

# 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 and behaviour management at Pacific Lutheran College.

#### 1.2 Scope

This policy and its procedures apply to all students, staff, contractors, and volunteers 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.

Members of the broader College community, including parents are also required to comply with and support this policy.

#### 1.3 Authorisation

The College Council is responsible for authorising this policy.

#### 1.4 Responsible Officer

The Director of Students 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

This policy and its procedures are linked with the following College policies:

- Child Protection Policy
- Workplace Anti-Harassment Policy
- Workplace Anti-Discrimination Policy
- eSmart and Social Media Policy for Students Policy
- Illegal Substances Policy and Procedure
- Student Attendance Policy
- Uniform Policy
- Sun Safe Policy and Procedures

#### 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 and 19/4/2022.

## 2. Definitions & Legislation

### 2.1 Definitions

#### 2.1.1 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.<sup>1</sup>

#### 2.1.2 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.

#### 2.1.3 Harm

Section 9, of the [Child Protection Act 1999 \(Qld\)](#) 'harm' to a child, is any detrimental effect of a significant nature on

---

<sup>1</sup> Costello, B., Wachtel, J., & Wachtel, T. (2009) *The Restorative Practices Handbook for Teachers, Disciplinary and Administrators* (2<sup>nd</sup> ed.). IIRP.

# Building a Culture of Respect

## Policy and Procedure

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.

### 2.1.4 Harassment

Occurs whenever another person is repeatedly and deliberately embarrassed, upset, physically hurt or molested 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.

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

### 2.1.5 Racism

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

### 2.1.6 Religious Discrimination

Ridiculing religious beliefs and practices.

### 2.1.7 Sexual Harassment

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

Please refer to the College's Child Protection Policy and Procedure 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 being a community living according to Christian ethos and Lutheran identity. The College promotes the values of 'Care, Dignity and Respect': that all persons, though having different roles and function within the College, have an equal right to respect, courtesy and the enjoyment of their work and the social and physical environment. Pacific, like any community, has its code for behaviour to promote a safe and effective learning environment so that good order can prevail, and people can live in positive relationships to realise their full potential without interference from others.

Harassment, harm, racism, and discrimination will not be tolerated at Pacific Lutheran College under any circumstances, and may, in some circumstances be unlawful under State or Commonwealth law.

### 3.2 Pacific As A Peace Place

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

# Building a Culture of Respect

## Policy and Procedure

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 relationships among students, and 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 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
- Respect for the community, environment and property

#### 3.5.1 Respect for self

Christians believe God has created us as people with gifts and talents that He wants us to develop.

Therefore, take care of yourself personally 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

Christians believe God has created all people and wants us to love and respect each other. Everyone has a right to be loved, respected and valued and to feel safe and accepted. Therefore, take care of others 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

As Christians, we believe God has placed us in a community at Pacific Lutheran College. In order for us, and others, to get the best from our school, look after it 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	<ul style="list-style-type: none"> <li>Late arrival to class or College</li> <li>Failure to follow teacher direction</li> <li>Demonstration of disrespect of self; to others; property; and the environment.</li> <li>bringing incorrect materials to class</li> <li>choice of wearing College uniform incorrectly</li> <li>Use of inappropriate verbal/non-verbal language</li> <li>Minor breach of E-Smart policy</li> <li>Incomplete learning tasks or home learning</li> <li>late submission of draft and/or final assessment</li> </ul>	<ul style="list-style-type: none"> <li>Affective statements</li> <li>Relational conversation</li> <li>Restorative 'chat'</li> <li>De-escalation and basic intervention strategies</li> <li>Partnership with parents</li> <li>Refer to Home Learning Policy</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to respond and develop partnership with parents to resolve incident/issue.</li> <li>Head of Staff and Students P-5 or Head of House to provide strategies of support where required.</li> </ul>

	Example Student Choices	Example of Follow- up Responses	Example levels of response from staff members
Continuation or escalation of minor incident/issue	<ul style="list-style-type: none"> <li>Ongoing lateness to class or College</li> <li>Continuous failure to follow teacher direction</li> <li>Continuous disrespectful interactions with teacher; staff member; or member of College</li> <li>Demonstration of disrespect of self; to others; property; and the environment.</li> <li>continuous choice of bringing the incorrect materials to class</li> <li>continuous choice of wearing the uniform incorrectly</li> <li>Use of inappropriate verbal/non-verbal language</li> <li>Minor breach of E-Smart policy</li> <li>Continuous choice of incomplete learning tasks or home learning</li> <li>Lateness in handing in of draft and/or final assessment</li> </ul>	<ul style="list-style-type: none"> <li>Relational conversation</li> <li>Restorative 'chat'</li> <li>De-escalation and basic intervention strategies</li> <li>Withdrawal and re-entry conversation</li> <li>Lunchtime Community Service</li> <li>Friday afternoon Community Service (Head of Middle College, Head of Senior School Students informed)</li> <li>Continued partnership with parents.</li> <li>Refer to Home Learning Policy</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to respond and develop partnership with parents to resolve incident/issue</li> <li>Head of Staff and Students P-5 or Head of House to provide additional strategies of support where required.</li> <li>Head of Middle College Students or Head of Senior School Students to provide support to Head of House, teacher, student where required.</li> </ul>

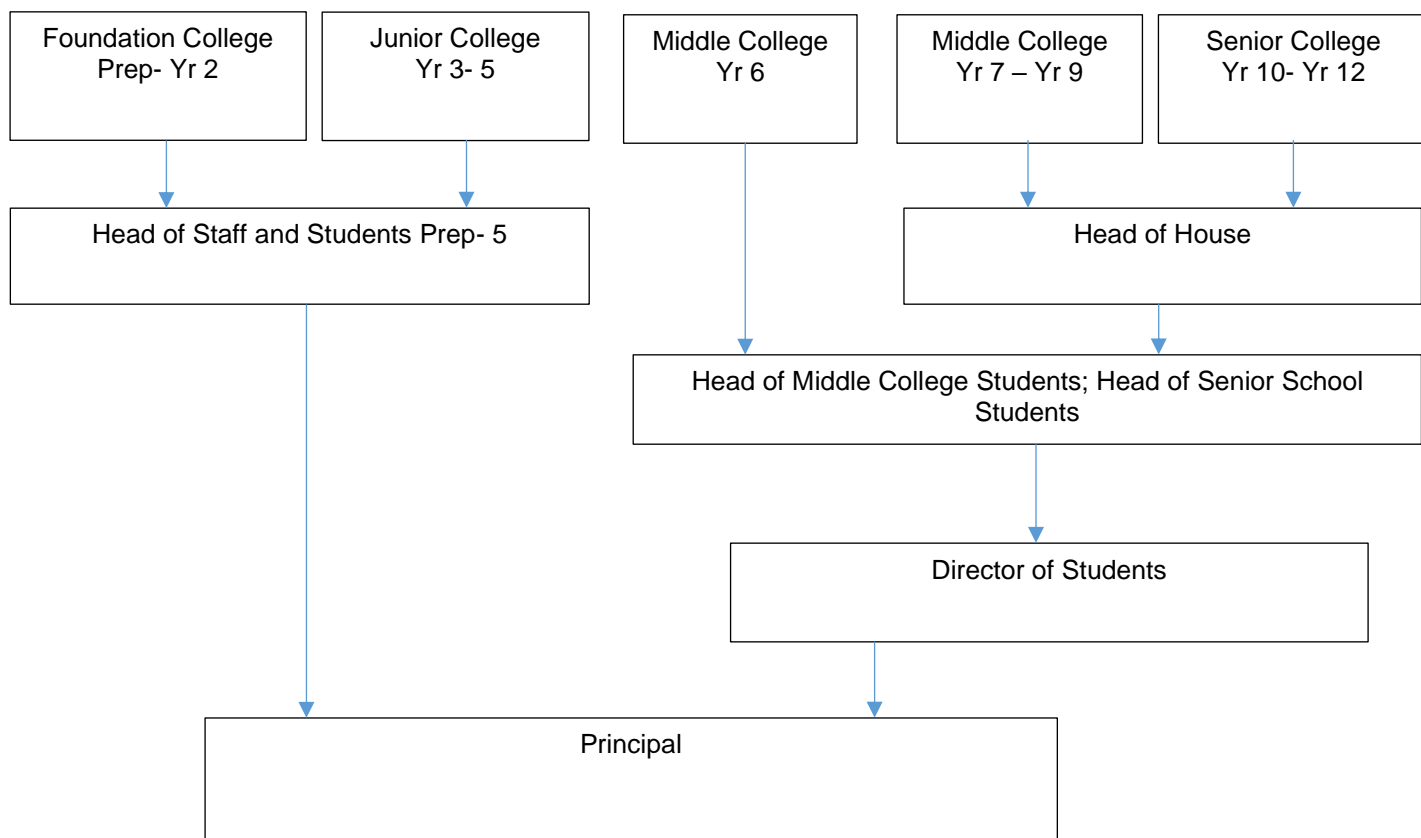
# Building a Culture of Respect

## Policy and Procedure

	Example Student Choices	Example of Follow- up Responses	Example levels of response from staff members
Continuation/ escalation of incident/issue	<ul style="list-style-type: none"> <li>behaviour has not improved after follow-up response</li> <li>insolent, malicious or aggressive behaviour</li> <li>physical and/or verbal/non-verbal harm to another person</li> <li>damage of property or environment</li> <li>misbehaving in public or on transport</li> <li>truancy</li> <li>serious breach of E-Smart policy</li> </ul>	<ul style="list-style-type: none"> <li>repeat of follow-up responses as listed above; and or,</li> <li>withdrawal from class</li> <li>Restorative Conference and Agreement recorded</li> <li>Student Support Card</li> <li>Exclusion from College activities, events</li> <li>Afterschool Community Service</li> <li>Saturday morning Community Service</li> <li>repair or replacement of property</li> <li>internal suspension</li> <li>formal interview with parents</li> </ul>	<ul style="list-style-type: none"> <li>Head of Staff and Students P-5 or Head of House to instigate response and engage in partnership with parent and teacher and student/s.</li> <li>Head of Middle College Students or Head of Senior School Students to provide support to Head of House, teacher, student where required.</li> <li>Principal to provide support to Head of Staff and Students P-5; Director of Students to provide support to Head of Middle College Students, Head of Senior School Students, teacher, student where required.</li> </ul>

	Example Student Choices	Example of Follow- up Responses	Example levels of response from staff members
Serious incident/issue or ongoing behaviour choices	<ul style="list-style-type: none"> <li>behaviour has still not improved after follow-up responses</li> <li>serious breach of E-Smart policy</li> <li>serious damage of property or environment</li> <li>smoking or vaping</li> <li>physical, verbal/non-verbal abuse to any member of College community</li> <li>maliciously violent</li> <li>possession or use of alcohol or drugs</li> <li>involved in other serious or illegal activities</li> </ul>	<ul style="list-style-type: none"> <li>repeat of follow-up response as listed above</li> <li>formal interview with parents and Principal</li> <li>Saturday Morning Community Service</li> <li>internal and/or external suspension</li> <li>exclusion from College</li> </ul>	<ul style="list-style-type: none"> <li>Head of Middle College Students or Head of Senior School Students to instigate response and engage in partnership with parent and student/s.</li> <li>Director of Students to provide support to Head of Staff and Students P-5, Head of Middle College Students, Head of Senior School Students, teacher, student where required and to liaise with Principal with decision making and follow-up.</li> <li>Principal to engage in partnership with parent and student to resolve incident/escalation of incident or ongoing behaviour.</li> </ul>

**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 at the start of each term/ trimester by the Head of Learning Enrichment.

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

# Building a Culture of Respect

## Policy and Procedure

### Response to Acts of Harassment or Harm

For any incidents of harassment, it is assumed that a member of staff or responsible student will deal with the matter on the spot, in order to triage the immediate conflict. Refer to table above (referencing table on page 4 and 5)

Records are kept, centrally, of all reported incidents of 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 harassment policy is undertaken every 12 months, taking into account the annual data.

The following steps will be taken;

#### a) Identification

The student reports the harassment incident/ problem to any member of staff. The person receiving the report notifies the Class or Pastoral Care Group Teacher, Head of House, Head of Staff and Students Prep to Year 5, Head of Middle College Students, Head of Senior School Students, Director of Students, Director of Staff or the Principal.

#### b) Initial Interview

With one or more staff, 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.

Help may be sought from the College Counsellor at any stage. In situations of sexual harassment or harm or other illegal activities an interview with both parties will not be appropriate and these matters must be reported to the relevant government agencies in accordance with current legislation and the Child Protection Policy.

#### c) Follow-up Response

The incident is reported to the appropriate Head of Sub-section e.g. Head of Staff and Students Prep to Year 5, Head of Middle College Students, Head of Senior School Students, Director of Students and the Principal. Follow-up response is determined by College. Parent/guardian are informed by phone about the act of harassment or harm and the College's response.

At a designated time, the staff member/s or interviewer responsible makes both parties aware of the Building a Culture of Respect policy and discusses the issues surrounding the particular incident. The staff member/s or interviewer responsible works with the students using a restorative practice approach to educate, promote and enable self-discipline and positive behaviours for care, dignity and respect. The staff member responsible works restoratively with each student to reach a resolution where all involved feel safe and positive in their relationships.

#### d) Ongoing Support

Follow up conversation at designated check in points of all involved as per the Restorative Agreement reached by a designated staff member and/or appropriate Head of Sub-section and record kept.

#### e) Continuation of Incident

If the incident or problem continues – 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.

The details of these interviews are reported to the 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 a resolution.

# Building a Culture of Respect

## Policy and Procedure

### 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 Students P-5, Head of Middle College, Head of Senior College, Director of Students 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 Procedures.

### 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 Principal.
2. Parents contacted via phone by Head of Staff and Students Prep to Year 5, Head of Middle College, Head of Senior School Students, Director of Students or Principal.
3. Parent interview with Principal and Head of Staff and Students Prep to Year 5, Director of Students, Head of Middle College Students, Head of Senior School Students.
4. Restorative conversations will occur between student and staff member with Principal, Head of Staff and Students Prep to Year 5, Director of Students, Head of Middle College Students, Head of Senior School Students 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
- Afterschool Community Service Letter
- Afterschool Community Service Register
- Afterschool Academic Tutorial Letter
- Afterschool Academic Tutorial Register
- Suspension Register
- Restorative Agreement Contract