

Noel, Margaret, 2009, *Disciplinary Procedures and Practices in Irish Post-Primary Schools: A Study of Teachers' Perceptions of the Effectiveness of Codes of Behaviour*

ABSTRACT OF DISSERTATION

Schools today have highly challenging pupils, although the degree of indiscipline and the definition of challenging vary greatly depending on the context in which the school operates. The school often appears to be the forum in which students vent their feelings about issues that belong outside of its walls. Yet the school has to deal with these issues and the indiscipline and disaffection they cause in a manner that will have positive outcomes for all students. The writer undertook this study to examine indiscipline and the role of the school in promoting positive behaviour management.

Throughout this study, the writer will investigate the perceptions of teachers regarding the effectiveness of their schools Code of Behaviour. Four post-primary schools have been chosen. The writer will examine the role of Catholic education in dealing with indiscipline, the nature and extent of indiscipline, the causes of indiscipline, the types of sanctions and the behaviour management practices used by teachers. The most recent report, 'School Matters' The Report of the Task Force on Student Behaviour in Second Level Schools, carried out in 2006, provides the backdrop for this study.

A number of conclusions are drawn from the research, which point to the need for a 'whole-school approach' and a more positive, preventative and pastoral approach to dealing with indiscipline in schools. Schools need to be proactive in dealing with discipline issues. All stakeholders in the education system need to be actively involved in creating a more productive classroom environment.