



## RESPONSIBLE BEHAVIOUR PLAN – JUNIOR SCHOOL

The following *Responsible Behaviour Plan* (RBP) is to be understood in the context of the type of community that we are creating at Calvary. We desire to be a community, built on the principles of Micah 6:8 'God has shown you what is good. So, what does he want from you? To act justly, to love mercy and to walk humbly with Him.'

Ultimately, we want our students to be people who;

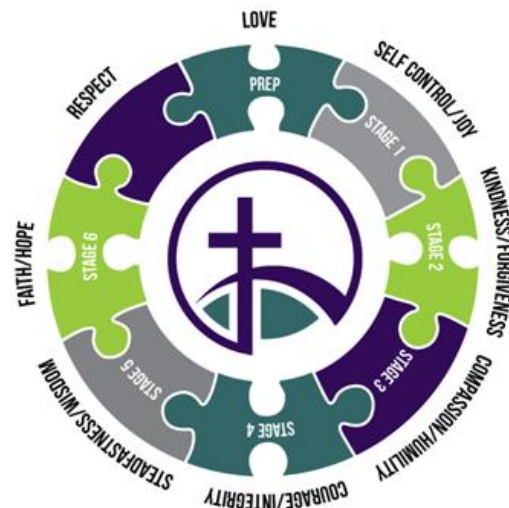
Act Justly (be fair)

Love Mercy (be kind)

Walk Humbly (be my best self)

We want to be a community where:

- Mutual respect underpins every interaction.
- Compassion for others defines us.
- Self-control is exhibited for the benefit of all.
- Gracious engagement determines how we disagree.
- Courageously assisting those in need is customary.
- Striving for excellence is the norm.
- Effort is celebrated as the cornerstone of growth.
- The humility to learn instructs how we listen.
- Justice reigns and forgiveness brings peace.
- *Shalom* (wholeness) and *areté* (excellence) mingle and release life in its fullness.
- Joy overflows when we are together.
- Hope of better tomorrow's springs from our faith.



At Calvary, we firmly believe that:

- *no one has the right to disrupt anyone else's learning, and*
- *everyone has the right to feel safe.*

Our attached *Responsible Behaviour Plan* outlines the types of behaviours we do not tolerate in our community, the actions we will take to safeguard our community members, and the support we provide students to restore broken relationships. Our intention is always to support and instruct our students when they make poor choices and to walk alongside them to build men and women of strong character and faith. Our success in this journey is often hindered or helped by the willingness of individual students to grow and learn, and the level of support provided by parents and carers in partnering with us to help their child make better choices. Proverbs 22:6 tells us that if you 'train your children in the way they should go, then the values they learned from you will be with them for life'. Our hope is that a Calvary education equips our students to be courageous, compassionate, and discerning adults who make good choices that benefit themselves and society. To achieve this, we aim to deliver a holistic education as outlined in our maxim: *Development of curriculum content matters - skills development matters more - but development of character and faith matters most!*

## RESPONSIBLE BEHAVIOUR PLAN - FLOWCHART

LEVELS	LOW LEVEL Low Level may include age-appropriate undesirable physical/verbal behaviour	LOW LEVEL REPEATED Low Level may include repeated age-appropriate undesirable physical/verbal behaviour	LEVEL 1 May include repeated age-appropriate undesirable physical/verbal behaviour causing <u>functional impact</u>	LEVEL 2 May include repeated age-appropriate undesirable physical/verbal behaviour causing high level functional impact	LEVEL 3 High level threatening and/or illegal
MANAGER	TEACHER	TEACHER	HEAD OF STAGE/STUDENT DEVELOPMENT	HEAD OF SCHOOL	DEPUTY and PRINCIPAL
DESCRIPTORS	<p>The classroom teacher or duty staff member uses their professional toolkit to manage behaviours that:</p> <ul style="list-style-type: none"> <li>- Are minor breaches of school rules</li> <li>- Do not seriously harm others</li> <li>- Do not violate the rights of others in a serious way</li> <li>- Are one-off or irregular behaviours</li> <li>- Do not require involvement by other staff</li> <li>- Can be rectified through redirection</li> <li>- Involve not following directions or engaging in class</li> </ul>	<p>The classroom teacher (or duty staff member reporting to the class teacher), starts engaging other colleagues and parents in managing behaviours that:</p> <ul style="list-style-type: none"> <li>- Have been addressed previously with the student</li> <li>- Are forming a pattern of consistent poor behaviour and/or a pattern of breaching school rules</li> <li>- Are problematic, but do not seriously harm others or cause concern that the student may be harmed</li> <li>- Require parent contact to discuss a plan moving forward to support the student make better choices</li> <li>- May warrant a consequence</li> </ul>	<p>The Head of Stage is involved when:</p> <ul style="list-style-type: none"> <li>- Consistent minor breaches of school rules have formed an established pattern of behaviour</li> <li>- Low-level interventions have not rectified the behaviour</li> </ul> <p>These consistent behaviours are starting to:</p> <ul style="list-style-type: none"> <li>- Disrupt the learning of other students</li> <li>- Become major breaches of school rules</li> <li>- Make others feel unsafe or put self at risk</li> </ul>	<p>The Head of School is involved when:</p> <ul style="list-style-type: none"> <li>- Behavioural activity involves a major violation of the rights of others</li> <li>- A pattern of behaviour has not been rectified despite several interventions.</li> <li>- High level of unsafe behaviour.</li> <li>- The College Executive is required to be involved in addressing the situation.</li> </ul>	<p>The Head of School/Principal is involved when:</p> <ul style="list-style-type: none"> <li>- Students are in breach of their behavioural contract</li> <li>- The behaviour requires a significant consequence</li> </ul> <p>The Principal is involved when:</p> <ul style="list-style-type: none"> <li>- The previous interventional processes have not succeeded in rectifying the behaviour.</li> <li>- The behavioural incident constitutes a breach of the enrolment contract.</li> <li>- The behavioural incident is reportable to police.</li> </ul>
RESPONSES	<p>College responses to these behaviours may include:</p> <ul style="list-style-type: none"> <li>- Redirection</li> <li>- Pedagogical change by teacher</li> <li>- Student moves location in the classroom</li> <li>- Restitution</li> <li>- Reflective conversation with student (not reflection)</li> <li>- Minor consequence like a removal from an activity or litter duty, etc.</li> <li>- Lunchtime Catchup</li> <li>- Other contextual response</li> </ul>	<p>College responses to these behaviours may include:</p> <ul style="list-style-type: none"> <li>- Community service</li> <li>- Seating plan</li> <li>- Lunchtime reflections</li> <li>- Lunchtime catchup</li> <li>- Temporary movement to partner teacher's class</li> <li>- A consequence connected to the behaviour, such as removal from the activity, etc.</li> <li>- Other contextual response</li> <li>- Parent meeting (class teacher)</li> </ul>	<p>College responses to these behaviours may include:</p> <ul style="list-style-type: none"> <li>- Review of student behaviours across various classes</li> <li>- Referral to counsellors</li> <li>- Parent meeting</li> <li>- Loss of privilege and/or withdrawal from event/activity</li> <li>- Support Plan</li> <li>- Community service</li> <li>- Formal warning</li> <li>- Other contextual response</li> </ul>	<p>College responses to these behaviours may include:</p> <ul style="list-style-type: none"> <li>- Parent meetings</li> <li>- Changing the student's class or bag space</li> <li>- Sending the student home</li> <li>- Entering a Behaviour Plan</li> <li>- Formal warnings</li> <li>- Community service</li> <li>- Withdrawal from class/events</li> <li>- Parents asked to collect</li> <li>- Suspension (external/internal) and re entry</li> <li>- Other contextual response</li> </ul>	<p>A response from the Principal may involve:</p> <ul style="list-style-type: none"> <li>- Requesting the student and their parents attend an interview</li> <li>- Entering a provisional enrolment agreement</li> <li>- Monitoring by Welfare Team</li> <li>- A consequence decided by the College Principal</li> <li>- An expulsion</li> </ul>
PARENT CONTACT	No	Yes	Yes	Yes	Yes
TASS NOTES	No	Yes (class teacher)	Yes (Head of Stage/Student Development)	Yes (Head of School)	Yes
REFERRAL	No	To parent/carer and Welfare team	To parent/carer and Head of School	To parent/carer and Head of School	Head of School /Deputy JS
REFLECTION		Yes (class teacher)	Yes (Head of Stage/Head of School)		



## ISSUES AND CONCERNS<sup>1</sup>

### How to raise a concern or issue regarding your child's learning:

Step 1: Raise your concern with your child's teacher, (depending on your concern, the teacher may suggest a meeting). *If unresolved...*

Step 2: Raise your concern with the Head of Stage, (depending on the concern, the teacher may invite the school counsellor or Head of Student Growth). *If unresolved...*

Step 3: Raise the issue with the Head of School. If unsatisfied...

Step 4: Raise the issue with the Deputy Principal.

### How to raise a welfare/behavioural concern or issue:

Step 1: Raise your concern with your child's teacher, (depending on the concern, the teacher may suggest setting up a meeting with the school counsellor, Head of Stage or Head of Student Growth).

*If unresolved...*

Step 2: Raise the concern with the Head of School. *If unresolved ...*

Step 3: Raise the concern with the Deputy Principal. If unsatisfied...

Step 4: Raise the concern with the Principal and CEO.

Once you are in Stage 3, you or your parents can also raise a concern about another person's actions on Stymie (<https://stymie.com.au/>) which is an anonymous reporting system. The information from this system is provided to our Welfare Team. When raising any concern, you should provide the following:

- A thoughtful and calm overview of the situation/issue. Follow a who, what, where, when, how, why process.
- Provide names of witnesses who may have seen the issue.
- Provide any evidence of the issue you have (e.g. screenshots of texts, chats, etc.).

### How we investigate an issue

We take all concerns and issues seriously. Led by our Head of School, we have a team who investigate the issues raised. We respond to all concerns based on the information and evidence that we have, weighing the context we are aware of and matching the evidence we can verify against our Responsible Behaviour Plan – Flowchart. For an incident, our usual processes involve gathering information and evidence, interviewing a range of witnesses, and considering previous behavioural/ social/emotional patterns. We can always communicate our decision and the actions we undertook to the specific parties involved in a behavioural matter, however, due to privacy laws we are restricted from sharing personal data about other students. We will always contact parents of all parties if an incident has occurred that is a major violation of another child's rights. We are always happy to meet with you to discuss concerns.

Please remember a school behavioural record is not a police record and the data is held confidentially by the College. When the College makes decisions or delivers consequences, it does so in the context of its behavioural and child safety policies, the enrolment contract, and information held by the College. A College decision is always based on a considered response as to whether the incident is in

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<sup>1</sup> This section relates to raising a concern. If you have a serious grievance and would like to submit a formal complaint, the process for this is found in our Complaints Policy on College website.



breach of our enrolment contract and policies, and it is the College's right to action breaches against its policies and enrolment contract.

### **BEHAVIOURAL TOOLS WE USE**

**Teacher Toolkit:** strategies the teacher uses in class to maximise engagement in the lesson and divert low level distractions and behavioural issues. This includes positive reinforcement, zones of regulation – identifying the underlying feelings and personal needs.

**Reminder Note** – a physical note provided to students who have breached uniform policy after several reminders (hair, jewellery or uniform items).

**Catchup** – is a lunchtime session where students can voluntarily access a teacher for support with home learning. Students can be issued with a mandatory catchup session by a teacher if they have not completed core class or home learning. This is not detention – students may leave the catchup as soon as they have demonstrated that they have completed the required work.

**Reflection** – using break time to reflect on behavioural choices – what better choices can we make moving forward? This is drawn up/documented and stored for reference.

**Wellbeing Plan** – a plan given by a member of the Welfare Team to support a child who is struggling to make positive choices and engage in the classroom. Its focus is on providing supportive strategies for the child and staff responses to regulation and re engagement.

**Communication with Parents** – should there be repeated behavioural concerns, teachers will notify parents who can reinforce College behavioural expectations at home as well. A severe breach of behaviour expectations may result in parents asking to collect their child.

**Behaviour Support Plan** – a formal contract between parents, student and the Head of School, outlining achievable behavioural goals. This can be put in place for continuous high level behaviour, when the usual response to inappropriate behavioural choices is not supporting a positive change. Counsellors and Chaplains may be involved to provide additional support.

**Provisional Enrolment** – is a contract between the College Principal, a student whose enrolment is at risk, and the student's parents/carers. It outlines a set of behavioural conditions that the student must meet for a set time period to keep their enrolment at Calvary.

**Formal Warning** – is a written warning that the requirements of the *Wellbeing Plan* or *Behaviour Support Plan* have been breached. Multiple or ongoing breaches of these plans will escalate the College's response.

### **GENERAL BEHAVIOURAL CONCERNS AND ISSUES**

#### **Disengagement from learning**

It is a College expectation that students reasonably attempt to complete the classwork provided to them by their teachers during the lesson or within a reasonable timeframe. Refusing to engage in class lessons or an unwillingness to complete set classwork or home learning is not acceptable behaviour. When a student does not complete the required learning they will be placed on a *Catchup* session and after multiple incidents, parents will be asked to come in for a meeting to discuss a way to solve the problem together, possibly resulting in a Wellbeing or Behaviour Support Plan. Students with ongoing classroom learning needs is a separate issue and these students are supported by our Student Growth and Welfare teams.



## **Uniform and equipment**

It is a College expectation that students attend school in the correct uniform every day, leave wearing the correct uniform every day, and model our uniform correctly to the wider public. A uniform *Slip* will be issued to students who aren't in the correct uniform and parents of students who are in incorrect uniform regularly will be notified with a request to rectify the uniform breach.

## **Vaping**

As of 2023, Vaping products containing nicotine are illegal in Queensland without a prescription and are subject to the same laws as cigarette and tobacco products. It is illegal for a child in Queensland to have access to a vaping device. It is illegal to vape on school grounds in Queensland. Students caught vaping or in possession of vapes at the College are putting their enrolment at Calvary at risk.

## **BULLYING AND HARRASSMENT BEHAVIOURAL CONCERNS AND ISSUES**

### **Bullying**

At Calvary everyone has the right to feel safe and we have a zero-tolerance policy toward bullying. When the College becomes aware of a bullying issue it will always act on available evidence to ensure the safety of students. The College will review the incident, assess evidence and context to determine the level of harm that has occurred and then apply this to our RBP-Flowchart to make a considered response/decision on consequences. The Australian Human Rights Commission defines 'bullying' as '*people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing.*' The College recognises four types of bullying: physical, verbal, social, and cyber.

*Physical bullying* may include: hitting, kicking, punching, shoving, spitting, tripping, breaking the person's things, making rude hand gestures, and physically intimidating someone.

*Verbal bullying* may include: teasing, name-calling, taunting, threatening comments, racist, sexist, and discriminatory remarks.

*Social bullying* may include: excluding someone on purpose, spreading rumours about someone, telling others to avoid being friends with someone, and embarrassing someone publicly on purpose.

*Cyber bullying* may include: sending hurtful messages online, sharing embarrassing photos/videos of someone, spreading online gossip, excluding someone from online groups, creating fake accounts in someone's name, and impersonating someone online.

Bullying is not Friendship Fires:

- Single episodes of social rejection or dislike;
- Natural consequences of your actions (i.e. you were mean to someone and they don't want to be your friend)
- Single acts of nastiness or spite;
- Random acts of aggression or intimidation; or
- Mutual arguments, disagreements, or fights.

While the above does not count as bullying, any interaction of concern should be reported to the College.

## **Fighting**



All types of fighting or physical violence are unacceptable at Calvary. Depending on the context and severity of the activity, students who engage in physical aggression/violence may find themselves receiving a break time reflection, be sent home for the remainder of the day, receive a *Suspension*, a formal *Behavioural Plan* or other high level behavioural consequence, including putting their enrolment at risk. Parental contact will occur for any major violation of any student's rights and the College may require an interview with the family of the student/s.

### **Racism**

Racism in all forms is discriminatory and prohibited at the College. Comments, jokes, or behaviours (both in person and online) that reinforce racial stereotypes are unacceptable as they cause significant harm to members of our community and make others feel unsafe. Repeated acts of racism will be treated as a high-level breach of the RBP.

### **Sexual Harassment**

The Australian Human Rights Commission defines 'sexual harassment' as *'any unwanted or unwelcome sexual behaviour where a reasonable person would have anticipated the possibility that the person harassed would feel offended, humiliated, or intimidated. It has nothing to do with mutual attraction or consensual behaviour.'*

Examples of sexual harassment, may include:

- Staring, leering or unwelcome touching
- Suggestive comments or jokes or noises
- Intrusive questions about a person's private life or body
- Unnecessary familiarity, such as deliberately brushing up against a person
- Displaying or emailing pornography or rude jokes
- Communicating content of a sexual nature, often through social media or text

Report all concerns or incidents around sexual harassment to our Welfare team so they can ensure student safety and follow through on an appropriate course of action.

## **TECHNOLOGY SPECIFIC BEHAVIOURAL CONCERNS AND ISSUES**

### **Gaming**

Gaming is prohibited at school. Students and parents will be reminded each year of the College ICT user agreement with regards to ICT resources and online behaviour. It is becoming increasingly common for students to suffer from gaming addictions and we would strongly encourage any student struggling with an addiction to seek support from our counselling staff.

### **Mobile Phones**

Mobile phones are to be kept at home unless required for students' safe arrival to school or home. Mobile phones are to be handed in to Reception at the beginning of the school day and can be collected at the end of the day. Students in possession of a mobile phone will be asked to hand it in to the College office. The only exception to this rule is when a student may have a need for carrying a mobile device for medical purposes such as Diabetes, which will have an agreed plan between school and home. Mobile/digital devices are not permitted on school camps and excursions.

### **Online behaviours and social media**

Usually, the most significant breaches of our RBP occur by students on their mobile devices outside of school hours. It is a College matter when poor behaviour occurs between Calvary students in an online





environment. Problematic online behaviour, outside of the context of cyber bullying, can include: sexualised and vulgar online conversations between groups of students, sharing of images of others without their consent, aggressive and violent online conversations directed at others, sharing of inappropriate content, etc. Should evidence of these types of online interactions reach the College, we will review and provide consequences for these inappropriate behaviours. Parents will be informed.

### **Pornography**

It is illegal for children in Queensland to access and view pornography. Viewing pornography on a College device is in breach of our IT agreement and will lead to the College limiting IT privileges and high level behavioural consequence. Showing pornography to other students is a major violation of the rights of others and a high level behavioural consequence will ensue. Pornography addiction is an increasing problem among youth and counselling is available for support.

### **Sexting**

Sexting is sending nudes or images of oneself to another person. It is illegal to send, receive and view a 'sext' when any of the people involved are under the age of 18. The College also has mandatory reporting requirements in relation to different aspects of sexting. An act of *Image Based Abuse* (sending nudes or sexualised images of another person in the College without their consent) will lead to the immediate termination of the sender's enrolment.

### **BEHAVIOURAL CONCERNS ON CAMPS AND EXCURSIONS**

The Responsible Behaviour Plan applies on and off campus to ensure the safety and wellbeing of all students. In situations off campus such as sporting competitions, excursion and camps, staff will follow the investigation process and refer to the Flowchart as required.

Behaviour expectations will be communicated clearly to parents and students, particularly in camp situations.

We value working in partnership with our parents as we know this provides the greatest support to our students.