Building a Culture of Respect

Policy and Procedure

1. Preamble

1.1 Purpose

The purpose of this policy is to provide guidelines for pastoral care, proactive and protective actions in responding to and addressing behaviour, bullying and other harmful behaviours at Pacific Lutheran College.

1.2 Scope

This policy and its procedures apply to all students, staff, contractors, volunteers, people undertaking work experience or vocational placements and parents/guardians at Pacific Lutheran College:

- in their interactions with each other and members of the broader College community; and
- while engaged in school related activity and events whether on school property or off campus or in or outside of school hours.

1.3 Authorisation

The College Council is responsible for authorising this policy.

1.4 Responsible Officer

The Director of Student Engagement is responsible for reviewing this policy and its procedures.

1.5 Communication

This policy and its procedures will be communicated via staff email, staff meetings and newsletters.

1.6 Storage

This policy and its procedures will be stored in the Staff Handbook on the College network and within the Enterprise Risk Management website.

1.7 Linked Documents

Title
LEQ Child & Student Safety & Wellbeing Policy
LEQ Child Protection- Reporting Concerns of Harm, Abuse and Reportable Conduct Policy
Pacific Lutheran College Workplace Anti-harassment Policy and Procedure
Pacific Lutheran College Workplace Anti-discrimination Policy and Procedure
Pacific Lutheran College Staffing Policy and Procedure
Pacific Lutheran College First Aid Policy
Pacific Lutheran College Grievance Policy and Procedure
Pacific Lutheran College Home Learning Policy
Pacific Lutheran College Assessment Policy, Middle College
Pacific Lutheran College Assessment Policy, Senior College
Pacific Lutheran College eSmart and Social Media for Students Policy and Procedure
Pacific Lutheran College Drugs, Alcohol and Smoking Policy - Students
Pacific Lutheran College Student Attendance Policy and Procedure
Pacific Lutheran College Uniform Policy and Procedure
Pacific Lutheran College Sunsafe Policy and Procedure
Pacific Lutheran College Sexual Harassment Policy
National Framework for Addressing Bullying in Australian Schools

1.8 Review Date

This policy and its procedures are to be reviewed every two years as recorded in the Policy and Procedures Register. This policy was endorsed by the College Council on 27/01/06 and subsequently reviewed 14/08/12, 09/06/15, 08/05/18, 18/10/19 ,19/4/2022, 21/02/25, 15/09/26 and 27/10/26.

2. Definitions & Legislation

2.1 Definitions

2.1.1 Bullying and other harmful behaviours

A range of negative interpersonal behaviours, whether physical pr psychosocial, that may threaten a young person's right to safe learning environment or the rights of the school workforce to a safe work environment. This includes bullying, cyberbullying and other online harms, violence and aggression, harassment (including sexual and gender-based harassment, homophobia, transphobia, racism, ableism, misogyny and ageism), discrimination, emotional

abuse, conflict, or poor relationships and interactions.[1]

2.1.2 Continuums of prevention and intervention
The range of strategies required over time to prevent bullying and harm from occurring, or reoccurring. The continuum encompasses prevention, early intervention, help-seeking/reporting pathways, responses, recovery and escalation. [2]

2.1.3 Discrimination
In general terms, discrimination is any practice which makes distinctions between individuals or groups that advantage some and disadvantage others on the basis of their membership of, or association with, that group, or characteristics generally attributed to that group. Refer to the College's Workplace Anti-Discrimination Policy for further information.

2.1.4 Escalation Pathways
Clear protocols and tiered models of continuing to address situations such as bullying and harmful behaviours with graduated responses, aligned with inclusive and trauma-informed practices. [3]

2.1.5 Harm
Section 9, of the *Child Protection Act 1999 (Qld)* 'harm' to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.

1. It is immaterial how the harm is caused.
2. Harm can be caused by—
   a) physical, psychological or emotional abuse or neglect; or
   b) sexual abuse or exploitation.
3. Harm can be caused by—
   a) a single act, omission or circumstance; or
   b) a series or combination of acts, omissions or circumstances.

2.1.6 Harassment
Occurs whenever another person is repeatedly and deliberately embarrassed, upset, physically hurt by someone else. It includes:

Physical – punching, teasing, spitting, hiding, damaging or destroying property.
Verbal – name-calling, ridicule, threats, rumour-spreading, writing derogatory comments, belittling, or teasing.
Non-verbal – extortion, intimidation, threatening signs, ostracism, inappropriate emails or text messaging.
Online – outlined in the College's eSmart and Social Media for Students Policy

2.1.7 Racism
Comments, gestures, ostracism on the basis of nationality, skin colour or ancestry.

2.1.8 Religious Discrimination
Ridiculing religious beliefs and practices.

2.1.9 Restorative Practices
Restorative Practices are a framework for building community and for responding to challenging behaviour through authentic dialogue, coming to understanding, and making things right. To be 'restorative' means to believe that decisions are best made, and conflicts are best resolved by those most directly involved in them. Restorative practices seek to develop good relationships and restore a sense of community.[4]

2.1.10 Sexual Harassment
Section 119, of the *Anti-Discrimination Act 1991* defines sexual harassment as deliberate, uninvited, unwelcome comments or actions of a sexual nature.

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[1] Department of Education. (2025). *Final report from the Anti-Bullying Rapid Review*. Australian Government. https://www.education.gov.au/download/19728/final-report-anti-bullying-rapid-review/43033/document/pdf
[2] Department of Education. (2025). *Final report from the Anti-Bullying Rapid Review*. Australian Government. https://www.education.gov.au/download/19728/final-report-anti-bullying-rapid-review/43033/document/pdf
[3] Department of Education. (2025). *Final report from the Anti-Bullying Rapid Review*. Australian Government. https://www.education.gov.au/download/19728/final-report-anti-bullying-rapid-review/43033/document/pdf
[4] Costello, B., Wachtel, J., & Wachtel, T. (2009) *The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators* (2nd ed.). IIRP.

Please refer to the LEQ Child Protection – Reporting Concerns of Harm, Abuse and Reportable Conduct Policy for further information.

2.2 Related Legislation

- *Anti-Discrimination Act 1991 (Qld)*
- *Australian Human Rights Commission Act 1986 (Cth)*
- *Child Protection Act 1999 (Qld)*
- *Sex Discrimination Act 1984 (Cth)*
- *Racial Discrimination Act 1975 (Cth)*
- *Disability Discrimination Act 1992 (Cth)*

3. Policy Statement

3.1 Rationale

Pacific Lutheran College is committed to providing a safe, inclusive and respectful learning environment in which bullying and other harmful behaviours are prevented, promptly addressed and not tolerated.

Pacific Lutheran College, Pacific Lutheran College Early Learning Centre, and Pacific Lutheran College Outside School Hours Care (OSHC) are committed to providing safe, inclusive, and nurturing environments where every child and young person is protected from harm and supported to flourish.

We affirm that all children are created in the image of God, deeply loved, inherently worthy, and deserving of dignity, respect, and care. Our approach to child safety is grounded in the Gospel's call to uphold justice, protect the vulnerable, and foster communities of compassion and belonging. Pacific Lutheran College, Pacific Lutheran College Early Learning Centre, and Pacific Lutheran College Outside School Hours Care (OSHC) will implement and comply with the child safe standards and understand they may be required to give an authorised officer of the QFCC information about Pacific Lutheran College, Pacific Lutheran College Early Learning Centre, and Pacific Lutheran College Outside School Hours Care's (OSHC) compliance. In implementing and complying with the child safe standards, the College will provide an environment that promotes and upholds the right to cultural safety of children who are Aboriginal persons or Torres Strait Islander persons (the universal principle).

Pacific Lutheran College acknowledges the significant harmful effects bullying and other harmful behaviours have on students, their families and communities, and the wider Australian society. The college recognises bullying as part of a continuum of harmful behaviours and negative interpersonal behaviours, whether physical or psychosocial, that are counter to creating a safe learning environment.

Pacific Lutheran College embeds the National Framework for Addressing Bullying in Australian Schools (the National Framework) which establishes shared national expectations and actions and provides confidence that bullying and other harmful behaviours are addressed appropriately and in a timely manner.

3.1.1 Bullying Types

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have 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. However, these conflicts still need to be addressed and resolved. [5]

3.1.2 What Bullying is not

Pacific Lutheran College acknowledges that while the following behaviours i.e. social bantering with minor insults and jokes, mutual arguments and disagreements (where there is no power imbalance), not liking someone or a single act of social rejection, one-off acts of meanness or spite, isolated incidents of aggression, intimidation or violence are often upsetting to those involved, they would not be considered bullying because they do not involve deliberate and repeated harm and power imbalance. These behaviours would need to be addressed in the same way as other inappropriate student behaviours. [6]

3.2 Pacific As A Peace Place

Pacific Lutheran College is committed to its Workplace Anti-Harassment and Workplace Anti-Discrimination Policies and to keeping the College a Peace Place. Pacific as a Peace Place is a proactive strategy which seeks, by

[5]Bullying No Way. (n.d.). *What is bullying?* https://www.bullyingnoway.gov.au/understand/what-is-bullying/
[6]Bullying No Way. (n.d.). *What is bullying?* https://www.bullyingnoway.gov.au/understand/what-is-bullying/

education, cooperation and consultation, to empower individuals to function comfortably and effectively within the College and the wider community. It seeks to build and reinforce attitudes conducive to developing care, dignity and respect for all individuals and allowing all individuals to reach their potential in a supportive and non-threatening environment.

The implementation of Pacific as a Peace Place is based on the premises that;

1. Every individual has value in a community.
2. Every individual has the right to feel safe from harassment in all its forms.
3. Every conflict can be resolved. Victims and Harassers both need help to solve conflict.
4. A 'No-Blame' approach is the most effective means of dealing with conflict resolution.
5. Every individual in a community is responsible for the safety of other individuals in that community.
6. Every individual in a community is responsible for ensuring that other individuals in that community can reach their potential in a supportive and non-threatening environment.

3.3 Pastoral Care

Pastoral Care at the College has in its foundations the aim of building a harmonious community of learners and operates within a culture of respect. The provision of pastoral care is the responsibility of all stakeholders working in partnership with one another to grow individual strengths and capacities to feel a sense of purpose, belonging and accomplishment both academically, socially and spiritually.

3.4 Restorative Practices

At Pacific Lutheran College, a Restorative approach is used to enhance the relationship among students, between students, teachers, and parents, so as to nurture our sense of community at the College.

Pacific uses the restorative approach to educate, promote and enable self-discipline and positive behaviours for care, dignity and respect.

3.5 Student Code of Behaviour

Pacific Lutheran College has high expectations of all its community members. Students are called to high standards of personal behaviour and are challenged when these expectations are not met. They are challenged, however, in a way that respects them as individuals made in the image and likeness of God, to enable them to correct their behaviour and to make amends to those affected. Through developing empathy for others, students learn to become more positive, supportive and contributing members of their community demonstrating respect for self, respect for others and respect for the community, environment and property.

3.5.1 Respect for self

Students demonstrate by:

- maintaining high standards of personal hygiene and grooming
- standing up for what you believe in
- looking after your physical, mental and spiritual well-being
- setting good standards in language and manners
- keeping yourself well organised.

3.5.2 Respect for others

Students demonstrate by:

- caring for and co-operating with others
- valuing the ideas, opinions and efforts of others
- supporting and encouraging the young and less able
- protecting others from harm and harassment
- respecting the property of others
- acknowledging and defending the rights of all.

3.5.3 Respect for the community, environment and property

Students demonstrate by:

- keeping it clean and tidy
- keeping it in working order
- supporting it in your comments and behaviour
- respecting the Christian nature of the school
- being courteous and friendly to students, staff and visitors
- observing good uniform and grooming standards.
- respecting community property and environment

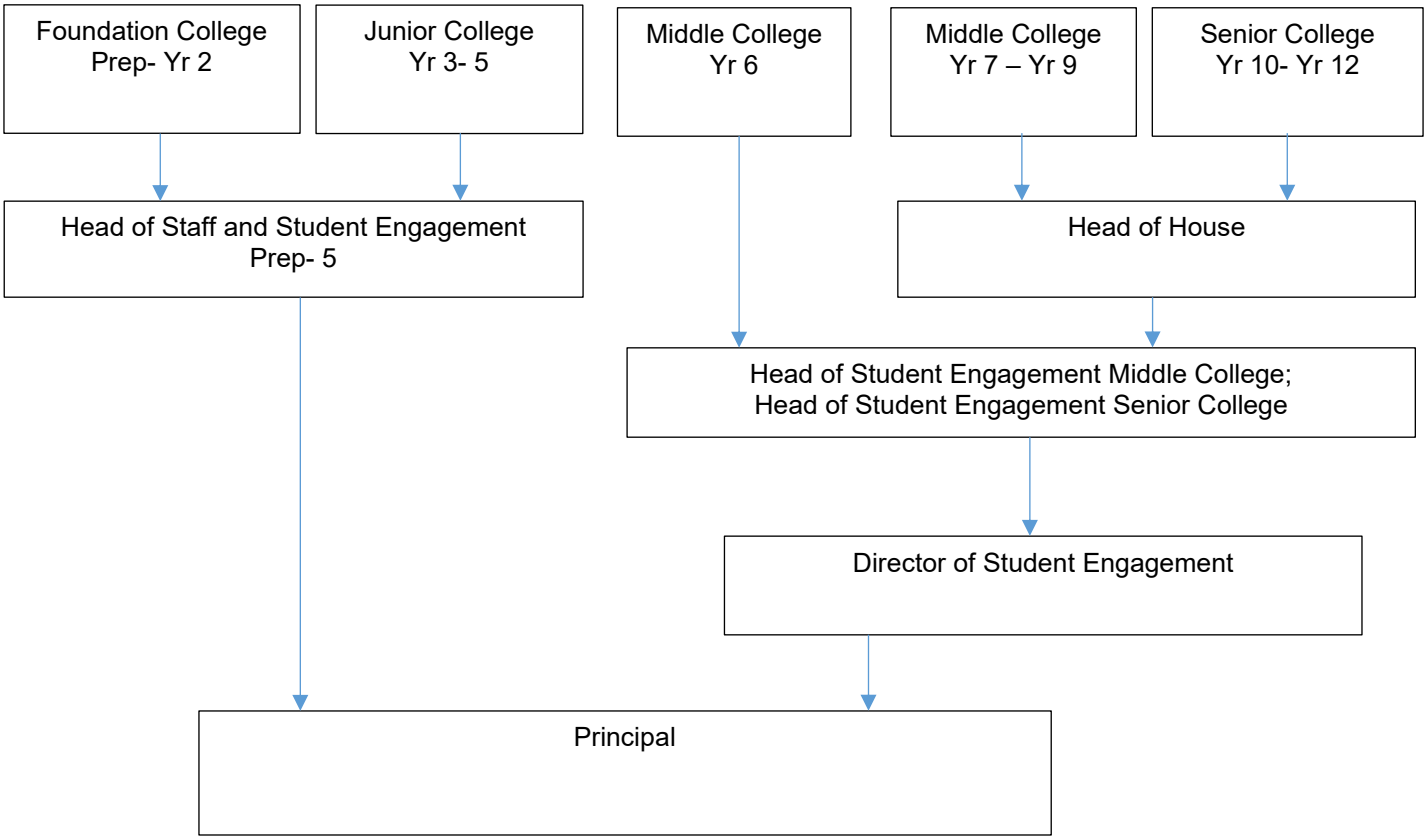
4. Procedure

Example Student Choices and Follow-up Responses

	Example student choices	Example of follow- up responses	Example levels of response from staff members
Minor incident/issue	• Late arrival to class or College • Failure to follow teacher direction • Demonstration of disrespect of self; to others; property; and the environment. • bringing incorrect materials to class • choice of wearing College uniform incorrectly • Use of inappropriate verbal/non-verbal language • Minor beach of eSmart policy	• Affective statements • Relational conversation • Restorative 'chat' • De-escalation and basic intervention strategies • Partnership with parents	• Teacher to respond and develop partnership with parents to resolve incident/issue. • Head of Staff and Student Engagement P-5 or Head of House to provide strategies of support where required.
Continuation or escalation of minor incident/issue	• Ongoing lateness to class or College • Continuous failure to follow teacher direction • Continuous disrespectful interactions with teacher; staff member; or member of College • Demonstration of disrespect of self; to others; property; and the environment. • continuous choice of bringing the incorrect materials to class • continuous choice of wearing the uniform incorrectly • Use of inappropriate verbal/non-verbal language • Minor beach of eSmart policy • Continuous choice of incomplete learning tasks or home learning • Lateness in handing in of draft and/or final assessment	• Relational conversation • Restorative conversation • De-escalation and basic intervention strategies • Withdrawal and re-entry conversation • Lunchtime Community Service • Friday afternoon Community Service (Head of Student Engagement Middle College, Head of Student Engagement Senior College informed) • Continued partnership with parents. • Refer to Home Learning Policy • Assessment Policy and Procedure Middle College • Assessment Policy and Procedure Senior College	• Teacher to respond and develop partnership with parents to resolve incident/issue • Head of Staff and Student Engagement P-5 or Head of House to provide additional strategies of support where required. • Head of Student Engagement, Middle College or Head of Student Engagement, Senior College Students to provide support to Head of House, teacher, student where required.

	Example student choices	Example of follow- up responses	Example levels of response from staff members
Continuation/ escalation of incident/issue	• behaviour has not improved after follow-up response • insolent, malicious or aggressive behaviour • physical and/or verbal/non-verbal harm to another person • damage of property or environment • misbehaving in public or on transport • truancy • serious breach of E-Smart policy	• repeat of follow-up responses as listed above; and or, • withdrawal from class • Restorative Conference and Agreement recorded • Student Support Card • Exclusion from College activities, events • Afterschool Community Service • Saturday morning Community Service • repair or replacement of property • internal suspension • formal interview with parents	• Head of Staff and Student P-5 or Head of House to instigate response and engage in partnership with parent/guardian and teacher and student/s. • Head of Student Engagement Middle College Students or Head of Student Engagement Senior College to provide support to Head of House, teacher, student where required. • Principal to provide support to Head of Staff and Students P-5; Director of Student Engagement to provide support to Head of Student Engagement Middle College, Head of Student Engagement Senior College, teacher, student where required.
Serious incident/issue or ongoing behaviour choices	• behaviour has still not improved after follow-up responses • serious breach of E-Smart policy • serious damage of property or environment • smoking or vaping • physical, verbal/non-verbal abuse to any member of College community • maliciously violent • possession or use of alcohol or drugs • involved in other serious or illegal activities	• repeat of follow-up response as listed above • formal interview with parents and Principal • Saturday Morning Community Service • internal and/or external suspension • exclusion from College	• Head of Student Engagement, Middle College College or Head of Student Engagement, Senior College to instigate response and engage in partnership with parent/guardian and student/s. • Director of Student Engagement to provide support to Head of Staff and Student Engagement, P-5, Head of Student Engagement Middle College, Head of Student Engagement Senior College, teacher, student where required and to liaise with Principal with decision making and follow-up. • Principal to engage in partnership with parent/guardian and student to resolve incident/escalation of incident or ongoing behaviour.

Responding to Student Choices- Overview



Certain Learning Enrichment students have been identified needing specialised assistance when behaviour, academic, social or emotional issues arise. The teachers of these students will be advised by the Head of Learning Enrichment.

Should Learning Enrichment students require behaviour management follow-up, teaching staff should contact the Head of Staff and Student Engagement P-5, Head of House (Yr 6 -9), Head of Student Engagement Middle College (Yr 6 – Yr 9), Head of Student Engagement Senior College (Yr 10 – 12), or Head of Learning Enrichment.

Reporting and Responding to Bullying and Harmful Behaviours
If a student is experiencing or witnessing bullying or other harmful behaviours, they are strongly encouraged to report it and get support. All reports of bullying or other harmful behaviour will be investigated and responded to by referring to the LEQ's Child & Student Safety & Wellbeing Policy, Child Protection- Reporting Concerns of Harm & Abuse Procedure in Schools, Child Protection- Reporting Concerns of Harm, Abuse and Reportable Conduct Policy.

Pacific Lutheran College will make reasonable efforts to initiate a response to any observed or reported bullying two (2) school days of becoming aware of an incident. Immediate actions may include:

- Contacting parents/guardians of student/harmed and student/s engaged in harmful behaviour and communicating next steps
- Initiating immediate safety action plan to prevent further harm
- Providing initial wellbeing support to the student/s
- Taking initial appropriate and proportional response actions

Initiating a response to bullying within two (2) days reduces the risk of harm escalating. While this timeframe does not require that matter be resolved in two days, it ensures that appropriate action begins promptly.

Records are kept, centrally, of all reported incidents of bullying and harmful behaviours, including harassment in the College. These are analysed on a regular basis to ascertain major areas where harassment occurs, gender and age of victims and perpetrators, and strategies which have been successful. A review of the College's Workplace Anti-harassment Policy and Procedure is undertaken biennially, taking into account the annual data.

The following steps will be taken;

a) Reporting
The student reports the bullying, harmful behaviour or harassment incident/ problem to any member of staff. The person receiving the report notifies the relevant staff member as per the 'Responding to Student Choices – Overview' Chart.

b) Immediate Safety Response
Where there is concern that a student, staff member or other member of the College community may be at risk of harm, distress, intimidation or ongoing bullying, the College may take immediate action to ensure the safety and wellbeing of those involved. Such actions may include separating students for a period of time, increasing supervision, providing pastoral, learning and wellbeing support, notifying relevant staff and parents/guardians, restricting contact between individuals, and implementing appropriate interim measures while the matter is assessed and addressed.

c) Investigation steps/process
Student/s is/are interviewed separately and where age appropriate are to complete an incident report form to establish the facts.
Other students, witnesses or staff may also be interviewed.
Ongoing pastoral, learning and wellbeing support may be sought at any stage.
In situations such as reportable conduct, sexual harassment or other matters that need to be referred to external agencies the College will act in accordance with current legislative requirements.

d) Follow-up Response
The incident is reported to the appropriate Head of Student Engagement sub-section e.g. Head of Staff and Student Engagement Prep to Year 5, Head of Student Engagement Middle Col4lege, Head of Student Engagement Senior College, Director of Student Engagement and the Principal. Follow- up response is determined by College. Parent/guardian are informed by phone about the act of bullying or harmful behaviour or harassment or incident and the College's response.
At a designated time, the staff member/s or interviewer responsible discusses the issues surrounding the particular incident.
The student/s may:

- be informed of the nature of the incident
- have policies and procedures relating to the circumstances of the incident explained to them
- be invited to provide a response, with the option to be supported by a Head of House, College Counsellor, Head of Learning Enrichment P-12; 6-12, or Administrative Learning Executive staff member
- seek support from a parent/guardian, teacher, counsellor
- have their privacy protected and confidentiality observed

The staff member/s or interviewer responsible will work with the student/s using, where appropriate, a restorative and trauma-informed approach to repair harm, restore relationships and support all involved to regain a sense of safety, belonging and connection, enabling them to participate positively in the learning environment and community life of the College.

e) Ongoing Support
Follow up conversation/s and support may occur at designated check in points as determined by a designated staff member and/or appropriate Head of Student Engagement sub-section and record kept.

f) Continuation of Incident
If the incident or reported matter continues, student/s is/are interviewed separately and where age appropriate are to complete an incident report form.
Other students, witnesses or staff may also be interviewed and asked to complete incident reports.
The details of these interviews are reported to the Head of Staff and Student Engagement, P-5, Director of Student Engagement or Principal and action taken. Follow-up response is determined by College and parent/guardian are informed.
If a solution to a particular problem has not been found, the College may consider the use of an outside person, such as a trained mediator, to assist in reaching an outcome.

Protective Actions in following up Behaviour

The College may need to remove property from a student for a period of time. This may be because it is illegal for the student to have the item or it may present a risk to the student, other students, staff or the College community, or the staff member has reasonable belief that the item has been used to commit a crime.

Staff can search College property, including lockers. Staff can also request to search a student's bag with their permission or the permission of the student's parent/guardian.

If a staff member becomes in possession of an item belonging to a student that they believe is illegal or has been used to commit a crime, they will alert the Head of Staff and Student Engagement P-5, Head of Student Engagement Middle College, Head of Student Engagement Senior College, Director of Student Engagement or Principal.

Staff can request permission to access student mobile, laptop or personal devices to access information and should follow the e-Smart and Social Media Policy and Procedure.

Suspensions and Cancellation of Enrolment

Parent/ Guardians must comply with policies and rules the College adopts from time to time and must ensure, as far as practicable, that their child complies with those policies and rules.

Suspensions (internal or external)

1. Issued by the Head of Staff and Student Engagement P-5, Director of Student Engagement or Principal.

2. Parents contacted via phone by Head of Staff and Student Engagement P-5, Head of Student Engagement Middle College, Head of Student Engagement Senior College, Director of Student Engagement or Principal.

3. Parent interview with Head of Staff and Student Engagement P-5, Director of Student Engagement, Head of Student Engagement Middle College, Head of Student Engagement Senior College or Principal.

4. Restorative conversations will occur between student and staff member with Principal, Head of Staff and Student Engagement P-5, Director of Student Engagement, Head of Student Engagement Middle College, Head of Student Engagement Senior College prior to re-entry to College Community.

5. Relevant parties will be informed of the follow up at the most appropriate time.

Cancellation of Enrolment

Students are expected to comply with College policies, rules and directions given by a person in authority, both on and off the College grounds. Failure to do so may result in disciplinary consequences, which may include cancellation of the student's enrolment. The Principal, or Acting Principal, may cancel the student's enrolment at the College for misconduct within or outside of normal school hours or precinct considered by the Principal or Acting Principal to be serious enough to warrant cancellation of enrolment.

Forms and Communication

- Restorative Practice Conversation Staff Cards
- Timeout Cards (Students)
- Student Incident Report Form
- Afternoon Academic Support Session
- Afternoon Academic Support Session Register
- Community Service- Lunchtime Session
- Community Service- Afternoon Session
- Community Service Register
- Restorative Agreement Contract
- Behaviour Support Card
- Minor Inappropriate Behaviour (MIBs)

Building a Culture of Respect
Policy and Procedure

Document Control

Document Control	
Author	Director of Student Engagement
Owner	College Council
Date Created	21st January 2006
Classification	External publication
Review Cycle	To be reviewed biennially. Reviewed on 14/08/12, 09/06/15, 08/05/18, 18/10/19 ,19/4/2022, 21/02/25, 15/09/26 and 27/10/26.
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Version Control

Version	Date of Approval	Approved By	Description of Change
1.7	September 2026	College Council	Review and wording updates to sections: 1.1, 1.2, 2.1.1, 2.1.2, 2.1.4, 3.1, 3.1.1, 3.1.2 and update to title to Director of Student Engagement.
1.8	October 2026	College Council	Update to sections: 2.1.6 and 2.1.10.