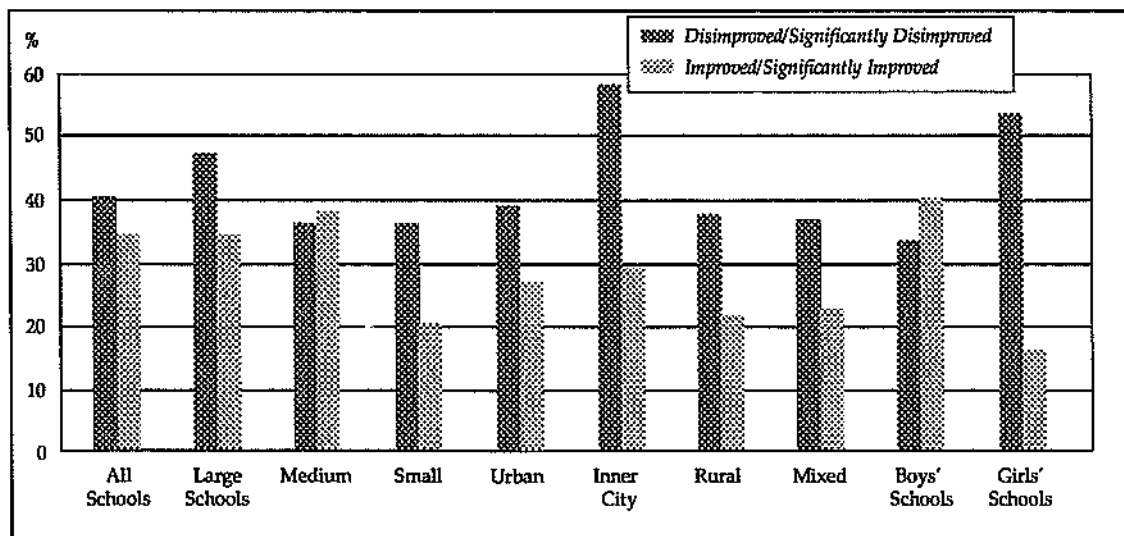
The majority of respondents offered comments in relation to this question. Many of the teachers who are of the view that discipline has improved over the last five years relate this to smaller class sizes, effective operation of school Codes of Discipline, leadership, and more positive relations with parents. Teachers who state that the level of indiscipline has not become worse refer to issues such as a stable community, the fact that the background of pupils in the schools has not changed, and that the staff are experienced and settled. Teachers who were of the view that discipline has disimproved referred to a change in children's attitudes to authority, the ineffectiveness of sanctions and punishments, a lack of parental support, and the fact that children watch more television and videos.

Respondents were also asked to state the extent to which their ability to cope with indiscipline has changed during the last five years. The overall results for this question were inconclusive, because 21% of teachers believed that their ability to cope has improved, while the same percentage of respondents believe that it has disimproved.

The ability of teachers in different kinds of schools to cope shows high levels of variation, many of which compare interestingly with the table above. Despite the high level of disimprovement in discipline in girls' schools, the majority of respondents from those schools reported no change in their ability to cope. Respondents from large schools have stated that their ability to cope has improved by 37% – which is very high when compared to the disimprovement in discipline reported in those schools.

The view that discipline has improved in boys' schools is supported by the finding that 31% of respondents have noted an improvement in their ability to cope.

Table 1.h: Ability of Respondents to Cope with Indiscipline, by Category of School

Category of School	Disimproved/ Significantly Disimproved	Improved/ Significantly Improved
	%	
Large	21	37
Medium	36	22
Small	21	16
Urban	15	26
Inner City	31	23
Rural	23	16
Mixed	22	18
Boys	25	31
Girls	12	18
All Schools	21	21

Teachers who felt that their ability to cope had improved referred to experience, the introduction of 'Discipline for Learning', support from colleagues, smaller classes, whole school approaches, a change in their own attitudes, and methodologies.

Those who stated that their ability to cope has remained the same referred to the fact that they are consistent, they adapt to changing times, and that standards of behaviour are acknowledged, accepted and supported.

Teachers who feel that their ability to cope has disimproved referred to age, increased workload, children being 'more forward', and less discipline in home and community.

1.8 Pupils Presenting with Discipline Problems

The 1993 INTO survey asked respondents to rank categories of pupils according to the frequency with which they present discipline problems. That survey showed that children who had some form of difficulty in the home were more likely to present discipline problems. Children who were emotionally disturbed were considered by teachers to be the second most frequently occurring group of children who presented with discipline problems.

The 2000 survey altered many of these categories in order to provide a more detailed profile of children who are likely to present with discipline problems. Respondents were asked to estimate the frequency with which the following groups of children presented with discipline problems:

O   The academically 'less able' pupils
O   The academically 'more able' pupils
O   Pupils with general learning disabilities
O   Pupils with specific learning difficulties
O   Pupils from advantaged socio-economic backgrounds
O   Pupils from disadvantaged socio-economic backgrounds
O   Emotionally disturbed pupils
O   Pupils with home difficulties

The results received are set out in Chart 1.c.

Chart 1.c: Children Presenting with Discipline Problems Often or Very Often, by Category of Child
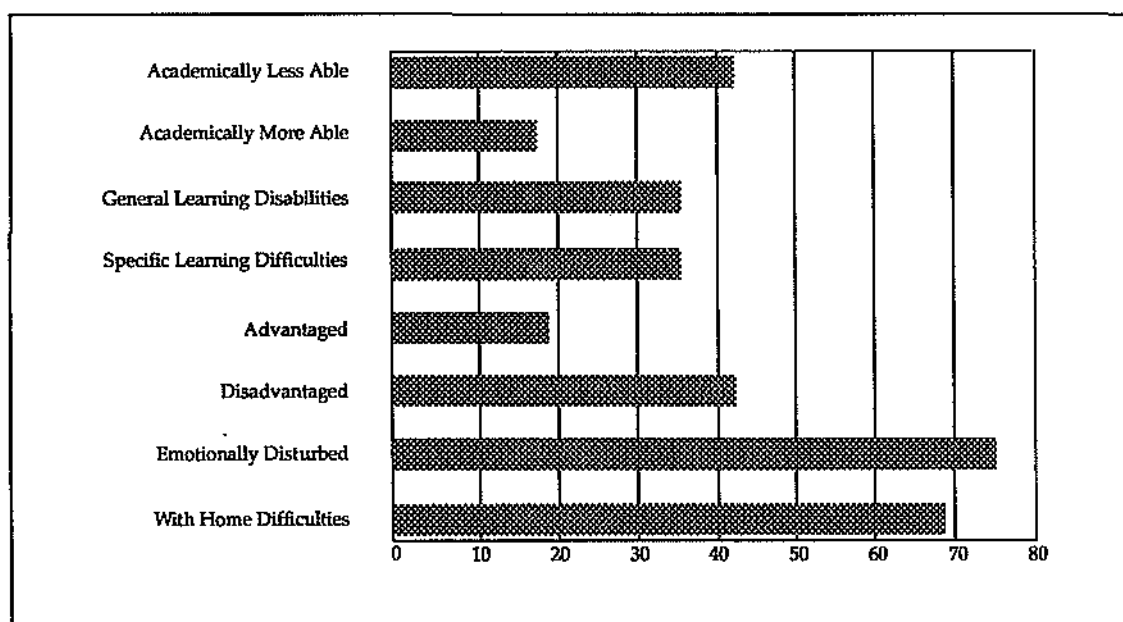
This chart shows that, while difficulties in the child's home remain an important factor in school indiscipline, the most serious problem now relates to children who are emotionally disturbed.

Almost one fifth (18%) of respondents believe that academically able children are likely to present with problems; however, according to 42% of respondents, children who are less well able academically are more likely to present with discipline problems.

It is the respondents' perception that socio-economic background remains an important factor. Children who are disadvantaged are considered more than twice as likely to present problems than children who come from economically advantaged homes.

1.9 Causes of Indiscipline

In order to ascertain teachers' opinions of the causes of indiscipline, respondents were given a list of possible reasons for the existence of discipline problems in a school. They were asked to rate each reason on a scale of 1-5 according to its influence on discipline.

A rating of 5 was given for factors that have a very significant influence on discipline, and a rating of 1 was given for factors that have no influence on discipline.

The main causes of indiscipline are listed below. Causes are ranked according to the frequency with which they received a rating of 4 or 5.

Table 1.i: Factors Considered Significant Influences on Indiscipline in Children, Ranked According to Importance

Rank	Cause	Percentage Ranked 4 or 5
1	*Lack of discipline in pupils' homes*	64
2	*Lack of self-discipline in pupils*	61
3	*The influence of TV, videos and the internet*	61
4	*Different attitudes to discipline between home and school*	60
5	*Lack of access to the School Psychological Service*	52
6	*Large classes*	51
7	*Lack of effective sanctions*	51
8	*Lack of parental support*	49
9	*Lack of parental involvement in matters of discipline*	48
10	*Too many interruptions*	41
11	*Lack of inservice training on school discipline/ behaviour*	36
12	*Lack of consistency among the teaching staff in relation to discipline*	36
13	*Lack of preservice training on school discipline*	35
14	*Not enough physical space in the school*	31
15	*Lack of support from the school principal*	31

These results are consistent with many of the findings of the survey. The most frequently recurring cause of indiscipline is, respondents believe, related to 'home issues'. This is consistent with the view expressed by respondents that a very large number of children presenting with discipline problems do so because of home difficulties.

Similarly, the success of the HSCL scheme in tackling the causes of indiscipline and improving teachers' ability to cope with it suggests that partnership between the school and the home can help to reduce indiscipline. The results above bear that finding out.

The issue of teacher training was shown to be a reasonably important factor, with one in three participants in the survey citing a lack of both preservice and inservice education in discipline as a contributory factor towards indiscipline.

The need for more consultative approaches in some schools might be inferred from several of the causes listed above. Some respondents believe that sanctions are ineffective, that there is a lack of parental support, and that there is a lack of consistency between staff in relation to discipline. For some teachers, a lack of support from the principal was a major contributory factor to indiscipline, and for others, it is a minor contributory factor. In their comments, teachers made many references to the importance of class size, and to the difficulty in coping with discipline issues in multi-classes.

The following table lists the ten causes regarded by participants in the survey as being least important. It should be noted that these causes of indiscipline are not regarded as being *unimportant* – but are presented here as an aid in determining the causes that are believed to be of highest and lowest priority.

Ranking in this table is determined by the frequency with which a cause of indiscipline was rated with a 1 or 2.

Table 1.j: Factors Causing Indiscipline, Ranked According to Lack of Importance

Rank	Cause	Percentage
1	Lack of toilet facilities in the school	79
2	Substance abuse among children	75
3	Teachers in poor health	71
4	Insufficient books, equipment and materials	66
5	Lack of support from the school principal	65
6	Lack of inservice training on curriculum issues	63
7	Lack of school policy on school discipline	61
8	Lack of adequate lesson preparation by teachers	61
9	Poor relations between teacher and pupil	60
10	Not enough physical space in the school	56

Again, these results are consistent with other findings in the survey. The high number of schools with Codes of Discipline means that lack of school policy on discipline is not a problem. Similarly, given that there is very low level of difficulty as a result of poor health, lack of support or lack of preparation on the part of the teacher, these results are consistent with the view expressed by participants that the causes of indiscipline are more likely to originate outside the school.

1.10 Discipline and the Curriculum

The Martin Report (1997) stated that primary teachers felt that one of the major factors in school indiscipline was "curriculum overload and irrelevance" (34). One of the differences between the survey from 1993 and that from 2000 has been curricular change. The 2000 survey set out to ascertain the extent to which curricular change has affected teachers' attitude to discipline.

Almost 90% of respondents stated that they either agreed or disagreed strongly with the statement "that curriculum has an impact on school discipline". Nearly 60% said that they believed that certain curricular areas contributed to school discipline.

Respondents were asked to state the extent to which they agreed with the following three statements:

O   The new emphasis in the revised curriculum will impact positively on standards of discipline in schools – e.g., focus on the process of learning, critical thinking etc.

O   The introduction of Social, Personal and Health Education (SPHE) as a subject of the revised curriculum will improve standards of behaviour in schools.

O   The introduction of the Stay Safe programme has reduced the incidence of bullying in schools.

A high level of agreement was expressed in every case. Over half of respondents agreed that the Stay Safe programme has reduced the incidence of bullying in schools. A similar number believe that the introduction of SPHE and the revised curriculum will both impact positively on discipline in schools.

It can be seen from these replies that the majority of respondents feel that recent curricular change has had and will have a positive impact on discipline.

Another factor listed in the Martin Report that was thought to contribute to school indiscipline was "unsuitable teaching methodologies" (34). To expand on this statement, the 2000 INTO survey asked respondents to express their level of agreement with the following two statements relating to teaching practice:

O   Teaching strategies such as discovery/active learning impact positively on school discipline.

O   Particular teaching styles contribute to pupil indiscipline.

The following replies were received:

Table 1.k: Influence of Teaching Strategies and Teaching Styles on Teaching, by Level of Respondents Agreement

	Teaching Strategies	Teaching Styles
	%	
Strongly agree	9.7	14.9
Agree	55.1	68.3
No opinion	16.5	7.9
Disagree	17.1	8.5
Strongly disagree	1.6	0.3

Two-thirds of the replies expressed agreement with the view that teaching strategies and styles can have an impact on discipline. Only 47% of respondents believe that preservice and inservice would alleviate most classroom management problems. However, just over three-quarters of respondents believed that improved classroom management would help to reduce minor disciplinary problems.

Teachers referred to the importance of class size in adapting their teaching styles because certain strategies only apply to small classes. Teachers also referred to the importance of teacher attitudes towards pupils. As one teacher stated, "maintaining discipline needs more thought, effort and strategy".

1.11 Concluding Comments

The results of the 2000 INTO survey on discipline found that, generally, disciplinary problems in schools have declined in severity since 1993. A variety of possible causes of this have been put forward, including the success of curricular and school-based initiatives. It is clear, nevertheless, that discipline remains an important issue for the vast majority of teachers and their students: despite the achievements of recent years it remains the case that the education of many children has in some way been affected by the indiscipline of a minority. The continued existence of the problem of bullying in schools is worrying.

2.1 Introduction

Both the 1993 INTO Report on Discipline and the 1997 Martin Report recommended that schools should have a written Code of Discipline. Prior to this, the Department of Education had issued a Circular in 1990 in which boards of management were "requested to draw up a Code of Behaviour". In the light of these recommendations, legislative change, and other recent developments, it was recognised that the area of school policy was of major importance. Accordingly, the INTO set out to investigate this area in particular depth when undertaking research for the present report.

The 2000 survey on discipline set out to ascertain the following aspects of school policy on discipline:

O   The number of schools that have Codes of Discipline;

O   The level of satisfaction with Codes of Discipline and reasons for that satisfaction;

O   The level of consultation that took place in the preparation of Codes, and the distribution of the Code to interested parties.

In order to locate these statistics in the context of teachers' practical experience of developing and using Codes of Discipline, the INTO invited its members to submit personal reflections on the issue of discipline.

This chapter is, therefore, composed of three parts. In the first part, the survey results are discussed. The second part offers a perspective on discipline from a teacher at a large urban school; while the third part offers the reflections of a teacher at a rural boys' school.

2.2 Results from Survey on School Policies

A variety of results in relation to school policies were derived from the 2000 INTO survey. These are set out below.

2.2.1: *Changes Since the 1993 INTO Report*

Since the INTO survey in 1983, there has been a steady increase in the number of schools with written codes of discipline, as follows:

Table 2.a Percentage of All Schools that Have Codes of Discipline,
1983, 1993, 2000

	1983[2]	1993	2000
		%	
All Schools	14	73	92

This increase has occurred in every kind of school, as shown below in Chart 2.a.

Chart 2.a: Percentage of Schools with Written Codes of Discipline,
By Category and Year
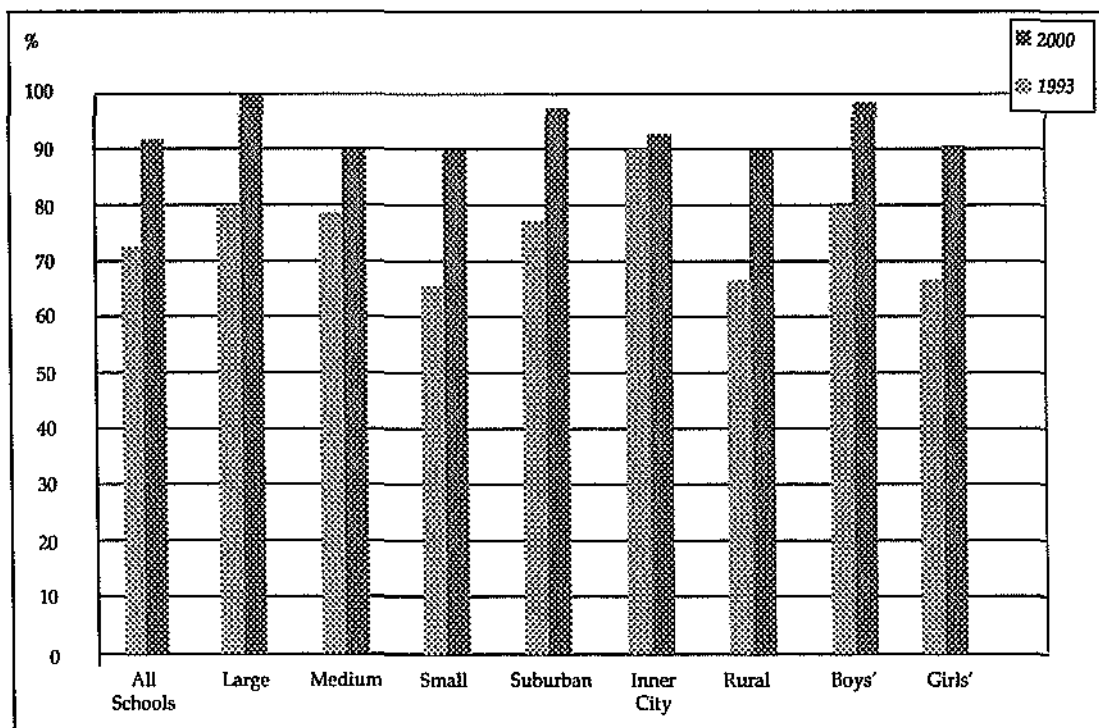
Whereas in the 1993 survey, there was a high level of variation between kinds of schools that had written Codes of Discipline, the present results show that the level is consistent across all types of school, with no category falling below 90%.

While this is a positive development, it should be noted that the levels of increase during the intervening seven years vary widely. The increase in girls' schools and rural schools of 24% and 23% respectively, is noteworthy, and there has been an increase of at least 12% in every category except for inner city schools. By comparison, the 3% increase in the number of inner city schools is relatively small, although this category of school had started from a particularly high position.

The variation between schools of different size was also notable. The 1993 INTO report on discipline pointed out that "a greater percentage of large schools... will have written codes because written communication may be more necessary in schools where informal contact among teachers is not always a practical proposition" (19). For this and other reasons, the fact that 100% of the large schools surveyed have a Code of Discipline should be regarded as an important development. It is also important that the number of small schools with Codes of Discipline has increased by 24%. By comparison, the performance of medium-sized schools in this category is noticeable, with schools in this category showing a small increase.

2.2.2: Satisfaction with Code of Discipline

Over 90% of respondents were 'very satisfied' or 'satisfied' with their school's Code of Discipline – an increase of 20% on the 1993 results. However, there are differences in the responses from teachers in different schools that should be noted.

Although 100% of large schools have a Code of Discipline, teachers in these schools are more dissatisfied with the Code than any other group of teachers. Girls' schools and suburban schools also show lower levels of satisfaction with their Codes of Discipline.

With a 35% increase, the satisfaction level among teachers in boys' schools had the largest increase. In terms of schools organised by gender, teachers in mixed schools are by far the most satisfied group.

It has been noted above that the increase since 1993 in the number of inner city schools with Codes of Discipline was relatively small. This statement needs to be placed in the context of the finding in the 1993 survey that teachers in inner city schools were more likely to be dissatisfied with their Code of Discipline than any other group of teachers. It is, therefore, encouraging that 90% of inner city teachers are now very satisfied or satisfied with their Codes.

Information on satisfaction with Codes of Discipline is set out in the Chart below:

Chart 2.b: Percentage of Teachers Expressing Satisfaction with Codes of Discipline, by Type of School, 1993 and 2000
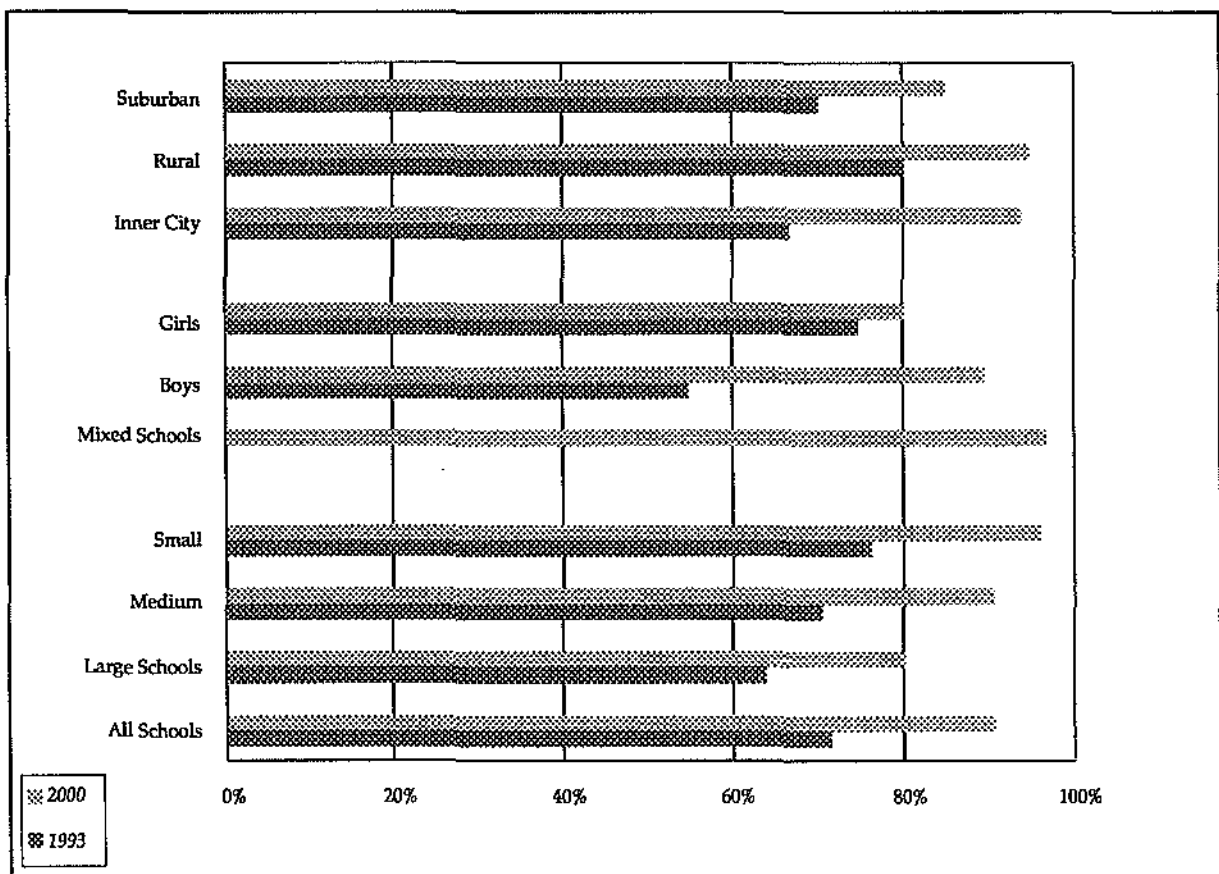
Those who were satisfied with the Code said that they thought it worked well in practical situations, and that its

content was clearly expressed. Enforcement and implementation of the Code were cited as reasons both for its success and for respondents' satisfaction with it.

Some respondents stated that parental involvement and support is a major factor in the success of a Code. Another factor was that children were well aware when they were in breach of it.

One frequently expressed cause of dissatisfaction with the Code was that it was thought to be in need of review and improvement to take account of social change. Codes also appear to be ineffective in dealing with pupils who are particularly disruptive. Some teachers are also of the view that a lack of legally enforceable sanctions hinders the full implementation of Codes of Discipline.

2.2.3: Consultation and Distribution

There was a high level of consultation in the preparation of Codes of Discipline, and similarly high levels of distribution of the information. However, there were significant variations between the two levels, as illustrated in the chart below:

Chart 2.c: Percentage of School Communities Members Consulted in Preparation of Code of Discipline Compared with Percentage that Received Copies of Codes of Discipline
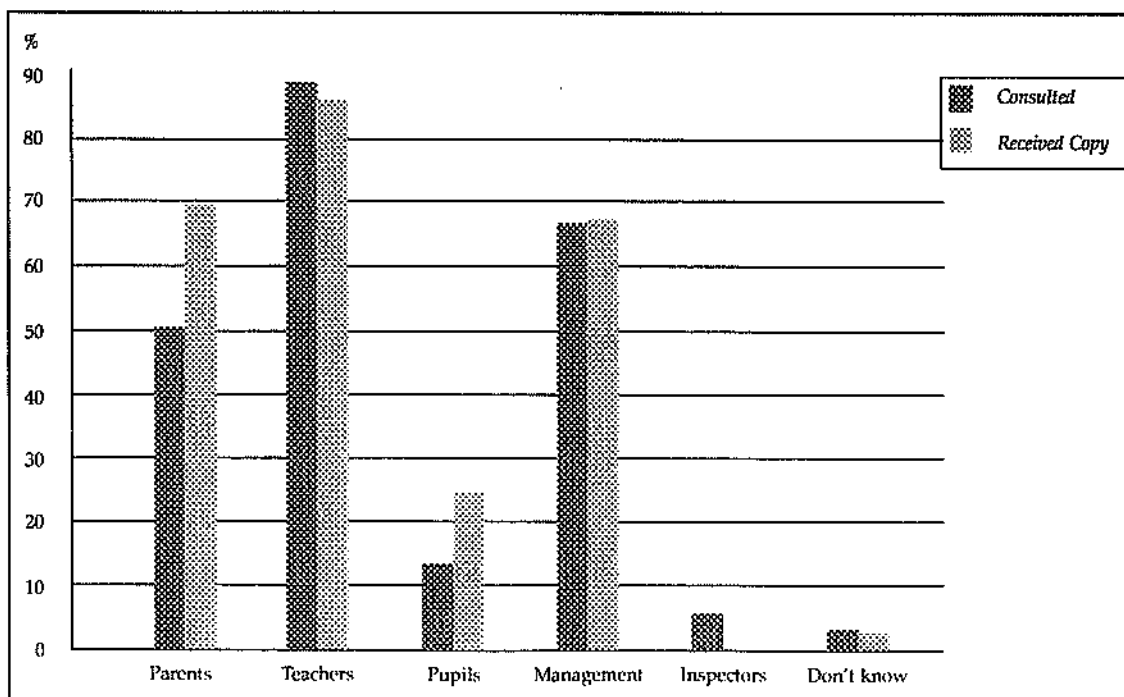
This table shows that parents and children are more likely to receive a copy of the Code than they are to be consulted in its preparation. This figure may be important in the light of the requirement in the Education Welfare Act (2000) that parents may have to sign a notice of their agreement with a school's Code of Discipline.

While teachers were consulted far more than any other group in the preparation of a Code, it is surprising that the number consulted was not closer to 100%, given teachers' involvement in the implementation of disciplinary policy. It is significant that teachers were consulted more frequently than they were given copies of the final Code. Teachers were the only group in which this was the case. While this finding should be regarded with some concern, it should be noted that consultation in the preparation of Codes of Discipline was not found to affect the level of respondents' satisfaction with their schools' Codes. The Education Welfare Act (2000) makes the consultation of teachers and the school principal a statutory requirement.

Respondents pointed out that, although some parents, teachers and pupils may not have received a copy of the Code of Discipline, they would nevertheless be aware of its contents. In one case, the Code of Discipline is displayed in the school; in another, teachers ensure that children are aware of the Code by 'constant repetition' of the school's regulations.

Over 90% believe that the principal and teachers in a school should draw up a school policy on discipline, but only 39% believe that a board of management should draw up such a policy.

Respondents were asked a number of questions regarding school approaches to discipline.

Very emphatic responses were received to a number of questions proposing certain changes to school policy on discipline. A total of 98% of respondents agreed that disciplinary procedures which are legally enforceable should be agreed between the Department of Education and Science, the INTO and boards of management as soon as possible.

When asked whether disruptive pupils should be catered for separately within the national school system, results were very mixed. Over half of respondents agreed or agreed strongly with this view, while 33% disagreed or disagreed strongly with it. Almost 90% of respondents believe that the education of disruptive pupils requires an integrated approach between agencies.

While 69% of respondents agreed that adequate resources would help to reduce discipline problems, this result was less emphatic than was the case in other questions. According to 87%, smaller class sizes would also help. In addition, 53% agreed with the statement that smaller class sizes would reduce major disciplinary problems.

A much greater variety of answers was received when respondents were asked about existing school policies.

Almost 30% of respondents stated that a teacher other than the principal in their school has been designated as having responsibility for discipline.

Respondents were asked if they had read the 1997 *Report to the Minister for Education on Discipline*. More than half of respondents said that they had, and half of that number said that it had influenced their school's policy on discipline. Those who stated that the report was not influential cited a number of reasons, including lack of time for reading reports and a feeling of having "little confidence in anything that comes from the Department regarding Discipline". Many stated that they were satisfied with their own Codes of Discipline. However, one respondent pointed out that the Minister's concern for discipline and its effects "lent support to the code".

2.3   Personal Reflection by Tony Clinton

2.3.1: Context
Discipline in schools will always be a topic of keen interest for teachers. I have developed a keener interest in this topic and related issues since participating in the Teacher Counsellor (1995) and Support Teacher (1998) projects.

Schools in Counties Louth, Kildare, Offaly and Wicklow have invited me to assist them in reviewing their discipline codes and I work through the West Dublin Education Centre with local schools. This experience has given me a broad perspective on the issue.

2.3.2: *Three Key Issues*

Discipline policy in schools cannot be isolated from everything else that goes on in schools. I believe that our perception of the following three key issues affects our attitudes to discipline policy in the classroom:

○   How we see the child;

○   How we see the curriculum;

○   Our relationship with the community the school serves.

2.3.2 *(i): The Child*

The philosophy underpinning both the 1971 curriculum and 1999 revised curriculum:

> *Celebrates the uniqueness of the child as it is expressed in each child's personality, intelligence and potential for development. It is designed to nurture the child in all dimensions of his or her life – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical* **Primary School Curriculum: Introduction (1999:6).**

This suggests that the child is something greater than just the sum of his or her parts. In terms of discipline, we must be careful to separate the behaviour from the child. If a child's behaviour causes concern then it is on the behaviour we focus, being careful to avoid labelling the child 'bold', 'stupid', 'uncooperative', etc. When working with children with behavioural difficulties, or indeed learning difficulties, we must focus on the child's self-esteem as well as the presenting problem.

2.3.2 *(ii): The Curriculum*

The curriculum may be regarded by some as overloaded or as an ever-increasing wish list for curing society's ills. Issues of communication, consultation and planning can be raised in this context. However, this should not serve as an excuse

to ignore or relegate to secondary importance such crucial areas of the curriculum as the Arts or Social, Personal and Health Education (SPHE). Lack of resourcing, or political or economic factors should not be allowed to narrow the focus of the curriculum in such a way as to negate its child centred philosophy. The failure to meet the needs of children results in disenchantment with school, as was found in the Martin Report (23):

Research evidence shows that the two main reasons why young people are disenchanted with school are:

(i)   A sense of not belonging;

(ii)   A curriculum that is perceived to be irrelevant and boring.

2.3.2 *(iii): The Community*

A process of clear, honest and open communication and consultation within school communities and, in turn, within the community that the school is serving, will enhance opportunities for success and minimise conflict. Parents need, within agreed boundaries and with agreed procedures, to feel a sense of involvement in, ownership of and responsibility for, their children's education. *What We Must Do for Students Placed at Risk* by Rossi and Springfield (1995) identifies ten characteristics of schools that are communities:

O   Shared vision,

O   Shared sense of purpose,

O   Shared values,

O   Incorporation of diversity,

O   Communication,

O   Participation,

O   Caring,

O   Trust,

O   Teamwork,

O   Respect, and

O   Recognition

Their research shows that schools working to develop these characteristics experience success in minimising challenging behaviours and teaching the curriculum.

2.3.3: *Schools and Classrooms are Social Systems*

I would contend that schools and classrooms are social systems and have their own society. What kind of society is this to be?

I have been struck in my reading of the current literature on the discipline issue (Mosley, Glasser, Tattum and Herbert, Rogers, Dinkmeyer, McKay, Dinkmeyer Jnr., Humphries) by the amount that they have in common in their approaches. This is encouraging.

A model I find helpful in the classroom context is *Quality Circle Time in the Primary School* by J Mosley (1996). This is a Whole School Approach using a democratic model, and it promotes and enhances self-discipline, a variety of social skills, self-esteem, oral English and positive classroom relationships. Circle Time can promote the sense of belonging in the classroom which Martin (1997) found lacking. My experience here is further supported in *Bullying Home, School and Community* by Tattum and Herbert (1997):

> *More recent research demonstrates that programmes of social and emotional skills learning can and do have significant lasting effects. Where groups of pupils have participated in focused active learning programmes which give opportunities to understand, try out and internalise alternative social and personal skills, a measurable change in social interaction and empathy have resulted. Our own observations and firsthand experience of the outcomes of this process (particularly when it is in track as a whole schools approach) leave us in no doubt as to its transforming nature. (78).*

I believe that it is important to take a proactive approach and teach social skills as part of a preventative strategy around discipline. This also helps to meet the aspiration of the curriculum in its broadest sense regarding the holistic development of the child. Can we have a democratic society without promoting this aim?

2.3.4: *A Proactive Approach*

Schools, in my experience, are seeking to make their Codes of Discipline living things rather than documents gathering

dust in filing cabinets or booklets cluttering the bottom drawers of their pupils' parents' homes.

Process is more important than product. Principals and teachers are realising that they must plan their discipline policy in the same way as the curriculum. The concerns and expectations of teachers, pupils, boards of management, and parents must be discussed. A policy needs to be drawn up and stated, communicated, consulted on, taught, and reviewed regularly. Perhaps it is the teaching of the policy that is a new idea. However, I believe that it is good practice that expectations and boundaries be communicated clearly so that they will be observed. We must also have the courage in a review to be honest about what does and does not work well. One cannot learn by standing still.

Consider the alternatives to planning and teaching. Is it wise or indeed professional to 'make it up as we go along'? What good do we do our health if we are constantly engaged in crisis management? Is it fair to transfer the burden to the principal or another colleague exclusively? And, most importantly, what messages are we sending to children when lack of discipline results in a poor learning environment in the classroom and bullying in the playground? This approach is underpinned in Martin (1997):

> *Lamenting the bygone days when school life was more straightforward is not going to move things forward. A systematic and concentrated approach to the current challenge is required (22).*

2.3.5: Children at Risk
I sense, and hear, a growing recognition from the Department of Education and Science that the most troubled children attending our schools cannot be helped exclusively by the services available in schools. The need for a multi-professional, interagency, well co-ordinated approach is being recognised at Department level. This approach was evident in many schools between 1995 and 1998 during the piloting of the Teacher Counsellor scheme. This approach, if it is to be successful, needs adequate resourcing and careful management.

To support such an approach, schools need to explore their Pastoral Care Policy. I suggest that troubled children attending school should not become the sole responsibility of any one member of staff, be s/he teacher, principal, or another member of staff. An Individual Education Programme drawing on, and supported by, the resources available to the school is an option worth exploring for the more troubled child.

2.3.6: Conclusion

When working with teachers, I always stress that teaching, by its nature, is a very demanding profession. We must learn to look after our own health and well-being and to affirm ourselves constantly in the contribution we make to the greater good of society. If our schools are to continue to be safe and secure societies where learning takes place, our own professional preparation and presentation around discipline issues must be on a par with other areas of school life.

There are no magic formulae or 'quick fixes'. When each school, using a democratic process, has a discipline policy, its implementation needs to be resourced in the essential areas of inservice, management, services for troubled children and day-to-day maintenance.

Tony Clinton teaches in St Bernadette's SNS, Quarryvale, Co Dublin, and has been part of the Teacher Counsellor/Support Teacher project since its beginning.

2.4 'Discipline – An Eclectic Approach: A Reflection on Professional Experience and Classroom Practice' by Eddie Molloy

2.4.1: Introduction.

As a teacher and educator for the past twenty-nine years, I make this submission as a personal and professional reflection on my philosophy and classroom practice in the area of discipline. I have always had a difficulty with the word 'discipline', much preferring to promote the concept of guided self-management behaviour or self-discipline where children are concerned.

One must acknowledge that there are problems with the whole area of 'discipline' in our schools today. Many reasons are put forward for this situation: the changing culture of our society, altering values and beliefs, the impact of economic growth, the changing nature and structure of the family, an increase in real poverty, a loss of spirituality and, as a consequence, radical change in the area of interpersonal relationships among all age groups.

Everything today, it appears, must be instantaneous. The level of thought and consideration given to the factors which encourage or discourage good behaviour, self-management, and discipline, is a learned behaviour in every child and, indeed, in every adult.

The discipline problems now manifesting themselves in our schools have evolved as a result of something 'going wrong' with the process of nurturing discipline and good behaviour.

In my professional classroom practice, an inclusive, eclectic approach has always been used. It has proven to be an effective, positive and validating experience for all concerned – teacher, children, parents and the whole community.

2.4.2: What is Discipline?
'Discipline' means many things to many individuals. In my opinion, it has always been a process of educating children to the practice of a level of orderliness and self-discipline that is acceptable to society and in society. Every child needs to be taught an acceptable way to behave as they grow and develop.

There are many misconceptions about the purpose of discipline and self-discipline acquisition in our schools. Discipline is not about controlling children, but is a teaching strategy to empower and enable children to learn positive behaviour and self-discipline, in the classroom and beyond.

Discipline is about the needs, rights and responsibilities of children, parents, teachers and the whole community. Discipline is about fulfilling the needs of the children in our care, while at the same time fulfilling the needs of teachers, parents, children and all involved in a school community.

This has profound implications for the process. Children in our schools cannot be expected to learn self-discipline if we, as teachers, are unable to model in language, body language, tone and content the principles and practice of good discipline and positive behaviour. In this context, a school must have a climate and culture of positive self-discipline.

2.4.3: *Discipline: An Approach.*

Teaching and promotion of positive behaviour in school is the collective responsibility of the child, parent(s), teacher, whole school community and society in general. This inclusive, eclectic approach has proved to be highly successful and effective.

With each new class, over the years a code or agreement of positive behaviour has been devised and agreed between the present writer, children, parents and the school community. The spin-off effects of this approach have gradually permeated the whole school community. The code has been agreed after discussion and exploration of all of the issues surrounding both positive and unacceptable behaviour and the sanctions to be applied for serious breaches of it. Sanctions have been rare. The sanctions (e.g., short detention, letters of apology, oral apologies, caution, etc.) have been administered to highlight the behaviour and not the child. Children do accept responsibility for their actions, when it is explained to them that their behaviour is unacceptable and will understand that the sanctions are the necessary consequences of their unacceptable actions, when it is clearly explained.

The totality of relationships – child, teacher, parent and whole school community – is the grounding of this approach. Education is grounded in relationships. Unacceptable behaviour or indiscipline can be regarded as a learning difficulty. The manifestations of this behaviour are usually an indicator of some deeper distress or problem being encountered by the child. Effective and on-going confidential communication between the school/teacher and the home has always been a fundamental principle in this writer's professional classroom practice.

Other factors, which that can lie at the heart of discipline problems included ineffective teaching methods, misunderstanding of the learning styles of children in classes, domestic problems, an unrecognised learning difficulty, or the possibility of a pupil actually being a 'gifted' child who has not been recognised as such.

In this context, it is important for teachers to keep up-to-date on educational developments, research, knowledge and information through professional and personal development. Children must be taught in the way that they learn best. Flexibility, adaptability and an awareness of all the factors that affect behaviour must be taken into account in classroom practice. The curriculum also needs to be adapted to promote the highest level of involvement. Positive behaviour affords all children in class the opportunity to realise their fullest potential. Building self-esteem and self-acceptance for all concerned in class has been a most effective strategy. High, but realistic, expectations have been the order of the day. Children thrive on success – their successes. Encouragement, rather than praise, has proven to be a most important classroom practice. Praise tends to focus on single items of good behaviour, whereas encouragement has a broader and longer lasting effect on performance. Encouragement promotes continuation of good practice and behaviour, and alleviates any major distress associated with 'failure' or lesser success. This practice of encouragement has also been successful with children who may be experiencing learning difficulties.

2.4.5: Conclusion

While the reader may be of an opinion that this writer is and has been working in an idyllic classroom, this has not been the case. The promotion, encouragement and facilitation of positive behaviour take constant monitoring and adaptability. The rapidly changing social and educational environments place greater demands on the teacher in the area of maintaining positive behaviour. The building and nurturing of self-discipline and self-esteem is a daily necessity. Setting and reviewing the perimeters of acceptable behaviour is necessary to provide a sense of security, identity, belonging,

purpose and competence for child, teacher, parent and the whole school community. This is the one of the essential goals of education.

Rules, codes and regulations are essential for order and discipline – but they must be fair and reasonable, and must achieve the desired results in a positive rather than coercive way. Children do – and will – learn positive and acceptable behaviour when the rationale for it is explained and maintained, in a spirit and practice of acceptance, warmth, mutual respect and empathy.

Eddie Molloy teaches in St Patrick's National School, Castlebar, Co Mayo.

2.5   Concluding Comments

The results of the survey offer a broad sample of schools in Ireland. The personal reflections submitted by Mr Clinton and Mr Molloy also offer a balance between urban and rural, large and small, co-educational and single sex schools. Notwithstanding the many different teaching experiences evident in the survey results and the personal reflections, similar conclusions appear repeatedly. It is clear for example that the success of a school policy is dependent on consultation. Consultation among school staff is crucial, since, as the personal reflections show, teachers must have a sense of ownership over a school's discipline policy in order to apply it. Similarly, parental involvement, which shall be discussed in more detail in a later chapter, is a necessity. Nevertheless, it should be made clear that the success of school policies in creating an environment more conducive to the development of self-discipline in children is encouraging.

3.1 Introduction

Both the 1993 INTO Report on Discipline and the 1997 Department of Education and Science Report referred to the importance of support structures in promoting discipline and remediating the causes of indiscipline. The DES Report called for the targeted extension of the following services:

O   The Psychological Service
O   The Home School Community Liaison (HSCL) Scheme
O   The provision of remedial teachers
O   Early Start
O   Breaking the Cycle

Improvements have been made in relation to some of these services. A National Educational Psychological Service was established in 1999, and the remedial teaching service was extended to all schools in 1999/2000. In order to ascertain the level of availability of other support services, the INTO survey asked respondents to state whether their schools had access to certain special supports. The following replies were received:

Table 3.a: Respondents' Access to Support Services, by Number and Percentage

Support Service	Number	Percentage of Total Responses
Breaking the Cycle [3]	16	5.0
Designated Disadvantaged	49	15.1
HSCL Co-ordinators	48	14.8
Early Start	6	1.9
Support Teacher (Formerly Teacher Counsellor)	23	7.3

[3] *Of the 16 respondents who stated they were in the Breaking the Cycle Scheme, ten were in the urban scheme, four were in the rural scheme and two did not specify whether they were urban or rural.*

One objective of the 2000 INTO survey was to evaluate the extent to which Special Supports for schools have:

O Helped in tackling the causes of indiscipline; and

O Improved the abilities of teachers to cope with indiscipline.

Teachers from schools that are designated disadvantaged and schools with Early Start and Home School Community Liaison Officers believe that there has been a high level of improvement in discipline in their schools. Teachers in schools that are designated disadvantaged, schools with Home School Community Liaison Officers, and Early Start schools are coping well with discipline.

3.2 Home School Community Liaison Scheme

When £1.5 million was made available for primary schools in disadvantaged areas in the 1990 budget, it was decided to use the money to support pilot Home School Community Liaison (HSCL) programmes that would use school-based personnel to increase the involvement of parents in their children's learning.

Following the successful piloting of the project, which was evaluated by the Educational Research Centre, the scheme continued to expand. All schools designated disadvantaged now have access to a HSCL on either a fulltime or part time basis.

The Home School Community Liaison scheme is based on the principle of partnership between schools, homes and communities. The scheme had five main aims:

(i) To maximise active participation of the children in the scheme schools in the learning process, particularly those at risk of failure.

(ii) To promote active cooperation between home, school and relevant community agencies in promoting the educational interests of the children.

(iii) To raise awareness in parents of their capacities to enhance their children's educational progress and to assist them in developing skills.

(iv) To enhance children's uptake from education, their retention in the education system, their continuation to post compulsory education and to third level and their life long attitudes to learning.

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(v) To disseminate the positive outcomes of the scheme throughout the school system generally.

The thrust of the scheme is preventative rather than curative. The focus is on the adults whose attitudes and behaviour impinge on the lives of children, namely parents and teachers.

Schools' views of the nature of the home/school relationship indicated that the greatest perceived need was for parent education. The underlying philosophy of the Home School Community Liaison scheme has been that programmes should be directly related to the needs of the area in which they are located. Schools are generally involved in activities such as providing classes in the children's school subjects in order to equip parents to help their children with homework. Parents (mainly mothers) also assisted in the classroom in paired reading programmes, in meetings or in the library.

Home visits were perceived to be central to the Home School Community Liaison scheme, their main purpose being to deal with issues relating to children, to establish bonds of trust with families, to involve parents in Home School Community Liaison activities, and to provide support.

Some positive effects of the scheme are:
O Teachers found that problems became easier to deal with.
O Parents were easier to contact.
O Teachers had an increased understanding of parents' backgrounds and of difficulties they faced.
O There was a greater appreciation of parents' talents and abilities.
O Parents' attitudes towards involvement in the school were perceived to have become more positive.
O Parents had a greater awareness of the classroom situation and of the problems of teachers.

Some teachers thought that the above positive outcomes applied more to the parents who least needed support, while those most in need (parents with social or economic difficulties, parents with literacy problems, parents with children who were troublesome or frequently absent from school, parents who lacked confidence in themselves) were not involved.

Schools are also involved in developing contacts with voluntary agencies, health and social welfare agencies/individuals, groups involved in parents' education (VECs) and a number of local initiatives (women's groups). Of these, the VECs were seen as having made greatest contribution to the Home School Community Liaison scheme.

Overall, the major focus could be described as cognitive-behavioural. Most activities were directed towards mothers and in particular towards providing them with opportunities for self-development. Opportunities were also provided in classes dealing with the curriculum of primary schools and by having mothers present in classrooms. Classroom presence was designed to increase parents' sensitivity to the importance of their role in the education process and to develop their skills for interacting with their children in ways that would promote their children's educational development.

While the preventative nature of the scheme is emphasised, it is also recognised that on occasions when crises arose in schools or homes, Home School Community Liaison co-ordinators have an important role to play in resolving the immediate problems of the families in question.

Whereas it would be unrealistic to expect individual initiatives such as the Home School Community Liaison scheme to solve the problems arising from socio-economic and educational disadvantage, there is evidence that a combination of approaches would serve to alleviate the problem (Evaluation Report 1995).

3.3 Support Teachers (Formerly Teacher Counsellor Scheme)

The purpose of the Support Teacher Scheme is to support schools in their efforts to manage the behaviour of pupils who are most disruptive, disturbed or withdrawn, and to enable the schools to teach these pupils and their peers effectively. (Department of Education and Science, 1998.)

The Teacher Counsellor scheme was established in 1995 following the adoption of a resolution calling for the establishment of such a service at the INTO Annual Congress of that year. A number of schools in designated areas of disadvantage in Dublin had made submissions seeking support in managing the behaviour of

certain disruptive pupils. As a result, 27 Teacher Counsellors were appointed in September 1996. Following an evaluation carried out by the Department of Education and Science in 1998, a further pilot project was initiated entitled the 'Support Teachers Scheme'. The teacher counsellors were renamed and an additional ten were appointed and allocated to schools in both Dublin and Cork that were experiencing significant disruptive behaviour from pupils.

The nature of the work of the Support Teacher is preventative. Support Teachers have a role in advising on a whole school strategy to manage disruptive behaviour in addition to their role in working closely with a small group of pupils with behavioural difficulties. According to the job description prepared by the Department of Education and Science, the Support Teachers will be concerned with:

Advising on and participating in a wholeschool strategy on devising, identifying, implementing and reviewing:

(i)   Good practice in behavioural management.

(ii)   Strategies that will help to prevent the occurrence of disruptive behaviour as well as supporting relevant personnel where disruption incidents occur.

(iii) Teaching and supporting small groups and individual pupils who exhibit persistent behaviour difficulties in the classroom.

(iv)   Developing an appropriately adapted curriculum to give pupils experience of success in core curricular areas and to develop behavioural management skills in pupils through that work and through therapeutic activities in the more aesthetic and creative aspects of the primary school curriculum.

(v)   Co-operating with classroom teachers in the delivery of appropriately adapted programmes and approaches.

The type of activities in which the Support Teachers should engage is outlined by the Department of Education and Science below.

The Support Teacher will:

O   Observe particular pupils who are disruptive/disturbed within their mainstream classes, record precisely what the disruptive behaviours are and their antecedents and consequences of those behaviours; advise class teachers on what is happening in the classroom and on how disruptive behaviour can be prevented, ameliorated and managed;

O   Provide behaviour checklists for class teachers to use in observing individual pupils who are disruptive or withdrawn, to enable them to record the inappropriate behaviours and their frequency; advise on appropriate intervention strategies and provide suitable progress charts;

O   Support class teachers within the mainstream classroom by assisting them in managing and teaching pupils who are generally disruptive or withdrawn;

O   Identify small groups and individual pupils who are disruptive/withdrawn, teach them suitably adapted core areas of the curriculum in a way that is appropriate to their level of need and attentive capacities for short periods; use creative activities – art, craft, drama, play, etc, and develop the pupils' personal and social skills. (The School Psychological Service, where available, should assist in this area.) The focus of this approach is to afford pupils experience of success, to raise their self-esteem and to model and teach adaptive personal and social skills;

O   Participate in the efforts of the staff under the principal's leadership in devising and implementing a whole-school policy on the management of behaviour and discipline in the school;

O   Liaise and collaborate with parents and other non-school agencies that are involved in addressing the pupils' specific needs in school, at home and in the community;

O   Keep careful records to include the following:

      – Identification data on pupils who are disruptive/withdrawn;

      – The forms of disruptive behaviour and their frequency;

      – The steps being taken to prevent and/or manage disruptive behaviour;

      – Psychological, psychiatric, social reports;

      – Programmes designed to meet the education, behavioural, personal and social needs of small groups and individual pupils.

According to the evaluation carried out by the Department of Education and Science, (1998) and the Report on the Teacher Counsellor Service prepared by the INTO in 1996, the Teacher Counsellors engaged in a variety of activities which include the following:

O   Devising and co-ordinating a Whole School Approach to promoting good behaviour.

O   Behaviour Management Programmes with selected pupils

O   Anti-bullying Programmes.

O   Programmes to enhance self-esteem, self-confidence, personal and social skills.

O   Drugs Awareness Programmes with Senior Pupils.

O   Curriculum based activities – English, Reading, Mathematics, Creative Arts, Language.

O   Bereavement Counselling with some pupils.

O   Liaison with outside agencies and parents.

Both the INTO Report (1996) and the Evaluation Report (1998) indicate that the Teacher Counsellor Service has been highly successful. Pupils that are supported by the Teacher Counsellors are more self-assured and are less disruptive or aggressive. The overall atmosphere in schools is calmer and less time is spent on discipline problems. Children are given an opportunity to talk through their difficulties. Parents have been supportive of the scheme and have reported that it has benefited their children. Departmental inspectors have also indicated that the scheme is effective in supporting pupils with behavioural difficulties and in developing strategies to prevent disruptive behaviour. The Teacher Counsellor Scheme has enabled schools to respond in a more creative way to the needs of pupils experiencing emotional or behavioural difficulties that prevented them from benefiting from the education system.

The Support Teacher Scheme, which replaced the Teacher Counsellor Scheme, is similar in its thrust to cater for the holistic development of children with emotional and behavioural difficulties. The importance of teaching suitably adapted core areas of the curriculum to a small targeted group of a maximum of 15 pupils is highlighted. Records pertaining to the targeted group are kept by the Support Teachers, noting the forms of their disruptive behaviour and its frequency, steps being taken to manage and/or prevent such behaviour, and details of the programmes designed to meet the educational, behavioural, personal and social needs of these pupils. Support Teachers also continue to offer support to class teachers and assist in devising a whole school approach to promoting positive behaviour in the school.

The INTO has called for a further expansion of the Support Teacher Service to all schools which require such a service. In addition, the INTO has recommended that professional counselling should be available to pupils who require it, as the Support Teacher Service is not a professional counselling service.

3.4 The National Education Psychological Service

The National Educational Psychology Service (NEPS) was formally established in 1999. It is an executive agency of the Department of Education and Science, with the expectation that it will be set up as an independent statutory agency in the future under the terms of the Education Act (1998). The target number of psychologists in NEPS is 200. This target should be reached by 2004, though the Minister had announced that he intended to bring that target forward to 2002.

There were 49 psychologists in the Department's Psychological Service in 1999 when NEPS was established. The psychologists will operate as teams in ten regions as follows:

Table 3.b Appointments of Psychologists by Area

Northern Area	North Dublin City and Fingal County
South Western Area	South of the Liffey except the electoral area of Pembroke. South Dublin. Kildare. The electoral area of Baltinglass, Wicklow
East Coast Area	The electoral area of Pembroke, Dun Laoghaire/ Rathdown, Wicklow (excl Baltinglass)
Midland Region	Laois, Offaly, Longford, Westmeath
Mid-Western Region	Clare, Limerick, North Tipperary
North-Eastern region	Louth, Meath, Cavan, Monaghan
North-Western Region	Sligo, Leitrim, Donegal
South-Eastern Region	Carlow, Kilkenny, Wexford, Waterford, South Tipperary
Southern Region	Cork, Kerry
Western Region	Galway, Mayo, Roscommon

NEPS was established following the recommendations of a planning group set up by the Minister for Education in 1997 to prepare proposals for the establishment of a national psychological service. In general, at primary level, pupils who were in need of assessment were usually referred to psychological services under the auspices of the Health Boards. In recent years, however, Health Boards have been withdrawing psychological services from schools, leaving many schools with no service until NEPS has been fully established.

Prior to 1990, the Department of Education did not provide a psychological service to primary schools.

A pilot project, for the development of a psychological service to primary schools, was established by the Department of Education's Psychological Service in 1990. The Pilot Project team focused on casework, consultation work with teachers, inservice for teachers, liaison and communication with parents and assessments of needs. The evaluation of the pilot project was very positive, and it was deemed to be successful in meeting its objectives. The pilot project continued until 1993, when the four psychologists appointed for the duration of the pilot project were made permanent. Ten additional psychologists were appointed in 1995 to continue providing a psychological service at primary level. In 1998, fifteen primary teachers, who were qualified psychologists, were seconded to the psychological service, expanding the psychological service to approximately 570 schools.

The Planning Group recommended that a full and comprehensive National Educational Psychological Service be developed in the Education sector, co-ordinated with psychological services in the Health Sector, including those services provided by voluntary bodies, to ensure adequate provision of an educational psychological service for students who need such provision in all educational settings. The general aim of NEPS is to assist in facilitating all students to develop to their potential and to maximise the benefits of their educational and other experiences, having particular reference to those with special educational needs.

The main objectives of NEPS is to support individual students, support others in helping students and in preventing problems for individuals and to seek to effect change in educational, family

and related environments so as to bring benefits to particular students and to students generally. Psychologists in NEPS will work collaboratively with teachers and parents as recommended by the Advisory Committee of the pilot project, and they will co-ordinate their provision with other psychological and related services.

NEPS is currently preparing a Development Plan. As part of this process, mission and vision statements are being prepared, administrative and support staff are being recruited, a service plan is being drawn up, policies and procedures in relation to casework and school-based interventions are being agreed and regional teams are being established.

The INTO has welcomed the establishment of NEPS and looks forward to its full implementation. Acknowledging the frustration experienced by schools that do not have access to a psychological service, the INTO is requesting that, as an interim measure, funding be made available to schools to facilitate the assessment of pupils who are urgently in need of such assessment.

3.5 Provisions in the Education (Welfare) Act, 2000 relating to Discipline

The enactment of the Education (Welfare) Act in 2000 has a number of consequences for the preparation of school policies on discipline. These relate primarily to:

O   The National Educational Welfare Board: Involvement in School Discipline.

O   Codes of Discipline/Codes of Behaviour.

O   Parents' Obligations under the Codes.

O   Expulsion.

3.5.1: Education Welfare Board

The Act provides for the establishment of an Education Welfare Board. Many of the Board's functions and obligations relate specifically to discipline. These include the obligation to:

O Promote and foster, in recognised schools, an environment that encourages children to attend school and participate fully in the life of the school.

○ Disseminate to recognised schools the findings of research conducted or commissioned and to advise such schools on matters relating to the prevention of non-attendance, and the good conduct of students generally.

○ Advise and assist children and the parents of children who exhibit problems relating to attendance at, and behaviour in, school.

○ Carry out reviews of training and guidance given to teachers relating to matters of school attendance and the conduct of students, and to advise the Minister in relation thereto.

○ The fostering, promoting and establishing of contacts by the school with other schools of programmes aimed at promoting good behaviour and the exchanging of information relating to matters of behaviour and school attendance with such schools.

These functions will be carried out by locally based Education Welfare Officers.

3.5.2: Codes of Discipline/Codes of Behaviour

The Act states that a Code of Behaviour shall specify:

(a) The standards of behaviour that shall be observed by each student attending the school;

(b) The measures that may be taken when a student fails or refuses to observe those standards;

(c) The procedures to be followed before a student may be suspended or expelled from the school concerned;

(d) The grounds for removing a suspension imposed in relation to a student; and

(e) The procedures to be followed relating to notification of a child's absence from school.

Section 23 of the Act states that:

> *The board of management of a recognised school shall, after consultation with the principal of, the teachers teaching at, the parents of students registered at, and the educational welfare officer assigned functions in relation to, that school, prepare... a code of behaviour in respect of the students registered at the school.*

Schools will, therefore, be required to consult widely in the preparation of Codes of Discipline.

Statutory change therefore means that schools will be required to consult in the preparation of Codes of Discipline and to distribute copies of the Code to parents.

3.5.3: Parents and Codes of Behaviour
Section 23:4 of the Act states that:

> *The principal of a recognised school shall, before registering a child as a student at that school... provide the parents of such child with a copy of the code of behaviour in respect of the school and may, as a condition of so registering such child, require his or her parents 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.*

Subsection 5 states that principals will also be required to provide copies of the Code of Behaviour to students or students' parents on request.

Where a child is absent from the school during part of a school day the parent of the child must explain to the principal of the school of the reasons for the child's absence. The Board may, if of the opinion that a parent is failing or neglecting to cause his or her child to attend a recognised school, serve a 'school attendance notice' on such parent. This will require the parent to ensure the attendance of his or her child at a recognised school. Failure to comply with this requirement will be an offence.

Before making a school attendance notice, the Board must make all reasonable efforts to consult with the parents of the child concerned and the principal of the recognised school.

3.5.4: Expulsion
A major feature of the Act is its policies concerning the expulsion of students. It states that a student may not be expelled from a school before the passing of 20 school days following

the receipt of a notification under this section by an educational welfare officer.

This however is "without prejudice to 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".

4.1 Introduction

A variety of interesting methodologies for encouraging discipline and dealing with misbehaviour have been brought into use in schools in recent years. The 2000 INTO survey found that teachers responded positively to particular methodologies, where they had been put in place. Many felt that the introduction of programmes such as Discipline for Learning had led to a reduction in disciplinary problems, as well as enhancing the ability of teachers to cope with indiscipline.

This chapter sets out the views of three teachers who have been involved in the introduction of disciplinary programmes in their schools. These reflections are not intended to provide comprehensive explanations of the approaches to discipline being described. Rather, they have been put forward as statements of the practical benefits of each of the programmes, as they have been experienced by the teachers in the classroom.

4.2 Co-operative Discipline: A Discussion by Mairéad Conway

The theoretical framework of co-operative discipline is the philosophy and psychology of Alfred Adler and Rudolph Dreuikers. Adler was an Austrian who worked closely with Freud in the early 1900s, but who later formed his own school of psychology called 'Individual Psychology', because of increasing theoretical differences between him and Freud. Dreuikers later developed Adler's work.

Co-operative Discipline is based on basic concepts of behaviour put forward by Adler:

O   Students choose their behaviour;

O   The ultimate goal of behaviour is to fulfil a need to belong (social interest); and

O   All behaviour has a purpose (Adler calls this the 'teleological nature of behaviour').

Co-operative discipline expands this idea and talks about the four goals of misbehaviour:

1.   Attention,
2.   Power,
3.   Revenge, and
4.   Avoidance of failure.

Co-operative Discipline takes a two-pronged approach to classroom organisation.

On the one hand, it helps teachers to recognise the goal of a child's misbehaviour so that they can use an appropriate intervention at the point of misbehaviour. It points out that the same interventions do not work for different goals.

On the other hand, the teacher might learn encouragement techniques to help misbehaving children to achieve their goal of belonging, in a positive and constructive way.

Therefore, the approach is corrective, preventive and supportive. The success of this approach will depend very much on the quality of the student-teacher relationship and the classroom ethos. It encourages teachers to work hand in hand with students, colleagues and parents to solve discipline problems.

Some of the more useful and practical aspects of the program include the following:

O   Learning to pinpoint the goal of misbehaviour by reading your own reactions to the child.

O   Choosing from a list of on the spot interventions to suit a particular child and a particular behaviour.

O   The idea of offering children choices. If a student chooses to misbehave, s/he is capable of choosing the opposite.

While the co-operative discipline approach encourages the teacher to understand the background and challenges that face children today, it also emphasises that students can be taught to become more aware of their choices and encouraged to make better ones – i.e. we still have expectations of children regardless of their circumstances.

The notion of using logical consequences is opposed to punishment as a consequence of misbehaviour. This is expanded with the idea of the three **Rs** – consequences should be Reasonable, Related to the misbehaviour and Respectfully administered.

The notion of the three **Cs** was first developed by Betty-Lou Bettner and Amy Lew in their book *Happy Children*. These are: Connecting with the group, feeling Capable, and Contributing positively. The challenge for the teacher is in deciding how to help children to have a feeling of success and contribute positively to the class. The program gives many suggestions for developing this in children and involving them in the decision-making process in terms of classroom organisation and problem solving. This is done using the class meeting, which is very similar to Circle Time. Children and teachers are encouraged to have an agenda of issues that arise during the week, which are then discussed at a weekly class meeting. This encourages children to take responsibility for their part in common classroom difficulties and addresses them in a very respectful and productive way.

The Student Action Plan idea is a format that helps a teacher and student to resolve difficulties through discussion and goal setting. This is then written into a contract and reviewed at definite intervals. The program also has some very useful ideas for Teacher – Student conflict resolution conferences.

An important aspect of co-operative discipline is working with parents, involving them in the school action plan – and even developing a home action plan to complement it. I have found the ideas on parent-teacher-student meetings very useful and successful. Involving children in their parent-teacher-student meetings seems to produce more useful results as they are more inclined to take responsibility for their own learning.

In summary, co-operative discipline promotes a democratic approach to classroom discipline where children are encouraged to take responsibility for their behaviour with support and encouragement from the teacher and parents.

Mairéad Conway teachers in Presentation Primary School, Clonmel, Co Tipperary

4.3 Discipline for Learning (DFL) at Scoil Mhuire Ballyboden: A Discussion by John Boyle

4.3.1: Background

Discipline for Learning (DFL) began at Scoil Mhuire, Ballyboden, after the Halloween break in 1997. It was introduced at the request of pupils, parents and teachers, who sought a more consistent and positive approach to behaviour management. A sub-committee of teachers under the leadership of Rory Darcy and Miriam Murray considered various options before finally settling on the implementation of a DFL type programme. Cathy Bradley, Education Co-ordinator of the Southside Partnership of South Dublin, helped them in their decision-making. Dr Adrian Smith, the founder of the policy, visited the schools in the area over a two-week period and met pupils, teachers and parents. His fees were paid by Southside Partnership. Having been very impressed with his address, our Board of Management invited Dr Smith to meet the staff and parents of our school for a daylong workshop. The Department of Education's In-Career Development Unit funded the workshop and the Southside Partnership shared the cost of course material with our Board of Management.

The advent of DFL coincided with the beginning of my tenure as Home School Community Liaison Co-ordinator in Ballyboden. I grabbed the opportunity to involve parents in an aspect of school life that they had very little positive experience of in the past. Over 150 parents attended Adrian Smith's workshop. The staff and parents were very impressed with Dr Smith's skilful handling of his subject and were convinced that the introduction of a Behaviour Management System like DFL, tailored to our needs, would have a positive effect on teaching and learning at school and on community relations generally. Dr Smith taught the DFL Charter to us at the seminar. He then encouraged us to devise our own charter and to teach it to everyone in our school community.

The challenge of devising a plan that would be appropriate to Scoil Mhuire and that would satisfy all of the interested parties was taken on by a group of teachers who met

regularly at lunchtime for many months. A survey of staff and parents confirmed the inconsistency of both groups' responses to children's misbehaviour. The DFL committee was determined to eradicate this inconsistency. The policy was eventually introduced two months later after mid-term break in November 1997. Since then, it has become synonymous with the success of the school.

4.3.2: School Improvement

The atmosphere in Scoil Mhuire is now much warmer than ever before. Parents, teachers and pupils take more responsibility for their behaviour and benefit from better relationships. The principal plays a pivotal role in the system. He steers three assemblies for Junior, Middle, and Senior Classes every Monday morning, deals with the small amount of serious misbehaviour that now occurs and takes delight in administering the whole school rewards system.

The pupils and teachers are very pleased with the results of the rewards scheme in the classroom, as every child strives to achieve daily reward stamps, subject and homework passes, a full Merit Card, a Pupil of the Week Postcard, a visit to the Treat Box, Class of the Week status, a Video Party Ticket and the ultimate Annual Principal's Award.

More attention is paid to pastoral care than was the case before the introduction of the behaviour management plan.

Rules and Regulations, Sanctions and Rewards are applied evenly throughout the various classes. Everyone understands the simple instructions and responds well to them.

Nevertheless, the school still faces occasional serious incidents and cases of persistent misbehaviour. There are clearly defined graded sanctions to deal with such misdemeanours. The persistent and serious misbehaviour challenges the school community to respond positively using human and natural resources.

Energetic children who concentrate teachers' minds in class enjoy participation in 2 km runs at lunchtime, those who react unfavourably to junkfood and soft drinks now bring healthy lunches, children with special needs now attend

resource teachers or special classes, those who have particular strengths in the Arts, Sports or Language get special encouragement in an appropriate setting, and class sizes are kept very small in Infants and Sixth class.

The Behavioural Policy was responsible for the creation of a more understanding school environment where individual difference, home backgrounds and other relevant factors became more important. Most of the improvement can be attributed to the catalytic effect of the DFL Policy.

4.3.3: The Changing Face of the School

The negativity of dealing with constant disruptive behaviour has become a thing of the past in Ballyboden. Teaching styles have changed. Teachers and parents work collaboratively to ensure pupils stay 'on task' as often as possible in school. All strive to achieve higher goals, yet they are prepared to adapt the system when circumstances change. The school now has a behaviour policy that is fair, understood and acted upon. Everything that happens in the life of the school (and sometimes beyond it) is related to the Behaviour Policy, including the recent introduction of a new uniform, the provision of new classroom furniture, the participation of marginalised children in a Youth Development Programme, School Attendance Policy, After School Provision.

Parents are aware of the policy and sign a contract supporting DFL on enrolment of their children. Teachers have found that support continues throughout the school lives of the pupils. The teacher with responsibility for the programme monitors it closely and reviews it annually. New teachers receive programme induction. Scoil Mhuire is undoubtedly a better place since DFL arrived.

4.3.4: Principles of the Programme

DFL was developed for teachers who want to encourage children to make better choices in determining their own behaviour. It also expects teachers to recognise the way they should act as individuals and as a collegiate body. Dr Smith states that an effective discipline charter will use positive influences to identify behaviour that is wanted before recognising behaviour that is not wanted. He believes that starting

with a negative will usually be counter-productive (and with older pupils may lead to proactive confrontation).

Teachers need to plan for behaviour before they go into the classroom. Teachers should expect that they will be allowed to teach and that the pupils will behave, but to have integrity their plan should run alongside well-prepared work and an effective pastoral care system.

Pupils have the right to be listened to at appropriate times agreed by the teacher (not wrongly gained or inappropriately demanded by the student). Teachers are more likely to be more successful when they are sensitive to the academic and social needs of the pupils. Young people feel safer when the parameters are known and enforced. When they feel safe, they can relax and are more able to focus on the work in hand. They are also more attentive. Teachers should take charge and teach. The teacher who takes charge sets the tone and raises the expectations of the class.

4.3.5: Objectives of Scoil Mhuire Behaviour Plan
The three main objectives of the DFL Programme introduced in Scoil Mhuire were:

1.   to reduce disruption in class and around school;
2.   to increase time 'on task';
3.   to reduce stress and raise morale.

These objectives have been achieved many times over the last three years. They have enabled the school to become a centre of enquiry where excellence can be cultivated in a happy and safe learning environment. The Scoil Mhuire of the new millennium is remarkably different to the one that began the nineties. Much of the credit for this is due to the members of the school community who embraced DFL openly and have been re-energised as a result. As we learned on our DFL Training Day 'Success Does For Living What Sunshine Does For Stained Glass'.

John Boyle, formerly the Home School Community Liaison Teacher in Ballyboden National School, is now Principal of St Colmcille's Junior School, Knocklyon, Dublin 16

4.4 Using Circle Time in the Primary School: A Discussion by Tony Clinton

"It is fun".

"I like the games".

"It is nice to use polite words".

"We learn new things".

"We talk about our problems".

"I feel good".

These children's comments tell us how much value they put on Circle Time. Used correctly, Circle Time can build self-esteem, encourage both self and group responsibility, promote good manners, afford an opportunity to develop literacy and numeracy skills, free our creative talents... and, yes, it is fun – for all involved.

The sources of Circle Time can be found in Deming, Bandura, Mead, Rogers, Glasser and others but it is Jenny Mosley's model that is most used in primary schools. Her three books (*Turn Your School Round, Quality Circle Time in the Primary School* and *More Quality Circle Time*) contain guidelines and lesson plans, making them teacher friendly. I have seen Jenny Mosley work with children and that above all has validated her model of Circle Time. I would say that it is essential to have training in this method before using it widely in your classroom or school.

The introduction of the revised curriculum to our schools has generated a keen interest in Circle Time and my purpose here is to share some guidelines gathered from my own practice over the past three years.

Firstly, I would say, 'go gently'. Check your own self-esteem and energies, and plan and prepare before starting. Choose a topic appropriate to the needs of your class at that time of the school year. For example, I have found a scheme of six lessons at the start of the school year on the topic of Friendship most beneficial because:

O   It helps bond the class. Both pupil/pupil and pupil/teacher relationships benefit.

O   The children practice basic social skills like taking turns, listening, speaking, using each other's correct name frequently, etc.

O   As a result, playtime (and yard duty) is happier.

O   Transition issues and bullying issues are dealt with.

O   The children learn the value of listening, concentrating, talk-ing openly, good manners and mutual respect at the start of the school year.

O   Children and teacher have fun together, which determines their perception of the teacher and the school.

O   The benefits are universal when Circle Time is a part of a Whole School Strategy.

4.4.1: Timetable

It is important to set a target, to prepare your scheme, and then the timetable.

Starting out, I recommend a scheme of six to eight lessons taught early in the school week during the first term. Never cancel or postpone, because this undermines the value of Circle Time. After the eighth lesson, evaluate your work and plan again for the next term. Once the children are clear on the day, time and duration in weeks of the Circle Time (and once the teacher sticks to it) disappointment will be avoided. Self-evaluate without being critical: like all new practices, it takes time, practice and learning to become confident and comfortable.

4.4.2: Ground Rules

We have routines and rules throughout society, and school is no exception. Nor is Circle Time. At the commencement of every Circle Time lesson, I go over the following three ground rules and secure everyone's consent before proceeding.

1.   We will listen to each other.
2.   We will be positive in what we say and never tell each other what to do.
3.   We never mention any person or family negatively – if we have a story, we use 'X'.

I find these rules in my school context suitable. Other teachers may need to emphasise different issues but, broadly speaking, I suggest that the three rules above work well with children. The first rule states that we must listen with respect, taking

turns to speak (a 'talking object' can be used) and using each other's proper names frequently. Practice in this benefits not only Circle Time but also the whole school day, week, year. In our school, children hate being told what to do all the time. Perhaps there are too many 'bosses' in their lives and not enough opportunity to grow through personal choice... The second rule allows the individual to practice choice. Rule three is essential for everybody's security.

I have found from practice that every Circle Time must commence with a group revision of and commitment to the ground rules.

4.4.3: Lesson Structure
The lesson is divided into three parts: the Introductory Phase, the Open Forum, and the Closing Phase. Fun...

Glasser suggests that as adults we tend to neglect our need for fun – well, here is a chance to rediscover it! Circle Time games help relax the class and create a positive, supportive ethos. Listening and speaking activities usually follow. A common thread should join these, built in at the planning stage to complement the overall theme.

The Open Forum should focus on the needs of the class. The theme – for example, 'Friendship' – can be explored and better understood, and new experiences, knowledge and skills can be learned. Children can work in pairs or small groups and role-play or drama can be used. It is essential to include everyone in these activities.

Later, when experience is gained and teachers are comfortable, the theme of 'Bullying' can be explored using the above skills to solve problems. This empowers the children, while teaching them an essential life-skill. In time, the class may use the Open Forum in a more formalised way and initiate planning or agreements around topics as diverse as playground games, homework, classroom routines and rules. If this level of responsibility is encouraged it should be allowed to follow the process of Plan-Do-Review. The benefit here can be maximised if it is part of a Whole School Process – indeed, it can run into difficulties if it is not.

The Closing Phase is used to lighten the mood by returning to safe and positive experiences. I find a game in which everyone can participate and use their imagination helpful. Relaxation or visualisation to music can also work well. A personal favourite is a round of "If I had 50p to spend in the sweet shop". I have observed the ingenuity of children happily maximising the value of their 50p, showing great honesty spending exactly 50p... and all the time happily doing mental arithmetic.

4.4.4: Some General Tips from Experience

O Consider which lesson comes before and after Circle Time. I find the forty minutes before the first break most suitable;

O Consider your classroom in terms of space available;

O Establish definite routines for forming and breaking up the circle;

O Always secure an understanding of and commitment to the ground rules;

O Avoid postponing or cancelling Circle Time;

O Be positive and patient;

O Relax and enjoy;

O Listen to what the children say and follow through during the school day on any agreed plan. This is essential for the promotion of a positive discipline plan.

4.4.5: Main Benefits of Circle Time

The main benefits of Circle Time are that it:

O Builds a sense of community in the classroom and school.

O Promotes self-discipline.

O Promotes essential skills of listening, concentrating and speaking.

O Gives a forum for mutual support and problem solving.

O Is part of a proactive, preventative discipline policy.

O Gives an opportunity for fun and creative expression.

O Complements other curriculum areas including oral language, SPHE, music, drama, problem solving – 'the integrated curriculum'.

In conclusion, may I emphasise that Circle Time is best used in the context of a Whole School Approach. In essence, it is a democratic model promoting values that help any community flourish.

Circle Time at staff meetings is complementary to Circle Time in the classroom and the latter may not flourish without the former. That said I would always acknowledge the 'butterfly effect'... from small beginnings.

Tony Clinton teaches in St Bernadette's SNS, Quarryvale, Co Dublin, and has been part of the Teacher/Counsellor/Support Teacher project since the beginning.

5.1 Introduction

As a teacher, one aims to determine what occurs in the classroom, to minimise unwanted behaviour, and to encourage appropriate behaviours in its place. Unfortunately, even the best efforts made to achieve this aim are not always successful.

As recognised in Circular 20/90, unacceptable behaviour in classroom situations is inevitable. A study conducted by Curwin and Mendler (1988) showed that within participating schools, 5-10% of pupils regularly broke school rules.

Judging by the results from these studies, only a small minority of students cause disciplinary problems. However, the effect that this minority can have on the work of the rest of the class cannot be underestimated. A disruptive and/or poorly motivated child is likely to cause serious difficulties in the organisation of learning and the maintenance of discipline in an entire class.

Therefore, as emphasised by Robertson (1988), "Teachers must learn to deal effectively with unwanted behaviour, particularly on the first occasion it occurs" (83).

Researchers have identified a variety of strategies used by teachers in dealing with discipline in the classroom (INTO 1993; Charlton and David 1993; Wolfendale 1994; Robertson 1983; Lynch 1999). Two of the most effective procedures identified by the highest proportion of teachers in Irish primary schools are the use of rewards and praise (INTO 1993; Lynch 1999, Linnane 1996).

The purpose of this chapter is to describe the use of rewards and praise in the classroom setting, identifying best practice in the light of current research and the findings of the 2000 survey on discipline.

5.2 Rewards

The *INTO Report on Discipline* (1993) indicated that the affirmation of good behaviour is an essential component of many Codes of Discipline. That Report suggested that the emphasis of positive aspects of children's behaviour is an effective disciplinary procedure. Similarly, a study by Lynch (1999) presented teachers' view that rewarding children is one of the most effective disciplinary procedures available. Robertson (1981) also favours the use of rewards:

> *If a child will not make any effort, he may be persuaded to work for an appropriate extrinsic reward until he becomes sufficiently involved to find the work itself intrinsic (96).*

To ensure the effective use of rewards, Robertson recommended that they be appropriate to the child, frequently varied, and given more often to young children or those who are beginning to learn a skill and experiencing slow progress.

In addition to this, Linnane (1996) reported that if rewards "are clearly seen to be effective, there should be no difference of opinion on this matter between teachers and pupils." The teachers and the majority of pupils who participated in her study agreed that all pupils should be rewarded sometimes for working well and sometimes for good behaviour. The pupils in the study distinguished between rewards for work and rewards for appropriate social behaviour. Overall, the most desired reward reported for academic work was a 'good report' and the most favoured reward for appropriate behaviour was 'no homework'.

It should be noted, however, that certain writers argue against the use of rewards. For example, Kohn (1996) described the use of extrinsic rewards as "control through seduction" (33). He supported this attitude with results from studies that indicated that:

> *When people are promised a reward for doing a reasonably challenging task – or for doing it well – they tend to do inferior work compared with people who are given the same task without being promised a reward at all.*

Docking (1980) also referred to studies that show the adverse effects of using extrinsic rewards. For example, he referred to a

study conducted by Smith and Pittman (1978) that indicated that tangible rewards could in fact reduce interest in an activity. The child's reason for completing a task shifts to the expectation of a reward.

The results of the 2000 survey support many of these arguments. Respondents were given a list of rewards and asked to state how frequently they were used. The following results were returned:

Table 5.a: The Five Most Frequently Used Rewards

Rank	Reward	Percentage of Respondents Reporting Use Very Often/Often
1	Praising Children	95
2	Encouragement and/or reward for good behaviour	84
3	Reward System	54
4	Giving privileges	36
5	Homework Free Nights	24

It can be seen that praising individual children remains the most frequently used form of reward. This finding is consistent with the 1993 INTO survey and Lynch (1999), both of which reported that teachers found the frequent use of praise an effective means of affirming good behaviour. Linnane (1996) reports that teachers and pupils who participated in her study generally agreed that praise is an important feature of every classroom.

These findings are consistent with Docking's (1980) belief that "the most favourable situation for the promotion of interest in an activity for its own sake appears to be where verbal approval is given" (155/6). Docking argued that, unlike tangible rewards, verbal approval facilitates the communication of reasons behind the approval. He warned, however, that approval should be focused on the activity rather than the child to ensure the promotion of interest in that activity. Docking recommends that the child should understand exactly why his or her work has been approved.

Kohn (1996) warned against singling out a child for praise in front of the rest of the class. By doing so, a teacher can elicit competitiveness within the class which, Kohn believes, works against any sense of community in the classroom. In addition, a child may feel

embarrassed when singled out in class and, therefore, the verbal approval may not be considered rewarding. This view was supported by Linnane (1997), who reported that children prefer 'quiet praise' to 'loud praise'.

The literature would, therefore, suggest that praise is an effective means of fostering self-discipline in children when used appropriately. In order to explore this idea, the 2000 INTO survey asked respondents to state the effectiveness of certain forms of reward. As can be seen from the table below, the results imply that the success of certain rewards is related closely to the frequency with which teachers use them. For example, it is reasonable to suggest that an excessive use of Homework Free Nights would lessen the impact of this form of reward. The same could be said of the reward of giving children privileges, though the very high success rate of this kind of reward suggests that the use of privileges could be further explored. However, it must be noted that teachers praise children more frequently than they use any other form of reward – yet this form of reward is considered least successful.

Chart 5.a: Rewards: Frequency of Use Compared with Success
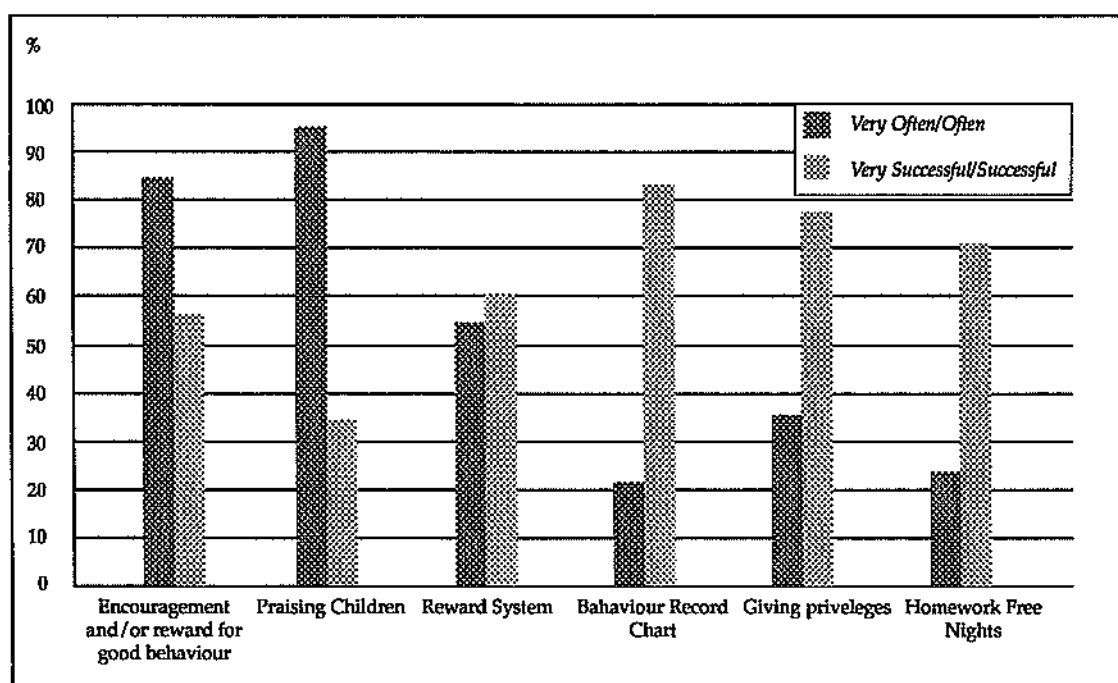
The findings of the 2000 survey would, therefore, support the view expressed in the literature that rewards, when varied, are a successful method of creating self-discipline in pupils. Praising children can be effective, yet it would appear that forms of praise

that reward children in a formal manner (such as the behaviour record chart) are much more effective than singling out individual children.

5.3 Punishment

Lynch (1999) indicated that the disciplinary procedures teachers find most effective are a combination of some procedures that emphasise punishment and other procedures that do not.

Strategies that place a greater emphasis on punishment were identified by the INTO in 1993 as:

O   Discussion with principal;
O   Isolation of pupil;
O   Extra homework;
O   Detention during break;
O   Notification of parents.

Teachers who participated in that survey used punitive strategies less frequently and considered them less effective.

Linnane reported that the majority of students who participated in her study felt they should sometimes be punished for not working and sometimes for bad behaviour. They indicated that a 'letter telling their parents' was the best punishment for poor academic work and for unsuitable social behaviour. In accordance with this finding, respondents to the study of Lynch (1999) rated the notification of parents as the most effective disciplinary procedure.

Although punishments are used in schools and classrooms, many writers have questioned their effectiveness. Kohn (1996) defined punishment as an intervention that "makes somebody suffer in order to teach [him or her] a lesson," (24). He went on to disagree with the use of punishment on the basis of three arguments:

O   It teaches a disturbing lesson. Through the use of punishment, children are taught that when they do not like the way someone is acting, they must 'make something bad happen' to that person until they get what they want (29). Kohn argued that much of what is disturbing about some children's behaviour is the result of having learnt this lesson too well. Lane (1990) also discusses this argument, defining it as an example of a 'might is right' mentality. In their arguments

against the use of punishment, Charlton and David (1993) also referred to the unhealthy model it provides for children.

O Punishment impedes the process of ethical development. Kohn compared the use of rewards and punishment on the basis that both techniques manipulate the child's actions. They do nothing to help him or her become a better person. When punishment techniques are used "the reason for the child to behave appropriately is the unpleasantness he will suffer if he fails to do so"(29).

O It warps the relationship between the child and the punisher. A further argument made by Charlton and David (1993) was that, although punishments prevent behaviour from recurring, they do not provide the child with alternative acceptable behaviours. They also referred to the fact that punishments can generate fears and harmful anxieties that may encourage 'avoidance behaviours' whereby pupils may avoid places where punishment has been given or people from whom it has been received. Examples of avoidance behaviours outlined by Carey (1998) include school refusal, absenteeism or skipping certain classes. Carey argued against the use of punishment on the basis that, "punishment is not helpful, has negative effects, and does not instil an inner sense of discipline so critical to adult life"(3).

Unlike Kohn and Carey (who disagreed that it's necessary to punish children), Charlton and David (1993) believe that "at times it may be both expedient and helpful if pupils experience aversive consequences of their behaviour"(211). Docking also justified the use of punishment in schools on the basis of its "social expediency and its unique deterrent power" (203).

Various writers who, like David and Charlton, agree with the use of punishment offer guidelines for its effective administration. Tanner (1978), Robertson (1980) and Lane (1990) advised the following:

O Timing of Punishment: The earlier the punishment is administered, the more effective it is in suppressing the behaviour. Martin refers to this technique as 'nipping the problem in the bud'(39), which she found to be an effective procedure when dealing with misbehaviour. Similarly, participants in Lynch's study highlighted the importance of prompt action in dealing with misbehaviour.

○ Consistency: The consequences of misbehaviour should be applied consistently. This is especially true during the initial meetings with a group as it helps to establish the rules that the teacher feels are necessary.

○ Providing alternatives: Punishment is effective if the teacher informs pupils about alternatives to the 'unacceptable behaviour'. By doing this, the teacher helps pupils to discriminate between acceptable and unacceptable behaviours.

○ Teacher/Pupil relationship: Punishment is most effective when there is a positive relationship between the teacher and the pupil, because the pupil will, therefore, value the teacher's approval. To preserve this relationship, the recipient of the punishment must consider (on reflection) that it was fairly administered.

○ Personalisation: When administering punishment, it is important to portray the message that it is the behaviour that is rejected, not the child.

○ Definition of limits of behaviour: The limits of behaviour should be defined so that the range of tolerance is clear and understood. Pupils should also be familiar with the consequences of behaviour beyond these limits.

Similarly, Martin (1997: 39, 40) stated that the following forms of punishment would usually be ineffective:

○ Punishment in the absence of an explanation of the issue. Martin argues that it is pointless to punish pupils for misdemeanours and not discuss an alternative view, and that such a punishment is unlikely to be corrective.

○ Punishing the whole class for the misdemeanours of a few.

○ Failing to give the pupil an 'out' or a face-saving opportunity.

○ Not listening to the pupil's point of view.

○ Keeping difficulties to oneself instead of seeking help from colleagues.

○ Being inflexible, inconsistent, or too dogmatic.

○ Using idle threats.

Martin's views on the ineffectiveness of such sanctions would appear to be shared by many respondents to the 2000 INTO survey. It was found that the most frequently used forms of discipline are positive rather than punitive sanctions, such as reasoning

with pupils. The following table ranks sanctions in order of their frequency:

Table 5.b Five Most Frequently Used Sanctions

Rank	Sanction	Percentage
1	Reason with Pupils	85.2
2	Verbal Reprimand	69.8
3	Talk & Discussion	30.4
4	Behaviour record	22.8
5	Detention in break	17.9

Interestingly, the most successful forms of sanction are punitive, as shown in the following table:

Table 5.c. Five Most Successful Sanctions

Rank	Sanction	Percentage of Respondents Stating that Sanction is Very Successful/Successful
1	Extra Work	87.9
2	Isolation of pupil	84.9
3	Refer to another teacher	83.7
4	Removal of Privileges	83.3
5	Exclusion from class	83.2

Less punitive sanctions were not deemed to be as successful, as outlined in the table below. However, in their comments, teachers emphasised the importance of being able to refer people to their colleagues, including the principal, as a means of diffusing the situation.

Table 5.d Five Least Successful Sanctions

Rank	Sanction	Percentage of Respondents Stating that Sanction is Unsuccessful
1	Parents Asked to School	45.0
2	Reason with Pupil	41.2
3	Talk & Discussion in class	41.1
4	Parents Notified	41.1
5	Sent to Principal	26.1

It can be seen that, as was the case with Rewards, the success of a particular sanction is inversely proportional to the frequency with which it is used, as illustrated in the following chart.

Chart 5.b: Sanctions: Frequency of Use Compared with Success
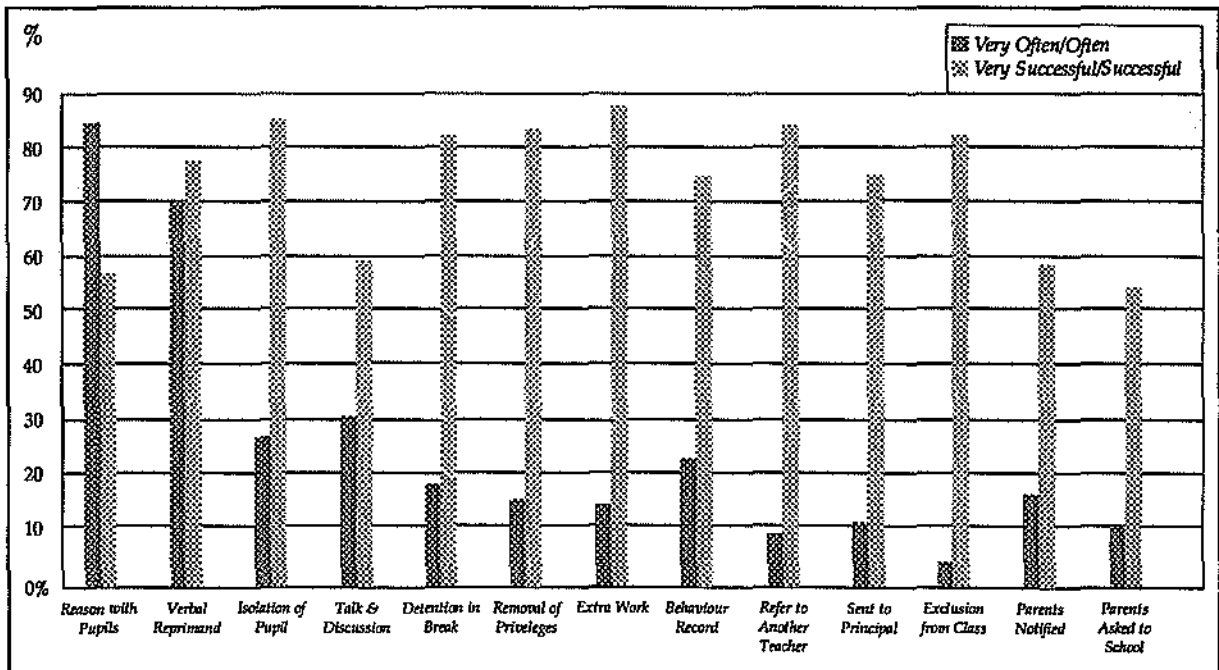
Again, it needs to be stated that many of these punishments are successful precisely because they are not used frequently. For example, referral to a third party (principal, parents, another teacher) was shown to be quite successful, but many teachers would feel that the use of this method on a long-term basis might lessen their ability to support and maintain discipline. Similarly, isolation of a pupil or exclusion of a pupil from a class, while very effective, could not be used very frequently.

It is important to note that the punishments used by respondents are for the most part very successful.

The importance of involving parents in support services was stressed. A number of comments referred to the need for clearer guidelines from the Department of Education and Science. The benefits of discussing the misbehaviour with the pupil and his or her parent(s) were emphasised. The complexity of the issue was highlighted by one teacher, who stated that "when there is a real problems, sanctions don't work as they don't get to the root of the problem, which is usually complex".

In their comments, teachers referred to the difficulty in rating the success of a particular type of reward or sanction, as their effects can be inconsistent. Teachers also commented that rewards and sanctions can work for minor offences but not necessarily for occurrences of serious misbehaviour.

When asked what sanctions they would like to see introduced, teachers referred to the need to be able to suspend or expel pupils when all other sanctions failed. Three quarters of schools allow for suspension of pupils, but only 27% allow for expulsion. Respondents were asked to rate the effectiveness of suspension as a disciplinary procedure, and results varied. In total, 16% rated it 'very effective'; 47% rated it 'effective' and 37% rated it 'ineffective'.

The most common forms of behaviour mentioned that lead to suspension were physical aggression and bullying, verbal abuse both of teachers and pupils, constant and serious disruption and unruliness, violent behaviour and vandalism against school property. Similar types of behaviour led in a few cases to expulsion.

In their comments on the effectiveness of suspension, teachers stated that it depended on the support of parents. Suspension was ineffective when there was no respect for the school. Some pupils re-offended in order to have 'time off' and in some cases, peers considered the suspended child a 'hero'. However, teachers were also of the view that suspension was only a 'temporary remedy' and that 'it doesn't address the root of the problem'.

5.4   Concluding Comments

It is clear that teachers use a variety of rewards and sanctions in the maintenance of discipline in their classrooms.

The survey results support the view expressed in the literature that praise is an effective method of maintaining discipline. However, it seems preferable that such praise be given to the class collectively, or by means of such formal methods as behaviour record charts.

A variety of sanctions are also in use. It is clear that teachers regard punitive sanctions are being the most effective. Bearing in mind the literature that suggests that punitive sanctions may have

negative consequences, it should be noted that teachers use such sanctions very infrequently. It is clear that teachers would prefer to use sanctions that are not punitive, such as discussing the child's discipline problem with parents, reasoning with pupils, etc. However, it is clear that such sanctions are not as effective as teachers believe they could be. Support services and an increase in parental support might help to change this situation.

6.1 Parental Support

Parental Support has been shown in the results discussed above to be a major factor in promoting discipline and preventing indiscipline.

For example, many participants stated that the Code of Discipline in their schools worked well because of parental support, arising from consultation in the preparation of the Code, or from a high distribution of the Code to parents. The success of the Home School Community Liaison Project in reducing indiscipline and supporting teachers also shows the importance of the home in promoting discipline.

The results of the survey also show that respondents believe the home to be a factor in pupil indiscipline. It was shown that teachers believe that children with difficulties at home are second only to children with emotional problems in a ranking of pupils presenting with discipline problems. It was also shown that respondents believed that home issues were a cause of indiscipline more often than any other factor.

In 98% of cases, respondents believed that problems of discipline need parental involvement in their solution. Respondents stated in 93% of cases that families of disruptive pupils need as much help as the pupils themselves. When questioned about parental support in the section of the survey on Sanctions, 15% of respondents stated that parents were notified of children's indiscipline 'often' or 'very often', and 10% said that parents were asked to visit the school with the same frequency.

When asked directly about parental involvement as a solution to indiscipline, respondents stated that a pupil's discipline problem was solved through parental involvement according to the following frequency:

Table 6.a Frequency with Which Pupils' Discipline Problems are Resolved Through Parental Support

Frequency	Percentage
Very often	7.2
Often	17.1
Occasionally	40.1
Rarely	18.4
Never	17.1

One third of teachers are of the view that parental supports rarely or never resolves the issue of pupil indiscipline. Respondents expressed the view that parental involvement in resolving indiscipline is 'often' or 'very often' useful in 24% of cases. This finding needs to be considered in the light of many respondents' view that one of the causes of indiscipline is 'home issues'. A number of participants stated that one cause of indiscipline was that the view of discipline put forward in the school was not consistent with that put forward in the home. In such cases, one might infer that the chances of a successful resolution of a pupil's discipline problem through parental support would be reduced to a certain extent.

These findings therefore support the argument that enhanced relationships and/or communications between schools and the home could in some cases help to tackle the causes of indiscipline. As part of this section, respondents were also asked to specify the extent of any form of physical or verbal abuse from parents. The following results were received:

Table 6.b: Physical or Verbal Abuse by Parent on Teacher, by Frequency

	Very Often/Often	Occasionally	Rarely/Never
	%		
Refusal to Come to School	3.8	9.9	86.3
Physical Assault on Teacher	0	0.3	99.7
Threat of Physical Assault on Teacher	0	2.1	97.9
Verbal Abuse of Teacher by Parent	1.2	10.1	88.7
Allegations against teachers by parents	1.9	11.6	86.5

While only a small minority of teachers experience negative behaviour from parents, it is nevertheless the case that a teacher should not have to undergo any of the experiences listed above. It should, therefore, be a cause of major concern that any teacher should have experienced physical assault, threats and verbal abuse.

Respondents frequently mentioned the role of the home and family as a source of discipline problems. Some teachers suggest that their ability to enforce discipline can be undermined in the child's home, for a number of reasons of varying severity. For example, some children were encouraged by parents to 'stand up for themselves', which led to further problems in the school, though the parents' intentions may have been positive. More frequently, however, it was stated that problems were caused because children were not witnessing discipline in their homes concerning matters such as lying, respect for property or other people, and punctuality. Actual involvement of older brothers and sisters in disputes between children seems to be a problem in some cases.

Selected Proceedings of Consultative Conference on Education Cork, November 2000

Introduction to Consultative Conference on Education.

Donal Ó'Loingsigh,
INTO President, 2000/2001

Good afternoon delegates,

We have heard from our speakers this afternoon of the many concerns of teachers regarding the issue of discipline in primary schools. Anecdotally, we have been hearing of the nature of problems being experienced by teachers in the area of discipline over the years, yet, when one tries to quantify the extent of difficulties being experienced it is difficult to obtain an accurate picture.

It is difficult to quantify the extent of discipline problems in schools, in that on the one hand there is a perception that discipline in schools is disimproving, while on the other hand the number of children presenting with serious behaviour difficulties does not appear to be as significant as it was in 1993. It is clear that a comprehensive picture cannot be obtained through surveys and questionnaires alone. Your own contribution to the discussion on discipline in your groups will enrich the Organization's understanding of the nature of discipline in primary schools today.

Among the changes that have occurred since 1993, the time of the last survey, is the increase in the number and type of support services available to schools. We have referred to the HSCL, NEPS and the Support Teacher Scheme, and we have Breaking the Cycle and

Early Start. The Home School Community Liaison Service has now been extended to all schools designated as disadvantaged. The significance of this expansion cannot be underestimated given the importance of parental support in enhancing children's learning.

The Support Teacher Service, Breaking the Cycle, and Early Start are other new initiatives that have been introduced since our last survey. Their impact on discipline in schools has yet to be assessed, though the indications are that they have had a positive effect in general.

However, the recent passing of legislation with the Education Welfare Act will also impact on schools. There are features of this piece of legislation which, we believe, will have a positive impact on many of the discipline issues raised by teachers as currently problematic, such as the lack of support of some parents for school codes of discipline, which renders them ineffective, the refusal of some parents to allow their children to be assessed and the difficulties experienced by schools in expelling a pupil where the need for such a serious sanction is warranted.

There is no doubt that there is no easy solution to all the difficulties identified during the conference. Many challenges remain. How to deal with severely disruptive children who are also entitled to an education while protecting the rights of others in the class to a safe and secure learning environment. How to support teachers who find the constant level of minor misbehaviours extremely stressful. How to develop the self-confidence and self-esteem of all pupils when coping with large classes. How can the system best provide affirmation for teachers.

Your contribution today has begun to answer many of these questions.

Thank you for your participation.

Keynote Speech by Maureen Gaffney

THIS IS AN EDITED TRANSCRIPT OF A SPEECH MADE BY DR GAFFNEY AT THE INTO CONSULTATIVE CONFERENCE ON EDUCATION, CORK, ON 17 NOVEMBER, 2000.

SURVIVING THE REVOLUTION

Good Evening Delegates. This is truly the graveyard shift and I think it is a tribute to your resilience that you are all here in such numbers. Thank you for your kind remarks. I read carefully the discussion documents that were sent to me by the INTO, so I have an indirect sense of the kind of issues that you were dealing with today. The first thing that struck me about the documents, apart from their excellence, was that teachers are so aware of the issues – the parameters of discipline and ways of thinking about discipline – that I had to ask myself what I could bring to this discussion. I want to talk about discipline in the more general context of the profession of teaching – where we are now at the beginning of the 21st century. So, I will try to frame my remarks within this more general context.

I thought about entitling this paper 'Managing Change', but then I thought 'Surviving The Revolution' a more apt description of what I think is before you. I think the profession of teaching is reaching an era of unprecedented change. The question is; are you ready?

Why do I use the word 'revolution'? I use it because I am privileged to have access to a huge range of organisations and groups in Ireland and, as a result of that, I have a sense of the movement of things generally in our society. There is not a company, a business, a profession, or a job in Ireland now that is not characterised by a truly ferocious and relentless pressure to change.

If you take the world of business as being the 'frontline troops', they have already over the past 20 years been convulsed by change, in response to the kind of developments that are happening in the world. In response to that convulsion, they have done a huge number of things. They've downsized, they've right sized, they've diversified, they've merged, they've de-layered, they've de-structured, put in total quality approaches, done teambuilding, done radical re-engineering... They have done these things

and emerged leaner and meaner – only to watch in horror as companies that were once regarded as part of their landscape – as things that would never disappear – were eaten up by hungry newcomers who were much more in touch with what is required in modern society. I read recently that in the pre-globalisation world, it was the big that ate the little. Now it is the fast that eat the slow. I think it captures beautifully the way that things have changed that, whereas in the past, you could be assured of your position if you were big enough, you simply aren't any more. You have to be assured of your position by speed.

My challenge to you today is this: I believe that business is way down the road in this context and the professionals are the next in the line of fire. The scale of the assault probably won't be quite as severe as it was on businesses – so how fare the teachers before this revolution?

On the positive side, I am very struck by the vigour of the representatives of the teaching professions. They are an extraordinarily vigorous group and I am very struck by the creativity and innovation and, more than anything, the altruism which shone through the case studies in the documents that I was given. It struck me that this is something in a way peculiar to a profession like teaching that, not only have they tried to tackle issues like discipline and to incorporate – on very lean resources – the IT revolution, they have also done so motivated mainly by altruism – a feeling that they wanted to do it better for the sake of doing it better and for the sake of the children that they teach. I think that is a very positive force in teaching.

I also believe that over the last five or six years the teaching profession was becoming increasingly demoralised. And I think to be demoralised is not a good state to be in if you are about to face a revolution. If left untended, the demoralisation puts teaching and the teaching profession in danger of having changes forced upon them – changes that will not serve the profession well, or the children being taught, or ultimately society. I think the only counterpoint to that is to be proactive in changing yourselves.

The reason I bring this up is because I don't think any of us truly have any sense of the scale of the revolution we are living through, or of the way society is being transformed. Alvin Tofler,

the futurologist, has labelled the transition to the information society as being the 'third wave'. The first wave was when we moved from the Stone Age to being hunters, gatherers and farmers. The second was when we moved from being farmers to the Industrial Revolution. All of you I am sure know exactly what the Industrial Revolution did to society. There was not a single aspect of society that did not change because of that.

Joseph Schumpiter, the guru of globalisation, has coined the term 'creative destruction' to describe the most core thing about the global society: the need for a perpetual replacement of products and services with more efficient ones. It is an endless cycle of replacement. I read recently that the only thing Microsoft will say for sure about themselves is that they know that every single product they have will be obsolete in four years. Only those who stay one step ahead of that relentless change and pressure will actually survive. In his book about globalisation Thomas Friedman said that if globalisation were a sport, it would be the 100 metre dash and over and over again. No matter how many times you win, you have to race again the next day. It doesn't really matter how much you loose – by an hour or a millisecond, it doesn't matter because you loose. And each day you have to start it all over again.

The first characteristic of the information society is speed. In 1990, most people had never heard of the internet and precious few had e-mail or even a mobile phone. It is worth remembering we are now 10 years on and those things are so much part of our lives now. That very slow stable society that characterised post-war western countries is now gone forever and has been replaced by a greased lightening of commerce, travel, communication and, most of all, information.

And because of those great forces that are changing the world, the second characteristic is the breakdown of barriers. The speed at which information can now be accessed has broken down all sorts of barriers: political, commercial and traditional community barriers. Now the analogy is that the world is like a prairie, that there are no boundaries – boundaries between professions, boundaries between young and old, boundaries between everything have disappeared, and that is true of every single aspect of life. That free flow of information keeps members of any profession under constant pressure to streamline their performance by one single

criterion: the extent to which there is a free flow of information in the system. In any system or organisation where there are blocks to the free flow of information, those blocks will have to go.

The free flow of information has had one very positive effect: the empowerment of the individual. You can access so much information now. One single individual, who can send off for information under the Freedom of Information Act, or who can ring up talk–radio shows, or otherwise have their voice heard or receive information, now has power like they never had before. Because of all those things, there is now a focus on services that there never was before. The old basis of society was manufacturing and producing things. That basis has now gone.

Relentless competitiveness is really what we are experiencing now. Because of all that relentless competitiveness, there is now a modern malaise and that is the fear of being left behind. Everybody is unconsciously aware now that things are going so fast that there is a nagging anxiety that you are going to be left behind. Your job, your occupation, your community, your work place, everything now can be changed at any moment by anonymous forces, and those forces can be economic, technological, or social – and these forces are anything but stable. That fear of being left behind results in that peculiar modern mix of feeling both entitled and also powerless.

If you think about the kinds of problems in terms of discipline in schools – it is nearly always a combination of those two feelings. A combination of young kids feeling both entitled to do something that they have never done before and that, almost certainly, none of us would ever have done in school – and at the same time, behind it is a sense of powerlessness about themselves that also probably wouldn't have been quite as intense in an earlier generation.

In a way, teachers' dilemmas could also be put under that heading. The key to managing all of those changes is the short lead: in other words, you have to ride the back of the tiger so you aren't eaten up by it. In the pre-globalisation era, if you fell behind at anything you would always catch up, but now it is estimated that if you fall behind and within two years you haven't caught up, give up – because by then things will have changed so much that you simply will not be able to catch up.

Learning how to judge what will give yourself that short lead, keeping you just out in front, is the crucial modern skill. Can you figure out what is going to give you that short lead? And how you can stay competitive in that general sense I am talking about – and also stay trustworthy?

I think this is a particular problem for the professions, although businesses tell me it is a problem for them as well. Because you have to maintain that bedrock of trustworthiness, you have to maintain your own sense of ethics. It is, I think, a very big problem for many professionals now to try to stay true to their own identity, to their own ethics, and at the same time to try to keep up with these relentless changes.

What does that translate into for schools and teachers? It translates into a new set of assumptions.

If you look at the old set of assumptions that any organisation had, the traditional assumptions were firstly that the organisation, whether it was medical, legal, educational or, commercial, could operate as a closed system. It could control whatever was needed for their operation without reference to the environment they were in and without references to their links with other organisations. Secondly, the assumption was that they had a free choice as to how they conducted their business. It was 'their own business' how they conducted their business. Another assumption was that the individual was the key actor, so if anything went wrong, it had to be the fault of the individual and his or her lack of efficiency. These underlying assumptions were very adaptive and were devised for the pre-globalisation era when there were periods of huge stability and what pressures there were came from much more predictable sources. Most of these conditions no longer apply to any organisation or to any profession.

The new assumptions stress that your survival and your effectiveness are based on how you relate to, how you interdepend, and how you connect with, all of the other stakeholders in your environment. These new assumptions mean that every organisation and every profession is part of an open system. They depend on other people and on a set of relationships to help them function. So the key modern skill is to be able to tend to those relationships, to be able to use those relationships to further your goals.

For teachers now, the issue of your relationships is vital. Relationships are not just with the Department of Education and Science, which might have been all you once had to worry about in the past. You now have to concern yourselves with a whole range of other professionals. Some of them are mentioned in your discipline document: the support teachers, teacher counsellors, the psychologists, the para-psychologists, and people in the community. Parents have a very different view of their role in relation to their children's education than they once had. You have to concern yourself with the media. You all now know that the fate of any claim to status or money depends heavily on how you present your case to the media.

Another change is that there is an increasing recognition that, if something has gone wrong in an organisation, a company, or a school then that problem is not really seen to be with an individual. Individuals are hugely important but there is much more attention now to the psychological environment within which people work. That isn't to say that one dysfunctional person cannot set the entire system wrong; we all know that can happen. However, there is much more attention given now to the psychological environment within which people can operate. The belief is that you can get much more out of people, you don't have to passively wait for the right person to come in your door any more, and that you take what you get from an individual and you develop him or her. You create the right environment for people within which they can flower.

Flexibility is also hugely important. What is required is not just to change the way we do our business but also to change the way we think about how we do our business. And the first question you have to ask yourselves as a profession is out of which set of assumptions are you operating as a profession and out of which set of assumptions in an individual way is your own school working.

I believe that it is inevitable that schools and teaching will have to move with these developments. They already have moved to some extent. But there is no going back; there is no going back to 'normal'. And I think that what schools will need to do and what the teaching profession needs to do is to identify and secure the critical resources that are necessary to make that move. There is a need for all professionals to move beyond a reliance on their core

traditional competence. In other words, it is not good enough any more to be a good psychologist, a good company director, or a good teacher; you also have to have a whole portfolio of other skills. That is because in the service economy all of the stakeholders increasingly look to the school not for core education but for 'a solution to our problem' or 'something that works'.

Any of you – and I see a lot of you nodding – will know that this is frequently the way things are presented to people now: people come in and they say 'this is not working, I want something that works'. That is the kind of open ended challenge that is now given to people – so in other words, you are not asked to do specific things, you are being asked to 'give us something that works.' And of course you have that tremendous restlessness that there is behind this global society where people have no patience with things. Where you say there is no easy solution to that, but in the instant economy there has to instant solutions to everything. And I think that is a key issue to take on board: that is the new agenda of the future – 'give me something that works, and give me a solution to a problem', but you must also be able to identify the timescale within which some solutions can reasonably be sorted out.

So I think as a consequence of these developments, being a good teacher in the traditional sense will become a threshold competency but not a differentiating one. In other words, you won't even get in now unless you are really good. Then once you are in there to differentiate yourself from your colleagues and from other organisations and other schools, you have to add something else, you have to have that whole set of added values.

Stakeholders will increasingly look on the educational service as something that should be individually tailored to their needs. Stakeholders increasingly differentiate between what they want for particular subgroups. Parents in particular areas will want particular things and you will be asked, and indeed are already being asked, to keep differentiating what you do. For example, you now have to concern yourself with gender in a way you never did before, you have to concern yourself with disadvantage in a way you never did and there are many other demands being made.

What are the necessary resources? Well, I would say that in the world of business it is now recognised that companies wanting to

survive to the next era will need to focus on the quality of service they deliver. There has been so much technological advance in the IT sector, it is very difficult to differentiate the quality of products. The product is so good everywhere and that is why people don't really have any loyalty to brands. What differentiates companies now is the service they offer to customers. They are devoting more and more to that and they now know that the kind of differentiated service requires tapping into very deep areas of peoples' psychology.

In other words if you want a really high class service now from anybody, including teachers, you have to recognise that you are going to have to dig deep to get it; you are going to have to get into people's creativity, their innovation, their deep-down personal resources – and that is why work has become so stress-ful. Work is not something that you can go in and 'do' and then come home. What is required of people now is to dig very deep in themselves to come up with the solutions that people require and that is why you bring work home with you now: it's using up your resources in a different way.

It struck me that, in the last five years, people have become very identified with their work. Work has become more important in a personal way to people. There has been a complete revolution in the way we think about work. It means you are tapping into parts of yourself that used to be private, and that is why you find that when you go home in the evenings there is a longer transition time: you are still processing information or thinking about the work that you are going to be doing tomorrow, because that is the nature of problem solving. And there is a growing consensus that companies that are genuinely committed to the well-being of their employees – investing money and time in their well-being – out-perform others. A recent study reported in *Harvard Business Review* showed that companies who invest in developing high satisfaction among their employees see immediate results in terms of consumer satisfaction and in terms of substantially increased revenues. And there is also growing evidence that developing emo-tional intelligence in managers is directly related to job performance. Another recent study in the *Harvard Business Review* showed that emotional intelligence is twice as important as cogni-tive and technical skills as a determinate of excellence at work. So,

when managers who are rated star performers were compared to those who are only average performers, 90% of what distinguished the star performers was their emotional intelligence. There is also growing evidence that the ability to create high trust, high involving, high participating work environments is the key to success at the level of the organisation, the community and society at large.

I think the reason emotional intelligence is such an interesting concept is that it is moving away entirely from the old concept of particular skills training. In other words, 20 years ago companies were sending their executives away to skills workshops. There is now a recognition that if you really want to get star performers then you must invest in people's personal development.

I mention this because I think it is a critical resource that you will need if you want to move on to those assumptions I talked about. More recent evidence is showing that the more personal you make things, the more effective they are. If people see when they invest in this emotional intelligence building, that they are not just doing it for work, but they are doing it for themselves and for their lives, you again get better performance.

I think this has a double import for teachers. The first import is that you need that because you are giving all the time. You are 'people people'. In addition, this is something you are being asked to give to your pupils. You cannot give or help to build emotional intelligence in the classroom unless you yourself are being resourced in the same way and at the same time.

So following from that analysis, if you look at discipline within that more general framework of competency building or self development, I think any approach to discipline that simply looks at 'discipline' is not actually looking at the issue effectively. Any approach to discipline must have three components:

The first component is an organisational component. Schools will have to be redesigned to function effectively on that set of assumptions I mentioned earlier: open systems, multiple goals, and flexibility. I think your own experience of the whole school approach would seem to endorse the position. It doesn't actually matter which system you use, once it is coherent and organisation-wide. I think teachers who try to do this on their own run

into problems: I salute their heroism, but long-term their work cannot be effective without the support of the whole system – and such teachers often get burned out and frustrated at trying to do something that has to be system wide.

The models used in business are very interesting. I referred earlier to the fact that businesses have adopted the total excellence model. You must specify what the critical success factors are. At the end of this year, how will I know if I am moving towards my objectives? And, more importantly, what are the performance indicators? How will you know at the end of a year or two years whether you are an inch, a mile or a millennium away from what it is you are supposed to be doing?

The second component is an individual component at the level of the teacher and the pupil. That is where, whether you call it emotional intelligence or competency building, it has to be part of the teacher resourcing as well as the children's resourcing. You can do that as a stand-alone programme or as part of the entire system. The thinking in America now is that it is better to do all this life training as part of the general teaching as opposed to stand-alone programmes. But you have examples of both here and you probably know better than I which one works the best.

Thirdly, there has to be a community component. There is now impressive evidence that if schools can build up dense networks of relationships with the other stakeholders in the community, the effects on children's educational outcomes in terms of discipline and emotional well-being, are extremely strong and extremely positive. In fact, one study went as far as to say that these correlations are as near to perfect as you can get in social science. The key to building those dense networks of relationships is based on two things – mutual trust and mutual reciprocity. There has to be something in it for both sides. For example, studies compared educational outcomes in the United States, looking at actual test scores, and also retention in school. Across different states, a number of factors that could affect those educational outcomes were looked at – race, affluence, economic inequality, adult education levels, poverty, educational spending, teachers' salaries, class size, family structure, religious affiliation and so on. The single most important explanatory factor was the social capital of a community. In other words, those communities where you had the dense networks of

relationships were the ones with the brilliant outcomes. What hardly counted at all was adult education levels and income. Education and spending clearly are important, but if you compare a community where you have very poor people with all these kinds of disadvantages built in to a community that is equal in all things except in one respect – in other words, one community has high social capital and the other doesn't, you will get absolutely different educational outcomes. I am not saying that poverty does not count. Of course it does. I am not saying disadvantage does not count. But, relatively, if you compare two communities with the same amount of all those things, the critical differentiating factors are social capital.

I think this has to be the new brand of schools. When I say 'new brand' of course, you have always taught, you have always educated and you have always cared. But I think there is something about creating a concept of a community of learning, a community of care that will place schools precisely where they need to be placed. I believe the key challenge for the teaching profession is to articulate a new vision of schools along those bases.

Two forces are in your favour. First, there is the growing recognition that to be competent in the modern world requires more of children. We all know now that children are not reared any more to fit into systems because that is not what is required in the world; you wouldn't get very far if you were reared like that. Instead, we have to prepare children to be competent, to be confident, to take risks, be resilient, to deal with failure, all of those issues. But the problem is that this relies on the building of emotional intelligence in the way the some parents cannot do for various reasons. And the school is the major safety net. Schools in fact are society's safety net because all children go to school and so more and more pressure is going to come on schools to actually take up some of that slack. And of course, teachers cannot do it on their own. I think it is critical that that vision of what school and education can do should be articulated. Otherwise, as I said at the beginning, the forces of change will force changes on you that may not be good for all of us.

I would like to turn finally to the question of teachers' status and turn it around to the more subjective expression of that, which is

flattery. And I can just say that people feel they matter when there have three things in their lives in their work:

The first is a sense of commitment, a general sense of purpose that allows you to put meaning on what is happening to you day by day. A feeling that you are involved in an enterprise that is actually important, and that your part in it is very important. These are the key questions that teachers have to ask. Not just "Are we important in the system?" but also "Does anyone think the system matters?" I think these are the things you need to do, and if you have that sense of commitment then we know psychologically that this is what gets star performance from people. That is what gets the sense of commitment and that is what motivates you to motivate others.

The second is a sense of control, the sense that you actually have some charge in the way your life is now going at work.

The third is a sense of challenge – a readiness to believe that change is essential to growth and not a threat.

If you have those three elements in your life personally then all the research would show you are resilient to stress. It doesn't matter what happens to you, you will bounce back. If you don't have those things in your life, then they are indicators of a poor sense of morale psychologically.

One of the things that always struck me is that teachers are a bit like actors, judges, or barristers – they are always on a stage. I think that what distinguishes teachers from all of those other professionals is that they have to keep their material fresh. They have to go in year after year to successive cohorts of young people and actually keep it fresh and keep it interesting. You have to respond to questions like you never heard them before. It is all a performance and like all performers really good teachers are great actors – they can go in there and turn it on like stars. But like all actors, actors in all performances are slaves to affirmation; you actually cannot do it unless you are affirmed. You have to have the roar of the crowd. And the question is where is this affirmation coming from with teachers? I don't think students do it directly; the nature of children is that they do not tell teachers that they are wonderful because it does not occur to them. Parents do not do it

because parents are very preoccupied with their own children and they move on – and once they move on out of your class they forget about you. Colleagues do not do it, because colleagues are all locked in other classrooms so teaching is quite a lonely activity. It is quite paradoxical given that you are there all day with people, that teaching is actually quite lonely. You are not in a team like people in a company. The public does not do it either: I am always very struck by the fact that when we talk about the health system invariably you will hear the public saying there are wonderful doctors and nurses in the system. People say the education system is wonderful but it is almost as if it runs itself. And I do think that there is a vacuum of affirmation and I think that vacuum of affirmation will have to be addressed if you want to have a teaching profession that has a high morale.

I think that the question that you have to ask yourself is how you achieve that, how you establish what your next step will be, how you work out what is going to give you the lead in moving towards where you want to be as a profession. If you all achieve that, we will all be winners because it's your motivation, your skills, your human resources that actually are the fuel of the system and that is the irreplaceable human capital in the educational system

Thank you.

Maureen Gaffney

REPORTS FROM DISCUSSION GROUPS ON DISCIPLINE, EDUCATION CONFERENCE, 17 NOVEMBER 2000

At the Consultative Conference on Education, delegates were divided into Discussion Groups to consider a number of issues relating to discipline. The following is a digest of the comments made in these discussion sessions.

Rewards and Sanctions

The success of rewards and sanctions used by teachers, as outlined in the INTO survey, is in inverse proportion to the frequency of their use. Would this be the general experience of teachers? What of Kohn's view that rewards and punishments are manipulative and do nothing to help the child to be a better person?

The following comments were made:

O   The rewards system in operation in class needs to be changed regularly in order to keep children motivated.

O   Teachers need to have a system of recording how children are rewarded and how often.

O   Co-operative discipline in itself is very worthwhile but reward systems have their place and are useful tools to motivate pupils.

O   It is important that rewards must not be confined to academic progress.

O   Praise is sometimes better than the use of sweets/stickers, etc. One contributor gave the example of a system in which a raffle ticket is given to a child as a reward and a draw is held at the end of the week. This gives every child in the class an opportunity to win, even though some may have more tickets than others.

O   Children learn best by being rewarded.

O   Sanctions used to be short and immediate. It is useful to get children to see the consequence of their actions.

O   Some teachers find football terminology useful – e.g. 'Sin Bin'.

O   It is worthwhile taking time to put a system in place, as ultimately it should help to minimise 'bad' behaviour.

O   Sanctions should be reasonable, consistent and respectful.

O   Finally, teachers wondered if Kohn worked with a group of 30+ children!

Legally Enforceable Sanctions

Teachers have called for legally enforceable sanctions, both in the 1993 survey and the 2000 survey. What kinds of sanctions could these be and in what way would they be legally enforceable? What difference would legally enforceable sanctions make to discipline in schools?

Comments included the following:

O   Can any sanction be legally enforceable? Everything today seems to be legally challengeable by parents.

O   It isn't legally enforceable sanctions that are needed, but a list of sanctions which are successful in dealing with the routine, everyday, minor breaches of discipline that take up so much of a teacher's time. Such a list would have to be drawn up by teachers.

O   Staffs should have a consensus on what is unacceptable behaviour as tolerance levels differ greatly.

O   Every school's Code of Behaviour/Discipline Policy should outline the sanctions that will be used to deal with unacceptable behaviour.

O   When can a child be expelled? Who is responsible for finding another school for the child? Some participants felt that there is no reason for ever expelling a child, as home is often not a suitable or safe place for the child.

O   A child should be suspended rather than being expelled. The threat of suspension is often quite an effective sanction.

O   Pupils need to be clear about the consequences of their actions. They must understand the Code.

O   Teachers need training/advice on best practice in dealing with challenges to their authority. Courses on how to manage discipline in the classroom are needed.

O   INTO needs to start an information offensive on school discipline to let parents know what is happening in our classrooms.

O There needs to be a full accessible psychological service and more classroom assistants. Schools alone cannot supply what many children need. One participant from Monaghan described a pilot scheme where every child who needs assessment is being assessed immediately.

O Perhaps teachers need to modify their approach and accept the fact that their school is a reflection of the community it serves!

O Some teachers in groups gave examples of how they deal with certain types of misbehaviour. Members found these interesting and agreed that dissemination of tips/advice on good behaviour would be worthwhile.

Home/School Relationships

In general, where parents are supportive of the school's approach to discipline, there are few problems. How can the relationship between the home and school be improved (a) at system level and (b) at individual school level?

At system level:

O Openness between the educational partners would facilitate communication and consultation on issues as they arise.

O Co-operation between the INTO and the National Parents' Council (NPC) should be tangible.

O Some participants believed that there should be a national code of discipline or at least national guidelines for the formation of a code.

O The Education Welfare Act (2000) may help to redress some problems.

At school level:

O The group agreed it is important to have parent/teacher meetings early in the school year in order to set out a programme and to discuss expectations for behaviour.

O Sometimes Parents' Associations are not well supported (some felt that this could be seen as parents' approval!).

O It was also agreed that parents need to be involved in the drawing up of a Code of Discipline and new parents must be informed.

O It was suggested that one school day should be dedicated to parent teacher contact and this would eliminate the need to be creative with the timetable, by closing early etc.

O Regularly the parent who most needs to come to a meeting does not turn up and it was suggested that there is a need for an effective system to deal with this. Possibly the extension of the Home School Liaison Scheme to all schools might do so.

Curriculum

(A) What curriculum areas are likely to impact on discipline?

O Any practical subject such as PE, Art, Science, Drama.

O Team sports.

O Classes that require movement to other areas of the school or outside – nature walks, trips to the swimming pool, etc.

O Computer studies where there are insufficient computer facilities.

O Music if the subject material is not interesting to the pupils.

O Irish: pupils often have no interest in the subject.

(B) What particular teaching styles best promote discipline in the classroom?

O Maintaining a balance between group/discussion/activity learning and more formal individual written work is important.

O The inclusion of pupil involvement and attainable targets in teaching styles.

O Traditional writing oriented tasks tend to be used to maintain discipline.

O Circle time prevents waste of class time in dealing with trivial complaints as well as more serious problems such as bullying.

O New English curriculum puts emphasis on oral work – this could be facilitated using Circle Time model.

O Involve older children with younger groups to develop a sense of responsibility.

O Suggestion that the class would be halved for active subjects, e.g. Art and the remainder of the class involved in a quiet written exercise.

O Use of IT. Teacher's preparation and enthusiasm were considered very important whatever teaching style is employed.

(C) *In what way would smaller class size impact on curriculum teaching strategies and discipline in the classroom?*

O   Smaller classes facilitate more personal and individual interaction between teacher and pupil.

O   Provides greater opportunity for engaging in active learning.

Whole School Approaches to Discipline

Whole school approaches to discipline have been identified by many teachers as important in ensuring the effectiveness of the implementation of codes of behaviour. How can whole school approaches best be promoted? Discipline for Learning, adaptations of Discipline for Learning, Co-operative Discipline and Circle Time are approaches to discipline used in certain schools. Schools that use such approaches, consider them successful in almost 90% of cases. These programmes also have their critics. What makes such programmes successful and what are their limitations?

The following comments were made:

O   It is necessary that the Code of Discipline be applied consistently throughout the school.

O   Whole school approach is required when drawing up the Code.

O   It is vital that all the partners are involved.

O   A process for review and compromise needs to be included.

O   The sanctions need to be fine-tuned by the board of management.

O   The approaches to discipline such as Circle Time may have to be adapted to suit the particular school and some schools may employ an amalgam of the various approaches.

O   Schools need intervention strategies and it is necessary that the psychological service be available to all schools. Whatever approach is used there will be a time factor in relation to the staff meetings needed to discuss the process and also the meetings with parents.

The Education Welfare Act

How will the implementation of the Welfare Act impact on discipline in schools?

The following comments were made:

O The ongoing problem of poor attendance will now be dealt with – better attendance means better discipline.

O Parents will have to provide a written reason for keeping their children at home.

O Schools will have to attract support for their code of discipline.

O Onus on schools to review their code annually to reflect today's level of behaviour.

O Parents accepting and signing the school's code of discipline on enrolment of their child ensures their co-operation regarding school rules and obliges them to take responsibility for their child's behaviour.

O Teachers have to keep a record of incidents of misbehaviour.

O The provision for suspension and expulsion is very significant.

O Discipline in schools is now put on a statutory basis.

O Enforced assessment if it is implemented will have a positive impact resulting in appropriate education for emotionally disturbed children in a specialised setting.

Evaluation of the 2000 Consultative Conference on Education

Introduction

The 2000 Consultative Conference on Education took place in the Rochestown Park Hotel, Douglas, Cork on 17 and 18 November 2000. The topics discussed were ICT and discipline in primary schools. The issue of discipline was discussed on the first day of the Conference, and ICT was discussed on the second. These themes were considered by means of a combination of presentations made in plenary and discussion groups/workshops.

The response to the conference was very positive. Participants found it "interesting and encouraging" and were pleased that it had allowed them to meet and share ideas with other teachers. Because of this, many respondents stated that they were returning to school "very motivated" and with "renewed enthusiasm".

Profile of Respondents

Excluding members of National Committees, 291 delegates attended the 2000 Consultative Conference on Education. Of these, 138 returned completed evaluation forms, representing a response rate of 48%.

The gender make-up of delegates to the conference was 59% female and 41% male. However, the gender make-up of respondents to the evaluations was 73% female and 27% male.

Over a third of respondents said that they were attending an Education Conference for the first time. 60% of those attending for the first time were female.

Respondents were asked in their evaluation forms to:

O   Identify three aspects of the Conference that they liked;

O   Identify three areas of the Conference that they did not like; and

O   Identify areas to be addressed at future conferences.

The responses to these questions are discussed under the following headings:

O   Presentations;

O   Group Discussions;

O   Format, Themes, and Organisation of Conference;

O   Venue and Location;

O   Topics for Consideration at Future Conferences.

Presentations

Among the more popular presentations were those made by Billy Sheehan on the Education Welfare Bill and Seaghan Moriarty on the INTO website, although every presenter was commented upon favourably.

The keynote speech by Dr Maureen Gaffney of the National Economic and Social Forum was extremely well received, with a majority of respondents mentioning it as one of their three most favoured aspects of the conference.

Participants' criticism of the presentations tended to focus on their perception that some speakers were repeating the contents of the discussion documents.

Group Discussions

Respondents stated that the Group Discussions were worthwhile and that they worked very well. All of the presentations made were well received.

In response to comments received in evaluations of previous Consultative Conferences, it was decided that participants would be invited on a pilot basis to choose the workshop they wished to participate in for the ICT section of the Conference. This proved very successful with many respondents, the only drawback being that some of them were placed in groups with members of their own branches.

Comments on the chairing of the discussion groups were mixed, and some respondents felt that the person chairing their group participated in the discussion too frequently.

Three discussion groups were held simultaneously in different parts of the Estuary Conference Room, and some participants found this arrangement unsatisfactory due to distractions caused by the noise made by other groups.

Format, Themes and Organisation of Conference

The choice of ICT and Discipline as themes for the conference generated a great deal of enthusiasm.

Respondents were generally very happy with the organisation and timing of the conference. Some felt that the sessions on Friday lasted too long, particularly given the long journey made by some delegates to Cork. A surprisingly high number of participants felt that the Conference should have run for longer, and that it should continue into Saturday afternoon in future.

No negative comments were received about the documentation, which participants felt they received in good time. Some respondents noted that they preferred receiving discussion documents rather than finished publications, as they felt that they could then contribute more effectively to the formulation of Organization policy.

The combination during the Conference of discussion groups and presentations was popular, although respondents occasionally expressed a preference for one over the other.

The use of a variety of media and information technology as aids in presentations impressed many respondents.

Venue and Location

Many respondents believed that the Rochestown Park Hotel was a very good conference venue. However, the lack of accommodation both in the hotel and nearby, and a general perception that hotel staff were unhelpful, were identified as problems. Some respondents believe that Head Office ought to book accommodation for every delegate.

While many respondents pointed out the value of the social aspect of the conference, the meal and dance were not popular. The meal was considered poor value for money and the dance was considered unnecessary. Some respondents suggested that Head Office ought to provide, free of charge, a lunch for every delegate on the Friday afternoon.

The location of the Conference was the subject of mixed comments. While it was thought that the availability of parking at

the venue was of benefit, many respondents stated their preference that future conferences would be held in locations in the midlands, which would be easily accessible from all parts of the country.

Topics for Future Education Conferences

The following themes for future Education Conferences were suggested:

O   Economic and Social Disadvantage;

O   Home School Community Liaison;

O   Guidelines for Resource Teachers;

O   Self Development and Professional Development for Teachers;

O   Multiclass Teaching;

O   Arts;

O   Legal Issues and Legal Change (including the Education Act);

O   Classroom Management;

O   RSE;

O   Principals' Issues;

O   Multicultural and Anti-Racist Education.

CONCLUSIONS AND RECOMMENDATIONS

1. Introduction

There is no doubt that discipline remains an issue of great concern to teachers. For the majority of teachers, however, discipline issues form part of normal teacher-pupil interaction on a daily basis in the school and classroom. Nevertheless, there are a minority of pupils who present with more severe disciplinary difficulties, which require support over and above that which can be provided by the class teacher. The provision of support services such as the National Educational Psychological Service (NEPS), which should be fully operational by 2004, the Home School Community Liaison Programme, which has recently been extended to all schools designated as disadvantaged, and the introduction of the Support Teacher Pilot Scheme, which replaced the Teacher Counsellor Scheme, have all contributed to the capability of schools to enhance the educational experience of pupils, including those pupils with behavioural difficulties. A summary of other issues that impact on discipline in schools is outlined below.

2. The Extent of Discipline Problems

There is no consensus on whether discipline in schools has deteriorated in recent years. The number of teachers stating that there was no significant discipline problem in their school has increased from 40% to 52%, which indicates an improvement. On the other hand, the number of schools with reasonably significant, major or serious disciplinary problems has increased from 7% to 15% since 1993. It may be inferred, therefore, that for many schools discipline is no more serious an issue than it was in 1993 but that for a small number of schools the situation has become more serious. However, when asked directly, whether discipline had improved or disimproved over the last five years almost 40% of teachers were of the view that discipline in schools has disimproved in the last five years while 25% of teachers believe that the situation has improved. While this appears to contradict the

findings of the previous question, it could be interpreted that discipline may have disimproved in some schools where there are discipline problems of a minor nature. Teachers in inner city schools and in girls' schools are more likely to be of the view that discipline has disimproved. More boys' schools than girls' schools have discipline problems, though respondents believe that discipline has improved in boys' schools, while it is perceived to have disimproved in girls' schools. Generally, mixed schools have less serious discipline problems than boys' schools and more serious problems than girls' schools. Regarding teachers' ability to cope, the majority (58%) are of the view that it has remained the same, 21% state that their ability to cope has disimproved, with another 21% of the opinion that that their ability to cope has improved.

It is interesting to note that teachers in schools that are designated disadvantaged, schools with Early Start and schools with Home School Community Liaison Teachers believe that discipline in their schools and their ability to cope with discipline has improved during the last five years. Further research would need to be carried out in order to ascertain the full impact of such support programmes on discipline in schools. Whereas only a minority of schools use particular discipline programmes in their schools, (such as Discipline for Learning or Co-operative Discipline) where such programmes are in use, they are deemed by almost 90% of teachers to be successful. Further adaptation or more widespread information of such programmes may be of use to teachers who wish to introduce new or different approaches to discipline in their classrooms.

Almost all teachers use rewards and sanctions as part of their approach to discipline in school. It is notable that the rewards or sanctions that are used most frequently are those that are least successful, and that those that are least frequently used are the most successful. Teachers may feel that an overuse of particular types of rewards such as homework free nights may reduce their impact. Similarly, a teacher who frequently referred pupils to another teacher may find that the impact of such a sanction would be reduced. There appears to be a consensus among teachers that the use of rewards and sanctions is generally effective. The use of suspension, though not frequent, was allowed for in three quarters of schools, and was considered ineffective by one third of teachers.

Only one quarter of schools included expulsion in their codes of discipline, and it was rarely used. However, teachers recognised the special needs of pupils who were particularly disruptive and supported the view that an integrated approach was required. A majority of teachers supported the view that such pupils should be catered for separately in the system, though there was a significant minority of one third of teachers who were opposed to such a proposal. Teachers were also of the view that families of pupils who were particularly disruptive need help.

The INTO recommends:

O   That examples of good practice in relation to approaches to discipline be widely disseminated to schools;

O   That further research be carried out on the impact of intervention programmes on discipline and learning in schools;

O   That support teachers be appointed in all schools where there are a significant number of pupils with behavioural problems;

O   That alternative provision, which would meet their educational and emotional needs, be made available for pupils who are expelled from school.

3.   Causes of Indiscipline

According to teachers, children with home difficulties and children with emotional problems are more likely than other children to present with serious discipline problems in school. Children with such difficulties are found in all types of schools, regardless of the school's size, gender make-up or location. Teachers also believe that home factors, such as a lack of discipline in pupils' homes, the influence of television and videos, lack of parental support, and different attitudes to discipline between home and school are the primary cause of indiscipline among pupils. In addition, however, teachers have also ranked highly issues such as class size, a lack of access to the psychological service and a lack of effective sanctions as issues, which cause indiscipline in schools. Issues that have a minor impact on school discipline according to teachers include a lack of facilities or space, a lack of books, equipment or materials, poor teacher pupil relations, a lack of school policy on discipline and a lack of adequate preparation for lessons.

The INTO recommends:

O   That the educational psychological service be fully established without delay;

O   The Home School Community Liaison Programme should be extended to all schools;

O   That class size be reduced in order to ensure that no class has more than 25 pupils;

O   That all schools be properly equipped and resourced in terms of facilities and teaching material; and

O   That all professional development programmes on school organisation address the issue of discipline.

4.   Bullying

It is a matter of concern that bullying amongst pupils is still occurring in schools. Over a quarter of teachers frequently noticed name-calling, the most common form of bullying behaviour. Even though less than 10% of teachers frequently noticed other bullying behaviours such as exclusion, intimidation, insults and physical bullying, their occurrence at all indicates that bullying has yet to be eliminated from primary schools. However, on a positive note more than half the teachers believe that the introduction of the Stay Safe Programme has led to a reduction in the incidence of bullying in schools.

The INTO recommends:

O   That all schools develop anti-bullying policies;

O   That access to psychological and counselling services be available for children who bully and for children who are the victims of bullies.

5   Curriculum and Discipline

A majority of teachers agree with the view that curriculum has an impact on school discipline. In a time of curricular change, it is positive to note that over half of the teachers believe that the introduction of the revised curriculum and the introduction of Social Personal and Health Education will have a positive influence on discipline. Teachers also agree that school discipline is affected by the teaching strategies and teaching styles adopted by teachers in their classrooms. Teachers have, therefore, identified the importance of appropriate curriculum and teaching methodologies as

an issue that needs to be addressed in order to enhance the learning opportunities of pupils in schools.

The INTO recommends:

O That the issues of discipline and behaviour management be addressed in the pre-service education of teachers;

O That continuous professional development opportunities be available to all teachers in the areas of curriculum development;

O That teachers be facilitated in familiarising themselves with a variety of teaching methodologies, teaching strategies and models of best practice throughout their career;

O That in addition to inservice courses, a variety of other means of disseminating information to teachers on issues of concern be explored.

6. Codes of Discipline

It is a positive development that over 90% of schools now have written codes of discipline and that over 90% of schools are satisfied with their codes of discipline. In preparing their codes of discipline, schools consulted with teachers, parents, pupils and management in a majority of cases. Where there was dissatisfaction with codes of discipline, there was a feeling that the code was in need of revision to take account of changing social and/or educational factors. In the majority of cases, parents and pupils have either been given copies of the school code of discipline or have been made aware of its contents. Given the importance of codes of discipline, particularly in the context of the implementation of the Education (Welfare) Act, all schools will need to have a code of discipline which parents and pupils will have to accept before enrolment. Schools, that do not, as yet, have codes of discipline should be facilitated in devising one suitable to the context in which the school operates. Almost all respondents were of the view that disciplinary procedures which are legally enforceable should be agreed between the Department of Education, the INTO and School Management. The INTO has long sought a review of Circular 20/90 which has proved to be inadequate in dealing with discipline in schools. The INTO, therefore, welcomes the role of Educational Welfare Board, soon to be established under the Education (Welfare) Act, in providing guidelines to schools regarding the devising and implementation of school

codes of discipline.

The INTO recommends:

O   That all schools be facilitated in drawing up codes of discipline appropriate to the context in which the school operates;

O   That schools consult with teachers, pupils and parents in the preparation of the code of discipline;

O   That all parents be requested to sign up to the school code of discipline at enrolment;

O   That codes of discipline be reviewed on a regular basis;

O   That disciplinary procedures which are legally enforceable should be agreed between the Department of Education and Science, the INTO and School Management.

7.   Conclusion

In conclusion, it must be reiterated that the most common misbehaviours are of a minor nature. Reduced class size and a focus on classroom management techniques would go a long way towards reducing their incidence. Recent reductions in class size, leading to an average class size of 30 pupils, are welcomed, though further improvement is required. The introduction by the INTO of summer inservice courses on classroom management is also a welcome initiative. For the minority of pupils who find it difficult to cope with the normal disciplinary demands of school, further school-based supports are required. The establishment of the Support Teacher Scheme, and the Teacher Counsellor Scheme prior to that, have been very successful in schools where they have been introduced. The establishment of NEPS can only further enhance the ability of the system to respond to the needs of pupils with particular difficulties. A combination of school, home, psychological and social factors impact on discipline in schools. Coping with discipline in schools, therefore, needs an integrated approach involving teachers, parents, pupils and management. Creating a school environment that is conducive to teaching and learning is the responsibility of the whole school community.

'Ní neart go cur le chéile.'

APPENDICES

Miscellaneous Tables

Table A.a Profile of Respondents to INTO Surveys 1993, 2000.

	Survey 1993	Survey 2000	Percentage Difference
Profile of Respondents		%	
Overall Response Rate	67	52	-15
Male Responses	26	32	+6
Female Responses	73	68	-6
Teaching experience of 5 yrs or less	11	1	-10
Teaching experience of 25 yrs or more[4] -	16	92	+76
Principal	15	47	+32
Deputy Principal/ Vice Principal	12	25	+13
Non Post holder	60	7	-53
Profile of Schools			
Small school (1-5 teachers)	42	51	+8
Medium school (6-16 teachers)	35	38	+3
Large school (17+ teachers)	23	11	-12
Mixed school	69	75	+6
Girls' school	12	10	-2
Boys' school	17	14	-3
Inner city	4	4	No change
Rural area	41	65	+24
Suburban area/Urban Area	31 (+ 21 urban)	31	Not applicable

[4] *The figures for the 1993 survey here refer only to teachers with more than 30 years' teaching experience.*

Table A.b Forms of Misbehaviour, Ranked by Severity and Frequency of Occurrence

Physical Assault	Severity of Behaviour			Percentage of Respondents Reporting Frequent Occurrence of Misbehaviour
	Gross	Serious	Minor	
	%			
Physical assault on you, the teacher, by a pupil	96	3	1	1
Physical assault on a colleague by a pupil	96	4	0	1
Physical assault on one pupil by another pupil	56	41	3	10
VERBAL ABUSE				
Verbal Abuse from a pupil towards the teacher	60	38	2	3
Verbal Abuse to a colleague	56	41	3	4
Damage to property				
Vandalism to teacher's property	79	20	1	1
Vandalism to school property	76	23	1	7
Vandalism to other children's property	63	36	1	4
THEFT				
Theft of teachers' property	74	26	0	1
Theft of colleague's property	74	25	1	1
Theft of school property	68	30	2	2
Theft of children's property	57	40	3	4
SCHOOL PREMISES				
Pupils leaving school without permission	49	48	3	1
Pupil entering after hours to steal/vandalise	76	24	0	5
Truancy	29	68	3	2
BULLYING				
Physical bullying of child/children	72	27	1	5
Name calling	11	68	21	28
Intimidation	56	42	2	8
Spreading rumours	42	53	4	3
Exclusion of child	28	64	8	9
Extortion	76	22	2	1
Insults to child/child's family	45	50	5	6
GENERAL MISBEHAVIOUR				
Constant Disruption in class	29	65	6	35
Talking out of turn	2	42	56	52
Infringement of school rules	3	72	25	24
Unruliness in corridors	2	52	47	23
Unruliness in Yard	5	44	52	0
Avoidance of Work	2	49	49	30
Unduly negative response to correction	8	69	23	18
Lying	16	64	20	29
Lack of punctuality	5	52	43	12

Table A.c: Factors Causing Indiscipline, Ranked by Importance

Respondents were asked to rate the extent to which certain factors are causes of indiscipline. A rating of 5 was given to factors considered extremely relevant and a rating of 1 was given for factors considered not relevant. The table below lists the factors by rating percentage.

	Rank				
	5	4	3	2	1
	%				
A. School Design Factors, please specify:					
(i) Not enough physical space in the school	22	9	13	11	45
(ii) Lack of toilet facilities in the school	6	6	9	13	66
(iii) Not enough recreational facilities in the school	18	12	15	16	39
B. Resource Issues, please specify:					
(i) Insufficient books, equipment and materials	7	10	17	19	47
(ii) Large classes	40	11	16	10	24
C. Inservice/Preservice Issues:					
(i) Lack of inservice training on school discipline/behaviour	19	17	22	15	27
(ii) Lack of preservice training on school discipline/	16	19	25	16	23
(iii Lack of inservice training on curriculum issues	8	9	19	20	43
D. School Policy and Teacher Issues					
(i) Lack of school policy on school discipline	18	9	11	9	52
(ii) Lack of support from the school principal	23	8	4	6	59
(iii) Lack of adequate lesson preparation by teachers	8	12	19	12	49
(iv) Lack of consistency among the teaching staff in relation to discipline	20	16	11	13	40
(v) Teachers in poor health	9	12	9	11	60
(vi) Poor classroom management skills	15	13	17	13	43
(vii) Poor relations between teacher and pupil	16	11	12	16	44
(viii)Too many interruptions	22	19	22	17	20
E. Home Issues					
(i) Lack of parental support	32	17	17	18	15
(ii) Different attitudes to discipline between home and school	38	22	16	14	11
(iii) Lack of parental involvement in matters of discipline	30	18	21	14	17
(iv) Lack of discipline in pupils' homes	44	20	15	10	11
(v) A high level of disadvantage/poverty in school's catchment area	18	11	14	17	40
F. Pupil Issues					
(i) Lack of self discipline in pupils	38	23	15	14	11
(ii) Children with special needs in class	12	12	22	19	36
(iii) Substance abuse among children	17	4	4	4	71
G. Pupil Support Services					
(i) Lack of effective sanctions	33	18	16	11	22
(ii) Lack of access to the School Psychological Service	39	13	15	13	20
(iii) The influence of TV, videos and the internet	35	26	18	10	10

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A. SCHOOL DATA			For Office Use Only
1. Is your school	small (1–5 teachers)?	❏	
	medium (6–16 teachers)?	❏	
	large (17+ teachers)?	❏	
2. Is the school a	junior school (Infants – 1/2 class)?	❏	
	senior school (2/3 – 6 class)?	❏	
	vertical (Junior – 6)?	❏	
	special school?	❏	
3. Is the school	mixed school?	❏	
	a girls' school?	❏	
	a boys' school?	❏	
4. Is your school in	– the inner city?	❏	
	– a rural area?	❏	
	– a suburban area?	❏	
5. Is your school in the Breaking the Cycle scheme?			
	yes	❏	
	no	❏	
If yes,	urban scheme?	❏	
	rural scheme?	❏	

6. Is your school designated disadvantaged?

                    yes   ❑

                    no   ❑

7. Does your school have a Home School Community Liaison Co-ordinator?

                    yes   ❑

                    no   ❑

8. Does your school have the Early Start scheme?

                    yes   ❑

                    no   ❑

9. Does your school have a support teacher [formerly Teacher Counsellor]?

                    yes   ❑

                    no   ❑

B. PERSONAL DETAILS

10. Are you
    male? ❑
    female? ❑

11. How many years have you been teaching?
    5 yrs or less ❑
    16-25 yrs ❑
    6-15 yrs ❑
    25+ yrs ❑

12. Do you hold a post of responsibility or special duty in your school?
    Principal ❑ Assistant Principal ❑
    Deputy Principal ❑ Special Duties Teacher ❑
    None ❑

13. Which class do you teach at present? (*Tick one box only*)
    Multiclass - Junior ❑ Third class ❑
    Multiclass - Middle ❑ Fourth class ❑
    Multiclass - Senior ❑ Fifth class ❑
    Junior Infants ❑ Sixth class ❑
    Senior Infants ❑ Remedial class ❑
    First class ❑ Special Class ❑
    Second Class ❑ Resource Teacher for
    Special Needs ❑

    Other (please specify):

    _____

    _____

C. SCHOOL POLICY

14. Does your school have a written school code of discipline/behaviour/conduct?

    yes ❑   no ❑

15. Has any teacher (other than the principal) been designated as having responsibility for the implementation of discipline?

    yes ❑   no ❑

16. Were the following consulted when the code of discipline was being drawn up?

Parents	❑	Management	❑
Teachers	❑	Inspectors	❑
Pupils	❑	Don't know	❑

    Others (*please define*):

    _____

    _____

17. Have the following received a copy of the code of discipline?

Parents	❑	Pupils	❑
Teachers	❑	Don't know	❑
Management	❑	Other	_____

    _____

18. Are pupils made aware on a regular basis of the school's code of discipline?

    yes ❑   no ❑

19. With regard to the school code of discipline, are you

    Very satisfied? ❏   Dissatisfied? ❏

    Satisfied? ❏   Very dissatisfied? ❏

    Please give reasons:

    _____

    _____

    _____

20. In your opinion, do you consider your school to have: (*Tick one box only*)

    no significant disciplinary problem? ❏

    a minor disciplinary problem? ❏

    a reasonably significant disciplinary problem? ❏

    a major disciplinary problem? ❏

    a serious disciplinary problem? ❏

21. In your opinion, what percentage of children in your school constitute a minor disciplinary problem?

    5% or less ❏   21 - 30% ❏

    6 - 10% ❏   31 - 50% ❏

    11 - 20% ❏   50%+ ❏

22. What percentage of children in your school constitute a serious disciplinary problem?

    less than 5% ❏   21 - 30% ❏

    6 - 10% ❏   30 - 50% ❏

    11 - 20% ❏   50%+ ❏

23. A report to the Minister for Education on Discipline in Schools was published in Spring 1997.

    Have you read the report?

    yes ❏   no ❏

If yes, has it influenced discipline policy in your school?

yes   ❑   no   ❑

Please comment: _____

_____

2.   Stated clearly the steps to be taken in cases of discipline

24.   Has your school any particular focused approach to discipline (e.g. Discipline for Learning)?

yes   ❑   no   ❑

If yes, give details: _____

_____

_____

25.   If yes, has it improved pupil behaviour?

yes   ❑   no   ❑

D. PUPIL INDISCIPLINE

26. The following is a list of examples of other pupil misbehaviour which could possibly occur in a teaching situation.

    Please indicate, by placing a tick (✓) in the relevant boxes how often, if ever, you personally have encountered each of these misbehaviours so far this school year, 1999 – 2000.

		Very Often	Often	Occas-ionally	Rarely	Never
A.	**Physical abuse**					
(i)	Physical assault on you, the teacher, by a pupil	❑	❑	❑	❑	❑
(i)	Physical assault on a colleague by a pupil	❑	❑	❑	❑	❑
(iii)	Physical assault on one pupil by another pupil	❑	❑	❑	❑	❑
B.	**Verbal abuse**					
(i)	Verbal abuse from a pupil towards you, the teacher	❑	❑	❑	❑	❑
(ii)	Verbal abuse to a colleague	❑	❑	❑	❑	❑
(iii)	Verbal abuse from one pupil towards another	❑	❑	❑	❑	❑
C.	**Vandalism**					
(i)	Vandalism to your own property	❑	❑	❑	❑	❑
(ii)	Vandalism to the school's property	❑	❑	❑	❑	❑
(iii)	Vandalism to other children's property	❑	❑	❑	❑	❑
D.	**Theft**					
(i)	Theft of your property	❑	❑	❑	❑	❑
(ii)	Theft of a colleague's property	❑	❑	❑	❑	❑

		Very *Often*	*Often*	*Occas-* *ionally*	*Rarely*	*Never*
(iii)	Theft of the school's property	❏	❏	❏	❏	❏
(iv)	Theft of the children's property	❏	❏	❏	❏	❏

E.   School premises

(i)	Pupils leaving school premises without permission	❏	❏	❏	❏	❏
(ii)	Pupils/past pupils entering school premises before/ after hours to steal or vandalise	❏	❏	❏	❏	❏
(iii)	Truancy	❏	❏	❏	❏	❏

F.   Bullying

In order to be defined as bullying, behaviour must be continuous. Once off incidents do not constitute bullying.

(i)	Physical bullying of a child/ children	❏	❏	❏	❏	❏
(ii)	Name calling	❏	❏	❏	❏	❏
(iii)	Intimidation, harrassment, threatening of child/children	❏	❏	❏	❏	❏
(iv)	Spreading rumours about a child/children	❏	❏	❏	❏	❏
(v)	Not speaking to/ exclusion of a child/ children	❏	❏	❏	❏	❏
(vi)	Extortion	❏	❏	❏	❏	❏
(vii)	Insults to child's/ children's family	❏	❏	❏	❏	❏

Other examples, please specify:

_____

_____

_____

For Office Use Only

27. The following is a list of possible examples of other pupil misbehaviour which could occur in a teaching situation.

Please indicate, by placing a tick (✓) in the relevant boxes how often, if ever, you personally have encountered each of these misbehaviours so far this school year, 1999 - 2000.

		Very Often	Often	Occasionally	Rarely	Never
(i)	Constant disruption in class by a pupil	❑	❑	❑	❑	❑
(ii)	Impertinent remarks	❑	❑	❑	❑	❑
(iii)	Talking out of turn	❑	❑	❑	❑	❑
(iv)	Infringement of school rules	❑	❑	❑	❑	❑
(v)	Unruliness in corridors	❑	❑	❑	❑	❑
(vi)	Unruliness in yard	❑	❑	❑	❑	❑
(vii)	Avoidance of work	❑	❑	❑	❑	❑
(viii)	Unduly negative response to correction	❑	❑	❑	❑	❑
(ix)	Lying	❑	❑	❑	❑	❑
(x)	Lack of punctuality (without valid excuse) by pupils	❑	❑	❑	❑	❑

Other (please specify):

_____

_____

_____

28. Please list in order from the examples in question 27, the 3 most common misbehaviours. Please refer to them by number, e.g. 27 (x), 27 (iii), etc.

27   ( ) _____

27   ( ) _____

27   ( ) _____

E.	**TEACHER RATING OF MISBEHAVIOUR**			**For Office Use Only**

29. Please indicate, by placing a tick (✓) in the appropriate box, how you regard each of the following pupil misbehaviours; as gross misbehaviour, serious misbehaviour or minor misbehaviour.

If you wish you may include and rate further examples in the spaces provided at the end of the list.

		Gross Misbehav.	*Serious Misbehav.*	*Minor Misbehav.*
A.	**Physical abuse**			
(i)	Physical assault on you, the teacher, by a pupil	❏	❏	❏
(ii)	Physical assault on a colleague by a pupil	❏	❏	❏
(iii)	Physical assault on one pupil by another pupil	❏	❏	❏
B.	**Verbal abuse**			
(i)	Verbal abuse from a pupil towards you, the teacher	❏	❏	❏
(ii)	Verbal abuse to a colleague	❏	❏	❏
(iii)	Verbal abuse from one pupil towards another	❏	❏	❏
C.	**Vandalism**			
(i)	Vandalism to your own property	❏	❏	❏
(ii)	Vandalism to the school's property	❏	❏	❏
(iii)	Vandalism to other children's property	❏	❏	❏

		Gross Misbehav.	*Serious Misbehav.*	*Minor Misbehav.*	For Office Use Only
D.	**Theft**				
(i)	Theft of your property	❏	❏	❏	
(ii)	Theft of a colleague's property	❏	❏	❏	
(iii)	Theft of the school's property	❏	❏	❏	
(iv)	Theft of the children's property	❏	❏	❏	
E.	**School premises**				
(i)	Pupils leaving school premises without permission	❏	❏	❏	
(ii)	Pupils/past pupils entering school premises before/after hours to steal or vandalise	❏	❏	❏	
(iii)	Truancy	❏	❏	❏	
F.	**Bullying**				
(i)	Physical bullying of a child/children	❏	❏	❏	
(ii)	Name calling	❏	❏	❏	
(iii)	Intimidation, harrassment, threatening of child/children	❏	❏	❏	
(iv)	Spreading rumours about a child/children	❏	❏	❏	
(v)	Not speaking to/exclusion of a child/children	❏	❏	❏	
(vi)	Extortion	❏	❏	❏	
(vii)	Insult to child's/children's family	❏	❏	❏	
·G.	**General Misbehaviour**				
(i)	Constant disruption in class by a pupil	❏	❏	❏	
(ii)	Talking out of turn	❏	❏	❏	
(iii)	Infringement of school rules	❏	❏	❏	

		Gross Misbehav.	Serious Misbehav.	Minor Misbehav.	For Office Use Only
(iv)	Unrulinesss in corridors	❑	❑	❑	
(v)	Unruliness in yard	❑	❑	❑	
(vi)	Avoidance of work	❑	❑	❑	
(vii)	Unduly negative response to correction	❑	❑	❑	
(viii)	Lying	❑	❑	❑	
(ix)	Lack of punctuality (without valid excuse) by pupils	❑	❑	❑	

Other examples (please specify):

_____

_____

_____

_____

30. The following categories of pupils present discipline problems according to the following frequency.

		Very Often	Often	Occas- ionally	Rarely	Never
(a)	The academically less able pupils	❑	❑	❑	❑	❑
(b)	The academically more able pupils	❑	❑	❑	❑	❑
(c)	Pupils with general learning disabilities	❑	❑	❑	❑	❑
(d)	Pupils with specific learning difficulties	❑	❑	❑	❑	❑
(e)	Pupils from advantaged socio-economic backgrounds	❑	❑	❑	❑	❑
(f)	Pupils from disadvantaged socio-economic backgrounds	❑	❑	❑	❑	❑
(g)	Emotionally disturbed pupils	❑	❑	❑	❑	❑
(h)	Pupils with home difficulties	❑	❑	❑	❑	❑

Others (please specify): _____

_____

_____

_____

_____

31. Over the last 5 years has discipline as an issue in
     your school (*Tick one box only*):
     significantly disimproved?   ❏
     disimproved?   ❏
     remained the same?   ❏
     improved?   ❏
     significantly improved?   ❏
     Give reasons: _____

     _____

     _____

     _____

     _____

32. Over the last five years has your ability to cope with
     discipline in the classroom:
     significantly disimproved?   ❏
     disimproved?   ❏
     remained the same?   ❏
     improved?   ❏
     significantly improved?   ❏
     Give reasons: _____

     _____

     _____

General comments:

_____

_____

_____

_____

_____

_____

F. CAUSES OF INDISCIPLINE

33. The following is a list of possible reasons for the existence of discipline problems in a school. You may, if you wish, add other reasons/causes in the spaces provided at the end of the list.

   Please read the full list and then rate each one on a scale of 1-5 according to importance of influence on discipline (in relation to your own school). 5 – very significant influence on discipline, 1 – no influence on discipline.

A. School design factors, please specify:
(i)   Not enough physical space in the school ❑

(ii) Lack of toilet facilities in the school ❑

(iii) Not enough recreational facilities in the school ❑

   Other (*please specify*): _____

   _____

   _____

B. Resource issues, please specify:
(i)   Insufficient books, equipment and materials ❑

(ii) Large classes ❑

   Other (*please specify*): _____

   _____

   _____

C. Inservice/preservice issues:
(i)   Lack of inservice training on school discipline/ behaviour management ❑

(ii) Lack of preservice training on school discipline/ behaviour management ❑

(iii) Lack of inservice training on curriculum issues ❑

D. School Policy and Teacher Issues

(i)   Lack of school policy on school discipline ❏

(ii) Lack of support from the school principal ❏

(iii) Lack of adequate lesson preparation by teachers ❏

(iv) Lack of consistency among the teaching staff in relation to discipline ❏

(v)   Teachers in poor health ❏

(vi) Poor classroom management skills ❏

(vii) Poor relations between teacher and pupil ❏

(viii)Too many interruptions ❏

E. Home Issues

(i)   Lack of parental support ❏

(ii) Different attitudes to discipline between home and school ❏

(iii) Lack of parental involvement in matters of discipline ❏

(iv) Lack of discipline in pupils' homes ❏

(v)   A high level of disadvantage/poverty in school's catchment area ❏

F. Pupil issues

(i)   Lack of self discipline in pupils ❏

(ii) Children with special needs in class ❏

(iii) Substance abuse among children ❏

G. Support services

(i)   Lack of effective sanctions ❏

(ii) Lack of access to the School Psychological Service ❏

(iii) The influence of TV, videos and the internet ❏

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Other reasons (*please specify*):

34. Please tick (✓) the most appropriate box for each question.

(a) Suitability of curriculum has an impact on school discipline.

Strongly Agree	*Agree*	*No Opinion*	*Disagree*	*Strongly Disagree*
❑	❑	❑	❑	❑

(b) The introduction of the Stay Safe programme has reduced the incidence of bullying in schools.

Strongly Agree	*Agree*	*No Opinion*	*Disagree*	*Strongly Disagree*
❑	❑	❑	❑	❑

(c) The new emphases in the revised curriculum will impact positively on standards of discipline in schools. e.g. Focus on the process of learning, critical thinking etc.

Strongly Agree	*Agree*	*No Opinion*	*Disagree*	*Strongly Disagree*
❑	❑	❑	❑	❑

(d) The introduction of Social, Personal and Health Education (SPHE) as a subject of the revised curriculum will improve standards of behaviour in schools.

Strongly Agree	*Agree*	*No Opinion*	*Disagree*	*Strongly Disagree*
❑	❑	❑	❑	❑

(e) Teaching strategies such as discovery/active learning impact positively on school discipline.

Strongly Agree	*Agree*	*No Opinion*	*Disagree*	*Strongly Disagree*
❑	❑	❑	❑	❑

(f) Certain curricular areas contribute to pupil indiscipline.

Strongly Agree	*Agree*	*No Opinion*	*Disagree*	*Strongly Disagree*
❑	❑	❑	❑	❑

(g)   Particular teaching styles contribute to pupil indiscipline.

Strongly Agree   Agree   No Opinion   Disagree   Strongly Disagree

❏   ❏   ❏   ❏   ❏

Other views or comments:

_____

_____

_____

_____

H. DISCIPLINARY PROCEDURES							For Office Use Only

35. Below is a list of disciplinary measures that could be used in a teaching situation.

Please indicate, by placing a tick (✓) in the appropriate box, how often, if ever, you have used each of these measures this school year, 1999 - 2000. Please rate the success or otherwise of each disciplinary measure on a scale of 1 - 3, 3 being very successful, 2 being successful, 1 being unsuccessful. Please write N/A if not applicable.

		Very Often	Often	Occasionally	Rarely	Never	Success Rate
A.	**Rewards**						
(i)	Encouragement and/or reward for good behaviour	❑	❑	❑	❑	❑	❑
(ii)	Praising children	❑	❑	❑	❑	❑	❑
(iii)	Reward system (stars/prizes)	❑	❑	❑	❑	❑	❑
(iv)	Behaviour record chart	❑	❑	❑	❑	❑	❑
(v)	Giving of privileges	❑	❑	❑	❑	❑	❑
(vi)	Homework free nights	❑	❑	❑	❑	❑	❑

Others (please specify):

_____

_____

		Very Often	Often	Occasionally	Rarely	Never	Success Rate
B.	**Sanctions**						
(i)	Reason with pupil(s)	❑	❑	❑	❑	❑	❑
(ii)	Verbally reprimand the pupil(s)	❑	❑	❑	❑	❑	❑
(iii)	Isolation of the pupil from the rest of the class (eg sitting alone etc)	❑	❑	❑	❑	❑	❑

		Very Often	Often	Occas- ionally	Rarely	Never	Success Rate	For Office Use Only
(iv)	Use of talk and discu- ssion approach (e.g. Circle Time)	❏	❏	❏	❏	❏	❏	
(v)	Detention during break	❏	❏	❏	❏	❏	❏	
(vi)	Removal of privileges	❏	❏	❏	❏	❏	❏	
(vii)	Extra homework or school work	❏	❏	❏	❏	❏	❏	
(viii)	Behaviour recorded in a record card, incident book or behaviour chart	❏	❏	❏	❏	❏	❏	
(ix)	Pupil(s) referred to another teacher	❏	❏	❏	❏	❏	❏	
(x)	Pupils(s) sent to school principal	❏	❏	❏	❏	❏	❏	
(xi)	Exclusion from the classroom for a period or temporarily placed in another class	❏	❏	❏	❏	❏	❏	
(xii)	Pupil's parents notified	❏	❏	❏	❏	❏	❏	
(xiii)	Pupil's parents asked to come to school to discuss problem	❏	❏	❏	❏	❏	❏	
(xiv)	Pupils referred to school psychologist	❏	❏	❏	❏	❏	❏	
(xv)	Pupil referred to social worker	❏	❏	❏	❏	❏	❏	
(xvi	Matter discussed with the school principal	❏	❏	❏	❏	❏	❏	
(xvii)	Matter discussed with a school psychologist	❏	❏	❏	❏	❏	❏	
(xviii)	Matter discussed with a social worker	❏	❏	❏	❏	❏	❏	
(xix)	Matter discussed with the Gardai	❏	❏	❏	❏	❏	❏	

	Very Often	Often	Occas- ionally	Rarely	Never	Success Rate	For Office Use Only
(xx) Matter discussed with others (please specify)	❑	❑	❑	❑	❑	❑	

_____

_____

36. What types of sanctions would you like to see introduced?

_____

_____

_____

_____

37. Please prioritise the following on a 1 – 8 basis, in relation to their role in an effective discipline policy. 1 = the first priority, 8 = the least priority.

(i) Reduced class size ❑

(ii) Special units for disruptive pupils ❑

(iii) Resource teachers for disruptive pupils ❑

(iv) Tougher sanctions ❑

(v) Counselling for pupils ❑

(vi) Inservice education for teachers ❑

(vii) School psychological service ❑

(viii) Extension of Home-School-Community Liaison Programme ❑

I. PARENTS AND DISCIPLINE

38. Have the following been part of your experience in the school during the current school year, 1999 – 2000?

		Very Often	Often	Occas- ionally	Rarely	Never
(i)	Resolution of pupil's discipline problem through parental support	❏	❏	❏	❏	❏
(ii)	Refusal to come to the school to discuss discipline problems	❏	❏	❏	❏	❏
(iii)	Physical assault on a teacher by a parent	❏	❏	❏	❏	❏
(iv)	Threat of physical assault on a teacher by a parent	❏	❏	❏	❏	❏
(v)	Verbal abuse of a teacher by a parent	❏	❏	❏	❏	❏
(vi)	Allegations against teachers by parents	❏	❏	❏	❏	❏

J. SUSPENSION

Please consult with the school principal in answering this section.

39. Does your school discipline code allow for the suspension of pupils?

    yes ❑   no ❑

40. Does your school discipline code allow for the expulsion of pupils?

    yes ❑   no ❑

41. How many

    (a) suspensions have taken place in the last 5 years?

    (b) pupils in your school have been suspended in the last 5 years?

		Pupils	Suspensions
School year	99/00	❑	❑
	98/99	❑	❑
	97/98	❑	❑
	96/97	❑	❑
	95/96	❑	❑

42. How many

    (a) expulsions have taken place in the last 5 years?

    (b) children in your school have been expelled in the last 5 years?

		Pupils	Expulsions
School year	99/00	❑	❑
	98/99	❑	❑
	97/98	❑	❑
	96/97	❑	❑
	95/96	❑	❑

43. In your opinion, is suspension as a disciplinary procedure usually

                            – very effective?   ❏
                            – effective?   ❏
                            – ineffective   ❏

    Comment:

    _____

    _____

    _____

    _____

44. If there have been expulsions or suspensions in your school, please list the types of pupil behaviour leading to such action.

    Suspensions:

    _____

    _____

    _____

    _____

    Expulsions:

    _____

    _____

    _____

    _____

K. ATTITUDES TO DISCIPLINE

45. Please indicate the level of your agreement or disagreement with the following statements by placing a tick (✓) in one of the boxes opposite each statement.

(a) Disciplinary procedures which are legally enforce-able should be agreed upon as soon as possible between the Department of Education, the INTO and boards of management.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
❑	❑	❑	❑	❑

(b) Problems of discipline in schools need parental involvement in their solution.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
❑	❑	❑	❑	❑

(c) Families of disruptive pupils need as much help as the disruptive pupils themselves.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
❑	❑	❑	❑	❑

(d) Disruptive pupils should be catered for separately within the national school system.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
❑		❑	❑	❑❑

(e) The education of disruptive pupils needs an integrated approach involving other agencies, such as the Departments of Justice, Equality and Law Reform, Social Community and Family Affairs, Labour, Health and Children.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
❑	❑	❑	❑	❑

(f) A school policy on discipline should be drawn up by the principal and teachers in the school.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
❑	❑	❑	❑	❑

(g) A school policy on discipline should be drawn up by a school's board of management.

Strongly Agree   *Agree*   *No Opinion*   *Disagree*   *Strongly Disagree*
     ❑   ❑   ❑   ❑   ❑

(h) Discipline problems will be greatly reduced when schools are adequately resourced.

Strongly Agree   *Agree*   *No Opinion*   *Disagree*   *Strongly Disagree*
     ❑   ❑   ❑   ❑   ❑

(i) Improved classroom management techniques would eliminate most minor disruptive behaviour.

Strongly Agree   *Agree*   *No Opinion*   *Disagree*   *Strongly Disagree*
     ❑   ❑   ❑   ❑   ❑

(j) Smaller class sizes would eliminate most minor disciplinary problems.

Strongly Agree   *Agree*   *No Opinion*   *Disagree* *Strongly Disagree*
     ❑   ❑   ❑   ❑   ❑

(k) Smaller classes would not reduce the levels of serious disruptive behaviour in the class.

Strongly Agree   *Agree*   *No Opinion*   *Disagree* *Strongly Disagree*
     ❑   ❑   ❑   ❑   ❑

(l) The provision of preservice and inservice education on discipline/classroom management would alleviate most disciplinary problems.

Strongly Agree   *Agree*   *No Opinion*   *Disagree* *Strongly Disagree*
     ❑   ❑   ❑   ❑   ❑

46. Other views or comments.

_____

_____

_____

_____

_____

Go raibh maith agat.

Please return before Friday, 2nd June to INTO Head Office in the enclosed postage paid envelope.

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