



# Behaviour Support Plan

2026



**SOPHIA**  
**COLLEGE**  
*Wisdom and Love*

A Catholic Co-educational Secondary College - Year 7 to Year 12

## Contents

Introduction .....	4
Sophia College Vision .....	4
Sophia College Mission .....	4
Sophia College Values .....	5
The Sophia College Context .....	5
Consultation and Review Process .....	5
Section A: Our Student Behaviour Support Systems .....	5
1. Our Beliefs and Common Philosophy about Learning and Teaching .....	5
2. Our Systems Approach - Positive Behaviour for Learning (PB4L).....	7
What is Positive Behaviour for Learning? .....	7
Theoretical and conceptual characteristics .....	7
Continuum of support and key features.....	7
3. Student Behaviour Support Leadership & Professional Learning for School/College staff...9	
2. Focus: Teaching Expected behaviour.....	11
3. Feedback: Encouraging Productive Behaviours for learning .....	12
4. Feedforward: Responding to Unproductive Behaviours .....	15
Formal Sanctions.....	18
Detention Process.....	18
Important Notes: .....	18
Suspension Process.....	19
Requirements.....	20
Re-Entry Meeting .....	21
Exclusion .....	22
Requirements.....	22
Engage Student Support System.....	23
APPEALS .....	23
Detention .....	23
Suspension .....	24
Exclusion .....	24
6. Bullying and Cyberbullying – information, prevention, and school/college responses .....	24
Definition .....	24
Bullying is not.....	25

Prevention and proactive strategies.....	26
Cyberbullying .....	27
Steps to addressing bullying .....	27
Visual Flow Chart .....	28
.....	28
Section C: Our Student Behaviour Support Data.....	29
1. Data Informed Decision Making .....	29
Student Voice.....	29

## Introduction

### Sophia College Vision

Inspired by our Catholic tradition Sophia College is a faith filled learning community that supports every student to be the very best they can be, while walking gently with creation through wisdom and love to make a better future.

### Sophia College Mission

The Sophia College is an aspirational community which lives the good news of Jesus Christ by:

- Encouraging our young people to develop the goodness in themselves and to share their God-given gifts, in living the Gospel values,
- Continually striving for innovation and excellence in all aspects of our learning and wellbeing,
- Hearing and acting on the call to care for God's creation, our common home, locally and globally,
- Acquiring and practicing wisdom to create a hope filled future,
- Walking with love to include all,
- Responding to St Francis' call to rebuild through service, prayer, learning and community.



## Sophia College Values

### **The Sophia College Context**

Sophia College is a Catholic, co-educational secondary College committed to being a unique, bold, and creative learning community that provides high quality, inclusive education. The College is administered by Brisbane Catholic Education and is situated within the Catholic Parish of Our Lady of the Valley. The College draws students from across both the Lockyer Valley and Ipswich City.

### **Consultation and Review Process**

Sophia College was officially opened in 2021. Consultation regarding the Vision and Mission principally involved the College Steering Committee. The Steering Committee was formed by Brisbane Catholic Education and established the foundational Vision of the College. The committee was made up of the College Founding Principal as well as representatives from Brisbane Catholic Education, the Our Lady of the Valley Parish Priest, representatives of the local Catholic Primary schools, prospective parents and members of the Lockyer Valley region. Consultation also included members of the Franciscan order and founding staff members of the College.

The Sophia College School Wide Positive Behaviour Support Plan was also informed by the Brisbane Catholic Education Student Behaviour Support Policy and Procedures and will be reviewed annually while the school is being established.

This Student Behaviour Support Plan undergoes a comprehensive review every two years, with an annual high-level review conducted by the College Leadership Team in consultation with staff, students and parents where appropriate.

Data used to inform the review includes:





- Engage behaviour and wellbeing data
- Attendance and engagement data
- Student wellbeing surveys including BCE Tell Them From Me
- Behaviour incident reviews
- Staff feedback and professional learning reflections.

### **Section A: Our Student Behaviour Support Systems**

#### **1. Our Beliefs and Common Philosophy about Learning and Teaching**

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions. At Sophia College we support every student to be the best they can be with the use of our College Living Stones.

The term Living Stones is deeply connected to both the Catholic and Franciscan traditions. Living Stones refer to the 'building up' of God's kingdom and the 'foundation' of a tradition. We have identified four living stones which are the foundations for *life* at Sophia College.

	<div style="background-color: #0070C0; color: white; padding: 5px;"><b>Learning</b></div> <p style="text-align: center;"><i>"True education enables us to love life and opens us to the fullness of life." (Pope Francis, 2014)</i></p> <p>Learning happens in an interconnected system where the learner is central. The success of each student to care for and create a better world is lived through their learning at Sophia College.</p>
	<div style="background-color: #00A651; color: white; padding: 5px;"><b>Integral Ecology</b></div> <p style="text-align: center;"><i>"We are not faced with two separate crises, one environmental and the other social, but rather one complex crisis which is both social and environmental." (Pope Francis, 2015)</i></p> <p>The Franciscan charism serves to reinforce our focus to respond to Laudato Si' in ways that demonstrate a care for each other and all God's creation.</p>
	<div style="background-color: #C00000; color: white; padding: 5px;"><b>Faith</b></div> <p style="text-align: center;"><i>"It is not enough to say we are Christians. We must live the faith, not only with our words, but with our actions." (Pope Francis, 2014)</i></p> <p>As a faith-based community we are called to share and live the gospel values and develop a personal relationship with God and all of creation.</p>
	<div style="background-color: #FFC000; padding: 5px;"><b>Engagement</b></div> <p style="text-align: center;"><i>"At the very heart of the Gospel is life in community and engagement with others." (Pope Francis, 2013)</i></p> <p>Active engagement empowers all members of the Sophia community to participate in meaningful relationships with self, others, creation and our creator.</p>

Sophia College is a positive education school where students and staff learn the skills to flourish and become their best possible selves.

Positive Education may be defined as:

The application of the science of wellbeing and principles of Positive Psychology within education which enhances students, staff and wider community wellbeing- both in boosting wellbeing and reducing ill-being ( Abbott et al., 2022).

Positive Education is an approach to the development of education environments that acknowledge the importance of, and teach the skills required to enhance wellbeing and character development as an essential component of academic achievement and personal flourishing over an individual's lifetime (Norrish et al., 2013)

At Sophia College our approach to Positive Education is guided by our College living stones with Positive Behaviour for Learning being our systems approach to teach the expected behaviour.

## 2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

### What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students and support. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

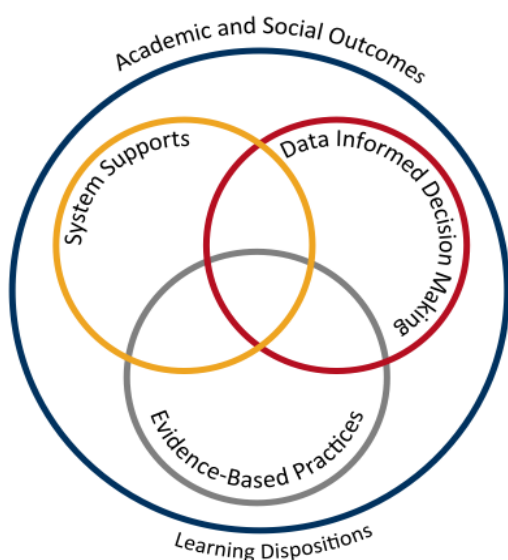


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

### Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

#### Tier 1 Universal Supports:

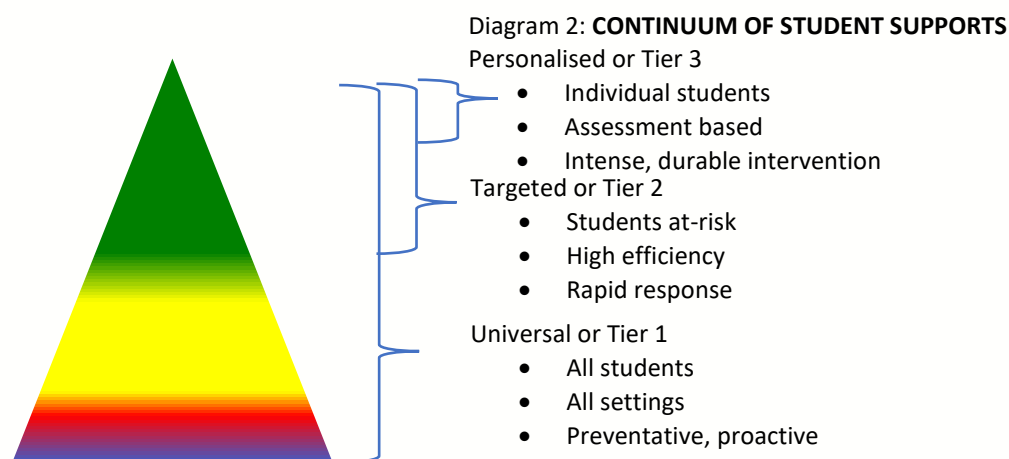
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

### Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

### Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e., every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

### 3. Student Behaviour Support Leadership & Professional Learning for School/College staff

The Sophia College Student Behaviour Support Leadership includes the following College teams:

<b>College Leadership Team (CLT)</b>	
Includes: College Principal, Deputy Principal, Assistant Principal – Engagement, APRE and Business Manager	
The CLT provides the overall direction of the positive behaviour support of the College. The CLT is responsible for the high-level decision making. The CLT meets weekly.	
<b>College Student Support Team</b>	
Includes: Deputy Principal, Assistant Principal – Engagement, LIFE Companions, Support Teacher: Inclusive Education (ST:IE) and Guidance Counsellor (GC).	
The Student Support Team is responsible for actioning student referrals, reviewing Engage data and determining action plans, providing case managers updates and overall College wellbeing. This teams meets fortnightly	
<b>House Companion Team</b>	
Includes: Assistant Principal – Engagement and House Companions	
The House Companion Team is responsible for the overarching wellbeing and pastoral care of students. The team meets weekly.	
<b>Fratelli Team</b>	
Includes: House Companions and Fratelli Group teachers.	
The Fratelli teacher is the first point of call for students and their guardians. The Fratelli teacher responsibilities are outlined in the Fratelli Teacher handbook. The Fratelli Team meet once a fortnight with their House Companion.	

#### Professional Development:

- Members of the teams noted continue to undertake PB4L, Student Behaviour Support and Wellbeing professional development provided by Brisbane Catholic Education and various external agencies.
- All staff professional development on Positive Education, Tier 1 Universal Strategies and restorative practices are provided at various opportunities throughout the year.

## Section B: Our Student Behaviour Support Practices

### 1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school’s Catholic Identity and provide consistency across the staff and school community.

*Our LIFE expectations are being respectful in relationship:*

- *with our learning*
- *with the environment*
- *with ourselves and others*

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

In addition to our Positive Behaviour for Learning matrix the College has Learning Space



### POSTIVE BEHAVIOURS FOR LEARNING (PB4L)

	WHEN IN THE CLASSROOM	WHEN OUTSIDE	WHEN WE GATHER AS COMMUNITY	WHEN INTERACTING WITH ICT	WHEN IN THE WIDER COMMUNITY
RESPECT FOR OUR LEARNING	<ul style="list-style-type: none"> <li>• We come prepared to learn.</li> <li>• We actively participate in classroom learning.</li> <li>• We persevere and persist with our learning.</li> <li>• We ask questions to improve understanding.</li> <li>• We complete home learning appropriately.</li> <li>• We respect the rights of other students to learn.</li> <li>• We respect the thoughts and opinions of others.</li> <li>• We assist others to achieve positive results in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• We engage in learning across the entire campus.</li> <li>• We move promptly to class and line up outside the room.</li> <li>• We look after school equipment and grounds.</li> <li>• We move around the school safely.</li> </ul>	<ul style="list-style-type: none"> <li>• We celebrate achievements respectfully.</li> <li>• We are open to the opinions of others.</li> <li>• We listen and share respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• We use technology appropriately for learning and/or organisation.</li> <li>• We use school tablets/ laptops for school purposes only.</li> <li>• We use technology appropriately to support our learning.</li> <li>• We store personal smart devices in lockers.</li> </ul>	<ul style="list-style-type: none"> <li>• We embrace all learning opportunities.</li> <li>• We celebrate learning success.</li> </ul>
RESPECT FOR INTEGRAL ECOLOGY	<ul style="list-style-type: none"> <li>• We respect the learning environment and its resources by leaving it better than we found it.</li> <li>• We understand our impact on the College by understanding our footprint.</li> <li>• We respect diverse views, opinions and cultures.</li> <li>• We respect our own and others' belongings.</li> </ul>	<ul style="list-style-type: none"> <li>• We dispose of our rubbish appropriately.</li> <li>• We help keep the College grounds clean by picking up rubbish.</li> <li>• We care for creation by staying off garden beds.</li> <li>• We leave our crees neat and tidy.</li> <li>• We store personal smart devices in lockers.</li> </ul>	<ul style="list-style-type: none"> <li>• We recognise sacred spaces and enter them with respect and dignity.</li> <li>• We take care when moving through and around equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• We create a positive online environment.</li> <li>• We consider our digital footprint.</li> </ul>	<ul style="list-style-type: none"> <li>• We act safely and responsibly.</li> <li>• We respect all public spaces.</li> <li>• We care for all of creation by walking on paths provided.</li> </ul>
RESPECT FOR OUR FAITH	<ul style="list-style-type: none"> <li>• We actively participate in prayer, liturgy, song and Sophia Stiltiness.</li> <li>• We live the Gospel values.</li> <li>• We respect the opinions of others.</li> </ul>	<ul style="list-style-type: none"> <li>• We treat others and their property with respect.</li> <li>• We speak and act respectfully towards peers, staff, ourselves and others.</li> <li>• We take care of creation by putting our rubbish in the bin and picking up others rubbish.</li> </ul>	<ul style="list-style-type: none"> <li>• We recognise sacred spaces and enter them with respect and dignity.</li> <li>• We participate and listen actively.</li> <li>• We listen and share respectfully.</li> <li>• We are open to the opinions of others.</li> <li>• We respect guests, presenters, speakers and everyone gathered.</li> </ul>	<ul style="list-style-type: none"> <li>• We speak and act respectfully towards peers, staff, ourselves and others.</li> <li>• We respect our dignity and the dignity of others.</li> </ul>	<ul style="list-style-type: none"> <li>• We represent ourselves and the College with pride.</li> <li>• We speak and act respectfully towards peers, staff, ourselves and members of the wider community.</li> <li>• We are open to the opinions of others.</li> <li>• We seek to see the good in others.</li> <li>• We strive to always present the best version of ourselves.</li> </ul>
RESPECT OUR ENGAGEMENT WITH OURSELVES AND OTHERS	<ul style="list-style-type: none"> <li>• We speak and act respectfully towards peers, staff and ourselves.</li> <li>• We use kind and encouraging language in all interactions.</li> <li>• We offer help and support to others when needed.</li> <li>• We take responsibility for our roles in group tasks and activities.</li> <li>• We contribute ideas and listen actively during discussions.</li> <li>• We attend school and class on time, prepared to learn and participate.</li> <li>• We wear our uniform correctly with pride.</li> </ul>	<ul style="list-style-type: none"> <li>• We are accountable for our words and actions.</li> <li>• We treat others and their property with respect.</li> <li>• We practice sun safety.</li> <li>• We remain in boundary areas.</li> <li>• We play appropriately with others.</li> <li>• We wear our uniform correctly with pride.</li> </ul>	<ul style="list-style-type: none"> <li>• We participate and listen actively.</li> <li>• We move quickly and quietly to our gathering areas.</li> <li>• We respect guests and presenters.</li> <li>• We strive to always bring the best version of ourselves.</li> <li>• We wear our uniform correctly with pride.</li> </ul>	<ul style="list-style-type: none"> <li>• We communicate in a polite and respectful manner.</li> <li>• We obtain permission to share images.</li> <li>• We protect the privacy of ourselves and others.</li> <li>• We report inappropriate posts.</li> </ul>	<ul style="list-style-type: none"> <li>• We wear our uniform correctly with pride.</li> <li>• We follow instructions from staff, adults and facilitators.</li> <li>• We are aware of the safety of others.</li> <li>• We strive to always present the best version of ourselves.</li> </ul>

Procedures.



# Learning Space Procedures

Entering the Learning Space	Within the Learning Space	Exiting the Learning Space
<ul style="list-style-type: none"> <li>You will line up in pairs outside the room</li> <li>Then you will move quietly into the room, one line at a time.</li> <li>Then you will stand silently behind your desk</li> <li>Place all equipment on the desk.</li> <li>Teacher will welcome and greet you with "Good Morning/Afternoon Year X (and SO)", you will respond with "Good Morning/Afternoon Mr/Miss X (and SO)", and the teacher will ask you to sit.</li> <li>Then you will sit silently with your eyes focused on the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>We come prepared to learn.</li> <li>We actively participate in classroom learning.</li> <li>We persevere and persist with our learning.</li> <li>We ask questions to improve understanding.</li> <li>We complete home learning appropriately.</li> <li>We respect the rights of other students to learn.</li> <li>We respect the thoughts and opinions of others.</li> <li>We assist others to achieve positive results in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>You will write down the required homework (if not done earlier)</li> <li>You will clean up your area, place any rubbish in the bin and reset the classroom</li> <li>You will quietly pack away your books, laptop, equipment, etc.</li> <li>You will stand silently behind your desk with hat on head</li> <li>You will respond to the teacher's farewell by saying, "Good morning/afternoon Ms, Mrs, Mr, Dr etc."</li> <li>You will stand quietly with your eyes focused on the teacher and wait to be dismissed row/group by row/group.</li> </ul>

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. [www.acara.edu.au](http://www.acara.edu.au)

## 2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

At Sophie College explicit teaching of the expected behaviours occurs:

- During orientation at the commencement of the year
- Assemblies
- New student orientation
- Reminders and reteaching in Fratelli time
- By utilising effective classroom management skills
- Affirming students when they demonstrate positive behaviours
- 4:1 ratio strategy of positive reinforcement
- Provide students an opportunity to self-regulate through 4 mins of Sophia Stillness each day
- Displaying the Positive Engagement 4 Learning (PB4L) school-wide matrix clearly in classrooms

### 3. Feedback: Encouraging Productive Behaviours for learning

#### Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (William, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

Staff at Sophia College are expected to continually recognise positive behaviours through positive praise as part of good teach practices. In addition to good teaching practices that recognise positive behaviours, the following encouragement strategies are in place for the College and classroom:

<b>College practices that encourage expected behaviours</b>	<b>Classroom practices that encourage expected behaviours</b>
---	---

<p><b>Sophia College Affirmations</b> – recognising a students who has exemplified College via the Sophia STARS platform.</p>	<ul style="list-style-type: none"> <li>· Reminding and reteaching positive behaviours for Learning</li> <li>· Displaying Positive Behaviour for Learning Matrix</li> <li>· Prioritise relationship building</li> <li>· Brain breaks</li> <li>· Group praise or specific positive feedback</li> <li>· Individual positive feedback</li> <li>· Privilege (e.g., go outside, first in line, etc.)</li> <li>· Being explicit about consequences, both positive and negative</li> </ul>
<p><b>Sophia Values Award</b> – individual recognition of one student who has embodied the College values during the term.</p>	
<p><b>Way of the Wolf Postcard</b> – to be used by classroom teachers and staff to recognise individual student’s positive behaviours and to share this with parents.</p>	
<p><b>Sophia College Positive Affirmations</b> - to be used by classroom teachers to recognise achievement or positive behaviour.</p>	

**Sophia Wolf Award- Term:** Students nominate a student from each house that has exemplified one or more College expected behaviours. Students complete an online voting form during Fratelli time where they are to nominate a student and explain how they have exemplified a demonstrated behaviour. This is acknowledged at the end of the term.

**Sophia Values Award – Term:** Throughout each term, students are reminded of the Sophia College values through Fratelli classes, Gatherings, Sophia Vine etc. The Sophia Values Award is given at the end of the term in recognition of an individual student who has embodied the College values during the term. Nominations for this award will be sort from all staff and the College Leadership Team will make the final decision.

**Way of the Wolf Postcard – Anytime:** In the story of St Francis and the wolf, the wolf changed its ways to have positive engagement with the community with the guidance of St Francis. The Way of the Wolf postcard is a way of sent home without students knowing to recognise when a student has embraced positive change and has made positive choices.

**Positive Affirmations through STARS:** Each teacher has the ability to send through a positive affirmation through the Sophia STARS system when they demonstrate exemplary behaviour. Affirmations are tallied on a term basis and rewards are implemented.

**Tier 2 Targeted Supports:**

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- **Reset Card**- This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

The student sets three goals with the House Companion that are recorded in Engage and on the given student Reset Card. The student meets with the House Companion or other Middle Leader every morning. If a Middle Leader isn't available a CLT member is to complete the check. The student is to have their card signed nightly by their guardian.

- **The Check and Connect Mentoring Program** – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

The mentors available at Sophia College are School Officers as a first choice but can be negotiated with the House Companion and the CLT.

- **Social Skills Clubs/Groups**- This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. The guidance counsellor and or House Companion facilitates this type of group.

### **Tier 3 Personalised Supports:**

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports may include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Support from specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor)
- Pro-active, Problem-Solving process (Dr Ross Greene)
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data (Guidance Counsellor, STIE, Assistant Principal – Engagement, Deputy Principal and classroom teacher)
- Partnerships with outside support agencies and specialists
- Collaborative meetings to share information and plan effective intervention strategies
- Teaching replacement behaviours
- Creating routines and environments to facilitate success
- The Check and Connect Mentoring Program
- Time -Out Card- **See Appendix B for processes**

#### 4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Staff use restorative practices to repair relationships and rebuild trust following behavioural incidents.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. **Appendix A includes a summary of suggested responses to be utilised.**

The positive support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalate	Problem Solve	Restorative
-------------	---------------	-------------

<ul style="list-style-type: none"> <li>- Check-in (emotional, physical, academic needs)</li> <li>- Restore calm</li> <li>- Remind (restate the expectation)</li> <li>- Reteach</li> <li>- Redirect</li> <li>- Provide choice</li> <li>- Utilise a consequence to decrease behaviour (i.e stay behind after class to finish work /phone parent)</li> <li>- The <b>Triple R Process</b></li> </ul>	<ul style="list-style-type: none"> <li>- Teacher – student conversation</li> <li>- Student - referral to House Companion</li> <li>- Teacher – student – parent meeting supported by a member of CLT and PL</li> <li>- Teacher and student developed classroom management plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Student apology – Verbal or Written.</li> <li>- Student – Student restorative conversation/mediation.</li> <li>- Student – Teacher restorative conversation.</li> <li>- Re-entry to class.</li> <li>- Giving back to the community through acts of service</li> </ul>
--	---	--

## The Triple R Process

The **Triple R Process** stands for

**R**eset your behaviour

**R**ethink your choices

**R**ebuild your relationships

If a teacher has utilised a range of effective classroom management strategies and the student is not in a productive space to positively respond, the teacher can show the student the Triple R card by placing on desk or in view within the learning space. Students have a chance to choose to reset their behaviour.



Still yourself...  
Breathe...

What is happening right now?

What better choices could you  
make right now?

If a student has not regulated their behaviour the teacher is to instruct them to go to the office. **See Appendix B for processes.**



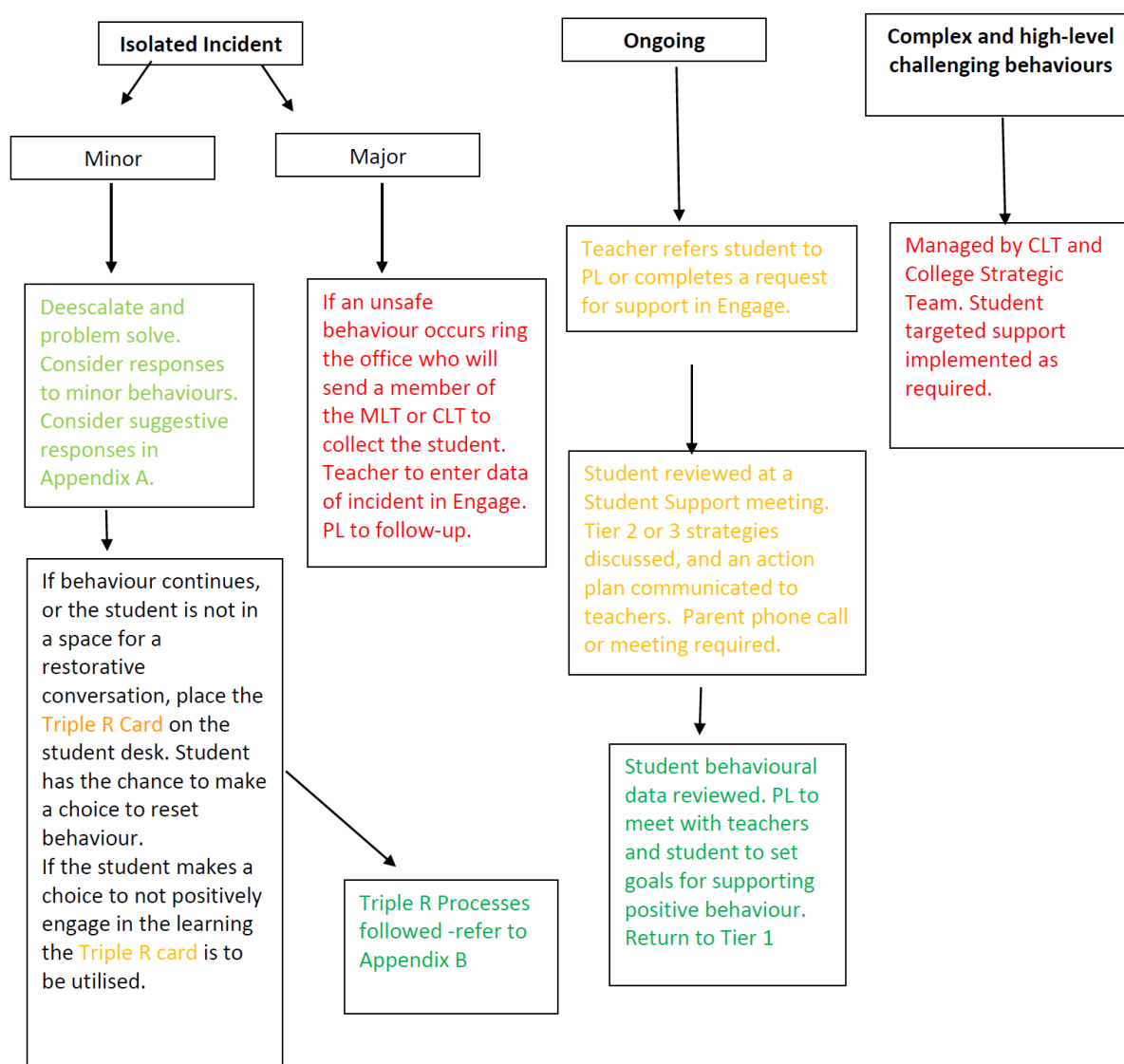
## The Sophia Student Positive Behaviours



Our expectations are being respectful in relationship:

- with ourselves and others
- with our learning
- with the environment

A procedural chart to respond to challenging behaviours is below:



## Formal Sanctions

When behaviour expectations and processes have not been successful, or in isolated incidents of serious misconduct, the formal sanctions at Sophia College may include Detention (non-class time), Suspension, or Exclusion. The formal sanctions are just and reasonable, foster student responsibility for their actions, and contribute to the development of justice within our school. These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. This includes the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or staff member.

## Detention Process

A 'detention' is any relatively short period when a student is required to remain at school, or in a particular classroom, in student's 'non-class' time (lunchtime, after school); or withdrawn from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry. This is an appropriate level of response for much irresponsible classroom behaviour. It signals to a student that irresponsible behaviour, which breaks College expectations, will be met with an immediate consequence.

The opportunity exists during a detention to use the time to repair relationships, use restorative practices, make plans for appropriate behaviour, and rehearse alternative behaviours.

All detentions are approved by a Middle Leader, or a member of the College Leadership Team. The Staff member who issued the detention is responsible for supervising the detention and communicating to the parent/caregiver the demonstrated behaviour, the associated consequence, and details of this consequence. This must be entered into Engage.

## Important Notes:

At Sophia College we utilise the following consequential opportunities:

- **Re-Engagement Session**- requires the students to attend the re-engagement room to complete any curriculum items as directed by the House Companion **or** requires a student who has been referred by a Fratelli teacher or House Companion to attend. This session focuses on restorative and rebuilding skills.
- **After school detention**- personalised consequential process for a complex academic or pastoral concern.
- If **an after-school session** jeopardises a student's safe transport home, it will be postponed until alternative arrangements can be negotiated with the student's family. This may include a weekend session if required.

## Suspension Process

Suspension is the temporary, full-time, or part-time withdrawal of a student from the school and/or school related functions for a defined period. Suspensions can be conducted as an in-school suspension or an out-of-school suspension. The Principal, if satisfied that a student has behaved in an unacceptable manner, or whose attendance the Principal believes poses an unacceptable risk to members of the school community, may suspend full-time or part-time a student for a period up to 10 school days or part thereof. Reasons for a single suspension to exceed 10 school days may include situations where a Queensland Police investigation is yet to be finalised, or when exclusion is under consideration and additional time is needed to ensure procedural fairness. By mutually agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education programme.

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.

The Principal may suspend a student whose behaviour includes (but is not limited to):

- possession of alcohol or a suspected illegal drug: schools must be places that are free of illegal drugs. Suspension may occur immediately if the student alleges the substance to be an illegal drug or alcohol or it is confirmed as illegal. The matter will be referred to the police.
- violence or threat of serious physical violence: any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with BCE's Student Protection Processes.
- concerning or serious sexual behaviour: the matter is to be reported in accordance with Student Protection Processes.
- possession of a weapon or knife: any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter will be reported to the police.
- Verbal abuse: Principals must take developmentally appropriate expectations into account in relation to verbal abuse by a student.
- Vandalism and destruction of property
- 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

- Breach of the school's Student Behaviour Support Plan

Suspension may occur, if decided by the Principal, after they have:

- ensured that other appropriate and available student support strategies and response options have been applied and documented
- ensured that appropriate support personnel, both within the school and externally, are involved
- taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or family regarding the unproductive behaviour which led to the suspension

## Requirements

For a suspension the following must be completed:

- The Principal, or delegated representative, will inform the student and family of the grounds on which the decision to suspend has been made. The student and family will then be given the opportunity to respond. The conditions relating to the suspension should be discussed with the family, and their responses taken into consideration.
- All efforts will be made to ensure a student is not sent out of school before the end of the school day without the family being notified, and, if necessary, agreement reached about arrangements for collecting the student from school. The notification must be delivered by a safe method to ensure delivery. Suspension documentation will be sent in a reasonable time.
- A suspension record in the Engage Student Support System Suspension Register by the PL or member of CLT for each student suspended. Guardian to be phoned and emailed suspension documentation that outlines the reason for the suspension and a time for the re-entry meeting. Notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful.
- Police contact or BCE student protection processes followed if needed
- Any single suspension cannot exceed 10 school days without being referred to the Head of School Progress and Performance, through the Senior Leader – School Progress and Performance
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or certain days of the school week.
- Students will be provided a reflection sheet and are expected to access their learning through teams and OneNote
- Students and their guardians are to attend a re-entry meeting following a suspension where support strategies must be determined. The student reflection must be completed for the meeting. Students who have been suspended must meet with the Guidance Counsellor
- Following the re-entry meeting support strategies are to be communicated to all staff by the CLT, PL or Case Manager.

## Written suspension documentation

In all cases, the written suspension notification will:

- indicate the reasons for the suspension
- advise the length of the suspension, the start date and time, the expected return date
- outline the responsibility of the family for the care and safety of the student who is under suspension, and the expectation that the student will continue with their own studies while suspended and away from the school
- indicate the importance of the family working cooperatively with the school in resolving the matter
- request a discussion with the student and their family
- refer families to the school's published Student Behaviour Support Plan
- include details of the right to appeal of the student and family as outlined below.

While a student is suspended from school (out-of-school suspension), families have responsibility for their child. Families need to know that their child may not attend school or school-related functions. Families have a responsibility to provide appropriate supervision. In a situation where families refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal is to inform the Senior Leader – School Progress and Performance.

## Re-Entry Meeting

Prior to returning to school the student and guardian must meet with the House Companion and/or a member of the College Leadership Team. The aims of this conversation include:

- Ensuring that the student and the family understand the student's unproductive behaviour and the need for the formal sanction
- Reviewing the student reflection sheet to encourage ownership of behaviour and student identified support strategies
- Encouraging a mutually supportive position between the school, the student, and the student's family for the response that the school is taking up
- Outlining the return to school plan, goals, and follow-up evaluation for the student's return to school.

It is recommended that the return to school meeting should be before the student's return to school date, and will usually take place in the school, facilitated by the Principal, CLT members and/or College House Companion. In circumstances where a family member is unable to attend the school in person, a telephone conference is adequate. In instances where there has been a problematic relationship between the family and the school, the Principal may find it beneficial to call upon a third party such as the Senior Leader – Learning and Identity or Guidance Counsellor, to facilitate the meeting.

If, despite the school's requests, families are unwilling to attend a return to school meeting, the Principal will refer the matter to the Senior Leader- Learning and Identity. Alternative options may need to be considered to facilitate the student's return to school.

Alternatively, the Principal, together with the Senior Leader- Learning and Identity, and in consultation with the Director-School Services, may consider further options.

Students attending special programs, such as school-based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. The school, the family, and the training provider will determine this. The determination should occur before the student is next due to attend the program.

## Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions, on the authority of the Learning Services Executive.

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees
- Remove the student from an established environment in which unproductive behaviour patterns have become entrenched
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

## Requirements

The Principal must:

- Consult with the Senior Leader - School Progress and Performance
- Place the student on suspension for a maximum period of ten (10) school days pending the outcome of the decision-making process. This action is to be taken irrespective of any action by another agency, including the police
- Notify the student and the family that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being recommended, giving reasons for the proposed action, and allowing seven (7) school days for the student, and family to respond
- Provide the family, or student (if the student is living independently) with a copy of all the documentation on which the recommendation to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses). The Principal must remove the names or other identifying information of complainants or witnesses, while providing enough information to enable the student or family to respond to the proposal to exclude. This consideration will be unique in each case and guidance is to be sought from the Senior Leader - School Progress and Performance or BCE Legal Counsel

- Request a meeting with the student's family member to outline the process and the reasons for the recommendation
- Provide the family with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present
- Consider any response from the student and their family before formulating a recommendation to exclude to the Learning Services Executive
- Forward the recommendation to the Head of School Progress and Performance via the Senior Leader - School Progress and Performance, detailing the reasons, the action taken to moderate the students' behaviour (where appropriate), a copy of all required documentation and any response from the student and/or family.

The Senior Leader - School Progress and Performance must:

- Consult with the Principal
- Make themselves available for a meeting with the family, if required
- Forward the recommendation to the Learning Services Executive.

The Head of School Progress and Performance must consider all the information provided and forward the recommendation for exclusion, together with their own recommendation and the provided documentation, to the Learning Services Executive for determination.

The Learning Services Executive:

- Will consider the recommendation for exclusion and may consult with the Principal, Senior Leader - School Progress and Performance, and Head of School Progress and Performance
- Provides an opportunity for the student and the student's family to meet with the Learning Services Executive
- After consideration of all the information provided, makes the decision as to whether to exclude the student.

A decision for an exclusion will be made as soon as practicable following the submission reaching the Learning Services Executive. This process may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

### Engage Student Support System

Suspension, as part of an application for exclusion, must be recorded into the Engage Student Support System.

## APPEALS

### Detention

There is no specific appeals process for detention. Complaints must be managed under the Student, Parent and Guardian Complaints Management policy and procedure.

## Suspension

As part of the suspension procedure the family has the right to respond to or appeal a suspension. Any response or appeal must be submitted in writing. Appeals for suspensions for less than 3 days should be directed to the Principal. For suspensions more than 3 days the appeal should be directed to the Senior Leader - Learning and Identity.

The Principal or Senior Leader – Learning and Identity, gathers any additional information to respond to the appeal and allows the student/family to consider this information and to provide a response.

The Principal or Senior Leader – Learning and Identity then confirms, varies, or sets aside the decision to suspend the student following consideration of the appeal.

## Exclusion

An appeal against an exclusion must be submitted in writing to the Executive Director within fourteen (14) days of the decision being communicated to the student and/or the student's family.

The Executive Director refers the appeal to the Learning Services Executive to conduct the review.

As part of the review process, the Learning Services Executive gathers any additional information required to address the points raised in the appeal and if considered necessary, provides an opportunity for the family and/or student as well as the school to respond to or clarify any additional information provided in the appeal request.

Following the review of the decision to exclude, the Learning Services Executive provides the Executive Director with relevant documents, and a recommendation as to whether the exclusion should be confirmed, amended, or set aside.

The Executive Director will then decide to either confirm, amend, or set aside the decision to exclude the student.

## 6. Bullying and Cyberbullying – information, prevention, and school/college responses

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

### Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or

psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

### Bullying is not

Bullying is different from mutual conflict, social disagreement or one-off incidents. While these behaviours may still require intervention and support, they do not meet the definition of bullying unless there is an ongoing misuse of power and repeated behaviour.

### Types of bullying and harassment

Bullying and harassment behaviours may include:

- Verbal bullying, including name calling, insults, teasing, intimidation or threats
- Physical bullying, including hitting, pushing, tripping, spitting or damage to belongings
- Social or relational bullying, including exclusion, spreading rumours, humiliation or public embarrassment
- Cyberbullying, including harmful or inappropriate use of digital technologies, social media, messaging platforms or online forums
- Prejudicial bullying, including behaviours targeting race, culture, religion, disability, gender or sexuality

Sophia College acknowledges that bullying and harassment can occur between students, online and offline, during or outside school hours, where the behaviour impacts the wellbeing, safety or learning environment of students at the College.

### Prevention and proactive strategies

Sophia College is committed to a proactive and preventative approach to bullying and harassment through:

- explicit teaching of Positive Behaviour for Learning (PB4L) expectations
- restorative practices and relationship building
- student wellbeing and pastoral programs through Fratelli
- digital citizenship and cyber safety education
- staff professional learning in student wellbeing, behaviour support and restorative practices
- student voice opportunities and wellbeing surveys
- early intervention through House Companions, LIFE Companions and the Student Support Team
- partnerships with parents and caregivers
- targeted and personalised supports for students requiring additional intervention.

Sophia College acknowledges the importance of protecting students from bullying, harassment, discrimination and victimisation, including students with disability and their associates.

### Responding to reports of bullying and harassment

Students, parents and caregivers are encouraged to report bullying and harassment concerns to a trusted staff member, House Companion, LIFE Companion or College Leadership Team member.

Reports of bullying and harassment are responded to promptly and consistently. Responses may include:

1. Receiving and documenting the concern
2. Investigating the reported behaviour
3. Gathering student statements and relevant information
4. Contacting parents/caregivers where appropriate
5. Determining whether the behaviour meets the definition of bullying
6. Implementing appropriate support and intervention strategies
7. Applying consequences where required in line with the BCE Student Behaviour Support Procedures
8. Monitoring student wellbeing and ongoing safety
9. Reviewing outcomes and follow-up supports.

Responses may involve restorative conversations, mediation, counselling support, behaviour support planning, supervision adjustments, suspension or other formal sanctions where appropriate.

Students may report bullying and harassment concerns to any trusted staff member, anonymously where appropriate, or through student wellbeing and pastoral care processes.

## Cyberbullying

Cyberbullying is treated seriously at Sophia College. Students are expected to use digital technologies responsibly and respectfully. The College may respond to online behaviour occurring outside school hours where there is a clear impact on student wellbeing, relationships, safety or the learning environment at school.

## Steps to addressing bullying

A student who feels they are being bullied or a person who is aware of the bullying of a student is encouraged to report the incident to:

- (a) A Teacher
- (b) Counsellor
- (c) The College House Companion
- (d) A member of the College Leadership Team
- (e) or Parents

Alternatively, students can complete an online bullying report available in the student portal.

Every report will be investigated by the College and the following steps followed:

1. Interview all parties involved. Determine the underlying problem and talk with the students about the consequences of their behaviour. Engage in restorative practices.
2. If determined necessary parents will be notified.
3. Further or more serious bullying will be addressed by the Guidance Counsellor and/or member of the College Leadership Team.
4. Students may be required to participate in “Anti-bullying” programs.
5. Incidents are recorded and tracked by the College through the Engage Student Support System Major behaviour – Bullying/Harassment
6. Ongoing pastoral care is provided to students who have experienced bullying as well as the students involved in bullying.

Incidents of bullying and harassment are documented and monitored through the Engage Student Support System to support appropriate follow-up, intervention and data-informed decision making.

Sophia College responds to bullying and harassment in accordance with Brisbane Catholic Education Student Behaviour Support Procedures and Preventing and Responding to Student Bullying and Harassment policies and procedures.

Visual Flow Chart



# Responding to Reports of Bullying and Harassment

Our process for ensuring student safety, wellbeing and learning



RESPECT | RESPONSIBILITY | COMPASSION | EXCELLENCE

*Wisdom and Love*

## Section C: Our Student Behaviour Support Data

### 1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

The College House Companion team and Fratelli teachers will review Engage data of both individuals and school wide data to identify areas for targeted improvement. This data analysis is also used to identify students who require targeted supports such as social skill instruction, academic support or mentoring, before problem behaviours become intense or chronic.

Behaviour data from the Engage Student Support System is reviewed regularly to identify behaviour trends and inform intervention strategies.

Data is reviewed by:

- the College Leadership Team
- House Companions and Fratelli teachers.

### Student Voice

Sophia College values student voice as an important contributor to building a positive and supportive learning environment. Students are provided with multiple opportunities to share feedback and contribute to the development of the College culture, expectations and initiatives.

Student voice at Sophia College is facilitated through several structures:

#### Student Leadership Team

Student leaders meet fortnightly with staff to discuss matters relating to student wellbeing, engagement and College initiatives. These meetings provide an opportunity for leaders to raise issues and provide feedback from the broader student body.

#### Fratelli Guardians

Each Fratelli group elects a Fratelli Guardian who represents the voice of their Fratelli group.

Fratelli Guardians gather feedback from their peers and contribute perspectives from their Fratelli community to student leadership discussions.

### **La Voce Student Voice Group**

La Voce is the College's dedicated student voice forum. Led by the College LIFE Captains, La Voce meets fortnightly and provides an open space for students to share ideas, concerns and suggestions relating to student life at Sophia College. While the group is primarily attended by Fratelli Guardians, all students are welcome to participate.

Through these structures, student perspectives inform decision-making around student wellbeing, engagement initiatives and the ongoing development of the College community.

## References

- Abbott, L., Alford, J., Bott, D., Hayes-Brown, M., Johnstone, A., Oades, P., . . . Symonds, W. (2022). *Wellbeing in Your School: A guide to Understanding and Implementing Positive Education and Wellbeing Science*. PESA.
- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). *Positive Behaviour Support: Evolution of an applied science*. *Journal of Positive Behaviour Interventions*, 4, 4-16.
- Christenson, S., Stout, K. & Pohl, A. (2012). *Check and Connect- Implementing with Fidelity*. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem Behaviour in schools*. New York: Guilford Press.
- Greene, R.W. (2014). *Lost at school: Why our kids with behavioural challenges are falling through the cracks and how we can help them*. New York: Scribner.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behaviour support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behaviour support* (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). *Using a problem-solving model to enhance data-based decision making in schools*. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer
- Norrish, J.M., Williams, P., O'Connor, M., & Robinson, J (2013). An applied framework for positive education. *International Journal of Wellbeing*, 3(2), 147-161. <https://doi.org/10.5502/ijw.v3i2.2>
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behaviour support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, M (Abbott, et al., 2022)A: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000). *Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems*. New York: Sopris West.

### **Relevant Brisbane Catholic Education Policies**

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing Policy