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Introduction

The Student Behaviour Management Policy of St Charbel's College aims to be both comprehensive in scope, and procedurally fair.

Comprehensiveness is achieved through the following:

- community expectations
- College Leadership expectations
- collegial expectations
- parental expectations
- pupil expectations
- student self-discipline
- classroom behaviour
- playground procedures
- stages of student management.

Procedural fairness is achieved through the following:

- the availability to students, parents and caregivers the policies and procedures under which behaviour management action is taken

- under the hearing rule, the right of the person against whom an allegation is made to:
  - know the allegations related to a specific matter and any other information which will be taken into account in considering the matter (subject to witness protection)
  - know the process by which the matter will be considered
  - respond to the allegations
  - know how to seek a review of the decision made in response to the allegations
  - have available, where necessary, interpreter services for parents/caregivers and students
  - a support person/observer present in the formal interview process
  - a written copy of the key points of the formal interview

- under the unbiased rule, the right of the person against whom an allegation is made to:
  - impartiality in an investigation and decision-making (where possible, to separate the roles of investigator and adjudicator)
  - an absence of bias by a decision-maker

- appropriate and proportional behaviour management action, responses and penalties, including, but not exclusively, suspension, expulsion and exclusion.
Corporal Punishment

- At no point in the College discipline or behaviour hierarchy is there a place for corporal punishment of any kind. No staff member is permitted to use or encourage any form of corporal punishment under any circumstances. This prohibition extends to forbid the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Community Expectations

The Maronite Community expects that each member of the teaching staff will:

- develop their relationship with God
- regard their job more as a vocation contributing to the students' religious, moral and social development
- model their words and actions on Christ’s compassion, forgiveness, firmness, respect and tolerance in their dealings with pupils
- act in accordance with the norms of procedural fairness in all their dealings with pupils.

College Leadership Expectations

The College Leadership Team expects that each member of the teaching staff will:

- when requested, provide an objective, written summary of the problem situation, and responses attempted when referring a student to a staff member in a position of special responsibility
- seek to avoid aggravating a problem situation by personal abusive language, or by over-reacting
- minimise the risk of developing discipline problems, by personal punctuality, careful preparation, and use of varied teaching approaches
- inform parents at an early stage (and always with the prior knowledge of the Stage Coordinator) if their child is involved in persistent unacceptable behaviour.
- be comprehensively familiar with supervision guidelines, student yard and library rules, etc
- temper the reprimanding of negative pupil behaviour with regular affirmation of positive behaviour
- participate in the religious life of the College.

Collegial Expectations

The teaching staff as a whole expects that each member of staff will:

- support the implementation of the Behaviour Management Policy
- practice consistency in responding to discipline management situations
- not undermine fellow staff member(s) through criticism and gossip in conversation with pupils and other staff.
• work in collaboration with other staff in planning ways of handling particular situations.

Parent Expectations

Parents expect that each member of the teaching staff will:

• avoid applying labels to their child, or discriminating against him/her because of past misdemeanors
• avoid making their child the subject of destructive or overly critical staffroom discussions
• inform them, at an early stage, if their child is involved in some persistent and/or major discipline problem
• be available to them to talk over issues of their child’s behaviour (generally after having made an appointment)
• avoid discussing issues with them in a patronising manner.

Pupil Expectations

Students expect that each member of the teaching staff will:

• treat them with courtesy and respect
• take into account their previous record of good behaviour
• teach well
• be able to manage undisciplined behaviour in a way that maintains the learning environment
• handle discipline situations without unduly embarrassing individual students
• avoid neither favoring nor “picking on” individual students
• generally avoid penalising the whole class because of the misbehaviour of a few
• be prepared to let students know when you are upset with them, and why
• listen to the students’ point of view, and try to understand individual problems
• at the appropriate time, allow individual students to present their view of things, especially when there are disagreements
• make them aware of your expectations of their behaviour, and likely consequences if they break the rules
• avoid open and damaging criticism of particular students in the staffroom, and other gatherings
• be prepared to share humorous situations, when appropriate.

Student Discipline

We believe that discipline has an important part to play in the personal formation of the student. Ultimately, self-discipline is the goal. This includes the discipline of study and of application to extra-curricular activities. The rules and standards of the College are intended to help the students to develop self-discipline. The classroom teachers have a special role, monitoring the personal development of the students in their care, but every teacher is encouraged to take a personal interest in each student with whom they come into contact.
Primary – Behaviour management policy

We expect the students to accept the discipline policy of the College in a spirit of willing cooperation, and we aim to make it purposeful and creative, while being firm and just. We are mindful that discipline is not an end in itself, but a means to shape the students towards our ideals.

Students are expected to keep the rules consistently and for the right reasons, so that they may follow in the spiritual footsteps of Saint Charbel in obedience, diligence and prayerfulness, and so gain strength of character, self-control and understanding. Our aim is for the students of the College to be of strong character, self-disciplined and respectful of the rights of others. Cultivation of an atmosphere of mutual respect and friendship between the staff and the students is the aim of all members of the College.

Classroom Behaviour Management Policy

Each and every classroom teacher is expected and required to develop their classroom rules and consequences. This should be done in negotiation with the class itself. This will allow for the students to take some form of ownership of the rules and consequences and make it clear and understandable for all class members. Support teachers and Arabic staff who also teach the class should have easy access to these rules and consequences as continuity and consistency will allow the students to follow procedures more readily.

Rules should be stated positively; avoiding negative terms such as do not, will not and no. There should not be more than six rules in each classroom, and fair and equitable consequences for all to see. Included in the consequences must be positive and negative consequences.

A sample of a classroom behaviour plan is as follows:

Rules

1. Follow teachers’ directions immediately.
2. Keep hands, feet and objects to yourself.
3. Only one person to talk at a time, wait to be heard.
4. Have daily equipment and homework ready for work each day.
5. Avoid swearing, teasing or any form of bullying.

Consequences

1st time a rule is broken: Name on board
2nd time a rule is broken: X next to name - 10 minutes detention
3rd time a rule is broken: XX next to name – 15 minutes detention
4th time a rule is broken: XXX next to name – 20 minutes detention/parents notified
5th time a rule is broken: 30 minutes after school detention/parents notified
6th time a rule is broken: 1 hour after school detention/parents and coordinator notified

Severe Clause: Reported immediately to Stage Coordinator

After three lunch detentions, a meeting is to be arranged with the student’s parents.
Rewards

- free time in class
- positive notes/rewards sent home to parents
- raffles
- trophies
- special class activities
- no homework passes
- stickers and certificates.

Reference:


Record Keeping

A Behaviour Book is to be used in all classes where all teachers are able to record examples of good and poor behaviour/practice. This is to be signed when sighted by the student’s parents. A complementary copy of the Behaviour Book is to be kept by the teacher (this may be abridged) in the event of a student losing their Behaviour Book. Should a student report that they have lost their Behaviour Book, the teacher will insert a summary of all previous behaviour notes taken from the complementary copy in their possession.

Students will be able to keep their Behaviour Books at the end of each school year as part of their own records. The teacher’s complementary copy of the book should be filed with all other pertinent student information for the year. Students who have reached Stage Four of the Behaviour Management Policy should have their records flagged for the next year’s teacher, as their behaviour will need to be monitored on an ongoing basis, until their behaviour has been effectively managed.

A copy of the rules and consequences must be sent home to all parents of the class for them to sight and sign, so that it may be returned to school and kept on the class file. Teachers are expected to keep a copy of all correspondence with parents in regard to any student behaviour management matters.

Playground Behaviour Management Policy

Teachers are responsible for playground management, and are to ensure that they:

- attend the playground promptly, and engage in active supervision in their designated areas of responsibility
- monitor the behaviour of students in and around the toilet area
- monitor the behaviour of students in and around the canteen area
- interact with the students in a positive manner, rather than identifying negative behaviours
- ensure that students maintain a clean and tidy playground.
Students

- hats must be worn in all areas that are open to sunlight
- balls may only be used during the lunch break, not before or after school nor during recess
- students must line up in an orderly fashion when buying from the canteen
- bullying, in any of its forms is to be eradicated
- students may only leave the playground to go to the library on their designated days, or with express written permission from a teacher
- students are expected to use the bins provided, to help maintain a clean and tidy playground
- students respond to bells immediately, ensuring that they have gone to the toilet and washed their hands before class
- students must attend lines in a neat and tidy manner.

Stages of Junior School Behaviour Management Policy

Stage One

This is where the teacher attempts to deal with the problem without outside help. The key point at this stage is that the student must be told what he/she is doing wrong, and given a chance to rectify the problem. Only when this is done, and the results prove negative, should disciplinary action be taken. This, of course, depends upon the gravity of the initial problem. The severity of the action taken should be in reasonable proportion to the offence, and should be determined by whether it is a repeat or initial offence.

All matters with reference to student behaviour need to be accompanied by documentation of notes and letters sent to parents.

Actions/Behaviours

- answering back a teacher/visitor
- bad or offensive language
- bullying in any form
- speaking over someone else (adult/student)
- interrupting physically or verbally
- being out of their seat without good reason
- dishonesty
- stealing
- untidy presentation of self or work
- incomplete homework
- disruptive or distracting behaviour
- laziness, unwillingness to participate in class.
- inappropriate play
- disobedience.
Rewards

At this stage of the policy individual teachers are responsible for the rewarding of individual students or classes. Class awards, certificates, or other reward measures will be distributed to students in line with the classroom Behaviour Management Plan listed above.

Stage Two

Stage Coordinator

This stage is only used if the class teacher feels that he or she is unable to deal with the problem, or the student has continued to disregard warnings and punishments.

More serious offences should be reported immediately to a higher authority in the Organisational Structure.

Students are not to be referred to the Stage Coordinator for minor offences, as it will only weaken the system in place.

Documentation of steps and procedures carried out need to accompany the child when reporting to the Stage Coordinator, if there is no documentation, the student is to be returned to class until that documentation is complete. This includes records of interviews with students and parents/guardians.

Actions/Behaviours

- physical bullying
- extreme physical violence
- excessive offensive language
- personal attack on a staff manner (physical or verbal)
- using offensive language towards a staff member
- repeated detentions within class
- repeated after school detentions
- failure to respond to classroom rules after parental meeting.

Rewards

At this stage of the policy the Stage Coordinator will be responsible for rewarding students whose behaviour has been exemplary in either classroom or playground, or both. Normally these students will be referred to the Coordinator by individual class teachers after classroom rewards have been given out. The Coordinator may also decide to present rewards to students that they have observed behaving in a consistent exemplary manner within the playground or outside of the classroom.

The rewards presented at this stage will normally take the form of a College Coordinator’s Silver Certificate.
**Stage Three**

This is where the Stage Coordinator has dealt with a problem, and feels that more action is required.

Students will be directed, therefore, either to the Assistant Principal Junior School for discipline matters. Only in exceptional circumstances should a student move directly to Stage Three. **Students are not to be referred to the Assistant Principal Junior School for minor offences, as it will only weaken the system in place.** (Such cases are listed below.)

Any referral to the Assistant Principal Junior School must be accompanied by any relevant documentation; including a referral from the Stage Coordinator. This includes records of interviews with students and parents/guardians.

It is expected that the Stage Coordinator will be in regular contact with the Assistant Principal Junior School with regard to all matters concerning student behaviour.

It should be noted that a student cannot be suspended, internally or externally, without the knowledge and consent of the Assistant Principal Junior School and the Principal. As the Assistant Principal Junior School and the Principal liaise on a daily basis, all decisions are essentially **joint decisions**.

**Actions/Behaviours**

- severe physical or emotional bullying
- excessive attack on a staff member (physical or verbal)
- theft from a staff member
- failure to respond to provisions set by Stage Coordinator

**Rewards**

At this stage of the policy the Assistant Principal Junior School will be responsible for rewarding students whose behaviour has been exemplary in either classroom or playground, or both. Normally these students will be referred to the Assistant Principal Junior School by the Stage Coordinator after Coordinator rewards have been given out. The Assistant Principal may also decide to present rewards to students that they have observed behaving in a consistent exemplary manner within the playground or outside of the classroom.

The rewards presented at this stage will normally take the form of a College Assistant Principal’s Gold Certificate.

**Stage Four**

This is where the Principal is involved in the process of student behaviour management. Essentially, the Principal will only be involved in the matters reaching Stage Three. It is the Assistant Principal Junior School, therefore, who refers these matters to the Principal, and liaises with him in regard to the outcome. Any referral to the Principal must be
accompanied by any relevant documentation; including a referral from the Assistant Principal Junior. This includes records of interviews with students and parents/guardians.

It should be noted that the Principal is the only person to authorise an expulsion.

**Rewards**

At this stage of the policy the Principal will be responsible for rewarding students whose behaviour has been exemplary in either classroom or playground, or both. Normally these students will be referred to the Principal by the Assistant Principal Junior School after Assistant Principal rewards have been given out. The Principal may also decide to present rewards to students that they have observed behaving in a consistent exemplary manner within the playground or outside of the classroom.

The rewards presented at this stage will normally take the form of a College Principal’s Platinum Certificate.

The Principal and Assistant Principal Junior reserve the right to involve themselves at any stage of the Behaviour Management Policy.

**Role of the College Counsellor**

Students must not be sent to the College Counsellor for solely poor behaviour. The College Counsellor is only to be used for behavioural matters when the Stage Coordinator feels it is necessary for meetings to take place to organise a behaviour modification program, if one is deemed necessary. It is appropriate for the College Counsellor to be involved in matters concerning students who fail to respond to normal classroom practices, but this should only be done after referring to the Stage Coordinator. The role of the College Counsellor may be advisory, to assist or sit in with meetings or to meet with the student or parents on an individual basis.

Students displaying, learning difficulties, emotional or psychological problems should be referred with the knowledge of the Stage Coordinator.

No student is to be sent to or should go to the College Counsellor during class or breaks without the prior knowledge of the Stage Coordinator, with proper documentation.

**Brief Analysis of Hierarchy**

1. Teacher to maintain classroom management
2. Teacher to contact parents
3. Teacher to inform Coordinator
4. Stage Coordinator to meet with teacher and parents: possible referral to College Counsellor
5. Welfare Coordinator to inform Assistant
Procedural Fairness in Hearing and Unbiased Decision-Making

*Procedural fairness* is achieved through policies embodying the following:

1. **The availability to students, parents and caregivers of the policies and procedures under which disciplinary action is taken.**

   The policies and procedures relating to disciplinary action shall be made available to students, parents and caregivers through the:
   - Principal’s weekly general assembly to students (K-12) and parents
   - twice-daily assemblies conducted by the Deputy Principal and the Coordinators to Years K - 6
   - College website
   - College Student Diary
   - College newsletter (published four times a term)
   - letters to parents
   - teacher-parent meetings and report card interviews.

2. **Under the hearing rule, the right of the person against whom an allegation is made to:**
   - know the allegation(s) relating to a specific matter, and any other information which will be taken into account in considering the matter (subject to witness protection)
   - know the process by which the matter will be considered
   - respond to the allegations in full, either verbally or in writing
   - seek a review of the decision made in response to the allegations via the chain of appeal:
     - Classroom Teacher
     - Stage Coordinator
     - Assistant Principal Junior School
     - Principal.
   - have available, upon request, interpreter services for parents/caregivers and students
   - be permitted to have a support person/observer present in the formal interview process
   - request a written copy of the key points of the formal interview.
3. Under the *unbiased rule*, the right of the person against whom an allegation is made to:

- *impartiality* in an investigation and decision-making. Where possible, the roles of *investigator* and *adjudicator* shall be separated as follows:

<table>
<thead>
<tr>
<th>Investigator</th>
<th>Adjudicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>Stage Coordinator</td>
</tr>
<tr>
<td>Stage Coordinator</td>
<td>Assistant Principal Junior School</td>
</tr>
<tr>
<td>Assistant Principal Junior School</td>
<td>Principal</td>
</tr>
</tbody>
</table>

- *Absence of bias* by a decision-maker. At all times, all persons involved in the investigative and adjudicative process shall execute their duties with all appropriate probity, justice and equity, free from bias and prejudice.