

2025

DISCIPLINE POLICY



MELEMAAT SCHOOL

CHAPTER 1: STUDENT APPEARANCE AND DRESSING

Rationale

The way students dress and present themselves reflects their respect for the school, its values, and the learning environment. As students of **Melemaat Day School**, they are expected to maintain a neat, modest, and decent appearance at all times. Proper dressing fosters school pride, discipline, and unity.

Aim

To ensure that students present themselves with dignity, cleanliness, and discipline, thereby promoting the good image of the school within the community.

Definition

- **Decent appearance** means maintaining a clean, neat, and well-kept look that meets school standards.
- **Decent dressing** means wearing the correct school uniform or attire suitable for the school environment and all school functions.

Implementation Plan

- Orientation sessions at the beginning of each school year to explain the school's appearance and uniform standards.
- Class teachers and Year Coordinators to check students' uniform and grooming daily during morning roll call or assembly.
- Clear guidelines issued to parents on the official uniform requirements and personal grooming expectations.
- Visual posters of correct uniform displayed around the school campus.
- Students reminded regularly through assemblies, newsletters, and classroom discussions.
- Teachers empowered to correct non-compliance immediately and refer repeated offenders to the Deputy Principal.
- School Prefects assist in monitoring uniform and grooming during school hours and special functions.
- Parents encouraged to provide clean and complete uniforms and to replace worn-out items promptly.
- Special consideration given to students facing financial hardship — assistance provided through the school welfare program.

Expected Procedures

- 1st Offence:** Verbal reminder and student corrected immediately.
- 2nd Offence:** 1-hour supervised detention; note entered into student record.
- 3rd Offence:** 2-hour supervised detention; parent informed by class teacher.
- 4th Offence:** Public apology during assembly and written warning letter to parents.
- 5th Offence:** Counselling session with Deputy Principal or School Counsellor.
- 6th Offence:** 1-week in-school suspension and parent conference.
- 7th Offence:** 1-week external suspension; written commitment required from parent and student before return.

CHAPTER 2: SCHOOL UNIFORM

Rationale

A school uniform encourages unity, discipline, and equality among students. It reduces social and economic differences, minimizes distractions, and promotes pride in the school. Clear uniform expectations help students present themselves appropriately and uphold the school's image both within and outside the campus.

Aim

To ensure that all students wear the correct school uniform, keep it neat, and wear it with pride during school days, assemblies, and official school events.

Definition

School uniform refers to the compulsory clothing items and accessories approved by the school for everyday lessons, assemblies, excursions, and official events. It represents school identity, discipline, and belonging.

Implementation Plan

- Annual uniform guidance provided at the start of each academic year during student and parent orientation.
- Clear uniform standards published in the school handbook and displayed on school noticeboards.
- School-approved uniform suppliers or local tailors identified and communicated to parents.
- Teachers, Prefects, and office staff to check student uniform compliance daily during morning roll and assemblies.
- Parents/guardians informed of uniform requirements at enrolment and reminded through term circulars and parent meetings.
- Class teachers and Year Coordinators to provide early reminders and support to students with minor uniform issues.
- The school to maintain a small stock of spare uniform items for emergencies or short-term student support.
- Special consideration may be given to students facing financial hardship or valid cultural reasons — through the Welfare Committee or Principal's approval.
- Uniform inspection weeks conducted once per term to reinforce school standards.

Expected Procedures

(Graduated approach — applied consistently and fairly to all students.)

- 1st Offence:** Verbal reminder and correction; record noted by class teacher.
- 2nd Offence:** Written warning and parent/guardian contacted for explanation.
- 3rd Offence:** One-hour supervised after-school detention.

CHAPTER 3: PUNCTUALITY

Rationale

Punctuality supports effective teaching and learning and prepares students for adult responsibilities. Being on time reflects respect for others and builds good habits for future employment and community life.

Aim

To ensure all students attend school and lessons promptly, maximizing learning time and maintaining discipline across the school.

Definition

Punctuality means arriving at school and to each lesson at the required time. Frequent lateness disrupts learning and shows disregard for school rules and responsibilities.

Implementation Plan

- School gates and classroom clocks set to standard school time and checked regularly for accuracy.
- Teachers to mark class registers within the first five minutes of each period.
- Clear communication to parents and students regarding official start times, gate closing times, and late arrival procedures.
- Class Captains or Prefects assist in recording late arrivals and reporting to the Year Coordinator.
- Regular awareness sessions conducted during assemblies and homerooms on the importance of punctuality.
- Teachers and Year Coordinators to provide early intervention for students showing repeated lateness.
- School administration to issue termly punctuality reports to staff and parents.

Expected Procedures

1st Late: Verbal reminder and record entered by the class teacher.

2nd Late: Written warning and parent notified via note or SMS.

3rd Late: One-hour after-school detention and short meeting with subject teacher.

4th Late: Two-hour after-school detention or supervised community service within school grounds.

5th Late: Parent meeting with Year Coordinator and School Counsellor to discuss underlying issues.

Repeated Lateness: Referral to the Principal; possible suspension or behaviour contract if patterns persist.

Additional notes:

- Students who arrive late must report to the office for a **Late Slip** before entering class.

CHAPTER 4: ABSENCE

Rationale

Regular attendance is essential to academic success. Consistent school attendance builds discipline, continuity in learning, and a sense of responsibility. Frequent absence disrupts learning progress and negatively affects both the student and classroom performance.

Aim

To ensure all students attend school regularly and that absences are properly recorded, explained, and addressed in a timely and supportive manner.

Definition

Absence means failure to attend school or scheduled classes without an approved reason. Approved absences include illness, family emergencies, or official school representation. Unapproved or unexplained absences are considered truancy and are subject to disciplinary action.

Implementation Plan

- Parents or guardians must notify the school by phone, written note, or email when a student is absent, stating the reason and duration.
- Class teachers record daily attendance in class registers and submit them to the office at the end of each school day.
- Office staff maintain a central attendance register and cross-check with teachers' class records.
- If a student is absent for two consecutive days without notice, the Year Coordinator or class teacher must contact the parent or guardian.
- Unexplained absences of three or more days are referred to the Deputy Principal for investigation.
- The school communicates clearly to parents the importance of attendance during orientation and through newsletters.
- Attendance awareness campaigns conducted once per term through assemblies and posters.
- School Counsellor provides support and intervention plans for students with attendance difficulties.

Expected Procedures

1st Unexplained Absence: Class teacher or office staff contacts parent/guardian for explanation and records the response.

2nd Unexplained Absence: Written warning issued; parent requested to attend an attendance meeting with the Year Coordinator.

3rd Unexplained Absence: Development of an Attendance Improvement Plan (AIP) involving student, parent, teacher, and Counsellor.

4th Unexplained Absence: Meeting with Deputy Principal; student placed under attendance monitoring for one month.

Repeated or Extended Unexplained Absence: Referral to the Principal; possible suspension or referral to child welfare, education authorities, or community services for further action.

Additional Notes:

- Medical absences must be supported by a medical certificate if lasting more than three days.

CHAPTER 5: STEALING

Rationale

Stealing undermines trust, damages relationships, and threatens the sense of safety within the school community. A secure and honest environment allows students to learn and interact with confidence and mutual respect. Promoting integrity is therefore essential to the values of Melemaat Day School.

Aim

To prevent theft through awareness and education, and to ensure that all theft-related incidents are handled fairly, promptly, and appropriately according to school procedures and the law.

Definition

Stealing means taking, using, or possessing property that belongs to another person or to the school without permission or legal right. This includes personal belongings, school materials, money, or equipment.

Implementation Plan

- Promote honesty and respect for others' property through class discussions, assemblies, and religious or civic education lessons.
- Teachers to incorporate moral education on integrity, trust, and consequences of stealing.
- Encourage students to report lost or stolen items immediately to a teacher, Year Coordinator, or office staff.
- Maintain a clear and accessible **Lost and Found** system managed by the school office.
- CCTV cameras or secure storage areas used to protect valuable school property where possible.
- Staff and Prefects to remain alert during break times and after school to reduce opportunities for theft.
- Parents reminded to label all student belongings and discourage bringing expensive or unnecessary items to school.
- All theft incidents documented in the school's behaviour log for follow-up and future prevention.
- Serious or repeated cases to be referred to the Principal and, if necessary, to local authorities.

Expected Procedures

Minor Incidents:

- Student admits wrongdoing or is found responsible.
- Return or restitution of stolen property arranged.
- Counselling provided to address behaviour.
- Parent or guardian notified by teacher or Year Coordinator.

CHAPTER 6: BULLYING AND HARASSMENT

Rationale

Bullying and harassment harm student learning, wellbeing, and safety. Such behaviours create fear, anxiety, and division among students and staff. **Melemaat Day School** is committed to providing a safe, respectful, and supportive learning environment that is free from all forms of bullying, discrimination, and harassment.

Aim

To prevent bullying through education and awareness, to support victims with care and counselling, and to correct bullying behaviour through fair and consistent discipline.

Definition

Bullying is repeated aggressive behaviour (physical, verbal, social, emotional, or cyber) that intentionally causes harm, intimidation, or exclusion.

Harassment refers to unwanted behaviour that offends, humiliates, or threatens another person. It may be based on personal characteristics such as gender, disability, appearance, or cultural background.

Implementation Plan

- Integrate **anti-bullying education** into class lessons, pastoral care programs, and weekly assemblies.
- Conduct awareness campaigns each term promoting kindness, respect, and inclusion.
- Establish clear and confidential reporting pathways for students, parents, and staff.
- Provide **training for teachers and school staff** in identifying, managing, and preventing bullying and harassment.
- Display anti-bullying posters and school values around classrooms and corridors.
- Include **ICT Acceptable Use Agreements** covering cyberbullying, social media conduct, and online respect.
- School Counsellor or Pastoral Care Team to provide counselling and mediation support for victims and offenders.
- Involve student leaders and prefects as peer advocates and role models promoting a respectful school culture.
- Communicate the policy and procedures to parents through orientation, newsletters, and school meetings.
- Collaborate with external professionals or agencies for specialised intervention when necessary.

Expected Procedures

Step 1 – Reporting:

CHAPTER 7: FIGHTING AND THREATENING

Rationale

Physical fights and threats endanger students and staff and disrupt the learning environment. Ensuring safety and maintaining discipline are essential for effective teaching and learning.

Aim

To prevent violence and to respond firmly and consistently to any incidents that occur.

Definition

Fighting involves physical aggression between students.

Threatening includes verbal, written, or gestural threats and intimidation intended to cause fear or harm.

Implementation Plan

- Promote conflict resolution, positive behaviour, and anger management through curriculum lessons, assemblies, and pastoral care sessions.
- Teach students safe and confidential ways to report incidents or concerns.
- Investigate all reported incidents promptly and fairly.
- Train staff to recognise early warning signs of aggression and intervene appropriately.
- Engage parents in understanding the school's expectations and in supporting behaviour correction.
- Encourage peer mediation and student leadership programs to foster a culture of non-violence.

Expected Procedures

Minor Altercation:

- Immediate separation of involved students.
- Investigation by class teacher or Year Coordinator.
- Short detention or counselling session for those involved.

Serious Assault or Threats:

- External suspension pending a formal disciplinary hearing.
- Parental notification and involvement.

Use of Weapons, Organised Violence, or Threats to Staff:

- Immediate referral to Principal and local authorities (police if necessary).
- Disciplinary review by the School Board with possible withdrawal or expulsion.

CHAPTER 8: SMOKING AND CHEWING OF BETEL NUT

Rationale

Smoking and betel nut chewing pose significant health risks and are inappropriate on school grounds. They negatively affect student wellbeing, concentration, and the overall learning environment.

Aim

To prevent the use and possession of tobacco, betel nut, and related paraphernalia while at school or during school activities.

Definition

- **Smoking:** Use of cigarettes, e-cigarettes, or similar devices.
- **Betel nut chewing:** Possession or consumption of areca nut products, including prepared mixtures.

Implementation Plan

- Provide education on the health risks of smoking and betel nut chewing during lessons, assemblies, and health programs.
- Display clear signs indicating that smoking, vaping, and betel nut chewing are prohibited on all school premises.
- Communicate school rules and expectations regarding smoking and betel nut to parents and guardians at enrolment and in term notices.
- Staff to monitor students during school hours, breaks, and events for compliance.
- Support students who wish to quit through counselling, health education, or referral to appropriate support services.
- Liaise with parents in cases of repeated offences or suspected dependency issues.

Expected Procedures

First Offence:

- Confiscation of the item(s).
- Counselling session to educate the student on health risks and school rules.
- Parental notification.

Repeated Offences:

- Detention (supervised) or in-school suspension, depending on severity and context.
- Continued counselling and behaviour monitoring.

CHAPTER 9: CONSUMPTION OF ALCOHOL AND KAVA

Rationale

Alcohol and kava impair judgment, reduce self-control, and present safety risks. Their use by students disrupts learning, endangers themselves and others, and is not permitted on school property or during school activities.

Aim

To ensure that students do not possess, consume, or supply alcohol or kava on school premises, during school activities, or on school-sanctioned trips.

Definition

- **Alcohol:** Any alcoholic beverage, including beer, wine, spirits, and ready-to-drink beverages.
- **Kava:** Any form of the areca kava drink, including prepared kava for consumption.
- **Consumption, possession, purchase, or supply:** Any act of drinking, holding, buying, or distributing alcohol or kava among students or staff without authorization.

Implementation Plan

- Provide education and awareness programs at assemblies, health lessons, and parent meetings regarding the dangers of alcohol and kava.
- Communicate clear school rules on alcohol and kava consumption at enrolment, in the student handbook, and during orientation sessions.
- Display signage on school grounds reminding students that alcohol and kava are prohibited.
- Staff to monitor students during school hours, events, excursions, and after-school activities for compliance.
- Work with parents to support students who may be at risk or require counselling regarding substance use.
- Coordinate with local health authorities to provide educational resources and assistance programs for students if needed.

Expected Procedures

Possession or Consumption:

- Confiscation of the substance.
- Counselling provided to the student to address risks and school expectations.
- Parental notification and involvement.
- Suspension may be applied, with severity depending on circumstances.

Supply or Distribution to Other Students:

CHAPTER 10: CASUAL AND SEXUAL RELATIONSHIP

Rationale

Romantic and sexual relationships among students can negatively impact wellbeing, learning, and the school environment. **Melemaat Day School** takes a preventative and protective stance to safeguard students from exploitation, harm, or distraction from their studies.

Aim

To discourage romantic or sexual behaviour that interferes with learning and to protect students from exploitation, abuse, or unsafe conduct.

Definition

Casual/sexual relationships refer to romantic involvement, sexual conduct, or the possession, sharing, or distribution of sexual content among students.

Implementation Plan

- Provide age-appropriate education on respectful relationships, consent, boundaries, and personal safety through health and pastoral care lessons.
- Clearly communicate expectations and school rules regarding romantic or sexual behaviour to students and parents at enrolment, orientation, and in the student handbook.
- Encourage open communication between students and pastoral care staff regarding relationship concerns or peer pressure.
- Provide training to teachers and staff to recognise signs of unhealthy or unsafe relationships and intervene appropriately.
- Engage parents and guardians in reinforcing safe, respectful, and age-appropriate behaviour outside of school.
- Include guidance on digital safety, particularly regarding sharing of sexual content via social media or mobile devices.

Expected Procedures

Public Displays of Romantic/Sexual Behaviour:

- Verbal warning and counselling.
- Parents notified if behaviour persists.

Possession or Distribution of Pornographic Material:

- Immediate confiscation.
- Suspension (internal or external depending on severity).
- Parental notification and counselling.

CHAPTER 11: MOBILE PHONES AND TABLET COMPUTER

Rationale

Mobile devices, including phones and tablets, can enhance learning when used responsibly. However, they may cause distraction, misuse, cheating, or cyberbullying if not properly managed.

Aim

To ensure that students use personal mobile devices responsibly for educational purposes and that device use does not disrupt learning or compromise student wellbeing.

Definition

Mobile phones and tablets include all personal handheld electronic devices with communication, internet, camera, or multimedia capabilities.

Implementation Plan

- Device policy explained clearly at enrolment and during student orientation.
 - ICT Acceptable Use Agreement signed by both student and parent/guardian.
 - Designated times and areas for permitted device use (e.g., computer lab, classrooms with teacher permission).
 - Staff trained to supervise, monitor, and guide appropriate device usage.
 - Awareness sessions for students on digital citizenship, privacy, and cyber-safety.
 - Clear communication to parents about the school's rules, expectations, and sanctions regarding misuse.
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- Student must have a written parental consent to bring mobile phones to school
 - Student mobile phone will be surrendered to the school office upon arrival and returned prior to departing the school at the end of the day

Terms & Conditions / Expected Procedures

Students shall not:

- Use devices in class without teacher permission.
- Use devices to bully, cheat, or access inappropriate content.
- Record, photograph, or share images of others without consent.

Sanctions:

1st Misuse — Device confiscated until the end of the day; parental contact.

CHAPTER 12: LAPTOP AND DESKTOP COMPUTER

Rationale

Computers, including laptops and desktops, are valuable educational tools that enhance learning and research. Responsible use is essential to ensure safety, protect school resources, and maintain a productive learning environment.

Aim

To set clear expectations for responsible use of school-owned and student personal computers, and to prevent misuse that could disrupt learning or compromise school IT systems.

Definition

Laptops and desktop computers include all school-owned or student personal devices used for educational purposes, either on school grounds or during school-related activities.

Implementation Plan

- Reinforce ICT usage rules during lessons, assemblies, and student orientation.
- Monitor and filter school networks to prevent access to inappropriate content.
- Require students and parents to sign ICT Acceptable Use Policies at enrolment.
- Train teachers and IT staff to supervise and manage computer usage effectively.
- Educate students on responsible digital citizenship, cyber safety, and ethical computing practices.
- Establish clear consequences for misuse and ensure they are consistently applied.

Expected Procedures

Misuse (e.g., accessing inappropriate content, hacking, cyberbullying):

- Immediate loss of access to school or personal device for educational use.
- Counselling and detention or other disciplinary action depending on severity.
- Parental notification.

Repeated Misuse or Severe Breach:

- Loss of privilege to bring personal devices to school.
- Possible suspension or referral to the Discipline Committee.
- Investigation by IT Coordinator or school leadership if network security is compromised.

Additional Guidelines:

CHAPTER 13: PROHIBITED ITEMS

Rationale

Certain items pose safety, wellbeing, or disciplinary risks and are not allowed on school property. Ensuring a safe learning environment requires clear rules regarding prohibited items.

Aim

To prevent dangerous, illegal, or disruptive items from entering the school environment and to maintain a safe and orderly school community.

Definition / Examples of Prohibited Items

Prohibited items include, but are not limited to:

- Weapons of any kind (knives, replicas, or other objects intended to cause harm)
- Illegal drugs, alcohol, kava, tobacco, and betel nut
- Gambling materials for organised betting or games of chance
- Pornographic or sexually explicit materials
- Any item that reasonably disrupts learning, threatens safety, or endangers others

Implementation Plan

- Inform students and parents of the prohibited items list during enrolment, orientation, and through the student handbook.
- Clearly display reminders of prohibited items around the school, particularly at entrances.
- Staff authorised to confiscate prohibited items immediately upon discovery.
- Escalate serious incidents (weapons, large quantities of drugs) to school leadership and, where necessary, external authorities.
- Include discussion of prohibited items and consequences in student induction and pastoral care sessions.
- Engage parents in supporting students to comply with school rules regarding prohibited items.

Expected Procedures

Minor Offences (non-dangerous prohibited items):

- Confiscation of the item.
- Parental notification and counselling.
- Possible detention depending on circumstances.

CHAPTER 14: USE OF FOUL AND VULGAR LANGUAGE

Rationale

Respectful language promotes a safe, courteous, and positive school environment. The use of offensive or abusive language undermines student wellbeing, disrupts learning, and damages relationships.

Aim

To prevent the use of offensive, abusive, or vulgar language toward students, staff, and the school community.

Definition

Foul or vulgar language includes swear words, slurs, gestures, or any expression intended to insult, intimidate, or degrade another person.

Implementation Plan

- Teach expectations regarding respectful language during pastoral care lessons, assemblies, and orientation.
- Staff model and reinforce respectful communication consistently in classrooms and around the school.
- Incorporate respectful language guidance into student handbooks and ICT/behaviour agreements.
- Engage parents and guardians to support positive communication at home.
- Provide opportunities for students to practice conflict resolution and positive expression during lessons and school programs.

Expected Procedures

1st Offence:

- Verbal warning and record in the student behaviour log.

2nd Offence:

- After-school detention (supervised).

3rd Offence:

- Parent meeting and counselling session to address behaviour.

CHAPTER 15: NOISE DISTURBANCE

Rationale

Excessive noise disrupts teaching and learning and interferes with the rights of others to a calm and productive school environment. Managing noise ensures respect for all members of the school community.

Aim

To maintain an appropriately quiet school environment during lessons, assemblies, and other activities, while allowing designated areas for play and recreation.

Definition

Noise disturbance refers to shouting, loud music, or any noisy behaviour that interferes with teaching, learning, or the wellbeing of others.

Implementation Plan

- Communicate clear expectations about acceptable noise levels during assemblies, lessons, and school activities.
- Designate specific areas for louder activities such as playgrounds, sports fields, and music practice rooms.
- Staff model and reinforce appropriate behaviour and quiet zones consistently.
- Incorporate guidance on noise management into orientation sessions and the student handbook.
- Engage students in understanding the impact of noise on learning and respect for others.
- Use visual or auditory cues (e.g., bell signals) to indicate transitions and quiet zones.

Expected Procedures

1st Offence:

- Verbal reminder and record in the behaviour log.

2nd Offence:

- Timeout or supervised detention.

3rd Offence:

- Parent contact and possible detention or community service (e.g., school clean-up).

CHAPTER 16: GRAFFITI AND VANDALISM

Rationale

Vandalism and graffiti damage school property, disrespect the school community, and disrupt the learning environment. Preventing such behaviour teaches students responsibility and respect for shared facilities.

Aim

To protect school property and facilities, promote respect for the school community, and teach accountability for actions.

Definition

Graffiti and vandalism include writing, scratching, defacing, or deliberately damaging school property, equipment, or grounds.

Implementation Plan

- Promote respect for school property through lessons, assemblies, and pastoral care sessions.
- Encourage students to report incidents of graffiti or vandalism confidentially.
- Maintain quick repair, cleaning, or replacement of damaged property to discourage further incidents.
- Engage parents and guardians in reinforcing responsible behaviour at home.
- Involve student leadership in campaigns promoting school pride and property care.
- Use monitoring and security measures, including staff supervision and CCTV where appropriate, to prevent vandalism.

Expected Procedures

Minor Offences:

- Offender required to repair, restore, or pay restitution for damage.
- Detention and counselling provided to reinforce responsibility.
- Parental notification.

Serious or Repeated Offences:

- Suspension (internal or external) pending disciplinary review.
- Formal parent meeting with school leadership to discuss corrective measures.
- Possible referral to external authorities for significant or illegal acts.

CHAPTER 17: DISHONESTY AND DISOBEDIENCE

Rationale

Honesty, integrity, and a willingness to follow reasonable instructions are essential for effective learning, a safe school environment, and the wellbeing of the school community.

Aim

To promote integrity, truthfulness, and compliance with school rules while fostering a positive and responsible student culture.

Definition

- **Dishonesty** includes lying, cheating, falsifying information, or deliberately misleading staff or peers.
- **Disobedience** is the refusal to follow legitimate instructions or directions from school staff.

Implementation Plan

- Educate students on academic integrity, ethical behaviour, and respectful compliance with school rules through lessons, assemblies, and pastoral care sessions.
- Clearly communicate expectations and instructions in classrooms, student handbooks, and during assessments.
- Staff model honesty and respectful compliance consistently.
- Provide parents with information on expected behaviour and consequences for dishonesty or disobedience.
- Establish clear, graduated consequences for infractions to maintain fairness and consistency.

Expected Procedures

Cheating in Assessments:

- Zero awarded for the task or assessment.
- Parental notification.
- Make-up work permitted only if allowed under school rules.
- Repeated offences may result in suspension or further disciplinary action.

Lying or Deliberate Disobedience:

- Verbal warning and record in behaviour log.
- Detention as appropriate.
- Parent meeting and counselling to address behaviour.

CHAPTER 18: TRUANCY / ABSCONDING FROM SCHOOL

Rationale

Leaving school grounds without permission disrupts learning, poses serious safety risks, and undermines the school's duty of care and attendance accountability. Regular attendance is essential to student achievement, discipline, and overall well-being.

Aim

To ensure all students remain on campus during school hours unless formally excused, and to establish clear procedures for identifying, addressing, and reducing truancy and absconding behaviour.

Definition

Truancy or absconding refers to a student being absent from a class or leaving school grounds during school hours without prior authorization from staff or parents/guardians. This includes failure to attend lessons without a valid excuse or falsifying attendance records.

Implementation Plan

- **Communication and Awareness**
 - Clearly communicate attendance expectations to students and parents at the time of enrolment, through school assemblies, student handbooks, and parent meetings.
 - Reinforce messages about the importance of regular attendance during pastoral care sessions and class meetings.
- **Attendance Systems**
 - Teachers mark attendance for every class period and submit records promptly to the school office.
 - Office staff compile daily attendance lists and identify absentees early in the school day.
 - A **check-in/check-out register** is maintained for all students who arrive late or leave early, authorized only through written parental consent or approval from the Principal or Deputy Principal.
- **Parental Involvement**
 - Parents are immediately notified via phone call, SMS, or written notice if their child is missing without explanation.
 - Ongoing communication with parents is maintained to support attendance improvement and resolve underlying causes of absenteeism.
- **Student Support and Intervention**
 - Students with frequent absences or truancy are referred to the **Pastoral Care Team** or **Counsellor** for support, guidance, and intervention planning.
 - Teachers collaborate with Year Coordinators to identify students who may require mentoring, attendance contracts, or home visits.

CHAPTER 19: CYBERBULLYING AND ONLINE MISCONDUCT

Rationale

Cyberbullying and online misconduct can cause serious emotional, psychological, and academic harm to students and staff. Such behaviour undermines the school's values of respect, safety, and inclusion, and may have disciplinary or legal consequences. Promoting responsible digital citizenship is essential for maintaining a safe and supportive learning environment both on and off campus.

Aim

To prevent cyberbullying and inappropriate online behaviour by promoting responsible and ethical use of technology, and to establish clear procedures for identifying, reporting, and responding to online misconduct among students and staff.

Definition

Cyberbullying or online misconduct refers to the use of digital communication tools—such as social media, email, messaging apps, gaming platforms, or websites—to harass, threaten, humiliate, or spread false or offensive information about another person. It includes:

- Sending or posting hurtful, intimidating, or threatening messages;
- Sharing private images, videos, or personal information without consent;
- Creating fake profiles or spreading rumours;
- Excluding or ridiculing individuals in online groups; and
- Using school digital resources or devices to engage in harassment or misconduct.

Implementation Plan

- **Policy Communication**
 - The school's **ICT Acceptable Use Policy** is presented to students and parents at enrolment, orientation, and annually during ICT awareness week.
 - All students and staff must sign an ICT Agreement confirming compliance with school digital conduct standards.
- **Education and Awareness**
 - Regular lessons, assemblies, and workshops are conducted to promote **cyber safety, digital citizenship, and ethical online communication**.
 - Cyber safety awareness is integrated into ICT and Life Skills curricula.
 - Visual reminders (posters, displays, newsletters) reinforce responsible digital behaviour.
- **Staff Preparedness**
 - Teachers and staff receive training to identify signs of cyberbullying and respond effectively following school procedures.
 - The **ICT Coordinator** and **Pastoral Care Team** collaborate to manage and record all incidents confidentially.
- **Parental Engagement**
 - Parents are informed of online risks and encouraged to monitor their children's technology use at home.

CHAPTER 20: MISUSE OF SCHOOL RESOURCES

Rationale

School resources are vital assets that support quality teaching, learning, and extracurricular activities. Misuse, neglect, or deliberate damage to these resources not only disrupts education but also imposes unnecessary financial strain on the school. Promoting respect, care, and accountability ensures that resources remain available, safe, and functional for all students and staff.

Aim

To promote responsible and ethical use of all school equipment, materials, and facilities, and to establish clear procedures for addressing incidents of misuse or damage to school property.

Definition

Misuse of school resources refers to any behaviour that results in the **damage, loss, theft, or inappropriate use** of school property. This includes:

- Using equipment, computers, or facilities without permission;
- Careless handling or intentional damage to materials and furniture;
- Unauthorized removal of items from classrooms, offices, or storerooms;
- Misuse of ICT devices for non-educational, illegal, or personal activities; and
- Failing to follow safety and operational instructions provided by staff.

Examples of school resources include computers and ICT equipment, laboratory and workshop tools, library books, sports gear, classroom materials, and all physical facilities within the school compound.

Implementation Plan

- **Education and Awareness**
 - During orientation and class meetings, students are educated on responsible use, care, and respect for school resources.
 - Posters, assemblies, and reminders reinforce the message that all property—shared or individual—must be treated responsibly.
 - Teachers integrate lessons on stewardship and accountability into civic education or values lessons.
- **Supervision and Access Control**
 - All resource use (computer labs, science labs, sports facilities, and library materials) must be supervised by authorized staff.
 - Students may only access specialized equipment with staff permission.
 - ICT devices and keys to restricted areas are logged and issued through a controlled sign-out system.
- **Resource Management Procedures**
 - Each department maintains a register of issued materials, tools, and equipment.

CHAPTER 21: INSUBORDINATION AND DISRESPECT TO STAFF

Rationale

Respect for staff is fundamental to maintaining a safe, orderly, and productive learning environment. When students display defiance or disrespect, it undermines teacher authority, disrupts the learning process, and damages relationships built on trust and cooperation. Upholding respectful behaviour reinforces the school's values of courtesy, obedience, and responsibility, which are essential for character formation and effective learning.

Aim

To ensure that all students demonstrate respect, courtesy, and cooperation toward school staff, follow reasonable instructions, and communicate in an appropriate and responsible manner at all times.

Definition

Insubordination and disrespect refer to **any act of verbal, physical, or behavioural defiance** toward a staff member that challenges their authority or disrupts school operations. This includes:

- Refusing to follow legitimate instructions;
- Using rude, sarcastic, or abusive language;
- Making offensive or disrespectful gestures or remarks;
- Ignoring staff directions or walking away during communication;
- Confrontational or argumentative behaviour; and
- Undermining the authority of staff in front of others.

Implementation Plan

- **Setting Expectations**
 - The school's behaviour expectations are communicated clearly during orientation, assemblies, and through the **Student Code of Conduct** in the handbook.
 - Teachers discuss classroom rules regularly to remind students of respectful communication and obedience to reasonable requests.
- **Positive Role Modelling**
 - All staff model calm, respectful, and professional communication when engaging with students, even in conflict situations.
 - Staff use restorative and constructive approaches to correct minor disrespect while maintaining authority and consistency.
- **Education and Awareness**
 - Pastoral care sessions, values education, and class meetings address themes such as respect, empathy, and conflict resolution.
 - Students learn strategies to manage emotions, express disagreement appropriately, and resolve misunderstandings peacefully.