



# FACT SHEET: Student Behaviour Support – Formal Sanctions (Consequences)

## BCE Formal Sanctions

When implementing any formal sanction, Sacred Heart School ensures it follows the BCE procedures for formal sanctions (consequences).

### Detention

- Detention can be used as a deterrent to signal to a student that their unproductive behaviour will be met with an immediate consequence.
- A teacher or member of the leadership team may enforce a reasonable, related and respectful detention. Detentions need to be delivered with empathy in a calm, respectful tone of voice.
- A detention must be constructive, age and developmentally appropriate.
- Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for such behaviours.
- During a detention the time should be used to:
  - repair relationships
  - apply restorative practices
  - make plans for appropriate behaviour
  - completion of classwork
  - rehearse alternative behaviours
- A detention may only be sanctioned by a member of the leadership team in consultation with the employee who has nominated a student for that detention.
- The location of the detention is to be appropriate and observable. However, it must not be so public that it makes an example of the student.
- The student is to be observed and supervised by a member of the leadership team or the employee who gave the detention for the duration of the detention.
- The student's safety and wellbeing needs are addressed, and the student is given appropriate access to food, drink and toileting facilities.

### Suspension

- Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. Suspensions will be recorded in the Engage Student Support System Suspension Register.
- The purpose of suspension is to:
  - signal that the student's unproductive behaviour is not acceptable
  - allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
  - allow time to negotiate some goals that the student will work towards, with support, on their return to school
  - ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.
- Grounds for suspending a student:
  - persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
  - persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- In some circumstances, the Principal (or delegate) may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs.

- The Principal (or delegate) will inform the student and family of the grounds on which the decision to suspend has been made.
- As part of the return to school process, the Principal or authorised delegate will organise a conversation with the student and/or the family to discuss the basis of maximising successful reintegration into the school, before the student returns to school.

### **Negotiated Change of School**

- In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed upon to responsibly support a student's wellbeing and/or learning needs.
- The Principal will provide the family with an opportunity to discuss the implications of the negotiated change of school and provide information about why the change is being proposed.

### **Exclusion**

- The Principal does not have delegated authority to exclude a student from a school. A decision to exclude from a school can only be made by Brisbane Catholic Education Learning Services Executive on recommendation from the Principal, through the Senior Leader - School Progress and Performance, and the Head of School Progress and Performance.

### **Sacred Heart School Student Behaviour Support Plan**

At Sacred Heart School, we believe the most effective way to help students demonstrate behaviours optimal for learning is through a school-wide positive problem-solving approach. [Visit the Positive Behaviour for Learning page on our school's website](#) to access the Sacred Heart School Student Behaviour Support Plan.