



Student Behaviour Management Guidelines

Purpose	The purpose of this document is to outline the expectations for student behaviour at Brisbane Boys' College. The Guidelines are aligned with the College's Positive Education, Wellbeing and Curriculum frameworks.	
Scope	These guidelines apply to Brisbane Boys' College students, their parents/guardians and BBC employees. BBC employees, volunteers and contractors are also bound by the requirements of the PMSA Code of Conduct and associated policies.	
References	<ul style="list-style-type: none"> • Education (Accreditation of Non-State Schools) Act 2001 • Education (Accreditation of Non-State Schools) Regulation 2017 • Education (General Provisions) Act 2006 • BBC Alcohol, Smoking Products & Illicit Drugs (Student) Policy • BBC Anti-Bullying Policy • BBC Anti-Bullying Student Protocols • BBC Student Acceptable Use of Technology Policy • BBC Student Anti-Discrimination Policy • BBC Student Disability Policy and Procedure • BBC Student Discipline Policy and Procedure • BBC Social Media (Student Usage) Policy • BBC Privacy Policy • PMSA Child Protection Policy • PMSA Code of Conduct • PMSA Procedural Fairness Policy • Tablet PC Program Agreement 7-12 	
Review Date	This policy will be reviewed annually, or as appropriate, to take account of new legislation or changes to school's operations and practices and to make sure it remains appropriate to the changing environment.	Next Review Date: 1 st February 2021
Policy Owner	Deputy Headmaster – Head of Senior School and Student Wellbeing P-12	

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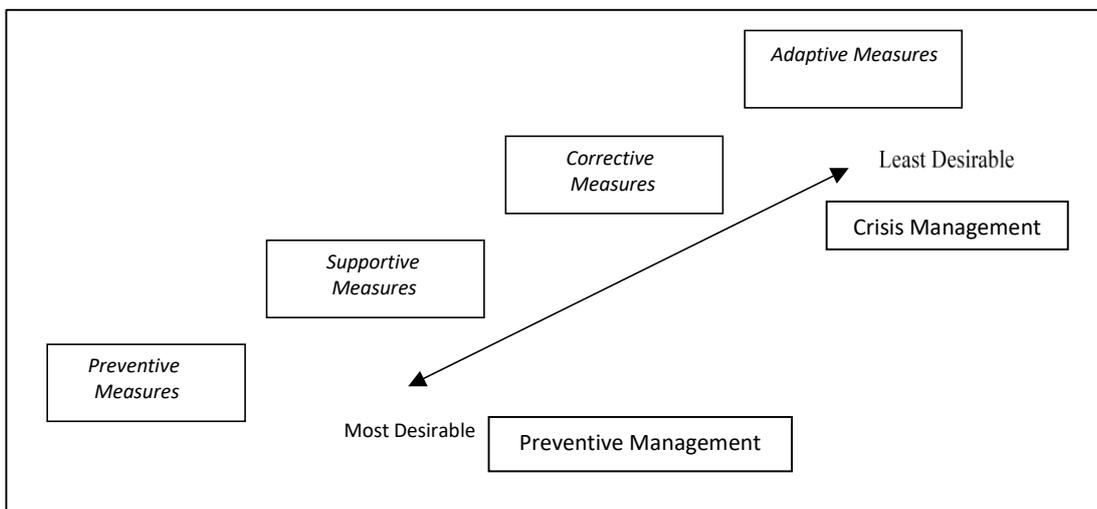
1.0 Principles

At Brisbane Boys' College (BBC) a humanistic approach is used to guide respectful conduct and interactions within our community. The College has the responsibility for the wellbeing of students by supporting them to engage in appropriate behaviours that facilitate learning and social engagement between students and the College community.

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).

Body Text

The Cascade Model for Student Behaviour



- **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

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 and Caregivers

Parents/guardians set the best examples of positive behaviour for their children. Brisbane Boys’ College 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-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 Student Diary, 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 Year Team Leader. 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. Year Team Leaders should be kept informed of issues and parents should be notified, if necessary. This can be done through the Student Diary, 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, Deputy Headmaster – Academic Performance and Innovation P-12, Head of Co-curriculum, Co-curriculum Director/MIC. Sometimes, a student's friends, a prefect, the College Captain or senior student may be the best person to support the student. Teachers should consider the issue and re-direct students accordingly.

Serious breaches of behaviour management issues should be directed to the Head of School or Deputy Headmaster – Academic Performance and Innovation P-12. These issues are detailed in Roles of Staff below.

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 Year Team Leader 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 is unsatisfactory he is not to be placed on Reflection but rather a report should be made to the Deputy Headmaster – Head of Senior School and Student Wellbeing who will deal with the matter in consultation with the Year Team Leader.

6.0 Staff Roles in Behaviour Management

6.1 Classroom Teachers

Teachers are responsible for creating safe and positive learning and teaching environments in their classrooms.

6.2 Mentors

Mentors work closely with their students to help them to develop and flourish as they strive towards their academic and personal goals and journey towards a purposeful and meaningful life.

6.3 Year Team Leaders

The Year Team Leaders (YTL) have overarching responsibility for the enhanced wellbeing and optimal functioning of each boy in their care by leading and directing the work of the Mentor Team in their application of Positive Psychology and Coaching.

6.4 Assistant Year Team Leader

The Assistant Team Leader will assist and support the Year Team Leader in their role as the leader of a particular Year Group, so that each student will be nurtured and educated to develop his God-given talents to the best of his ability through a balanced involvement in the academic, spiritual, service, sporting and cultural life of the College.

6.5 School Sergeant

The position of School Sergeant supports the Heads of School and provides assistance, as directed by the Deputy Headmaster– Head of Senior School and Student Wellbeing, to the Year Team Leaders with the daily behaviour management and wellbeing of students from Years 8 to 12.

6.6 Counsellors

Counselling staff counsel individual students who are having difficulty in demonstrating appropriate behaviours, including providing the student with strategies in how to change their behaviour, and in personal adjustment including educational, vocational, family and personal relationship areas.

6.7 Learning Diversity Staff

Learning diversity staff work in collaboration with external professionals, including speech pathologists, educational psychologists and advisory visiting teachers, and draw upon expert advice from current staff members to provide students with strategies and resources to succeed in the classroom.

6.8 Heads of Departments

Heads of Departments assist Year Team Leaders, Mentors, Heads of House, and Teachers in the behaviour management of students in the subjects of the Department, and collaborate with all Department teachers to ensure that they are adequately supported in regard to the development and application of appropriate classroom teaching and management practices.

6.9 Heads of School

Heads of School support the Year Team Leaders, Mentors, Heads of House, and Teachers in the behaviour management of students and continually reinforce the College's behavioural and uniform expectations in the appropriate forums (e.g. assemblies).

6.10 Co-curricular coaches

Co-curricular coaches are responsible for creating a safe and positive learning and teaching environment for all students.

6.11 Co-curricular Directors and MICs

Co-curricular Directors and MICs assist the co-curricular coaches within their relevant sport or activity in the behaviour management of students and collaborate with their coaches to ensure that they are adequately supported in regard to the development and application of appropriate coaching and student management practices.

6.12 Head of Co-curriculum

The Head of Co-curriculum supports the Directors, MICs and coaches in the behaviour management of students and continually reinforces the College's behavioural and uniform expectations in the appropriate forums.

6.13 Headmaster/Deputy Headmasters

The Headmaster and Deputy Headmasters are responsible for the College's good discipline and tone, and relies on all staff to ensure that both elements remain at the highest standard.

7.0 Amendment Register

Date of Issue	Page Number	Detail of and reason for amendment
25 th August 2016	All	New policy endorsed by BBC Executive - replaces the BBC Behaviour Management in Schools Policy (first issued 23 January 2008)
20 March 2020	All	References to roles reviewed to ensure consistency with new BBC organisational structure.