



Student Discipline Policy and Procedure

Purpose:	The BBC Student Discipline Policy and Procedure outlines examples of student behaviour considered unacceptable by the College, the types of consequences which may be issued for unacceptable behaviour and how these consequences are implemented within Brisbane Boys' College. It will inform and guide students, staff and parents/guardians about the aims, underlying philosophy, expectations, strategies and responsibilities for student discipline. The policy aims to be firm yet fair, supportive and caring.	
Scope:	This policy applies to the discipline strategies relevant to all students of Brisbane Boys' College. Disciplinary matters involving employees will be addressed under the PMSA Employee Discipline Policy and Procedures.	
References:	<ul style="list-style-type: none"> • Education (Accreditation of Non-State Schools) Act 2017 • Education (Accreditation of Non-State Schools) Regulation 2017 • Education (General Provisions) Act 2006 • BBC Alcohol, Smoking Products & Illicit Drug (Student) Policy • BBC Anti-Bullying Policy • BBC Anti-Bullying Student Protocols • BBC Complaints Policy and Procedure • BBC Behaviour Management Guidelines • BBC Student Anti-Discrimination Policy • BBC Student Disability Policy and Procedure • BBC Privacy Policy • BBC Student Diary • PMSA Child Protection Policy • PMSA Code of Conduct • PMSA Procedural Fairness Policy 	
Authorised by:	Headmaster	Date of Authorisation: 25 th 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 st July 2018
Policy Owner:	Headmaster	



1.0 Policy Statement

Brisbane Boys' College believes that a positive approach to behaviour management which nurtures the development of self-discipline in students is the best form of discipline. Teachers are trained in behaviour management strategies as outlined in the BBC Behaviour Management Guidelines and act to ensure that positive reinforcement is the major approach utilised. This leads to increased levels of resilience in students and a minimal need for discipline measures to be carried out.

Occasionally the actions of students may lead to the need to implement more structured (formal) discipline measures and BBC is committed to taking effective action to deal with unacceptable student behaviour by:

- ensuring that all incidences of unacceptable behaviour are dealt with in a sensitive, timely and confidential manner
- resolving incidences of unacceptable behaviour by means of education, counselling and conciliation
- using disciplinary action when required and as provided by this policy
- ensuring that all incidences of unacceptable behaviour are dealt with in accordance with principles of natural justice.

A student affected by a decision made under this Policy may make a formal complaint under the BBC Complaints Policy and Procedure.

2.0 Student Responsibilities

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 are outlined in the BBC Behaviour Management Guidelines.

Despite teachers' best efforts, some students may demonstrate behaviour which is considered to be unacceptable and inconsistent with the Responsibilities outlined in the BBC Behaviour Management Guidelines. In these instances a consequence/s for the unacceptable behaviour may need to be issued. BBC has a carefully-graded system of consequences when encouragement does not have the desired effect.

3.0 Graded Consequences Procedure

In general, the following guidelines will be administered; however, in some situations the guidelines may need to be adapted to meet the particular circumstances related to individuals or incidents.

3.1 Preliminary Level

- Correction – It is important to note that talking to a student in the form of a correction is not considered to be a consequence. It is a discussion about what is and is not acceptable behaviour and what a student needs to do to exhibit acceptable behaviour. Talking is also a warning about an impending consequence. Boys expect a consequence when they know that have done something wrong. Following are points that teachers may find useful.



- Have a kind, respectful and firm approach. Moderate language and emotion.
 - Establish joint agreement about the infringement. Explore causes.
 - Explain the relevant rule to the student. The rule is not negotiable.
 - Invite comment from the student
 - Establish a joint understanding of acceptable behaviour and how that can be demonstrated
 - Agree to move on and depart with a handshake or an appropriate comment
- If a student wants to debate the rules or a teacher's authority, the situation should be defused and the teacher to speak privately with the student after class. Students may be sent to Bell Balcony or the Middle School Office as a place for "time-out". It is important, however, that the teacher goes to Bell Balcony at the end of the lesson and speaks with the student. The original inappropriate behaviour AND the student's subsequent inappropriate behaviour related to him debating the rules and/or the teacher's authority needs to be addressed.

3.2 First Level

- Note in the Record Book for the parent's attention. It is important that teachers check that the note is counter-signed by the student's parent.
- Contact parents by telephone or email. Research shows that this is the most effective consequence, and, generally, classroom teachers should apply this consequence before consequences at a higher level are given. The teacher must tell the student that he/she will be contacting his parents.
- Homework detention – Work completed at home. This work is done in addition to usual homework. It is to be signed by the parent and returned to the teacher for checking at the earliest possible time.
- Community Service or Lunchtime detentions – These detentions may be given to students when a teacher is on grounds duty or when a teacher is able to work with a student inside or outside the classroom. For example, the teacher walks with the student as he completes the detention, discusses the unacceptable behaviour and ways to correct the behaviour, or, works with the student on academic or pastoral matters in the classroom. This type of detention allows the student and the teacher to develop a rapport which may be transferred into the normal operations of the classroom.
 - If the detention is served during lunch then the following rules apply:
 - The detention will be served with the teacher (or his/her colleague) from 1:05pm to 1:25pm. The detention may be shorter but it must not be longer. This allows the student and teacher time to eat lunch and attend to any personal matters before the detention is served.
 - If the detention needs to be repeated a second time, for example, because the desired behavioural outcome or work is not completed, then the teacher must inform the student's Housemaster and parents using the Record Book, telephone or email.
 - Teachers should use higher levels of the graded consequences for ongoing behavioural or academic issues.



3.3 Second Level

Thursday detention (3.15pm to 4.30pm) – Detentions may be given for both academic and behavioural reasons.

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.

3.3.1 School Sergeant's Detentions

Detentions may be served by attendance at community service activities or by "fatigues". These detentions are supervised and organised by the School Sergeant with the assistance of the Prefects/House Captains on Thursday afternoons from 3.15pm to 4.30pm. Students on School Sergeant's, or Prefect detention are to report to the School Sergeant at the Tuckshop straight after school. No bags are to be brought to the detention area.

3.3.2 Academic Detentions

These are held on Thursday afternoon from 3.15pm to 4.30pm. If students are unable to attend the assigned detention they are to report the following Monday to the School Sergeant to explain their absence, or before the detention. Students on Academic detentions should report to R306 with their student diary and a pen or pencil.

3.3.3 Process – Thursday Detentions

If a teacher gives more than one Thursday detention to a student for unacceptable behaviour, then that teacher is required to contact the parent by telephone or email to alert the parent to the unacceptable behaviour and to plan how, collectively, the student's behaviour may be corrected.

Teachers must not issue Thursday detentions as an automatic first response to inappropriate behaviour. Level One consequences must be applied first. Teachers must record Thursday detentions in the student's Record on Highlands, work set by the teacher, and details recorded on the sheet in the Common Room. Teachers are to observe the following guidelines:

- A minimum of twenty-four hours notice is required to be given to a student for the detention. If a student offends on Thursday he must be given a detention for the following Thursday.
- If a student collects three Thursday detentions in one semester, then he will be given a Saturday detention and his parents contacted by the either the Housemaster or Head of School. Heads of Schools will track the number of detentions each student accumulates.

3.4 Third Level

Saturday morning detention (9.00am for three hours) – These detentions occur twice each term and they are supervised by the Heads of Schools and, when needed, the Head of Teaching and Learning.

Saturday detentions can only be given by Heads of Schools or the Head of Teaching and Learning. This is a serious matter for a student, involving an interview with the Headmaster, Deputy Headmaster, Head of School or Head of Teaching and Learning.



3.5 Fourth Level

Temporary suspension – The Headmaster, Deputy Headmaster, Heads of School and the Head of Teaching and Learning may suspend students internally or externally

3.6 Final Level

Termination of Enrolment – The Headmaster or Deputy Headmaster may cancel the enrolment of a student from the College for misconduct considered by the Headmaster or Deputy Headmaster to be serious enough to warrant this course of action

Where discipline may involve termination of the enrolment of the student, the Headmaster or Deputy Headmaster will not cancel the enrolment of the student until the allegations of misconduct have been put to the student and the student's representative and the student has been provided with an opportunity to respond.

3.7 Whole Class Detentions

Whole class group detentions are not desirable as they inevitably lead to the punishment of innocent as well as those students whose behaviour has been unacceptable. This is naturally often resented by both students and parents as unfair and is not in keeping with the tone of the College's Mission Statement. If a staff member believes a whole class detention is necessary, then it should be held for no more than half an hour during lunch hour and must be supervised by the teacher concerned.

4.0 Responsibilities for Issuing Consequences for Specific Unacceptable Behaviour

In addition to the responsibilities held by teachers and sports coaches who are in the front line of behaviour management there are a number of other positions within Brisbane Boys' College which have direct responsibility for the issuing of consequences for specific unacceptable behaviours.

4.1 House Tutors

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

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

4.2 Housemasters

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

4.3 School Sergeant

The School Sergeant is directly responsible for managing behavioural problems related to:

- Stolen or lost property
- Serious infringements of the school's rules in conjunction with Housemasters and Heads of Schools
- General behaviour and compliance with BBC uniform and grooming guidelines at school and in public places in conjunction with the Heads of Sub School and Housemasters.
- Incidents/complaints by parents or members of the public involving BBC students as directed by the Headmaster, Deputy Headmaster or Heads of sub Schools.



- Student absences and repeated lateness to school and classes in conjunction with Housemasters, via the Student Services Office.

4.4 Heads of Departments

Heads of Departments are directly responsible for managing behavioural problems relating 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.

4.5 Heads of Schools

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]

4.6 Head of Teaching and Learning

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

4.7 Directors of Sports and Activities

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

4.8 Head of Co-Curriculum

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

5.0 Guidelines for Applying Consequences for Unacceptable Behaviour

The consequences applied to student behaviour that may be considered unacceptable and inconsistent with the Responsibilities outlined in the BBC Behaviour Management Guidelines should always be proportionate to the nature of the behaviour, and are best applied in combination with support measures which identify and address possible causes of the behaviour as outlined in the BBC Behaviour Management Guidelines.

6.0 Amendment Register

Date of Issue/Amendment	Page Number	Detail of and reason for amendment
1 st September 2016	All	New policy, endorsed by BBC Executive
6 th December 2016	Pg 7	Wording of Section 5.0 amended to reflect removal of Consequence Tables on pages 8-11
6 th December 2016	Pgs 8-11	Removed
1 st January 2018	Pg 1	Reference to Education (Accreditation of Non-StateSchools) Act 2001 and Education (Accreditation of Non-State Schools) Regulation 2001 amended to Education (Accreditation of Non-StateSchools) Act 2017 and Education (Accreditation of Non-State Schools) Regulation 2017
1 st January 2018	Pg 4	Section 3.3 'Friday' replaced with 'Thursday' where applicable
1 st January 2018	Pg 6	Section 4.3 updated