

學生訓育工作指引

Guidelines on Student Discipline



教育署 學生訓育組
Student Discipline Section,
Education Department

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oreword

This set of guidelines is the result of many years of work experience with students by teachers and other relevant professionals. It is written for teachers by the Student Discipline Section of the Education Department. Its content is based on the experience of this Section as well as the experience of teachers, school administrators, social workers and parents.

At school, effective student discipline services can help students participate and benefit fully from school life, solve problems and decide on the appropriate actions as responsible persons. This set of guidelines has given yet another means of aligning our discipline policy and procedures with these important educational outcomes. We hope it would stimulate you to consider and try out the theoretical and the practical suggestions presented and to develop a shared value base to better understand the principles and strategies of school discipline.

To facilitate interaction, these guidelines are produced in two forms, a CD-ROM and a hardcopy. Your application of the principles and strategies in these guidelines will be an important stepping stone towards a higher level of professional sophistication in the management of student discipline issues.

Finally we would like to express our heartfelt gratitude to a group of enthusiastic principals and teachers, for without their support and contribution the development of this set of guidelines would never be accomplished. We would like to thank, especially the Hong Kong Association for School Discipline and Counselling Teachers for reading and commenting on the guidelines and a group of discipline teachers providing information and suggestions for the case illustrations in Chapter 5 and Appendix VIII.

February, 1999.

Student Discipline Section,
Education Department



Recently there have been many outcries for changes and improvement in local education. Yet amidst these outcries, there remains an element which transcends time, social and economic change. This element is the desire for our youngsters to develop a sense of self-worth, self-discipline and respect for others. In a nutshell, there are few people who would not see the development of the whole person as central to our educational practices. No one would agree more that good school discipline is fundamental to achieving the above. It is against this background that we have developed a strategic vision - that our students would become self-disciplined and responsible youth.

This is a series of guidelines about student discipline and how schools can improve their effectiveness in this area of work. There are seven chapters. Together, they form a proposed framework on student discipline for schools. (Figure 1).

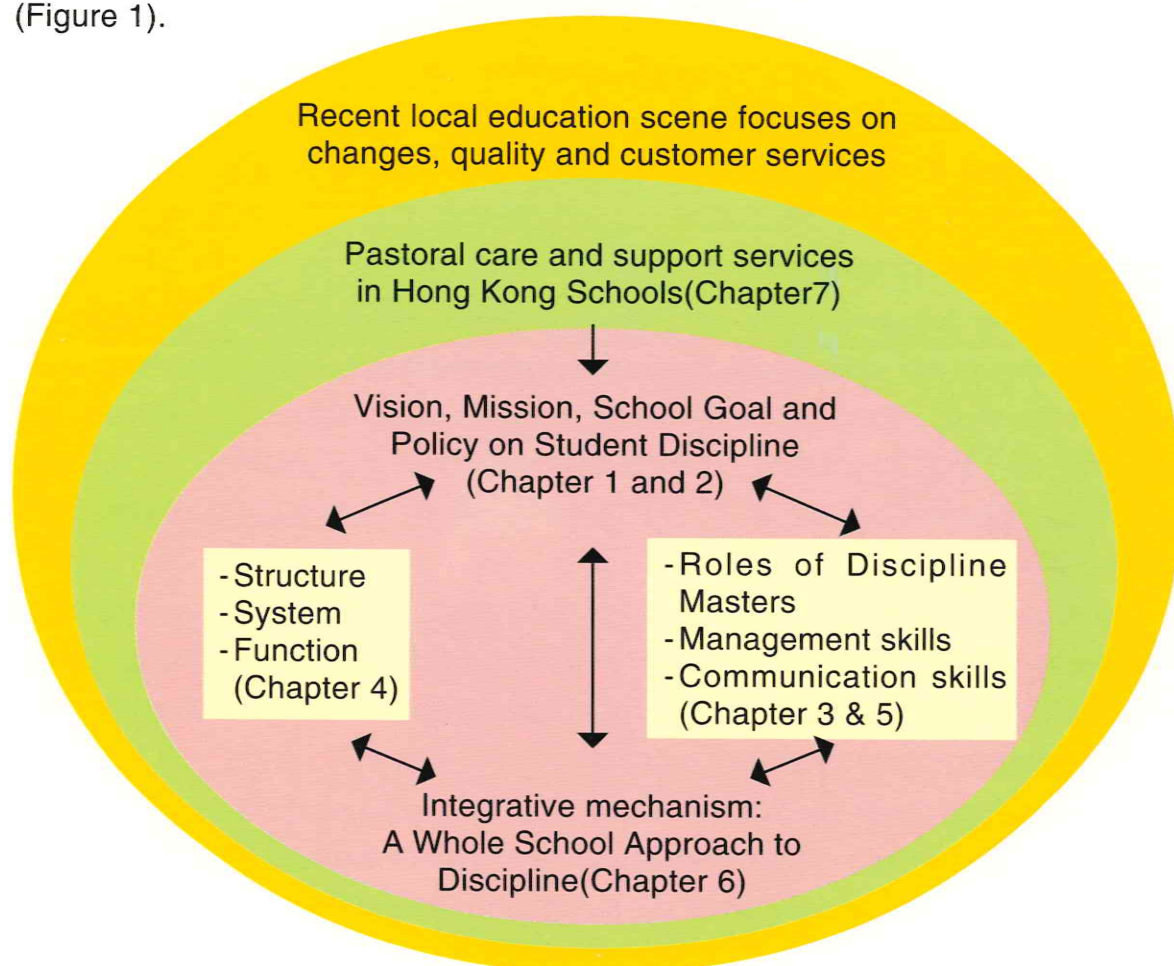


Figure 1: Student Discipline - A proposed framework for Hong Kong schools.

Chapter 1 of the Guidelines presents the background of the setting up of the Student Discipline Section and the purpose and approach of writing the guidelines. Chapter 2 is the policy of the Department on student discipline. When individual schools set their school goals and establish a school policy on student discipline, they may like to refer to these chapters for reference.

In Chapter 3, we propose the role and the duties of the discipline master/mistress. The key role is to translate the vision, the policy and the objectives of the school into meaningful terms that the people in it can manage. The rest of the major duties include clarifying the missions of his/her functional team in student discipline, empowering his/her team members to innovate, improve and review their attitude & strategies according to the changing needs of the students, the school and the community.

In Chapter 4, we introduce the function and structure of the discipline team including the characteristics of an effective team and the working relationship between this team and other functional teams.

In Chapter 5, we elaborate, at a micro level and with case illustrations, discipline strategies and the seven success factors of an educative approach in dealing with student discipline.

Chapter 6 describes the integrative mechanism which links up the structure and systems of the school with student management and communication skills applied to school discipline. It is this Approach which aligns the teachers, the students and their parents to foster a self-motivated and self-directed team to work towards the common goal of promoting self-discipline and responsibility among young people in Hong Kong.

In the remaining chapter - Chapter 7, we introduce the support services and the pastoral care activities available from the Education Department. These services are introduced to maintain a balanced approach to develop the intellectual and affective dimensions of our students.

In preparing these guidelines, there is an abundance of ideas, information and materials from schools and professional people in the field. The heart of the matter is not to provide a foolproof programme for student discipline but develop

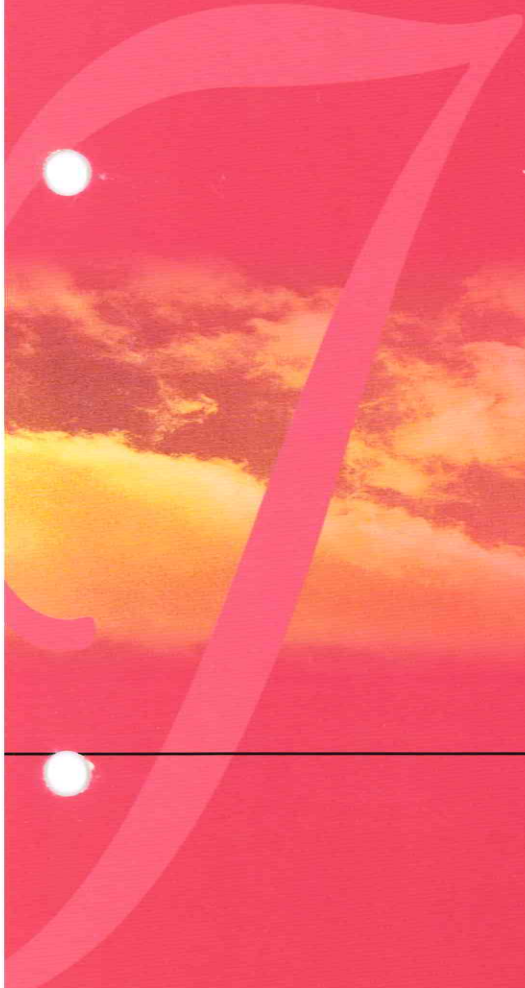


a framework for schools to build on their experience for the crystallization of new values.

We hope you enjoy reading the guidelines and if there are any suggestions, please write to the following address:

Student Discipline Section,
Room 402, Chinachem Exchange Square,
1 Hoi Wan Street,
Quarry Bay,
Hong Kong.
Fax: 2564 4643
E-mail: sdsed@netvigator.com

Student Discipline Section,
Services Division,
Education Department.



Chapter 1

Introduction

The background

1.1 In September 1996, the Student Discipline Section was set up to provide support for schools on matters relating to student discipline, in accordance with the Governor's Policy Address 1995. In the first year of operation, the Section was served by 10 professional and 4 general grade staff. The services range from school-based programmes such as consultation and teachers' training workshops to off-site support in the form of seminars, network meetings and so forth. Each year the Section will offer intensive and general professional support to about 100 secondary schools. A detailed description of the services is in Appendix I. On the whole, the mode, the nature and the quality of the service delivered were well received by the schools.



The purpose of writing the Guidelines

1.2 In addition to the services mentioned above, the Section sees the need to prepare a set of suggested guidelines for teachers, in particular, those responsible for student discipline work. Unlike many other professionals such as doctors who use stethoscopes, accountants who use calculators, and architects who use the drawing boards, teachers and other people involved in the helping profession are unique in that they use themselves as the primary instrument for relationship building to facilitate learning and changes to take place. Therefore, it is very important to prepare a set of guidelines as a framework for the practice of student discipline at school. The objectives of writing these guidelines are threefold:

- To strengthen the discipline teachers' understanding of the basic principles in the management of student behaviours;
- To enable them to master their skills in this area of work;
- To facilitate them to share with their colleagues the effects of the positive practices so that they could work with concerted efforts in the management



of students' behaviors and to set the stage for a Whole School Approach to Discipline.

The approach

1.3 In preparing these guidelines for schools on student discipline, we were very tempted to write an ABC type of cookbook manual but the final decision was to take a more difficult route. While an ABC how-to-do-it manual may be useful in the short run, we feel that schools would be better served by knowing the basic principles, the attitudes and the practices of most teachers. On the other hand, we would also like teachers to discover more about their own attitudes and practices through these guidelines. Therefore apart from incorporating some basic information here, we hope that teachers could contribute and interact with these guidelines. In the course of our collaboration with schools in the past two years, we managed to make some valuable observations about students' behaviours and the positive discipline practice adopted by schools. Therefore we are also prepared to share with our teachers and readers our observation.

Summary

- * The Student Discipline Section was set up in September 1996 with the objective to provide support for schools on student discipline matters.
- * Teachers themselves are the primary vehicle for learning and change; these guidelines aim to encourage teachers to make concerted efforts in the management of students' behaviors and to work towards a Whole School Approach to Student Discipline.
- * This is also an interactive guide for teachers, to help them understand their own attitude and thinking, master their skills and support their colleagues in student discipline work.

Chapter 2

Principles and Policy on Student Discipline

The basic concept of discipline

- 2.1 Discipline is a complicated process which involves a lot of people—the school staff, the students and their parents. It may mean something very different to people from different backgrounds, with very different experiences. To many teachers, discipline means obeying rules. Most schools have rules and a reward/punishment scheme to maintain control over students' behaviour. Thus when the issue of discipline turns up in discussion, the argument would centre on how many rules there should be, whether there is too much or too little punishment, and what kind of punishment works best.
- 2.2 It is important for us to remember that we should view discipline in the context of school as well as in the wider context of education. Discipline in the context of quality education should mean more than rules and control. We do not want our students to behave only when they are closely monitored and threatened by the punishment imposed. We want to educate them so that our students are able to think critically, to analyze the difficult situations, to solve problems and to make appropriate decisions on the action to take. Students learn more from how the teacher behaves and what the teacher believes in than what the teacher teaches. When teaching is meaningful and personalized, students develop a high sense of achievement and belonging to the class and later the school. Thus when they leave school, they will behave responsibly even in the absence of the watchful eyes of teachers. We want our students to develop self-control and self-discipline. We want them to develop into responsible and well-adjusted adults. It is for these reasons that we advocate an Educative Approach to Discipline.



An Educative Approach to Discipline

2.3 Schools are places where teaching and learning take place. For an environment to be conducive to learning, children need to understand the boundaries and the norms before they are able to function harmoniously and teachers need to capture their students' interest by teaching according to their ability level. Therefore we think that every teacher's job is to disseminate information to the class and to make the lesson interesting so as to be in control of the class situation. When learning takes place, the aims and objectives of the school and ultimately, of education could be achieved. To achieve the aims and objectives of schooling, we have to control the learning process. Nonetheless in actual practice, learning may be studded by students' misconduct in the classroom and teachers are frustrated and demoralized. As adults, we frequently operate from the misconception that students know how to behave and that problem behaviour is the result of wilful decision to do wrong so as to attract attention or to challenge authority. However, our observations in schools revealed that most of the time, students acted out in defiance because they had not yet acquired the understanding as well as the inner resources in cognition and emotion necessary for making more appropriate responses in the situations.

How does the Educative Approach to Discipline work?

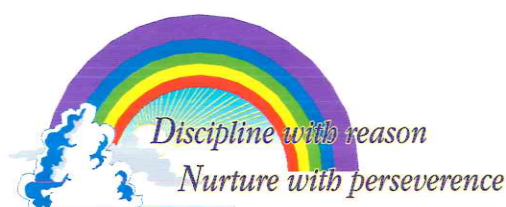
2.4 Looking at discipline as an educative process, students should be given ample opportunities to interact with teachers in the lesson. This is done when the teachers create a sufficiently safe and democratic opportunity and environment for students to participate actively in the learning process. The learning of appropriate behaviour should be an integral part of every lesson and all teachers should guide their students to discuss the need for setting standards for their behaviours in school and let them express their feelings and opinions regarding school rules. This is not the responsibility of the discipline masters/mistresses only. All teachers should have a share in this educative process. If students understand the meaning behind rule setting, they would be more prepared to observe the school rules.

- 2.5 Even when the boundaries of acceptable behaviours are established, inevitably there may be students who, because of one reason or another, test these boundaries. When this happens it is necessary for teachers to confirm the existence of the boundaries and the agreed norms firmly, unequivocally and immediately.
- 2.6 Similarly behaviour standards of the school should be developed using a Whole School Approach involving the principal, the teachers, the parent representatives and the student representatives. This will ensure that the school rules and regulations will be agreed by and meet the needs of all concerned.
- 2.7 As the students gradually internalize the external discipline demand, they will start the momentum for self-discipline and self-learning. The force is also maintained by teachers who continue to apply a balanced discipline approach of control and autonomy on their students and lead them to think carefully and critically when searching for coping strategies. These will form the basis for quality education.

The setting up of a discipline policy at school

- 2.8 The Education Department considers that school discipline should be an educative process. In fact, in the course of delivering support services to schools in the past two years, the Student Discipline Section observed that schools which were enjoying effective student discipline systems, formulated their policy and devised their discipline measures using an approach very similar to the one mentioned above. This process should be carried out as soon as when the students enter Secondary 1. The building of a good teacher-pupil relationship is conducive to the development of students' sense of belonging to their school. Once it is developed, students' misbehaviour will diminish because they treasure their school, her tradition and ethos. On the basis of our observations during school visits and when working in collaboration with schools, we have prepared at Appendix II, some essential

elements for consideration when setting a discipline policy at school. Many schools may have their own emphasis when formulating their school policy and objectives regarding school discipline. There is a need for school to periodically review and update the objectives and policy according to the changes in the school's general education policy and the need of the community.



Summary

- * In quality education, discipline is the opportunity to learn and practise critical thinking so as to solve problems and to decide on the appropriate action to take.
- * The basic belief of an Educative Approach to Discipline is that most students misbehave not out of wilful decision to misbehave. They need guidance from teachers to steer them towards the appropriate response in class and during social interactions.
- * In the Whole School Approach to discipline, teachers, students and their parents will be involved. When the school rules are established with inputs from all the parties concerned, everyone would understand them better and be more prepared to observe the agreed norm.
- * As the students internalize the external discipline demand, they will find intrinsic interests in self-discipline and self-learning. When all these aspects mentioned are put into places, they form the basis of quality education.

Chapter 3

The Discipline Master/Mistress: roles and duties

Roles of the discipline master/mistress

- 3.1 The discipline master/mistress is the leader of the school discipline team. He/She is in charge of the planning, organization, development and monitoring of matters relating to student discipline at school. Administratively, he/she is responsible for recommending to the school head the deployment of school staff to the discipline team and allocation of duties and resources for student discipline to ensure collaboration among members of the discipline team and other functional teams as well as with the school social worker. He/She should also coordinate with people of other government departments such as the Hong Kong Police Force, the Social Welfare Department etc. to draw on their expertise and resources to provide an integrated support service in developing proactive and/or preventive programmes and in managing students' behaviour problems at school. A detailed description of the duties and responsibilities of a discipline master/mistress is listed below.

I. Administrative duties

- a) to assist the school head in making decision on the staffing of the school discipline team;
- b) to assist the school head in developing school discipline policy;
- c) to administer matters relating to student discipline work in school;
- d) to form and lead a school discipline team to plan and develop student discipline work with specific objectives for the school year;
- e) to coordinate all functions organized by the school discipline team;
- f) to participate in other functional team meetings to ensure that the concerns of school discipline will not be contravened by any other school matters;
- g) to liaise and coordinate with outside organizations and agencies concerned to strengthen discipline in school; and
- h) to monitor the use of resources allocated to student discipline work.

II. Operational duties

- a) to implement and enforce school discipline policy and school rules;
- b) to work in collaboration with other functional teams and/or subject committees in running preventive and developmental programmes pertaining to student discipline upon arriving at a consensus view on discipline work;
- c) to assist other teachers in managing students with serious behaviour problems;
- d) to interview parents of students with behaviour problems so as to work together in helping students overcome their difficulties;
- e) to attend to individual cases and conduct case conferences with relevant functional teams and teachers;
- f) to refer students wherever necessary, to the guidance team, the school social worker or outside bodies for follow-up work;
- g) to receive and lead investigation of complaints from students, parents, teachers and the public; and
- h) to review school discipline policy, school rules and the work of the discipline team and make changes according to the needs of the students, the school and the community.

III. Supportive duties

- a) to develop resource materials and programmes relating to student discipline for teachers' reference and use;
- b) to assist in running staff development programme to strengthen teachers' skills in managing students' misbehaviour;
- c) to advise on programmes regarding parent education;
- d) to act as advisor on student discipline matters; and
- e) to attend professional meetings and seminar to keep abreast of recent development in the subject

3.2 As can be seen the duties of the discipline master/mistress could be very diverse but the work focus reflects the orientation and the needs of the school at a particular point of time. Therefore, when deciding whether to pay special emphasis on a certain work area, the discipline master/mistress should not just consider the need of the students but also the ability of the discipline teachers. If the discipline teachers are not able to manage the new tasks or expanded work area, the discipline master/mistress should consider strengthen the following staff development initiatives:

- clarifying the missions of the discipline team,
- empowering the team members to innovate and
- reviewing and improving the team members' attitude and strategies of student management according to the changes of the students, the school and the community.

We attempt to illustrate the situation using "patrolling duties" as an example. (Please refer to Appendix III & Appendix IV)

What kind of a teacher/discipline teacher do you think you are?

Have you ever stopped and pondered over what kind of a discipline teacher you are:

- An autocratic teacher?
- A permissive teacher?
- A democratic teacher?

Before planning your next step forward, it is crucial to be clear about your own belief and your management style. The following is a self-appraisal exercise. The questionnaire is designed to help you. It is made up of two parts. Part one is prepared to help you identify your belief about student discipline. Part two is about your actions and their possible outcomes, As you read each statement, decide how much you agree with it. Then choose the number from 1 to 5 that corresponds to your level of agreement:

The questionnaire

Part One-Your belief

	strongly disagree	disagree	neutral	agree	strongly agree
1. It is better to give in a little and protect the peace in the classroom than to stand firm and provoke a fight.	1	2	3	4	5
2. Students need strong discipline methods that hurt a little so that they will remember the lesson longer and learn better.	1	2	3	4	5
3. Students should not always get their way, but usually we ought to listen to what they have to say.	1	2	3	4	5
4. The teacher-student relationship is like a war in which if the teacher wins, both sides win, but if the teacher loses, both side lose.	1	2	3	4	5
5. If teachers provide a free environment to learning, students will very likely behave themselves and learn.	1	2	3	4	5
6. The teacher's role is like that of a parent who is preparing the student for life and for whole person development.	1	2	3	4	5
7. School life is short and teachers should do everything to make it a happy time.	1	2	3	4	5
8. "Spare the rod and spoil the child" is still the best policy.	1	2	3	4	5
9. Students need to learn what they may or may not do, but we do not have to use punishment to teach.	1	2	3	4	5
10. Students function better when they are respected by their teacher.	1	2	3	4	5
11. If you let students have plenty free reign, they will eventually learn from the consequences of their behaviour what is appropriate.	1	2	3	4	5
12. Students first have to learn that the teacher is the boss.	1	2	3	4	5
13. Too many students today talk back to their teachers when they should just quietly obey them.	1	2	3	4	5
14. If we want students to respect us, we must first treat them with respect.	1	2	3	4	5
15. You can never do too much for your students if it aims at fulfilling students' demands.	1	2	3	4	5

Part Two-Your action

	strongly disagree	disagree	neutral	agree	strongly agree
16. Despite constant reminding, my students fail to complete their work during class.	1	2	3	4	5
17. I have to constantly be in control of my students to conduct a lesson smoothly.	1	2	3	4	5
18. When my students misbehave, they usually know what the consequences will be.	1	2	3	4	5
19. I often get angry and yell at my students.	1	2	3	4	5
20. I often feel that my students are taking advantage of my good nature.	1	2	3	4	5
21. I have discussed class rules with my students and everybody takes part in giving ideas for the smooth running of the class.	1	2	3	4	5
22. My students get a good scolding from me or from the discipline teacher at least once every month.	1	2	3	4	5
23. I often have to solicit my students' cooperation so as to facilitate the smooth operation of class teaching.	1	2	3	4	5
24. I usually give my students clear instructions as to how I want to maintain discipline in my class.	1	2	3	4	5
25. For disruptive students, I have to try to please them so as to prevent them from mischief.	1	2	3	4	5
26. I respect my students by giving my best in preparing the lessons and I expect my students to work hard in class.	1	2	3	4	5
27. I usually give my students choices between two appropriate alternatives rather than telling them straight what to do.	1	2	3	4	5
28. I have to threaten my students with punishment like giving out demerit points, detention and suspension from school at least once a week.	1	2	3	4	5
29. I wish my students will not interrupt my teaching during class so often.	1	2	3	4	5
30. My students usually complete their class work without my coercion.	1	2	3	4	5



Scoring your questionnaire

3.3 To determine your style as a teacher/ discipline teacher, first transfer your score for each item to the blanks beside the following item numbers listed in parentheses. i.e. put your score for item #2 in the first blank, item #4 in the second blank and so on. Then add your score in each row across, and put the sum in the blank marked *Total*.

Autocratic belief:

(2)_____+(4)_____+(8)_____+(12)_____+(13)_____ = _____(Total)

Permissive belief:

(1)_____+(5)_____+(7)_____+(11)_____+(15)_____ = _____(Total)

Democratic belief:

(3)_____+(6)_____+(9)_____+(10)_____+(14)_____ = _____(Total)

Autocratic action:

(17)_____+(19)_____+(22)_____+(24)_____+(28)_____ = _____(Total)

Permissive action:

(16)_____+(20)_____+(23)_____+(25)_____+(29)_____ = _____(Total)

Democratic action:

(18)_____+(21)_____+(26)_____+(27)_____+(30)_____ = _____(Total)

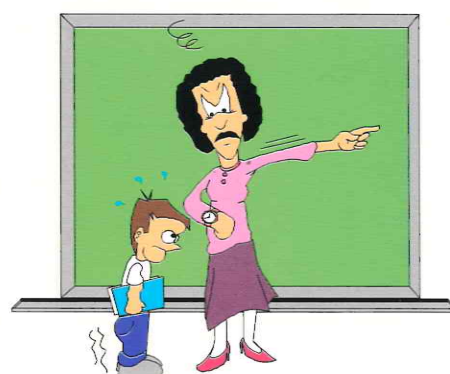
	Belief		Action		Total
Autocratic	_____	+	_____	=	_____
Permissive	_____	+	_____	=	_____
Democratic	_____	+	_____	=	_____

What do your scores mean?

- 3.4 The highest combined score possible for each style is 50. The higher your score, the more you tend toward that style as a teacher/discipline teacher. Your highest combined score, therefore, suggests the style of teaching you are currently using. If either of the other combined scores is within fifteen points of your highest score, consider your use of the two styles as about equal. The greater the difference among the scores, the greater your current preference for the style with the highest score.
- 3.5 There will be cases of differences of more than fifteen points between belief and action scores for any style. This suggests that you tend to believe one thing and do another. Do not be alarmed by this. It is common and understandable and you will find the possible reasons in the following paragraphs. As you practise more the skills mentioned in this guide, you will probably develop a greater consistency between what you believe and what you do.

Autocratic Teacher

- 3.6 You probably score higher on autocratic than you have expected. But after all, this was the predominant style teachers used during your days as a young student. If you score highest on this style, you probably find yourself in frequent battles with your students as you desire absolute control. Anger and frustration probably characterize the power struggles that you and your students experience.
- 3.7 You may be angry that as teachers today you are being robbed of the many rights and power bestowed on you in the dear old days merely because you were a teacher. However, we have to admit that the teacher-student relationship today is built on mutual



understanding, trust, respect and acceptance instead of authority and coercion. Once a close relationship is established between you and your students, the effect you have on your students are tremendous and lasting.

Permissive Teacher

3.8 In an attempt to avoid being autocratic, you may have overcompensated and developed a permissive style. If you are in this group, your relationship with your students may be quite good as long as you do what your students want. But you probably find that your students get very hostile and perhaps even out of control when you do say no or make a demand on them. You have to continuously serve and please them in order to maintain a good relationship. You may have already begun to resent this unfairness. If so, you probably scored higher on the autocratic scale than you would appear. So your thoughts differ from your actions.



3.9 To maintain a conducive learning environment, the teacher should adopt a balanced discipline approach of control and freedom on their students, so that students understand the limits of their behaviours. Teachers should enforce the school rules consistently, firmly and kindly.

Democratic Teacher

3.10 If your score is highest on this style, you probably believe that freedom is ideal, but so are the rights of others and the responsibilities of all. Furthermore, your relationship with your students is probably already positive. Under an atmosphere of mutual respect and trust, the students will be more willing to take responsibility for their behaviours and identify with class regulations and school rules. You can handle them without hurt or resentment.



Comparing the three different teaching styles

3.11 The following table compares the three different styles of teaching.

	Autocratic	Permissive	Democratic
Goal for self	• power • ease	• peace • ease	• guidance • satisfaction
Accompanying belief	• "I must control my students"	• "I must please my students"	• "I must lead my students"
Teacher's goal for students	• obedience • respect for authority • a healthy "fear" • responsibility to others	• freedom • respect for self • a "go for it mentality" • responsibility to self	• cooperativeness • respect for self and others • courage • responsibility to self and others
Discipline tools	• rewards • punishment • threats • bribes • yelling • coercive demand	• pleasing • hoping • pleading • giving in • giving up	• logical consequence • natural consequence • class meetings • negotiation • reasonable demand
Characteristics of teacher-student relationship	• power struggle • anger • rebellion • coldness • distrust	• service by teacher • demand by students • resentment	• warmth • sharing • mutual respect • conflict resolution
Qualities of teachers	• controlling • critical • harsh • strong	• indecisive • accepting • timid • inconsistent; when frustrated, teacher may swing to autocratic style, then back • weak	• firm • kind • encouraging • cooperative • strong
Typical quality of students	• disobedient • sneaky • strong-willed • rebellious • lacking self-discipline	• disrespectful • spoiled • insecure • self-centred • lacking self-discipline	• cooperative • responsible • courageous • team-centered • self-discipline

Adapted from Michael Popkin, Ph. D., Active Parenting. San Francisco: Harper & Row 1987.

- 3.12 So you find the table interesting. Do you not? It helps you understand your belief and actions better not just as a teacher, but as a fellow colleague or even as a parent. You may find that you do not fit neatly into anyone of the descriptions. That is not unusual. In fact that is the way it is in real life situations. Further, your beliefs about children and student discipline, the age of your students, your personal experience, the school policies and other contextual factors like what have taken place on that particular day before you enter the class or embark on this exercise all have an effect on you. While you are affecting the classroom situation, other factors around you are also casting an influence on you. You may also have a slight desire to move further towards a certain direction on the scale but you are concerned with your distance from the target. Don't you worry! Below is a developmental cycle designed for your self evaluation.

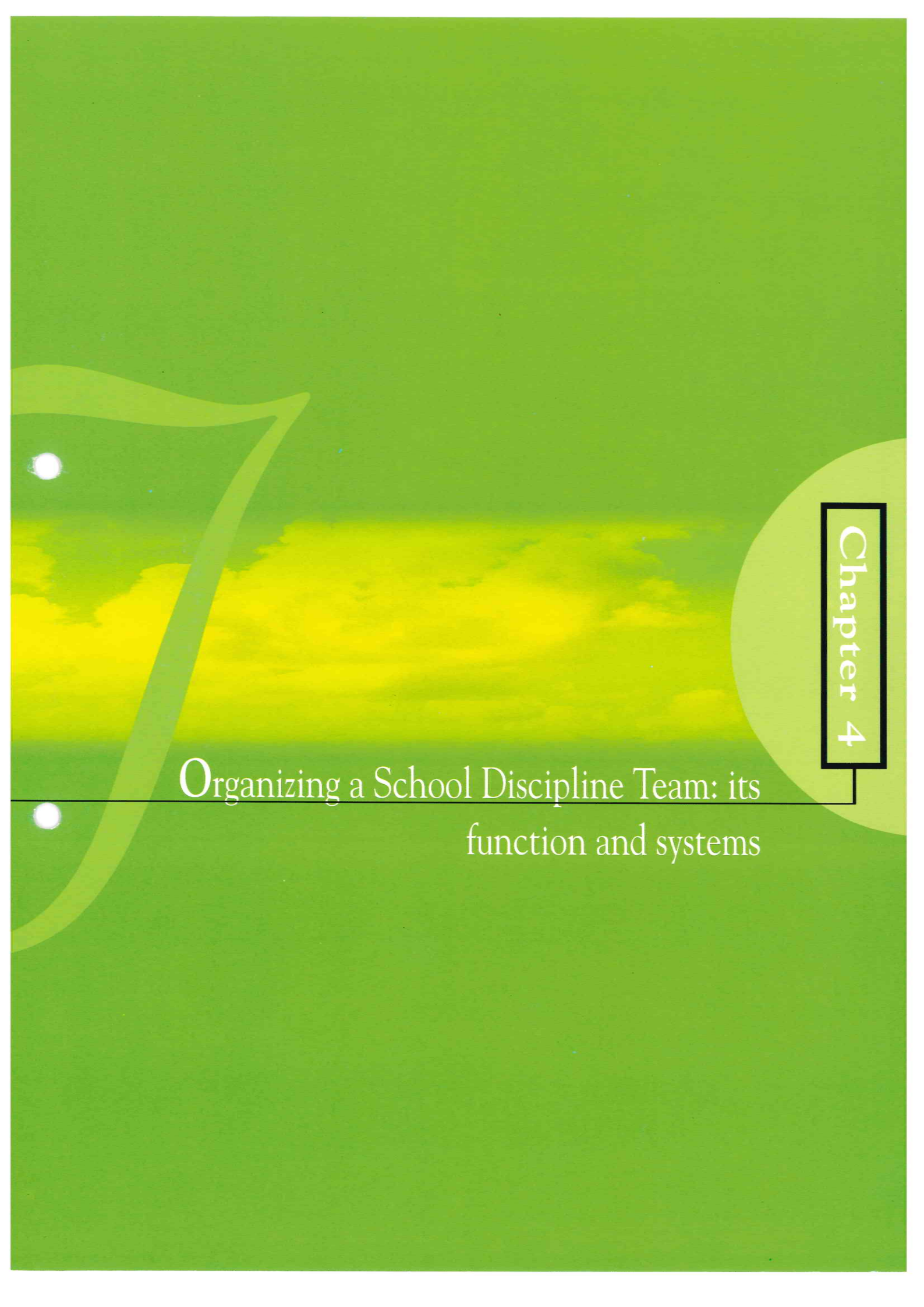
The developmental cycle of raising your quotient in student management

If there is a discrepancy between what you achieve and what you believe, then you may have to adjust one or both directions to make both ends meet



Summary

- * The discipline master/mistress is the leader of the school discipline team who is in charge of the planning, organization, development and monitoring of matters relating to student discipline at school.
- * The decision of whether discipline teachers should take up patrolling duties depends on the policy and the needs of the school.
- * Autocratic teachers desire control. Their discipline tools are characterized by the use of rewards and punishments, threats, bribes, yelling and demands. The typical quality of the students includes disobedience, sneakiness, being rebellious and lacking self-discipline.
- * Permissive teachers believe that given sufficient freedom, students are capable of self-regulation. Their discipline tools are characterized by pleading, giving in and giving up. The typical behaviour of their students is characterized by disrespectfulness, insecurity, self-centredness, lacking self-discipline etc.
- * Democratic teachers foster ideas that freedom is ideal, but so are the rights of others and the responsibilities of all. Their typical discipline tools are the use of logical consequences, class discussions, conflict resolution and so forth. The typical quality of their students includes being cooperative, responsible, courageous, team-centred and self-disciplined.
- * Your beliefs about student discipline, the age of your students, your personal experience, the school policies and other contextual factors like what have taken place on that particular day before you enter the class or before you embark on this exercise all have an effect on you. While you are affecting the classroom situation, other factors around you are also casting an influence on you.



Chapter 4

Organizing a School Discipline Team: its function and systems

The discipline team

4.1 Most schools set up a discipline team to take charge of matters relating to student discipline. The functions of the team tie in closely with the duties of the members and could be broadly grouped into three main areas, namely administration, operation and support. This part of the guidelines is a description of the discipline team, its functions and effective operation.

Functions of the discipline team

4.2 The following describes the administration, the operation and the support functions of the discipline team:

Administration

- to assist the school administration in developing and reviewing the school discipline policy; and
- to advise on, to plan, and to review discipline measures.

Operation

- to implement school discipline policy and measures;
- to handle discipline-related matters; and
- to develop and manage a discipline team and related groups such as student prefects.

Support

- to support other teaching staff in the management of students' behaviour problems and preventive work;
- to liaise and co-ordinate the support of school social workers, the police and other agencies; and
- to offer consultation to parent training activities.

What constitutes an effective team?

4.3 An effective discipline team comprises the following elements:

Gaining the support of the school administration

- define the direction and goal of the school discipline work;
- provide effective administrative support to discipline work;
- appoint a senior teacher with leadership potential to head the team; and
- promote the image of the team.

Adopting a democratic consultative approach

This involves the collection of views from teachers, students and parents on new initiatives and such views are respected and considered with care before implementation.

Adopting a Whole School Approach to Discipline

All teachers should be able to help students understand the cause of their misbehaviour, to encourage students to be responsible for their wrongdoings and to accept the logical consequence of their misbehaviour as well as to motivate students to change for the development of self-discipline.



Arranging staff development for teachers

- orientation or induction programmes or mentor system to support new discipline teachers;
- encouraging discipline teachers to attend courses, seminars and workshops relating to student discipline;
- setting up and maintaining of a resource bank of reports, books, journals, video programmes and internet materials etc. on student discipline; and
- regular sharing of experience and knowledge among discipline teachers through seminars, workshops and journal presentation.

Soliciting collaboration and support

For successful student discipline work at school, the discipline team does not work alone. The discipline team must collaborate with the other functional teams and teachers and have their support so that the discipline policy and strategies could be effectively implemented. The important guiding principle is that every teacher is responsible for managing students with behaviour problems and enforcing the school discipline policy while the discipline teachers serve as resource person to support, monitor and co-ordinate the service system, each playing an important role.

● The school administration

The support and communication of the school administration with the discipline team, especially the discipline masters/mistresses, are very important. Some schools even appoint a vice-principal as the leader of the discipline team. With consensus and good knowledge of the objectives and the operation of the discipline team, the principal and his/her



deputies can give good advice and make appropriate decisions regarding school discipline. The discipline team also needs the strong support of the school administration in the recruitment of team members, setting up a team of student prefects, besides acquiring the necessary facilities and accommodation to interview students and conduct programmes. To facilitate communication with the school administration, the discipline team should regularly report and review their work progress. In this way, the discipline team can gain the recognition and support of the school administration.

● The subject teachers

The subject teachers are the front-line workers in the delivery of good quality discipline service. They maintain a close and frequent contact with their students and hence should have a good knowledge of their students' character, strengths and weaknesses. In schools which adopt a Whole School Approach to discipline, the subject teachers handle most of the students' behaviour problems in the classroom and will only refer the students with very severe problems to the form teachers, the discipline team or other senior staff. The teachers continue to maintain a very close working relationship with the discipline team about the development of the cases to help the students adjust to school life.



Usually, schools will develop a set of clear guidelines giving the main responsibility for student discipline to the subject teachers and specifying the conditions which warrant additional and specialized support. To empower the subject teachers, the discipline team has to support them with training in classroom management, handling misbehaved students and other relating skills. It is also very important for the discipline teachers to build up a close working relationship and a consensus among all staff. For example, in some schools discipline teachers are arranged to sit in different staff rooms so as to maintain a network of communication.

● The form teachers

The form teachers are in the best position to enhance the students' whole person development. They maintain a close and frequent contact with their students and their parents. They look after not only the academic needs of the students but also their personal growth such as social skills, self-discipline, personality development and so forth. It is very common for the form teachers to promote students' good behaviour and personality during form periods. In meetings with parents, the form teachers will normally discuss the students' conduct, gather information about the family background and the after-school



life of the students and advise the parents on positive management methods. The form teachers and the discipline team should maintain good communication to attain a consensus view and ensure cooperation in handling students' discipline problems. In many schools, the discipline teachers participate actively and regularly in meetings of the form teachers at various grades. In discussing students with severe behaviour problems under a team work

approach, the form teachers and the discipline team will be involved in handling the cases at different stages. The discipline team should support the form teachers by sharing information and experience. Before launching new discipline policies, the discipline team should also consult the form teachers on the nature and scope of the students' problems and the likely impact of the new initiatives to promote school discipline.

● The guidance team

Guidance and discipline are the two very important pastoral services of the school. While the two teams have their own specialized expertise and responsibilities, they share a common objective of cultivating a harmonious and orderly learning culture in school. In terms of collaboration, the guidance teachers should help the students through guidance activities, to maximize their potential to improve and accept the consequence of their behaviours. Simultaneously, the discipline teachers should adopt an Educative Approach to Discipline in dealing with the misbehaved students and take the intervention as an educative process whereby students are helped to learn a new or better skill or attitude through logical reasoning and problem solving. The fundamental requirement is that the guidance team and the discipline team should have a high degree of mutual understanding and communication and see their efforts as complementary instead of conflicting with each other. That is why some schools would combine the two teams into one or rotate the memberships to achieve strong and effective collaboration. For this purpose, regular attendance in another team's meetings and organizing school activities jointly are essential components. The experience of many schools has shown that the traditional approach having the guidance team use a mere soft approach and the discipline team a high-handed approach does not necessarily work well. More important is the collaboration of the two teams to maximize the human resources available at school.



● The school social workers

With an increase in the complexity and diversity of students' problems, schools need more support from outside agencies. As for students with severe behaviour problems arising from outside school factors such as inadequate family care and bad peer influence, school social workers can offer a great help. The school social workers are professionally trained to support the family with social and financial problems. They are more prepared to conduct home visits and work with other social services agencies. They also collaborate with the police in managing students involved in juvenile delinquency. When teachers encounter difficulties in persuading students and their parents to accept alternative school placement such as practical schools and special schools, support from the school social workers could also be solicited. Therefore, discipline teams should maintain a close working relationship with the school social workers with clear and well-defined realms of responsibilities. School social workers can also support in internal staff development and participate actively in conducting training programmes for student prefects.

● The Parents

In the educative process, parents are the indispensable partners of the school in helping students learn and develop appropriate values and behaviour. At the school level, discipline teachers should solicit the parents' support for school discipline policy through consultation and communication. School rules such as dress code can be more effectively enforced if parents are consulted and clearly briefed at the beginning of the school year, usually at the new students' orientation or parents' day. On these occasions, the discipline team should also promote its objectives and caring approach and to clarify any misconceptions about school rules. For some students with special problems and difficult parents, the discipline teachers have to first win their trust and



co-operation. For example, teachers can make "sunshine calls" where parents are told about the good work or improvements of their children. In this way, parents are less afraid to contact the discipline teachers, and parental support can be easily enlisted. Moreover, during parents' day or parents' night, discipline teachers can discuss with a selection of parents after their meeting with the form teachers, and empower them to help their children develop better self-discipline and self-management at home.

Setting up clear disciplinary procedures

The discipline team should develop a set of comprehensive and clear procedures for enforcing discipline. These procedures specify how and what follow-up actions should be taken so that all teachers would handle discipline matters in a consistent manner and strategies. A number of schools have compiled such procedures into Discipline Handbooks for teachers.

Some student problems are so serious that they can no longer be handled by the discipline team. Under such circumstances referral to other professionals such as social workers or educational psychologists for additional support may be required. Therefore a clear referral system would facilitate the understanding of all parties concerned such as when and where the students should be referred. A referral flowchart for students with behavioural difficulties is in Appendix V.

Making good use of reward systems

Students need to have their successes recognized and awarded. When teachers rely less on punitive action and more on the use of appropriate reinforcers, poor attitudes and low self-esteem are remedied and positive behaviours reinforced. Discipline team should develop a system to recognize and encourage positive and self-disciplined behaviours among students. This is usually done through activities like the merit point system and a model student award. Incentives may be given to students with improvement in their behaviour. What is more encouraging is that at times, frequent rule breakers who are determined to turn over a new leaf would be given the opportunity to enter into a contract with their form teachers or discipline masters. In this way, they will be able to compensate their wrongdoings with good performance in other areas, such as in voluntary work.

Summary

- * School discipline teams are formed to look after the administration, operation and support of school discipline.
- * All effective team has the support of the school administration. It makes use of a democratic approach and works in close collaboration with other functional teams; its members are knowledgeable in helping students to be self-disciplined. It would arrange staff development for teachers.
- * The discipline team should work in close collaboration with the subject teachers, the form teachers, the guidance team, the school social workers and the parents.
- * The discipline team should set up clear discipline procedures so that teachers could manage students using a consistent method. There should also be reward and referral systems.

Chapter 5

Discipline Strategies with Case Illustrations

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Application of discipline strategies

- 5.1 Many people may have a wrong conception that discipline is a hard approach and guidance is a soft one to managing students' behaviour problems. Therefore many teachers would rather take up the role of a guidance teacher and become rather uncomfortable if they are offered positions as discipline teachers instead. What is more important here is not a matter of hardness or softness. The Educative Approach to Discipline does not encourage permissiveness or giving "unconditional acceptance". It advocates that students should be steered towards making a decision on the appropriate solution to the problem situation. The following cases is an illustration of this approach in managing problem behaviour.

Scenario 1: Resolving student conflicts



In a Geography class, the students were asked to complete a work sheet by copying a diagram from the



blackboard. While the teacher was working on the blackboard, two boys at the back row started to tease each other. The one who was less verbal curled up the paper of his neighbour to show his anger. His friend quickly reciprocated him. The two sheets of paper turned into two paper lumps on the desk and a fight seemed inevitable. The teacher went over and asked for the diagrams. The boys stared at the paper balls and asked the teacher for new worksheets. The teacher took the paper



balls and showed non-verbal disapproval. She then asked the boys to continue to draw on the crumpled up sheets, as the logical consequence of the boys' action. As she spoke, the teacher helped to smooth out the papers on the desk and hurried the boys to continue with their work. The boys seemed to have accepted the



consequence. They stopped their conflict and continued working through the rest of the lesson.

In this situation, the teacher chose to resolve conflicts by non-punitive intervention before it blew out of control. The teacher re-established limits and order in the class. She did not waste the instruction time to find out the cause of the conflict because it might stir up stronger emotions and disrupt the teaching process altogether. Timely intervention can prevent situations from deteriorating and blowing up to serious disruptions.

- * You may think that requiring the boys to complete their work on a crumpled work sheet was not the kind of "punishment" that you would endorse but that was the logical consequence of the boys' behaviour. This is an alternative to discipline measures such as writing lines, isolation and detention etc. It does not have the side effects of punishment. The students complied with the teachers' words. This is neither because of the authority of the teacher nor because of fear. They accepted the discipline method as the logical consequence of their misbehaviour.

Scenario 2: An assault case



A teacher was strolling along the corridor during recess while on duty. Suddenly, she saw a Secondary I student being assaulted publicly by another student. Several other



students looked on but did not take any action to ease the tension. The teacher was ignored when she tried to stop the assault by ordering the assailant to stop the attack at once. Considering that she might not be physically strong



enough to stop the fight on her own, she kept telling the students to stay calm and stop fighting. On the other, she sent another student to ask for help in the teachers' room. Then she examined the seriousness of the victim's injury to see whether immediate medical treatment was necessary and she

also expressed her concern for both students. She further identified those onlookers who might recall the cause of the incident and provide more information later. The rest of the students were dismissed to return to their own class once the matter came to a close.



With the help of the class teachers concerned, the teacher on duty interviewed the students separately in a quiet corner, first the victim, then the assailant and finally the witnesses to gather information about the incident. During the investigation, the teachers did not pass any personal judgement until they were satisfied with the situation as described. They analyzed the situation with the students to let those involved understand that the teachers were fair and firm in their stand. When the students involved agreed with the findings of the investigation, the teachers invited the views of the students, in particular those of the victim and the assailant regarding the appropriate consequence and follow-up activities. At the same time the teachers attempted to make the two students reconcile. The teachers also ensured that the victim and the assailant were satisfied with the outcome. These steps were taken to assure that the follow-up action plan could be enforced and to prevent retaliation by either student. The teachers also informed the students that the matter would be disclosed to their parents.

When the teachers completed all the necessary procedures, the parents of the students were informed. The teachers also assured the students that they would discuss the matter with them again if they were not satisfied with the development.

The discipline and the guidance team met with the principal and the teachers involved to work out follow-up programmes. At the class level, the class teacher made use of the incident to illustrate the need for self control and conflict resolution. More details regarding conflict resolution could be found in Appendix VI. The incident was discussed with the whole class without disclosing the names of the students involved. The purpose was to explain the consequence of action and the rationale for the follow-up action. At the school level, the discipline master addressed the whole school at an earliest

convenient time to explain what had happened so that there would not be any rumour or conjecture and to let the students know that the school had dealt with the incident with fairness and reasons.

In such situations, the teachers may like to consider using brainstorming techniques to draw out the inner resources of the students in solving problems. Some information on "Helping Students Generate Ideas" could be found in the Guidance — A Resource Book published by the Education Department. For your convenience, it has been reproduced at Appendix VII for your reference.

- * In handling violence cases, the teacher must take prompt and determined actions to protect all those involved from serious injury. During the intervention, the attitude and the approach of the teacher is of vital importance because the readiness of the students to co-operate depends on the friendliness, fairness and firmness of the teacher. Making any judgement too early may reduce the trust and cooperation of the students involved. Since the primary objective of the teacher is to educate, inviting students to suggest appropriate follow-up actions help them to be responsible for their wrongdoing. This also increases the teacher's flexibility in administering discipline actions.

Scenario 3: To tell or not to tell



A thirteen-year old Secondary 2 girl-student was caught red-handed by a discipline teacher in her attempt



to steal several hundred dollars from her classmates during recess.



When probed by the discipline teacher, the girl revealed that she had just broken up with her boy-friend and she felt upset and depressed. The girl told the teacher that she planned to buy her boy-friend a branded watch which he yearned for.

She believed that the boy would be much delighted to receive the present and their relationship could be restored. The teacher was alarmed to find that the girl had been strongly attached to her boy-friend and she would even commit theft to please him.

The girl begged the teacher not to relate the information to her parents and classmates because her parents would react very strongly to her theft and her obsession with dating and the classmates would laugh at her.

Immediately the teacher was caught in a dilemma of whether to inform the parents or to concede to the student's request for confidentiality. What actions should she take under such circumstances?

In this case, the discipline teacher took the following measures:

1. Seeing that the girl was weeping incessantly, the teacher expressed her empathy and stressed that her primary concerns were to find out the causes of her misconduct and to work out some mutually agreed solutions to the problem.
2. The teacher assured the girl that she was ready to help and listen instead of simply enforcing punishment.
3. Having obtained trust from the girl, the teacher steered the girl towards facing her problems and be responsible for what she had done.
4. The teacher explained clearly to the girl that she had to inform her parents about the theft. The purpose was to assist the parents to understand the incident and support the girl and not to advise the parents to punish her.
5. In view of her misconduct, she would be given a demerit. But she could take part in voluntary services organised by the school with the hope that her demerit could be de-registered at a later stage. This was in line with the existing school regulation and policy, and she had to bear the consequence of her misbehaviour.
6. The teacher assured that the theft and her love affair would not be revealed to her classmates.



7. The teacher also explored with the student the proper courses of action she should have taken in the situation instead of attempting to restore friendship with a present and committing theft.
8. Through rehearsing with the girl about the proper ways of handling her parents' reactions, the student became less anxious about having her parents know about her theft. The girl was persuaded to receive the assistance of the school social worker in this incident so that she could learn how to handle relationship with her peers, especially the boys.

After the teacher explained and analysed the behaviour and consequence with the girl helping her understand and accept her responsibilities, the girl was willing to accept the arrangement. The teacher then phoned the father of the girl and asked him to come to school for a joint interview.

During the interview, the father was informed of the incident and reminded that the girl had been punished by the school and would be referred to the school social worker. He was advised not to reprimand the girl as she was much distressed by and regretful about the incident. The teacher explained to the father that the girl needed support and guidance from him and his wife to overcome the social and personal problems which girls of this age-group would experience in their adolescent development.



1. It can be seen that, in discipline problems like the one described above, the Educative Approach to Discipline is a more appropriate intervention approach.
2. The intervention techniques should be educative, problem-solving and non-punitive in nature.
3. The problem of stealing in school is usually handled by teachers. If the students exhibit the problem of habitual stealing, the police might be called in.
4. Since the student refused to disclose the matter to parents, the teacher should not force her at the early stage, lest she would take some impulsive actions, thinking that no one would help her.
5. However, the teacher tried her best to guide the student to face her problems and to accept her responsibility. The teacher should assure the student of her good will and that she was trying to help her out. Once the student felt that the teacher was empathetic and fair, she would consent to revealing the matter and receiving help from the school social worker. The support of the school social worker should be solicited as soon as possible. In this way the teacher ensured the well-being of the student and made her understand the right attitude and appropriate ways to handle the difficult situations she had put herself into and yet maintained a trusting relationship with the student.
6. At the meeting with the parents, it is equally important for the teacher to encourage the parents to stay calm and handle the problem carefully without damaging the parent-child relationship.
7. Since the student had been caught red-handed, the teacher had to help her understand that she had to be punished according to the discipline policy of the school. The teacher should also discuss with her the proper and available problem-solving strategies she could apply in similar situations and in any circumstances, illegal acts such as theft was unacceptable.
8. In handling the case, the teacher maintained a good relationship with the student and helped her learn the proper strategies to solve her personal problems.

Success factors in handling problem behaviour

5.2 As demonstrated in the above three scenarios in adopting an Educative Approach to Discipline, we could summarize the following success factors in handling problem behaviour:

- Timely intervention

Minor misbehaviour may blow out of control. Before the misbehaviour spreads or intensifies, the teacher should intervene promptly. This timely intervention which aims at discouraging inappropriate behaviour and reinforcing appropriate one can quickly re-establish limits and order so that teaching and learning can go on with minimal interruption.

- Follow-up support

By planning the follow-up action with the students, teaching critical thinking and problem-solving skills, the teacher can help students develop a set of socially acceptable behaviours. In the long run, the students would learn to be responsible for their own action and be self disciplined.

- Logical consequence

The consequence to be borne by the students should be directly and logically related to their misbehaviors. When the students fail to hand in homework assignments, they should be made to finish their work after lesson or after school instead of simply being given demerits. In discussing logical consequences, students are allowed to learn and take appropriate and responsible actions.

- Non-punitive undertone

The intervention is non-judgemental and the students' dignity is cared for. It guides students towards taking their responsibility without the feelings of shame, humiliation and being ridiculed. Therefore students will not retaliate.

- Fairness

Students should be given the opportunities to explain the reasons for his misbehaviour. Taking into consideration its seriousness, causes and situational factors, the teachers can then carry out appropriate corrective actions.

- Cooperation

Misbehaved students usually have low self-esteem and feel insecure and alienated from school. By disapproving only their behaviour but affirming their worth and potential for improvement, mutual trust can be established and co-operation invited.

- Firmness

Once an action is agreed, teachers and pupils have to follow through the agreement with continuous review of the progress. Having to follow through an agreement, the students have to think twice before they take any action and learn to be better self-controlled and more responsible.

Other common discipline measures/strategies and an analysis of their level of success

School rules

5.3 All schools have school rules as a guide of basic expectations of proper behaviour among students in the school premises. They serve as standards for teachers, students and their parents in dealing with student affairs in school. In setting standards for the rules and regulations in a school, the following aspects are usually considered:

- School rules must be simple, clear, kept to a minimum number and made known to all parties concerned including the parents.
- The rules are drawn up with input from teachers, students and their parents.
- The rules are meant to be enforced fairly, consistently and reasonably.
- The rules are to be reviewed on a regular basis.

School rules which are drawn up with the above characteristics are effective in bringing about good moral values for students to be self reliant, disciplined and responsible beings.

Punishment

5.4 Some teachers view punishment as a deterrent and concrete measure of handling misbehaviour. They feel obliged to punish misbehaving students so as to be fair to all those who follow rules and regulations. Punishment is a preferred practice in many schools because of its educational expediency and deterrent effect. In fact, when punishment is meaningful and educative, it serves more than a deterrent. In school settings, punishment should be designed as a process of education providing an opportunity for students to learn appropriate behaviours and be responsible for the consequences of their action. Various forms of punishment used in school range from teacher's frowning and looks of displeasure to copying lines; from black marks or demerits to time-out and isolation; as well as from detention to suspension. The effect of detention is analyzed in details as follows.

Detention

5.5 This is commonly practised in dealing with students who hand in incomplete homework or who are late for school or class. The purpose is to help the students understand that the logical consequence of incomplete homework and/or lateness is to stay at school to make up for the lost time and complete the work under the guidance of the teacher. Usually the teacher will help the student think critically for a solution to the problem behaviour and understand the need to observe school rules. In so doing, the teacher creates an opportunity for reconciliation at the end of the detention. The success of this method as a deterrent of misbehaviour depends on whether the teacher takes detention merely as a punishment or a means to render extra support to the students in order to improve the situation and to build up a good teacher-student relationship. Therefore in weighing against the success factors, the situations will be as follows:

As punishment:

 Timely intervention?	This is not timely because detention usually takes place some time after the incident when the parents are formally informed.
 Follow-up support?	The teachers only help the students to complete the homework to make up for the lost time. There is no attempt to solve the root of the problem.
 Logical consequence?	Detention is a logical consequence for coming to school late or failing to hand in home assignments.
 Non-punitive undertone?	Detention could be humiliating if there is a public announcement and condemnation of the students involved.

As an educative process:

 Timely intervention?	Detention usually takes place after parents are formally informed. Therefore the intervention is usually not as timely as what the teacher has thought.
 Follow-up support?	Teachers help the students complete homework as well as guiding them in their skills/habits in doing homework or making a behavioural contract.
 Logical consequence?	Detention is a logical consequence for coming to school late or failing to hand in home assignments.
 Non-punitive undertone?	Teachers would care about students' feelings. It is only the "misbehaviour" but not "students' worth" that is disapproved.

As punishment:

 Fairness?	The students may think that teachers do not understand their difficulties when not given the opportunity to discuss.
 Cooperation?	Low level of cooperation is attained if students find that they are unfairly treated and feel humiliated.
 Firmness?	It depends whether the teacher could firmly carry out the agreed measures.

As an educative process:

 Fairness?	When teachers listen to the students' reasons and possible difficulties behind their misbehaviour, the students will think that the teachers are fair.
 Cooperation?	High level of cooperation and trust can be solicited if the teachers can guide the students to understand the meaning of school rules and the need to bear the consequence of their behaviour.
 Firmness?	If students are put under detention, teachers should ensure that students are detained in school as agreed during the detention period.

Having analyzed the situations along the success factors, you may like to decide now which approach to adopt.

Developing alternative perspectives and strategies

5.6 As can be seen from the paragraphs above, if certain discipline measure is adopted as a form of punishment with educative and deterrent effects, it should have the following characteristics:

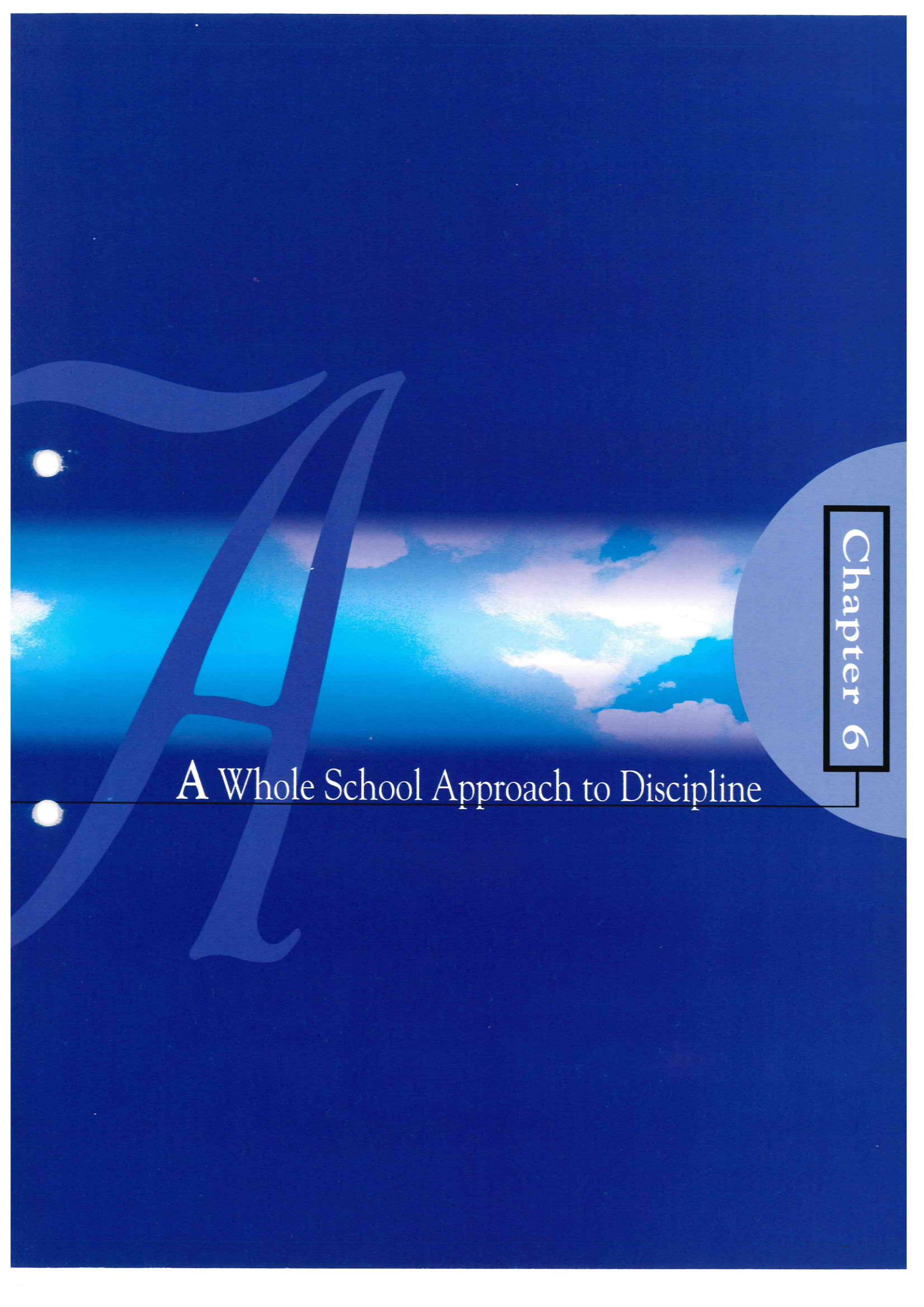
- focuses on rules and not the power of the teacher;
- proves to students that they are being cared for;
- is fair, reasonable and flexible, taking every situation into account, rather than erratic or irrational;
- is accompanied by desirable alternatives;
- is followed with guidance activities.

5.7 The essence of discipline is finding effective alternatives for punishments to help students learn self-discipline. Some educationists believe that ineffective punishments may enrage the student and make him uneducable. Therefore teachers should perceive punishment as a last resort after the more positive measures have failed to get through. Now that you have been guided through the success factors in the management methods and strategies, you may like to develop your alternative perspectives and strategies in dealing with some common problem behaviours in schools. In Appendix VIII, there are five scenarios covering aspects of dyed hair, failing to hand in homework, leaving class by pretending to be sick, using foul language and playing fool to disrupt classroom routine. For each scenario, we suggest that you look at the problem through a brief rundown of some possible questions before attempting to find the possible causes and the management strategies from the perspective of the students, the class as well as the school.

Summary

- * The effectiveness of discipline strategies can be measured against the following success factors:
 - Timely intervention
 - Follow-up support
 - Logical consequence
 - Non-punitive undertone
 - Fairness
 - Cooperation
 - Firmness





Chapter 6

A Whole School Approach to Discipline

A Whole School Approach to Discipline

Introduction

- 6.1 Discipline is not only about some control measures to resort to in time of misbehaviour. More important, it should be an on-going process to reinforce students' positive, self-motivating and rule-abiding behaviour and help them internalize positive values and develop self-discipline in the long run. The most efficient and effective means to bring about this is to adopt a Whole School Approach to Discipline.

Integrating the individuals and the systems

- 6.2 The teaching staff of school are usually organised by various subjects or work areas and under a hierarchical structure. The middle layers are the leaders of functional teams. In the conventional hierarchical models, teachers of one subject have little to do with teachers of another subject and the functional team leaders receive strategic directions exclusively from the school heads and their deputies. It is not uncommon to find teachers having different expectations on students' behaviour because they see themselves playing an independent role and not an integral part of the school. In this way, teachers' effort is often duplicated or offset due to inconsistent student management strategies and a lack of communication among teachers. On the other hand, in a Whole School Approach to Discipline, the school will strive to achieve high degree of coordination and concerted effort among all the school personnel to develop strategies and solutions to student issues in achieving the common goals of positive student discipline. In adopting such an approach, the student management and school discipline are integrated in the various school systems and incorporated into the major school policies. To be effective, this process should be carried out at all times, by all school personnel and at all levels of the school.

Implementing a Whole School Approach to Discipline

- 6.3 In implementing the Approach, all the school personnel, students and their parents should be involved in arriving at a consensus view on the student discipline issues to be dealt with. Examples of such issues could be smoking among students, hair colouring, bullying and so forth. You may wonder at this stage how and why the Whole School Approach is considered proactive when the issues mentioned focus on misbehaviours.
- 6.4 The misbehaviours may be common among students. In order to prevent their influence from spreading, school may use a Whole School Approach to launch proactive measures. Under the Whole School Approach, schools identify and agree on the common concerns of student discipline issues with all parties involved, including the students, their parents and teachers. With the joint effort of all these people, the Approach guides the formation of school policies and the implementation of intervention strategies and preventive measures. In view of the intensive involvement in the above processes, teachers and students will support the school policies and be committed in the implementation. As can be seen in Scenarios for Classroom Management at Appendix VIII, the approach is best operated at three levels i.e. at the student, the classroom and the school level.

At the student level

- 6.5 The needs of individual students and the reasons for misbehaviour should first be identified and clarified. The teachers should involve other teachers and parents concerned in further understanding the underlying causes and the warning signs of student misbehaviours. In handling students with disciplinary problems, behavioural contracts can be set up with individual students with a view to building up a socially acceptable code of behaviours as agreed





between the teachers and the individual students and sometimes, their parents as well. Target behaviours for improvement can be discussed and agreed upon between the teachers and the students. Through continuous monitoring and support from the teachers, and the positive experience of attaining progress, the students can develop a sense of responsibility and motivation for self-improvement.



- 6.6 Proactive activities at the student level may include observations of behaviours inside and outside the classroom, informal contacts between students and teachers to facilitate understanding about the students' needs, beliefs, interests, strengths and family backgrounds etc.

At the classroom level

- 6.7 Specific themes of discipline-related matters such as staying away from smoking, can be integrated into the content of various subject matters. In the Biology lesson, teachers can emphasize the adverse effect of smoking on the respiratory system. In the EPA lesson, students can conduct a simple survey on smoking among students in school.



In so doing, the everyday teaching and learning activities in the classroom



help to enhance the internalization of the values and beliefs behind the rules and regulations hence leading to the development of self-discipline in the long run.





- 6.8 Classroom rules are in line with the school rules. Students are helped to understand the acceptable standard of behaviour and the meaning of school rules through classroom discussions, reflections and relevant promoting activities.
- 6.9 Other proactive activities at the classroom level may include programmes to promote class spirit and students' sense of belonging to the class during form teacher periods. The mobilization of peer support in the classroom can also serve to enhance rule-abiding behaviour in class. Teachers should arrange projects like award schemes for classes with good classroom discipline, or inter and intra-class competitions on the understanding of school rules.

At the school level

- 6.10 On the basis of the views and concerns of the teachers, students and parents, the principal should take the lead to set up a school policy on school discipline using a Whole School Approach. In line with this policy, the responsible



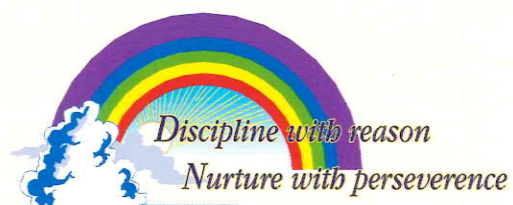
team of teachers in consultation with other teachers should design an action plan for all other teachers to follow. All teachers should be made



aware of the policy in both its rationale and implementation through regular meetings or staff development programmes. The more involved the people are, the more committed they will be; and this applies to the students, their teachers and parents. In designing and implementing the school policy, the importance of coordination, shared responsibility and joint-effort should be emphasized.



- 6.11 Proactive activities at school level may include school assemblies to develop school ethos; extra curricular activities such as Boy Scout, Girl Guide, Red Cross etc., to promote self discipline; staff development programmes to update teachers' professionalism and training activities for parents to involve them as partners in the education of their children.





Developing a policy of Whole School Approach to Discipline

6.12 The following outlines the suggested stages of development if a Whole School Approach is adopted.

Stages	Action
I Assessing the current situation	Decide whether or not to start: (1) Identify the area of concern; (2) Conduct needs assessment; (3) Decide whether or not to adopt the Whole School Approach
II Initiating changes	Identify and solicit support: Solicit support from all school members including the school head, discipline teachers, guidance teachers, teachers, non-teaching staff, parents and students.
III Formulating plans, long term and short term	Defining the framework for the development of the Approach: (1) Determine who will organize the work; (2) How decisions are to be made; (3) How to proceed; (4) Let everyone know and involve them; (5) Assign duties and define roles of different parties; (6) Develop a time line.
IV Drafting policy	Prepare and construct discipline policy: (1) Agree on the framework for the new policy;

- (2) Decide on the aims of the policy;
- (3) Explore a variety of ways to achieve the aims;
- (4) Select acceptable options and develop simple and principle-based rules to be accompanied by common consensus of all parties concerned as required;
- (5) Produce a draft policy.

V Implementing policy

Design programmes and activities in line with the Approach:

- (1) Activities at all the three levels are designed, making use of the resources from the parents, the school and the community;
- (2) The plan is distributed for approval and to all involved; and
- (3) New procedures and programmes are tried out.

VI Evaluating the programmes/ activities in the Approach

Evaluate and modify the programmes/ activities in the Approach activities throughout and after the implementation stage:

- (1) Involve all parties concerned to evaluate the effectiveness of the programmes;
- (2) Collect informal feedback from teachers, students and parents through daily conversation;
- (3) Collect formal feedback from teachers, parents and students using evaluation questionnaires



		(Refer to the sample questionnaires at Appendix X)
		(4) Observe students' behaviour inside and outside school
VII	Reviewing the programmes/activities in the Approach	Any room for improvement? (1) Revise the programmes/activities in the Approach on the basis of the evaluation results. (2) Review overall plan and make adaptations to work on other areas.
VIII	Completing the loop	Return to stage I and start with another discipline issue which may require policy changes.

6.13 An illustrated example: A Whole School Approach to dealing with smoking among students.

	Stages	Action
I	Assessing the current situation	There were isolated reports from students and parents that some students were found to be smoking outside school in school uniform. Although smoking was not serious among the students in this school, the school was concerned that the influence may spread. The concern of the school was raised by a S2 Form teacher who conducted a small group discussion with the class during a Form period regarding their views about smoking. Appendix XI is the written response of one of such groups. The teacher was worried when reading the

script prepared by the students because the young people gave the impression that they were very tolerant towards smoking. There appeared a need to assess the seriousness of the problem and the perception of other students in the school before deciding on any follow-up actions.

II Initiating changes

The teacher discussed with the principal who then solicited support from the discipline master, the guidance teacher, and other form teachers. This core group of teachers decided to use a Whole School Approach model to deal with the problem. The sample questionnaire at Appendix XII, a more structured means to collect information, was adopted to assess the students' perception and the seriousness of the situation. On the basis of the feedback from the questionnaire, a preventive programme could be designed.

III Formulating policies

For the success rate to be high, the core group and the school administration decided to look at the problem realistically so that the students would also be involved in coming up with some workable details during programme implementation. The core group was required to decide on the smoke free school policy and the campaign against smoking. With



IV Drafting rules

appropriate guidance, the regular student smokers could be led to feel that the school respected them as students needing help and not as criminals so that these students would be more ready to respect the school policy by cooperating with the school.

Some simple and principle-based rules were drafted in dealing with the possession of cigarettes among students. The core group then met with the student and parent representatives to solicit their views for the refinement of such rules.

V Implementing programmes

(1) The decision was announced at a school assembly so that everyone would be aware of the school policy, the rules, the detailed implementation plan as well as the teachers responsible for promoting the awareness of the system and its monitoring.

(2) The counselling team and the extra-curricular activity team would promote healthy activities for students after school hours so that they learn better pastimes than having to resort to smoking.

(3) The mathematics and/or geography teachers might consider enlisting students to design questionnaires to conduct a survey on the situation of

smoking among students and its effects. The findings could be analyzed and discussed.

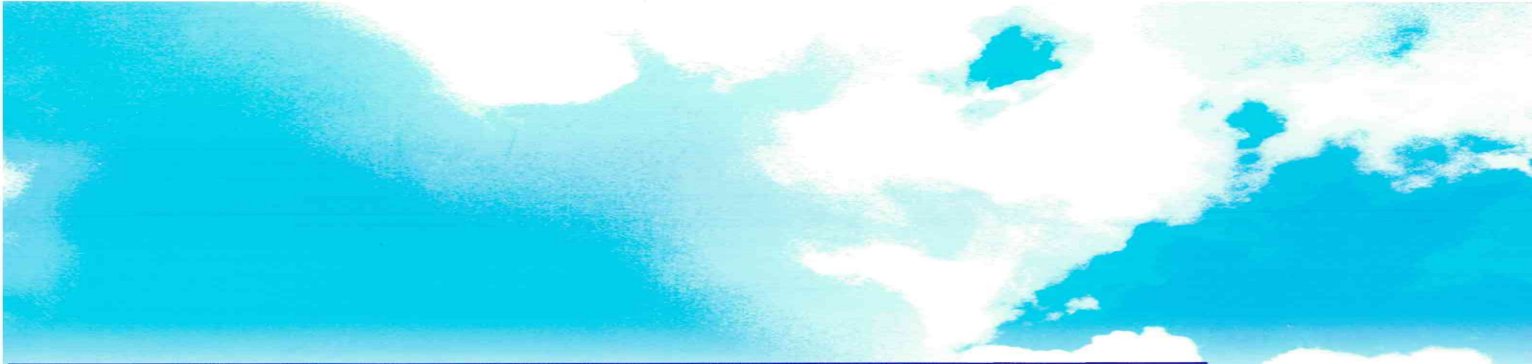
- (4) The science or biology teacher might like to organize a trip to the local hospital to visit patients with respiratory problems so that the students would have first hand information about the negative effects of smoking on respiratory problems.
- (5) The art teacher might take up a role to lead students in designing slogans and posters on the subject.
- (6) The language teachers would be responsible for arranging drama and essay competitions.
- (7) The school social worker provides parent education programmes on the related issues for the parents; and
- (8) Students who have more severe problems might need individual guidance and follow-up support by the discipline team and/or guidance team.

VI Evaluating the Approach

The effectiveness of the Approach could be evaluated with the help of the form in Appendix X

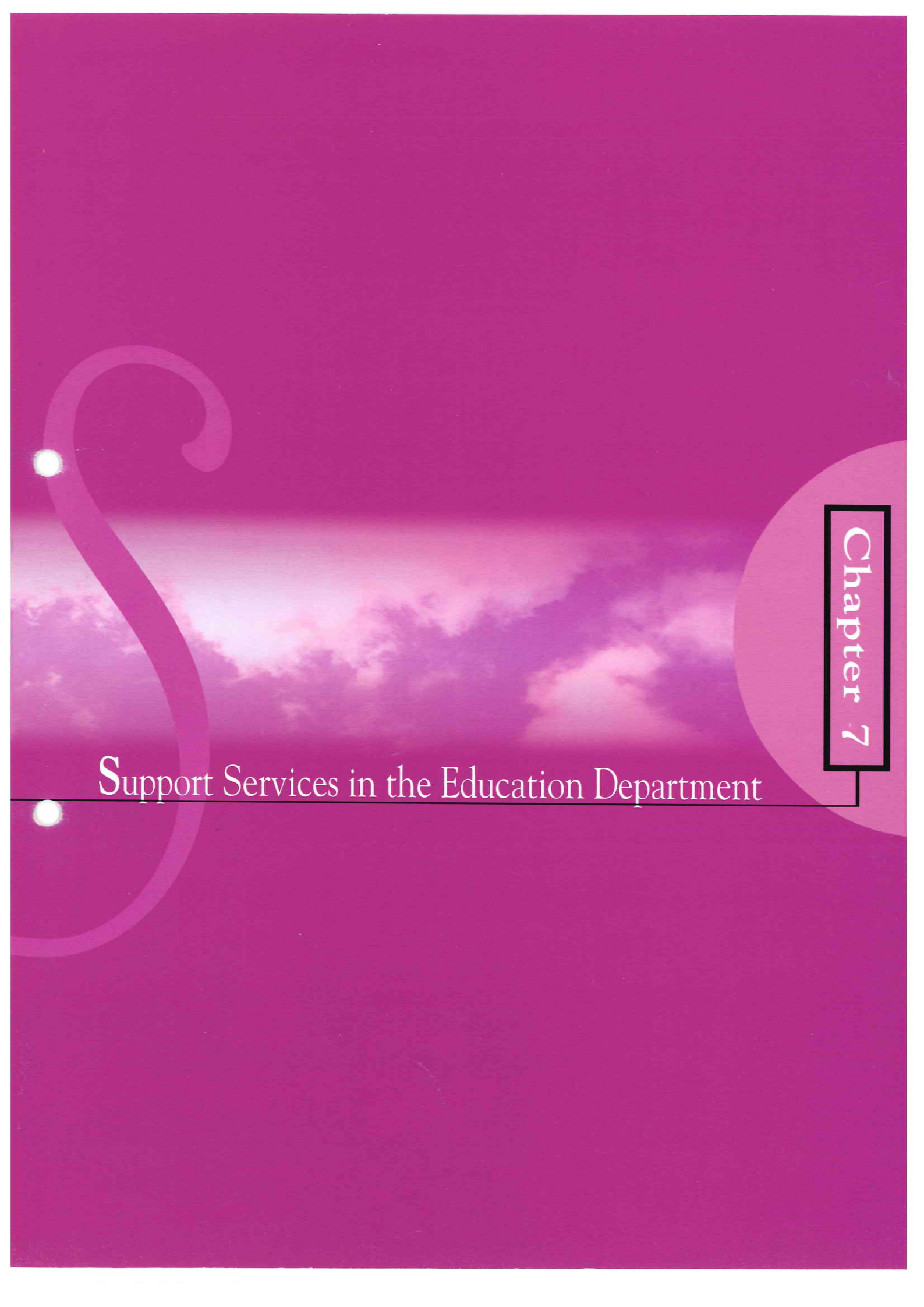
VII Reviewing the Approach

On the basis of the evaluation results, the programmes could be reviewed and adjusted.



Summary

- * A Whole School Approach to Discipline is an integrative approach involving the whole school, namely all the school personnel, students and parents, to work collaboratively to formulate policies and develop preventive strategies to address the discipline issues in school and work towards the common goals of promoting self-discipline and a sense of responsibility among the students.
- * A Whole School Approach to Discipline can be operated at three levels, i.e. the student, the classroom and the school level.
- * The suggested stages of developing a policy of Whole School Approach to Discipline with an illustrated example are outlined for reference.



Chapter 7

Support Services in the Education Department

Support Services in the Education Department

Support Services Provided by the Education Department

Different kinds of educational services are provided by the Education Department to support students with behavioural problems and also support schools in managing these students. School should examine the problems and the needs of the students before approaching the relevant Section(s) of the Department or service providers for advice or support.

1. Support on Student Discipline

Objective:

To provide professional guidance, support and training for teachers on matters relating to student discipline

Target:

Principals and teachers

Service Delivery:

Every year, schools are invited to opt for services from the Student Discipline Section. The range of services is listed below:

- consultation on school policy and strategies
- centre-based and school-based teacher training
- networking of schools
- development and dissemination of information and resource materials through seminars, newsletters and resource centre services

Service Provider:

Student Discipline Section, Education Department

Enquiry:

Student Discipline Section, Education Department (Tel. No. 2597 7298)



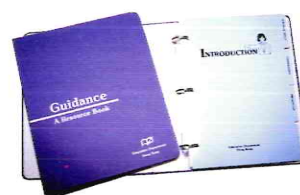
2. Careers Guidance Services

Objective:	To provide support and resources for careers and guidance teachers
Target:	Careers and guidance teachers
Service Delivery:	Advisory visits to schools will be made by Education Officers of the Careers and Guidance Section on the following aspects with special reference to careers and guidance services: - consultation on school policy and strategies - teacher training - resource centre services
Service Provider:	Careers and Guidance Section, Education Department
Enquiry:	Careers and Guidance Section, Education Department(Tel. No.2399 2184)



3. Psychological Services

Objective:	To provide psychological services for students with emotional/behavioural/ learning problems. Such cases are referred by regular schools or other professionals
Target:	Students, teachers and parents
Service Delivery:	Individual or group assessment and counselling services provided by professional staff of the Psychological Services Section at centre or at school.
Service Provider:	Psychological Services (Professional Support) and Psychological Services (Special Education) Sections, Education Department
Enquiry:	Psychological Services (Professional Support) Section, (Tel. No. 2760 6165) Psychological Services (Special Education) Section, (Tel.No. 2760 6156)



4. Crisis Intervention Services

Objective:

To provide support for both schools and students in crisis situation when students show signs of severe emotional disturbance such as suicidal inclination



Target:

Students, teachers and parents

Service Delivery:

As soon as an emergency case is reported through the telephone hotline, professional staff i.e. educational psychologists will provide consultation on the immediate management measures. They will visit the school concerned to render follow-up support if there is the need.

Service Provider:

Psychological Services (Professional Support) and Psychological Service (Special Education) Sections, Education Department

Consultation:

Psychological Services (Professional Support) Section, Education Department (Tel. No. 2714 7852)

5. Adjustment Programmes

Objective:

To provide guidance support for students with emotional/behavioural problems referred by schools, parents or other professionals



Target:

Students assessed by the Psychological Services Sections, Education Department to have behavioural or adjustment problems

Service Delivery:	On the basis of professional recommendations made by psychologists and/or psychiatrists, students are placed on a part-time or full-time basis at the Resource Teaching Centre to attend tailor-made programmes. These programmes help the students develop positive self-image, improve social skills and modify behaviour so that they can be re-integrated into mainstream schools as soon as possible.
Service Provider:	Resource Teaching Unit, Education Department
Enquiry:	Resource Teaching Unit, Education Department (Tel. No. 2760 6138)

6. Schools for Social Development

Objective:	To provide education for students with average intellectual ability but severe emotional/behavioural problems as a result of inadequate family support and undesirable peer influence	
Target:	Students who are with the above problems and are unable to adjust to mainstream schools even with additional support.	
Service Delivery:	A structured and adapted curriculum geared towards meeting students' special needs. Boarding care is also provided as required. Referrals to such schools could be made by senior teachers and/or school social workers to the Education Department. If boarding facilities are required, referral should also be made to the Social Welfare Department.	
Service Provider:	Schools for Social Development	
Enquiry:	Screening Referral & Placement Unit, Education Department (Tel.No. 2561 3210)	

7. Practical Schools

Objective:

To provide an alternative education for students with average intellectual ability but are unmotivated towards the common-core curriculum.



Target:

Students who are with the above problems and are unable to adjust to mainstream schools even with additional support.

Service Delivery:

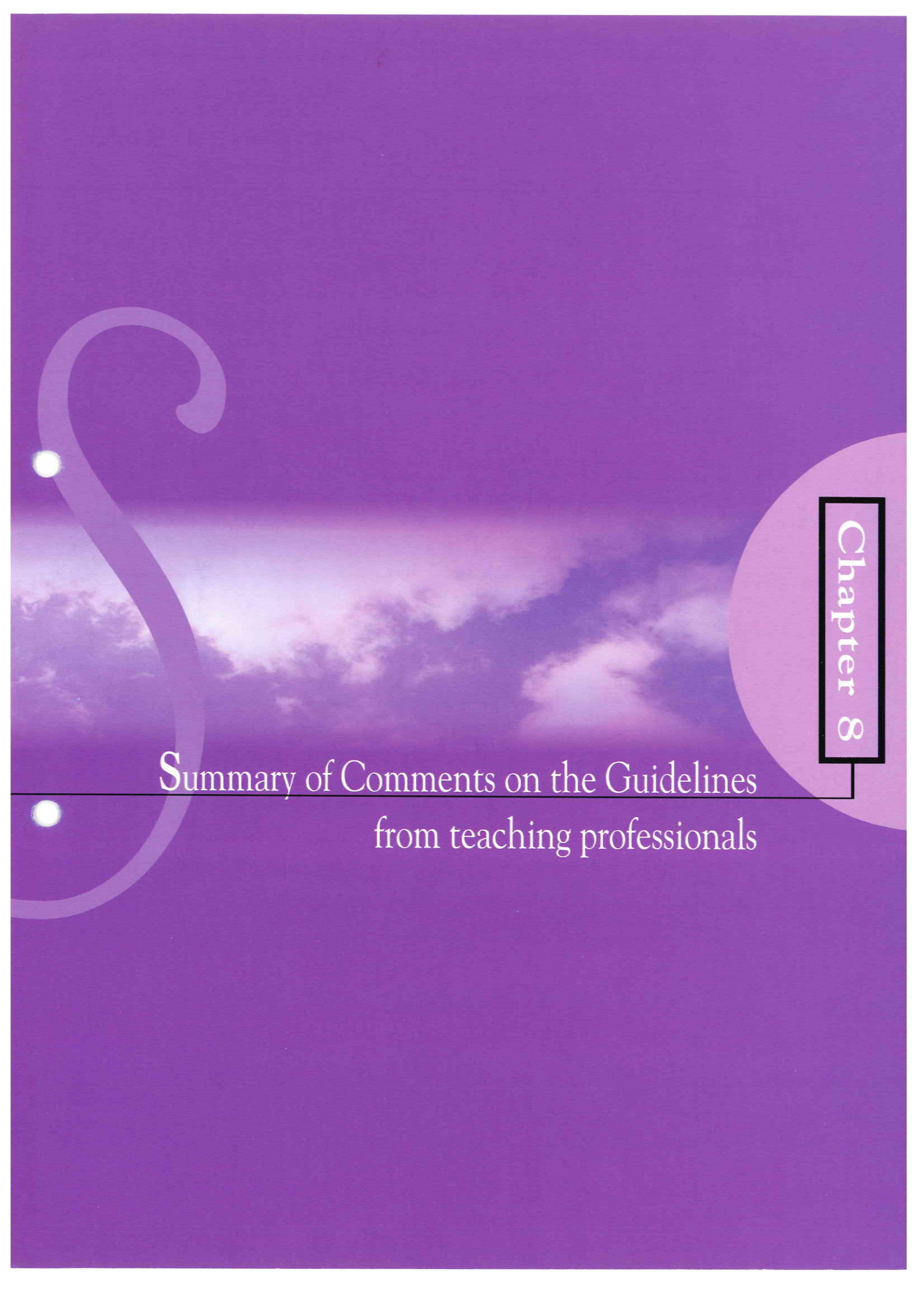
They provide a practical curriculum and diversified school activities to promote students' motivation towards schooling and prepare the students for further studies or vocational training. Boarding care is also provided for those with need. Referrals to such schools could be made by teachers, parents or related professionals.

Service Provider:

Practical Schools

Enquiry:

Screening Referral & Placement Unit, Education Department
(Tel. No. 2561 3210)



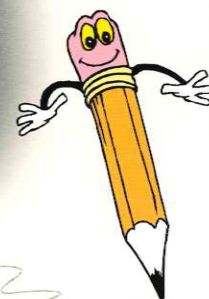
Chapter 8

Summary of Comments on the Guidelines from teaching professionals

The content of the CD-ROM is rich and comprehensive, covering a broad spectrum of areas ranging from the formulation of school-wide discipline policies to the ways of handling individual cases with misbehaviour. The Guidelines is, therefore, able to meet the needs of various schools. Teachers found the scenarios in Chapter 5 and Appendix 8 extremely useful, as these parts of the Guidelines provide a detailed analysis of the advantages and disadvantages of various solutions to the problems. We consider it a very useful reference and will incorporate it into the teaching materials for teacher training.

As reading the words on screen is more difficult than reading the prints on paper, we suggest that a multi-media presentation with audio and visual effects be used to enhance its readability. Furthermore, it would be more lively if different pieces of background music could be used for each chapter. Lastly, it is hoped that the good practices of other schools, such as the record form used for patrolling duties outside school as shown in Appendix 3 of the Guidelines would be published for reference.

Mr WU Mun Wah
Discipline Master
The HKMA K S LO College



The Discipline Team of our school conducted the Staff Development Day on 21 June 1999, in which teachers read the CD-ROM of the Guidelines on Student Discipline produced by the Student Discipline Section of the Education Department. Small group discussion was then held to study the three cases presented in the CD-ROM, i.e. 'Dyed Hair', 'Use of Foul Language' and 'Playing Fool to Disrupt Classroom Routine'. The teachers present generally agreed that the CD-ROM was produced in a very serious manner and considered that the interactive mode of presentation was innovative and impressive. The concepts and techniques applied in handling crisis in these cases had provided insights and direction on the management of student misbehaviour in future.

Mr WONG Kong Lam
Discipline Master
Lok Sin Tong Leung Chik Wai Memorial School



I find the discipline policies and principles advocated in the Guidelines very practical, which serves a very useful reference for educational purposes. It not only helps discipline teachers understand the aims of discipline and guidance work, but also provides guidelines to their job. The chapter on 'Discipline Strategies and Case Illustrations' has also provided some insights and support to our future work. Although not all the cases can be applied in our school, it still serves as a reference and the basis for review.

I think the Whole-school Approach to Discipline is practicable if schools are prepared to provide support and all the teachers participate actively.

This set of Guidelines can be used to train new teachers and help them understand the discipline work in school so that they can teach their students more effectively. The case illustrations quoted in the Guidelines can be used as a reference for teachers' discussions.

On the whole, the information contained in the Guidelines is very extensive and can serve as a very useful reference for discipline work.

Mr KAN Yat Cheung, Eric
Discipline Master
Wah Yan College, Kowloon

Our opinions on the Guidelines on Student Discipline (CD-ROM version) are as follows :

1. The discipline policies and principles advocated in the Guidelines are completely correct in theory.
2. The teacher's questionnaire and analysis in Chapter 3 and the Five Scenarios for Classroom Management' in Appendix 8 serve as a useful and practical reference.
3. The Chapter 5 'Discipline Strategies with Case Illustrations' provides some guidelines for schools in carrying out discipline work systematically. The case illustrations provide practical and inspiring solutions for handling student problems.
4. The Education Department should actively promote the "Whole-school Approach to Discipline" in the educational sector and put it into practice in every school.
5. The Guidelines should be circulated among school discipline team members and some sections of the Guidelines, for example, the parts on whole-school approach to discipline and case illustrations, can be used for teacher training in schools.
6. The suggestions concerning patrolling duties outside schools, though practical, may be contradictory to the educative approach of the Guidelines and may arouse controversy over the duties of teachers.

Mr WONG Po Lam, Principal
Mr LI Kwok Keung, Discipline Master
Ms CHAN Mei Chun, Discipline Mistress
Marden Foundation Caritas Prevocational School - Chai Wan

The content of the CD-ROM is very rich and comprehensive. The case studies and discipline strategies introduced suit the real situations and needs of many schools. The CD-ROM not only serves as a useful guide to discipline teachers but also a good reference for all teachers.

I suggest that the CD-ROM should be read by all the teachers in the school and discussions (whether across-the-board or in small groups) be held in due course. The discussion aims at strengthening teachers' knowledge and skills in student discipline as well as helping teachers to seek a clear and agreed direction to promote effective discipline and foster the team spirit among staff.

Mr CHAN Wing Yiu
Discipline Master

Caritas St. Paul Prevocational School



We find the discipline policies and principles as proposed in the Guidelines very useful and practical, for example, teachers should make known to students the rationale behind various rules and regulations prescribed to them, set a good example to students and show care and concern to their needs and difficulties. As most of our teachers are able to put these principles into practice, they have won the love and esteem of their students.

The roles and duties of a discipline master set out in the Guidelines can help discipline masters (especially the newly appointees) understand the job nature, so that they will have greater confidence and better preparation in delivering their duties. In addition, we give high credits to the part on teacher's questionnaire and analysis which helps teachers understand more about themselves, review their strengths and weaknesses and thus make appropriate improvement.

As regards Chapter 5 "Discipline Strategies with Case Illustrations", some of the strategies are considered workable, but the way of handling problems in certain cases are considered a bit simple and unrealistic. Anyway, these cases are able to serve as a valuable reference as well as useful materials for staff development activities and training programmes for new teachers.

However, certain discipline-related problems remain unanswered, such as the problems encountered by discipline masters during outside-school patrol (e.g. nuisance caused by evildoers or students' misconduct outside school), triad infiltration into schools, abuse of soft drugs among students, mischievous behaviour of students and parents' indiscreet complaints to the media against discipline masters etc. We hope the Student Discipline Section will produce a separate CD-ROM to give further advice on ways of handling these scenarios.

Mr TO Shau Nam
Discipline Master
Tsung Tsin College

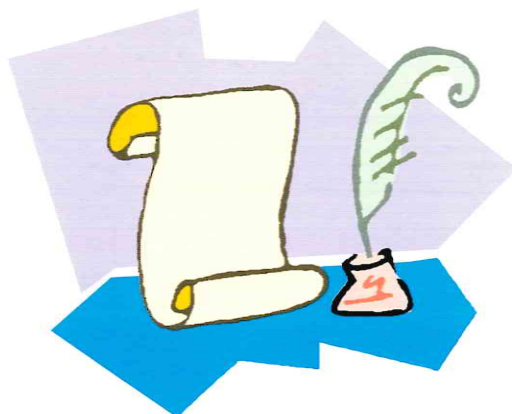
I believe that no one will raise objection to the policies and principles on the “educative approach to discipline”. However, principles alone do not work. Schools have to deal with the related technical problems as well. The principles put emphasis on teaching students according to their ability level and training students’ self discipline. In other words, the success of the discipline policy is linked with classroom, management and teaching students according to their ability level, i.e. the traditional approach of “classroom and teacher-student communication”. Broadly speaking, more work can be done through effective educational channels outside the classroom and curriculum, e.g. assemblies, extra-curricular activities and the selection of monitors and prefects, etc. In the long run, it is essential to implement whole school approach to discipline. I think that teaching students according to their ability level, curriculum tailoring and classroom management should not be the focus of attention for discipline teachers only, but also for the school as a whole. Only with the joint efforts of various subject and functional departments can the policy be a success.

Regarding the “Discipline Strategies with Case Illustrations”, I really appreciate the detailed description of the methods used in solving disciplinary problems. These methods can help control sudden crisis, cater for the needs of students and also take the students’ dignity into account. Case illustrations on the following topics are recommended for inclusion into the Guidelines: 1) interview techniques (particularly those for interviewing parents); 2) crisis management; 3) crowd control (e.g. during emergency evacuation); 4) classroom management (enhanced management: the policies and principles on the educative approach to student discipline and teaching students according to their ability level).

After reading the Guidelines individually, my colleagues and I had discussed and shared our opinions. We have listed out all our opinions, both for and against the Guidelines, and shared some of them with the new members participating in student discipline work. It is suggested that colleagues may discuss the case illustrations and the solutions adopted before reading the Guidelines. Schools may also consider discussing these topics on the staff development day, or other school activities involving the whole school or parents, or for reviewing school rules and regulations.

Mr MAK Tim Ming
Discipline Master

Ma On Shan Tsung Tsin Secondary School



Basically, the policies and principles recommended in the Guidelines are practicable. However, it would be easier to put them into practice if the Guidelines can suggest ways of carrying out these policies and principles.

The teacher's questionnaire and analysis in the Guidelines, though theoretical in nature, can still provide some directions for our discipline work.

A wide range of information on student discipline is provided in the Guidelines but some of the case illustrations are rather sketchy.

I consider the Guidelines a valuable reference because the case illustrations presented in the CD-ROM are similar to incidents which take place in daily life and various ways of handling disciplinary matters are introduced. Although the cases actually taking place in the school may be more complicated and unpredictable, we can learn from the Guidelines that there are various ways to deal with disciplinary matters, and can also remind teachers on the consequences if these matters are not handled properly.

Besides serving as an appropriate reference for discipline teachers, the CD-ROM also provides all other teachers with knowledge about discipline work.

Mr CHENG Sheung Hon
Discipline Teacher
Confucian Ho Kwok Pui Chun College

The recommendation of inviting students to participate in formulating school rules may not be appropriate for lower-form students. Since most parents have little understanding of the work of the school/teachers, their contribution to the formulation of school rules will also be limited. However, their participation in working out school rules will help to eliminate some of their misunderstandings on school regulations.

The teacher's questionnaire is of little use because the majority of teachers are supposed to know what types of teacher they are.

The case illustrations, which involve only common examples, do not serve much purpose as the rule-breaking behaviors of students nowadays are of a more complicated nature, and some are even related to triad members or problems outside the school.

To carry out school-based discipline work at the individual, classroom and school level is no doubt a good idea, but it is not easy to put it into practice because teachers are already burdened with onerous duties. They may not be able to handle each and every cases by helping problem students and their parents to find out the solutions.

I suggest that every teacher should read the Guidelines and then review the existing discipline system in the light of the conditions of their own school and the background of students. They can help students improve their performance by :

- following up cases of problem students;
- helping students understand the meaning of the school rules; and
- helping students develop their sense of belonging to their school.

Mr YEUNG Shun Shing
Discipline Teacher
Confucian Ho Kwok Pui Chun College

The principles of "Educative Approach to Discipline" advocated in the Guidelines are workable in that they can be practised in the present school environment of modern days. This helps to change people's impression of being high-handed in handling student discipline.

The teacher's questionnaire and analysis in the Guidelines serve as a useful reference and the information reflected in the data can be used in setting the targets for future discipline work.

The cases provided in Chapter 5 'Discipline Strategies with Case Illustrations' are common examples in schools. The methods of handling these kind of cases should be quite familiar to experienced teachers but the Guidelines can still provide a clear direction to new discipline teachers and other subject teachers.

The 'Whole School Approach to Discipline' is practicable and indeed an essential means to handle student discipline. When discipline teachers enforce school rules and handle student problems, they need the full support and assistance of other colleagues, for example the help from class teachers, follow-up actions by remedial teachers, etc. Their objective can be easily achieved with the cooperation of other colleagues and when everyone is working with a common direction and belief.

Besides circulation for teachers' reference, this set of Guidelines can also be adopted in other activities, such as workshops, so that all the teachers will know about the principles and direction of discipline work. Moreover, with the school-based direction and the co-operation of the whole school, discipline work can be carried out successfully.

Ms AU YEUNG Wai Fong
Discipline Teacher
Confucian Ho Kwok Pui Chun College



The CD-ROM produced by the Student Discipline Section helps teachers understand the discipline work at school in a systematic manner as well as the Section's support services given to schools and teachers. In order to give better insights to teachers into the approaches to handle students' misconduct, the CD-ROM introduces a variety of scenarios or cases, which enable teachers to study the problem from different perspectives and find out the best solution.

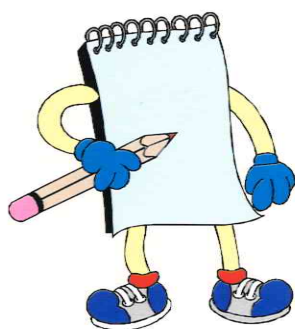
C.C.C Kwei Wah Shan College
Rev. Chow Yiu Kin, Principal

The policies and principles on the "Educative Approach to Discipline" introduced in the Guidelines are highly commendable though specific implementation strategies are yet to be tried out and explored. I found the part concerning the roles and duties of discipline masters/mistresses and the function and systems of the school discipline team very useful. Some of the information has been incorporated into the discipline handbook of our school. The questionnaires for teachers and the analysis also serve as a reference for us.

Colleagues may go through the Guidelines individually, and then discuss those parts which they are interested in. Members of the school discipline team may go through the case illustrations together and discuss the principles and feasibility of the ways in handling the cases. It will be better if related information on the revision of the school discipline policy can be included.

Since the Guidelines is saved in two CD-ROMs, users may find it inconvenient because they have to change the CD-ROM at the time of reading. It may be more user-friendly if the Chinese and English versions of the Guidelines are saved in separate CD-ROMs.

Mr MOK Ka Yin
Discipline Master
Wai Kiu College



The long-awaited Guidelines on Student Discipline is now published. Containing professional opinions from the Student Discipline Section and successful examples of discipline cases in various schools, the set of Guidelines has served as a very useful reference to our school in the implementation of discipline and guidance work. It has also strengthened our determination to adopt the Whole School Approach to Discipline and Guidance. I am particularly impressed by the two chapters concerning "Principles and Policy on Student Discipline" and "Discipline Strategies with Case Illustrations". I hope the Student Discipline Section will continue their efforts in providing active support to schools on discipline matters as what has been done in these few years.

Mr. LEE On Ming
Vice Principal
Cognitio College (HK)

Appendices

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A. Services for Schools Under the Support Scheme of the Student Discipline Section

Each year all secondary schools are invited to apply for the following support services from the Student Discipline Section.



1. professional consultation,
2. regular visits to schools to provide a series of support services including school-based teacher training and experience sharing on student discipline work,
3. seminars, talks, study groups, workshops and training courses,
4. regular regional network meeting, and
5. advice to school on short-term adjustment programme.



Participating schools would be offered the above support services on need basis. In 1998/99 school year, the Student Discipline Section renders support services to about 170 secondary schools. Besides, the Section also continues to provide support services to about 200 primary schools on a trial basis in the same year.



B. Services for all Secondary Schools:

1. professional consultation,
2. seminars,
3. certificate course for discipline teachers,
4. newsletter on student discipline,
5. review of the student discipline policy, and
6. guidelines on student discipline and relevant resource materials.

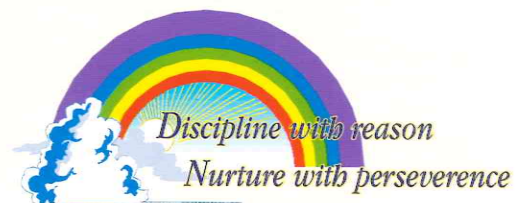


S

ome tips for Educative Approach to Discipline

Some tips for Educative Approach to Discipline

- ☞ Preventive and proactive in nature
- ☞ Ensures a smooth transition from primary to secondary education:
 - adjustment programme for new students and their parents
 - continued parental involvement, in particular during the first year in secondary school
 - more use of the handbook for communication
- ☞ Creates a sense of belonging and responsibility at an early stage
 - discussing more on setting standards and rules
 - developing critical thinking ability in the students to help them problem-solve
 - involving students in decision-making processes
- ☞ Develops teamwork and partnership with other people for the benefit of our students
- ☞ When sanctions and punishments are used as a last resort, they should be the logical consequence of the misbehaviour and non-humiliating.
- ☞ Encourages students to think and make action plan



Sample record form for patrolling duties

Schools may consider preparing a policy document and a set of record forms to verify that patrolling duties are educational and related to the work of the teachers. A sample record form used in a school is shown below.

Sample record form for patrolling duties

Ka Chi Secondary School						
Report Form on Student Activities during Teachers' Patrolling Duty Outside School						
Name of the teacher		Date		Time	From	To
Place or route	☐ Pierhead Garden, Richard Garden ☐ Yuet Wu Villa ☐ Other					
Students' behaviour or emergency events						
Name and Class of misbehaved student						
Teacher's strategy in dealing with the situation						
Teacher's follow-up actions						
Remarks						
Teacher's Signature		Date		Teacher's signature		Date
Principal's Signature		Date				

S

urvey of patrolling duties of teachers

Introduction

1. This involves a teacher/several teachers taking patrolling duties in the neighbourhood of their school during lunch hours and/or before/after school to keep an eye on the students to ensure safety and order. On several open seminars and network meetings organized by the Student Discipline Section, schools brought up the subject of patrolling duties by teachers. As the subject was drawing attention among discipline masters, the Student Discipline Section conducted a survey on the subject in 1996/97. The aims of the survey are as follows:
 - to find out the purpose of such duties as perceived by schools;
 - to have an overview of the operation; and
 - to have an understanding of the attitude of the parties concerned.

The methodology of the survey

2. The survey was mainly conducted by telephone interviews. Some schools which were scheduled for visits by the Section during the period were interviewed face to face. The respondents were either principals or discipline masters/mistresses of the schools. The survey covered 90 secondary schools receiving support services from the Section at the time of the interview. They were distributed throughout the territory covering 19 districts to help school decide on a course of action.



The results the survey

3. Of the 90 schools, 40 reported that patrolling duties were assigned to teachers on a regular (17) and irregular (23) basis. Details of all the 90 schools are as follows:

District	C&W	E	WC	S	WTS	KC	KT	SK	I	YT	MK	SSP	ST	TP	N	KwT	TW	TM	YL
RP					1	2		1						2	1		1	3	6
IRP		2	2			3	2	1	1				4	4	1			3	
NP	4		4	1	2	7	6	1		3	4	2	2	3	1	6	2	1	1
Total	4	2	6	1	3	12	8	3	1	3	4	2	6	9	3	6	3	7	7

Key:

District:

C&W Central and Western
E Eastern
WC Wan Chai
S Southern
WTS Wong Tai Sin
KC Kowloon City
KT Kwun Tong

YT Yau Tsim
MK Mong Kok
SSP Sham Shui Po
ST Sha Tin
TP Tai Po
N North
KwT Kwai Tsing

Mode of Practice

TW Tsuen Wan
YL Yuen Long
SK Sai Kung
I Islands
TM Tuen Mun
RP Regular Practice
IRP Irregular Practice
NP Not Practised

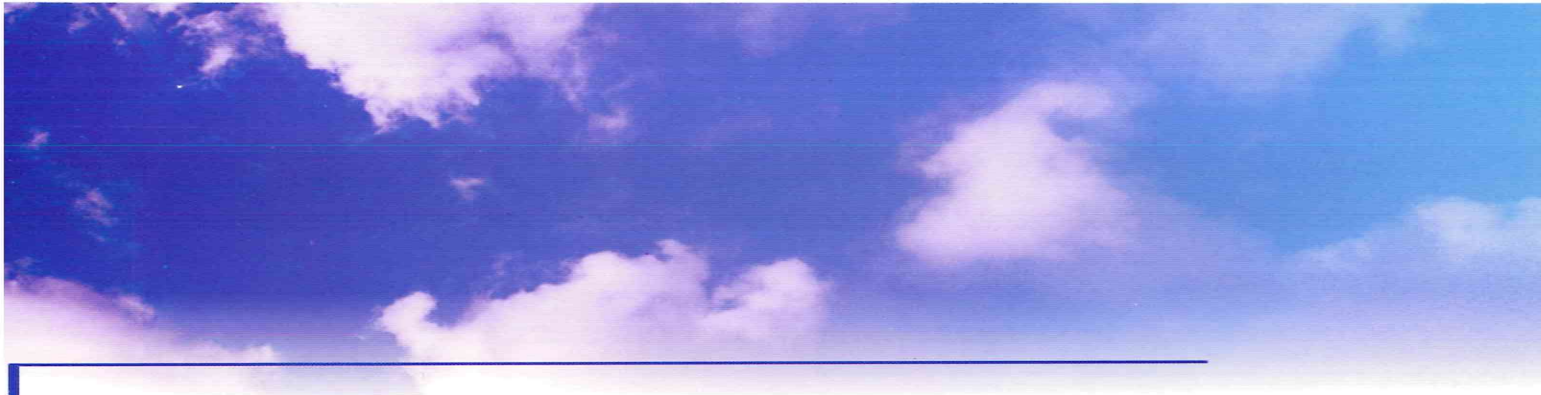
The rationale of the patrolling duties as reported by the 40 schools

4. The survey showed that the reason of the 40 schools, which assigned patrolling duties to the teachers, was their concern with students' behaviours outside school. They included understanding students' behaviours, preventing students from misbehaving and assuring that students would not be a nuisance in the neighbourhood or be disturbed by the undesirable elements.

The mode of practice

5. The following aspects characterize the practice:
- (a) People responsible: mainly teachers of the discipline team.
 - (b) Time:
 - before school (2)
 - lunch hour (22)
 - after school (21)
 - only when required (1)
 - (c) Frequencies:
 - every day (14)
 - upon request (11)
 - during examinations (1)
 - occasionally (14)
 - (d) Availability of policies and guidelines:
 - Yes (14:verbal (8); written (6))
 - No (26)
 - (e) Whether the practice was jointly conducted with other schools;
 - Yes (3)
 - No (37)
 - (f) Police involvement:
 - Yes (4)
 - No (36)
 - (g) Whether students were informed:
 - Yes (33)
 - No (7)

(* The numbers in brackets are the number of schools)



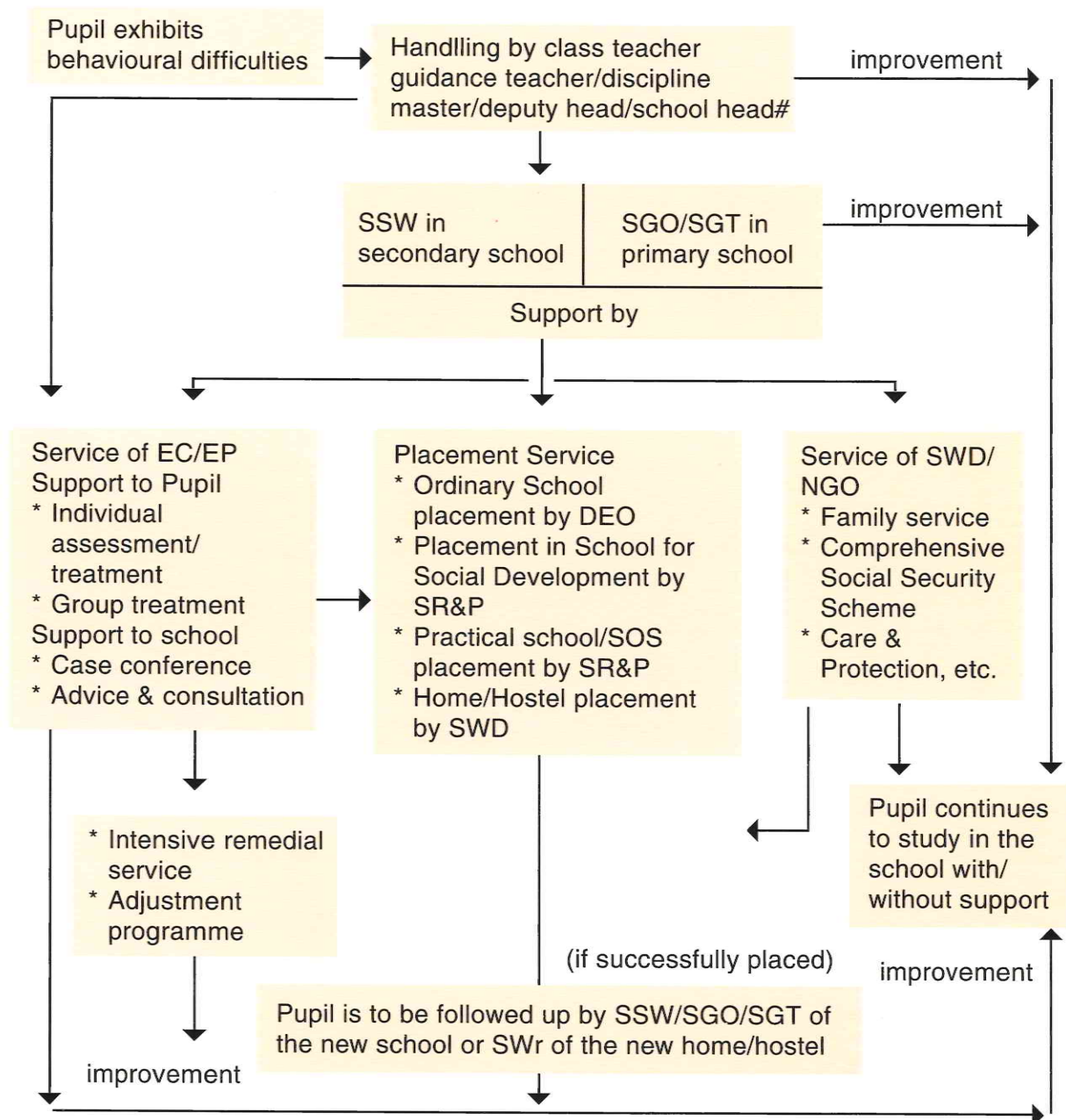
Conclusion

6. For patrolling to be effective, the school should define the objectives of the scheme and specify the teachers' roles and duties so that the students will accept teachers' advice outside the school premises and understand that the image of the school is in their own hands.
7. External control is not the ultimate goal of school discipline. Patrolling duties should be conceived as part of the education process whereby teachers can gather information on students' behaviour and activities outside school for planning appropriate preventive programmes.



Sample flowchart of managing students with behaviour problems

Extracted from Administration Circular No.87/97



Note: Parental consent/support should be sought throughout the process.
Consult/Report to the Police as and when necessary.

Legend

DEO District Education Officer
EC Educational Counsellor
ED Education Department
EP Educational Psychologist
NGO Non-governmental Organization
SGO Student Guidance Officer
SGT Student Guidance Teacher

SOS Skills Opportunity School
SR&P Screening, Referral & Placement
Sub-section of the Services
Division, ED.
SSW School Social Worker
SWD Social Welfare Department
SWr Social Worker

Conflict Resolution

A conflict is a disagreement that affects two or more people. Conflicts and disagreements occur at home and at school every day. Many methods like avoidance, mediation and negotiation are often employed by people to resolve conflicts. The former two are usually less effective when compared with collaborative negotiation because the latter is an active problem-solving process. It comprises an examination of the conflicting positions through communication in the hope of finding common underlying interests that can lead to agreement.

The basic component in a collaborative negotiation is to find out what the other party really wants and show them a way to get it, while you get what you want. The problem "lies not in conflicting positions, but in the conflict between each party's needs, desires, concerns and fear....."(Fisher and Ury 1981*,P.42)

Another difficulty is that people are usually not aware of their needs and interests. To be successful in the negotiation, it is necessary to communicate, understand and satisfy interests. Of course we are not born natural negotiators but if you are interested, there are books and video tapes in the Resource Centre of the Student Discipline Section which will help you learn more about conflict resolution.

* Fisher, R., and W. Ury, (1981). *Getting To Yes* New York: Penguin Press

How Brainstorming Works

You may be aware that many students fail to find a solution to their problems because they run out of ideas. One common means to generate ideas is BRAINSTORMING. It is the ability to relate and to connect ideas sometimes in old and yet striking fashion. Having practised making unusual connections, your students may find the door to creative problem solving. The technique is named by advertising executive Alex Osborn and has been practised by many students in the United States with favourable outcomes.

When teachers analyze why brainstorming is such a popular classroom activity, they keep returning to the reason given by their students that BRAINSTORMING IS FUN. Feedback from our local teachers reveals that this technique arouses students' interest in discussion topics. It also motivates students' participation in class and should be practised more often.

In conducting brainstorming in the classroom, a non-threatening environment is essential. The teacher has to convert the classroom from a listening, competitive, non-risk-taking situation into a friendly, co-operative, interactive situation in which students will take the risk of exposing their most impractical ideas to each other. An idea expressed by one group member may spark the imagination of another and then another idea. Pooling many diverse individual backgrounds in a group session forms a powerful idea generator.



Before each brainstorming session, outline the following ground rules for your students.

Rule 1 Withhold judgement of ideas

Nothing smothers the free flow of ideas like a sharp critical remark or harsh laughter from another person. A judgemental attitude would cause group members to be more concerned with defending ideas than generating them. STOP PASSING JUDGEMENT DURING BRAINSTORMING.

Rule 2 Encourage wild ideas

Asking for wild ideas encourages group members to be imaginative and to expand their thinking.

Rule 3 Quantity counts

If the number of ideas to be considered is greater, the chance of finding a really good idea is also greater.

Rule 4 Build on the ideas of other

Participants are encouraged to build on or modify the ideas put forth by other group members. The possibility of combining or adding to previous ideas can open vast resources for most people.

The five scenarios

Scenarios for Classroom Management

Scenario 1: Dyed hair

A girl in Form 2A was found to have her hair dyed. The teacher advised her to observe the school regulations on students' uniform and appearance, but she refused on the grounds of having parents' consent.



I. Questions for discussion

- 1) Why did the student, knowing well what she has done was in breach of school regulations, still have her hair dyed?
- 2) Should the student deny having her hair dyed and claim that she was born with the hair colour or the change of hair colour was due to swimming or other causes, what would you do?
- 3) If the student argued that to have her hair dyed black would adversely affect her health, what would you do?
- 4) The class teacher had interviewed the student's parent(s) but the latter sided with the student. If you were the discipline teacher, how would you step in?
- 5) How should the school handle the case if the student still refuses to get her hair dyed black after the interview with her parent(s)?
- 6) What course of action could the school take to prevent the recurrence of such unruly behaviour?

II. Possible underlying causes

- 1) The student regards having her hair dyed as fashionable and good for her looks.
- 2) The student thinks that she can have her hair dyed as she wishes.
- 3) The student thinks that having her hair dyed will create a unique image.
- 4) The student tries to challenge the authority of the school.

III. Methods of handling

1) At the individual level:

- i. Ask the student in an amicable manner why she has her hair dyed, and analyse the harmful effects of hair-dyeing with her.
- ii. Explain patiently to the student the school regulations on students' bearing with which she should comply.
- iii. Contact and explain to the student's parent(s) the need for a student to observe the school regulations and seek parents' cooperation in helping students to grow up in a healthy manner.



2) At the class/form level:

- i. Through class discussions, allow the students to express their views on hair dyeing especially its implication on issues of school discipline.
- ii. The class teachers could conduct some developmental programmes to address the concerns like the effect of following fashionable trends on the adolescent.



3) At the school level:

- i. Elaborate school regulations on students' bearing and the rationale behind, and reiterate the importance of observing them.
- ii. Strengthen the communication between the school and parents (e.g. through the Parent-Teacher Association), and stress that improvement of students' behaviour depends very much on the cooperation of parents.



Scenario 1: Dyed hair

If you were Miss Li, what would you do?

- (1) Alternative 1: Since Mei Yan has repeatedly broken the school rule, I would punish her severely by asking her to stand at the playground until the end of the assembly.
- (2) Alternative 2: I would firmly tell her about the school's standard of students' appearance and also that hair dyeing is harmful to her health. I would make a contract with Mei Yan and demand her to change her hair back to black colour tomorrow, otherwise she will be punished.
- (3) Alternative 3: Since Mei Yan disregarded the school's standard of students' appearance, I would scold her and suspend her from school.
- (4) Alternative 4: I would explain to Mei Yan the difference between the popular culture, and the school culture. I would ask her to use the hair dyeing spray I give her to change her hair colour back to black before she can go to the classroom.
- (5) Alternative 5: I would contact Mei Yan's parents and discuss with them about the follow-up actions.

* Please refer to the CD-Rom version of the Guidelines for details of the different alternatives

Scenario 2: Failing to submit homework assignment

A boy in Form 1D habitually failed to submit his homework. The teacher had to advise and persuade him repeatedly before he was willing to submit his work. This bothered the teacher very much.



I. Questions for discussion

- 1) Why did the student habitually fail to submit his homework on time?
- 2) If you were the class teacher/subject teacher, how would you persuade the student to submit his homework on time?
- 3) How should the case be handled if no improvement is observed after counselling has been given by class teacher/subject teacher?

II. Possible underlying causes

- 1) The student lacks the motivation to learn.
- 2) The student has difficulty in learning.
- 3) The student has poor study habits.
- 4) The student has to assist doing housework, hence he cannot find time to do his homework.
- 5) The student has been unable to manage his time properly.

III. Methods of handling

1) At the individual level:

- i. Find out the reason why the student failed to submit his homework, then provide suitable guidance and counselling.
- ii. Ask the student to take the consequence by finishing his homework during lunch time or after school, and contact the student's parents to work out the way to help the student solve the problem.
- iii. Set up a contract to reinforce the student's responsible behaviour of submitting homework assignment every day.



2) At the class/form level:

- i. Try to survey students' attitude in doing homework and submitting their homework on time in the class or grade.
- ii. Instil a class spirit of being responsible through inter-class or intra-class competition on submitting homework assignment.
- iii. Arrange peer group tutorials.
- iv. Organize study groups.



3) At the school level:

- i. Review the overall school policy on the quantity of homework assigned to students.
- ii. Educate parents on the skills in homework supervision and guidance.



Scenario 3: Leaving class by pretending to be sick

When you entered the classroom of Form 3B, a boy bending down as if he had a stomach-ache, asked to go to the toilet. After questioning him, you thought that he was only pretending.



I. Questions for discussion

- 1) How could you tell that the boy really needed to go to the toilet?
- 2) If the boy persistently alleged that you infringed his human rights by not allowing him to go to the toilet and further intimidated that in case of incontinence, you should take the blame, what would you do?
- 3) What other factors should be taken into consideration when handling similar cases with girls?



II. Possible underlying causes

- 1) The student is desperate for sympathy and concern.
- 2) The student is not interested in attending the lesson.

III. Methods of handling

1) At the individual Level:

- i. Tell the student to rest and hold it until class ends.
- ii. Withhold reactions and keep an eye on him.
- iii. Keep on teaching to avoid disturbing class learning atmosphere.
- iv. Ask the monitor to accompany him to the toilet and remind them to come back promptly if the student requests again.
- v. Contact his parents to understand more about his health condition.
- vi. Advise parents to seek medical advice if the symptom persists.

2) At the class/form level:

- i. Hold a class discussion with students, informing them that the abuse of the right of going to toilet will ruin the trust between students and teachers and that it will bring about other undesirable consequences.
- ii. Through class discussion, agree on a set of procedure for handling such a situation in order to commit them in the implementation of the procedures.

3) At the school level:

- i. If it is found that there is a serious abuse of the right of going to toilet, school should convene a meeting to discuss the issue so that a consensus can be reached among teachers.
- ii. Tell students in the morning assembly that such unruly behaviour is not allowed in school.

Scenario 4: Use of foul language

A boy in form 2E spoke foul language when you were writing on the blackboard during lesson. When the teacher was about to scold him, the boy denied ever speaking foul language. Other students did not dare to testify against the boy and his “accomplices” even perjured themselves so as to prove that the boy was innocent.



I. Questions for discussion

- 1) Why did the boy speak speak foul language even in front of his teacher?
- 2) Why didn't the other students dare to testify against him while some students perjured themselves?
- 3) If you were the teacher in that lesson, how would you handle the case?
- 4) If you were a discipline teacher, how would you handle the case when both the teacher and the student concerned maintain their own opinion?
- 5) If you were the class teacher, what kind of assistance would you give and what would you do to resolve and follow up the case?

II. Possible underlying causes

- 1) Causes for speaking foul language:
 - i. The student is used to such language.
 - ii. The student speaks foul language to express his discontent.
 - iii. The student speaks foul language because of poor impulse control.
- 2) Causes for not daring to testify against the student concerned/causes for committing perjury:
 - i. Other students are afraid of getting into trouble;
 - ii. Other students do not want to “betray” their friend;
 - iii. The students are afraid of being bullied by the student concerned.

III. Methods of handling

1) At the individual level:

- i. Conduct an interview with the student concerned after class to find out the causes of his misbehaviour.
- ii. In the light of the causes, give the student some guidance on proper values/way of making friends and getting along with other people.
- iii. Met out reasonable punishment to the students who misbehaved (the one who spoke foul language and those who committed perjury) after pointing out clearly the seriousness of their misbehaviour.
- iv. Set up contract with the student to reinforce respectful behaviour through exercising better self-control.



2) At the class/form level:

- i. Discuss with other students to find out the causes for speaking foul language and “committing perjury”.
- ii. The class teacher should conduct some developmental programmes to address the following concerns with the class during the class teacher periods.
 - the consequences of speaking foul language;
 - the appropriate ways of expressing one’s discontent;
 - the importance of respecting self and other.



3) At the school level:

- i. Stress the importance of being courteous during morning assembly; or through moral education programmes.
- ii. Organise programmes such as “Courtesy Campaign”, “Teachers’ Day”.



Scenario 4: Use of foul language

If you were Mr. Li, what would you do?

- (1) Alternative 1: I would punish the whole class for speaking foul language and telling lies with penalty of copying the school rules 10 times.
- (2) Alternative 2: I would continue to teach, but I would order the whole class to stay after lesson, then I would interrogate them one by one until someone would finger at Ah Chung.
- (3) Alternative 3: I would give the students the chance to tell the truth. I would set up a contract with them. Before the close of play, if someone would finger at Ah Chung or Ah Chung confesses his fault, no one will be punished. Otherwise, the whole class will be detained after school.
- (4) Alternative 4: I would not tolerate the students speaking foul language and telling lies. I would give each student a piece of paper to write the name of the student who has spoken foul language.
- (5) Alternative 5: I would not take up too much time on this issue. I would tell the students that it is wrong to speak foul language and tell lies and then I would continue teaching.

* Please refer to the CD-ROM version of the Guidelines for details of the different alternatives.

Scenario 5: Playing fool to disrupt classroom routine

A boy in Form 3E often clowned around during lessons. He talked with his classmates frequently and even walked around in the classroom. He would also crack some jokes loudly, so that other students in the class could not concentrate



during lessons. If the teacher reproached him, he would put up a confrontation and ended up in a deadlock.

I. Questions for discussion

- 1) Why did the student frequently disrupt lessons?
- 2) If you were the teacher in lesson, how would you handle the case?
- 3) If you were a discipline teacher, how would you handle the case?

II. Possible underlying causes

- 1) The method of teaching might be boring.
- 2) The student's learning ability is poor and so he cannot catch up with the lessons.
- 3) The student lacks the motivation to learn.
- 4) The student wants to catch attention.
- 5) The student wants to establish his own status in class.

III. Methods of handling

1) At the individual level:

- i. The teacher should first maintain his presence of mind and explain that the interest of the whole class always comes first. Therefore, he will handle the case after class.
- ii. Discuss the situation with the misbehaved student after class so as to find out the causes and point out the right from the wrong.
- iii. Reiterate how a student should behave in class.
- iv. Encourage the student to participate in extra-curricular activities to channel his energy.



- v. Assign some duties and responsibilities for the student according to his strengths, so as to instil a sense of achievement.



2) At the class/form level:

- i. Involve all students in class to discuss and draft the basic classroom rules necessary for learning to take place.
- ii. Discuss and set the consequences for breaking such rules.
- iii. Repeat i) & ii) across all the classes in the form if necessary.
- iv. Create an atmosphere conducive to learning by improving teaching methods.



3) At the school level:

With the view of improving classroom discipline, the school policy on extra-curricular activities could be reviewed so that the positive effect of extra-curricular activities in maximizing students' potentials and channeling students' energy could be enhanced.

Scenario 5: Playing fool to disrupt classroom routine

If you were Miss Chan, what would you do?

- (1) Alternative 1: I would scold and punish Jack according to the classroom rules.
- (2) Alternative 2: Since Jack was trying to get others' attention, I would ignore him and continue teaching.
- (3) Alternative 3: I would not interrupt the lesson and continue teaching. After class, I would interview Jack and try to find out his problems.
- (4) Alternative 4: Since Jack tried to make trouble, I would ask the Discipline Master to take him away.

* Please refer to the CD-ROM version of the Guidelines for details of the different alternatives.

School Rules Quiz

School: Confucian Ho Kwok Pui Chun College

Date: 1993/94

Target: S.3 and S.4 students

Objectives: To enhance the students' understanding of school rules and strengthen students' concept of discipline

Form Activity: Competition among Houses.

Content:

	Format	Scope	Sample Questions
Part I	Open-ended questions	General knowledge of school rules	Will students late for school be given demerits? How many members are there in the discipline team? Students of which levels are required to stay at school for lunch? Which teacher is responsible for matters relating to students' lateness?
Part II	Multiple Choice questions	Principles of school rules	Why do students have to wear proper school uniform? Why do students have to arrive at school punctually? Why do students have to stay at school for lunch?

This evaluation form aims at assessing the perception of the teaching staff on smoking among students in their school. School may like to design a self-evaluation form for their own purpose.

For Students	Strongly agree	Agree	Disagree	Strongly disagree
1. Teachers are firm in seeing through that the school is a designated smoke free environment.				
2. Students respected the views of the the teachers in school.				
3. Most student-smokers no longer smoke within the school compound after introduction of the new measures of the Whole School Programme.				
4. More students make use of the cigarette deposit box every morning instead of hiding cigarettes away.				

For Students (continue)	All the time	Most of the time	Sometimes	Never
1. Since the Whole School Programme was introduced, interest about where to get cigarettes died down.				
2. The number of students got caught in smoking within the school premises decreased.				
3. Now I feel safer at the playground because students no longer gather there to talk about cigarettes and smoking.				
4. Cigarette ends are no longer found at the corner or the playground after lunch.				

For Teachers	All the time	Most of the time	Sometimes	Never
1. Students are not smoking in the school premises.				
2. Students respect the rules on smoking which they set with the school teachers together.				
3. Students usually do not carry cigarettes to school any longer.				
4. Good co-operation among teachers/functional teams on the subject				
5. Mutual support among teachers.				
6. Formal/informal communications are available for teachers to develop consensus view.				
7. Teachers adopt the basic principles in student discipline.				
8. Teachers are supportive of the measures and carried out the Whole School Approach.				
9. Teachers developed a sense of belonging to the school.				

For Parents	Strongly agree	Agree	Disagree	Strongly disagree
1. I was consulted in setting school rules.				
2. There should be anti-smoking campaign in my child's school.				
3. I support the campaign by not smoking in the presence of my child.				
4. Teachers are too tolerant towards smoking.				

The Whole School Programme	Strongly agree	Agree	Disagree	Strongly disagree
1. The Programme has clear objectives which meets the developmental needs of the students.				
2. The planning of the Programme has the participation of most teaching staff.				
3. The planning of the Programme has inputs from students.				
4. The implementation of the Programme has the participation of most staff				
5. The evaluation of the Programme involved most staff.				
6. The evaluation of the programme involved most students.				
7. There is an overall review of the Programme.				



The School Management	Strongly agree	Agree	Disagree	Strongly disagree
1. Clear school mission.				
2. Supportive leadership of the Principal with high priority given to adopting a Whole School Approach to Discipline.				
3. School's willingness to use her resources in Whole School Programmes.				
4. School's willingness to use the resources outside school in Whole School Programmes.				
5. Flexible arrangements to facilitate the implementation of Whole School activities in discipline.				
6. Availability of personal and professional development of teachers.				
7. Adequate briefings were provided to the staff before implementation.				

S

tudents' response to smoking

Since adults, teenagers or elders would smoke, therefore one cannot say that smoking is not good. In addition, everyone has freedom. They have the right to choose to smoke or not . Of course you have the right of choice not to smoke. People have freedom. Certainly one should not smoke at school. But I feel that smoking is not a problem. Furthermore, teenagers, they are also free. Therefore, I smoke if I feel like to. If I don't feel like, I don't smoke. There is also the right to be free in America. Is that not so? I want to make myself clear. Smoking is not bad. What is most important is whether your conduct is too bad, it is not a question of smoking.

A Group of Secondary 2 Students

(Adapted from Youth Poll Series No. 2, 1993 on Smoking and Drinking Among Youth of the Hong Kong Federation of Youth Groups)

Introduction

Good afternoon, I am a student of school. We are conducting a survey to find out more about young people's lives in general. Please spare a couple of minutes to answer a few questions on your view about smoking. The information you provide will be kept in strictest confidence.

Section I: Personal particulars

(1) In which district do you live?

- | | | |
|---------------------|----------------|---------------|
| 1 Wanchai | 8 Mong Kok | 15 Kwai Tsing |
| 2 Eastern | 9 Sham Shui Po | 16 Tuen Mun |
| 3 Central & Western | 10 Yau Tsim | 17 Yuen Long |
| 4 Southern | 11 Sai Kung | 18 North |
| 5 Kwun Tong | 12 Sha Tin | 19 Tai Po |
| 6 Kowloon City | 13 Islands | |
| 7 Wong Tai Sin | 14 Tsuen Wan | |

(2) How many members are there in your family living in the same household?
(Quote exact number) _____

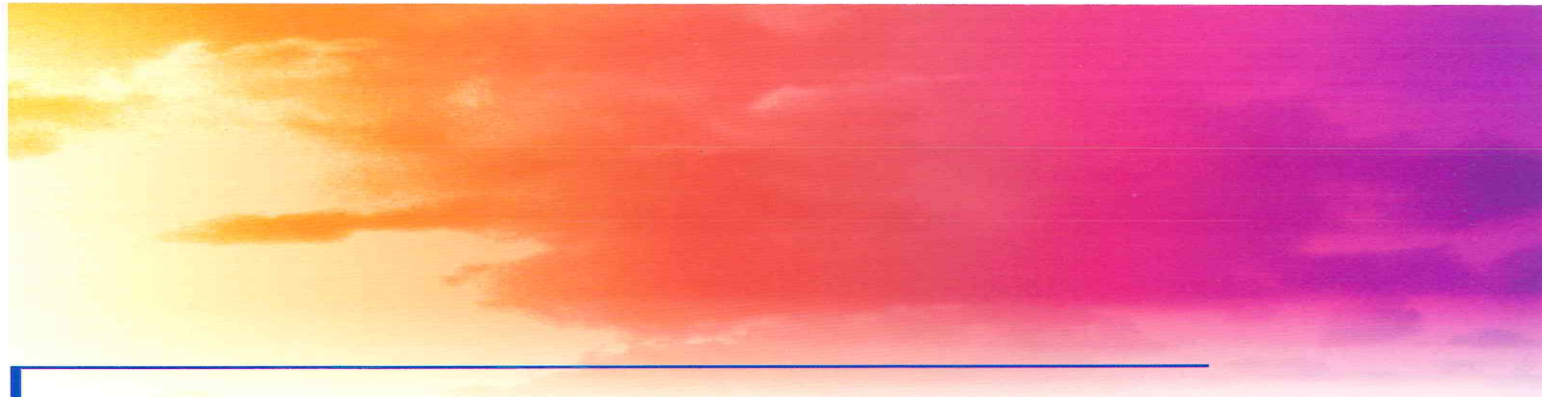
(3) How old are you?(exact figure) _____

(4) Sex

1. Male 2. Female

(5) Education attainment

- | | |
|----------------------|--------------------------------|
| 1. Primary and below | 4. Tertiary, non-degree course |
| 2. Secondary | 5. Tertiary, degree course |
| 3. Matriculated | 6. Refused to answer |



Section II: Content

- (6) Do you smoke? (If yes, how often)
1. No, do not smoke (To Question 8)
 2. Yes, but rarely
 3. Yes, sometimes
 4. Yes, regularly
 5. Refused to answer
- (7) How do you obtain cigarettes? (Probe for a clear answer)
1. Offered by friends
 2. Taken from home
 3. Bought from shops (stores), supermarkets/convenience stores
 4. Bought from stalls
 5. Bought in black markets
 6. Obtained from other sources (Please specify: _____)
 7. Refused to answer
- (8) Would you agree that we need legislation prohibiting the sale of cigarettes to those under 18?
1. Strongly agree
 2. Agree
 3. Neutral/No idea (To Question 11)
 4. Disagree (To Question 10)
 5. Strongly disagree (To Question 10)
 6. Hard to answer/Don't Know (To Question 11)
 7. Refused to answer (To Question 11)

(9) Why do you agree with such legislation? (Probe for the main reason)

1. Smoking is harmful/no good to young people
2. Such legislation would have the effect of deterring young people from smoking
3. Young people should not smoke
4. Such legislation can prevent young people from buying cigarettes easily
5. Others
6. Refused to answer

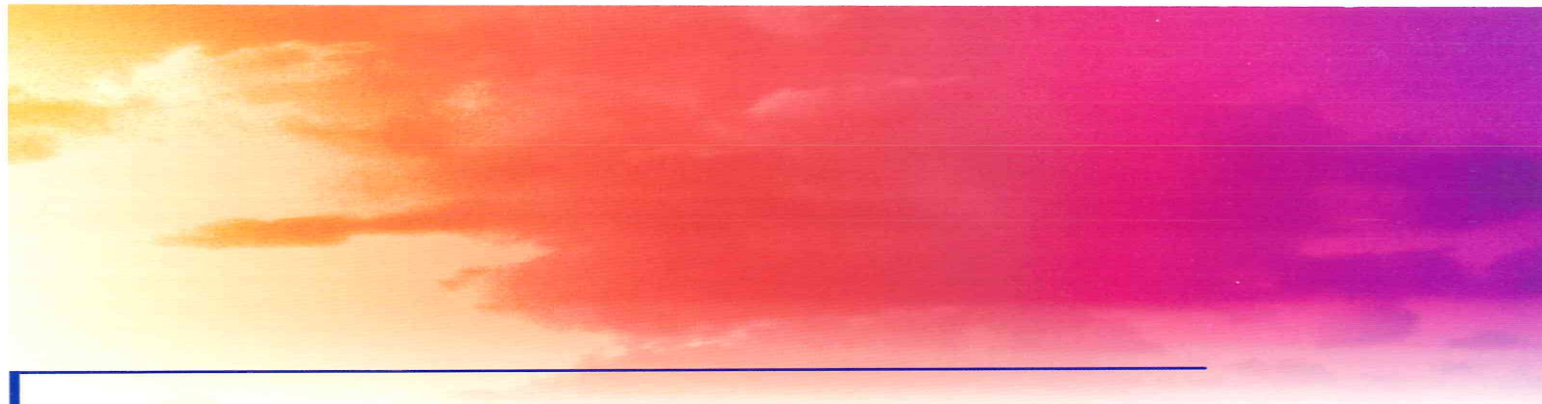
(10) Why do you think that we do not need such legislation? (Probe for the main reason)

1. It interferes with personal freedom
2. Such legislation is difficult to implement/ineffective
3. Smoking is no big deal
4. Others
5. Refused to answer

(11) If sale of cigarettes to those under 18 is prohibited, would you.....(read out the answers)

(For interviewees between age 10 and 17)

1. Smoke more
2. Smoke less
3. Stop smoking
4. Smoke as before
5. Hard to say/No idea beforehand
6. Refused to answer



(12) If sale of cigarettes to those under 18 is prohibited, where do you think you could obtain cigarettes?(For interviewees between age 10 and 17)

1. No way to obtain
2. Take from friends
3. Take from home
4. Buy from shops (stores), supermarkets/ convenience stores
5. Buy from stalls
6. Buy from black markets
7. Obtain from other sources (Please specify: _____)
8. Don't know/Hard to say
9. Cannot tell because don't smoke
10. Refused to answer