



Student Behaviour Expectations Policy

Purpose	<p>The purpose of this policy is to enable all students and members of our school community understand:</p> <ul style="list-style-type: none"> (a) BBC's commitment to providing a safe and supportive learning environment for students (b) BBC's expectations for positive student behaviour (c) the support available to students and families (d) BBC's policies and procedures for responding to inappropriate student behaviour.
Scope	<p>This policy applies to all students enrolled at Brisbane Boys' College and applies to conduct that occurs in any BBC related context, including during school hours within and outside of the College, and outside school hours where there is a relevant connection with a student's enrolment at Brisbane Boys' College.</p>
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 • Work Health and Safety Act 2011 • BBC Student Enrolment Contract • BBC Alcohol, Smoking Products & Illicit Drugs (Student) Policy • BBC Anti-Bullying Policy • BBC Anti-Bullying Student Protocols • BBC Complaints Policy and Procedure • BBC Student Acceptable Use of Technology Policy • BBC Student Anti-Discrimination Policy • BBC Student Attendance Policy • Guidelines for Responding to Student Expectations – Junior School • Guidelines for Responding to Student Expectations – 7-12 • BBC Social Media (Student Usage) Policy • BBC Privacy Policy • PMSA Child Protection Policy • Student Acceptable Use of Technology Agreement • Tablet PC Program Agreement Years 7 to 12 • 1-1 Device Program Agreement Years Prep to 6
Review Cycle	<p>Brisbane Boys' College adopts a cyclic review process for policies and procedures taking into account new legislation, changes to the College's operations and practices and other relevant considerations.</p>
Policy Owner	<p>Deputy Headmaster – Head of Senior School and Student Wellbeing P-12</p>

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1.0 Policy statement

At Brisbane Boys' College (BBC) we are committed to positive and respectful relationships in supporting our high standards of Student Behaviour Expectations to provide opportunities for each student to fully participate to his potential in his academic, spiritual, service, sporting and cultural journey through the College.

BBC uses a wellbeing and restorative approach to guide, build and maintain these relationships within our community and has the responsibility to provide a safe, respectful, tolerant, and inclusive learning environment.

Working in conjunction with our wellbeing program, which is designed to develop self-efficacy in our students, we encourage students to participate, become part of a team and take on leadership roles, and maintain the College's high expectations of their behaviour.

2.0 Responsibilities

2.1 Students

- Be polite and give respect to others; to be truthful, reliable, and courteous.
- Adhere to classroom protocol and do nothing to disrupt effective learning and teaching.
- Always exhibit safe behaviour.
- Respect differences and to not "put down" physically or verbally others.
- Respect other people's property.
- Contribute positively to the College community.
- Respect appearance expectations and to look after the College's environment and reputation.
- Comply with all other obligations of the Student Enrolment Contract.

2.2 Parents and Caregivers

- Support College staff in maintaining a safe and respectful learning environment for all students.
- Cooperate with the College to provide opportunities for their son to fully participate to his potential as he strives to achieve the best possible outcomes.
- Show an active interest in their son's schooling and progress.
- Initiate and maintain constructive communication and relationships with College staff regarding their child's learning, wellbeing, and behaviour.
- Contribute positively to the implementation of behaviour support structures that concern their child.
- Comply with all other obligations of the Student Enrolment Contract as referenced within the Admissions Policy seeking guidance from the College, if required, to clarify any part of those obligations.

2.3 BBC Employees

- Create positive learning and teaching environments.
- Accept responsibility for their role in the management of students and their behaviour, including supporting students' endeavours to understand and meet student behaviour expectations and applying disciplinary consequences as and when required.
- Develop shared understanding with students in relation to expectations for behaviour.
- Clearly articulate to students, the behaviour expectations and consequences for inappropriate behaviour.
- Encourage and acknowledge appropriate behaviour.

- Manage student behaviour expectations including implementing behaviour management strategies and consequences for inappropriate behaviour as and when required.
- Communicate with parents and other relevant staff about student behaviour if required.

3.0 Behaviour Management Strategies

The behaviour management strategies used by Brisbane Boys' College include:

- **Preventative Strategies** – Defined - 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 Strategies** – Defined - A plan is put in place to monitor and support those students who are showing signs that they are struggling to sustain self-discipline.
- **Intermediate Strategies** – Defined - Outcomes are implemented for those who are unable to sustain self-discipline. There is a consistent enforcement of rules and increased levels of extrinsic motivation.
- **Adaptive Strategies** – Defined- A planned set of strategies involving agreements and conditions are put in place. Students who fail to respond positively may be suspended or excluded from the College.

3.1 Preventative Strategies

To foster the development of self-discipline in students, teachers will endeavour to create an atmosphere that demonstrates positive behaviours. This may be demonstrated, for example, via:

- A professional approach to their teaching practice through contemporary subject knowledge, pedagogy, preparation and correction, attire and punctuality.
- Genuine interest in each student as an individual
- Insistence on high standards
- Fairness and equity
- Parental involvement and staff communication regarding desirable and undesirable behaviours

3.2 Supportive Strategies

Students who struggle to maintain self-discipline may benefit from the assistance of supportive measures when an issue arises. Initially, the teacher closest to the issue should endeavour to support the student to solve the issue. This support, which may come in a range of forms, may include:

- A 1-1 conversation that seeks to understand where/how/why this issue has arisen.
- Development of a plan or strategy to deal with the issue
- Parental communication
- Another staff member – Counsellor, Chaplain, Head of Department, Year Team Leader
- Creation of a record on the student's file in Teacher Kiosk

3.3 Intermediate and Adaptive Strategies

Students who demonstrate a significant lack of self-discipline may require intermediate and adaptive strategies. Subject related scenarios may see the Teacher involve the Head of Department whilst also keeping the Year Team Leader aware. Wider School based issues may involve a student's Year Team Leader in relation to issues such as: ongoing poor attitude, inappropriate conduct or declining academic progress.

Progress in guiding a student is also likely to occur through a team-based approach involving the wellbeing and counselling resources of the College.

The application of and interaction between these strategies may be demonstrated, by way of example, through the following scenario (which is included as a sample only).



4.0 Consequences

The consequences applied to a student's behaviour which is found to be inconsistent with the behaviour expectations of the College should always be proportionate to the nature of the behaviour and are generally best applied in combination with support measures which identify and address the possible cause/s of the behaviour (although that will not always be appropriate). The consequences are applied for various reasons which may include to provide the opportunity for students involved to learn, ensure the safety of staff and students, and assist students who behave inconsistently with the College's behaviour expectations to accept responsibility for themselves and their actions. For repeat or significant behaviour issues consequences will generally be applied following discussions with appropriate personnel, such as the Wellbeing team, Heads of Sub-School and Headmaster where required. For repeat or significant behaviour issues, a discussion with the student's parents/caregivers may also take place in combination with the implementation of consequences.

Consequences for behaviour which is found to be inconsistent with the behaviour expectations of the College can include, for example, one or more of the following outcomes depending upon the nature of the student's behaviour:

- Withdrawal of privileges such as removal of some free time during a break.
- Withdrawal from school activities.
- Behaviour management approaches and systems to monitor academic performance and general conduct.
- Reflections.
- Internal suspension
- External suspension
- Cancellation of enrolment

4.1 A student returning after a period of suspension (internal or external)

Prior to a student returning to classes after an internal or external suspension has been applied, the student will have a re-entry meeting with the Head of Sub-School to reflect on their actions and to consider positive patterns of behaviour moving forward.

4.2 Cancellation of Enrolment

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

5.0 Complaints

A student affected by a decision made under this Policy may make a complaint under the BBC Complaints Policy and Procedure. Student complaints may be brought by students or by parents on behalf of their child, as appropriate in the circumstances.

6.0 Review and Version Control

Version	Authorising Officer	Approval Date	Effective Date	Change History/Superseded Documents	Next Review Date
1	BBC Executive	25 th August 2016	25 th August 2016	New policy endorsed by BBC Executive - replaces the BBC Behaviour Management in Schools Policy (first issued 23 January 2008)	1 st July 2018
2	BBC Executive	20 th March 2020	20 th March 2020	References to roles reviewed to ensure consistency with new BBC organisational structure.	1 st February 2021
3	BBC Executive	30 th July 2021	30 th July 2021	Full review to integrate BBC Discipline Policy which is now being superseded by this Student Behaviour Expectations Policy.	1 st July 2023
4	BBC Headmaster	26 th November 2021	29 th November 2021	Full review by Jessie Lawyers at the request of BBC Executive. Amendments to Page 1 – sections: Purpose; Review Date; Page 2 – sections 1.0, 2.2. and 2.3; Page 3 – sections 3.0, 3.1, 3.2, 3.3; Page 4 – 5 section 4.0; Page 5 – section 4.1	1 st July 2023