ST CHARBEL’S COLLEGE

Senior School: Discipline Document

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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
Senior School – Discipline Document

- 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:

- 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

- week 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 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 Discipline Policy

• practise 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 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
• 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 7–10 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 are allocated regular desks to encourage a sense of responsibility for the care of other student’s desks
• they set clear written expectations of a high standard of behaviour
• they 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 physical 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
• students do not tamper with, or remove items from the lockers of others
• they dismiss the class, not vice-versa
• they are punctual to class
• they insist that students be on time for their classes, question late arrivals and encourage rapid movement to class
• they 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
• they monitor the movement of students to and from the toilets
• they 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 threatening or dangerous towards others
• students do not play with any form of ball game in a manner which is dangerous to others
• 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 play in “grass areas” in a manner that is not destructive of the ground covering

• students do not deliberately tamper with or damage trees and garden vegetation

• students do not enter the primary playground without authorisation

• primary school students do not enter the high school playground without authorisation

• 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 (Years 11-12).

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

Management of Student Behaviour

Merit/Demerit System

The merit/demerit system is a system devised to effectively manage the behaviour of students. It is focused on the ideas of positive reinforcement (merits) and negative reinforcement (demerits).

The merit/demerit system is to be used by all teaching staff and maintained by homeroom teachers. The whole process is then overseen by the individual year coordinators.

Merits

A merit is rewarded for positive behaviours displayed by individual students. For example, a merit may be rewarded if a student has been displaying consistently good behaviour in the classroom.

This merit is noted by that class teacher on the merit/demerit spreadsheet located on the P: drive. A sample of the spreadsheet devised is provided below.

The system of merits is implemented along the following structure:

<table>
<thead>
<tr>
<th>Number</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 merits</td>
<td>1 Homeroom award</td>
</tr>
<tr>
<td>5 Homeroom awards (15 merits)</td>
<td>1 Bronze Award</td>
</tr>
<tr>
<td>3 Bronze award (45 merits)</td>
<td>1 Silver Award</td>
</tr>
<tr>
<td>3 Silver awards (135 merits)</td>
<td>1 Gold Award</td>
</tr>
</tbody>
</table>

Demerits

A demerit is noted for negative behaviours displayed by individual students. For example, a demerit may be noted if a student has been eating in the classroom.

This demerit is noted by that class teacher on the merit/demerit spreadsheet located on the P: drive. A sample of the spreadsheet devised is provided on the following page.

The system of demerits is implemented along the following structure:

<table>
<thead>
<tr>
<th>Number</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 demerit</td>
<td>spoken to</td>
</tr>
<tr>
<td>2 demerits</td>
<td>Verbal warning</td>
</tr>
<tr>
<td>3 demerits</td>
<td>Detention</td>
</tr>
<tr>
<td>4 demerits</td>
<td>Parent teacher interview</td>
</tr>
</tbody>
</table>
Note:

- Further demerits will need to be handled on an individual child basis in order to specifically cater for the needs of that child.
- Lateness to school should be reported to Year Coordinators once a student has been late three times or more in one term.

**Academic Issues**

To be dealt with by the respective Faculty Coordinator and record of how the issue was addressed should be updated on the merit/demerit spreadsheet.

**Notes to Remember**

- Every demerit cancels out a merit and every merit cancels out a demerit, eg if a student has three merits and two demerits the student has only one merit that is counted and the consequences for his/her negative actions have been put in place.
- Detention time is to be standard for all students, eg one or two days per week is to be set aside for these detentions.
- The list of students attending detentions is to be maintained by the homeroom teacher and the names are to be provided to the Year Coordinator.
- Under this system, group lunch detentions will not be permitted.

**Roles and Responsibilities of Staff**

**Homeroom Teachers**

The role of the teacher assigned to each homeroom is to maintain and implement positive or negative measures based on the comments recorded by the various teachers.

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

- to monitor the spreadsheet for their 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
- provides initial homeroom awards for three merits awarded
- provides initial detention for three demerits noted
- inform parents of positive behaviours displayed by students (phone call).

**Coordinators**

The specific roles on the year coordinator are outlined as follows:

- award students with bronze awards when five homeroom awards have been issued
- oversee the effective implementation of merit/demerit system
- ensuring that the merits and demerits awarded are reasonable and liaising with teachers when required
• commence interviews with students and parents (when necessary) if a student is receiving too many demerits.

**Assistant Principal Senior School**

The specific roles on the Assistant Principal Senior School are outlined as follows:

• award students with a **silver award** once they have received three bronze awards.
• involvement in serious disciplinary issues that arise.

**Principal**

The specific roles on the principal are outlined as follows:

• award students with a **gold award** once they have received three silver awards.
• involvement in serious disciplinary issues that arise.

**Faculty Coordinators**

• Look for specific issue with any students within their respective subject areas
• Look for areas where there may be an issue between one teacher and her/his class.

**Procedure for Suspension of Students (Internal/External)**

1. **Reporting Stage**

   Incident reported to the Year Coordinator.

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 has approved otherwise.

3. **Recommendation Stage**

   Year Coordinator informs and consults with Assistant Principal Senior School on findings and proposed punishment(s) to be recommended to the Principal.

4. **Decision Stage**

   Principal to consider recommendation(s) of Year Coordinator/Assistant Principal Senior School and decides whether to impose suspension.

5. **Drafting Stage**

   Year Coordinator prepares letter of suspension in consultation with the Assistant Principal Senior School before obtaining the Principal’s signature.
6. Meeting Stage

Parental meeting arranged with the Year Coordinator and/or Assistant Senior School and/or Principal to present letter of suspension. Parents to return signed letter to the Year Coordinator, and is placed on file.

Note: Suspensions can only occur after Stage 6, unless the Principal has specifically approved otherwise.

7. Suspension Stage

Suspension is served in the Assistant Principal Senior School’s office.

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 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 Assistant Principal and the Year Coordinators to Years 7-12
- College Website
- Student College Diary.
- 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.

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 → Year Coordinator → Assistant 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.
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>Year Coordinator</td>
</tr>
<tr>
<td>Year Coordinator</td>
<td>Assistant Principal Senior School</td>
</tr>
<tr>
<td>Assistant 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/Demerit System

The merit/demerit system is a system that has been created to keep a record of all of your action throughout your time here at school. It is focused on the ideas of positive reinforcement (merits) and negative reinforcement (demerits).

The merit/demerit system replaces the system that was in place that where you had a record card that was kept.

Merits

A merit is rewarded for positive behaviours displayed by individual students. For example, a merit may be rewarded if a student has been displaying consistently good behaviour in the classroom.

This merit is noted by that class teacher on the merit/demerit spreadsheet. A sample of the spreadsheet that has been set up is provided at the end of this handout.

The system of merits is implemented along the following structure:

<table>
<thead>
<tr>
<th>MERITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>3 merits</td>
</tr>
<tr>
<td>5 Homeroom awards (15 merits)</td>
</tr>
<tr>
<td>3 Bronze award (45 merits)</td>
</tr>
<tr>
<td>3 Silver Awards (135 merits)</td>
</tr>
</tbody>
</table>

Demerits

A demerit is noted for negative behaviours displayed by individual students. For example, a demerit may be noted if a student has been eating in the classroom.

This demerit is noted by that class teacher on the merit/demerit spreadsheet located on the P: drive. A sample of the spreadsheet devised is provided below.
The system of demerits is implemented along the following structure:

<table>
<thead>
<tr>
<th>DEMERITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
</tr>
<tr>
<td>1 demerit</td>
</tr>
<tr>
<td>2 demerits</td>
</tr>
<tr>
<td>3 demerits</td>
</tr>
<tr>
<td>4 demerits</td>
</tr>
</tbody>
</table>

**Note:**

- Further demerits will need to be handled on an individual student basis in order to specifically address any issues that may be happening.
- Lateness to school should be reported to year coordinators once a student has been late three times or more in one term.

**Academic Issues**

To be dealt with by the heads of department and a record of how the issue was addressed will be updated on the merit/demerit spreadsheet.

**Notes to Remember**

- Every demerit cancels out a merit and every merit cancels out a demerit. For example, if a student has three merits and two demerits the student has only one merit that is counted and the consequences for his/her negative actions have been put in place.
- Detention time is standard for all students. For example, one or two days per week will be set aside for these detentions.

**Examples of Actions that will Warrant a Merit or Demerit**

<table>
<thead>
<tr>
<th>MERITS</th>
<th>DEMERITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently good behaviour in class</td>
<td>Incomplete class work</td>
</tr>
<tr>
<td>Consistently completing homework well</td>
<td>Incomplete homework</td>
</tr>
<tr>
<td>Excellent participation in class</td>
<td>Talking in class</td>
</tr>
<tr>
<td>Improved attitude</td>
<td>General disruption</td>
</tr>
<tr>
<td>Contributing to class discussion</td>
<td>Calling out in class</td>
</tr>
<tr>
<td>Contributing to school life</td>
<td>Inattentiveness</td>
</tr>
<tr>
<td>Tidy bookwork</td>
<td>Untidy bookwork</td>
</tr>
<tr>
<td>Consistently punctual to school</td>
<td>Lateness to class</td>
</tr>
<tr>
<td>Consistently handing assessment in on time</td>
<td>Failure to submit work</td>
</tr>
<tr>
<td>Consistently having all equipment for class</td>
<td>No textbook, equipment</td>
</tr>
<tr>
<td>Taking ownership of behaviour</td>
<td>Answering back</td>
</tr>
<tr>
<td>Courteous and respectful to students</td>
<td>Disrespect for peers</td>
</tr>
<tr>
<td>Voluntarily picking up rubbish</td>
<td>Throwing rubbish on the ground</td>
</tr>
<tr>
<td>Always polite</td>
<td>Swearing</td>
</tr>
<tr>
<td>Improved presentation of uniform</td>
<td>Untidy uniform</td>
</tr>
<tr>
<td>Great effort in an assignment tasks</td>
<td>Plagiarism</td>
</tr>
<tr>
<td>Helping another student</td>
<td>Aggressive or violent behaviour</td>
</tr>
<tr>
<td>Shows good etiquette</td>
<td>Fighting / Bullying</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Helping someone without being asked</td>
<td>Sexual harassment</td>
</tr>
<tr>
<td>Being an ambassador for the school</td>
<td>Violation of ‘hands off’ policy</td>
</tr>
<tr>
<td>Excellent attendance to school</td>
<td>Truancy</td>
</tr>
<tr>
<td>Participation in school liturgies</td>
<td>Vandalism of college property</td>
</tr>
<tr>
<td>Showing initiative in class</td>
<td>Chewing Gum</td>
</tr>
<tr>
<td>Showing initiative in a subject outside of school hours</td>
<td>Eating in class</td>
</tr>
<tr>
<td>Good behaviour in school sport</td>
<td>Gross Insolence</td>
</tr>
<tr>
<td>Being charitable</td>
<td>Profane Swearing</td>
</tr>
<tr>
<td>Being a good role model to others</td>
<td>Smoking</td>
</tr>
<tr>
<td>Improvement in assessments tasks</td>
<td>Failure to submit formal assignment tasks</td>
</tr>
<tr>
<td>Outstanding effort in assessment tasks</td>
<td>Plagiarism in formal assignment tasks</td>
</tr>
<tr>
<td>Always giving things a go</td>
<td>Non-serious attempts in formal assessment tasks</td>
</tr>
<tr>
<td>Being honest</td>
<td>Cheating</td>
</tr>
<tr>
<td>Outstanding performance in assessment tasks</td>
<td>Loss/destruction of academic materials</td>
</tr>
<tr>
<td>Keeping uniform tidy outside of school grounds</td>
<td>Failure to attend assigned detention</td>
</tr>
<tr>
<td>Being on time to assembly</td>
<td>Physical/sexual misconduct</td>
</tr>
<tr>
<td>Consistently on time to school</td>
<td>Repeated lateness</td>
</tr>
<tr>
<td>Courteous and respectful to staff</td>
<td>Gross insolence to staff</td>
</tr>
<tr>
<td>Cleaning the classroom without being asked</td>
<td>Gross misconduct</td>
</tr>
<tr>
<td>Helping new students around the school</td>
<td>Violence to staff or their property</td>
</tr>
<tr>
<td>Commitment to the Maronite Catholic teachings</td>
<td>Use of mobile phones</td>
</tr>
<tr>
<td>Community service</td>
<td>Possession of alcohol/drugs</td>
</tr>
<tr>
<td>Committed to study</td>
<td>At risk of U or N grades</td>
</tr>
</tbody>
</table>

- Any misbehaviour that is deemed to be extreme will be dealt with multiple demerits. This is to be determined by your Year Coordinator.
<table>
<thead>
<tr>
<th>SURNAME</th>
<th>FIRST NAME</th>
<th>YEAR</th>
<th>MERIT/DEMERIT</th>
<th>REASON</th>
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<tbody>
<tr>
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