

Towards Positive Behaviour in Primary Schools

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Foreword

Difficulties relating to behaviour in schools is a recurrent theme in education. Over the past two decades, in response to a changing situation, teachers, in consultation with the parent community and boards of management, have devised, implemented and revised codes of behaviour in individual schools. In general, these codes have been successful for the majority of children and have enhanced the learning experience of children and the working lives of teachers.

Nevertheless, there is clear evidence that these codes of behaviour have little if any effect on a minority of children. The impact of this minority on the learning of their peers and of the working conditions of teachers is significant. In response, teachers have devised various strategies to try and improve or at best contain, these children's behaviour.

There is no doubt that many of the causes of behaviour problems in schools lie well beyond the scope of the school. It must be acknowledged that poverty, lack of social support and parenting are contributory factors. However, teachers in schools can have little or no influence on these issues and must therefore seek, within the limited resources available to the school, to do their best to ensure an orderly learning environment where all children can fulfil their potential.

This publication seeks to be of assistance to teachers and others in schools with a role in the devising and implementing of behaviour policy. It is based on the experience of INTO members throughout the country who were invited to contribute their views. A steering committee of experienced teachers and trade union officials have produced a document that for the first time approaches behaviour issues in schools from a rights and responsibilities perspective.

On behalf of the INTO I thank the members of the committee and teachers who made submissions. I trust it will be of use to schools and teachers in continual revision of school behaviour policies that is necessary to deal with changing circumstances.

John Carr, MA (Ed)
General Secretary

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The sub-committee was chaired by Ms Sheila Nunan and co-ordinated by Ms Anne McElduff. The committee acknowledges the work of Mr Jim Bennett in the preparation of this report.

Introduction

The concept of partnership in education, between teachers and parents in particular, has become commonplace in educational discourse in Ireland during the past fifteen years. Nowhere is that partnership more desirable or necessary than in the promotion of a positive school environment where all pupils are enabled and empowered to achieve their full potential. The achievement and maintenance of such an environment is dependent on the goodwill and co-operation of the partners in education to ensure that all pupils are educated in schools free from frequent, disruptive behaviour. It also requires that teachers are provided with the support necessary for them to work in a safe and healthy school environment.

The issue of behaviour in schools is one that is constantly changing and evolving and one that requires periodic in-depth consideration by all the partners. Indeed, this has been the case in Irish education over the past 25 years, which have seen a number of studies of the topic and the issuing of several reports, many of which contain detailed recommendations. However, it can be argued that during the past decade there has been little work undertaken in this area and, therefore, it is opportune to examine the issue in light of significant recent trends and developments in schools including the relatively recent legislative framework underpinning the work of schools.

The Committee on Discipline in Schools, 1982 – 1985

The evolution and development of official policies on school discipline and codes of behaviour have followed a strikingly similar pattern since the early 1980s when the teacher unions and the managerial authorities demanded that the Department of Education examine the question of discipline in schools and make recommendations.¹ The Committee on Discipline in Schools held its first meeting on 21 October 1982. It reported in October 1985, and recommended that schools draw up codes of discipline which took into account “the age, range of abilities and levels of aspirations of the pupils”. It also highlighted the need for in-service education to be provided for teachers, for the establishment of support services and for special arrangements to be made for the educational needs of pupils whose behaviour was very disruptive.²

Circular 7/88

The publication of this report did not act as a catalyst for any immediate initiatives on school discipline, and it was not until 1988 that the Department of Education produced a circular entitled *Discipline in National Schools* which outlined a number of revisions to Rule 130 of the *Rules for National Schools*. The Circular exhorted schools to “adopt a positive approach to discipline, [because this] approach appeals to the child’s better nature and encourages an acceptable standard of behaviour.” In view of the possible legal challenges

with regard to the use of suspension of pupils from school as a sanction, the Department of Education clarified its position on this issue by stating that three days was the maximum period for which “continuously disruptive pupils or a serious breach of discipline” could be excluded from school. A special decision of the board of management was required to exclude a pupil up to a maximum of ten days and no pupil could be struck off the rolls for breaches of discipline “without the prior consent of the patron and unless alternative arrangements are made for the enrolment of the pupil at another suitable school.”³

Circular 20 /90

The INTO criticised this response from the Department of Education as inadequate. Among the many motions submitted to INTO Annual Congress in 1988 were demands for the withdrawal of Circular 7/88, for the provision of in-service training, support services and special tuition for pupils whose behaviour was so disruptive as to interfere with the education of other pupils.

In August 1990, the Department of Education issued Circular 20/90 which outlined the procedures to be adopted in the event of a pupil being detained after school. It also presented guidelines *Towards a Positive Policy for School Behaviour and Discipline*, and it produced a *Suggested Code of Behaviour and Discipline for National Schools*. Boards of management were requested to draw up codes of behaviour and discipline in accordance with these documents and to adopt or adapt provisions in the suggested code to suit the particular needs and circumstances of their schools.

The necessity for Codes of Behaviour to be positive provided the underpinning for the approach to school discipline advocated in Circular 20/90. The ethos of the school was seen as being the major factor in establishing and maintaining high standards of behaviour and discipline, and it was stated that a positive school ethos derived mainly from the quality of the relationships which existed within the school community. The standard of behaviour in schools was presented as being the responsibility of all members of the school community with boards of management being advised that their role was to support principals in the application of a fair code of behaviour and to ensure that the principals they appointed had the qualities necessary to deal effectively with discipline and behaviour. The principal’s management style in encouraging a sense of collective responsibility among staff was perceived as being of crucial importance, and it was stated that the quality of teaching had “a direct influence on pupil behaviour”. A combination of stimulating teaching methods, differentiated work, positive expectations of pupils and attractive learning environments were outlined as being the main in-school contributors to the achievement and maintenance of good behaviour.

Codes of behaviour were to be developed by schools following “meaningful consultation” with parents. This was based on widespread acceptance that the greater the level of parental involvement in the process of drawing up a policy, the more likely it was that parents would support the school in its implementation. It was also suggested that the consultative process should involve senior pupils in primary schools because pupils were more likely to respond positively to a policy which was clearly understood and

consistently applied.

There was also recognition from the Department of Education of the need for sanctions to register disapproval of unacceptable behaviour. Schools were advised to devise a graded system of sanctions which differentiated between minor and more serious misbehaviour and suitable to their particular needs and circumstances. Among the sanctions and strategies were reasoning with the pupil, reprimand (“including advice on how to improve”), detention, additional work, referral to the principal, communication with parents, suspension and in extreme cases and in accordance with Rule 130 (6) of the *Rules for National Schools*, expulsion. It was recommended that teachers keep written records of incidents of misbehaviour, and schools were advised to inform parents fully from the outset of instances of misbehaviour. Notwithstanding this list of sanctions, the key message was that best results in maintaining good behaviour were to be achieved by placing an emphasis on rewards, by being positive and by fostering good relationships with parents.⁴

Discipline in Schools (1993) INTO

Up to this point, analysis of the issue was concentrated on policy documents without reference to what was actually happening in schools during this period with regard to behaviour and discipline. With the exception of a survey of schools in North Dublin published by District XV (INTO) in 1983 and a number of research theses which were undertaken during the late 1980s and early 1990s,⁵ very little evidence existed with regard to the standards of behaviour and discipline in schools until 1993 when two documents were published almost simultaneously.

In October 1993, the DES published *Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools* (Circular 20/93) which referred to the incidence and nature of bullying in schools being such that the Minister for Education and Science considered that additional measures were necessary to increase awareness of bullying behaviour in school communities and to deal specifically with the problem.⁶ Earlier in 1993, INTO Annual Congress mandated the Executive to initiate a survey into discipline in primary schools which incorporated aspects of bullying in schools. The subsequent research report, *Discipline in the Primary School*, was presented at the Education Conference of the INTO in November 1993.

By November 1993, according to *Discipline in the Primary School*, 73% of schools had complied with the request of the DES to draw up written codes of behaviour, and 70% of schools were either very satisfied or satisfied with the written code. However, the existence of a written code in itself means very little if it does not have a direct bearing on the quality of behaviour in a school, and in this regard, 7% of teachers surveyed reported that there were serious disciplinary problems in their schools. In schools designated disadvantaged, 23% of respondents reported the incidence of serious disciplinary problems, while 15% of teachers in all-boys’ schools were of the opinion that there were serious disciplinary problems in their schools.

The proportions of children who, in the teachers’ opinions, constituted a serious

disciplinary problem are crucially significant because the impact of these pupils' behaviour on other pupils and on teachers can be totally disproportionate to the numbers involved. Overall, the survey revealed that 76% of teachers were of the opinion that 5% or less of pupils constituted a serious disciplinary problem. By comparison, in schools designated disadvantaged 31% of teachers considered that between 6% and 10% of pupils constituted a serious disciplinary problem while a further 10% of teachers estimated that the incidence of pupils with serious disciplinary problems was between 11% and 20% of the student population.

The overall message from this report was that the majority of pupils in primary schools were well-behaved, and that the most common misbehaviours which teachers dealt with were of a minor nature. The report recommended that class size be reduced so that no class would have more than 29 pupils. There was a recommendation that each school devise a code of behaviour which emphasised the rewarding of good behaviour. The report also demanded sanctions which were legally enforceable. The minority of pupils who could not cope with the disciplinary demands of the mainstream educational system was clearly highlighted. It recommended that units for severely disruptive pupils be established in designated schools and staffed by primary teachers, and that pupils with emotional or behavioural disorders should be entitled to one to one tuition on a regular basis. There was a call for the establishment of a school-based, psychological service on a nationwide basis, for the provision of parenting courses, for the publication of a charter of teachers' rights in every school and for the DES to conduct further research into discipline in schools.⁷

Discipline in Schools, DES

The Minister for Education, Niamh Bhreathnach TD, commissioned a report on discipline in schools because of her own concerns and in response to the concerns of interested parties about the "growing evidence of disruption in many schools". This report, *Discipline in Schools* was published in 1997 and it examined the situation in schools, outlined models of best practice and addressed the issue of the support structures teachers would like to see in place in order to create and maintain well-disciplined schools.

The findings of this report corroborated to a very large extent the findings of the 1993 INTO report, with the majority of schools reporting that they were not disrupted persistently by pupil indiscipline. However, the overall figure for teachers who reported their concerns with regard to indiscipline in their schools had risen from 7% in 1993 to 34% in 1997. In the majority of schools, the misbehaviours were described as low level, but 20% of the respondents reported that indiscipline in their schools was of a "serious and pervasive nature", where a high level of disruption was not an isolated occurrence but the normal pattern. A small number of schools reported an increase in serious breaches of discipline, and a majority of schools had a small core of pupils who were persistently disruptive.⁸

In 1997, Circular 40/97 highlighted the concern of the Minister for Education and Science at the increase in the incidence of assaults on staff in primary schools. The

attention of boards of management was drawn to their responsibilities under the Safety, Health and Welfare at Work Act (1989) to provide a safe place for employees to work, and among the measures suggested were the identification of hazards, risk assessment and the putting in place of appropriate safeguards.⁹

Discipline in Schools (2000), INTO

At the INTO Congress in 1999, there was a demand for the DES to publish a revised Code of Behaviour and Discipline which would include an “appropriate schedule of positive reinforcements and graded sanctions.” There was a call for school authorities to be given statutory rights to exclude persistently disruptive pupils, for particular provision to be made for “emotionally and socially disturbed children”, and for school authorities to have statutory rights in relation to the implementation and enforcement of school disciplinary procedures.¹⁰

Discipline in schools was the subject of another INTO survey in 2000. Over 92% of schools now had written codes of discipline and over 90% of respondents were “very satisfied” or “satisfied” with their schools’ codes. The results were inconclusive with regard to whether or not discipline in schools had improved since the previous survey. For example, the number of teachers stating that there were no significant discipline problems in their schools had increased from 40% to 52%, but the number of schools with reasonably significant, major or serious disciplinary problems had increased from 7% to 15%. The authors concluded from these statistics that, for many schools, disciplinary problems had declined in severity but, for a small number of schools, the situation had deteriorated appreciably. Among the possible reasons advanced for the improved situation in certain schools were the adoption of school-based initiatives such as Co-operative Discipline, Discipline for Learning and Circle-Time, and curricular reforms such as the introduction of Social, Personal and Health Education on the primary curriculum.¹¹

At a macro-level, some very important initiatives which have targeted educational disadvantage have contributed to this improvement, and have the potential to contribute to an even greater extent if they are developed and supported. *Discipline in Schools* had recommended the extension of the school psychological service, the continued development of the Home/School Community Liaison Scheme, the provision of additional learning support teachers, the appointment of primary school counsellors, a greater availability of school attendance officers and increased investment in the Early Start and Breaking the Cycle programmes.¹²

The Home School Community Liaison, which was established in 1990 and extended in 1999 is a preventative scheme which promotes active co-operation between home, school and relevant community agencies. The Breaking the Cycle programme ended in 1999 when it was subsumed into a new programme called Giving Children an Even Break. In 1999, the National Educational Psychological Service was established and the Learning Support Teacher Service was extended to every first and second-level school in Ireland.¹³ The Teacher Counsellor project was initiated in 1995, with the aim of supporting pupils

whose behaviour was very disruptive. It was evaluated in 1998, and the title of the project was changed to the Support Teacher Scheme. The main thrust of the work of the support teacher was to advise on and participate in whole-school strategies for devising, identifying, implementing and reviewing “good practice in behaviour management” and strategies to reduce the occurrence of disruptive behaviour.¹⁴ This scheme is under review at present by the Educational Disadvantage Committee which was established in 2002 with a view to ensuring optimum integration of all schemes for the disadvantaged.¹⁵

Education Act, 1998

The unparalleled level of scrutiny to which the Irish education system was subjected in the late 1980s and 1990s culminated in the publication of a revised Primary Curriculum in 1999, the Education Act in 1998 and the Education Welfare Act in 2000. The sections of the Education Act which have a direct bearing on behaviour in schools are Sections 15 and 28.

Section 15 (1) states that “it is the duty of a board to manage the school... for the benefit of the students and their parents and to provide or cause to be provided an appropriate education for each student”.¹⁶ It has been argued by the teacher unions that schools are vulnerable to a challenge under this section of the Education Act if parents consider that their children did not receive an appropriate education as a result of disruptive students. A similar argument has been made with regard to Section 28 in which it is stated that “grievances of students, or their parents, relating to the students’ school shall be heard... and appropriate remedial action shall, where necessary, be taken as a consequence of an appeal or in response to a grievance”.¹⁷

Education Welfare Act, 2000

The Education Welfare Act, 2000 contains very specific requirements and responsibilities with regard to the development and implementation of codes of behaviour. In Section 23, it is stipulated that a board of management must consult with the principal, the teachers, the parents and the educational welfare officer in the preparation of a code of behaviour. Among the elements of the code to be considered are the standards of behaviour expected of students, the measures to be taken in the event of non-compliance, the procedures to be followed in the event of a suspension or expulsion and the grounds for removing a suspension. There is an expectation that national associations of parents, recognised school management organisations and trade unions and staff associations representing teachers will have drawn up general guidelines to assist boards of management in the preparation of a code of behaviour. Principals are required to provide a copy of the code of behaviour to the parents of intending pupils, and schools are permitted to insist on parents or guardians signing their acceptance of the code and their willingness to co-operate in its implementation.¹⁸

Present Position

It is evident that the rights of individual students to an appropriate education are protected by law, but at this juncture, sufficient cognisance has not been given to the necessity for legislation relating to the common good where a majority of pupils are deprived of their rights by a disruptive minority. Similarly, there is very little recognition of the rights of teachers who are prevented from teaching because of the impact which unruly behaviour has on classroom management. Many of the Department of Education and Science's pronouncements on discipline have tended to concentrate on official attitudes and caveats with regard to the use of sanctions such as detention, suspension and expulsion, with the result that boards of management have been slow to impose sanctions because of a fear that they may face legal challenges.

At this juncture, it is vital that a set of up-to-date guidelines in relation to the compilation and implementation of codes of behaviour be drawn up to assist schools dealing with changed or changing circumstances. Among the issues to be addressed are the principles and rationale underpinning the code, the expectations of pupils, teachers and parents, suggestions with regard to school rules, guidance with regard to the use and nature of rewards, a graded set of legally enforceable sanctions, advice on the procedures to be followed in the event of suspensions and /or expulsions and the possible provision which may need to be made for that minority of pupils who are unable to comply with a school's disciplinary requirements.

Towards a Code of Behaviour for Primary Schools

Circular 20/90

In view of the continuing significance of Circular 20/90, it is appropriate to re-visit this document, and to update its contents in line with developments which have occurred in the period since this Circular was issued.

Ethos

The ethos or characteristic spirit of a school is a major factor in establishing and maintaining high standards of behaviour and discipline. A positive school ethos is based on the quality of the relationships within the school community. This ethos permeates all the activities within the school and helps in forming a strong sense of social cohesion within the school.

The Board of Management

The board of management has a role to play in the maintenance of desirable standards of behaviour in a school. It should encourage parents to become involved in the process of drawing up a code of behaviour and in supporting its implementation. It should be supportive of the teachers in the application of the code of behaviour.

Teachers

It is the responsibility of the teaching staff to ensure that a school's code of behaviour is administered in a manner which is consistent and fair. The leadership of principal, deputy principal and other promoted teachers has a crucial bearing on the development of a sense of collective responsibility among all teaching staff and a sense of commitment to the school among parents and pupils. It is important that the rationale for the code should be discussed with the pupils, where possible, and the code of behaviour taught to them.

Parents

Parents play a crucial role in shaping the attitudes which produce good behaviour in school. It is important that parents are made aware of the aims, values and behavioural requirements of the school. The vast majority of parents take their responsibility seriously with regard to standards of behaviour, but some parents do not appreciate fully the need to provide their children with firm guidance and positive models of behaviour.

Consultation

A whole-school behaviour policy should be developed by the school following

meaningful consultation with parents. If parents are fully involved in drawing up a whole-school behaviour policy, they are more likely to support its implementation. The policy should aim to create a positive school ethos where learning and development can take place. It should promote the highest possible degree of consensus about standards of behaviour among staff, pupils and parents.

Pupils

Most of the pupils in primary schools are well-behaved and respond positively to the requirements of a code of behaviour. A code of behaviour may include consultation with the older pupils as an element of the process of drawing up the code. It is recognised that a minority of pupils have difficulties in complying with the requirements of a code of behaviour and, in those instances, behaviour management plans may be necessary so that continued attempts may be made to teach the type of behaviour which is required of those pupils.

Rewards and Sanctions

The balance between rewards and sanctions is an important indicator of a school's approach to maintaining good standards of behaviour. The ideal is where rewards are intrinsic and virtue is its own reward. However, it may be necessary, as an interim measure, to employ extrinsic rewards while pupils are being encouraged to internalise positive attitudes and values.

It is accepted that there is a need for sanctions to register disapproval of unacceptable behaviour. Each school should devise its own set of graded sanctions suited to its particular needs and circumstances. These should contain a degree of flexibility to take account of individual circumstances.

The Educational (Welfare) Act 2000

The requirement in the Education (Welfare) Act 2000 that a board of management should, after consultation with the principal, the teachers, the parents and the educational welfare officer, prepare a code of behaviour, has added an extra dimension and urgency to the review process because of schools' fears that elements of their code of behaviour could be contested in a court of law. Without re-visiting the work of the School Development Planning Service (www.sdps.ie) and others who have drawn up templates for codes of behaviour, it may be useful, at this juncture, to outline and discuss briefly within the context of the requirements of the Education (Welfare) Act, the principles underpinning a code of behaviour and its main elements.

The Education (Welfare) Act requires that codes of behaviour should specify:

- a) the standards of behaviour that shall be observed by each student;
- 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;
- d) the grounds for removing a suspension imposed in relation to a student;
- e) the procedures to be followed relating to notification of a child's absence from school.¹⁹

It is noticeable from the above, that there is a concentration on the behavioural expectations of students, but there is a reference at a later stage of this section to the requirement that parents should “make all reasonable efforts to ensure compliance” by a child with a code of behaviour. There is no specific reference to the expectations of teachers in the Education (Welfare) Act, but in the Education Act (1998), principals and teachers have responsibility for the instruction provided to students and for the education and personal development of students.²⁰

Codes of Behaviour

Principles underpinning Codes of Behaviour

A school's code of behaviour should be based on values and overall aims such as respect, fairness, inclusion, the promotion of self-discipline and the importance of listening to all members of the school community. Therefore, it is essential that a code of behaviour should be specific to an individual school. It should encourage and recognise good behaviour and state clearly the sanctions for unacceptable behaviour. It is advisable to keep school rules to a minimum and important that these should be stated positively. Rules should be applied by all with consistency and fairness.

A code of behaviour should state that the rationale for rules will be discussed with pupils and each rule taught. The code should be developmental and age appropriate and be the product of consultation with all members of school community and represent agreed views.²¹ Finally, a code of behaviour must be sanctioned by the board of management of the school which should accept responsibility for its implementation.

Aims of Codes of Behaviour ²²

Guidance for pupils, teachers and parents with regard to behavioural expectations must be contained in a code of behaviour. It must provide for the effective and efficient operation of the school and in this regard achieve a safe school environment for all members of the school community.

A code of behaviour should seek to develop pupils' self-esteem and to promote positive behaviour and in doing so foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance for others. The education and development of every child must be facilitated and caring attitudes to one another and to the environment fostered.

Ultimately, it must enable teachers to teach and children to learn without disruption and recognise that every member of the school community has a role to play in the implementation of the Code of Behaviour.

Rights and Responsibilities

Board of Management ²³

The board of management has a duty of care for the children attending the school and must be fully aware of its obligations towards all members of the school community under the Safety, Health and Welfare at Work Act (1989).

In this regard, a board of management has a responsibility to ensure that the school is safe for pupils, teachers and all other members of the school community. In order to achieve this effectively, a board of management should ensure that the school has a code of behaviour for pupils drawn up in consultation with the parents of the children in the school and, if appropriate, the senior pupils of the school. The Board should also ensure that the code of behaviour is known to parents through the regular provision of relevant information.

Pupils' Rights

All pupils have the right to expect to be treated fairly, consistently and with respect. They should be able to learn and be educated in a relatively disruption - free environment, safe from bullying and abuse. Pupils should have the expectation that their individual differences will be recognised and provision made for them.

Pupils should have the right to be listened to, and to question, at appropriate times. As learners they should be allowed to make mistakes and to learn from them. They should have confidence that their positive behaviour will be affirmed and that misbehaviour will be dealt with appropriately.

Pupils' Responsibilities

A code of behaviour should require of pupils that they attend school regularly and punctually, work quietly and safely when requested, and to the best of their ability at all times. Pupils have the responsibility to listen to their teachers and act on instructions / advice. In addition they should be required to listen to other pupils and because of the social construction of the classroom, await their turn to speak.

Pupils are required to show respect for all members of the school community and to respect the rights of other pupils to learn. They have the responsibility to care for their own property and to respect all school property and the property of other pupils. Given the central importance of health and safety in any school situation, pupils have a duty to avoid behaving in any way which would endanger themselves or others. In this regard, they may be required to remain seated at all times should their teacher not be in the room. A similar argument can be made for the requirement that pupils stay on school premises during school hours and stay within designated areas during break times.

Pupils' responsibilities include treating others with dignity and respect and, therefore, they should avoid nasty remarks, swearing or name-calling and be inclusive of other pupils in games and activities.

A further responsibility includes the need to contribute to good order around the

school so requiring pupils to move quietly around the school and to keep the school clean and tidy is essential. As the school is a learning organisation pupils have an age appropriate responsibility to bring the correct materials and books to school and follow school and class rules.

Teachers' Rights

Teachers, like all workers, have the right to expect to be treated with respect and dignity. They should be able to teach in a safe, well-maintained, physical environment, relatively free from disruption. They have the right to the support and co-operation of teaching colleagues, other school staff and parents in order to achieve the school's aims and objectives.

Appropriate support services to cater for the psychological, emotional and physical needs of the pupils should be available as of right. In the organisation of the school, teachers have the right to be listened to, and participate in decision-making which affects their own work and that of the school in general. Teachers also have the right to work in an atmosphere that encourages professional development, and to support and professional advice from boards of management, Department of Education and Science, National Education Welfare Board, National Council for Special Education and National Educational Psychological Service.

In the event of decisions being taken that affect teachers adversely, they have the right to appeal in accordance with agreed procedures.

Teachers' Responsibilities

Teachers are expected to support and implement the school's code of behaviour. A key issue in this regard is that teachers should be cognisant of their duty of care and create a safe, welcoming environment for each pupil. Each teacher has the responsibility to develop and nurture a sense of self-esteem in each pupil and in this regard the praising of desirable behaviour is essential.

Every school is a learning organisation and therefore, teachers should facilitate pupils to reach their full academic potential. This will entail recognising and providing for individual talents and differences among pupils.

Teachers are expected to be courteous, consistent and fair, to keep opportunities for disruptive behaviour to a minimum and to deal appropriately with misbehaviour. In this regard, teachers should listen, at appropriate times, to pupils' explanations for behaviour.

Recording incidents of misbehaviour and patterns of behaviour are essential as is the communication of this data to relevant education partners. Therefore, teachers should keep a record of instances of serious misbehaviour or repeated instances of misbehaviour, communicate with parents when necessary and provide reports on matters of mutual concern. Teachers should also provide support for colleagues.

Parents' and Guardians' Rights

Prior to addressing the rights and responsibilities of parents in relation to codes of behaviour, it is important to emphasise the responsibility which society in general has for ensuring that children's basic needs are met. The inextricable link between the needs of

children and the responsibilities of society are clearly articulated in *Our Children – Their Lives* when it states that all children have a basic range of needs, some children have additional needs and all children need the support of family and community.²⁴

Parents and Guardians have the right to expect to be treated with respect and to have a safe and welcoming environment provided for their child. Parents are entitled to expect that there will be a recognition of individual differences among pupils, having due regard for the resources that are available, and that there will be fairness and consistency in the manner in which the pupils are treated.

Parents have the right to communicate with teachers on matters of mutual interest or concern and to expect contact at an early stage to discuss difficulties / problems. Progress reports in accordance with agreed school policy, information on school policies and procedures are legitimate expectations of parents. They also have the right to be consulted in relation to the school's code of behaviour and to appeal decisions in accordance with agreed procedures.

Responsibilities of Parents and Guardians

Parents are expected to encourage children to have a sense of respect for themselves, for others, for their own property and that of others. They should ensure that their children attend school regularly and punctually and show interest in their children's school work. Part of supporting and encouraging children in their school work will entail ensuring that their children have the correct books and other materials.

Parents have a responsibility to be familiar with the code of behaviour and other school policies such as a healthy eating policy and support their implementation. They can be expected to co-operate with teachers in instances where their child's behaviour is causing difficulties for others and to communicate with the school in relation to any problems which may affect their children's progress / behaviour.

Strategies to Affirm Desirable Behaviour

For coherence and consistency, a code of behaviour which derives its underpinning from the promotion of positive behaviour requires a range of incentives which affirm good behaviour. It is important that good behaviour is not taken for granted, and school policy should make explicit reference to the manner in which a school intends to establish (or maintain) a climate where praise and encouragement far outweigh the frequency of criticism and sanctions.²⁵ The INTO Survey (2000) found that praising individual children was the form of reward most frequently used by teachers, and it suggested that this strategy was most effective when students understood why they were being praised, and the approval for their work was valid.²⁶ If the attempts to "catch students being good", result in praise being given invalidly, the students may feel that they are being manipulated rather than being affirmed:

"Dishonest praise discourages children as well as adults and can be damaging to their self-esteem. The intentions of the praiser do not matter. What matters is how the child feels as a result of the praise."²⁷

It is necessary also to ensure that the giving of praise is sensitive to the age and personality of the students because certain pupils may prefer private praise such as notes of approval in their copy books to being singled out and embarrassed by public praise.²⁸

The message from the research literature is ambivalent with regard to the use of formal reward systems. Some commentators such as Docking and Kohn suggest that the use of extrinsic rewards can be manipulative and impede a child's ethical development²⁹ whereas others such as Mosley and Smith argue that rewards for good behaviour, worthwhile work or effort are acceptable, valid and effective.³⁰ It is vital, therefore, that members of school communities clarify their own thinking on the merits and demerits of the arguments with regard to intrinsic or extrinsic rewards because the key factor in the design of any incentive scheme is that it is appropriate for the context of the school and meets the needs of all members of the school community.³¹

Based on a synthesis of the research literature, various school codes of behaviour, and behaviour management programmes such as Discipline for Learning and Jenny Mosley's Quality Circle Time Model, the following strategies have been used as incentives to affirm positive behaviour:

<ul style="list-style-type: none"> ● Certificates or merit awards – student of the week, month, term, year ● Prepared commendation letters to parents ● Comments and 'smiley' faces on children's work ● Stickers, badges or ink stamps in books ● Specially written letter home ● Phone call or postcard home ● Time on PC or special activity ● Lunch time TV or music ● Photographs of award winners taken and displayed ● Work displayed ● Homework pass 	<ul style="list-style-type: none"> ● Lucky dip ● Privilege Time – 30 minutes per week where children sign up for particular activities ● Regular 'Special Contribution' Assemblies where commendations are given for good attendance, good behaviour and good work ● Principal's Award ● Cinema tickets ● Book Tokens ● Vouchers for music or sports shop ● Good News Bulletin Board ● Raffle tickets ● Golden Time ● Quality Circle Time³²
---	---

The above awards / rewards are aimed at individual students, but it is also important to reward classes because this encourages the development of a corporate image where the pupils share a positive group identity which fosters and encourages co-operative

behaviour.³³ Such awards/rewards might include:

<ul style="list-style-type: none">● Extra free time (lunch)● Extra PE / games● Class treat / part● Class outing● Graduation ceremony● Parents' party with class● Reduced homework on agreed nights	<ul style="list-style-type: none">● Positive comment to principal● Outdoor activities● Work exhibited● Videos (age appropriate and in accordance with school policy)● Reward assemblies● Class prizes
--	--

Where incentive schemes are in place, the outcomes need to be monitored in order to evaluate their effectiveness in promoting positive behaviour or in reducing misbehaviour. This evaluation should involve all members of the school community, with the attitudes of the pupils to the award scheme being of particular significance.³⁴

Undesirable Behaviour in Pupils ³⁵

Research evidence points to a majority of primary school pupils as being compliant and co-operative, but there is also compelling evidence of 'low level' continuous disruptive behaviour which of itself is not extreme, but which prevents learning from occurring and makes the role of the teacher very difficult.³⁶ The INTO decided against classifying misbehaviour into categories such as minor misdemeanour, more serious misdemeanour and serious / gross misbehaviour because the categorisations are subjective and it is the repeated nature of low level disruptive behaviour which can cause it to become more serious. It recognised that such a classification was not without merit, because the issue of proportionality is fundamental in dealing with misbehaviour. However, dealing appropriately with misbehaviour requires the exercise of professional judgement.

Nevertheless, it is important to provide guidance on what constitutes undesirable behaviour in broad terms because attempts to be more specific will run the risk of excluding some possible misdemeanours. Undesirable behaviour, therefore, includes being unkind to any member of the school community, preventing others from learning and speaking out of turn, interrupting others and being inattentive. It encompasses being unwilling or unable to abide by the accepted conventions of courtesy and manners.

Defacing or destroying other pupils' belongings or school property, directing abusive language at any members of the school community, acting aggressively or with violence towards any members of the school community and refusing to co-operate with instructions and advice are clear instances of undesirable behaviour.

Strategies and Sanctions for Dealing with Misbehaviour ³⁷

The purpose of sanctions and other strategies is to promote positive behaviour. The following guidelines are suggested with regard to the application of sanctions. When implementing the school code of behaviour and imposing sanctions, teachers should make it clear that it is the behaviour which is being criticised and not the person. At all times sanctions should be logical, leave the child's dignity intact and be proportionate to the misdemeanour committed. Teachers should avoid any early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour. Whole class / whole group sanctions should be avoided and it should be remembered that individual children are responsible for their own behaviour and they make a choice to behave or misbehave.

Through Social Personal and Health Education / Religious Education and the use of Circle Time Model's Listening and Speaking systems, teachers should encourage children to discuss, reflect and contribute to the solving of behaviour problems.³⁸ While consistency is an essential requirement, it is also important to take account of individual circumstances. It is not acceptable to deprive a child of access to a curricular area such as Physical Education as a sanction (unless there is a query with regard to safety). Teachers should keep a record of continuous inappropriate behaviour in class / in school, and all instances of serious unacceptable behaviour.

For some pupils, it may be necessary to design a behaviour management plan in which specific, short-term, behavioural objectives are set as a result of discussion with the child, parent(s) and teacher. These plans which provide for the monitoring and modification of specific behavioural problems, are most effective over a short period of time.

Parents should be informed as soon as it is perceived that difficulties are developing with regard to their child's behaviour.

Strategies to Prevent Escalation of Misbehaviour

At the outset, a range of strategies may be utilised to prevent misdemeanours from escalating into continuous misbehaviour. These may include a non-verbal signal such as a look or a frown, a change in tone of voice or stopping speaking and waiting for attention. Overlooking or ignoring undesirable behaviour can only be employed when the undesirable behaviour is not causing significant disruption to the lesson and the safety of other pupils is not threatened. A method of doing this may involve praising a child who is behaving appropriately while ostensibly ignoring the child who is misbehaving. A teacher might move a misbehaving child to another seat before speaking to the child in private, reminding the child of the rule which is being broken and encouraging him / her to keep the rule.

Strategies to Show Disapproval of Unacceptable Behaviour

Where possible, a sanction should be seen to match the particular misdemeanour. The most powerful sanction is the disapproval of those whose views the wrong-doer respects so it is very important to create a climate of opinion in which that sanction has the greatest possible effect.³⁹

For the vast majority of pupils, a simple admonition is the most effective sanction, but reprimands should be used fairly and sparingly. Other strategies include reasoning with the pupil, the implementation of a warning card system or temporary separation from peers. In the latter instance, the pupil may be required to work at a separate desk for a specified period of time such as 5 or 10 minutes. In such instances, pupils should be reminded that they have chosen to misbehave and may be asked to finish uncompleted work, complete a behaviour related work sheet or write a 'sorry' card. At other times it might be appropriate to assign extra work to pupils to complete either in school or for homework.

Detention at breaks (morning and /or lunch) during which pupil must be supervised is a strategy that may be used. This sanction has the merit of maintaining the duty of care for the pupil. It gives pupils the opportunity to reflect on their behaviour, provides an opportunity for negotiation, and allows teaching and learning to continue without interference.

Time out in another class may be necessary if the work of the class is being disrupted severely or if there is a risk of injury to another pupil. This strategy should be part of a planned intervention which includes the steps to be taken prior to exiting, the class to which the child is going, how s/he will be supervised, the work to be completed in the other room and when the child will be allowed back to his/her own class. This strategy should be organised on a whole school basis, with teachers agreeing on reciprocal arrangements. However, repeated time-outs in other classes, can place an unfair burden on particular teachers, and they may also suggest to some children that their own teacher is unable to manage them.

Communication with the child's parents/guardians at the earliest possible opportunity is essential and not when the situation has become a crisis. A pupil may be referred to the school principal but this should only be done as part of an agreed set of procedures or for a serious incident.

Detention after the closure of school should be considered carefully. Schools do not automatically have the legal authority to detain pupils after the official end of the school day. Schools may only use this sanction if parental consent has been obtained. If schools intend to use this sanction, they should outline to parents the circumstances in which it will be utilised and provide notice (at least 24 hours in advance) in writing of the day, time, and length of the proposed detention.

Exclusion (Suspension or Expulsion) from School

All of the above strategies or sanctions are attempts to manage unacceptable behaviour within schools, but for serious incidents of misbehaviour such as aggressive, threatening or violent behaviour towards teachers or pupils, bullying, vandalism, verbal abuse / offensive language against teachers or pupils, supply or use of illegal drugs, stealing, persistently disruptive behaviour or repeated instances of misbehaviour, school authorities require guidelines on the use of exclusion (suspension or expulsion) from school as a sanction.

Rule 130 (5) authorises chairpersons or principals to exclude a pupil who has been continuously disruptive or who has committed a serious breach of discipline for a maximum initial period of three school days. A special decision of the board of management is necessary to authorise a further period up to a maximum of 10 school days to enable consultation to occur with the pupil's parents or guardians. In exceptional circumstances, a board of management may authorise a further period of exclusion to enable the matter to be reviewed.⁴⁰ Circular 20 /90, states that pupils may be suspended for repeated instances of serious misbehaviour and/or for gross misbehaviour. However, in the case of gross misbehaviour, the board shall authorise the chairperson or principal to sanction an immediate suspension pending a discussion of the matter with parents.⁴¹

The Education (Welfare) Act requires that codes of behaviour specify the procedures to be followed prior to a suspension or expulsion, obliges schools to notify in writing the Education Welfare Board of instances where students have been suspended for six or more days (cumulatively), and proscribes schools from expelling students until 20 days have elapsed following the notification to the Education Welfare Board of this course of action. This final stipulation is qualified by the acceptance in the Education (Welfare) Act of a board of management's right to take reasonable measures "to ensure that good order and discipline are maintained in the school concerned, and that the safety of students is secured".⁴²

The INTO recommends that the initial period of suspension which may be imposed by principals be increased up to a maximum of five days.

Guidelines with Regard to Suspension ⁴³

Fair and reasonable procedures to investigate incidents of misbehaviour should be in place in all schools, communicated to members of the school community and followed strictly.

The principles of natural and constitutional justice must be applied to the investigation which include the rights of all relevant parties to be heard. Parents should be invited to the school to meet with class teacher / principal / chairperson to discuss serious incidents of misbehaviour, and their co-operation enlisted so that strategies which are devised to prevent a repetition of misbehaviour may be supported. Where possible, prior to a suspension, a full review of the case should be undertaken by the principal in consultation with teacher(s) and other members of the school community involved. Careful

attention should be paid to all records of misbehaviour, patterns of mis-behaviour, context of misbehaviour, sanctions and other interventions used and their outcomes, any medical reason for misbehaviour, in order to ensure that all possible alternatives have been exhausted to meet the needs of the child.

In the event of a single incident of gross misbehaviour, a pupil may be suspended immediately.

Communication with the parents with regard to a suspension or the possibility of a suspension should be in writing, and a copy of the letter retained as part of school records. A written statement of the terms and date of the termination of a suspension should be given to parents. Consideration may be given by the school to sending such communication by registered post. If the suspensions are for six or more days, the educational welfare officer is obliged to consult with the student, the parent(s), the principal and other appropriate persons, and to make “all reasonable efforts to ensure that provision is made for the continued education of the child”.

Parents should be informed of their right to appeal the decision in accordance with the provisions of Circular 22/02. This Circular provides for an appeal where suspension for a period would bring the cumulative period of suspension to 20 days or longer in any one school year. When a period of suspension ends, the pupil should be re-admitted formally to the class by the principal. It may be necessary to organise a behaviour plan for the pupil when he / she is re-admitted to the school.

If a satisfactory resolution to a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the chairperson / principal.

Expulsion

Given the constitutional requirements with regard to children’s entitlements to “a certain minimum education”, the DES has been extremely circumspect when dealing with expulsion. Rule 130 (6) of the *Rules for National Schools* states that pupils cannot be struck off the rolls for breaches of discipline without the prior consent of the patron and unless alternative arrangements are made for the pupil at another suitable school.⁴⁴ Circular M 33/91, which applies at post-primary level, contains a very specific caution with regard to the possible legal consequences for schools as a result of expelling a pupil:

“Expulsion should be resorted to only in the most extreme cases of indiscipline and only after every effort at rehabilitation has failed and every other sanction has been exhausted. Schools should be aware of the legal consequences that might arise if a pupil under 15 years of age were expelled and alternative placement in another school not secured for that pupil.”⁴⁵

The Education (Welfare) Act 2000, which raised the minimum school leaving age to 16 years or after 3 years of post-primary education, whichever is the later, outlines the procedures which must be followed in the event of a decision to expel a pupil.

The Educational Welfare Officer (EWO) must be notified in writing by the BOM of the reasons for the expulsion. The EWO is then required to make “all reasonable efforts” to consult with the principal (or nominee), the student, parent(s) and any other appropriate

persons, and to convene a meeting of the people involved. A pupil cannot be expelled until 20 days after the EWO has been notified of the decision of a board of management to expel.

Under Section 29 of the Education Act and Section 26 of the Education (Welfare) Act, a parent or the National Educational Welfare Board may appeal an expulsion or suspension where the cumulative period of suspension in any school year exceeds 20 school days. An appeal must be held within 30 days of the receipt of the appeal. The Secretary General of the Department of Education and Science shall notify both parties in writing of the determination of the appeal, and issue to the board of management such directions as are deemed necessary for the purposes of remedying the matter. The board of management is bound to implement whatever directions are issued.⁴⁶

Principles with regard to the use of expulsion as a sanction

The inclusion in the Education (Welfare) Act of procedures to be followed in the event of the exclusion of a pupil from school is a clear indication of the legality of such a sanction, but there is a lack of clarity with regard to the circumstances in which these sanctions may be applied, or the provision which must be made for the pupil who is suspended or expelled. Advice from the CEO of the Education Welfare Board is that the Education Welfare Act supersedes other educational legislation and primary schools are now entitled to use expulsion as a sanction.⁴⁷

The Code of Behaviour of the school must provide explicitly for the use of expulsion of pupils in certain instances. A record of misbehaviour must be maintained in respect of any pupil for whom expulsion is being considered. The sanction of expulsion must be proportionate to the behaviour and should be utilised only as a last resort. At all times, the emphasis should be on retaining the pupil in the education system. Expulsion should be utilised only after all other sanctions such as repeated suspensions have been invoked.

Parents and pupil should be put on notice of an intention to expel. The Education Welfare Office should be put on notice of an intention to expel a pupil in accordance with Section 24 of the Education Welfare Act. The board of management is requested to state reasons for expelling the student. Expulsion from school is a function of a board of management, and decisions to expel should only be taken at a properly convened meeting of the board of management. In this regard the principal teacher should keep the board of management informed of instances of repeated suspension, and /or instances where there is a likelihood of an expulsion arising.

It is essential that due process is afforded to pupil and parents, and it is imperative that a fair and impartial hearing is given to the parent(s)/guardian(s) by the board of management. The board of management should consider carefully the position of the parent(s) /guardian(s) and note any assurances provided to ensure compliance with the school's Code of Behaviour. Communication in relation to expulsion should be in writing and, where possible, be sent by registered post

Discussion with Regard to Expulsion

It is recognised that there is a minority of pupils whose behaviour is such that it cannot be managed in an ordinary school setting without the provision of additional resources or support. In Northern Ireland,⁴⁸ each of the Education and Library Boards has Behaviour Support Teams capable of providing advice on programmes for modifying pupil behaviour and, in certain cases, short-term support for individual pupils. The teams can also advise on the development of whole-school approaches to discipline and classroom management skills and on how to respond quickly and effectively to certain incidents.⁴⁹

Given that part of the National Education Welfare Board's remit is to assist schools in drawing up codes of behaviour, the appointment of personnel to fulfil some of the above functions would be of considerable assistance to schools.

Other initiatives which might be given consideration are:

– Support Units within Schools

The development of Learning Centres or Support Units within schools where pupils can be placed for more intensive, individualised learning support to help them cope with the disciplinary demands of mainstream classes should be considered.

– Pupil Referral Units

A small number of pupils may need a period of specialised provision away from mainstream education, aimed at breaking the cycle of disaffection and /or disruptive behaviour. The following principles might underpin the setting up of these units. Placement should be for a fixed, short term period of one, two or at most, three terms.

Pupils attending such units should remain on the rolls of the school in which they are currently enrolled. Staff at the unit and the child's school should work together to try to ensure continuity in the child's learning. Work in the unit should focus on the need to manage, and if possible, to modify, the pupil's unacceptable behaviour. There should be a planned and structured programme to assist the pupil's re-integration into school.

Recommendations 50

The INTO recommends that:

- Class sizes in primary schools be reduced in line with the commitments given in the Programme for Government.
- Emphasis be placed on support systems for pupils, parents and teachers so that a sanction such as suspension should be necessary only on rare occasions.
- Schools be assisted to develop procedures so that pupils at risk can be identified and supported as early as possible.
- Pastoral reviews be considered as an integral part of regular reviews of pupils' progress.
- Curricular areas such as Social Personal and Health Education and strategies such as Circle Time be used to focus on issues such as bullying / friendship.
- Categories of children qualifying for additional resources be broadened so that pupils with challenging behaviour may be given support.
- The remit of the National Educational Psychological Service be extended to include the assessment and support of pupils with behavioural difficulties.
- Support be made available to teachers who are having difficulty dealing with a class / group of pupils / individual pupil.
- Courses on behaviour management and resource materials on issues such as classroom management skills be prepared and made available as part of pre-service and in-service education and via the internet.
- The physical environment of schools be improved by investing in playground activities and resources.
- There be a significant investment in the development and provision of a range of parenting courses to assist parents experiencing behaviour problems with their children at home.

Conclusion

The standard of behaviour in schools is of fundamental importance to our society, but in many respects, it has been taken for granted by the Department of Education and Science. It is essential that a proactive approach be adopted to the maintenance and improvement of standards of behaviour in schools by all of the partners in education. This will entail the development by school communities of effective and workable codes of behaviour and the provision of the necessary supports to schools to enable these codes to be put into practice. In recent times a reactive approach to behaviour has been the fore too often where a particular act of indiscipline in a school has become a local or even a national cause celebre.

Behaviour in schools is a multi-faceted issue which is deserving of a major initiative in terms of time, effort and other resources so that all pupils can benefit from their schooling to the maximum possible extent.

Appendix 1

Some Guidelines for Behaviour Contracts

The aim of a behaviour contract is to support the child in ownership of his/her behaviour and to replace unacceptable behaviours with acceptable behaviours. The contract may be a verbal agreement between teacher and pupil or other parties and may be informal and brief. If there are greater concerns with regard to the pupil's behaviour, a more formal contract may be required, and this will also involve a broader level of consultation.

The following will facilitate successful behaviour contracts:

1. Concerns

List the concerns that the teacher has regarding the child's behaviour. Consult with and list any additional concerns expressed by one or more of the following: the child, child's parents, colleagues, classmates, wider school community.

2. Aim

State the aim of the behaviour contract which must relate directly to the recorded concerns.

3. Set Targets

Set specific targets for the child with emphasis on 'doing', and clarity on who, where and when the 'doing' is expected. Be realistic in your expectations and offer maximum opportunity for success. It may be necessary to set targets at regular intervals during the school day and to grade targets for achievement over set periods of time.

4. Support

A variety of methods should support the achievement of the set targets. Of primary importance among these should be warm body language, verbal encouragement, a sheet or chart to record success, listening to the child's evaluation of behaviours and giving feedback. This support may also need to come from the child's parents, principal, other teachers, the child's peers or child support agencies and services.

5. Review

Set a time-frame for the contract and review it. A positive outcome to the contract may not be immediate. The support strategy of listening and giving feedback is crucial.⁵¹

Appendix 2

Sample Behaviour Management Plan ⁵²

_____’s BEHAVIOUR PLAN

EXPECTATIONS: _____ IS EXPECTED TO DO HIS BEST ALWAYS.

S/he is also expected to achieve the following goals:

1. _____
2. _____
3. _____

The pupil and the teacher have agreed to the following positive outcomes if _____ reaches his/her goals:

1. _____
2. _____
3. _____

The student will receive the following incentives:

CONSEQUENCES

There will be consequences for serious unacceptable behaviour such as fighting, showing disrespect as outlined in the school’s Code of Behaviour. Sanctions will also be applied for failure to meet the expectations outlined above. These will be:

1. _____
2. _____
3. _____

Other interventions applied with this plan will include:

1. _____
2. _____
3. _____

This plan will be monitored by the teacher, pupil, principal and parents. It will be reviewed in ___ weeks to assess the student's progress towards reaching his/her goals.

We have read and agreed to the plan:

Student

Teacher

Parent(s)

Principal

Date: _____

Appendix 3 ⁵³

Class Contract

Date: _____

I will do my best to:

1. _____
2. _____
3. _____

Signed: _____ (Pupil)

Parent: _____

Teacher: _____

Appendix 4

Teacher: _____

Date: _____

Time: _____

A Plan for _____

What did I choose to do? _____

1. Be on time	2. Be fair and courteous
3. Practise safety	4. Respect Property
5. Do your work	6. Ask for help when needed

Student's signature: _____

Teacher's signature: _____

1. Be on time

2. Be fair and courteous

3. Practise safety

4. Respect property

5. Do your work

6. Ask for help when needed

The rule I broke is _____

I am in Time Out because I chose to _____

I feel 😞😞😞😞😞😞 right now.

I will start _____

Teacher

Student

Appendix 5

Name: _____

Date: _____

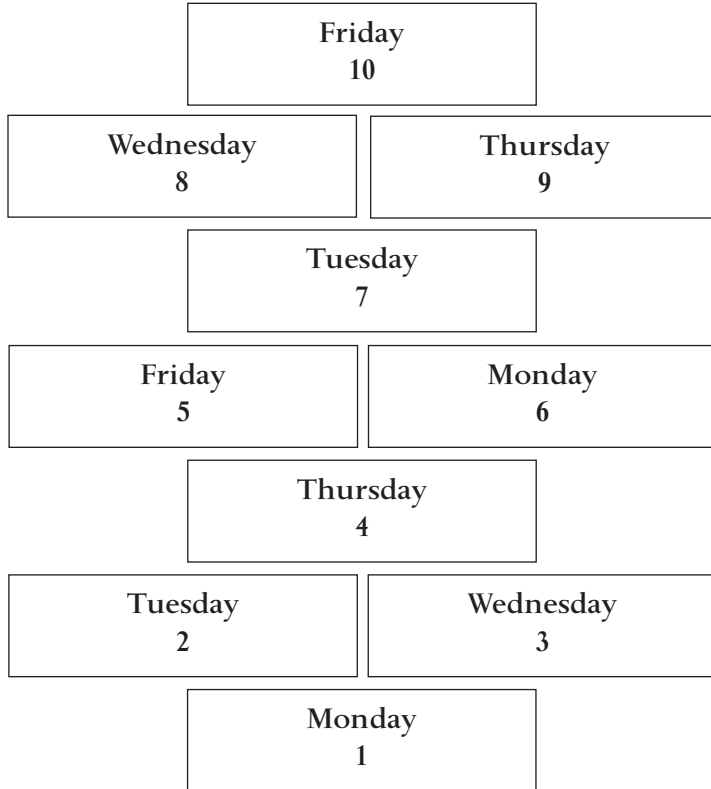
Morning				
I was nice to the boys and girls and my teacher	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I did not hurt anyone	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I put up my hand when I wanted help	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Small Break				
I was nice to the boys and girls during break	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I did not hurt anyone	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I stayed in my own yard	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Middle Period				
I was nice to the boys and girls and my teacher	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I did not hurt anyone	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I put up my hand when I wanted help	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Lunch Break				
I was nice to the boys and girls during break	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I did not hurt anyone	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I stayed in my own yard	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Third Period				
I was nice to the boys and girls and my teacher	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I did not hurt anyone	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I put up my hand when I wanted help	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Signed: (Parent) _____ (Child): _____

Signed: (Teacher) _____ (Principal): _____

Appendix 6

Playtime Target Chart



Start here

Colour in each day that you keep the Golden Rules

Well Done

Appendix 7

Supervised Time-Out

Supervised Time-Out is a formal sanction for dealing with serious and unacceptable behaviour on the yard (bullying, deliberate acts of aggression, vandalism). It usually takes place on the day following the incident in the yard. It involves the pupil being supervised in a classroom during lunch time (15 minutes).

It is the responsibility of the teacher on yard duty to:

- Investigate the incident before making a judgement on the appropriate sanction.
- While it is important that rules and sanctions are applied consistently by all staff members, it is recognised that occasionally teachers may need to be flexible on the application of sanctions to suit situations and /or the age of the child.
- Isolate the child for the remainder of the break. Time-out at the wall or walk with the teacher.
- Record the incident in the Yard Incident Book.
- Record details in the Accident Book if physical injury occurred.
- Inform the class teacher regarding the appropriate sanction.

The Role of the Class Teacher

It is the responsibility of the class teacher to:

- Send the Supervised Time-Out Sheet home to be signed.
- Inform the next teacher on the Time-Out roster.
- Assign suitable work to be completed during Supervised Time-Out.
- Monitor Incident Book for repeated occurrences.
- Inform Principal of repeated occurrences.
- Request meeting with parents.

Role of Supervisor

- Supervise pupil(s) for the allotted time.
- Ensure that child(ren) are returned safely to their classes.
- Cross name off roster.

Pupil

- Complete the written activity.
- Behave appropriately.
- Apologise to the teacher on yard duty and to the victim, and promise not to offend again.

Appendix 8

Date: _____

Supervised Time-Out

Dear Parents / Guardians,

I am writing to let you know that _____ will have supervised time-out from the yard on _____ for unacceptable yard / wet day behaviour.
_____ was responsible for :

- Deliberately hurting and causing injury to another child
- Using bad language / inappropriate language
- Continually disrupting and spoiling playtime for other children
- Refusing to co-operate with teacher on duty
- Disrespectful and insolent behaviour to teacher on yard duty
- Unsafe and dangerous play
- Continually engaging in bullying behaviour

Comments:

Signed:

Please talk to child and remind him / her of the importance of keeping the golden rule(s) for yard and /or wet days.

I have talked to _____ about the unacceptable behaviour. S/he promises to keep thee golden rules for the yard.

Signed: _____ (Parent / Guardian)

Date:

Appendix 9

Dear Parents / Guardians,

You have received two reminder letters regarding _____ 's behaviour. There is still no improvement. I would like to discuss this matter with you and your child. Please make an appointment to meet with me as soon as possible.

Thank you for your support and co-operation

Class Teacher

Appointment

I would like to talk to you about my child's behaviour.

Day: _____ Date: _____ Time: _____

Signed: _____(Parent / Guardian)

Please return signed letter to class teacher

Appendix 10

Reminder Letter to Parents re Code of Behaviour

Dear Parent(s) / Guardian(s),

Please talk to your child and remind him /her of the importance of keeping the following rule / rules:

- Behaving in class.
- Behaving in yard.
- Not deliberately hurting others.
- Listening and paying attention.
- Having respect for all members of the school community.
- Having respect for school property, their own belongings and others.

Teacher's comments: _____

Signed: _____

Date: _____

I have talked to my child about the above rules and he / she promises to try harder.

Signed: _____ (Parent / Guardian)

Appendix 11

Checklist for children showing a change in behaviours

Has the child recently experienced?

- Bereavement
- Family disharmony or marital breakdown
- Loss of friends / pet
- Is the child new to school or in transition from junior to senior school
- Some unusual event
- Been involved in a cycle of bullying
- Been in an accident of any kind
- Experienced medical difficulties

Has the child's behaviour changed to show?

- Change from outgoing to withdrawn or reserved to wild
- Trying to escape – poor attendance, running away
- Breaking rules frequently
- Taking risks
- Changes in self-care – poor hygiene, disturbed eating habits, irregular sleep
- Problems with bowel or bladder control
- Experimentation with harmful substances
- Entering into conflict frequently
- Low trust of adults
- Self-harm
- Poor concentration, attention and organisational skills at school
- Excessive anxiety around school – being perfectionist / withdrawing totally
- Frequent outbursts of anger for no apparent reason

The child exhibiting any of the above behaviours needs to talk to a significant adult (teacher, parent, doctor) and express their feelings. Parents should be encouraged to seek the advice of a doctor for their child.⁵⁴

Appendix 12

School Review of Current Code of Behaviour ⁵⁵

Questions / prompts for teachers in analysing current policy

- Is there a sense of community in the school? (how do we know?)
- Is there a collective sense of responsibility?
- Do we share a clear set of values and principles on which to base a behaviour policy which takes account of the needs of the pupils for a secure, positive environment and the needs of the staff for clear and supportive procedures?
- Does behaviour policy take account of the school ethos?
- Does the policy reflect and, in turn, influence the school's pastoral care system?
- Are school rules expressed in positive terms? Are they reasonable, enforceable and enforced consistently?
- Is there a balance between rewards and sanctions, with a bias in favour of incentives? Are pupils commended for non-academic as well as academic achievements?
- Are parents informed when behaviour has been commendable as well as when it has been poor?
- Are sanctions graded in severity? Are they applied consistently and fairly? Is there a degree of flexibility to take account of individual circumstances?
- Has there been appropriate training for staff, and do they have guidelines which encourage the avoidance of confrontations and offer help in managing difficult situations?
- Is there provision for regular review of the policy?

Appendix 13

Guidelines for Suspension of Pupils Applicable in Northern Ireland

The decision to suspend a pupil should be taken only in the following circumstances:

- when to allow the pupil to remain at school would pose a serious threat to the health and safety of the pupils or staff at the school
- after a range of alternative strategies to modify the pupil's behaviour and encourage more positive attitudes have been tried and repeatedly failed
- in response to a serious breach or breaches of the school's code of behaviour
- after all the relevant facts to support the allegations have been examined
- after the pupil concerned has had an opportunity to put his or her side of the case, and others involved have had an opportunity to give their version of events
- at a time when a responsible adult is available at home to receive the pupil

The principles of natural justice must apply in all cases where suspension is being considered. A key consideration must be that the punishment is proportionate to the offence. The practice of suspending pupils 'informally' is ill advised. (Informal suspension takes place where a pupil is sent home and told not to return, until the offending behaviour is rectified or a parent attends a meeting). All suspension must be carried out in accordance with current legislation and the terms of the relevant scheme.⁵⁶ (www.deni.gov.uk/ppbehaviour-4.pdf)

10 Rules for Promoting Good Behaviour

1. **Careful** lesson planning.
2. If pupils **understand** the rules, and are reminded of them in a positive way, good behaviour will be promoted.
3. Have **routines** for everything.
4. Poor behaviour is more likely to occur at **change over** times. **Anticipate** this and organise pupils so that they know what they are doing.
5. Have **high** expectations of pupils' behaviour.
6. Provide **differentiated** material.
7. Keep pupils engaged and motivated by **encouraging** and **praising** them.
8. Be **fair** with pupils and they will **respect** you.
9. Get to know what pupils like and to what they **respond** best.
10. Always **define** what you will condone as **acceptable** behaviour. Remind pupils of this in a **positive** way.

Appendix 15

10 Rules for Managing Discipline ⁵⁸

1. Have a set of simple **rules** for behaviour.
2. Have a **positive** classroom atmosphere.
3. Encourage class to have a **corporate identity** and encourage co-operative behaviour.
4. **Manage** disruptive periods such as **changeovers**.
5. If misbehaviour occurs, address the **problem** and not the pupil.
6. Remain calm. Pupils have won if you become **aggressive** and lose your temper.
7. Have **consistent** sanctions.
8. Always **model** the type of behaviour you expect.
9. If pupils misbehave, make sure that they **understand** what they have done wrong, and **link** this to the sanction.
10. Ask pupils to **write** down exactly what they were doing and why. By the time they have done this, they may have benefited from thinking about what they have done.

Appendix 16

The use of reasonable force to restrain a pupil (Guidance sought by INTO from DES)

Questions have arisen in schools with regard to the use of reasonable force to control or restrain pupils.

It is important to state that the use of reasonable force or restraint is different from corporal punishment and should not be construed as corporal punishment. The INTO seeks guidance from the DES on the following issues:

1. In what circumstances might a teacher have to use reasonable force?

- Where action is necessary in self-defence or because there is a risk of injury?
- Where there is a developing risk of injury to the child or others?
- Where the child is behaving in a way that is compromising good discipline?
- Where there is a risk of damage to property?
- Where participants in a brawl need to be separated?

2. Who might be authorised to use force?

- Principal?
- Teachers?
- Support Staff – SNAs?

3. What is reasonable force?

- What constitutes a reasonable circumstance in which force might be used?
- What degree / level of force is reasonable?
- Does the age / size / understanding / gender of the pupil influence what might be considered as reasonable force?
- Consideration of the minimum force to achieve the desired result?

4. What should happen before force is applied?

- Other approaches tried?
- Warning given?
- Help awaited?

5. What should happen after the incident?

- Recording
- Support for the staff
- Reporting to parents

6. How will complaints be handled?

The Department for Education and Skills (DFES) Circular 10/98, *The Use of Force to Control or Restrain Pupils*, provides a useful framework for consideration of this matter. It can be found at: [http://www.dfes.gov.uk/publications/guidanceonthelaw/10 98/part1.htm](http://www.dfes.gov.uk/publications/guidanceonthelaw/10%2098/part1.htm)

Schools are advised that, pending the issuing of further guidelines on this matter from DES, they should continue with existing practice, bearing in mind their duty of care to pupils and staff and the school's Code of Behaviour.

Appendix 17

Restrictive Physical Intervention

In some special schools and classes, particularly where children with a history or pattern of aggressive / violent behaviour are enrolled, the use of restrictive physical restraint may be part of the school's policy on challenging behaviour.

What are Physical Interventions?

Physical interventions have been defined in the British Institute of Learning Difficulties (BILD) on physical intervention as:

“A method of responding to the challenging behaviour of people with learning disability and /or autism which involves some degree of direct physical force which limits or restricts the movement or mobility of the person concerned.”

Categories of Physical Intervention

The BILD policy framework for physical intervention for people with learning difficulties and /or autism sets out three broad categories of physical intervention:

1. direct physical contact between a member of staff and a service user – e.g. holding a person's arms and legs to stop them attacking someone;
2. the use of barriers, such as locked doors, to limit freedom of movement – e.g. placing door catches or bolts beyond the use of service users;
3. materials or equipment which restrict or prevent movement – e.g. placing splints on a person's arm to restrict movement.

Some of these physical interventions are also used in schools where pupils have a history of violent or aggressive behaviour.

Guidance

The INTO seeks guidance from the DES in relation to the use of physical intervention and it recommends that:

- Provision is made for teachers in schools where such interventions are used to avail of a full training programme in behaviour management intervention approaches such as Therapeutic Crisis Intervention (TCI) or Studio 111.
- That such training be carried out on a whole school basis.
- That support be given to such schools in developing policies on physical intervention.

the Department for Education and Skills and Department of Health in Britain have issued comprehensive guidelines in relation to the use of restrictive physical interventions. These guidelines can be accessed at:

http://www.dh.gov.uk/PublicationsAndStatistics/Publications/PublicationsPolicyandGuidanceArticle/fs/en?CONTENT_ID=4009673&chk=HSOCIP

The INTO recommends that the DES, in conjunction with NAMBSE, INTO, health providers and the Special Residential Services Board, devise and issue similar guidelines.

In the interim teachers are advised that any use of restrictive physical interventions should only be carried out in accordance with policy agreed by the board of management and following training in the use of such interventions.

Appendix 18

Summary

Principles underpinning Codes of Behaviour

A school's code of behaviour should:

- be based on the values and overall aims of the school community;
- be specific to the school;
- encourage and recognise good behaviour;
- state clearly the sanctions for unacceptable behaviour;
- keep school rules to a minimum and state them positively;
- be applied by all with consistency and fairness;
- be discussed with pupils and each rule taught;
- be developmentally and age appropriate;
- be the product of consultation with all members of school community;
- be sanctioned by the board of management.

Aims of Code of Behaviour

The aims of the Code of Behaviour should be to:

- provide guidance in regard to behavioural expectations;
- provide for the effective and efficient operation of the school;
- achieve a safe school environment for all;
- develop pupils' self-esteem and promote positive behaviour;
- foster the development of responsibility and self-discipline in pupils;
- facilitate the education and development of every child;
- foster caring attitudes to one another and to the environment;
- enable teachers to teach without disruption;

- recognise that every member of the school community has a role to play in the implementation of the Code of Behaviour.

Rights and Responsibilities

The Board of Management:

- has a duty of care for the children attending the school;
- must be aware of its obligations for all members of the school community under the Safety, Health and Welfare at Work Act (2005);
- ensure that the school is safe for pupils, teachers and all other members of the school community;
- must ensure that the school has a code of behaviour drawn up in consultation with and known to parents.

Pupils

Pupils have the right to expect to:

- be treated fairly, consistently and with respect;
- learn and to be educated in a relatively disruption-free environment;
- be safe from bullying and abuse;
- have their individual differences recognised and catered for;
- be listened to, and to question, at appropriate times;
- make mistakes and to learn from them;
- have positive behaviour affirmed;
- have misbehaviour dealt with appropriately.

Pupils' Responsibilities

Pupils are expected to:

- attend school regularly and punctually;
- work quietly, safely and to the best of their ability at all times;
- listen to their teachers and act on instructions / advice;
- listen to other pupils and await their turn to speak;
- show respect for all members of the school community;

- respect the right of other pupils to learn;
- care for their own property;
- respect all school property and the property of other pupils;
- avoid behaving in any way which would endanger others;
- remain seated at all times, if their teacher is not in the room;
- avoid all nasty remarks, swearing or name-calling;
- include other pupils in games and activities;
- move quietly around the school;
- keep the school clean and tidy;
- bring the correct materials and books to school;
- stay on school premises and within designated areas during school times;
- follow school and class rules.

Teachers' Rights

Teachers have the right to expect to:

- be treated with respect;
- teach in a safe, well-maintained physical environment, relatively free from disruption;
- support and co-operation from colleagues, ancillary staff and parents in order to achieve the school's aims and objectives;
- appropriate support services to cater for the psychological, emotional and physical needs of the pupils;
- be listened to, and participate in decision-making which affects their own work and that of the school in general;
- an atmosphere that encourages professional development;
- support and professional advice from the board of management, Department of Education and Science, National Education Welfare Board, National Council for Special Education and National Educational Psychological Service;
- appeal in accordance with agreed procedures.

Teachers' Responsibilities

Teachers are expected to:

- support and implement the school's code of behaviour;
- be cognisant of their duty of care;
- create a safe, welcoming environment for each pupil;
- develop and nurture a sense of self-esteem in each pupil;
- praise desirable behaviour;
- facilitate pupils to reach their full academic potential;
- recognise and provide for individual talents and differences among pupils;
- be courteous, consistent and fair;
- keep opportunities for disruptive behaviour to a minimum;
- deal appropriately with misbehaviour;
- keep a record of serious misbehaviour or repeated instances of misbehaviour;
- listen, at appropriate times, to pupils' explanations for behaviour;
- provide support for colleagues;
- communicate with parents when necessary;
- provide reports on matters of concern.

Parents'/Guardians' Rights

Parents and Guardians have the right to expect to:

- be treated with respect;
- have a safe and welcoming environment for their child;
- obtain recognition of individual differences among pupils, having due regard for the resources that are available;
- have fair and consistent procedures applied to the school's dealings with pupils;
- communicate with teachers on matters of mutual interest or concern;
- have contact at an early stage to discuss difficulties / problems;
- receive progress reports in accordance with agreed school policy;
- receive information on school policies and procedures;

- be consulted in relation to the school's code of behaviour;
- appeal in accordance with agreed procedures.

Responsibilities of Parents/Guardians

Parents/Guardians are expected to:

- encourage children to have a sense of respect for themselves, for others, for their own property and that of others;
- ensure that children attend school regularly and punctually;
- be interested in, support and encourage their children's school work;
- ensure that their children have the correct books and other materials;
- be familiar with the code of behaviour and other school policies;
- support the implementation of these policies;
- co-operate with teachers in instances where their child's behaviour is causing difficulties for others;
- communicate to the school problems which may affect a child's behaviour.

Strategies to Affirm Desirable Behaviour

Strategies for Individual Pupils may include:

- Certificates or Merit Awards.
- Prepared commendation letters to parents.
- Comments and "smiley" faces on children's work.
- Stickers, badges or ink stamps in books.
- Specially written letter home.
- Phone call or postcard home.
- Time on PC or special activity.
- Lunch time TV or music.
- Photographs of award winners taken and displayed.
- Work displayed.
- Homework pass.
- Lucky Dip.

- Privilege Time.
- Regular 'Special Contribution' Assemblies.
- Principal's Award.
- Cinema tickets.
- Book Tokens.
- Vouchers for music or sports shop.
- Good News Bulletin Board.
- Raffle tickets.
- Golden Time.
- Quality Circle Time.

Class/Group Rewards may include:

- Extra free time (lunch).
- Extra PE / games.
- Class treat / party.
- Class outing.
- Graduation ceremony.
- Parents' party with class.
- Reduced homework on agreed nights.
- Positive comment to principal.
- Outdoor activities.
- Work exhibited.
- Videos (age appropriate and in accordance with school policy).
- Reward assemblies.
- Class prizes.

Undesirable Behaviour in Pupils

Some misdemeanours include:

- being unkind to any member of the school community;

- speaking out of turn, interrupting others and being inattentive;
- preventing others from learning;
- being unwilling or unable to abide by accepted conventions;
- defacing or destroying other pupils' belongings or school property;
- directing abusive language at any members of the school community;
- acting aggressively or with violence towards members of the school community;
- refusing to co-operate with instructions and advice;

Strategies and Sanctions for Dealing with Misbehaviour

- make it clear that it is the behaviour which is being criticised and not the person;
- sanctions should be logical, and leave the child's dignity intact;
- sanctions should be proportionate to the misdemeanour committed;
- early escalation to severe sanctions should be avoided;
- avoid whole class/whole group sanctions;
- encourage children to contribute to the solving of behaviour problems;
- apply rules consistently but take account of individual circumstances;
- do not use participation in a curricular area such as Physical Education as a sanction;
- teachers should keep a record of continuous inappropriate behaviour and all instances of serious unacceptable behaviour;
- design a behaviour management plan;
- inform parents as soon as difficulties develop with regard to behaviour.

Strategies to Prevent Escalation of Misbehaviour

- a non-verbal signal such as a look or a frown;
- change in tone of voice;
- stop speaking and wait for attention;
- overlook or ignore the undesirable behaviour;
- move the child to another seat;
- speak to the child, remind the child of the rule which is being broken and encourage him / her to keep the rule.

Strategies to show Disapproval of Unacceptable Behaviour

- reprimand;
- reasoning with the pupil;
- warning card system;
- temporary separation from peers;
- extra work either in school or for homework;
- detention at breaks;
- time out in another class;
- communication with parents/guardians;
- referral to principal;
- detention after school.

Guidelines with Regard to Suspension

- The principles of natural and constitutional justice must apply.
- Parents should be invited to discuss serious incidents of misbehaviour, and their co-operation enlisted.
- Where possible, prior to suspension, a full review of the case should be undertaken.
- In the event of a single incident of gross misbehaviour, a pupil may be suspended immediately.
- Communication with the parents should be in writing and a copy retained.
- A written statement of the terms of a suspension should be given.
- For suspensions of six or more days, EWO must consult pupil, parent(s), principal and other appropriate persons, and make “reasonable efforts to ensure that provision is made for the continued education of the child”.
- Parents should be informed of their right to appeal in accordance with Circular 22/02.
- When suspension ends, pupil should be re-admitted formally by the principal.
- Organise a behaviour plan for the pupil, if necessary, when re-admitted.

Principles with Regard to the Use of Expulsion

- Code of Behaviour must provide explicitly for expulsion in certain instances.
- A record of misbehaviour must be maintained.

- Sanction of expulsion must be proportionate to the behaviour.
- Expulsion should only be utilised after all other sanctions have been invoked.
- Parents and pupil should be put on notice of an intention to expel.
- The EWO should be put on notice of an intention to expel.
- Expulsion decisions should only be taken at a properly convened meeting of BOM.
- The board of management should state reasons for expulsion.
- Principal should keep BOM informed of instances of repeated suspension, and /or instances where there is a likelihood of an expulsion arising.
- Due process must be afforded to pupil and parents.
- A fair and impartial hearing must be given to the parent(s) by BOM.
- BOM should consider carefully the position of the parent(s)/guardian(s) and note any assurances provided to comply with the Code or Behaviour.
- Communication in relation to expulsion should be in writing and, where possible, be sent by registered post.

Endnotes

1. Department of Education, *Report of the Committee on Discipline in Schools*. Dublin: Stationery Office, (1985), p. 7.
2. *Ibid.*, pp. 33 -37.
3. *Idem*, *Discipline in National Schools*, (Circular 7/88).
4. *Idem*, *Guidelines Towards a Positive Policy for School Behaviour and Discipline*, (Circular 20/90).
5. INTO, *Discipline in National Schools*. (Dublin: District XV, INTO, 1983); Oisín Ó Maoláin, *Discipline in Schools*. M Ed., UCD, (1986), Brendan Byrne, *A Study of the Incidence and Nature of Bullies and Whipping Boys in a Dublin City Post Primary School for Boys*, M Ed, TCD, (1987); *Idem*, *Bullies and Victims in a School Setting with reference to Some Dublin Schools*, Ph. D., UCD (1992); Dympna Glendenning, *Legal Aspects of the Maintenance of Discipline in Primary Schools in the Republic of Ireland*, M Ed, TCD, (1988).
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8. Maeve Martin, *Discipline in Schools*. Dublin: Stationery Office, (1997), pp. 30 – 31.
9. DES, *Assaults on Teachers*, (Circular 40 / 97).
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11. *Idem*, *Discipline in the Primary School*. (Dublin: INTO, 2002), p. 14, p. 23, p. 27, pp. 55 – 66, p. 109.
12. DES, *Discipline in Schools*. p. 50.
13. DES, *Annual Report, 2001*, p. 13; DES, *Annual Report*, p. 15.
14. DES, *Support Teacher Pilot Scheme*. (www.education.ie).
15. DES, *Annual Report, 2003*, p. 20.
16. Rialtas na hÉireann, *Education Act (1998)*, p.19.
17. Teachers' Union of Ireland, *An Approach to Discipline in Schools: Draft Policy Paper*. (2004), pp. 3-4.
18. Rialtas na h Éireann, *Education (Welfare) Act, 2000*, pp. 22-23.
19. Rialtas na hÉireann, *Education (Welfare) Act 2000*, Section 23, p. 21.
20. *Idem*, *Education Act, 1998*, Section 22, p. 22.
21. DFES, *Advice on whole school behaviour and attendance policy*, p.7; Martin, *Discipline in Schools*, p.57.

22. In this section, a synthesis has been made of a number of codes of behaviour which were made available very kindly to the INTO, Patricia Dwyer, *Achieving Positive Behaviour: A Practical Guide*. (Dublin: Marino Institute of Education, 2003), pp. 46 – 52 and Department of Education, *Pastoral Care in Schools : Promoting Positive Behaviour*. (Belfast: HMSO, 2001).
23. CPSMA, *Management Board Members' Handbook*, (Dublin: Veritas, 2004), p. 17.
24. Department of Health and Children, *Our Children – Their Lives*. (Dublin: Stationery Office, 2000), p. 46.
25. DFES, *Advice on whole school behaviour and attendance policy*, p. 9.
26. INTO, *Discipline in the Primary School*, pp. 69 –70.
27. Gootman (1997) quoted in Dwyer, *Achieving Positive Behaviour*, p. 48.
28. Adrian Smith, *Discipline for Learning*. (Somerset: 1996), p. 50; INTO, *Discipline in the Primary School*, pp. 69 – 70.
29. INTO, *Discipline in the Primary School*, pp. 68 – 72.
30. Jenny Mosley, *Working towards a whole school policy on self-esteem and positive behaviour*. (Wiltshire: Positive Press, 1992), p. 14; Adrian Smith, *Discipline for Learning*, pp. 49 – 54.
31. Patricia Dwyer, *Achieving Positive Behaviour*, Dublin: Marino Institute of Education 2003, p. 48.
32. *Quality Circle Time*, pp. 32- 38; p. 55 – 8; pp. 40 - 49.
33. Kent Consultants, *Bite-Sized Development Papers for Head teachers: Effective Whole- School Discipline*. (Kent: Kent Consultants, 2004), p. 10.
34. Patricia Dwyer, *Achieving Positive Behaviour*, Dublin: Marino Institute of Education 2003, p. 48.
35. Department of Education (NI), *Pastoral Care in Schools*, pp. 26- 27.
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38. *Quality Circle Time*, pp. 32 – 8; pp. 55 -58
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42. Rialtas na hÉireann, *Education (Welfare) Act, 2000*, pp. 21-22.

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44. DES, *Rules for National Schools*.
45. DES, *Guidelines towards a positive policy for school behaviour and discipline*, Circular M 33/91.
46. Rialtas na hÉireann, *Education (Welfare) Act 2000*, pp. 21-22; DES, Circular 22/2002.
47. *Personal Communication*, Eddie Ward, NEWB to Anne Mc Elduff, INTO, reported at meeting of sub-committee, 13 December 2005.
48. *Ibid.*, p. 102.
49. *Ibid.*, pp. 101-102.
50. The suggestions in this section have been drawn from DFES, *Advice on whole school behaviour and attendance policy*; INTO, *Discipline in the Primary School*, (2004), and *Working Together Project*, 'Submission to the INTO', 24 December 2004, (Mary Immaculate College, Limerick).
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53. Provided by Maura Sweeney
54. Tony Clinton, Member of the Sub-Committee on Behaviour. *Creating a Positive Classroom Climate*.
55. The suggestions contained in this section have been adapted from Department of Education (NI), *Pastoral Care in Schools: Promoting Positive Behaviour*. (Belfast: HMSO, 2001).
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