



## Student Behaviour Management Guidelines

Purpose:	<p>The purpose of this document is to outline the guidelines for behaviour management at Brisbane Boys' College. The Guidelines fit with the College's pastoral care curriculum and, collectively, they provide a framework for:</p> <p>(a) student's to become self-disciplined, respected and valued Collegians, and, well-rounded citizens and leaders of the wider community; and,</p> <p>(b) teachers to help students achieve the aforementioned end.</p>	
Scope:	<p>These guidelines apply to Brisbane Boys' College students, their parents/guardians and employees.</p> <p>Brisbane Boys' College employees, volunteers and contractors are also bound by the requirements of the PMSA Code of Conduct and associated policies.</p>	
References:	<ul style="list-style-type: none"> <li>• Education (Accreditation of Non-State Schools) Act 2017</li> <li>• Education (Accreditation of Non-State Schools) Regulation 2017</li> <li>• Education (General Provisions) Act 2006</li> <li>• BBC Alcohol, Smoking Products &amp; Illicit Drugs (Student) Policy</li> <li>• BBC Anti-Bullying Policy</li> <li>• BBC Anti-Bullying Student Protocols</li> <li>• BBC Student Anti-Discrimination Policy</li> <li>• BBC Student Disability Policy and Procedure</li> <li>• BBC Student Discipline Policy and Procedure</li> <li>• BBC Privacy Policy</li> <li>• PMSA Child Protection Policy</li> <li>• PMSA Code of Conduct</li> <li>• PMSA Procedural Fairness Policy</li> </ul>	
Authorised by:	Headmaster	Date of Authorisation: 25 <sup>th</sup> August 2016
Review Date:	Every two years, or as appropriate, to take account of new laws, changes to school's operations and practices and to make sure it remains appropriate to the changing environment.	Next Review Date: 1 <sup>st</sup> July 2018
Policy Owner:	Headmaster	

PRINT WARNING - Printed copies of this Document or part thereof should not be relied upon as a current reference document. ALWAYS refer to the electronic copy available on the BBC website for the latest version.



## .0 Principles

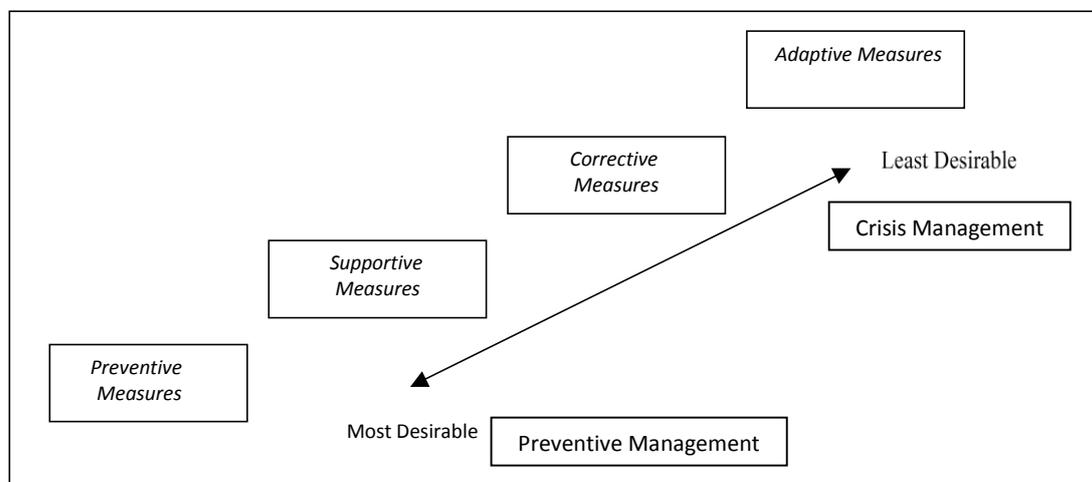
BBC's behaviour management strategies are based on the following principles.

- Self-discipline is the best form of discipline. Students should strive to develop self-discipline and teachers are required to nurture the development of self-discipline in students;
- Staff and students have a right to teach and learn without disruption;
- Staff and students have a responsibility to:
  - maintain a safe, caring, inclusive, connected community that treats each other with courtesy and respect at all times; and,
  - to respect the College's reputation and physical environments.
- The guidelines should be clear, firm, fair, supportive and caring.

Brisbane Boys' College has carefully selected an evidence-informed positive behaviour management approach that aligns with the College's values and Christian ethos that underpins our culture, teachings, and the day-to-day life of the College, and with our **BRAVE** principles: **B**oy Focus; **R**elationships; **A**bove and Beyond; **V**alues-led and **E**mpowerment, which are our foundation for conducting ourselves with courage and consistency every day.

The behaviour management approach used by BBC is based on "A Dynamic Model for Classroom Discipline" developed by Stefanich, G.P. and Bell, L.C. NASSP Bulletin 69, March 1985).

### The Cascade Model For Discipline



- **Preventive Measures** – An atmosphere exists which demonstrates respect for students and teachers. Positive, controlled behaviour is modelled, and there is a close working relationship with parents.
- **Supportive Measures** – A plan is put in place to monitor and support those students who are showing signs that they are unable to sustain self-discipline.
- **Corrective Measures** – Consequences are implemented for unacceptable behaviour. There is a consistent enforcement of rules and high levels of extrinsic motivation.
- **Adaptive Measures** – A planned set of strategies involving agreements, conditions, and restrictions are put in place. Students who fail to respond positively may be suspended or excluded from the College.



## 2.0 College Community Rights and Responsibilities

### 2.1 Students

At Brisbane Boys' College our values of **Relationships; Courage; Creativity; Endeavour; Authentic Pastoral Care; Accountability** and **Find a Way No Matter What**; shape how we behave, how we treat other people, and how we make decisions with confidence and clarity. Each student at BBC is expected to support these values by demonstrating self-discipline and modelling expected behaviours and is responsible for his individual actions towards himself, others and his physical environment. These Responsibilities, together with the Rights of all BBC students are outlined below.

Responsibilities	Rights
To be polite and give respect to others; to be truthful, reliable, courteous and speak with dignity.	To be happy and treated with understanding and respect.
To adhere to classroom protocol and do nothing to disrupt effective learning and teaching.	For students to learn, and teachers to teach, without disruption.
To always exhibit safe behaviour around the College.	To learn and interact with others without being hurt.
To respect difference and to not "put down" physically or verbally those different from ourselves	To be treated as an individual, to be proud of your achievements and to be safe from bullying and harassment.
To respect other people's property.	To expect your possessions to be safe.
To contribute positively to the current College community and its future.	To enjoy the traditions and culture of the College.
To respect appearance and uniform codes and to look after the College's environment and reputation.	To live in a pleasant, egalitarian, well-maintained environment and to benefit from it.

### 2.2 Parents/Caregivers

Parents/guardians set the best examples of positive behaviour for their children. We strongly encourage parents and caregivers to support the general standards and values for which we stand within the home environment and to read all policies and rules of the College with which their son/s must comply.

### 2.3 Employees

All BBC employees play an important role in developing a culture which is based on an inclusive, connected community with positive, authentic relationships and which provides the following outcomes:

- students feel safe, nurtured and supported within the College and at all school activities
- compliance by students with all College expectations, policies and rules
- acceptance by students, parents/guardians of the shared responsibility for student behaviour
- responsive, timely, effective and fair resolution of issues concerning unacceptable student behaviour and practices



## 3.0 Preventative Measures

Teachers who demonstrate a high degree of professional competence and confidence foster the development of self-discipline in students and effective learning and teaching. At BBC, teachers are required to:

- Maintain an in-depth, up-to-date knowledge of their subject(s) and the principles that underpin the effective education of boys
- Apply the principles of Dimensions of Learning and those found in the pastoral care curriculum in all facets of the boys' education
- Show an interest in students' co- and extra-curricular activities. Get to know each student's strengths and weaknesses. Meet the academic and pastoral needs of individual students.
- Be thoroughly prepared for lessons. Mark and return assessment promptly. Provide feedback for improvement.
- Be punctual to class
- Involve students in lessons.
- Be fair and equitable with attention, recognition and admonishment. Give positive reinforcement on a regular basis
- Insist on high standards
- Dress as a professional and display the behaviours of a good role model
- Apply the behaviour management guidelines consistently, fairly and equitably
- Involve parents. Keep parents informed about their son's successes and areas for improvement through the Record Book, email, telephone call, etc.

## 4.0 Supportive Measures

Given the best will and effort, there may be occasions when a student either fails to respond, or responds in such a way that difficulties arise for himself and others. Teachers should react immediately to situations when students need support or they exhibit unacceptable behaviours. At BBC, a student can be supported by his classroom teacher and/or Housemaster. These teachers may meet privately with the student to discuss issues of concern and to design an action plan to make the necessary improvements. Generally, the teacher closest to the issue should endeavour to support the student in the first instance. Housemasters should be kept informed of issues and parents should be notified, if necessary. This can be done through the Record Book, email, telephone call, etc.

Alternatively, the teacher may re-direct the student to an appropriate person. Some students may need to seek support from another teacher, Counsellors, Chaplains, Heads of Schools, Head of Department, Head of Teaching and Learning, Head of Co-curriculum, MIC/Director of Sport. Sometimes, a student's friends, a prefect, the College Captain or senior student may be the best person to support the student. Teachers should weight the issue and re-direct students accordingly.

Serious behaviour management issues should be directed to the Heads of Schools or Head of Teaching and Learning. These issues are detailed in Roles of Staff below.

Heads of Schools conduct a review of each year level once per semester to identify students who are working well and deserve encouragement, and those with learning and behavioural problems. These are followed up by Housemasters.



## 5.0 Corrective and Adaptive Measures

Despite teachers' best efforts, some students need to be issued with a consequence for their unacceptable behaviour. The College has a carefully-graded system of consequences when encouragement does not have the desired effect. These consequences will be issued under the BBC Student Discipline Policy and Procedure.

Teachers must involve the student's Housemaster in any major issues related to ongoing poor attitude, conduct or academic progress. Real progress in guiding a student is more likely to occur if the full professional pastoral and counselling resources of the College are combined.

If the work or conduct of any Prefect, House Captain or House Vice Captain is unsatisfactory he is not to be placed on detention but rather a report should be made to the Head of Senior School who will deal with the matter in consultation with the Housemaster.

## 6.0 Recognition

It should be stressed that good teachers always seek to reinforce by commendation a student's good work or behaviour. Teachers should always be looking for ways and opportunities to improve the self-image and attitude of every student. This is a most important part of the pastoral duty of every member of the BBC staff. Teachers can recognise good work or good behaviour by:

- Speaking privately with a student and acknowledging his work or behaviour
- Speaking publicly about a student's good work or behaviour
- Contact his parents by telephone or email
- Writing a note in his Record Book
- Giving him an Effort Sticker
- Identifying him in Year Reviews
- Speaking with his Housemaster or Coach
- Using him as example

## 7.0 Staff Roles in Behaviour Management at BBC

### 7.1 Classroom Teachers

Classroom teachers are in the front line of behaviour management. Teachers are trained professionals and they are responsible for taking the necessary actions, within the limits of College's policies, to create positive learning and teaching environments in their classrooms.

**All teachers MUST consistently** work within the guidelines outlined in this document. Failure to do so is not acceptable because it creates an uncertain and unrewarding learning and teaching environment for students and other staff.

**Teachers will:**

- Perform duties as outlined in the aforementioned Preventive Measures
- Continually reinforce the College's behavioural and uniform expectations in their classrooms.
- Keep Housemasters informed of recalcitrant students or students worthy of recognition
- If students do not respond to the teachers' best efforts, or the behaviour is ongoing then the teacher should speak with the relevant Housemaster who, together with the



teacher, is to identify other possible causes of the behaviour and appropriate action to be implemented, for example if the cause of the behaviour is learning in nature the student is to be referred to the MAP Centre or if behavioral in nature referral of the student to a Counsellor should be made by the Housemaster.

- With the support of the Housemaster escalate ongoing unacceptable student behaviour to the Head of Department who will mentor the teacher/s in their departments who are experiencing behaviour management problems with students.
- Keep the Head of Teaching and Learning informed
- Follow the procedures outlined in the BBC Student Discipline Policy and Procedure when applying consequences for unacceptable behaviour, for example, by applying Level One consequences first and then Level Two consequences when the need arises.

## 7.2 House Tutors

### House Tutors will:

- Support classroom teachers to work within the guidelines outlined in College policies in the appropriate manner when the need arises
- Continually reinforce the College's behavioural and uniform expectations in House Tutor Group meetings
- Counsel students who are having difficulty demonstrating appropriate behaviours
- Keep Housemasters informed of recalcitrant students or students worthy of recognition
- Follow the procedures outlined in the BBC Student Discipline Policy and Procedure when applying consequences for unacceptable behaviour, for example, by applying Level One consequences first and then Level Two consequences when the need arises

House Tutors are directly responsible for managing behavioural problems related to:

- Uniform and general appearance infringements
- Lateness to Tutor Group Meetings

## 7.3 Housemasters

### Housemasters will:

- Support classroom teachers, House Tutors and Heads of Schools to work within the guidelines outlined in College policies in the appropriate manner when the need arises.
- Continually reinforce the College's behavioural and uniform expectations in the appropriate forums
- Keep staff informed about the outcomes of students referred to them for behaviour management

Housemasters are directly responsible for managing behavioural problems related to:

- Repeated lateness to House Tutor Group Meetings
- Repeated uniform and general appearance infringements
- Repeated disregard for the College's rules in and outside the classroom
- Wilful attitude towards teachers
- House issues



## 7.4 School Sergeant

The School Sergeant will:

- Assist in the behaviour management of students with an emphasis on behavioural change within a Christian context
- Liaise with the Heads of sub Schools, Housemasters, Counsellors, Chaplains and Teachers, in relation to students with behaviour issues, reporting back to stakeholders as requested
- Conduct investigations to assist Heads of sub Schools regarding serious infringements of BBC Rights and Responsibilities (refer section 2.1).
- Provide advice and direction, in relation to investigations, to Housemasters as required
- Investigate incidents/complaints by parents or members of the public involving BBC students as directed by the Headmaster, Deputy Headmaster or Heads of sub Schools
- Provide Behaviour Management reports on a cyclical basis for the Heads of sub Schools and Housemasters
- Ensure that students adhere to the BBC uniform and grooming requirements and are monitored and managed to a high standard in conjunction with the Heads of Sub Schools and Housemasters
- Undertake general Duties that assist in the management of students
- Undertake other duties as directed by the Headmaster

## 7.5 Counsellors

**Counsellors will:**

- Support classroom teachers to work within the guidelines outlined in College policies in the appropriate manner when the need arises
- Keep relevant staff, including the classroom teacher and Head of School informed about the outcomes of students referred to them for counselling in regard to their behaviour
- Counsel students who are having difficulty demonstrating appropriate behaviours
- Counsel students in how to change their behaviour
- Develop service placements for students on suspension, if appropriate
- Help students adjust in returning to the College after suspension, if appropriate

## 7.6 Learning Support Staff

**Learning Support Staff will:**

- Support classroom teachers to work within the guidelines outlined in College policies in the appropriate manner when the need arises
- Work with students who are having difficulty demonstrating appropriate behaviours the cause of which having been identified as learning in nature
- Keep relevant staff, including the classroom teacher, Head of Department and Head of Teaching and Learning informed

## 7.7 The Heads of Departments

**The Heads of Departments will:**

- Support classroom teachers and Housemasters to work within the guidelines outlined in College policies in the appropriate manner when the need arises



- Continually reinforce the College's behavioural and uniform expectations in the appropriate forums
- Keep staff informed about the outcomes of students referred to them for behaviour management

Heads of Departments are directly responsible for managing behavioural problems related to:

- Investigating issues related to students who:
  - Fail to submit assessment
  - Cheat
  - Plagiarise
- Mentoring teachers in their departments who are experiencing behaviour management problems with students.

## 7.8 Head of Teaching and Learning

The Head of Teaching and Learning will:

- Support classroom teachers and Heads of Departments to work within the guidelines outlined in College policies in the appropriate manner when the need arises
- Continually reinforce the College's behavioural expectations in the appropriate forums
- Keep staff informed about the outcomes of students referred to him for behaviour management

The Head of Teaching and Learning is directly responsible for managing behavioural problems related to:

- Wilful damage to College property inside the classroom
- Unacceptable student behaviour inside the classroom and on academic excursions
- Failure to attend exams
- Failing to submit assessment
- Failure to attend special academic programmes, for example, Careers Week, QCS Practices, etc.
- Repeated wilful attitude towards classroom teachers
- Repeated disruption in classrooms
- Repeated failure to do homework

## 7.9 Heads of Schools

**Heads of Schools will:**

- Support classroom teachers, House Tutors and Housemasters to work within the guidelines of College policies in the appropriate manner when the need arises
- Continually reinforce the College's behavioural and uniform expectations in the appropriate forums
- Keep staff informed about the outcomes of students referred to them for behaviour management
- Conduct a review of each year level once per semester to identify students who are working well and deserve encouragement, and those with learning and behavioural problems. These are followed up by Housemasters.

Heads of Schools are directly responsible for managing behavioural issues related to:

- Criminal offences – Shoplifting, theft, dealing in drugs and/or the use of drugs, alcohol or tobacco products
- Leaving school without permission



- Bullying and assault
- Wilful damage to College property outside the classroom
- Unacceptable behaviour outside the classroom, in public places and on public transport
- Failure to attend Thursday detentions
- Repeated unacceptable behaviours after classroom teachers, House Tutors and Housemasters have attempted to remedy the behavioural problems
- Repeated wilful attitude towards teachers outside the classroom after teachers, House Tutors and Housemasters have attempted to remedy the behavioural problems

## 7.10 Sports Coaches

Coaches are in the front line of behaviour management during sports and activities. Coaches are responsible for taking the necessary actions, within the limits of College's policies, to create positive learning and teaching environments in their classrooms.

**Teaching staff acting as coaches, coordinators or managers** are responsible for implementing the behaviour management guidelines as they would in any learning situation.

**All “external” coaches MUST consistently** work within the guidelines outlined in this policy.

- Follow the procedures outlined in the BBC Student Discipline Policy and Procedure when applying consequences for unacceptable behaviour, for example, by applying Level One consequences first and then Level Two consequences as the need arises
- Continually reinforce the College's behavioural and uniform expectations.
- If students do not respond to the coaches' best efforts, then the coaches should speak with the relevant Director/MIC of Sport or Activity or the Head of Co-curriculum

## 7.11 Directors and MICs of Sports and Activities

**The Directors of Sports and Activities will:**

- Support coaches and Housemasters to work within the guidelines outlined in College policies in the appropriate manner when the need arises
- Continually reinforce the College's behavioural and uniform expectations in the appropriate forums
- Keep coaching staff informed about the outcomes of students referred to them for behaviour management

Directors of Sports and Activities are directly responsible for managing behavioural problems related to:

- Wilful damage to College property at sporting events and activities
- Unacceptable student behaviour at trainings, travel to and from sporting events, at sporting events and activities, and, associated camps and tours
- Unacceptable student behaviour on the sports field or during activities
- Red card incidents
- Students failing to attend trainings
- Students failing to wear the correct playing strip
- Students failing to attend their scheduled sporting event/s



## 7.12 Head of Co-curriculum

### The Head of Co-curriculum will:

- Support sports and activities coaches, MICs and Directors to work within the guidelines of College policies in the appropriate manner when the need arises
- Continually reinforce the College's behavioural and uniform expectations in the appropriate forums
- Keep staff informed about the outcomes of students referred to him for behaviour management

The Head of Co-curriculum is directly responsible for managing behavioural problems related to:

- Wilful damage to College property at sporting events and activities
- Unacceptable student behaviour at trainings, travel to and from sporting events, at sporting events and activities, and, associated camps and tours
- Unacceptable student behaviour on the sports field or during activities
- Red card incidents
- Designated students failing to attend GPS events
- Students failing repeatedly to attend trainings
- Students repeatedly failing to wear the correct playing strip
- Students failing to attend their scheduled sporting event/s

## 7.13 Corporate Staff

### Corporate staff will:

- Where necessary, counsel students in appropriate behaviour, in their areas
- Keep Housemasters informed of recalcitrant students or students worthy of recognition
- Follow the procedures outlined in the BBC Student Discipline Policy and Procedure when applying consequences for unacceptable behaviour, for example, by applying Level One consequences first and then Level Two consequences as the need arises
- Continually reinforce the College's behavioural and uniform expectations, in their areas
- If students do not respond to the staff members' best efforts, then the staff members should speak with the relevant Housemaster

## 7.14 Headmaster/Deputy Headmaster

The Headmaster/Deputy Headmaster is responsible for the College's good discipline and tone. He relies heavily on all staff to ensure that both elements remain at the highest standard.

The Headmaster/Deputy Headmaster:

- Will support staff to work within the guidelines of College policies in the appropriate manner when the need arises
- Publicly promote the College's behavioural management guidelines
- Takes firm and decisive action in line with his level of responsibility when the need arises
- Refers matters to the appropriate staff when the needs arises



## Amendment Register

Date of Issue	Page Number	Detail of and reason for amendment
25 <sup>th</sup> August 2016	All	These new Guidelines replace the BBC Behaviour Management in Schools Policy (first issued 23 January 2008)
1 <sup>st</sup> January 2018	Pg 1	Reference to Education (Accreditation of Non-State Schools) Act 2001 and Education (Accreditation of Non-State Schools) Regulation 2001 amended to Education (Accreditation of Non-State Schools) Act 2017 and Education (Accreditation of Non-State Schools) Regulation 2017
1 <sup>st</sup> January 2018	Pg 7	Section 7.4 updated
1 <sup>st</sup> January 2018	Pg 9	Section 7.9 'Friday' detentions replaced with 'Thursday' detentions