

School Student Behaviour Support Plan



Mission Statement

Mother Teresa Catholic Primary School aims to lead with quality education, care through supportive relationships, inspire resilient children, create inspirational environments and nurture active faith.

Vision

Through compassion, love, service, peace and prayer, Mother Teresa Catholic Primary School aspires to be authentic Christian community, building quality relationships based on servant leadership, modelled by the vision and example of Jesus Christ, enriched by the words and actions of Mother Teresa.



Our School Context

Mother Teresa Catholic Primary School in Ormeau is a dynamic educational community. Our school is ideally located to leverage the surrounding environment, offering a balanced education that emphasises both academic excellence and responsible citizenship. We cherish open spaces that encourage children to be active, curious, and creative.

Students at our school have the opportunity to participate in a variety of sporting, cultural, and musical activities. Our well-resourced facilities provide an optimal learning environment, supported by extensive technology that enables our teachers to deliver an engaging and contemporary curriculum.

We prioritise student well-being through a coordinated range of programs that foster social and emotional learning, personal safety, protective behaviours, and personal development. We highly value the partnership with parents, which significantly enhances our continuous efforts to improve learning outcomes and student achievement.

Our dedicated educators and supportive community are committed to excellence, inspired by the words of Mother Teresa: "Do small things with great love." This ethos of care and compassion is central to our values and supports our students throughout their educational journey and beyond. As Catholic educators, we hold fundamental beliefs that are foundational to our work with students, parents, colleagues and the broader community. As such we value: our Catholic Christian tradition; dignity and justice for all; Catholic Christian community; high quality learning; collaboration and subsidiarity (shared wisdom); creativity; stewardship; and a mutual accountability (Brisbane Catholic Education Strategic Renewal Framework 2012-2015). At Mother Teresa Catholic Primary School, the goal of formation in right behaviour and respectful relationships occurs in a supportive community where students are provided with models of Christ-centred living and where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

Consultation and Review Process

A Positive Behaviour for Learning Team (PB4L) was established in 2020, and the consultation process occurred with staff, parents and BCE Personnel to develop an initial School Behaviour Support Plan (SBSP) and School Behaviour Matrix. In 2022, the newly formed PB4L team consisting of classroom teachers, leadership members and Guidance Counsellor have reviewed the plan, student data on BI and the BCE Engage Student Behaviour Support System, school's matrix, practices and processes in explicitly teaching and responding to behaviours in staff meetings and fortnightly PB4L Team meetings. In 2025, ongoing consultation with parents/guardians and staff is planned through Parent Engagement events, newsletters and staff meetings. A detailed review of Mother Teresa's PB4L plan will be every 2 years with a high-level check performed annually.

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.

Mother Teresa Catholic Primary School provides students with real-world, hands-on contexts to apply their learning. Teachers and staff continually teach, monitor and assess through a balance of focused teaching, small group work and individual or whole class learning opportunities. Students engage with the relevant content from the Australian Curriculum and are immersed in a wide range of learning experiences that challenges thinking and stimulates new ideas. Through choice and collaboration students become problem finders and investigate and create solutions utilising technologies available and accessing a range of resources in the learning environment. These personalised tasks enable students to demonstrate their new knowledge, skills and understandings from a range of curriculum areas. Through the process of planning, reflecting on and evaluating their ideas, students become responsible learners. This rich learning caters for all learning styles and gives real purpose for students to develop thinking skills necessary to become effective and respectful members of our global community.

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

What is Positive Behaviour 4 Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. 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.

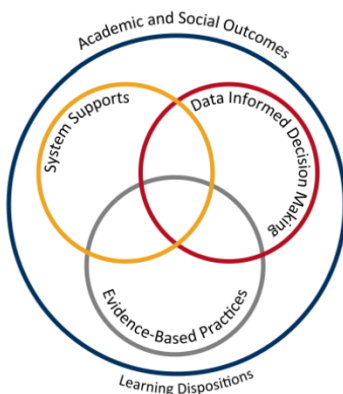


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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).

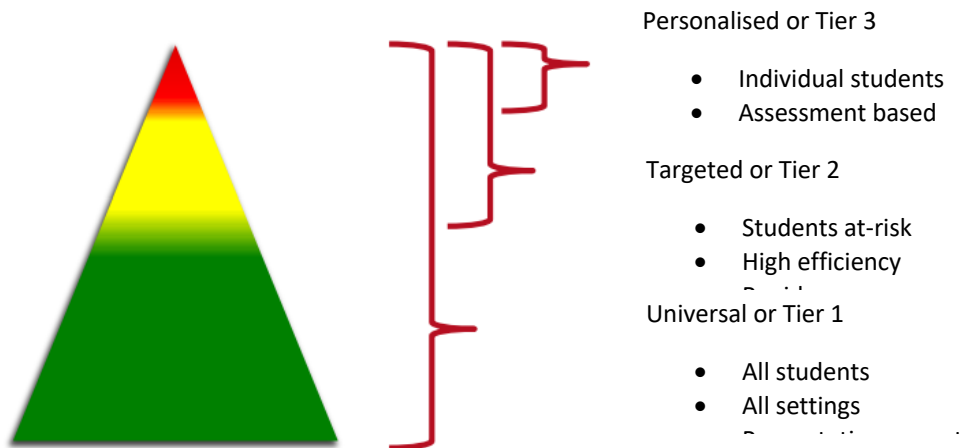
Tier 2 Targeted Supports:

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.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**



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

At Mother Teresa Catholic Primary School, there is a whole school approach to behaviour applying principles, practices and processes aligned with PB4L and the Student Behaviour Support Plan. Student behaviour is managed in a variety of ways and is supported by the Leadership Team, Support Teacher-Inclusive Education (STIE) Primary Learning Leader (PLL), Guidance Counsellor, and Teachers. All staff play a vital role within the school explicitly teaching and acknowledging positive behaviours and uploading relevant information to the Engage Student Support Data System.

The Support Team (Leadership Team, ST-IE, PLL and Guidance Counsellor) meet weekly and follow the school's 'Concerns for a Learner Process'.

The school's Tier 1 PB4L Team consists of teachers representing a cross section of year levels and the Principal. Meetings occur each term in designated staff meeting time to analyse and respond to student data uploaded into the Engage Student Support System, plan and communicate the focus areas for explicit teaching for the whole school program, and to review school practices and processes for behaviour. This year, this group continues to focus on building a common language and shared understanding of the 5C's in the school's behaviour matrix and develop consistency in school practices and processes to teaching, learning and responding to behaviours.

The school's Tier 2 & 3 PB4L Team consists of Principal, Guidance Counsellor, Support Teacher-Inclusive Education, and specific Classroom Teachers working closely with students


on check-in and check-out or behaviour support plans. This team is responsible for planning and leading further targeted and individual support to students in the classroom and or playground. This team consults with BCE personnel around specific behaviour support for individual students when required. This team meets several times during the school term to plan and review behaviours.

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 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.

2026 Mother Teresa Catholic Primary School Behaviour Matrix					
	LEARNING	PLAYING	GATHERING	MOVING	ONLINE
Be Respectful	<ul style="list-style-type: none"> Follow instructions from adults straight away. Listen and value others' opinions. Use polite language and let teachers teach, learners learn. 	<ul style="list-style-type: none"> Include others and be a positive role model. Use equipment appropriately and play in allocated spaces. Solve problems calmly and respectfully. 	<ul style="list-style-type: none"> Listen to speakers and participate respectfully. Keep outdoor areas tidy and maintain a calm atmosphere. Acknowledge others by listening. 	<ul style="list-style-type: none"> Move quietly, calmly, and considerately. Appreciate personal space and others' learning. Line up in your lines and face forward. 	<ul style="list-style-type: none"> Use devices in appropriate environments. Communicate respectfully and positively. Follow the technology agreement.
Be Responsible	<ul style="list-style-type: none"> Take ownership of your learning and adopt a growth mindset. Seek assistance from teachers when needed. Be ready to learn and participate. 	<ul style="list-style-type: none"> Follow the rules of the game. Be responsible for your own actions. When the music plays return to class lines promptly. 	<ul style="list-style-type: none"> Be ready to participate and embrace Catholic identity. Clean and tidy spaces after use. Sit calmly and quietly. 	<ul style="list-style-type: none"> Be in the right place at the right time. Follow instructions and transitions promptly. Wait in the right area before, during and after school. 	<ul style="list-style-type: none"> Be aware of your digital footprint. Treat devices with care. PAUSE before you type: be positive, accurate, and ethical.
Be Safe	<ul style="list-style-type: none"> Keep hands, feet and belongings to yourself. Make positive choices in the classroom. Use materials and resources properly. 	<ul style="list-style-type: none"> Play the right games in the right spot. Make safe choices with equipment. Resolve problems calmly. 	<ul style="list-style-type: none"> Keep belongings organised and out of walkways. Remain in designated areas for safety. Enter and leave the outdoor area in an organised and considerate manner. 	<ul style="list-style-type: none"> Use "walking feet". Stay with your class and listen to your teacher. Move with care and stay aware of your surroundings. 	<ul style="list-style-type: none"> Go on age-appropriate sites/apps. Protect private information. Follow eSMART safety expectations.

Service ~ Love ~ Peace ~ Compassion ~ Prayer

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.

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.

In addition, direct teaching may be done using some or a combination of the following:

- School leaders introducing the focus for the week and initiating the lesson for the week
- Time built into the first weeks of schools and increased later in the year
- Behaviour Matrix, Major & Minor Behaviours and Student Behaviour Flow charts
- Visual tools visible in every classroom and learning space
- Explicit weekly school focus named in staff ‘What’s On This Week’, with links to lesson and resources
- Explicit lesson taught at Circle Time in all classrooms every Monday on a Behaviour Matrix focus. This concept visited each morning at Circle Time.
- New student orientation

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 (Wiliam, 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. This includes our **House Cup system**, which recognises and celebrates positive behaviour, effort and participation across learning and school life. The House Cup promotes a strong sense of belonging, teamwork and school pride, encouraging students to work together, support one another and demonstrate our shared values in a positive and inclusive way.

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:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). 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.
- 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. A guidance counsellor 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 currently on offer at the school include:
 - Functional Behavioural Assessment with associated plan
 - Individual Behaviour Support Plan
 - Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
 - Guidance Counsellor support services
 - Student Support Team case management - planning and implementation of individualised support plans and monitoring data
 - Partnerships with outside support agencies and specialist

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.

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 practices that may be utilised.

To correct behavioural 'errors', we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones to chronic persistent minor behaviours and to more serious and major problems. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings, and those that are serious enough to warrant an office referral. The definitions of teacher managed behaviours (minors), and office managed behaviours (majors) are identified below.

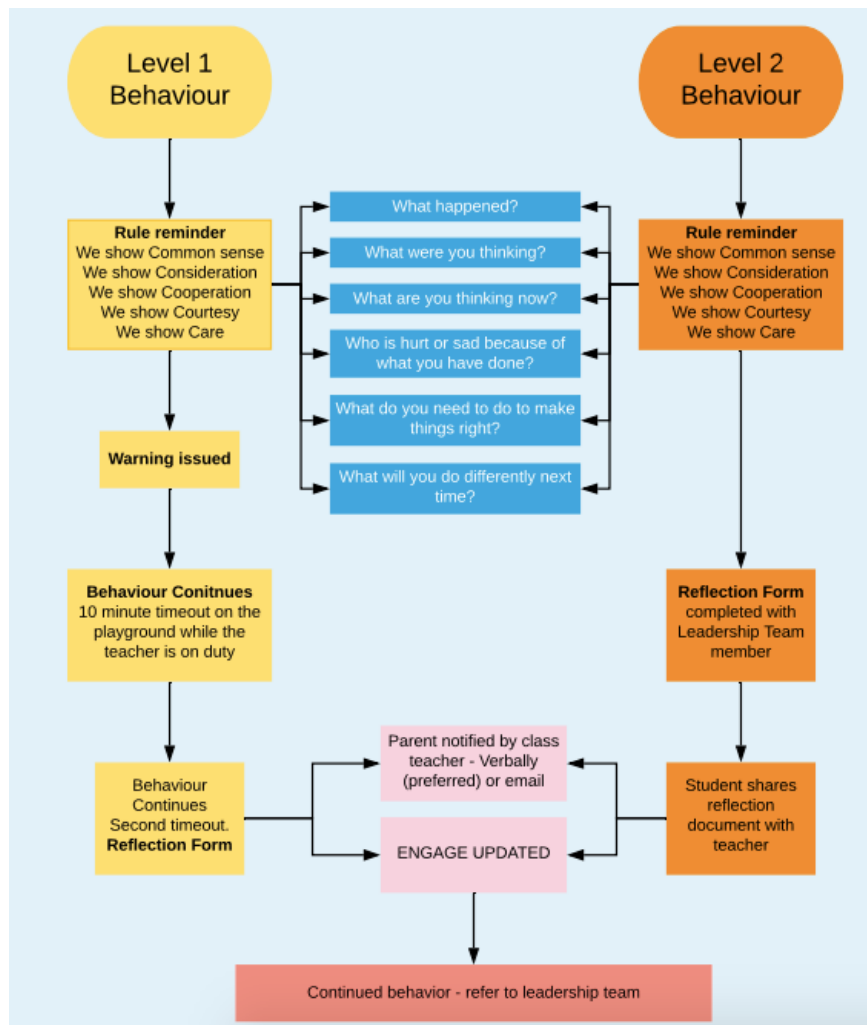
Although the teacher is the key problem solver when addressing minor behaviours, they can and should collaborate and share creative strategies with, families and colleagues. Teachers typically address minor behaviours using best practices that include correction and re-teaching. As with all strategies to address inappropriate behaviour, they should be done privately and with an instructional demeanour.

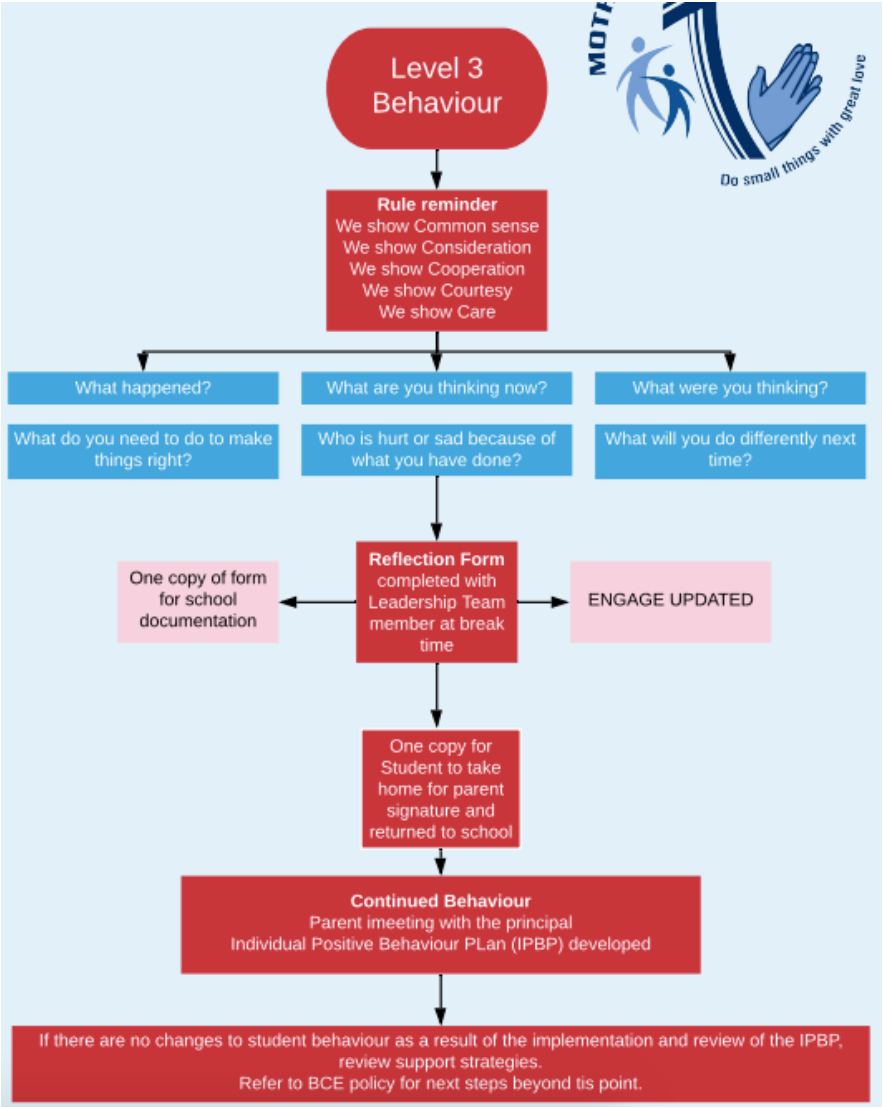
The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

Our monitoring system for both major and minor behaviours assist us in making decisions about when to engage other supports to address the problem. Typical consideration would include:

- The student losing instructional time because of his/her behaviour.
- The behaviour is occurring frequently, requiring substantial teacher time
- The intensity of the behaviour draws attention of those close-by causing disruption to activities.
- The student is not responding to universal supports





5. BCE Formal Sanctions

It is an expectation that formal sanctions (detention/suspension/exclusion) are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action appropriately balances the best interests of the student and the safety and the right to learn of other members of the school community. Mother Teresa follows Brisbane Catholic Education processes that outlines the rationale for using a suspension in its context, details about the process, including parent notification and re-entry processes.

Formal sanctions include the following:

1. Detention
2. Suspension
3. Negotiated Change of School
4. Exclusion

Mother Teresa Primary School utilises a range of sanctions in response to the level, frequency, nature and duration of both minor and major behaviours. Working in partnership with families during these responses is expected. The following formal sanctions can be applied across Prep - Year 6.

Detention / Reflection

Detention is any period when a student is required to remain in a location or in an activity, to complete the PB4L Reflection form. Detention/reflection can be used as a deterrent to unproductive behaviours by indicating to the student the consequences of such behaviours. A detention may be used immediately (during the school day) or at an appropriate nominated time, by a class teacher or school leader to respond to an incident of unproductive behaviour. It must be supervised, constructive, age and developmentally appropriate. This time can be used to repair relationships, use restorative practices, make plans and rehearse appropriate behaviours. All detentions are recorded in the Engage Student Support System. Parents will be informed by classroom teachers or leadership of the detention.

Suspension

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. At Mother Teresa, suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregiver's responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of the student.

The school staff and parents/caregivers will work together, with the aim of assisting a suspended student to re-enter and re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately, due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons. The Principal or member of the Leadership Team may suspend full-time or parttime, a student from school for a period up to 1- school

days or part thereof, if satisfied that the student has been demonstrating major inappropriate behaviours(s), or if the Principal/Leadership Team Member believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in or out of school.

The Principal or Leadership Team Member will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student/caregivers will meet with the Principal /leadership Team Member and discuss the conditions relating to the suspension, their responses, and the details for the re-entry meeting on the student's return. The Principal/leadership Team Member will record the Suspension record in the Engage Student Support System.

On the student's return, the student and parent/caregiver meet for a re-entry meeting to check in, restate expectations for behaviours at Mother Teresa's and any plans to support the student's re-entry to school, learning and or play.

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend Mother Teresa Catholic Primary School and school related functions, on the authority of the Executive Director. Exclusion could be considered where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans, and despite these efforts the student's behaviour has continued to be unproductive. Additionally, if a student commits a serious illegal act or a serious breach of the School Behaviour Support Plan, the Principal may impose an immediate suspension and make a recommendation to the Learning Services Executive through the Senior Leader – School Progress and Performance and Head of School Progress and Performance for exclusion. In such a situation the suspension will continue until such time as a decision is made in respect of the recommendation to exclude.

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 Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholics Education Schools.

In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education School. The Head School Progress and Performance, will, in turn forward this submission with his/her own recommendation to the Executive Director for decision.

The students, parents/caregivers would be informed and involved throughout the process as outlined in BCE Student Behaviour Support – Procedures for Exclusion Policy.

All formal sanctions are conducted as outlined in the BCE Student Behaviour Support – Procedures for Detention, Suspension, Exclusions and Negotiated Change of School.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

The Mother Teresa Catholic Primary School community is committed to providing a safe and caring environment where learning is relevant, motivating and meaningful. We foster respect for others and welcome positive interactions between families and school, where mutually respectful relationships are the defining features of a dynamic, Christ centred community. Bullying or harassment are not tolerated at our school.

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. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

Bullying can happen anywhere. It can happen at home, at work or at school. It can happen to anyone.

Bullying can occur between students, staff and parents/guardians.

Types of Bullying:

Bullying is usually described by the types of behaviours involved, so we talk about verbal, social and physical bullying.

Bullying can happen in person or online settings.

Bullying can be easy to see, called overt eg physical actions such as kicking or punching or observable verbal actions such as name calling. Or it can be hidden from those not directly involved, called covert eg repeatedly using hand gestures, looks, turning your back or restricting where a person can sit.

Bullying has the potential to cause harm (although not all unwanted actions necessarily cause harm).

Bullying may include:

- Physical: hitting, kicking, punching, scratching, any form of violence, threat or intimidation that could cause physical harm.
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone.
- Social: exclusion, ridicule, intimidation, humiliation, sharing information or images • Racist: taunts, graffiti, gestures.
- Sexual: unwanted physical contact, abusive comments • Cyber: unwanted text messages, emails, information technology.

Bullying is not

There are some behaviours, which, although they might be unpleasant or distressing, they are not bullying:

- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

A bystander is a person who witnesses a bullying incident as an onlooker. At Mother Teresa's we agree that if you are a bystander who encourages bullying behaviours, your behaviour is considered to be bullying. It is essential that if a person is a witness to bullying behaviour, they report the incident immediately to a teacher or member of the School Leadership Team.

Signs of Bullying:

Each student who has been bullied or is bullying others will respond and act differently.

A student's behaviours and moods can change for a variety of reasons.

Teachers and parents/guardians need to be alert to the possibility that the change in behaviours and moods is related to bullying.

Signs a teacher might notice include if a student:

- becomes aggressive and unreasonable.
- starts getting into fights.
- refuses to talk about what is wrong.
- drops in academic performance.
- is often alone or excluded from friendship groups at school.
- is a frequent target for teasing, mimicking or ridicule at school.
- changes their willingness to speak up in class.
- withdraws from friends and activities they previously enjoyed.
- appears insecure or frightened in the classroom.

Signs a parent or carer might notice include if their child:

- doesn't want to go to school or participate in school activities.
- changes their method or route to school or is frightened of walking to school
- drops in academic performance.
- changes in sleep patterns

- changes in eating patterns
- has frequent tears, anger, mood swings.
- takes money from home.
- has unexplained bruises, cuts, scratches.
- loses or brings home damaged belongings or clothes.
- arrives home hungry.

The signs of possible bullying online can be the same as signs of other bullying, but include other behaviours with phones and computers, for example:

- being hesitant about going online
- seeming nervous when an instant message, text message or email appears
- being visibly upset after using the computer or mobile phone, or suddenly avoiding it
- closes the screen, or hides the mobile phone when others enter the room
- spending unusually long hours online in a more tense, pensive tone
- receiving suspicious phone calls, emails or packages.

2. Teaching about Bullying and Harassment

Everyone at Mother Teresa Primary School is responsible for taking an active stance against all forms of bullying behaviour. The Principal is responsible for the implementation of the PB4L policy and procedures. The Leadership Team, Guidance Counsellor and Student Support Team take appropriate steps to ensure that the school community is regularly made aware of the policy and procedures that are in place.

Talking and teaching about bullying through everyday opportunities is the best way to make it clear that bullying is never ok. Conversations provide opportunities for students to raise issues that adults may not have noticed, and to discuss concerns before they become long-term and entrenched.

The Australian Curriculum provides a framework for Mother Teresa's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues are explored in many curriculum areas. The sections specifically relevant to learning about bullying are:

- Personal and Social Capability (General capabilities)
- Health and Physical Education

Developing the personal and social capability supports students in becoming creative and confident individuals who, as stated in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008), 'have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.

At Mother Teresa's we will:

- Openly talk about bullying: what it is, how it affects us and what we can do about it
- Take a positive, proactive approach to bullying by teaching the children problem solving strategies and actions they can take to be assertive and fair.

3. Responding to Bullying and Harassment

Bullying affects the dignity of both the person being bullied and the person who is bullying and therefore, action must be taken to eliminate it from our school. In keeping with the Gospel values expressed in our Mission Statement, such action must itself be consistent with Christian principles and be based on sound educational practices. It must also involve all members of the community – parents/guardians, staff and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

It is the responsibility of staff, parents/guardians and students to help make Mother Teresa Primary School bully-free.

This will happen by:

- reporting all incidents of bullying
- actively opposing bullying
- being role models in word and action
- having the courage to help protect self and others in bullying situations

Bullying requires the school and families to look beyond the observable behaviour of students to what is going on behind the scenes. The aim of our response is to restore a positive learning environment for all students and avoid the escalation of issues that will cause more harm.

All staff must take all reports of bullying and harassment seriously and respond following the school process.

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

At Mother Teresa Catholic Primary School, we take proactive and preventative action to prevent bullying and harassment from happening in the first instance. We do this by fostering opportunities to develop positive behaviours in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

We achieve this through:

- The establishment of learning environments that honour each individual's uniqueness and foster co-operative relationships.
- The establishment of learning environments that honour each individual's uniqueness and foster co-operative relationships.
- Genuinely acknowledging the concerns, hopes and contributions of people, regardless of age or position.
- Ongoing professional development for staff in evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour
- Regular staff meetings and discussions to develop a shared understanding of the behaviour expectations and consistency in responses to minor and major behaviours lead by the PB4L Team.
- Ongoing awareness raising and education for parents/guardians and the school community to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses forms of bullying behaviour through school and classroom newsletters, student work, School's Student Behaviour Support Plan, website, weekly assemblies, parent teacher meetings and parent engagement events.
- Weekly Student assemblies: Behaviour Expectations are explicitly presented and stated to promote a positive school culture where bullying is not accepted. Eg 5C's (Behaviour Matrix)

- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways through staff induction processes.
- Explicit promotion of social and emotional competencies.
- Explicit teaching of Zones of Regulation grades P-6
- Explicit reaching of the programs 'Friendology' and 'Grow Your Mind'
- Annual participation and acknowledgement of National Day of Action Against Bullying, Harmony Day, Daniel Morcombe Day

Key contacts for students and parents to report bullying

- Staff member Gemma Lovell – (07) 55495000
- Staff member Adam McCoy – (07) 55495000
- Staff member Paula Stevenson – (07) 55495000

Cyberbullying

- Cyberbullying is treated at Mother Teresa Primary School with the same level of seriousness as direct bullying.
- It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Response to Incidents of Cyber-Bullying

- The Principal or a member of the Leadership Team is informed of an incident who will follow the school process.
- Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
- Ensure that the student is safe.
- Collect additional information/evidence and keep a record of all actions, outcomes, people involved and conversations. Include this information in the bullying register in the Engage Student Support System.
- Contact appropriate school personnel (may include the school Guidance Counsellor).
- Investigate: Has the student been exposed to inappropriate behaviour online? Has the student engaged in inappropriate behaviour affecting themselves or another student? Has the student engaged in inappropriate behaviour online that could be deemed as a criminal activity? If uncertain whether the incident is a criminal offence the Legal Counsel team at BCE will be contacted.
- Contact the parents informing them of the incident and your course of action.
- Some instances of cyberbullying and inappropriate online behaviour or content may be regarded as a criminal offence. Report the incident to the police if there is a safety concern (such as physical threats or stalking). If the matter is not urgent the reporting facility on the eSafety Commissioner site or the Australian Cybercrime Online

Reporting Network's (ACORN) reporting tool can be used. BCE Student Protection Processes will be followed if there is a threat of harm or actual harm.

- Respond and provide support to student and family. This may include assisting the student to have the inappropriate behaviour removed. For assistance with this see the resources at the social media safety centre and/or involve school or BCE Information Services staff.
- Follow up with parents and students at a designated time in the following weeks or months. Resources

The Australian Curriculum provides the framework for your school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are

- Personal and Social Capability (General capabilities) and Health and Physical Education
- Bullying NoWay
- Office of the eSafety Commissioner

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.

At Mother Teresa Catholic Primary School, we use behavioural data together with other data sources to make data informed decisions about student supports. This occurs during:

- weekly leadership and student support meetings
- PB4L Tier 1 (2-3 weeks) and Tier 2/3 Tier team meetings (several times a term)
- cohort short cycle planning (twice a term)

Student behavioural data in the Engage Student Support System together with other data sources eg Attendance, BI Data are analysed to make informed decisions about

universal/explicit teaching focus, appropriate student supports and the students to prioritise targeted or personalised supports.

Data is analysed for patterns and trends, and this is fed back to teachers at staff meetings. If individual student data indicates a frequency, intensity and duration which presents as a concerning pattern in major behaviour categories, parents / carers will be contacted by a member of the leadership team with possible sanctions applied.

References

Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. *Journal of Positive Behavior 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 Behavior in schools*. New York: Guilford Press.

Greene, R.W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.

Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior 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

Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behavior support*. New York: Springer Science and Business Media.

Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: 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: Sophis West.

Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: 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.



Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks



Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	<p>Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.</p>
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.



	Descriptor	Definition	Example
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.



	Descriptor	Definition	Example
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver	Principal	Issue date: 24/02/2026	Next review date: 24/02/2027
----------	-----------	------------------------	------------------------------