<table>
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<tr>
<th>Policy Name</th>
<th>Discipline Policy</th>
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<tr>
<td>Head of Policy</td>
<td>Headmaster</td>
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<td>Policy Manager</td>
<td>Deputy Headmaster</td>
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<td>Attention</td>
<td>Staff</td>
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<td></td>
<td>Students</td>
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<td>Parents</td>
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<td>Date of Introduction</td>
<td>January 1997</td>
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<td>Date Policy Updated</td>
<td>November 2018</td>
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<td>Related Legislation</td>
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**Please Note**

“The College’s policies which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act and of the Board of Studies for registration of the school.”

This Policy is a direction to you by the College as an employee or contractor of the College. You must comply with this Policy. If you do not comply with this Policy, the College may take disciplinary action, up to and including termination of your employment or engagement.
DISCIPLINE POLICY

POLICY
St Joseph’s aims to develop self-discipline in students and to promote their full human growth. Its implementation occurs within the context of a Catholic School and should be consistent with Gospel values. It is characterised by justice, love, and a belief in the possibility of growth in all students. It never confuses the action with the person. It occurs with a fundamental concern for Christian reconciliation.

RATIONALE
The origins of the word ‘discipline’ are found in the Latin ‘discere’, to learn. The focus of discipline at St Joseph’s is always to lead students to learn; rather than simply punishes or penalises them. They learn to accept responsibility for their actions and live with the consequences of their own decisions.

Discipline in a Marist School operates in the spirit of Marcellin Champagnat. A special concern will be afforded those students who are the marginalised and the most unwanted.

GENERAL POLICIES

1. Students are required to abide by the rules of the College and to follow the directions of teachers and other people with authority delegated by St Joseph’s College.

2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the College, staff members or other students, the students may be subject to disciplinary action.

3. The disciplinary procedures undertaken by the College will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. A written record is kept of these proceedings.

4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.
PROCEDURES

PRE-CONDITIONS FOR GOOD DISCIPLINE: ADVICE TO TEACHERS

• Knowledge of students
• Know the names of all students.
• Develop knowledge of their interests, their background.
• Look for informal opportunities to speak outside the classroom.
• One of the best ways to get to know students is through coaching sports or involvement in some other co-curricular activity.

Lesson Preparation

• Always plan the lesson fully.
• Build in a variety of activities.
• It is a good idea to plan written work at the beginning of the lesson - particularly in classes that don’t settle down readily.
• Set realistic, achievable goals for the students.
• Have activities ready for those who finish early.

Conduct of the lesson

• Punctuality is paramount. If possible, be there before the students, so they come in to you, and not vice versa.
• Students prefer, enjoy and respect teachers with good classroom management skills. They want teachers who are firm, assertive and set clear limits of acceptable behaviour.
• Have a formal start to the lesson; students stand, greeting/prayer, students sit when you direct.
• Develop set habits and class routines, which do not change.
• Do not commence when the room is messy or furniture is not arranged.
• Ensure students are properly attired before starting; ask for ties to be done up; shirts should be tucked in.
• The first five minutes of the lesson set the tone, so this time should be formal and structured.
• Instructions should be simple, clear and definitive.
• Do not instruct while a student is talking, as you don’t have the attention of all. Insist they look at you.
• Make a seating plan in lesson 1; require students always sit in the same place, towards the front of the room.
• Students should require permission to leave their places.
• Your board work should be structured and legible.
• Model what you want from the students: respect, attentiveness, calmness, diligence, interest in the work.
• Be steadfastly firm, fair and consistent. Students respect teachers with firm control. Let rapport and class spirit develop from thoroughly planned, well-structured lessons.
• The bell is an indication to you, not the class that the lesson is over. Dismissal should be formal: “Good afternoon boys”. Insist on a polite and unanimous response.

Things to avoid

• Shouting; speaking over the top of noise (Noisy teacher = noisy class)
• “Overkill” in response to a student. (Speak briefly but firmly)

CRICOS Number 03334J
• Sarcasm or comments, which embarrass, humiliate, or put the student down.
• “Taking a student on” in front of the class, thus putting your authority at the risk of public challenge.
• Having boys congregate at the front desk. (Go to them)
• Teaching while sitting behind the desk. (Teach on your feet. Move around the room)
• Detaining a whole class.
• Publicly embarrassing a student in front of the class or his peers.
• Actions that may be interpreted as unfair or inconsistent.
• Corporal punishment is never an option at St Joseph’s.

DEALING WITH MISBEHAVIOUR

1. Corporal Punishment

• Any form of corporal is never to be used at St Joseph’s College

2. Important principles

• It is the teacher most immediately concerned who should discipline the student. The classroom teacher should normally deal with a classroom problem. Other avenues should be seen as complementary, not replacements.
• Action should best take place ‘on the spot’.
• Discipline should always be fair, firm and friendly.
• The punishment should fit the crime where possible or appropriate, eg. Extra work for homework not done, payment for damaged or stolen goods.
• Teachers should look for ways to acknowledge and reward good conduct attitude and work habits frequently - possibly many times each lesson. These should heavily outweigh actions taken to deal with misbehaviour.

3. Options and suggestions for in-class misbehaviour

• Non-verbal clues: eye contact, gesture, clicking fingers.
• Judicious use of silence, pausing.
• Simple mention of student’s name.
• Strong reprimands after class.
• Setting additional work, to be handed in the next day.
• Small jobs in the second part of lunch
• Change seating position in class.
• Use of contracts.
• Contact the boy’s Studies Co-ordinator and/or parents.
• Involve your Head of Department in solving the problem if related to teaching strategies. (The Head of Department may also visit the class in the course of his/her duties.)
• Seek advice from colleagues, Subject Co-ordinators, Academic Co-ordinators or the Director of Teaching and Learning, on classroom management techniques.
• With persistent and/or serious misbehaviour the student should be brought to his Academic Co-ordinator. (When bringing a student to a Academic Co-ordinator you should speak privately to the Academic Co-ordinator first, then if appropriate with
the student. You should not outline the problem in the first instance with the student present, or argue the point with the student in front of the Academic Co-ordinator.)

4. Options and suggestions for out-of-class behaviour

All staff have a responsibility to insist that students meet all College expectations at all times. To ignore a problem is to condone it. Staff should always take action where uniform is being worn incorrectly, boys are in the wrong place, or other regulations are being broken.

- Simple signal or gesture to stop
- Short verbal reprimand
- Direct the student to pick up papers.
- Direct the student to clean up a particular area.
- Confine the student to a particular area.
- With serious and/or persistent misbehaviour, the student should be brought to his Department Head, Academic Co-ordinator or Boarding Co-ordinator at an appropriate time.

5. Referral to specialist members of staff.

- It should be recognised that a boy’s actions may be the result of personal difficulties or specific learning problems.
- Referral of a boy to the School Counsellor should normally be done through the students’ Boarding Co-ordinator, Academic Co-ordinator or the Deputy Headmaster, not directly with the Counsellor.
- Referral of a boy to the Special Education Department should be done through the students’ Academic Co-ordinator, Subject Co-ordinator and the director of Teaching and Learning.

6. The following misbehaviour should be taken to the relevant Subject Head.

- Students who continually disrupt the class and the teacher has not been able to get them to stop this behaviour.
- Students who are continually not making any effort in class.
- Any student who is continually failing to cooperate with the directions of the teacher.

7. The following serious misbehaviour should always be taken to a boy’s Academic Co-ordinator.

- Unexplained absence from class
- Rudeness to a teacher in the classroom
- Bullying in the classroom
- Student disrupting the learning of others

8. The following serious misbehaviour should always be taken to a boys’ Boarding Coordinator.

- Rudeness to a teacher outside class hours.
- Stealing.
- Drinking.
- Smoking.
- Fighting or bullying.
- Truancy.
- Vandalism.
9. The following serious misbehaviour should be taken directly to the Deputy Headmaster.

- Serious assault by a student.
- Offensive or vulgar language, or seriously menacing behaviour by a student to a teacher.
- Any involvement with drug usage or trafficking.
- Group misconduct on buses or in public.

PROCEDURAL FAIRNESS

1. Procedural fairness, which embraces

- the right of the person against whom an allegation has been made to:
  - know the allegations related to the specific matter and any other information which
    will be taken into account;
  - 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;

- the right to an unbiased decision –
  - impartiality in the investigation and decision making;
  - absence of any bias by a decision maker;

- making available to students and parents the policies and procedures under which an action
  is taken;

- providing details of an allegation relating to a specific matter or incident (ie an outline of
  allegations made in witness statements – with due regard for witness protection;

- providing interpreter services if required.

2. Where possible the Headmaster will have other appropriate school personnel carry out
   an investigation on which he is to make a decision.

3. Where grave circumstances warrant a long suspension or an expulsion, the student and parents
   will be permitted a support person/observer at formal interviews and the key points of the
   discussion/interview will be taken down in writing

SYSTEMATISED DISCIPLINE ARRANGEMENTS

Basic Structure - Teachers are reminded to re-read sections 3.2 and 3.3 of this document.

The following hierarchy is used as a guide:

- Remind the student of expectations / rules.
- Attempt correction of student at the classroom level.
- Inform your Department Head and the boy’s Studies Co-ordinator.
- For Boarding matters inform the boy’s Boarding Co-ordinator
- Afternoon Detention
• Sunday Detention for serious matters – need to be approved by Boarding Co-ordinator or Academic Co-ordinator.
• Suspension
• Expulsion

The detention system - Basic Principles

Individual teachers are to be responsible for their own discipline and some strategies have already been listed in this document. Teachers should always remember that use of the Sunday Detention System means that boys will lose free time, which they may have spent with their families.

Should a teacher find the need to use the Sunday Detention System that teacher needs to:
  • Be consistent and fair.
  • Explain reasons for the detention.
  • Tell the student when exactly he is to do the detention.

FRIDAY DETENTIONS

• Friday Detentions are held each Friday from 7.00am until 7.45am or 3.45pm until 4.30pm

• During this detention the boys are required to complete useful study or homework or physical work.

Procedures:

Teachers:

  • These forms are located in the Staff Common Room.
  • The teacher must inform the boy that he has a Friday Detention and arrange with the boy when the detention is to be completed.
  • The teacher must inform the parents or guardian of the boy about the reason for the detention being given. The method of communication is to be indicated on the detention form.
  • The teacher is then required to place the Detention Form in Mr John Reading’s post box.
  • The detention will then be registered on the school database by Mr John Reading.
  • The Mr John Reading will arrange the supervision the detention.

SUNDAY DETENTIONS

• Sunday detentions are held each Sunday from 9.00am until 12.00 noon.

• Sunday detentions are only to be given with the signed approval of the students Academic Co-ordinator or Boarding Co-ordinator.

• During this detention the boys are required to complete useful study or homework. They may also be asked to do manual work.

Procedures
Teachers:

- Inform the boy’s Boarding Co-ordinator or Academic Co-ordinator of the conduct. Should they agree that the conduct warrants a Sunday Detention they will sign the Detention Form indicating that they approve of the detention.

- Inform the boy of his punishment.

- The Detention Form is then passed on to the Deputy Headmaster, who will collate the detentions and pass on a list to each Boarding Co-ordinator, who will again remind the boy of his detention.

- A letter is to be sent by the teacher giving the detention to the parents or guardian of the boy indicating the reasons for the detention. Parents will be directed to contact that teacher should they have any questions concerning the matter.

SUSPENSION & EXPULSION

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:

- Informed of the alleged infringement
- Informed as to the person who will make the decision on penalty
- Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations
- Afforded a right of review or appeal.

Where a boarding student is suspended or expelled the College acknowledges its duty to care for that student whilst ever he is resident at the College.

REVIEW PROCESS

The Headmaster will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the students (and parent/s) of the view. The student and (parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make an application for a review to the Headmaster and submit any information they want to be considered during the review process. The Headmaster will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information.

EXTERNAL APPEALS PROCESS

If the student is not satisfied with the result or conduct of the internal handling of their matter and appeals process, the College will advise the student of his right to access the external appeals process at minimal or no cost. The College will maintain the student’s enrolment while the complaints and appeals process is ongoing.

Where a FFPOS wishes to access the external appeals process the College uses the Overseas Students Ombudsman to handle external complaints and appeals.
APPENDIX A
Something to think about.

A CHECK LIST FOR REFLECTING
ON
HOW WE WORK WITH STUDENTS

• To be emphatically available.
• To ‘get alongside’ the student non-intrusively.
• To be able to be non-judgemental.
• To demonstrate awareness of the child’s inner world.
• To have a perspective, to be able to stand back, let go and relate to, rather than identify with, the child.
• To contain extremes of behaviour without retaliation, whilst setting appropriate boundaries.
• To be able to confront in a non-threatening way.
• To challenge creatively.
• To be consistent and reliable in meeting the child’s needs.
• Not to provide immediate solutions.
• To listen to and affirm the child.
• To relate to the child’s inner frames of reference.
• To reinforce positively.
• To recognise the feelings the child is expressing, and to appreciate, value and reflect them.
• To be able to respect confidentiality.
• To be able to help the child with ‘how’ to think rather than ‘what’ to think (or feel).
• To offer the possibility of the experience of trust.
• To respect the child’s capacity for solving his own problems if given the opportunity to do so.
• To be able to appreciate and respect colleagues’ feelings, concerns and anxieties.
• To show that you are taking the child seriously and recognising the uniqueness of his experience.
• To have space within oneself to think about the child and the meaning of his behaviour, rather than pre-judge.
• To be able to contain your own anxiety, live with uncertainty, and not project your own anxiety and pain, or act out.
• To know and to control your own feelings so that these do not become acted out upon the children.
APPENDIX B

It is the responsibility of all staff to ensure that student expectations and responsibilities of students listed below are achieved.

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<tr>
<th>STUDENT EXPECTATIONS</th>
<th>STUDENT RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>1. I expect to be taught in a Catholic environment - one that allows me to develop a genuine spiritual life that embodies the joy, compassion and hope of an active Christian faith.</td>
<td>I have the responsibility to respect the values and traditions of our school and to be open to the development of my faith through active involvement in liturgies, retreats, prayer and religious education lessons.</td>
</tr>
<tr>
<td>2. I expect the right to feel happy and safe, and to be treated with respect.</td>
<td>I have a responsibility not to laugh at, physically or verbally threaten, or in any way denigrate other people in our College. I also have the responsibility to ensure that all members of our College community are safe and treated with respect.</td>
</tr>
<tr>
<td>3. I expect my property and the property of others to be safe.</td>
<td>I have a responsibility not to damage, steal or destroy others’ property and to take good care of my own property.</td>
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<tr>
<td>4. I expect that our College environment and facilities will be treated with pride.</td>
<td>I am responsible for treating our College environment with respect and not to contribute to any kind of pollution.</td>
</tr>
<tr>
<td>5. I expect that I will be able to learn without interference or distraction from other students.</td>
<td>It is my responsibility to contribute to a positive learning environment and not to interfere with or distract other students from their work.</td>
</tr>
<tr>
<td>6. I expect to be taught by teachers who are fair, competent and understanding of my needs.</td>
<td>It is my responsibility both to co-operate with staff and to follow their instructions.</td>
</tr>
<tr>
<td>7. I expect to learn in an environment that is supportive of me.</td>
<td>I have the responsibility to develop my talents to the best of my ability in all areas and to participate fully in College life.</td>
</tr>
<tr>
<td>8. I expect to be valued as a student of St Joseph’s College.</td>
<td>I have the responsibility to uphold the good name of the College by my words, actions and appearance and to behave at all times in a manner that will bring credit to the College.</td>
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APPENDIX C

Classroom Management Plan

CLASSROOM

TEACHER

SUBJECT HEAD

ACADEMIC COORDINATOR

DIRECTOR OF TEACHING & LEARNING

DEPUTY HEADMASTER

HEADMASTER

OUT OF CLASS

TEACHER

BOARDING COORDINATOR

DEPUTY HEADMASTER

HEADMASTER