



CHARTER OF RESPECT

Introduction

The Charter of Respect has been drawn up to assist all members of the Albert Park College community in their understanding of the way in which the College operates. This includes daily practices relating to student engagement and the expectations that these place on all of us.

These guidelines are designed to establish the tone and overarching philosophy of Albert Park College and to provide a guideline to create a safe, positive and stimulating learning environment for all.

In summary, everyone at Albert Park College has the right to:

- Be safe in their learning or working environment;
- Feel happy, hopeful, and supported in their learning and working pursuits; and
- Enjoy environments of respect and dignity in which they can thrive.

Albert Park College wishes to create a reputation for exciting education, implementation and service to students. It is expected that all members of the school community accept this document and continue to participate in the review process, so that needs and outcomes are better achieved.

Particular acknowledgment is made of the resources developed by education consultant Bill Rogers. Acknowledgment is made for the section titled "It Could Be You!" pages 21 to 24. This section is based on "Self Esteem in the Classroom" pages 162 to 164 in the following book: Rogers B. (1990) "You Know The Fair Expectation", ACER, Melbourne.

Guiding Principle

The Albert Park College community of students, parents and staff are committed to providing a positive, orderly, safe, caring, and stimulating environment that allows all students to strive towards their personal best. The College's Positive Education Model is the central guiding philosophy of the way that our students are nurtured through their time at the College. The Charter of Respect provides the basis for all matters pertaining to student management and aims to provide the College community with a basis for how members of the community are expected to behave and respond to one another.

We believe that this is achieved through:

- The promotion of respect for self and others, for property, and for the environment;
- The cultivation of a positive culture that develops “the whole person for the attainment of a good life”;
- The development of courteous, considerate and co-operative ways of behaving; and
- Taking responsibility for personal actions and attitude, and constantly seeing opportunity for growth.

Values

A Positive Culture

- we are positive, open and encourage a 'can do' attitude
- we celebrate a diverse range of skills and achievements
- we encourage our students into higher education and training
- we display leadership

Community & Partnership

- we respect, support and nurture those around us
- we are fair, consistent and clear
- we are actively engaged in a partnership of learning that includes students, teachers, parents and the wider community to maximize the impact of learning

Knowledge

- we respect knowledge, skills and creativity
- we are open to new methods of teaching and learning
- we challenge students to be their best at academic, sporting and artistic pursuits
- we promote a culture of excellence in everything we do

Environment

- we teach students to be global citizens
- we teach skills for the future
- we aim for an environmentally sustainable school

International-mindedness

- we respect nations and cultures different from our own, and value our place in a global context
- we build local, national and international partnerships to support learning

School Expectations

Students are expected to:

- Engage with their peers and teachers positively and with respect at all times;
- Arrive at school and to their classes on time, in appropriate uniform;
- Attend classes regularly, with all required equipment;
- Approach learning with a positive attitude;
- Take responsibility for own learning, by asking for help when needed, participating fully in activities and completing tasks to best of their ability;
- Support self and others to learn by following instructions and working cooperatively;
- Exhibit a commitment to ongoing reflection and personal improvement; and
- Show respect and consideration towards others, and behave in a manner that reflects well on themselves, their families and the school community.

Students can expect their teachers to:

- Engage with their peers and students positively and with respect at all times;
- Arrive to classes on time and prepared for teaching;
- Prepare lessons appropriate for their subject area and for their students' individual abilities;
- Approach teaching and learning with a positive attitude;
- Take responsibility for their students' learning by offering help when required, ensuring students' needs are catered for by recommending meaningful work to challenge and extend all students;
- Support learning by creating a positive, safe and ordered learning environment; and
- Show respect and consideration towards others, and model positive attitude and behaviour.

Positive Student Management: Guiding Philosophy

Albert Park College adopts a positive and restorative approach towards behaviour management. Inappropriate behaviour is seen in light of its impact on those affected by the behaviour, and is managed with a focus on repairing any harm caused and restoring any relationships that may have been damaged.

At all times, students should be supported in a positive and respectful manner to address inappropriate behaviour, and consequences of actions should be clearly explained and discussed; it is important that students fully understand the impact of their behaviour on others to ensure it is not repeated. Consequences should meaningfully respond to the misdemeanor or action being addressed, so that students repair the harm or damage that has been caused. Students should always be given the opportunity to explain their actions, apologise, and correct any mistakes they may make. They should also be supported in reflecting on how to behave in similar situations in the future.

When discussing inappropriate behaviour or actions, language should be framed in a positive manner. All parties should be heard and decisions around consequences should be made only when the behaviour or situation has been discussed and clarified with all involved. The focus of conversation should not be on blame but rather on finding ways to restore any harm caused. Honesty is highly valued, and all parties should be committed to the upholding of honesty.

Albert Park College staff and students are provided with a Charter of Respect upon enrolment or employment at the College. The purpose of the Charter of Respect is to make clear expected behaviour and outline the possible consequences of inappropriate behaviour. It also provides students, staff and the school community with guidelines to ensure the rights and needs of all people in the community are respected, monitored and effectively addressed.

Included in the Charter of Respect are samples of consequences that may apply when students behave in a way that is unsafe, inappropriate, or offensive. The Charter of Respect indicates the level or seriousness of offences and the likely school responses to incidents, although individuals and individual circumstances should be taken into account when behaviour is addressed. It should be noted that the Charter of Respect is a guiding document only, and not every consequence will be applied at every level. Where questions arise about the seriousness of behaviour, staff are encouraged to seek advice from Positive Education Leaders or members of the Leadership team.

The three levels of behaviour contained in the Charter of Respect reflect the increasing severity of problems. Level Three offences are regarded as extreme and will be referred to and dealt with by members of the Leadership team immediately.

To ensure the safety and wellbeing of all students, staff, and visitors, the College adopts a clear and firm approach towards all forms of bullying and harassment. Students who break the law, demonstrate aggressive or threatening behaviour, or put themselves or others at significant risk, will be suspended from school in accordance with Department guidelines and their parents contacted to ensure the safety of all involved. At all times, the wellbeing of students and staff will drive behaviour management processes.

All school expectations and consequences apply while students are at the school, engaged in school activities, and while on the way to and from school. Behaviours or actions undertaken outside school, but which impact on those within the school community, may also be addressed within school.

False reporting of offences will be treated severely, as such actions undermine the school's values and approach to engagement and behaviour management processes. When addressing inappropriate behaviour, the cooperation of all members of the school's community is assumed.

Rights and Responsibilities

EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY	THE PRINCIPAL & STAFF HAVE A RESPONSIBILITY	PARENTS & GUARDIANS HAVE A RESPONSIBILITY
1. Each person has a right to be accepted and treated with respect and courtesy.	❖ To treat others in this way.	❖ To treat others in this way.	❖ To treat others in this way.
2. Each person has the right to learn; and to develop interests, abilities and ambitions in a secure and supportive environment.	<ul style="list-style-type: none"> ❖ To be prepared for classes with appropriate materials. ❖ To be punctual. ❖ To attend all classes and activities. ❖ To work co-operatively with others. ❖ To listen to and learn from others. ❖ To explore and express relevant and thoughtful ideas and opinions. ❖ To complete set work to the best of their ability. ❖ To complete all homework by due date. ❖ To behave in a way which allows others to learn. ❖ To be accountable for their behaviour. 	<ul style="list-style-type: none"> ❖ To be prepared for classes [Appropriate plans, corrections, materials etc]. ❖ To set homework. ❖ To be punctual. ❖ To attend all classes and activities. ❖ To work co-operatively with others. ❖ To listen and learn from others. ❖ To explore and express relevant and thoughtful ideas and opinions. ❖ To work to the best of their ability. ❖ To keep clear and accurate records of student work. ❖ To be accountable for their professional practice. ❖ To follow classroom management plans which are fair and 	<ul style="list-style-type: none"> ❖ To support students and the school in providing a quality education. ❖ To support actions which are taken in accordance with the school's Engagement and Policy. ❖ To supervise their children's homework. ❖ To check student homework completion on a daily basis and ensure their children use homework time effectively. ❖ To sign notices and ensure they are returned to the school the following day. ❖ To contact the school when concerns arise. ❖ To provide notes explaining all student absences, lateness, being out of uniform etc. ❖ To communicate via email or in

		<p>consistent.</p> <ul style="list-style-type: none"> ❖ To help all students to develop their interests, ambitions and abilities with effective, flexible and supportive teaching practice and meaningful work. ❖ To inform parents of their child's academic and social progress. ❖ To inform parents of disciplinary measures taken where this Charter of Respect is breached. ❖ To keep up-to-date with professional issues and practices ❖ To use Professional Development effectively. 	<p>writing with the school when there are changes of address, phone numbers, known extended absences, etc.</p> <ul style="list-style-type: none"> ❖ To make the school aware of any difficulties or problems which may affect student development and learning. ❖ To regularly communicate with the school and attend Parent Teacher Interviews and relevant meetings which give them the opportunity to meet staff and other parents. ❖ To read each edition of the school newsletter
3. Each person has the right to feel & be safe.	<ul style="list-style-type: none"> ❖ To act in a safe and sensible manner with consideration for others. This includes not setting up fights, arguments between others, bullying or any form of harassment. ❖ To follow safety expectations. ❖ To immediately report unsafe actions or situations. ❖ To behave in a sensible and safe manner on the way to and from school. ❖ To use public transport in a 	<ul style="list-style-type: none"> ❖ To give clear instructions about appropriate safety procedures. ❖ To be aware of and observe Occupational Health & Safety Guidelines. ❖ To act in a safe manner and with consideration for others. ❖ To immediately respond to and/or report unsafe actions or situations. ❖ To monitor medication as arranged with parents. 	<ul style="list-style-type: none"> ❖ To support the school's policies and practices. ❖ To report any known unsafe actions or situations immediately they are aware of them. ❖ To notify the school of health problems which could affect other members of the school community. ❖ To provide for the general well-being of their children. ❖ To notify the Tutorial teacher of specific conditions and requirements for illness and arrange monitoring.

	<p>safe manner.</p> <ul style="list-style-type: none"> ❖ To use their own medication appropriately. 		
4. Each person has the right to equal opportunity.	<ul style="list-style-type: none"> ❖ To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origins], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment. 	<ul style="list-style-type: none"> ❖ To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origin], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment. 	<ul style="list-style-type: none"> ❖ To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origin], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.
5. Each person has the right to have all personal or community property cared for.	<ul style="list-style-type: none"> ❖ To care for all personal and community property. ❖ To have all personal property clearly named. ❖ To use property appropriately. ❖ To store valuable items safely. ❖ To hand in lost property. ❖ To report interference with property belonging to others. ❖ To check lost property for missing items. ❖ NB Valuable items are brought to school only at the students' own risk. 	<ul style="list-style-type: none"> ❖ To promote responsible attitudes and behaviour towards property ❖ To care for all personal and community property. ❖ To have appropriate labels on school and personal property. ❖ To ensure rooms are secure, by locking doors/windows. ❖ To ensure rooms are left clean and tidy. ❖ To attend yard duty as scheduled. 	<ul style="list-style-type: none"> ❖ To support the school's policies and practices. ❖ To ensure that all student property is clearly named and that students do not bring inappropriate property to school. ❖ To promote responsible attitudes and behaviour towards personal and community property.

6. Each person has the right to participate in the life of the school including relevant decision-making processes.	<ul style="list-style-type: none"> ❖ To participate in the school's decision-making processes. ❖ To participate in various extra-curricular activities both in and out of school hours. ❖ To observe the school's Uniform Policy. ❖ To inform parents of school events and activities. ❖ To take all notices, newsletters etc., home to their parents. 	<ul style="list-style-type: none"> ❖ To participate in the school's decision-making processes and foster student, parent and community participation. ❖ To participate in and implement extra curricular activities. ❖ To implement and monitor the school's Uniform Policy. ❖ To contribute to information flows between the school, the parents and the community. ❖ To contribute to the School Newsletter and other documents for parents and the community. 	<ul style="list-style-type: none"> ❖ To ensure their children observe the Uniform Policy. ❖ To be informed about and participate in the school's decision-making processes. ❖ To support and when relevant participate in the school's extra-curricular programs. ❖ To maintain close contact with the school. ❖ To read the school newsletter on a regular basis. ❖ Contribute to the School Newsletter as appropriate.
7. Each person has the right to achieve their best.	<ul style="list-style-type: none"> ❖ To strive to achieve their best by working consistently and with effort to their full potential. 	<ul style="list-style-type: none"> ❖ To strive to achieve their best by working consistently and with effort. ❖ To provide educational programs and services which cater for individual needs. ❖ Continually to strive to improve professional practice. 	<ul style="list-style-type: none"> ❖ To show daily interest in their children's work and efforts ❖ To provide encouragement for their children to achieve their best. ❖ To foster positive attitudes towards education and achievement.
8. Each person has the right to experience success; to receive praise for achievement.	<ul style="list-style-type: none"> ❖ To take up the opportunities provided by the school. ❖ To encourage and support others to achieve. ❖ To graciously accept praise and reward. ❖ To acknowledge and praise others. 	<ul style="list-style-type: none"> ❖ To create opportunities for the members of the school community to achieve and be successful. ❖ To encourage and support effort and achievements of both students and staff members. ❖ To foster an atmosphere in which achievement is valued and rewarded. 	<ul style="list-style-type: none"> ❖ To acknowledge and praise their children's efforts and successes. ❖ To attend functions which involve or recognise their children's contributions to the school when possible. ❖ To acknowledge and praise efforts made by the members of the whole school community.

		❖ To acknowledge and praise others.	
9. Each person has the right to a clean, tidy and attractive school.	<ul style="list-style-type: none"> ❖ To use bins and dispose of rubbish properly. ❖ To care for equipment, facilities and the environment. ❖ To participate in maintaining a clean and tidy school. 	<ul style="list-style-type: none"> ❖ To provide bins & facilities for handling of litter. ❖ To provide encouragement and awareness programs so students value and respect the school environment; as well as promote care & concern for equipment, facilities and the environment. ❖ To help in the implementation of school clean-up activities and encourage practices which reflect the need for proper disposal of waste & litter. ❖ To maintain a clean & tidy school. 	<ul style="list-style-type: none"> ❖ To promote care and concern for school equipment, facilities and the environment. ❖ To participate in projects which help in the development of resources and pride in the school.

BLUE LEVEL

SUPPORTING STUDENT CHOICES

In the Blue Level of student management, members of staff educate and support students through their choices. Students are reminded of their and others' rights and responsibilities, and they are supported to make the right choices in order to uphold these. The intention of working within the Blue Level of student management is education and avoiding escalation. It is in this working space where the student is empowered, finds replacement behaviours, and accepts guidance for their self-management.

Code	Example of behaviour	Supports
S1	Accessing other people's property without permission.	<p>Member of staff will hold a restorative conversation with the student in which they will ask the student to return the property.</p> <ul style="list-style-type: none"> Student will return property to owner Member of staff will complete a Compass Chronicle entry. <p>If refusal occurs, member of staff will escalate to Intervention Level 1 (I1D, I1E, or I1M).</p>
S2	Being in areas designated "out of bounds", off site, or in inappropriate locations without permission.	<ul style="list-style-type: none"> Member of staff will hold a restorative conversation with the student and explain the out of bounds areas, along with the school's duty of care responsibilities. This conversation will be documented on Compass. If there is already a documented incident of this nature, staff member will escalate to Intervention Level 1 (I1B or I1E). If there is a refusal to return to school grounds, member of staff will escalate to Intervention Level 1 (I1B or I1E). <p>NB: Year 12 students are permitted off-site during their free periods only. They must wear their</p>

		Year 12 badge for this privilege so that staff can identify them off-site.
S3	<p>Breaches of Academic Integrity, Years 7 to 9, including:</p> <ul style="list-style-type: none"> • Plagiarism; • Collusion; • Misconduct; • Duplication of work; or • Breach of assessment conditions e.g. Use of an electronic device such as a mobile phone or smart watch. 	<p>For students in Years 7 to 9, for a first offence, the classroom teacher is to action the following:</p> <ol style="list-style-type: none"> 1. Refer to the College Academic Integrity Policy. 2. Ascertain if this is the students' first offence (regardless of subject) by checking the Learning Module Responses. 3. Meet with the student and discuss why their behaviour constituted a breach. 4. Arrange for the student to complete the task again (or suitable alternative of the same level of complexity). <ol style="list-style-type: none"> a. If assessment is re-submitted, it can be assessed for a grade. b. If assessment is not re-submitted, classroom teacher to award a "UG". 5. Arrange for the student to complete the Learning Module Form (available on The Beacon). 6. Parents informed and breach logged on Compass under General Academic Observation. <p>If any student recommits a breach of academic integrity, refer to Intervention Level 1 (I1C).</p>
S4	Breaches of Academic Integrity, Years 10 to 12	Classroom teacher to refer to Intervention Level 1 in the first instance (I1C).
S5	Eating and/or drinking in class (this does not include drinking water)	<p>Member of staff will hold a restorative conversation with student in which they remind student of school expectations and discuss actions that may include:</p> <ul style="list-style-type: none"> • Asking student to dispose of or put away item/s and make up time if appropriate; • Cleaning up of immediate area; • Making up time after class for time lost. <p>Where a student continues to eat or drink in class, the student will be held back for a restorative</p>

		<p>meeting after class. Member of staff will document meeting in Compass Chronicle entry.</p> <p>Where a student repeats this behaviour in additional classes, the classroom teacher will escalate to Intervention Level 1 (I1E or I1F) for Positive Education Leader involvement.</p>
S6	Failure to complete class work or home work, including assessment	<p>For all years</p> <ul style="list-style-type: none"> • Subject teacher will remind student of school expectations (Assessment Policy); • Subject teacher will negotiate/facilitate catch up and submission of completed work with student; • If an assessment task in Middle Years or Year 10, subject teacher will renegotiate final resubmission date and Parent/Carer will be notified that non-submission of task will be reflected on end of semester report; • If assessment task in VCE or IB, subject teacher will fill out At Risk Level 1 form on Compass (which includes parent notification in At Risk process). <p>Failure to complete work/homework on a second occasion</p> <ul style="list-style-type: none"> • Subject Teacher will make a “Failure to Complete Work” entry on Compass; and • Subject teacher will organise a time with student to complete work in a Restorative Session (lunch time, after school); or • Subject teacher will phone home to inform Parent/Carer and ask that they assist with the completion of work. <p>If work is still not submitted, Classroom Teacher to escalate to Intervention Level 1 (I1F).</p> <p>For VCE students: A “UG” or “E” in in given for assessments; For IB students: A “2” is given in an SL assessment or a “3” in a HL assessment.</p>

<p>S7</p>	<p>General misbehaviour in any school activity at any school location, including off-site activities, including general disrespect to staff or other students and other anti-social behaviours</p>	<p>The attending teacher will remind student of school expectations and hold a restorative conversation with student. It will be made clear to the student that the behaviour is unwanted and must cease. They will then explain their choice of one or more of the following consequences:</p> <ul style="list-style-type: none"> • Restriction of student's activities, "time out", or removal from area; • Letter of apology; • Environmental duty; • "Choices think sheet" completion; • Restorative session held after school. <p>The attending teacher will complete a Compass entry and Positive Education Mentor will hence be notified through Compass chronicle.</p> <p>For a second time, the situation will escalate to Intervention Level 1 (I1B or I1E).</p> <p>For a third time, or where a student's behaviour causes immediate physical or emotional harm to any other person, incident will be escalated Intervention Level 2 (I2F).</p>
<p>S8</p>	<p>General swearing and offensive language</p>	<p>The attending teacher will remind student of school expectation and hold a restorative conversation with student. They will then explain their choice of one or more of the following consequences:</p> <ul style="list-style-type: none"> • Apology in written or verbal form; • Restorative session as appropriate; • Education pack on language and respect; <p>Attending teacher will complete a Compass Chronicle entry.</p> <p>Where the slur is particularly harmful or discriminatory, incident will be escalated to Intervention Level 1 (I1L).</p> <p>Where the slur is directed at or about a staff member, incident will be escalated to Intervention</p>

		Level 1 (1M).
S9	Lack of equipment, books, and/or resources for class	<p>Classroom teacher will remind student of school expectations and explain how their learning is being impacted.</p> <ul style="list-style-type: none"> • In agreement with classroom teacher, student will organise a way for them to learn (source, borrow, or retrieve items); • Student will make up time after class for any time that has been wasted. <p>For ongoing disorganisation, the classroom teacher will notify the student's Positive Education Mentor for consultation and potential contact with parents/carers.</p>
S10	Lateness to school with a note	<p>After 9.00 am</p> <ul style="list-style-type: none"> • Student should go to Reception and sign in, giving reason for lateness (note from Parent/Guardian should be provided); • Lateness will be recorded on Compass by Administration Staff; • Attendance Officer will notify Positive Education Mentor for persistent or ongoing lateness, and parent/carer contact will be made.
S11	Lateness to school without a note	<p>Classroom teacher always records every lateness of every student</p> <ul style="list-style-type: none"> • 1st late: student is reminded of school expectation and expected to catch up on work missed. • 2nd late: student is asked to make up missed time outside class time. • 3rd late: student is asked to attend a restorative session and parent/carer contact is made. Compass Chronicle entry is made detailing all three incidents and Positive Education Mentor is advised. • Further lateness: referred to Positive Education Leaders.
S12	Littering, disrespecting the school grounds, equipment, and environment, and	<p>The attending teacher will hold a restorative conversation with the student where they discuss the disrespect. The attending teacher will explain their choice in applying one of the below consequences:</p>

	spitting	<ul style="list-style-type: none"> • Environmental duty; • Cleaning of area; • Letter of apology; • After school restorative session. <p>For instances that are directed at another person, escalation to suspension may be appropriate, in which case the attending teacher will refer to Intervention Level 1 (I1B, I1E, or I1L).</p>
S13	Locker expectations; students take their school bags to classes, do not make use of their school locker, etc	<p>NB: when a student has a class at a campus where their locker is located, they must not have their bag in the classroom. No student should have their bags with them during lunch time or recess.</p> <p>Students may carry their bag with them to any campus where they do not have a locker.</p> <p>The following applies to situations where students bring their school bag to class.</p> <p>First time: Member of staff will remind student of expectations and hold a restorative conversation with them about Occupational Health and Safety. The member of staff will action one of more of the following:</p> <ul style="list-style-type: none"> • Ask student to return their bag to their locker; • Have student make up time at the end of the class for time missed. <p>Second time: No further class time should be lost. Member of staff will hold student back at the end of the class to discuss the school expectations. The member of staff will complete a Compass Chronicle entry.</p> <p>Third time: Member of staff will escalate to Intervention Level 1 (I1E) for Positive Education Leader involvement.</p> <p>Where students leave their bags around the school grounds, any member of staff will confiscate the bag and take it to Front Reception of any campus for collection at the end of the day. Front Reception will lodge a Compass Chronicle entry. Positive Education Mentor will</p>

		contact parent/carer.
S14	<p>Mobile phone is not stored as appropriate:</p> <p>NB Mobile phones and earphones are not to be seen during school hours.</p> <p>Please refer to the Department's Students Using Mobile Phones policy.</p>	<p>When a student is seen with a mobile phone during school hours and/or on school grounds:</p> <ul style="list-style-type: none"> • Attending teacher reminds student of school and state policy; • Attending teacher instructs student to take their phone to Front Reception; • Front Reception keeps phone secure; • Front Reception makes a Compass Chronicle entry, including <ul style="list-style-type: none"> ○ Time ○ Number of offences • Attending teacher will follow up with Reception or Compass to ensure student has complied with direction. • Once a student is required to hand their phone in a second time: <ul style="list-style-type: none"> ○ A Positive Education Leader will note this on Compass; ○ An education pack will be issued and completed at the end of the day on school ground; ○ A phone call will be made home; and ○ Student and parent/carer will be informed that a further breach of the mobile phone policy will result in suspension, in line with the <i>Charter of Respect</i>, Section I1E. • Once a student is required to hand their phone in a third time: <ul style="list-style-type: none"> ○ A suspension will be issued, in line with the <i>Charter of Respect</i>, Section I1E. • When a student continues to fail to store their phone appropriately, and once they have been suspended for this (as above), a suspension will be given for each breach of the policy. <p>If a student refuses to comply with this process one time, a Leader will call home and request that the phone be left at home. Warning will be given that further defiance will result in suspension. A Mobile Phone Education Pack will be given to the student for completion.</p> <p>If a student refuses to comply with this process a second time, suspension will be given.</p>

S15	Refusal to follow instructions	<p>Any adult at the College may make requests of students. Students are to follow instructions from an adult the first time, every time.</p> <p>If a student refuses to follow an instruction, the member of staff will:</p> <ul style="list-style-type: none"> • Remind student of the expectation that they comply with instructions the first time, every time. • Remind them that the situation will be escalated if they do not follow instruction. <p>If a student continues to refuse an instruction the staff member will, if possible, give the student 1 minute of “think time”. Member of staff will complete a Compass Chronicle entry.</p> <p>If student continues to refuse instruction, or if time cannot be given for the student to reflect, the member of staff will escalate to Intervention Level 1 (I1E).</p>
S16	Riding bikes, scooters and eScooters, skateboards, rollerblades, etc, in school grounds or use of such items in an unlawful, careless, or dangerous manner	<p>Attending teacher will remind student of school expectation and issues of safety. They will apply one or more of the following actions:</p> <ul style="list-style-type: none"> • Restorative conversation; • Item removed for the rest of the day for collection by parent/carer at a later time; • Education pack given on road laws, safety, etc. • Ongoing defiance will be referred to Intervention Level 1 (I1A, I1B, or I1E). <p>Attending teacher will complete a Compass Chronicle entry. NB: As at January 2023, it is unlawful for any person under the age of 18 to ride an eScooter, which includes privately-owned electric scooters.</p>
S17	Use, possession, or distribution of contraband items, such as chewing gum, liquid “whiteout”, permanent markers and similar equipment	<ul style="list-style-type: none"> • 1st sighting: Remind student of school expectation. • 2nd sighting: Student to dispose of or put away item/s and make up time if appropriate. Attending teacher to submit a Compass Chronicle entry. • Refer to Intervention Level 1 (I1E). • Refer to Intervention Level 2 if damage or vandalism is caused (I2I).

<h1>S18</h1>	<p>Wearing incorrect uniform; NB: please refer to the Uniform Policy</p>	<p>Students out of uniform will be stopped at the school gate and either:</p> <ul style="list-style-type: none"> • Put into the correct school uniform; or • Asked to return home if no uniform is available. <p>Where a student arrives to a class out of school uniform:</p> <ul style="list-style-type: none"> • Attending staff will send student to the most appropriate Front Reception; and • Reception staff will attempt to put student into correct uniform; or • A Positive Education member of staff will be called to discuss uniform with student. • Ongoing offences will be referred to Intervention Level 1. <p>Out of Uniform on the occasion of an excursion:</p> <ul style="list-style-type: none"> • Student provided with spare uniform if available; • If unavailable, parent/carer will be contacted for provision of correct items; • If unavailable, student not permitted to attend the excursion; • Alternate program will be organised for the student by the Teacher in Charge; • Compass Chronicle entry made by the Classroom Teacher. <p>Wherever possible, spare uniform will always be provided to allow students to participate in activities. Students who continue to breach the Uniform Code may be excluded from some school activities.</p> <p><i>Please note: students should never be in class in casual clothes, regardless of the particular circumstance. Students who arrive in casual clothes will be sent immediately to Reception.</i></p> <p>Additional items being worn that are not uniform (eg, scarves, jackets, etc):</p> <ul style="list-style-type: none"> • 1st time: item is confiscated and handed in to Front Reception by member of staff. Item will be held until the end of term. • 2nd time: item is confiscated and handed in to Front Reception by member of staff. Item will be held until the end of the school year. • Parents or carers may choose to attend the College to retrieve their child's confiscated
--------------	--	---

		<p>item at a time that is convenient to Front Reception staff.</p> <p>If a student refuses to comply with a request to hand over an item, the student is referred to the Positive Education Leader/s for restorative discussion and confiscation of item until the end of the school year.</p> <p>For PE/Sport subjects:</p> <ul style="list-style-type: none"> • 1st offence: Parent/carer is contacted by phone by classroom teacher. • 2nd offence: student completes a 30-minute restorative session with classroom teacher, parent/carer is advised. Classroom teacher makes a Compass Chronicle entry. • 3rd offence: Positive Education Leader is advised and an appropriate consequence is coordinated by Positive Education Leader. These may include: <ul style="list-style-type: none"> ○ Restorative session after school; ○ At Risk process initiated; ○ Counselling and further discussions around wellbeing; and/or ○ Further support as necessary .
S19	Truancy and wagging	<p>When a student leaves a class or any school activity or premises without permission. This includes a student being truant from a whole lesson.</p> <p>If student leaves a class without permission, classroom teacher or other member of staff will contact Front Reception for assistance in locating the student. If the student is truant from a whole lesson, the classroom teacher is responsible for following up with the student and their parent. The classroom teacher will organise with the student:</p> <ul style="list-style-type: none"> • Makeup time after class or at an appropriate time, in which a restorative conversation will be held and catch up completed on work missed; • Contact a parent/carer; • Classroom teacher or other member of staff will lodge a Compass Chronicle entry. <p>Where there are repeat incidents of this nature, the classroom teacher or other member of staff will escalate to Intervention Level 1 for Positive Education Leader involvement (I1N).</p>

<p>S20</p>	<p>Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.</p>	<p>Where classroom disruption continues after repeated attempts have been made to modify student behaviour as per Supporting Student Choices, Positive Education Leaders will intervene:</p> <p>If the disruption is ongoing: If during class, a reliable student will be sent with a note requesting Positive Education support to the nearest reception office for student removal from class as appropriate;</p> <p>Compass entry by the attending member of staff.</p> <p>The Positive Education Leader will:</p> <p>Depending on the frequency of the behaviour a restorative conversation will be held with the student, facilitated by the Positive Education Leader. They will:</p> <ul style="list-style-type: none"> • Obtain the student's account of events; • Organise contact with parent/carer; • Organise an intervention, such as a Formal Suspension, a Seating Plan, a Behaviour Support Plan, removal from activities or classes and set clear goals to measure progress; • Post and communicate relevant details as to the student's goals and expectations to all members of staff who work with that student.
-------------------	--	--

ORANGE LEVEL

INTERVENTION LEVEL 1

In the Orange Level of student management, members of staff intervene and work with students to use replacement behaviours and find appropriate consequences for actions. Consequences are used as an educational and restorative tool to assist students in understanding College values, and everyone's rights and responsibilities while at school. Intervention Level 1 incidents are referred to Positive Education Leaders and in some cases, Leading Teachers.

Code	Example of behaviour	Interventions
I1A	Acts that diminish the school's reputation	<p>Attending teacher speaks with students and obtains their version of events. Attending teacher will make a Compass Chronicle entry and notifies Positive Education Leader.</p> <ul style="list-style-type: none"> • Positive Education Leader will make contact with parent/carer; • Restorative session or community service; • Incident will be escalated to Intervention Level 2 (I2B, I2F, I2H) where the behaviour poses a danger to others, causes significant damage to property, or is unlawful. • Positive Education Leader will put a note on attending teacher's Compass Chronicle entry.
I1B	Behaviour endangering student's own safety or the safety of any other person; this includes encouraging another person to be unsafe or inciting violence	<ul style="list-style-type: none"> • Attending teacher will address the student behaviour by: <ul style="list-style-type: none"> ○ Making the situation safe; ○ Send a reliable student for assistance if required; ○ Safely detaining students until situation has resolved; ○ Obtaining a record of events; ○ Making a Compass Chronicle entry. ○ Attending teacher will inform Positive Education Leader/Leading Teacher.

		<ul style="list-style-type: none"> Positive Education Leader/Leading Teacher will contact parent/carer. <ul style="list-style-type: none"> A parent meeting will be held; and Student and parent will be told that further unsafe behaviour will result in suspension. Positive Education Leader/Leading Teacher will complete a Compass Chronicle entry and pin this to the student's profile. <p>Where behaviour poses significant danger to student or any other person, incident will be escalated to Intervention Level 2 (I2F, or I2H).</p>
I1C	<p>Breaches of academic integrity, including:</p> <ul style="list-style-type: none"> Plagiarism; Collusion; Misconduct; Duplication of work; Breach of assessment conditions, such as communicating during an assessment or distracting others; Use of an electronic device, such as a mobile phone or smart watch. 	<p>The following is to be actioned for students in Years 7 to 9 have breached academic integrity for a second time (actions in Supports B3 have already occurred):</p> <ul style="list-style-type: none"> Classroom teacher will meet with student and informs them that the incident will be referred to the Leading Teacher: Curriculum, Years 7 and 8 or the Leading Teacher: Curriculum, Da Vinci. Classroom teacher will inform parents of subsequent breach and referral to Leading Teacher, log incident on Compass under At Risk Level 2 <ul style="list-style-type: none"> Relevant Leading Teacher to meet with student. Student will receive NA for assessment/task. Student completes task again (or a suitable alternative of the same level of complexity) and Academic Integrity Module Leading Teacher to contact parents and inform them of the outcome of discussion and implication for reporting. <p>For students in Years 10 to 12, for a first offence, the following is to be actioned:</p> <ul style="list-style-type: none"> Refer to the College Academic Integrity Policy; Classroom teacher will meet with student and discuss the breach; Classroom teacher will inform student that the incident will be referred to the relevant Year 10/VCE/IB Academic Panel; Classroom teacher will phone parent/carer to inform of breach and referral to Year 10/VCE/IB Panel;

		<ul style="list-style-type: none"> Classroom teacher will log incident on Compass Curriculum At-Risk Level 2 Student and parent/s will meet with Year 10/VCE/IB Academic Panel to understand details of the breach; Student will receive NA/UG result. Additional work should be set at the same standard/complexity as initial work; Student completes Academic Integrity Learning Module. <p>If any student recommits a breach of academic integrity, refer to Intervention Level 2 (I2A).</p>
I1D	<p>Bullying and harassment:</p> <p>any verbal or cyber form, including racial, sexual or religious or physical conduct, which is unsolicited, unwelcome, threatening or repeated and regarded as offensive; any persistent behaviour or act that causes another to feel uncomfortable and distressed, including setting up others</p>	<p>Member of staff will contact Positive Education Leader/Leading Teacher. Member of staff will complete a Compass Chronicle entry detailing their account of events.</p> <p>The Positive Education Leader/Leading Teacher will arrange one or more of the following:</p> <ul style="list-style-type: none"> Student to provide their account of events; Parent/carer meeting; Contractual arrangement for behaviour to cease and desist; Communication of official Equal Opportunity laws; Formal suspension; Educational program; Movement of student's classes; and/or Counselling referral. <p>Incidents relating to physical violence or racism will be referred immediately to Intervention Level 2 (I2F and I2G, respectively).</p>
I1E	<p>Defiant and/or continued refusal to cooperate and/or consistent behaviour of an unproductive manner that interferes with the wellbeing, safety, or educational opportunities of any other</p>	<p>Member of staff will ensure that Level 1 Supports have been attempted.</p> <ul style="list-style-type: none"> If during class, a reliable student will be sent with a note to the Positive Education Leader office for student removal from class as appropriate; If during recess or lunch time, or before or after school: the member of staff will aim to isolate student and diffuse situation; if necessary attending teacher will send for a Positive Education Leader; Compass Chronicle entry completed by member of staff;

	student.	<ul style="list-style-type: none"> At an appropriate time, Positive Education Leader will hold a restorative conversation with the student. They will: <ul style="list-style-type: none"> Obtain the student's account of events; Organise a meeting with parent/carer; Organise an intervention, such as a Formal Suspension, a Behaviour Target Card, removal from activities or classes and set SMART goals. Post and communicate relevant details as to the student's goals and expectations to all members of staff who work with that student. <p>Repeated defiance or refusal to cooperate will result in immediate Formal Suspension.</p>
I1F	<p>Failure to complete class work or homework more than two times in one term, or student has received an "E" or a "UG" for an assessment task</p> <p>or</p> <p>A VCE or IB student has been unable to subsequently demonstrate competency in the relevant outcome.</p>	<p>Classroom teacher will fill out At Risk Level 2 form on Compass, which will affect relevant chain of events for management of student. A Case Manager will be assigned and the Case Manager will action one or all of the following:</p> <ul style="list-style-type: none"> Meeting held with student and their teacher; Meeting organised with parent/carer; Intervention strategy developed together that outlines a plan for homework, submission or resubmission of work, seating arrangement, homework club, etc. Involvement of CAT Leader for provision of support and development and monitoring of intervention strategies; Discussion of alternate pathways; Keep Positive Education Mentor informed as to progress of case. <p>Where a student continues to submit work or achieve an "E" or "UG" for assessments, the Case Manager will escalate to Intervention Level 2 (I2C).</p>
I1G	Filming, production, or sharing of photographs, videos, or other publications without the consent those within an image or video	<p>Member of staff will seize material if possible and hold a restorative conversation with the student. Member of staff will refer the student to a Positive Education Leader and make a Compass Chronicle entry.</p> <p>The Positive Education Leader will:</p> <ul style="list-style-type: none"> Meet with the student and obtain their account of events;

		<ul style="list-style-type: none"> • Contact the parent/carer and inform them of the incident; • Hold a restorative session after school with the student, in which an education pack will be completed; • Counselling/referral provided as appropriate; and • Make a note on the member of staff's Compass Chronicle entry. <p>Where an incident is deemed severe, or puts a student or any person under significant distress or if a law has been broken, Positive Education Leaders and a Leading Teacher will escalate the incident to Intervention Level 2 (I2D).</p>
I1H	Intruders in the College	<p>If it is safe to do so, member of staff will approach the person and inform them that they must either leave school grounds or report to Front Reception to sign in.</p> <p>Where a student has allowed an intruder access to the College grounds, the member of staff will discuss this with the student involved. They will:</p> <ul style="list-style-type: none"> • Speak with the student and obtain their account of events; • Inform Positive Education Leaders/Leading Teachers about the nature of the incident; • Lodge a Compass Chronicle entry for the student. <p>Where a student has allowed an intruder access to the College grounds and the safety of themselves or any other person has been compromised, a Leading Teacher will:</p> <ul style="list-style-type: none"> • Speak with the student and obtain their version of events; • Hold a meeting with the student and their parent/carer; • Apply a Formal Suspension; and • Make contact with 000 or South Melbourne Police Station.
I1I	Possession, use, and/or distribution of offensive material, including pornographic material	<p>Member of staff will remove material and hold a restorative conversation with the student. Member of staff will refer the student to a Positive Education Leader and make a Compass Chronicle entry.</p> <p>The Positive Education Leader will:</p>

		<ul style="list-style-type: none"> • Contact the parent/carer and invite them to retrieve the material; • Hold a restorative session after school with the student, in which an education pack will be completed; • Counselling/referral provided as appropriate; and • Make a note on the member of staff's Compass Chronicle entry. <p>Where an incident is deemed severe, or puts a student or any person under significant distress or if a law has been broken, Positive Education Leaders and a Leading Teacher will escalate the incident to Intervention Level 2.</p>
I1J	Possession and/or use of dangerous items, such as lighters, matches, laser pens, water bombs	<p>Member of staff will confiscate the item and give this to the student's Positive Education Leaders. Member of staff will complete a Compass Chronicle entry.</p> <ul style="list-style-type: none"> • For a 1st incident <ul style="list-style-type: none"> ○ Positive Education Leaders will contact parent/carer and inform them that further incidents will result in suspension; ○ Positive Education Leaders will provide appropriate educational material for the student; ○ Item will be returned to parent/carer at a convenient time. ○ Positive Education Leaders will add a note to the member of staff's Compass Chronicle entry outlining their involvement. • For further incidents <ul style="list-style-type: none"> ○ Formal Suspension, as organised by a Leading Teacher.
I1K	Possession and/or use of cigarettes and vapes and any other tobacco product	<p>Member of staff will confiscate the item and give this to the student's Positive Education Leaders. Member of staff will complete a Compass Chronicle entry.</p> <ul style="list-style-type: none"> • For a 1st incident <ul style="list-style-type: none"> ○ Positive Education Leaders will contact parent/carer and inform them that further incidents will result in suspension; ○ Positive Education Leaders will hold a restorative session with the student in which an education pack will be completed after school; ○ Item/s will be returned to parent/carer at a convenient time.

		<ul style="list-style-type: none"> ○ Positive Education Leaders will add a note to the member of staff's Compass Chronicle entry outlining their involvement. ● For further incidents <ul style="list-style-type: none"> ○ Formal Suspension, as organised by a Leading Teacher.
I1L	Severe disrespect, swearing at or abuse of staff, students, or members of the public, including visitors to the school	<p>If in class, attending teacher will make sure all students are safe and mitigate distress. They will:</p> <ul style="list-style-type: none"> ● Send a reliable student with a note to the Positive Education Leaders' office for student removal from class as appropriate. ● Attending teacher make Compass Chronicle entry. <p>If in the school yard, in between campuses, or on an excursion, the member of staff will attempt to detain student for cooldown and restorative conversation. They will also:</p> <ul style="list-style-type: none"> ● Seek assistance of a colleague, if possible, to fulfil supervision responsibilities; ● Make a Compass Chronicle entry and notify Positive Education Leaders and Leading Teacher. <p>Positive Education Leaders will meet with the student and:</p> <ul style="list-style-type: none"> ● Obtain their account of events; ● Organise for a written apology to be issued to relevant persons; ● Organise a Formal Suspension with a Leading Teacher; ● Organise a counselling referral and reconciliation processes as required.
I1M	Theft or damage of property, including someone else's clothing or personal items	<p>The member of staff will meet with the student and discuss the choices they have made during the incident. They will complete a Compass Chronicle entry and inform Positive Education Leaders.</p> <p>Positive Education Leaders will:</p> <ul style="list-style-type: none"> ● Meet with the student and obtain their account of events; ● Phone parent/carers and inform them about the incident; ● Organise replacement or recompense of item if possible, or payment plan;

		<ul style="list-style-type: none"> • Organise a Formal Suspension with a Leading Teacher;. • Counselling and reconciliation processes as required • Write a note on the member of staff's Compass Chronicle entry to outline actions taken.
I1N	Truancy/wagging, or extended absences	<p>When a student leaves a class or premises without permission more than once:</p> <p>Classroom teacher or attending teacher will contact Front Reception for assistance in locating the student. The classroom teacher will notify a Positive Education Leader once the student is located.</p> <p>When a student has extended absences from a class, the classroom teacher should contact the Attendance Officer to ascertain if any contact home as been made. They will then contact the Positive Education Leader.</p> <p>The Positive Education Leader will:</p> <ul style="list-style-type: none"> • Meet with the student and organise a restorative session after school in which an education pack and/or missed work will be completed; • Phone a parent/carer and inform them that any further incidents of truancy or wagging will result in Formal Suspension; • Organise a counselling referral as appropriate; • Organise an Attendance Plan. <p>When there is a case of School Refusal the Attendance Officer will notify a Leading Teacher, who will organise:</p> <ul style="list-style-type: none"> • Contact with a parent/carer by phone or Registered Post letter; • A meeting with the student and their parent/carer to set up an Attendance Plan;

<h1>RED LEVEL</h1>	<h2>INTERVENTION LEVEL 2</h2> <p>In this level of intervention, a Leading Teacher and/or Assistant Principal work with families and in some cases other authorities and services to halt behaviours of any person putting themselves or others at risk. Not all behaviours at Intervention Level 2 are cumulative; an incident can escalate directly and immediately to Intervention Level 2 where significant danger or harm has been caused, or if a law has been broken.</p>
------------------------	---

Code	Example of behaviour	Interventions
<h1>I2A</h1>	<p>Breaches of academic integrity, including:</p> <ul style="list-style-type: none"> • Plagiarism; • Collusion; • Misconduct; • Duplication of work; • Breach of assessment conditions, such as communicating during an assessment or distracting others; • Use of an electronic device, such as a mobile phone or smart watch. 	<p>Where Interventions at Level 1 have been exhausted for a student in any year level, a Leading Teacher will escalate to the Assistant Principal of Curriculum. The Assistant Principal will organise:</p> <ul style="list-style-type: none"> • A Formal parent meeting with student, teacher, and relevant Leading Teacher <ul style="list-style-type: none"> ○ Students in Years 7 to 10 will receive an overall NA subject result for semester; ○ Students in Years 11 and 12 will receive an overall N result for the Unit for VCE subjects, and for IB students, their work will not be submitted to the IBO; • Breach and subject result logged on Compass under Level 3 At Risk by relevant Leading Teacher.

I2B	Distribution, acquisition and/or use of controlled or illegal substances, including alcohol and alcohol-presenting products	<p>Member of staff will immediately confiscate item and hand these to the Assistant Principal at an appropriate time. The member of staff will provide or seek medical care if it is necessary. The member of staff will refer to a Positive Education Leader or a Leading Teacher. The member of staff will complete a Compass Chronicle entry, outlining their account of events. The Positive Education Leader or Leading Teacher will:</p> <ul style="list-style-type: none"> • Hold a restorative conversation with the student at an appropriate time and obtain the student's account of events; • Hold a meeting with a parent/carer and the student; • Inform police as appropriate; • Organise a Formal Suspension; • Make a counselling referral. <p>Where the health, safety, and wellbeing of the student and any other persons has been compromised, the Principal may pursue a Behaviour Support and Intervention Meeting.</p> <div style="background-color: #f8d7da; padding: 10px;"> <p style="text-align: center;">Potential grounds for suspension</p> <ul style="list-style-type: none"> ➤ Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person ➤ Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons </div>
I2C	<p>Ongoing failure to fulfil academic requirements:</p> <ul style="list-style-type: none"> • Student has failed to satisfactorily resubmit work to fulfil SAC or GA requirements • At Risk process has not improved student's engagement/completion of coursework 	<p>Where Interventions at Level 1 have been exhausted for a student in any year level, a Leading Teacher will escalate to the Assistant Principal of Curriculum. The Assistant Principal will organise one or more of the following:</p> <ul style="list-style-type: none"> • Meeting with relevant Leading Teacher and Assistant Principal; • Follow-up parent/carer meeting and academic agreement developed; • Final opportunity provided for student to submit evidence to satisfy learning outcome; • Follow up course/careers/pathways counselling if required; • Alternative pathways organised; • Referral to Intervention Guidelines.

	<p>over a four-week period.</p> <ul style="list-style-type: none"> • Student's lack of academic progress places the student at risk of completing course of study 	
I2D	<p>Online offences:</p> <p>All students must read, sign, and adhere to the College's Acceptable Use Agreement for Digital Technologies</p>	<p>Member of staff will inform Leading Teacher and Assistant Principal. Member of staff will complete a Compass Chronicle entry, outlining their account of events. The Leading Teacher will enact one or more of the following:</p> <ul style="list-style-type: none"> • Contact a parent/carer and organise a meeting; • Make a counselling referral or provide restorative processes where others involved; • Organise community service; • Renegotiate the student's access to and use of digital technologies at school; • Contract as appropriate; • Formal Suspension, where the student has compromised the safety of themselves or anyone else; • Provide educational pack or resources; • Referral to Victoria Police and/or DFFH for any unlawful activity. <p>Potential grounds for suspension</p> <ul style="list-style-type: none"> ➤ Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person ➤ Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student
I2E	Major theft	<p>Member of staff will inform the Leading Teacher and Assistant Principal. Member of staff will complete a Compass Chronicle entry, outlining their account of events. The Leading Teacher will organise:</p> <ul style="list-style-type: none"> • A restorative session in which the student's account of events are provided; • Parent/carer meeting held;.

		<ul style="list-style-type: none"> • Victoria Police informed (as required by law); • Replacement or recompense of item/s if appropriate; • Formal Suspension; <p>Where the health, safety, and wellbeing of the student and any other persons has been compromised, the Principal may pursue a Behaviour Support and Intervention Meeting.</p>
		<p style="text-align: center;">Potential grounds for suspension</p> <p>➤ Committing or attempting to commit or is knowingly involved in the theft of property</p>
I2F	Physical violence, including horseplay/playfighting, inciting physical violence, organising physical violence, recording and goading physical violence, and threatening physical violence	<p>Member of staff will immediately remove student if safe to do so, or remove other students from the space. Member of staff will send a reliable student to Front Reception for assistance from Leading Teacher or Assistant Principal. When all parties are safe, the member of staff will complete a Compass Chronicle entry, outlining their account of events.</p> <p>Leading Teacher or Assistant Principal will:</p> <ul style="list-style-type: none"> • Isolate involved students and administer or seek medical care; • Obtain students' accounts of events, if appropriate; • Inform parents/carers; • Issue a Formal Suspension; • Organise a written statement of commitment from all involved students that commits to peace and respect; • Organise a referral for counselling. <p>For repeated or significant single acts of violence the Principal will pursue a Behaviour Support and Intervention Meeting.</p>
		<p style="text-align: center;">Potential grounds for suspension</p> <p>➤ Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person</p> <p>➤ Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person</p> <p>➤ Consistently behaving in an unproductive manner that interferes with the</p>

		wellbeing, safety or educational opportunities of any other student
I2G	<p>Racism and offences relevant to the Racial and Religious Tolerance Act, 2001:</p> <p>Acts that engage in conduct that incites hatred against, or serious contempt for, a person's racial or religious background, including:</p> <ul style="list-style-type: none"> serious contempt for and severe ridicule of people's racial or religious and practices writing racist graffiti making a racist speech displaying racist posters or stickers engaging in racist or religious vilification making offensive racist comments in a publication (including Internet, email, and on online school platforms) 	<p>Member of staff will inform a Leading Teacher and Assistant Principal. The member of staff will complete a Compass Chronicle entry outlining their account of events. The Leading Teacher will organise:</p> <ul style="list-style-type: none"> Removal of offensive material, if relevant; A parent/carer meeting with the student; A written apology from the student; Referral for counselling; Education pack on racism; and Formal Suspension. <p>Potential grounds for suspension</p> <ul style="list-style-type: none"> ➤ Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
I2H	Threatening and dangerous behaviour and possessions, including the carrying of anything that can be regarded or used as a	<p>Any member of staff should phone 000 in the first instance in an emergency.</p> <p>If appropriate, member of staff will notify a Leading Teacher and Assistant Principal immediately. At a later time when all parties are safe, the member of staff will lodge a Compass</p>

	weapon	<p>Chronicle entry, outlining their account of events. An Assistant Principal will:</p> <ul style="list-style-type: none"> • Provide or seek medical care for any person involved in incident; • Ensure that the student and school community are safe; • Isolate student for questioning; • Confiscate dangerous item, if relevant; • Make contact with South Melbourne Police if not an emergency (see above); • Follow police advice, which may include: <ul style="list-style-type: none"> ○ Remanding student ○ Contacting parent/carer for meeting ○ Providing further advice and information about the incident • Coordinate a parent/carer meeting, if appropriate; • Organise a Formal Suspension; • Place student on a Behaviour Support Plan on their re-entry. <p>Where the health, safety, and wellbeing of the student and any other persons has been compromised, the Principal may pursue a Behaviour Support and Intervention Meeting.</p> <div> <p>Potential grounds for suspension</p> <ul style="list-style-type: none"> ➤ Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person ➤ Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons </div>
I2I	Vandalism, including damage to property through reckless as well as deliberate action, also includes vandalism in the school community where students are identifiable as members of the Albert Park College Community	<p>Member of staff will report to a Leading Teacher and Assistant Principal. The member of staff will complete a Compass Chronicle entry, outlining their account of events. The Leading Teacher may refer to internal CCTV footage or accounts of witnesses to ascertain the extent of damage. The Leading Teacher will enact the following:</p> <ul style="list-style-type: none"> • Hold a restorative conversation with the student and obtain their account of events; • Speak with a parent/carer and discuss incident and organise a repair or recompense plan; • Organise for student to engage in community service arrangements; • Issue a Formal Suspension;

		<ul style="list-style-type: none"> Referral to the Victoria Police Proactive Unit. <p>Repeat offences will be managed by the Assistant Principal and may lead to a Behaviour Support and Intervention Meeting..</p>
		<p>Potential grounds for suspension</p> <ul style="list-style-type: none"> ➤ Causing significant damage to or destruction of property