



RESPONSIBLE BEHAVIOUR PLAN

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.'

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 tomorrows springs from our faith.

Inspired by the above context, we have four key rules that we use across the Middle and Senior School:

- Respect yourself
- Respect others
- Respect our staff
- Respect your environment

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



ISSUES AND CONCERNS¹

How to raise a curriculum (subject) concern or issue:

Step 1: Reflect on the concern and discuss it with a trusted adult.

Step 2: Raise the issue with your classroom teacher. *If unresolved...*

Step 3: Raise the issue with the relevant Head of Faculty (Mrs Scott - STEM / Mr Volz – Liberal Arts). *If unresolved...*

Step 4: Raise the issue with the Head of School (Mr Wilson). *If unresolved...*

Step 5: Raise the issue with the Principal (Mrs Gostelow).

How to raise a welfare/behavioural concern or issue:

Step 1: Reflect on the concern and discuss it with a trusted adult. If possible, address the other person directly.

Step 2: Raise the issue with your Head of Stage/Wellbeing Leader. *If unresolved...*

Step 3: Raise the issue with the Head of Wellbeing and Community (Mr Arraiol). *If unresolved...*

Step 4: Raise the issue with the Head of School (Mr Wilson). *If unresolved...*

Step 5: Raise the issue with the Principal (Mrs Gostelow).

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 Wellbeing and Community, 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 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. The College is not a police force or a law court. A College decision is always based on a considered response as to whether the incident is in breach of our enrolment contract and policies, and it is the College's right to action breaches against its policies and enrolment contract.

¹ 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.



BEHAVIOURAL TOOLS WE USE

Teacher Toolkit: techniques the teacher uses in class to maximise engagement in the lesson and divert low level distractions and behavioural issues.

Red Slip – a physical red slip provided to students who have not brought a required piece of equipment to class or piece of uniform to school. Red slips are recorded on our system and parents can view these on Parent Lounge. Students who receive three red slips for the same category (i.e. uniform or equipment) in the same term, will be issued a lunchtime Reflection.

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. A mandatory *Afterschool Catchup* is given to students who have had three mandatory catchups in a single term or have missed an assessment checkpoint.

Reflection – a lunchtime session for students to reflect on the behaviour/s that led to them breaching our College rules. A teacher debrief always accompanies the issuing of a *Reflection*. These are logged on our system and available for parents/carers to view on Parent Lounge. Three *Reflections* in one term will result in an *Afterschool Reflection*.

Support Plan – a plan (usually daily cards signed by teachers) given by a Wellbeing Leader to support a child who is struggling to bring the correct equipment, wear the right uniform, or make positive choices in the classroom. Its focus is on providing structured organisational/behavioural support to the student with an area in which they are struggling.

Behaviour Plan – a formal contract between the Head of Wellbeing and Community or Head of School and a student who has engaged in a high-level behavioural breach. It contains a set of behavioural conditions to meet and involves ongoing support from our Counsellors to reflect on the situation and the behaviours leading to the issue.

Provisional Enrolment – is a contract between the College Principal, the 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 the College.

Formal Warning – is a written warning that the requirements of the *Support Plan*, *Behaviour Plan* or *Provisional Enrolment* 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. Students who do not complete the required learning will be placed on a *Catchup* session and after multiple incidents will receive an *Afterschool Catchup* session. Should a pattern of poor academic behaviours become established, parents will be contacted and the student will be placed on a *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 *Red Slip* will be issued to students who aren't in the correct uniform and students who receive multiple *Red Slips* will progress through the *Reflection* process.

It is a College expectation that students arrive at class on time and with the correct equipment for that class. A *Red Slip* will be issued to students who don't bring the correct equipment and students who receive multiple *Red Slips* will progress through the *Reflection* process.

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 the College 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. This doesn't mean that you will never experience poor behaviour from someone else at the College, rather it means that 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:

- 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 the College. Depending on the context and severity of the activity, students who engage in physical violence may find themselves receiving an *Afterschool Reflection*, 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
- Unwanted invitations to go out on dates or requests for sex (repeated)
- 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 during class lessons and Independent Study sessions. 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 in the student lockers between 8:35am and 3:20pm. Students caught with a mobile phone will be asked to hand it in to the College office. Upon second confiscation of the device, the student's parent/carer will need to retrieve the device from the College office. The only exception to this rule is when students are permitted to use their phone as a pay device at the Café, but it may only be accessed in this context at the Café counter and is to be returned immediately to their locker.

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.

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 sexualised images of oneself to another person. It is illegal to send, knowingly receive, view and show 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.