



Northern Ireland
Assembly

Research and Information Service Research Paper

January 2012

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Survey results for the Committee's Inquiry into School Councils

NIAR 904-11

The Committee for Education is holding an Inquiry into School Councils aiming to examine the work of school councils in Northern Ireland, how they operate and their contribution to school life. This Research Paper presents the results of a recent survey of schools undertaken as part of the inquiry.

Paper 18/12

27th January 2012

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Key Points

- A survey was undertaken as part of the Committee's *Inquiry into School Councils* in order to capture baseline information on the work of school councils here;
- Over three quarters (77%) of respondents to the survey had a council;¹
- The survey results indicated that certain types of school were significantly more likely than others to have a council: post primaries were more likely than primaries; single sex schools were more likely than mixed schools; and larger primary schools (with 90 pupils or more) were more likely than smaller primary schools to have a council;
- Just over half of all respondents stated that their council was formally consulted about major policy decisions; this was significantly more likely to be the case in post-primary schools than primary schools;
- Most of the respondents to the survey indicated that their school's council influenced the school's environment, while two-thirds noted that it influenced school policies (again more likely in post-primary schools);
- Just under two-thirds of respondents stated that training had been provided for all pupils taking part in the school council;
- Overall, 57% of respondents stated that they employed strategies to encourage the involvement of pupils with SEN; this was significantly more common in smaller primary schools (with 89 or fewer pupils) than larger primaries;
- Of the respondents who did not have a school council, around 60% reported that they were considering or preparing to establish one; many of the remainder deemed alternative engagement methods as sufficient;
- Areas for further consideration could include:
 - The effectiveness of school councils compared to other engagements;
 - The reasons why some school types are less likely to have a council and the relevance of school councils in these contexts;
 - Whether particular school types could benefit from further support in developing a school council, and what form of support would be appropriate;
 - The extent to which pupils feel that their council is representative;
 - The support for pupils with SEN provided in some schools;
 - Pupils' views on training; and
 - Pupils' views on their council's level of influence in school.

¹ However as the sample may not be representative, this finding should be treated with caution

Executive Summary

Introduction

The Committee for Education is holding an *Inquiry into Schools Councils* examining the work of school councils here and seeking to identify ways to support and enhance their work. This Research Paper presents the results of a survey on school councils conducted in January 2012.

The purpose of the survey was to provide baseline information on the operation and experience of school councils in Northern Ireland. A link to the online survey was sent to all primary, post-primary and special schools within an email via the C2K system. A total of 289 responses were received, giving an overall response rate of 26%.

Profile of schools with a school council

Overall, 77% of respondents to the survey had a school council. However, it is possible that schools that have a council would be more inclined to respond to the survey, and as the sample may not be representative, this finding should be treated with caution.

The survey results indicate that certain types of school were more likely than others to have a council (these findings have statistical significance):

- Post-primary schools were more likely than primary schools to have a council;
- Single sex schools were more likely than mixed schools;
- Larger primary schools (with 90 pupils or more) were more likely than smaller primary schools to have a school council.

Engagement and reporting

Respondents to the survey reported high levels of engagement by staff with the school council. In terms of consultation, just over half (53%) of respondents stated that their council is formally consulted about major policy decisions, and this was significantly more likely to happen in post-primary schools (64% compared to 46% of primaries).

The literature highlights the importance of school councils having explicit reporting mechanisms. The majority of respondents to the survey indicated that their council reported to other pupils (93%) and to the principal (90%). A much smaller proportion of respondents (30%) stated that the council reported to the Board of Governors.

Influence

The evidence on school councils notes that they must have influence in matters that are central to daily life in school in order to be successful. For example, the literature cautions against councils primarily being involved in organising one-off events or fundraising activities. Responses to the survey show that while a high proportion of

school councils here were involved in one-off events (75%) and fundraising (70%), the most frequently cited area of influence was on the school environment (93%).

In addition, two-thirds (66%) of respondents stated that their school council influenced school policies. Post-primary respondents were significantly more likely to report that their council influenced school policies and school food than their counterparts in the primary sector. Other examples included a school council within a recently amalgamated school developing a new uniform and crest, and school councils that had influence over home-to school transport or the purchasing of goods for the school.

Training and support

There is broad agreement in the literature that participants in school councils (both pupils and staff) require training in order to support successful outcomes. Just under two-thirds (65%) of respondents stated that training had been provided for all pupils taking part in the council. Pupils participating in councils in small primary schools (those with 89 pupils or fewer) were significantly less likely to be provided with training than those in larger primaries.

Representing pupils with a range of abilities on the school council is highlighted in the literature, which notes that pupils with Special Educational Needs (SEN) may require particular support in order to enable them to participate. In our survey 57% of respondents overall stated that they employed strategies to encourage the involvement of pupils with SEN.

The survey results suggest that school size has an impact on the likelihood of a school actively working to support the participation of pupils with SEN. Small primary schools (with fewer than 89 pupils) were significantly more likely than larger primaries to employ strategies to encourage the involvement of pupils with SEN (82% compared to 57%).

Reasons for not having a school council

Of the respondents to our survey who did not have a school council, around 60% reported that they were considering or preparing to establish one. With regard to those who were not planning to set up a council, the main reason noted was that they deemed other engagement mechanisms as sufficient. This was particularly the case in small schools, in line with our finding that smaller primary schools were less likely to have a council. The most commonly noted alternative forms of engagement included:

- Assemblies (94%);
- Pupil surveys or questionnaires (82%);
- Circle time (75%);
- Interest groups, such as eco-groups (65%); and
- Suggestion boxes (60%).

Conclusion

The survey results highlight a number of areas that could be given further consideration. These could be explored through the planned qualitative research and video-conferencing with pupils as part of the Inquiry. The areas could include:

- The effectiveness of school councils in comparison to other forms of engagement;
- The reasons why smaller schools, primary schools and mixed-sex schools are less likely to have a school council and the relevance of school councils in these contexts;
- Whether particular types of school could benefit from additional support in establishing and developing a school council, and what form of support would be most appropriate;
- The extent to which pupils feel that their school council is representative of pupils of different ages and abilities;
- The support for pupils with SEN provided in some schools, for example, the reasons why this is more common in smaller schools, what forms of support are most effective and whether good practice could be further disseminated;
- Pupils' views on training, including its effectiveness where provided, and whether pupils who have not had training would find it useful;
- The reporting mechanisms used by school councils, their effectiveness and pupils' views on the extent to which their work and views have influence and lead to positive outcomes.

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1 Introduction

The Committee for Education is holding an *Inquiry into School Councils* which aims to examine the work of school councils in Northern Ireland, how they operate and their contribution to school life. The inquiry will seek to identify ways to support and enhance the work of school councils here. This Research Paper presents the results of a recent survey of schools undertaken as part of the inquiry. Further background information on school councils can be found in [Paper 85/11: School councils](#).

2 Methodology

The aim of the quantitative survey was to gather baseline information on the operation and experience of school councils in Northern Ireland for the purposes of the Committee's inquiry. The planned qualitative phase of the research aims to provide more detailed information on the experiences of pupils taking part in school councils here.

Questionnaire design and pilot

A scoping paper was written by the Assembly Research and Information Service in August 2011 considering the evidence on the potential benefits of school councils, issues and challenges around their effective implementation, and the factors and attributes of successful councils. The evidence within the scoping paper helped to inform the design of the questionnaire.

A draft of the questionnaire was circulated to the Northern Ireland Commissioner for Children and Young People (NICCY) and the Department of Education (the Department) for comment prior to the implementation of the pilot.

The questionnaire was sent to nine school principals who were asked to complete the questionnaire and comment on its suitability and ease of use. Feedback was positive and after making some minor amendments based on the comments received, the questionnaire was finalised.

Administration

The survey was launched on the 9th January 2012 and sent out to all special, primary and post-primary schools (46 special schools, 847 primary schools and 219 post-primary schools) by email via the C2K system. Schools were provided with a link to the online survey and a telephone number was provided for any queries. A reminder email was sent on 18th January 2012. Schools were also sent the survey in pdf format to allow the option of returning a hard copy. The survey closed on the 20th January 2012.

Analysis

The data was analysed using SPSS. Crosstabulations were performed by school phase (primary and post-primary); school type (Catholic maintained and controlled); mixed and single sex schools; and small schools compared to larger schools. Chi square was used to test the statistical significance of the findings at the 0.05 significance level.

Response rate

The survey was sent out to 1,112 schools. A total of 289 responses were received, giving an overall response rate of 26%. The following section provides an overview of the profile of respondents.

Profile of respondents

Overall, there was a reasonable spread of respondents across school management type and Education and Library Board (ELB) area. However, the response rate was higher for post-primary grammar schools than for post-primary non-grammars, and higher for post-primary schools than for primary schools. As such, there may be a non-response bias influencing the proportion of schools estimated to have a school council in Northern Ireland. The following tables provide an overview of respondents to the survey by school phase, ELB area and management type.

Table 1: Respondents by school phase

School phase	Respondents (schools)
Primary	186
Post-primary – grammar	30
Post-primary – non-grammar	54
Special	12
Unspecified	7
Total	289

Table 2: Respondents by Education and Library Board (ELB)

	BELB	NEELB	SEELB	SELB	WELB
Respondents	31	81	54	59	62

Table 3: Respondents by school management type

School Management Type	Respondents (schools)
Catholic maintained	101
Controlled	143
Controlled Integrated	6
Grant-maintained Integrated	14
Other maintained	1
Voluntary maintained	13
Voluntary non-maintained	4
Gaelscoileanna (Irish-medium)	3
Unspecified	4
Total	289

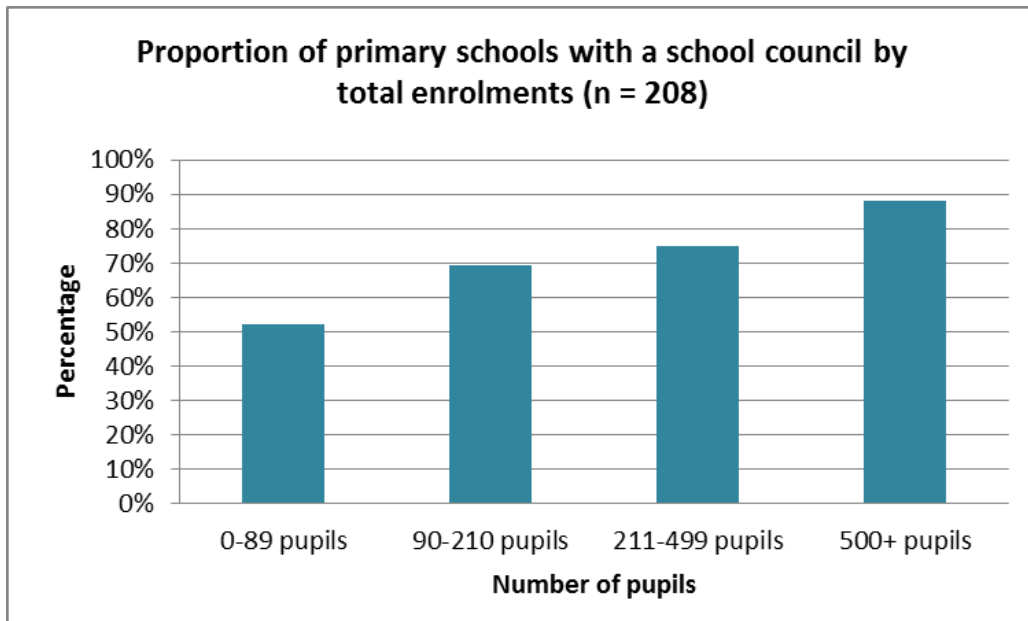
3 Organisation of school councils

Profile of schools with a school council

Overall, 77% of respondents to the survey had a school council. However, it is possible that schools that have a council would be more inclined to respond to the survey; in addition as the sample may not be representative, this finding should be treated with some caution.

Post-primary schools were significantly more likely to report that they had a council than primary schools (93% compared to 68% of primaries). Single sex schools were more likely to state that they had a school council than mixed schools (97% compared to 74%): this finding is also statistically significant.

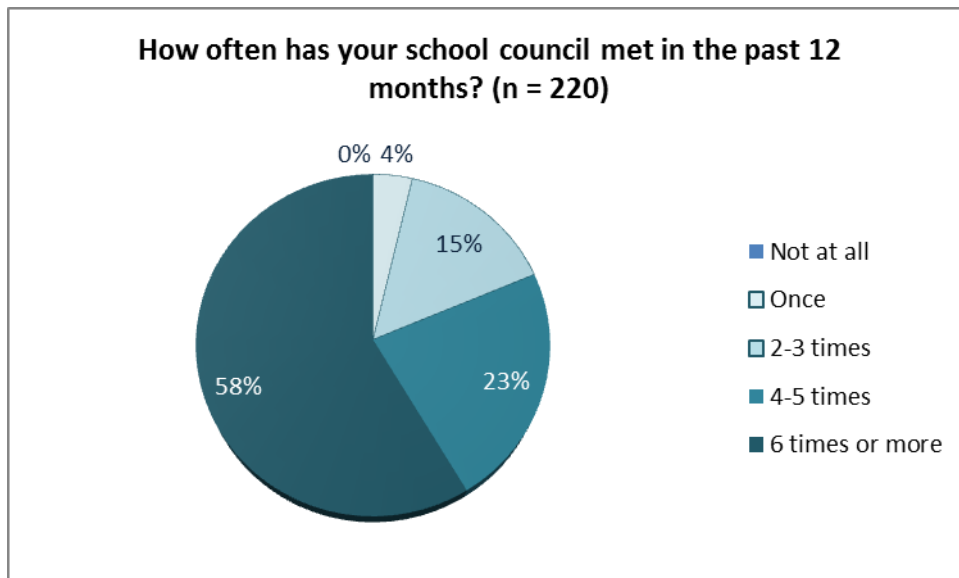
Survey results show that smaller primary schools (those with 89 pupils or fewer) were significantly less likely to have a school council than schools with 90 pupils or more (52% compared to 74%). The following figure illustrates the percentage of primary school respondents who stated that they had a school council, according to school size.



Differences between Catholic maintained and controlled schools were small and not statistically significant in this regard.

Frequency of meetings

The majority (58%) of school councils had met six times or more in the past 12 months, while a further 23% had met four to five times. The following figure illustrates the frequency of council meetings noted by respondents to the survey.



Framework

A high proportion (95%) of respondents overall stated that their school council had a clearly defined purpose.

The guidance suggests that to be as effective as possible, school councils should develop a formal constitution that provides a framework for how the council should be

run.² In our survey, 53% of respondents stated that they had a formal constitution setting out guidelines and rules on how it should be run.

Post-primary respondents were statistically more likely to report that their council had a constitution (78% compared to 53% of respondents from primary schools). In addition, school councils in small primary schools (fewer than 90 pupils) were significantly less likely than other schools to have a constitution (36% compared to 74%).

Differences between controlled and Catholic maintained schools were not statistically significant in regard to whether they had a constitution.

Representation

The evidence also highlights the importance of including a broad range of pupils of different ages and abilities in order to support adequate representation on the school council.³ Almost all respondents (99%) stated that their school council includes a range of pupils of different ages.

Use of guidance

The Commissioner for Children and Young People (NICCY) has developed the Democra School programme which aims to support and encourage the development of meaningful school councils and the practice of democracy in the school environment.⁴ A guidance pack was developed in 2007 and distributed to every school in Northern Ireland, providing practical guidance on establishing and running a school council, and the guidance is also available online.⁵ Of the respondents to our survey:

- Less than three in ten (29%) schools were aware of and had used Democra School guidance;
- 44% stated that they were aware of the guidance but had not used it; and
- More than a quarter (27%) of schools were not aware of the guidance.

The results indicate that post-primary respondents were significantly more likely to be aware of NICCY's Democra School Guidance than their counterparts in the primary sector (82% compared to 68% of primary respondents); taking into account both those who had or had not used the guidance. In addition, respondents in primary schools with 90 pupils or more were significantly more likely to be aware of the guidance (74% compared to 50%) than those in smaller primaries.

² *Democra School* [online] Available at: <http://www.niccy.org/Publications/democra2>

³ For example Veitch (2009) 'Participation in practice: an evaluation of the primary school council as a participatory tool' *Childhoods Today*

⁴ *Democra School – School Councils* [online] Available at: <http://www.deni.gov.uk/index/85-schools/5-school-management/school-councils-2.htm>

⁵ *Democra School* [online] Available at: <http://www.niccy.org/Publications/democra2>

4 Engagement, reporting and evaluation

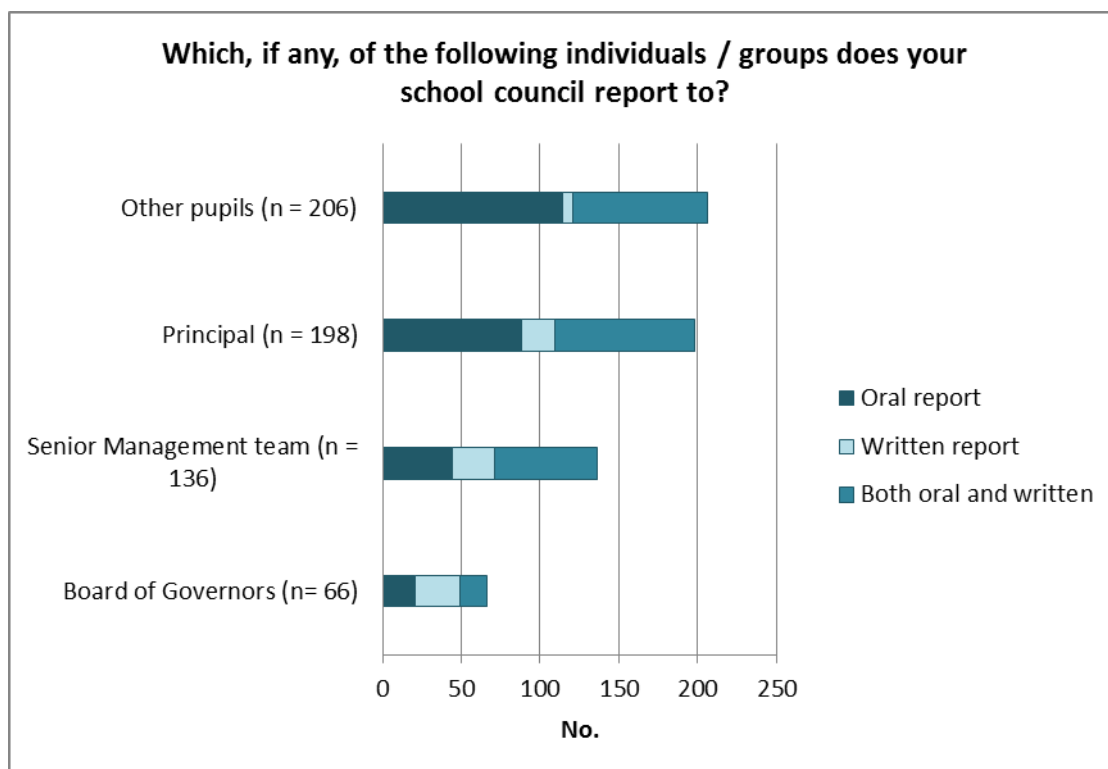
Engagement

Respondents to the survey reported high levels of engagement by staff, with 98% reporting that members of staff are engaged in the work of the school council.

In regard to consulting with the school council, just over half (53%) of respondents reported that their school council is formally consulted about major policy decisions. Post-primary schools were more likely than primary schools to report that their council is formally consulted on major policy decisions (64% compared to 46%): this finding is statistically significant.

Reporting

The literature highlights the importance of school councils having explicit reporting mechanisms. The following figure provides an overview of the number of school councils in the survey who report to pupils, the principal, the school's senior management team and the Board of Governors. It also highlights the most commonly used methods of reporting.



The figure shows that most (93%) school councils report to other pupils. Over half of these councils (55%) do this through oral reports to other pupils.

In addition, most school councils report to the principal (90%). Such reports tend to be either oral (44%) or both oral and written (45%). Just over one in ten (11%) of school councils only provide written reports to the principal.

A much smaller proportion (30%) of school councils reports to the school's Board of Governors. Of those that do, the greatest proportion (42%) provide written reports while just under a third (32%) report orally.

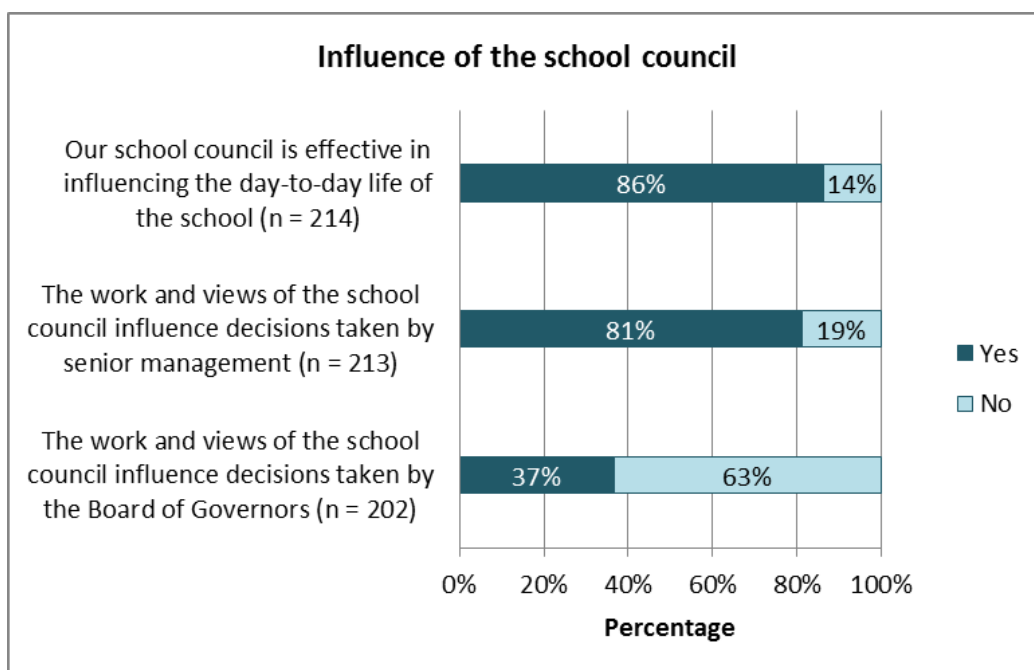
Evaluation

With regard to monitoring and evaluation, 59% of respondents stated that the effectiveness of the school council is monitored and evaluated and a record of this is kept. Guidance from NICCY highlights the importance of regular and comprehensive self-evaluation.

5 Influence

Level of influence

A high proportion (86%) of respondents believed that their school council was effective in influencing the day-to-day life of the school. Levels of influence reported by respondents are illustrated in the following figure.



Results for these questions do not show statistically significant differences between primaries and post-primaries or between Catholic maintained and controlled schools. However, respondents in larger post-primaries (with more than 400 pupils) were significantly more likely to state that the work and views of school councils influenced the decisions taken by the Board of Governors than those in smaller post-primaries (49% compared to 15%).

A high proportion (86%) of respondents stated that their school council can demonstrate that it has had a positive impact both on pupils who participate in the council and those who do not.

Areas of influence

A key factor in the success of a school council cited in the literature is that pupils must have influence in matters that are central to their daily life in school. The evidence warns against school councils simply taking charge of running events and fundraising, as this can overshadow the purpose of the school council.⁶

Responses to the survey indicate that school councils here most often influence the school environment (93% of responses). Three quarters of school councils (75%) were involved in running one-off events and 70% played a role in fundraising activities. The following figure illustrates the overall findings.

Which, if any, of the following areas does your school council influence?



A smaller proportion of respondents stated that their school council had influence over timetabling (11%) and the recruitment of staff (2%). Of the areas of influence cited in the survey, post-primary school councils were significantly more likely than their counterparts in primary schools to have influence over:

- **School food** (82% of post-primary schools compared to 67% of primary school councils); and
- **School policies** (81% of post-primary schools compared to 61% of primary schools).

Respondents also indicated a range of additional areas that their school's council had influence over, including:

- Developing school crest and uniform;
- Pupils' welfare, for example, health and well-being;

⁶ Mould, D. (2011) "The Requirements of Representation" *Ethos Vol. 19, No. 1*

- Extra-curricular and lunch-time activities;
- School development, for example, school development plan and the school's ethos;
- Purchases of resources and equipment, for example furnishings and playground equipment;
- Home to school transport; and
- Developing links with other schools.

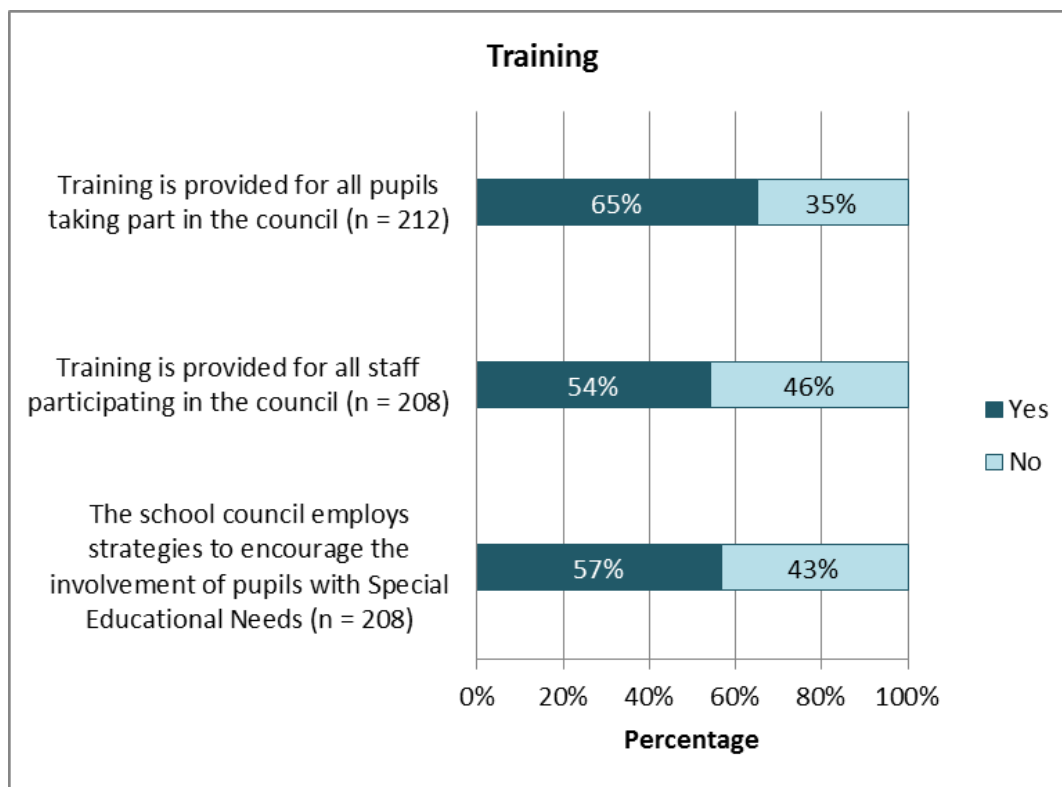
“Issues that impact on pupils, such as the bike rack, toilets, school dinners, playground equipment and the length of time for break and lunch.” (Primary respondent)

“Things like what makes a good lesson and what makes a good form tutor.” (Post-primary respondent)

“As a newly amalgamated school the students were involved in developing the design for the uniform, sports uniform and the school crest.” (Post-primary respondent)

6 Training and support

There is broad agreement in the literature that participants in school councils (both pupils and staff) require training in order to support successful outcomes. Just under two thirds of respondents (65%) to the survey stated that training had been provided for all pupils taking part in the council. These findings and details of the proportion of schools whose staff have received training in this regard are illustrated in the following figure.



Pupils participating in councils in small primary schools (those with 89 pupils or fewer) were less likely to be provided with training than their counterparts in larger primaries (36% compared to 74%).

The Institute of Education has stated that pupils with Special Educational Needs (SEN) may require particular support to participate in school councils, and that schools would benefit from greater support in designing provision that can accommodate a wide range of abilities and disabilities.⁷ The previous figure highlights that 57% of school councils in the survey employed strategies to encourage the involvement of pupils with SEN.

School size appears to have an influence on the extent to which schools actively seek to support the involvement of pupils with SEN. Survey findings indicate that small primary schools were significantly more likely than larger primaries to employ strategies to encourage the involvement of pupils with Special Educational Needs (82% compared to 57%).

In addition, councils of smaller post-primary schools (those with fewer than 400 pupils) were significantly more likely to employ strategies to encourage the involvement of pupils with SEN (71% compared to 45%). However the sample size here was small, therefore this finding should be treated with some caution.

⁷ Whitty, G. and Wisby, E. (2007) *Real Decision Making? School Councils in Action* London: Institute of Education

7 Reasons for not having a school council and other forms of engagement

Of the 68 schools that stated that they do not have a council, around 60% reported that they were considering or preparing to establish one. Some respondents stated that the development of a school council is set out within the school development plan and/ or that staff are receiving training in preparation.

“Training on Circle Time formed part of staff development in the past two years. Now that this practice is firmly embedded throughout the curriculum we feel in a state of readiness to develop a school's council. One teacher has already agreed and is signed up to attend training, with a view to starting this up immediately afterwards.” (Primary respondent)

The main reason reported by schools for not having or preparing to establish a school council was that there were other mechanisms in place for engagement that the school deemed sufficient. This was particularly the case in small schools, where pupils may have more direct, informal contact with teachers. This supports the finding noted earlier in this paper that small primary schools were significantly less likely to have a council than larger primaries (those with 90 or more pupils).

“We are a very small primary school and children are regularly consulted during class time and circle time about their needs, wants and concerns... To take on another new initiative at this time would put unnecessary strain on staff who are already responsible for numerous areas of the curriculum.” (Primary respondent)

In a small number of cases a school council was not considered appropriate, for example in special schools for pupils with profound learning difficulties, or due to a perception that school councils are not inclusive.

“Our school is small and we found that a council type structure did not give any avenue to those who were quiet and lacking in confidence or the less able. Often it was pupils who “shouted the loudest” or who were the more able who were voted in and this could/ did in some cases lead to pressure on other pupils to avoid giving their opinion or being heard.” (Post-primary respondent)

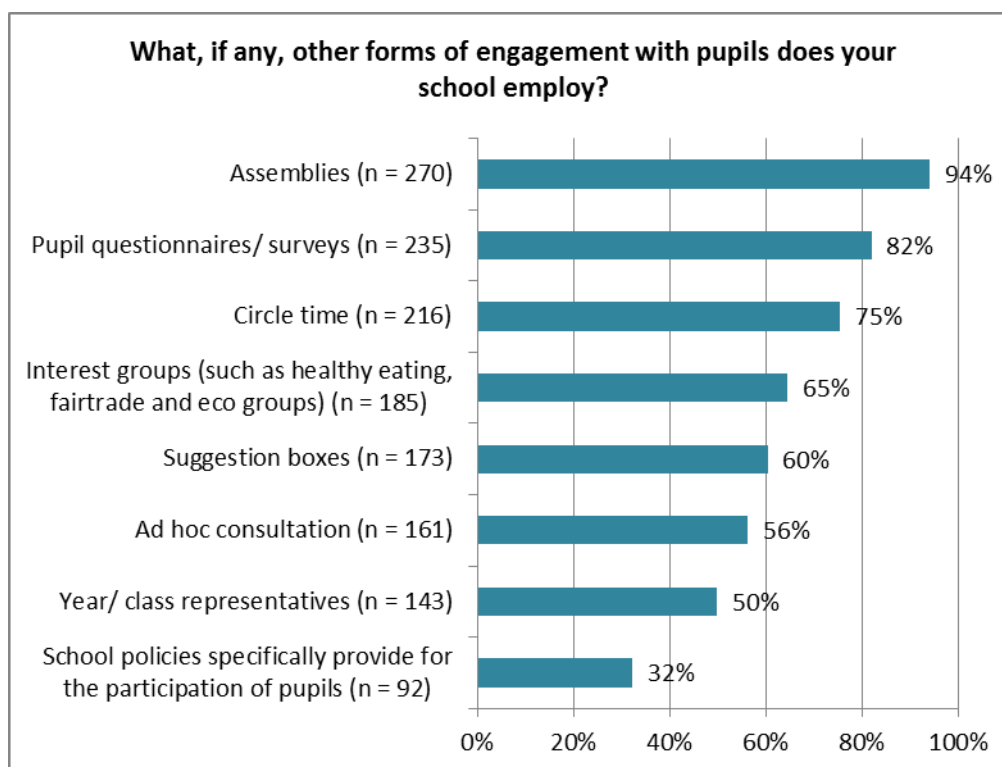
Other reasons provided for not establishing a school council were:

- Insufficient time to develop a council;
- School council not considered a priority;
- New school;

- Staff are unable or unwilling to commit time to the development of a council;
- School was not accepted for training.

Other forms of engagement

The evidence highlights the importance of school councils being located within wider structures and practices in schools that promote participation. Authors suggest that in order for school councils to reach their potential, schools need to have a genuine and consistent commitment to pupil participation.⁸ All respondents to the survey were asked what other forms of engagement with pupils they use. The responses to this question are illustrated in the following figure.



8 Conclusion

The survey results highlight a number of areas that could be given further consideration, for example through the planned qualitative phase of the Inquiry (research with pupils) and video-conferencing between pupils and the Committee. These areas could include:

- The effectiveness of school councils in comparison to other forms of engagement;

⁸ Inman, S. and Burke, H. (2002) *School councils: an apprenticeship in democracy?* London: Association of Teachers and Lecturers, Whitty, G. and Wisby, E. (2007) *Real Decision Making? School Councils in Action* London: Institute of Education

- The reasons why smaller schools, primary schools and mixed-sex schools are less likely to have a school council and the relevance of school councils in these contexts;
- Whether particular types of school could benefit from additional support in establishing and developing a school council, and what form of support would be most appropriate;
- The extent to which pupils feel that their school council is representative of pupils of different ages and abilities;
- The support for pupils with SEN provided in some schools, for example, the reasons why this is more common in smaller schools, what forms of support are most effective and whether good practice could be further disseminated;
- Pupils' views on training, including its effectiveness where provided, and whether pupils who have not had training would find it useful;
- The reporting mechanisms used by school councils, their effectiveness and pupils' views on the extent to which their work and views lead to positive outcomes.

Annex: Questionnaire

Education Committee inquiry into school councils: questionnaire

Introduction

The Northern Ireland Assembly Committee for Education is holding an Inquiry into School Councils. The aim of the inquiry is to champion and celebrate the work of school councils in Northern Ireland, and it will examine the experience, operation and contribution of school councils here, with a view to identifying ways to support and enhance their work.

This short questionnaire aims to gather evidence for the inquiry including the number of school councils in Northern Ireland and views and experiences on their work and impact. It should take no longer than ten minutes to complete. Your answers will be anonymised and combined with those of others and the findings will be presented in a report to the Committee. Subsequently, the Committee will identify a small number of 'case study' schools to take part in the next stage of the inquiry. This is likely to involve video-conferencing between the Education Committee and members of the school council.

Questions on school councils

- 1) Does your school have a school council (a school council is a formal group of pupils elected by their peers to represent them and their views)? (Tick as appropriate below)

Yes	<input type="checkbox"/>	(continue to question 2)
No	<input type="checkbox"/>	(proceed to question 6)

- 2) How often has your school council met in the past 12 months? (Please tick one of the options below)

Not at all	<input type="checkbox"/>
Once	<input type="checkbox"/>
2-3 times	<input type="checkbox"/>
4-5 times	<input type="checkbox"/>
6 times or more	<input type="checkbox"/>

- 3) Which, if any, of the following individuals / groups does your school council report to? (Tick to indicate reporting method for any that apply)

	Oral Report	Written Report	Both Oral & Written
Other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior management team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board of Governors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which, if any, of the following areas does your school council influence? (Tick all that apply)

Fundraising activities	
Organising or running one-off events	
Teaching and learning issues	
School food	
School environment (internal and external)	
School policies (for example, behaviour or discipline policies)	
Timetabling	
Recruitment of staff	
Other (please specify) _____	

4) Do the following statements accurately describe your school council?

	YES	NO
Our school council has a clearly defined purpose		
Our school council has a constitution setting out guidelines and rules on how it should be run		
Training is provided for all pupils taking part in the council		
Training is provided for all staff participating in the council		
The school council includes a range of pupils of different ages		
The school council employs strategies to encourage the involvement of pupils with Special Educational Needs		
Members of staff are engaged in the work of the school council		
The school council is formally consulted about major school policy decisions		
The work and views of the school council influence decisions taken by the Board of Governors		
The work and views of the school council influence decisions taken by senior management		
Our school council is effective in influencing the day-to-day life of the school		
The effectiveness of the school council is monitored and evaluated on a regular basis and a record of this is kept		
Our school council/school can demonstrate that the school council has had a positive impact both on pupils who participate in the council and those who do not		

What, if any, other forms of engagement with pupils does your school employ

(Tick all that apply)

Circle time	
Year/ class representatives	
Pupil questionnaires/ surveys	
Ad hoc consultation	
Assemblies	
Suggestion boxes	
School policies specifically provide for the participation of pupils	
Interest groups (such as healthy eating, fairtrade and eco groups)	
Other (please specify) _____	

- 5) Are you aware of and have you used the Northern Ireland Commissioner for Children and Young People's (NICCY) Democra School guidance? (Tick as appropriate)

Aware of it and have used it	
Aware of it but have not used it	
Not aware of it	

- 6) The Committee is interested in the reasons why your school does not have a school council. Please insert brief reasons (no more than 100 words) in the space provided below. (If your school does not have a school council please skip this question)

<p>Reasons:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
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7) Are you willing to be contacted again as part of the Committee's Inquiry (for example, in regard to the identification of 'case study' schools)?

- Yes
- No

8) * School information

Please provide the following information about your school.

DE School reference number _____

School name _____

Postcode _____

Contact email _____

9) School phase

Please provide the following information about your school.

Primary (including preparatory department of grammar schools)	
Post-primary - grammar	
Post-primary – non-grammar	
Special	

10) School Type – Please indicate School Type

Catholic maintained	
Controlled	
Controlled Integrated	
Grant-maintained Integrated	
Other maintained	
Voluntary maintained	
Voluntary non-maintained	
Irish Medium	

Clarification/Other (please specify)

11) School information - Mixed/ single sex school

Mixed	
Single sex	

12) School information – Primary Schools - total enrolment:

Primary		
0-89 pupils		
90-210 pupils		
211-499 pupils		
500+ pupils		

13) School information – Post-Primary Schools – total enrolment:

Post-Primary	
0-399 pupils	
400-599	
600+	
-	

14) School information – Which Education and Library Board area is your school located in?

Belfast Education and Library Board	
North Eastern Education and Library Board	
South Eastern Education and Library Board	
Southern Education and Library Board	
Western Education and Library Board	