



PURPOSE

Lighthouse Christian School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and grow in their love for God and respect for self and others.

A CULTURE THAT PROMOTES LEARNING

Lighthouse Christian School is committed to embedding programs and processes that are derived from an evidence base.

The National Improvement Tool (ACER) outlines domains and indicators found in high performing schools. Domain 3 of the tool describes “A Culture that Promotes Learning.” The following statement from the tool underpins our work in the behaviour management space at Lighthouse:

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders, and parents are treated as partners in the promotion of student learning and wellbeing. The school seeks to maintain a learning environment that is safe, respectful, tolerant, inclusive that that promotes intellectual rigour.

- Further, Lighthouse Christian School is committed to:
- High expectations and a commitment to intentional excellence.
- An expectation that every student will learn and achieve positive outcomes.
- An expectation that every student will progress one year’s learning in one year.
- Calm but busy classrooms.
- Classrooms where interruptions to teaching are minimal.
- Classrooms with no obvious behaviour concerns.
- High rates of student attendance.
- High levels of staff morale.
- Positive, caring and polite interactions between all stakeholders.
- Serving parents as integral members of the school community and partners in learning.
- Inclusivity and valuing staff and families of varying cultural backgrounds.
- High yield strategies that promote appropriate behaviour - including agreed responses and consequences for inappropriate student behaviour.
- Support for teachers in implementing these policies.

Lighthouse Christian School is committed to intentionality in setting up students for success and a mantra of ‘whatever it takes’. Teachers and staff embed routines and expectations for behaviours for all classes from Prep to Year 12, so that every child knows every day in every lesson what is expected of them. This means setting clear, consistent and intentional routines and expectations for the classroom, around the campus, and off-site. The school also has clear responses and steps for responding to unsatisfactory behaviour.



A WHOLE SCHOOL APPROACH

Our Lighthouse Christian School community follows a whole school approach to behavioural management. Our preventative approach for facilitating positive behaviour, minimises the escalation of inappropriate student behaviour. At times, a student may demonstrate behaviours that are outside the school's agreed expectations. The school has a clear system for managing these occasions.

KEY ELEMENTS OF THE LCS BEHAVIOUR MANAGEMENT PLAN

Lighthouse Christian School has core elements that establish a culture and environment that promotes learning. This includes:

1. Embedding an **establishment phase of the year** process at the start of every school year;
2. Embedding the **Four Dimensions**, formerly the Essential Skills for Classroom Management;
3. **Training** and retraining staff in the use of the **Four Dimensions**;
4. **Profiling** teaching staff using a differentiated model for quality assurance;
5. **Rewarding positive behaviours** regularly and (often) tangibly;
6. Explicitly teaching the '**High Five Hand**' as a strategy for students to respond to inappropriate verbal or physical misconduct (including bullying) from other students;
7. Referring to the **LCS Behaviour Support Levels** table to identify unacceptable student behaviour.

1. ESTABLISHMENT PHASE OF THE YEAR:

Lighthouse Christian School has identified the first two weeks of the school year as what Bill Roger's describes as the Establishment Phase. During this time, setting classroom rules, positive and negative consequences, and class routines are the highest priority. Staff and students rehearse agreed protocols. Teachers complete a Routines and Procedures checklist during this time. Once complete, the checklist is presented to the Principal.

2. FOUR DIMENSIONS 4D (ESCM)

4D or Four Dimensions, founded by Caroline McCarty, acknowledges that all classroom decisions fit into one of four dimensions – expect, reinforce, redirect and follow through. The approach considers least to most intrusive actions from teachers when redirecting and supporting students in the learning environment, using a tone of positivity.

3. STAFF PROFESSIONAL DEVELOPMENT IN 4D

The school's Lead Profiler implements annual training (and induction) for school staff. This is a standard part of our January Student Free Week program. All teachers and teacher aides workshop the positive behavioural strategies (skills) included in the program.

4. PROFILING TEACHERS IN 4D

LCS has several trained profilers who work throughout the year profiling staff in the Four Dimension. All staff are profiled at least once per semester against the 4D Profile sheet. Follow up conversations with profilers follow the process.



5. REWARDING POSITIVE BEHAVIOURS

Appropriate behaviour is reinforced through positive reinforcement. These provide students with feedback for engaging in expected school behaviour. Examples include positive messages home, weekly certificates, and dojo points.

6. THE 'HIGH FIVE HAND'

The explicit teaching of the High Five Hand approach takes place annual as part of the school's acknowledgment of the National Day of Action Against Bullying. The steps are: Talk Friendly, Talk Firmly, Ignore, Walk Away, Report.

7. THE LCS BEHAVIOUR SUPPORT LEVELS TABLE

LCS has developed a Behaviour Support Level Table that sets student behaviours into five levels. The table outlines who is to deal with the behaviour, examples of the behaviour, teaching strategies in dealing with the behaviour, and recording and reporting methods.

COMMUNICATION OF BEHAVIOUR EXPECTATIONS

In addition to teacher / student discussions regarding behaviour during the establishment phase of the year, the school's weekly assembly provides an opportunity for references to the school's values.

RESPONSE TO BULLYING

LCS has a zero-tolerance approach to bullying with staff committed to following up all reported incidences. Please refer to LCS Anti-Bullying Policy.

NETWORK OF STUDENT SUPPORT

The network for support at Lighthouse Christian School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

SCHOOL BASED SERVICES	COMMUNITY SERVICES
School teaching and support staff School Administration Parents School Counsellor Pastoral Team SWAN Staff Wellbeing Officers Reflection Room (designated zone)	Department of Child Safety Adopt-A-Cop/Police Community Health Aboriginal Health Child and Youth Mental Health Disability Services Queensland Kids Help Line 1800 551 800 Anglicare Darumbal



CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Lighthouse Christian School makes systematic efforts to prevent unacceptable student behaviour by teaching and reinforcing expected behaviours which is ongoing throughout the school year. When unacceptable behaviour occurs, it is important that consequences are consistent and predictable.

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Lighthouse Christian School considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse life experiences, abilities, skills and needs of the students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the plan – ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account the context, emotional well-being, age, gender and cultural background of the student – all of which can influence the way in which they act and react.
- Recognising the rights of all students to:
 - o Express their opinions in an appropriate manner and at the appropriate time.
 - o Work and learn in a safe environment
 - o To be heard
- When selecting consequences, the following factors are taken into consideration:
 - o Frequency of inappropriate behaviours
 - o Age of the child or children involved
 - o The seriousness of the offence
 - o The honesty shown by those involved
 - o The reliability of evidence available

DETERMINING MINORS AND MAJORS – HOW TO RESPOND

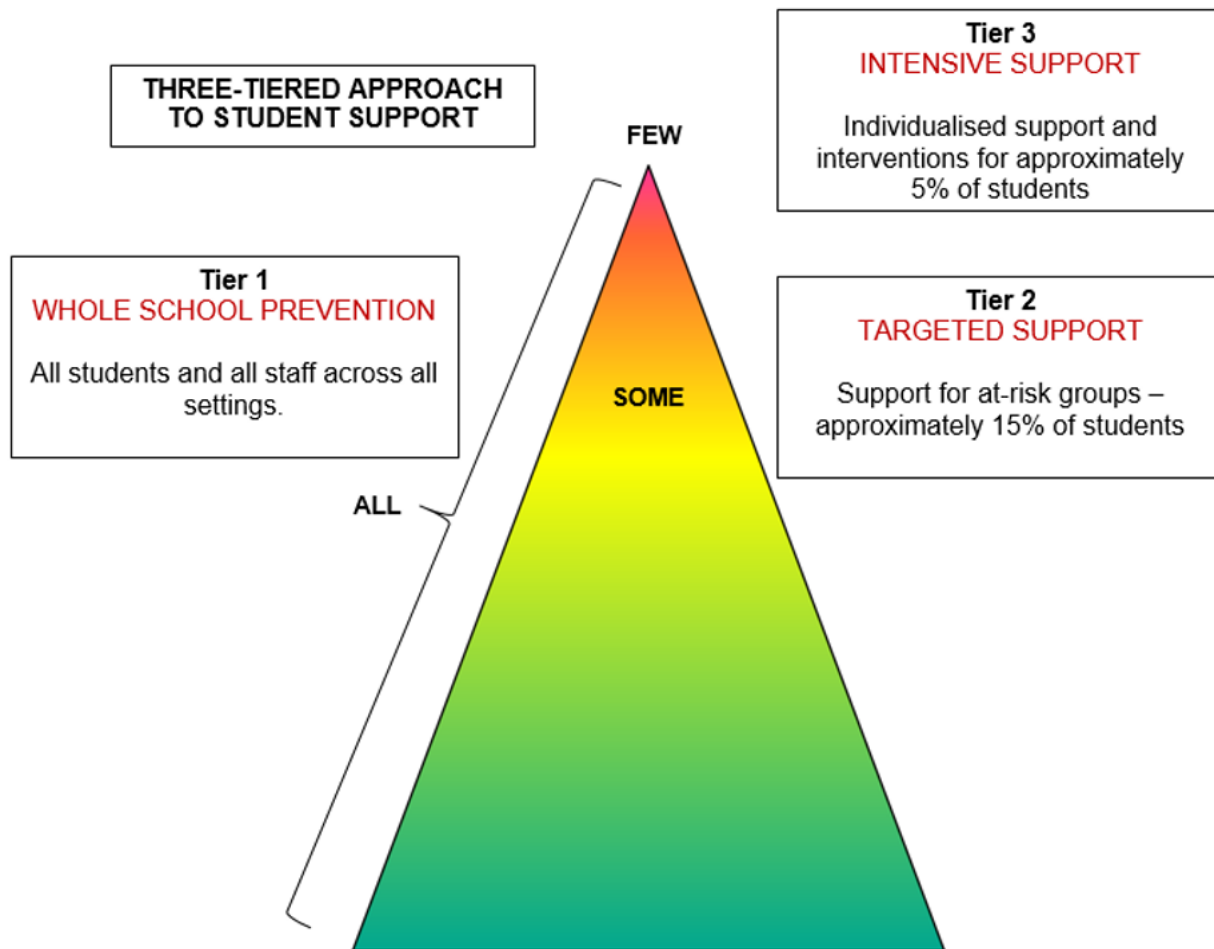
<u>Minor</u> Minor Problem Behaviour is dealt with the staff member as it happens at the time.	<u>Major</u> Major Problem behaviours are directed to the school leadership team.
<u>Definition</u> <u>Minor behaviours are those that:</u> Are minor breaches of the school rules. Do not seriously cause others or cause you to suspect that that student may be harmed. Do not violate the rights of others in any serious way. Are a part of a pattern of problem behaviours. Do not require assistance of specialist support staff or the Leadership team.	<u>Definition</u> <u>Major behaviours are those that:</u> Significantly violate the rights of others. Put others/self at risk of harm Require the involvement of the school leadership team. Third minor referrals



<p><u>Examples</u> Behaviours can include but are not limited to... Disrupting others Teasing Inappropriate language Verbal abuse Physical contact Dangerous Play Minor non-compliance and defiance Not wearing a hat or enclosed shoes Running on cement Out of bounds Incomplete work Off task behaviours Littering Swearing Mobile phone or electronic devices in possession during the day Misuse of school/personal property Using another person's property without permission</p>	<p><u>Examples</u> Repeated behaviours or severe behaviours that have a high risk to safety or detriment to the learning of self and others. Behaviours can include but are not limited to... Wilful non-compliance and defiance Physical aggression Theft Vandalism Sexual, racial bullying Drug related incidents Possession of smoking materials (including vapes) Truancy out of school bounds Bullying (as defined in Bullying Policy) Use of weapons Sexual assault Inappropriate use of personal or school technology Verbal or physical assault Threats towards staff Continued persistent disruptive behaviours</p>
<p><u>Consequences can include...</u> Correction/redirection Written apologies Managed playtime Managed timetable Work during play/break/own time Communication with caregivers Weekly reports Possible loss of personal privileges – play, sport, excursion.</p>	<p><u>Consequences can include...</u> Meeting with the principal Ongoing communication with caregivers Individual behaviour support plan Supervised lunch/play breaks Withdrawal from playground Modified programs/timetables Referral to student support services Complex case management Risk management plan Suspension 1-10 days or Suspension 20 days or Cancellation of enrolment.</p>



A 3 TIERED APPROACH TO STUDENT SUPPORT



LCS acknowledges the research around three tiers of student behaviour, these being:

Tier 1 'universal' supports

Tier 1 'differentiated and explicit teaching for all students' or school-wide interventions are the critical foundation for establishing behavioural expectations around the school. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom settings.

Tier 2 'targeted' interventions



Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions.

The focus of Tier 2 is to reduce the number of existing students requiring additional support.

Tier 3 'intensive' interventions

Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports, involving highly individualised interventions identified in an Individualised Behaviour Support Plan* or Management Agreement*, to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

The 'wrap around' interventions for students identified as Tier 3, are managed by the School Principal and the Head of Wellbeing and Inclusion.

INTERNAL SUSPENSION:

An student may be Internally Suspended for a period of time (typically from 1-5 days) as an interim step before Suspension. This is managed by a member of the school's leadership team.

SUSPENSION

Suspensions are used as part of the Lighthouse Christian School behaviour plan according to the level of behaviour, at the decision of the Principal/Deputy Principal. Depending upon the severity and frequency of the behaviour, the Principal may suspend a student for up to twenty days.

Upon return to school, a re-entry meeting occurs involving the student, a parent / carer and the Principal or Deputy Principal. The purpose of the meeting is to develop agreed student goals and expectations in line with the student's rights and responsibilities but also to support the student in achieving a successful re-entry back to school.

At times, the re-entry process may also include a structured playtime/break time schedule and/or graduated re-entry processes. Every effort is made to make this re-entry successful for our student.

TARGETED BEHAVIOUR SUPPORT

The following breaches of the School Behaviour Plan are considered very serious and will be dealt with by Principal and / or the Deputy Principal.

Such behaviours would include but are not limited to:

- Directed inappropriate verbal/non-verbal language
- Persistent defiance



- Bullying as defined in our Anti-Bullying Policy
- Intimidation of students and/or staff
- Vandalism resulting in minor permanent damage
- Inappropriate use of technology devices
- Truancy
- Leaving the school grounds without permission
- Behaviours that threaten the safety of self and others at Lighthouse Christian School and Lighthouse Christian School events
- Possession of inappropriate materials
- Theft
- Inappropriate use of online media, including behaviour outside of school that affects the good order and management of the school.

Consequences will consist of TASS reporting and may include:

- Exclusion from non-curriculum related activities and privileges
- Consultation with parents/caregivers
- Official warning of pending suspension
- Referral to other agencies
- Suspension
- Monitoring/recording of behaviour in class/playground
- Restitution
- Case Management
- Notification of Queensland Police to ascertain the whereabouts of a student missing from the school grounds
- Individual Behaviour Plans
- Risk Assessment Management Plans
- Student sent home
- Voluntary parental/carer withdrawal – report to Principal on return.

INTENSIVE BEHAVIOUR SUPPORT

The following breaches of the Positive Behaviour Plan are considered extremely serious and are managed by the Principal and/or Deputy Principal.

Such behaviours would include but are not limited to:

- Persisting high level behaviour, despite interventions previously implemented.
- Abuse, harassment or assault of others including verbal, physical and/or sexual.
- Persistent and/or severe bullying of others.
- All forms of harassment of others through the use of technology devices.
- Vandalism; wilful extensive or repeated damage
- Behaviours that threaten, risk or harm the safety of self and others at Lighthouse Christian School and LCS Events.
- Possession of inappropriate materials (in or out of school)
- Possession/use of illegal substances (in or out of school)



- Possession/use of knives, weapons

Consequences may include:

- Suspension (up to 20 days)
- Mediation; restorative justice processes
- Complex Case Management
- Referral to other agencies
- Police Intervention
- Cancellation of enrolment

BEHAVIOUR IMPROVEMENT PLAN

A Behaviour Improvement Plan is an individualised behaviour management program arranged by the Principal. The conditions of the plan may include:

- Behaviours expected of the student
- Consequences for not meeting the expected behaviours
- Participation in relevant programs to address inappropriate behaviour (where appropriate)
- Support to be provided by school (eg, particular programs, support person) and the duration of the plan.

EMERGENCY RESPONSES OR CRITICAL INCIDENTS

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an action requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies:

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally)

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where



possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour)

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Follow Up Strategies:

- Restore normal school operations as soon as possible
- Provide post incident opportunities that include:
 - o Assisting any distressed student/s to access appropriate support
 - o Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - o Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

PHYSICAL INTERVENTION: MANAGEMENT OF ACTUAL OR POTENTIAL AGGRESSION

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Lighthouse Christian School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.



It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented using the school's TASS Pastoral Care entry.

INTERVENTION: SEARCHES AND CONFISCATION

If a student is suspected of being at school or a school event in possession of a banned item such as (but not limited to) knives, weapons, drugs, pornographic material, smoking materials, or mobile phones, a member of the school's leadership team will be advised. The Principal, Deputy Principal or Head of Department will meet with the student to advise of the allegation and may request the student to empty bag, lockers or pockets. Such instances are to be managed respectfully and should only occur if there are reasonable grounds for suspicion.



Appendix 1

The use of personal technology devices at school

Mobile devices (including phones and Smart Watches) are not to be used at school at any time. Devices brought to school are to be handed in at School Administration upon arrival (or Admin Opening time) and may be collected at 3pm.

Confiscation

Personal technology devices (mobile phones / school issued devices / non-approved devices / smart watches) used contrary to this policy on school premises may be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a technology device (including school issued) to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.



Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.



Appendix 2

Removing Property from Students and Confiscation of Banned Items

The Principal or staff member may remove from a student, property in the student's possession if the principal or staff member is satisfied the removal is necessary to promote the safe and supportive environment of the school, to maintain mutual respect between staff members and students at the school, to encourage all students attending the school to take responsibility for their actions, and to provide for the effective administration of matters relating to students at school.

Consent is not required to search school property such as desks, lockers or laptops supplied by the school. In cases where students are in possession that is illegal to possess, likely to threaten the safety or wellbeing of students or staff or is suspected to have been used to commit a crime, the property or the bag school be seized and retained for handing to police.

Generally, staff are not permitted to search student property unless they have the consent of the student or parent to do so. Staff do not have the authority to search the person of a student. Should that be considered necessary, then police will be contacted to determined.

Where there are suspicions that the student has a dangerous item in their possession, school staff should seize property and remove from the student's access prior to seeking consent.

Temporary Removal of Property from Students

School staff may temporarily remove student property that is illegal, unsafe, or non-compliant with the school's behaviour policy, or puts the wellbeing of the student or others at risk. School staff are not permitted to open bags or unlock mobile phones without the consent of the student or parent.

A staff member may not physically search a student but may seek consent from the student or parent to empty bags, pockets, or shoes if there is reasonable suspicion that the student is in possession of a dangerous, illegal or banned item. If consent is not provided and the search is considered necessary, the police and the student's parents should be called to make such a determination. Such searches should be conducted respectfully and away from other students. A refusal to comply with a reasonable request from a staff member to hand over any item or property may result in the matter being dealt with under the school's Behaviour Plan.

The school will advise parents of confiscated property and provide a reasonable time for collection by the parent.

Items explicitly prohibited at Lighthouse Christian School and will be confiscated if found in a student's possession:

- illegal items or weapons.
- imitation guns or weapons.
- potentially dangerous items such as blades.



- drugs, including tobacco, vapes, smoking products and alcohol.
- aerosol deodorants or cans including spray paint.
- explosives
- poisons
- inappropriate or offensive material such as pornography, racist or extremist literature.



Appendix 3

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Lighthouse Christian School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at LCS. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

There is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk,



our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at LCS are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.



Appendix 4

Appropriate use of social media

Lighthouse Christian School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

LCS is committed to promoting the responsible and positive use of social media sites and apps.

No student of LCS will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 3, it is unacceptable for students to bully, harass or victimise another person whether within the school's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of the school, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at LCS engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.



Appropriate use of social media

Students of Lighthouse Christian School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.
- If inappropriate online behaviour impacts on the good order and management of the school, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or cancellation of enrolment. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Lighthouse Christian School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.



- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Lighthouse Christian School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, LCS expects its students to engage in positive online behaviours.