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Student Self-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. 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.

We wish each student in 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.

Introduction

The Discipline Policy of St Charbel’s College is aimed to be comprehensive in scope, procedurally fair and evidences compliance.

Comprehensiveness is achieved through policies governing the following:

- Community expectations.
- College leadership expectations.
- Collegial expectations.
- Parental expectations.
- Pupil expectations.
- Classroom discipline and management.
- Playground discipline policy.
- Sports discipline.
Stages of discipline.

Procedural fairness is achieved through policies embodying the following:

- The availability to students, parents and caregivers the policies and procedures under which disciplinary 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 discipline action, responses and penalties, including, but not exclusively, suspension, expulsion and exclusion.

Compliance is achieved through policies embodying the following:

- A clear and exhaustive list of the College’s discipline methods that plainly excludes corporal punishment.

- An express prohibition forbidding the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Community Expectations

The Lebanese Maronite Catholic Community expects that each member of the teaching staff will:
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- Develop their relationship with God.
- Will regard their job more as a vocation contributing to the students’ religious, moral and social development.
- Will model their words and actions on Christ’s compassion, forgiveness, firmness, respect and tolerance in their dealings with pupils.
- Will 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:

- Not administer any form of corporal punishment to any student. This prohibition extends to forbid the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.
- 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 invective, 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 Year Coordinator) if their child is involved in persistent unacceptable behavior.
- 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 Discipline Policy.
- Practise consistency in responding to discipline management situations.
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- 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 behavior.

- 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 either favouring or “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
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- 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.

**Classroom Discipline Policy**

Teachers are responsible for classroom management.

Basic expectations are as follows:

- Students address teachers as Mr, Mrs, Miss, or Father.

- Students in Years 7–12 stand upon entry of the teacher, or a visitor.

- Students in Years 7–12 line up outside the classroom before the commencement of any lesson – no student should be inside the classroom without the presence of a teacher.

- Students move in an orderly fashion between classes for example “no running or pushing”.

- Students may be allocated to regular desks to encourage a sense of responsibility for the care of other student’s desks.

- Teachers set clear written expectations of a high standard of behavior.

- Teachers keep noise levels to a minimum – only one person should be speaking at any given time.

- Student language is always appropriate.

- Students keep to themselves, and do not physically interfere with others.

- Students do not use mobile phones.

- Students do not chew gum or eat/drink in class (excepting water on hot days).

- Students do not converse with “outsiders” through the windows.

- Students keep the classrooms clean, neat and tidy before and after every period.

- Students respect the property of the school and the property of others – if damage occurs the Year Coordinator should be notified. Property of the school includes fans, windows, curtains, boards, lights, televisions, air-conditioners, lockers, etc.
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- Students do not tamper with, or remove items from the lockers of others.
- Teachers dismiss the class, not vice-versa.
- Teachers are punctual to class.
- Teachers insist that students be on time for their classes, question late arrivals and encourage rapid movement to class.
- Teachers insist on a late note or pass for lateness to class from the student – students should not be admitted to class without a given explanation.
- Teachers monitor the movement of students to and from the toilets.
- Teachers insist that students work thoroughly and consistently during the course of the lesson.

Playground Discipline Policy

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

- They attend to playground promptly, and engage in active supervision in their designated areas of responsibility.
- They monitor the behaviour of students in and around the toilet area.
- They monitor the behaviour of students in and around the canteen area.
- They monitor the behaviour of students in and around the library undercroft area.
- Students do not engage in behaviour that is threatening or dangerous.
- Students do not play with any form of ball game in a manner which is dangerous.
- Students do not play in or enter classrooms of any building unsupervised.
- Students are monitored in undercover areas, classrooms and in the playground during wet weather.
- Students do not play in areas designated as “out of bounds”.
- Students do not deliberately tamper with or damage trees and garden vegetation.
- Students do not enter the primary playground without authorization.
- Primary school students do not enter the high school playground without authorization.
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- Students do not engage in any form of contact/conversation with adults or students from outside the school.

- Students dispose of their own garbage and clean up the playground throughout the course of recess/lunch.

- Students maintain their uniform/dress in an appropriate manner during and at the end of recess/lunch.

- Students visiting the church do so directly, traveling to and from the church without deviating to unauthorised areas.

- Students at the end of recess/lunch proceed directly to class.

Sports Discipline Policy

The College Sports Discipline Policy sets out the procedures to be followed for both representative and internal sport.

Stage One: Coach/Supervisor of the Sport

This is the stage where the Coach/Supervisor of the sport attempts to deal with the problem without outside help. The student must be told what he/she is doing wrong, and given a chance to rectify the problem. If the results prove negative, disciplinary action should be taken.

Stage Two: Sports Coordinator

If the Coach or Supervisor of the sport is unable to deal with the problem, or if the student continues to disregard warnings, a report is to be made to the relevant Sports Coordinator. Details of the incident/s and actions taken so far need to be outlined. Once a Coach or Supervisor of sport passes a student on to this stage, the Sports Coordinator will decide what action is to be taken, and that decision will be final.

Stage Three: Deputy Principal Secondary School/Principal

If the Sports Coordinator has dealt with the problem, and feels more action is needed, he will direct the student to the Deputy Principal Secondary School. Movement to this stage should be accompanied by a written report from the Sports Coordinator.

Management of Student Behaviour

Administering Consequences – Student behavior management guidelines

Consequences should be administered respecting the dignity of the teacher and the dignity of the student.

Consequences are more effective when:
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- They are used by the teacher to own and manage classroom problems.
- They are applied from least intrusive to most intrusive.
- They escalate with the seriousness of irresponsibility, and persistence.
- They are applied as a part of a decisive plan.
- Consistent application and follow up is assured.
- They are applied with immediacy for specific behaviours.
- They are related to the behavior.
- Certainty, rather than severity is emphasized.
- They make sense to students and staff.
- They are discussed publicly and accepted as fair.
- They involve restitution.
- A common language is used, the language of restoration.

As we manage student behavior on a daily basis please follow the procedures and process in place.

Teachers can:

- Use the student diary to communicate misbehavior, lack of application, etc. To parents – highly recommended.

- Have students on detention at recess, half a lunch, after-school. **All detentions must be supervised by the teacher and the detention time must be used to restore the relationship.** Discuss issue with student, complete unfinished work, etc. **Note: Failure to attend an after school detention will lead to an internal suspension.**

- Make a phone call home to inform parents of concerns. Teachers should check with homeroom teacher, year coordinator, head of department if it is safe to make a phone call home.

At all times teachers should inform and consult with Year Coordinator and/or Heads of Department of actions taken.

Teachers should use the Student Record Sheet and the Student Reflection Sheet to support their actions and help restore relationships. These sheets are to be kept by the teacher for future reference.
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If student behavior does not change despite all your actions, the teacher should:

- Refer student to Year Coordinator or Head of Department so that further action can be taken, such as:
  - Placing a student on a monitoring card.
  - Sending a letter of concern home (the Coordinator).
  - Arranging an interview with parents.
  - Agreeing on a contract with student/parent.

Written records of all actions taken must be kept in the students’ files with the Year Coordinator.

If these actions do not change the behavior of the student the coordinator should:

- Refer the student to the Deputy Principal-Secondary School so that further action can be taken, such as:
  - Student internally suspended.
  - Student externally suspended. **Two such suspensions in any school year or three such suspensions in three years will lead to a consideration by the principal of the school’s ability to continue to support the student’s enrolment.**
  - Interview with parents.

If these actions fail to change the behavior of the student the Deputy Principal Secondary School organizes/requests student file from Year coordinator and refers student to the Principal to discuss possible alternative to follow with parents.

Teachers must remember to be restorative in your practice.

Keep in mind the following:

- Students must wear their full school uniform and bag to and from school.
- Students must leave their school bag in their lockers at the beginning of the day.
- At school, students must use the school ‘materials bag’ during school hours.
- Inappropriate body piercing is not allowed. Small ear rings are allowed for girls.
- Inappropriate haircuts are not allowed.
Mobile phones are not allowed during school hours.

Chewing gum is not allowed during school hours. Teachers should insist students put the gum in a rubbish bin. Refusal may result in fines being issued.

Inappropriate footwear is not acceptable.

Homeroom teachers, being the first point of encounter, must deal with these issues as soon as they appear. Write in student’s diary every time something needs to be rectified. Homeroom teachers must report students to Year Coordinators when students do not respond positively or don’t rectify the situation.

Roles and Responsibilities of Staff

Homeroom Teachers

The role of the teacher assigned to each homeroom is to maintain and implement pertinent sanctions based on the comments recorded by the various teachers.

The specific roles of the homeroom teacher are outlines as follows:

- To monitor accurately maintain the roll-book for the individual homeroom.
- To provide individual students with feedback (chatting one-on-one with each student, providing positive comments, verbal warning and issuing detentions when necessary).
- Provide coordinators with feedback when necessary.
- To actively participate in the development and implementation of the pastoral care program.
- Inform parents of positive behaviours displayed by students.

Deputy Principal Secondary School

The specific roles on the Deputy Principal Secondary School are outlined as follows:

- To oversee the implementation of the school Discipline code.
- Involvement in serious disciplinary issues that arise.

Principal

The Principal is specifically involved in serious disciplinary issues that arise.

Heads of Departments
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- Collaborate with Year Coordinator in dealing with disciplinary matters for specific issue with any students within their respective subject areas.

- Collaborate with Year Coordinator and classroom teachers for areas where there may be an issue between one teacher and her/his class.
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Procedure for Suspension of Students (Internal/External)

Step 1 - Reporting Stage
Incident reported to the Year Coordinator.

Step 2 - Investigation Stage
Student(s) involved withdrawn and questioned. Staff questioned where necessary.
Note: Students involved are to return to class after the Investigation Stage unless the Principal or Deputy Principal has approved otherwise.

Step 3 - Recommendation Stage
Year Coordinator informs and consults with Deputy Principal Secondary School on findings and proposed consequence(s) to be recommended to the Principal.

Step 4 - Decision Stage
Principal to endorse recommendation(s) of Year Coordinator/Deputy Principal Secondary School and decides whether to impose suspension.

Step 5 - Drafting Stage
Year Coordinator prepares letter of suspension in consultation with the Deputy Principal Secondary School before obtaining the Principal’s signature. A Student Action Plan to Support the student’s return to school is devised. Student Action Plans may be no more than 10 weeks in length and the student will be required to successfully complete the Action Plan. If the student does not successfully complete the Action Plan the student will progress to Step 9.

Note Student Action Plans are not a list of school expectations. Student Action Plans are an achievable set of development strategies and progression targets that endeavour to form a pathway to student success. It may be necessary for specialist teachers, learning support teachers, staff and external organizations to be involved in producing Student Action Plans.

Step 6a - Meeting Stage – Internal Suspensions
Parents are invited by the Year Coordinator to attend a meeting with the Year Coordinator and/or Secondary School Deputy and/or Principal to present letter of suspension. Parents are to return a signed letter to the Year Coordinator, and the signed letter is placed on file.
Note: Suspensions can only occur after Stage 6, unless the Principal or Deputy Principal has specifically approved otherwise.

Step 6b - Meeting Stage – External Suspensions
Parents are invited by the Year Coordinator to attend a meeting with the Year Coordinator and/or Secondary School Deputy and/or Principal to present letter of suspension and explain the requirements of the Student Action Plan and the consequences should the
student not successfully complete the Student Action Plan. Parents are to return a signed letter to the Year Coordinator, and the signed letter is placed on file.
Note: Suspensions can only occur after Stage 6, unless the Principal or Deputy Principal has specifically approved otherwise.

**Step 7a - Suspension Stage – Internal Suspensions**

Suspension is served in the Deputy Principal Secondary School’s office or in another appropriate place. This is the last step for internal suspensions.

**Step 7b - Suspension Stage – External Suspensions**

Suspension is served externally.

**Step 8 – Action Plan** is followed by the student and assessed on completion. If the student does not successfully complete the Action Plan the student will progress to **Step 9**.

**Step 9 – Consideration of the school’s ability to support the student’s enrolment**

Any incident following two external suspensions in one school year or three external suspensions in three school years necessitates the production of a report by the relevant Coordinator and the Deputy Principal regarding the ability of the school to support the student’s enrolment. This report should contain documentation as to student behavior issues / incidents, strategies the school has taken to support the student’s enrolment previously and proposed future strategies and recommendations as to the school’s ability to support the student’s enrolment.

The Principal will make decisions as regards each case on an individual basis (see also College Suspension and Expulsion Policy). Only the Principal is able to allow a student to continue at the College on conditional enrolment. Conditional Enrolment will not exceed 5 weeks duration.

**Procedural fairness in hearing and unbiased decision-making**

Procedural fairness is achieved as follows:

**The availability to students, parents and caregivers 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 following the:

- Principal’s weekly assembly to students (K-12) and parents.
- Twice-daily assemblies conducted by the Deputy Principal and the Year Coordinators.
- College Website.
- Student College Diary.
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- College Newsletter (published four times a term).
- Letters to parents.
- Teacher-Parent meetings and Report Card nights.
- Form meetings conducted by the Year Coordinators.
- Homeroom teachers during morning and afternoon administration.

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    Year Coordinator    Deputy Principal    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.
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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>
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</thead>
<tbody>
<tr>
<td>Classroom teacher</td>
<td>Year Coordinator</td>
</tr>
<tr>
<td>Year Coordinator</td>
<td>Deputy Principal Secondary School</td>
</tr>
<tr>
<td>Deputy Principal</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.

Student Guide to Merit system

A merit is awarded to a student for displaying positive behaviours.

<table>
<thead>
<tr>
<th>Merit System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom award</td>
</tr>
<tr>
<td>Bronze Award</td>
</tr>
<tr>
<td>Silver Award</td>
</tr>
<tr>
<td>Gold Award</td>
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</tbody>
</table>