	St Charbel's College
	Behaviour Management and Discipline Policy

1. INTRODUCTION AND PURPOSE

The central belief at St Charbel's College is that every child is unique with God given gifts and talents. It is our duty as Catholic educators to ensure that every child develops their potential to the full. All stakeholders within the College community expect high standards of behaviour from our students (see Appendix 7: Stakeholder Expectations). This is achieved through a positive behaviour management system. We take a holistic view of the student and we have high expectations of each individual. Our aim is to nurture self-belief. Central to this is encouragement and reward and the building of positive relationships.

2. POSITIVE BEHAVIOUR MANAGEMENT

Our aim is to know the child well and recognise good behaviour, effort and achievement at every possible opportunity. Our system involves the formal and public recognition of our students. Rewards are earned in many ways, including good behaviour or attitude, consistently high standard of effort, good attendance and punctuality, helpfulness and contribution to community service. We encourage staff to use positive behaviour management through positive language and regular verbal praise.

We aim to ensure that our system is effective. As such we

- Encourage consistency among teachers in their use of sanctions and rewards
- Ensure regular monitoring of how the system is working looking at patterns of positive referrals, investigating variation amongst departments or stages and taking steps to ensure consistency
- Encourage staff to ensure that praise is genuine and deserved not routine and meaningless
- Keep the system fresh and meaningful-each year with the arrival of a new set of pupils it needs to be reintroduced
- Explain the system to parents at the appropriate time
- Present pastoral information as part of a formal induction for new staff.

The praise and reward system is part of the larger picture of the whole school ethos of positive relationships. The system is congruent with the deep structures and values of the school. It forms part of our positive behaviour practices.

The aim of the rewards system is to build self-esteem therefore all teachers are encouraged to:

- Target the pupil's strengths
 - Give frequent positive verbal feedback
 - Avoid giving negative feedback in front of the pupil's peer group. If reprimanding, the teacher must always use the sandwich model. Start with a positive comment and end with a positive comment
 - View the pupil as successful. Provide several positive comments to every negative one
 - Publicly celebrate the pupil's successes however small
 - Use regular reinforcers when the pupil is on task and desirable work rate or effort is shown. This may be verbal praise or a mention in the pupil diary.
 - Reinforcers should be given at the time when the positive behaviour or attitude or achievement is shown. If given at a later time they are less effective.
 - Set rewards at an attainable level for the pupil
 - Encourage students to have a positive, growth mindset: I can do this; I can achieve this; I will try; I will do my best; I can be successful; I embrace challenge.
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3. MERITS AND PROCESS

Teachers are required to promote the merit system and be proactive in awarding merits. Merit grids are located in the front of the diary. Teachers sign or stamp the squares when merits are awarded, they also tick the merit box in the drop down folder on Iwise. Merits are a significant achievement and we do not advise that more than one is given at one time unless the child has really deserved it.

Children may write the reason for the merit in the box and the teacher signs or stamps it. Some teachers will choose their own merit stamps that fit neatly inside the merit boxes in the diaries.

Students colour code the merits. They may colour in blue for English, green for Mathematics etc. They also colour code for citizenship which involves any participation or contribution to the life of the school.

MERITS	
Bronze Award	25 merits
Silver Award	50 merits
Gold Award	75 merits
Platinum Award	100 merits
Principal's Award	140 merits

Informing the Office

Homeroom and class teachers email names to the Administration Office when merit certificates are achieved. They are awarded in assemblies. There is a cut-off point towards the end of term 4 which is announced in advance. It is at this point that the totals are decided and the recipients of the trophies for the final awards ceremony are decided. The merits form a valuable contribution to the student's Record of Achievement.

Database

The office will hold an Iwise database of these and the names will be included in the scrolls in the noticeboards which are displayed around the school.

Communication with Parents

Parents are encouraged to take an active interest in the child's achievements in school. Students may take the certificates home but in the high School they must return them to school and should be kept in the Record of Achievement.

Report Writing

Teachers will mention the merits achieved in updating parents about progress. They may also refer to achievements in report writing and references.

4. WHAT ARE MERITS AWARDED FOR?

Academic Awards

- Good work
- Good effort
- Good progress
- Great test results

Attendance and Punctuality

- Excellent attendance each half term
- Excellent punctuality each half term

Sporting Merits

- Good sportsmanship
- Achievement in sport
- Contribution to Athletics/Swimming Carnival
- Contribution to sport

Citizenship Merits

- Work in local community
- Contribution to the life of the school
- Charity work
- Litter picking
- Contribution to mass

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- Taking part in dramatic productions
 - Helping with displays
 - Organising events
 - Taking responsibility for homeroom/classroom displays
 - **Pastoral Merits**
 - Significant improvement in behaviour
 - Achieving personal goals
 - Completing work to personal best
 - Bravery
 - Displaying gospel values
 - Special achievements
 - Special kindness
 - Representing the school
 - Showing initiative
 - Membership of SRC
 - Peer mentoring/coaching
 - Involvement in extra-curricular activities
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5. PRIMARY SCHOOL

In Kindergarten to Year Six, the merit grids at the start of the diary are used to record merits. A maximum of 6 merits per day are awarded per class. The teacher may decide to save them until the end of the week but they must hand out 30 per week. This ensures that teachers seek to reward on a regular basis. They seek to reward students doing the right thing.

Sport and Arabic teachers are encouraged to sign the diaries in the same way and award five merits per lesson on average where appropriate.

6. SECONDARY SCHOOL

The merit system is used to acknowledge good work, contribution and progress:

- Merits are awarded on a lesson by lesson basis.
 - It is suggested that 5 merits are awarded on average in each lesson.
-

7. AWARD CEREMONIES

The top achievers of merits in each year are awarded with trophies and plaques at the end of year awards ceremonies. In the High School teachers who nominate students for effort awards must have evidence of this in the merits awarded for that subject throughout the year. This must be recorded on Iwise. Those with the highest number of merits will receive trophies in semester awards in Term 4.

DISCIPLINE POLICY

Student discipline practices at St Charbel's College aim to facilitate the development and experience of responsible self-discipline amongst students and to promote the well-being, safety and effective management of the school community.

The College has a clear set of procedures for management of behaviour. There are structures in place that support the teacher to ensure the smooth running of classes. There are 'Classroom Standards' in both the primary and secondary schools that are based on respect for all. We respect the fact that we treat each other in a caring manner and we respect the fact that every student should be able to learn and each teacher should be able to teach without impediment.

There is a stepped approach in dealing with behaviour management.

As a general rule, teachers are responsible for the management of classes within the school behaviour management framework. Students who display recurrent challenging behaviours, particularly unsafe behaviours should be referred to the appropriate person in line with the College's policy and procedures. Where a student's behaviour is unable to be managed by the implementation of the College's policies, an individual behaviour management plan is developed for that student. All staff are made aware of this individual management plan and act in accordance with the procedures documented in it. The plan is made in consultation with Learning Support.

8. PROCEDURAL FAIRNESS

At all times staff are to maintain an approach to student management and discipline that is seen to be fair and just. 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 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 and expulsion.

Generally, the separation of investigator and adjudicator will take the following form:

Investigator	Adjudicator
Class Teacher	Relevant Coordinator
Coordinator	Relevant Director/Head of School
Director	Assistant Principal
Assistant Principal	Principal
Principal	College Board

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9. 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.

10. POSITIVE DISCIPLINE

At St Charbel's College we believe that a positive discipline policy should be concerned with guidance and restoration of positive relationships and not based on punitive actions. We believe in positive reinforcement and we put in place policies and procedures to create consistency across the school in all aspects of behaviour management. This takes into account a number of interrelated aspects of discipline: -

Positive strategies to **celebrate** positive behaviour
Positive **language that inspires positive behaviour**.
Preventative strategies to **encourage** positive behaviour
Corrective strategies to **address** negative behaviour and
Strategies and procedures that **support a restorative justice** approach to behaviour management.

We focus on restoring relationships and provide a framework for consideration when there is a breakdown in relationships.

Positive strategies to **celebrate** positive behaviour

- Reward systems that celebrate all aspects of positive attitudes and behaviour
- Identifying what appropriate behaviour constitutes e.g. in the classroom standards
- Merit Award System-Certificates awarded in weekly assemblies
- SRC Awards (Primary School)

Preventative strategies to **encourage** appropriate behaviour

- Clear rules established collaboratively with the class and prominently displayed.
- Class Shield to acknowledge skills and talents of the class.
- Agreed Consequences-see Discipline grid (Appendix 2).
- Attractive environment
- Setting up a 'time out' place in the classroom appropriate to the age of the children.
- Differentiating the curriculum.

Consistent **Corrective strategies** to address inappropriate behaviour.

- What we say, and how we say it when a student is disruptive or off task-1 2 3 Magic.
- Give simple directions or warnings in a polite manner – use students name and say please
- Defusing or redirecting potential conflict -Thankyou Rebecca, you are really organised, well done!
- Reminders and restating of Classroom Standards
- Taking students aside from the group-do not admonish in front of others
- Using in-class time out set up at the side of the classroom.
- Child is sent to another teacher/office for time out.
- Tactically ignore or use non-verbal cues/proximity
- Using gesture and whispering asides to prompt a change in behaviour.

Strategies that **support procedures** and processes.

- Following up misbehaviour at an appropriate time. Do not take time admonishing individual students when other children are waiting to learn.
- Catching and acknowledging students doing the right thing.
- Confirming positive behaviour and effort.
- Using the positive sandwich (see appendix)
- Developing and maintaining a climate of respect
- Maintaining a sense of humour.
- Building a positive classroom tone.
- Reviewing strategies on a regular basis.
- Allowing children to redeem themselves.

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DISCIPLINE IN THE PRIMARY SCHOOL

The Primary School follows an assertive discipline approach in relation to classroom management. Each teacher ensures that students are made aware of the Classroom Standards. These standards were developed in consultation with students, parents and staff. Every child in the school understands those requirements. They are simple and clear and are displayed in every classroom. They are referred to regularly and they are written in English and Arabic so that they are fully understood by all. The college is consistent in relaying messages about what is required of the students. The Classroom Standards offer the teacher a support mechanism that ensures consistent standards across the school.

The behaviour management grid provides the stepped approach to dealing with issues. Monitoring sheets are implemented for individuals and classes when necessary.

Each teacher is required to account for all negative notes, points of concern and any issues noted for the child. They also complete detailed notes of meetings with parents. All matters of concern are recorded in pastoral notes on the iWise system.

11. DISCIPLINE – SECONDARY SCHOOL

At St Charbel's College there is a focus on positive behaviour management. Teachers keep in mind the pastoral hexagon and seek opportunities to praise and acknowledge when students do their best and perform well. Behaviour management is about securing routines that require students to behave with respect for all members of the College community. Teachers are responsible for their own classroom management. They are provided with the Classroom Standards as a basic requirement of all classes. This offers the teacher a foundation of what is expected of all students across the school.

The Classroom Standards are posted on all classroom walls.

Additionally;

- students address teachers, staff members and visitors as Mr, Mrs, Miss, or Father
- students stand upon entry of the teacher or a visitor
- students are given a seating plan. Their seating position is decided only by the teacher.
- students keep noise levels to a minimum and adhere to the noise level barometer (See appendix).
- students keep the classrooms clean, neat and tidy before and after every period – if damage occurs the Year Coordinator should be notified
- The teachers are in charge of the classroom and all that takes place. They are concerned more with routines. It is routine that the teacher decides when to dismiss the class
- students must be punctual to class, if they are late it is recorded on iwise.
- students move straight to class once the bell has been sounded
- students should not be admitted to class without a given explanation if they are late.
- students out of class must have a written note in the diary to explain why. If they leave the class without the diary they will be suspected of truanting. It is the child's responsibility to ensure that they have their diary.

Sport Discipline

The College sets out procedures to be followed for both representative and internal sport.

Stage 1: Coach / Supervisor of the sport:

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

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Stage 2: Sport Coordinator

- If the Coach / Supervisor of the sport is unable to deal with the problem, or if the student continues to disregard warning, a report is to be made to the Sport Coordinator. Details of the incident/s and actions taken need to be outlined. Once a Coach / Supervisor of the sport passes a student on to this stage, the Sport Coordinator will decide what action is to be taken.

Stage 3: Assistant Principal Pastoral care / Principal

- If the Sport Coordinator has dealt with the problem, and feels more action is required, they will direct the student to the Assistant Principal Pastoral Care. Movement to this stage must be accompanied by a written report from the Sport Coordinator.

12. Corrective strategies to address negative behavior

The Behaviour Management Grid outlines the steps taken to monitor behavior when there are concerns either for individuals or groups..

RESTORATIVE JUSTICE

Restorative Justice puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

A restorative approach focuses on the building, nurturing and repairing of relationships. This approach considers everyone's needs and the responsibilities of students towards each other. Staff are asked to consider the key questions in dealing with all matters. They are advised to avoid punishing too readily. We must be mindful that if we punish too readily we make a young person angry and resentful rather than thoughtful. The key questions are included in the following model:

A restorative approach to conflict or wrongdoing consists in asking four key questions:

- Who has been affected by what has happened?
- What can be done to make things better for all concerned?
- How can we ensure that everyone involved gets a chance to tell their side of the story and hear everyone's perspective?
- What can be learnt so something like this can be avoided in the future?

Restorative responses are focused on healing the disconnections between people wherever possible when they do happen.

In order to engage in a restorative approach to conflict and challenging behaviour people need certain attitudes and skills:

- a willingness to listen to others' perspectives on a situation and suspend the notion that there is only one way of looking at something.
- an ability to listen to the feelings and needs behind others' words, especially if these words are offensive, hurtful or accusatory.
- an ability to be in touch with one's own feelings and needs so that these can be expressed in a way that gets heard and understood by others.
- a commitment to giving everyone a voice and to respecting the contributions made even though this is a time consuming process.
- a belief that hearing all sides is a worthwhile and ultimately a time saving approach as people gradually learn these processes for themselves.

Harm

Thinking about harm can be a useful starting point when considering different ways of dealing with challenging behaviour and conflict. Most people can relate to being harmed, and to causing harm at some point in their lives, when harm is defined as 'an adverse effect on another person or people, involving emotional or mental distress and/or physical or material damage'.

If people are asked to consider what they need when they have been harmed the answers tend to be similar:

- someone to listen to my story.
- time to calm down.
- a chance to ask – why me? What did I do to deserve that?
- the person concerned to understand and acknowledge the impact their behaviour has had on me.
- a sincere spontaneous apology.
- things put right, if possible
- reassurance it won't happen again

If people are asked what they need when they themselves have caused harm to someone else, whether on purpose or by accident, answers usually include:

- time to think
- someone to listen to my story
- a chance to explain to myself and the other person why I did it
- an opportunity to apologise
- a chance to make amends
- reassurance that the matter is dealt with and I can move on
- hope that there is no resentment left.

More traditional, punitive, approaches to wrongdoing rarely create a situation where the needs expressed. When a young person behaves in a way that is challenging for a member of staff, for example, there is likely to be harm experienced on both sides unless both people feel heard and understood. There is a possibility that the relationship between the two will be adversely affected and that will affect the way they work together in the future.


Behaviour Management and Discipline Policy
RELATED DOCUMENTS

- Pastoral Care Policy
- Suspension and Expulsion Policy
- Child Protection Policy

APPENDIX LIST

- Appendix 1: Pastoral Hexagon
- Appendix 2: Primary Classroom Standards
- Appendix 3: Primary Playground Rules
- Appendix 4: Primary School Behaviour Management Grid
- Appendix 5: Secondary Classroom Standards
- Appendix 6: Secondary School Behaviour Management Grid
- Appendix 7: Stakeholders Expectations

APPENDIX 1: PASTORAL HEXAGON

	St Charbel's College
PASTORAL CARE HEXAGON	



PRIMARY CLASSROOM STANDARDS أنظمة الصف والمدرسة

ندّبع التعلّيمات والأرشادات

We follow instructions

نرفع يدنا قبل أن نتكلم ونصغي للآخرين

We raise your hands to speak and we listen to others

نحترم ذواتنا والآخرين والبيئة

We respect everyone and the environment

نحافظ على سلامتنا وسلامة الآخرين


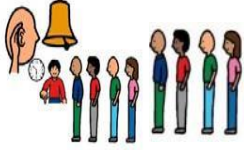
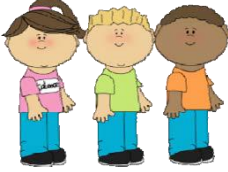



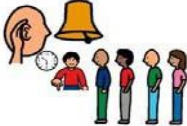

We follow the hands off policy

نعمل دائماً حسب قدراتنا

We always try our best

PRIMARY PLAYGROUND ROUTINE

LUNCH TIME ROUTINE

	<p>1. Make sure you have your hat, water bottle and lunch box.</p>
	<p>2. Leave your classroom in ONE line. Walk quietly and safely to the playground. Keep to the left and hold on to the bar.</p>
	<p>3. Sit in class lines for 10 minutes to eat.</p>
	<p>4. Close your lunch box and bottle and place in the tub or lunch box space neatly.</p>
	<p>5. Please put rubbish in the bin and check the space around you. You will play when the teacher checks that your space is clean.</p>
	<p>6. Keep your hat on at all times.</p>
	<p>7. Freeze when the bell goes. Wait until the teacher tells you to WALK to line. WALK in SILENCE and sit down.</p>
	<p>8. Return to class in a line following your teacher. WALK in SILENCE, quickly and safely!</p>

THANKYOU FOR FOLLOWING THE LUNCH TIME RULES!

APPENDIX 4: PRIMARY SCHOOL BEHAVIOUR MANAGEMENT GRID

PRIMARY SCHOOL BEHAVIOUR MANAGEMENT GRID

CLASS TEACHER	STAGE 0	Verbal warning	This will change as we adopt 123 Magic.
	STAGE 1	Teacher sends notes in diary naming concern.	Sticky labels are used and ticked. Teacher signs with full name.
	STAGE 2	Teacher issues lunch detention x 2	Records in diary A classroom will be used for lunch time detentions. One duty teacher will monitor.
	STAGE 3	There is no improvement in behaviour. After school detention is issued by class teacher and parent is called.	First after school detention letter.
	STAGE 4	There is no improvement in behaviour. Second after school detention is issued by class teacher who calls parent.	Second Detention letter Pupil Monitoring Sheet
STAGE COORDINATOR	STAGE 5	Stage coordinator places student on Traffic Light Monitoring Sheet.	Stage Coordinator Monitoring Sheet for individual / class
	STAGE 6	Stage Coordinator places student on detention and may meet with parent.	Stage Coordinator Detention letter
HEAD OF PRIMARY	STAGE 7	Stage Coordinator meets with Head of Primary who sets Internal/external suspensions and puts child on report to monitor behaviour improvement.	Suspension Form Traffic light Monitoring Sheet- Head of Primary
ASSITANT PRINCIPAL PASTORAL CARE	STAGE 8	No improvement after two weeks. Student is on report to Assistant Principal Pastoral care/Assistant Principal Teaching and Learning.	Traffic Light Monitoring Sheet
PRINCIPAL	STAGE 9	No improvement - Principal is informed about negative behaviours: External suspension(s) / conditional enrolment. Leadership informed of possible permanent exclusion.	Conditional Enrolment Form
	STAGE 10	Parent interview to warn about possibility of permanent exclusion and requirements of conditional enrolment.	Parent interview letter
COLLEGE BOARD	STAGE 11	Principal decides on permanent exclusion and meets with parents. Informs the College Board	Permanent Exclusion letter

DAILY INDIVIDUAL MONITORING FORM 1

NAME DATE _____

TRAFFIC LIGHT SYSTEM

We are monitoring the behaviour, attitude and work rate of the pupil named above. The information gathered should inform future action planning. It would be extremely helpful if you could mark the sheet according to the criteria set out below. This student is expected to adhere to all classroom and playground standards. We hope he will do well. Parents will sign the monitoring sheet each evening. The student must present the form each morning.

	Tick to show that there are no problems with this student.	Tick if work, behaviour and progress is of some concern but not serious.	Tick and put a letter for B-Poor behaviour A-Poor attitude E-Poor effort P-Poor progress
--	--	--	--

SUBJECT															
TEACHER															
PERIOD	P1	P1	P1	P2	P2	P2	P3	P3	P3	P4	P4	P4	P5	P5	P5

ADDITIONAL COMMENTS (Please comment if marks appear in red area)

PERIOD/SUBJECT	DETAILS	SIGNED
PERIOD 1		
PERIOD 2		
PERIOD 3		
PERIOD 4		
PERIOD 5		
Parent comment: Parent signature: _____		

INDIVIDUAL DAILY MONITORING FORM

NAME

DATE _____

TRAFFIC LIGHT SYSTEM

We are monitoring the behaviour, attitude and work rate of the pupil named above. The information gathered should inform future action planning. It would be extremely helpful if you could mark the sheet according to the targets set out below. This student is expected to adhere to all classroom standards. We hope he/she will do well. Parents will sign the monitoring sheet each evening.

SUBJECT _____ TEACHER _____	Teacher will tick to show that there are no problems and the target is met.	Teacher ticks if behaviour and progress is of some concern but not serious.	Tick and put a letter for B-Poor behaviour A-Poor attitude E-Poor effort P-Poor progress
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TARGETS	PERIOD 1			PERIOD 2			PERIOD 3			PERIOD 4			PERIOD 5		

ADDITIONAL COMMENTS (Please comment if marks appear in red area)

	DETAILS	SIGNED
LESSON 1		
LESSON 2		
LESSON 3		
LESSON 4		
LESSON 5		

Parent comment:

Parent signature _____

TRAFFIC LIGHT CLASS MONITORING FORM 1

DATE: _____ SUBJECT _____ TEACHER _____

We are monitoring the behaviour, attitude and work rate of this group. The information gathered should inform future action planning for individuals and groups. It would be extremely helpful if you could mark the sheet according to the criteria set out below. This questionnaire is purely to determine student progress and is not a reflection of the teacher.

NAME	No problems-on track Tick to show that there are no problems with this student.	Tick if Work (W), behaviour (B) and/or progress (P) is of some concern .	Tick and put a letter for B-Poor behaviour A-Poor attitude E-Poor effort P-Poor progress and underachievement.
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DAILY INDIVIDUAL MONITORING FORM

NAME

DATE: _____

TRAFFIC LIGHT SYSTEM

We are monitoring the behaviour, attitude and work rate of the pupil named above. The information gathered should inform future action planning. It would be extremely helpful if you could mark the sheet according to the criteria set out below. This student is expected to adhere to all classroom and playground standards. We hope he will do well. Parents will sign the monitoring sheet each evening. The student must present the form each morning.

	Tick to show that there are no problems with this student.	Tick if work, behaviour and progress is of some concern but not serious.	Tick and put a letter for B-Poor behaviour A-Poor attitude E-Poor effort P-Poor progress
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SUBJECT															
TEACHER															
PERIOD	P1	P1	P1	P2	P2	P2	P3	P3	P3	P4	P4	P4	P5	P5	P5

ADDITIONAL COMMENTS (Please comment if marks appear in red area)

PERIOD/SUBJECT	DETAILS	SIGNED
PERIOD 1		
PERIOD 2		
PERIOD 3		
PERIOD 4		
PERIOD 5		
Parent comment: Parent signature _____		

INDIVIDUAL DAILY MONITORING FORM

NAME

DATE: _____

TRAFFIC LIGHT SYSTEM

We are monitoring the behaviour, attitude and work rate of the pupil named above. The information gathered should inform future action planning. It would be extremely helpful if you could mark the sheet according to the targets set out below. This student is expected to adhere to all classroom standards. We hope he/she will do well. Parents will sign the monitoring sheet each evening.

SUBJECT _____	Teacher will tick to show that there are no problems and the target is met.	Teacher ticks if behaviour and progress is of some concern but not serious.	Tick and put a letter for B-Poor behaviour A-Poor attitude E-Poor effort P-Poor progress
TEACHER _____			

TARGETS	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5										

ADDITIONAL COMMENTS (Please comment if marks appear in red area)

	DETAILS	SIGNED
LESSON 1		
LESSON 2		
LESSON 3		
LESSON 4		
LESSON 5		

Parent comment:

Parent signature _____

TRAFFIC LIGHT CLASS MONITORING FORM 1












DATE _____ SUBJECT _____ TEACHER _____

We are monitoring the behaviour, attitude and work rate of this group. The information gathered should inform future action planning for individuals and groups. It would be extremely helpful if you could mark the sheet according to the criteria set out below. This questionnaire is purely to determine student progress and is not a reflection of the teacher.

NAME	No problems-on track Tick to show that there are no problems with this student.	Tick if Work (W), behaviour (B) and/or progress (P) is of some concern.	Tick and put a letter for B-Poor behaviour A-Poor attitude E-Poor effort P-Poor progress and underachievement.
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SECONDARY CLASSROOM STANDARDS

To Him Be Glory

	
	
	
	
	
	
	
	
	
	
	
	<p>following th Classroom Standards!</p>

SECONDARY BEHAVIOUR MANAGEMENT GRID

STAGE 0	Verbal warning	
STAGE 1	Teacher writes brief note in diary naming concern once.	Teacher signs with full name
STAGE 2	Teacher issues recess or lunch detention.	Record in diary
STAGE 3	After school detention is issued by subject teacher and parent is called.	First Detention letter
STAGE 4	Second after school detention is issued by subject teacher and HOD calls parent.	Second Detention letter
STAGE 5	HOD places student on subject monitoring sheet.	Subject Monitoring Sheet (HOD)
STAGE 6	HOD places student on detention and may meet with parent.	Detention letter
STAGE 7	Year Coordinator puts student on Cross-curricular Monitoring Sheet. (ACROSS SUBJECTS)	Cross-curricular Monitoring Sheet (PC)
STAGE 8	Coordinator meets with Director of PC; set Internal/External suspensions.	Suspension Form
STAGE 9	Student on report to Assistant Principal Pastoral care/ Director of Curriculum.	DPC Monitoring Sheet
STAGE 10	Inform Head of School; External suspension / conditional enrolment.	
STAGE 11	Principal decides on permanent exclusion.	

NB. All detentions must be signed by HOD and Coordinator

APPENDIX 7: STAKEHOLD EXPECTATIONS

STAKEHOLDER EXPECTATIONS

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 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 by over-reacting
- Minimise the risk of developing discipline problems, by personal punctuality, careful preparation, and the use of varied teaching approaches
- Inform parents at an early stage (and always with the prior knowledge of the relevant 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 student 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 & Discipline Policy
- Practice consistency in responding to discipline management situations
- Not undermine fellow staff members through criticism and gossip in conversations with students or other staff
- Work in collaboration with other staff in planning ways to handle 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 misdemeanours
- 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 patronizing manner.

Behaviour Management and Discipline Policy

Student 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 favouring 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.

RESTORATIVE JUSTICE

Name	Class	Date
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What happened?
How did it happen?
How did you act in this incident?
Who do you think was affected? Consider the impact on other students, the class, the year, the other teachers, parents or the school community as a whole.
How were they affected?
How were you affected?
What needs to happen to make things right?

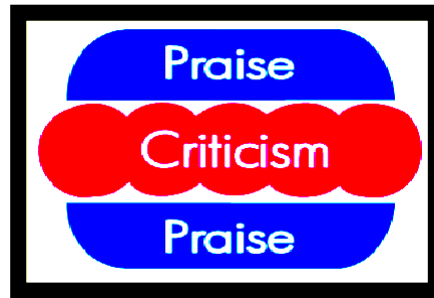
If the same situation happens again how could you behave differently?

Additional Information

GENERAL STANDARDS

	CLASSROOM	CORRIDORS AND STAIRS	PLAYGROUND	BUS	TOILETS	CHURCH
BE SAFE	Respect personal space	Move quietly and safely.	Do not play with skipping ropes.	Go straight to the bus on time.	Always wash your hands.	Let a teacher know if you do not feel well.
	Walk- do not run	Walk on the right side.	No hands on games.	Sit in your own seat.	Do not push open the doors.	Walk in line, hands together.
	Hands off policy	Hands off policy	Stay in your area.	Hands off policy	Hands off policy	
	Be responsible with equipment.	Do not approach the balcony.	Wear your hat.	Do not stand up or change seats.	Wait for people to come out.	Enter quietly.
BE RESPECTFUL	Wait your return	Do not push.	Put litter in the bin.	No shouting out.	Wait in the queue. And knock before entering.	Cross yourself when entering.
	Raise your hand in question time.	Wait for others.	Play with others-do not exclude people.	Follow the drivers instructions.	Do not leave toilet paper on the ground.	Genuflect when entering.
	Look, listen and .learn	Listen to the teacher.	Take your turn in games.	Greet the driver and say thanks when you arrive at your destination..	Flush the toilet. Allow for the privacy of others.	Do not cross legs.
	Use level 1 to 4 voice	Use spy talk!	All voices can be used.	Level 1 to 3 voice.	Level 1 to 4 voice.	
BE RESPONSIBLE	Be prepared	No running.	Golden Silence when the bell goes.	Do not leave litter.	Do not leave paper towels on the floor.	Genuflect toward the tabernacle.
	Do your homework.	Do not go back to class at recess and lunch.	Walk to line quietly when instructed.	Do not open windows.	Leave the door open after exiting.	Enter and leave quietly.
	Complete all tasks set.	Let people pass.	Sit in lines and wait to go to class.	Do not leave rubbish.	Do not play in the toilet.	Join in with hymns.
	Ask if you do not understand.	Wait in line to go up or down stairs.	Assist anyone sitting on the buddy bench.	Be courteous to others.	Report when the toilet is blocked.	Join in all responses.
BE ORGANISED	Get to class on time.	Stay in line while moving along corridors.	Do not leave litter.	Be ready in the morning and do not keep the bus waiting.	Let teachers know if there is no soap.	Offer to do a reading.
	Have the right equipment.	Move quickly and carefully.	Wait in line at the canteen and be polite.	Get to the bus on time in the afternoon.	Let teachers know if there is a problem with the lock.	Focus at all times.
				Be polite.		Have a tissue in case needed.

THE POSITIVE APPROACH TO CRITICISM



THE POSITIVE SANDWICH

Teachers are asked to try to criticise in a positive framework-the sandwich approach.

The child should trust that the teacher has their best interests at heart. If they wish to criticise the child in isolation, it means that the child is left feeling worthless.

PRAISE

Teachers are asked to find something positive to say about the child, their outlook or their work. They start with the positive and then they explain their concerns.

CRITICISM

They may have concern that they are not making an effort. They tell them that they are disappointed and explain the problem. They tell them what they must do to improve.

PRAISE

They finish by stating that they know that they can trust that the child is going to make every effort in future and how proud they will be of them when they achieve their targets.

A positive conversation in which the teacher has built trust means that the child will work with the teacher to solve the problem. Positive relationships are key in behaviour management.