



The Port Code

INTRODUCTION

The Port Code has been created to assist all members of the Port community to understand the standards of language, presentation and behaviour to which we are expected to hold ourselves. This includes daily practices relating to student engagement and the importance of nurturing strong, positive relationships in order to build a successful learning environment.

These guidelines are designed to establish a positive, supportive and orderly atmosphere within the college, where all members of our community are encouraged to be themselves and thrive. It is expected that all members of our community – students, staff and families – will follow the ethos of this document, to ensure that all in our college are respected and supported to be all they can be.

This document provides information relating to the policies and procedures associated with student management to ensure that our college is a safe, orderly and inclusive place to learn. It should be read in conjunction with the Expectations Guide provided to staff upon employment and students upon enrolment.



THE RIGHTS AND RESPONSIBILITIES OF EVERYONE AT PORT

Informing the Port Code are prevailing Rights and Responsibilities that are afforded to every student, member of staff, member of the community, and visitor. These apply anywhere on school grounds, and during any school activity or experience. They are:

1. Each person has a right to be accepted and treated with respect and courtesy;
2. Each person has a right to feel and be safe;
3. Each person has a right to equal opportunity;
4. Each person has a right to learn, and develop their personal interests, abilities and ambitions in a secure and supportive environment;
5. Each person has a right to be treated fairly and equitably;
6. Each person has a right to have all personal or community property respected and cared for;
7. Each person has a right to achieve their personal best;
8. Each person has a right to experience success and have this celebrated;
9. Each person has a right to learn in fair and equitable processes that support appropriate challenge;
10. Each person has a right to understand College processes, procedure, and decisions made.



VALUES

At Port Melbourne Secondary College our values represent who we are, what we believe and how we experience life at the College. All members of our community – students, staff, and families – are driven by our shared values, which underpin our actions, attitude, language and behaviour. Our values are the foundation for our positive, supportive and inclusive culture, where relationships are warm and trusting, and learning is designed to grow the whole person. We believe that a great school creates great people and that in working together, we share success and support everyone to rise.

Our four school values are:

Character

We treat others as we would wish to be treated and are respectful, honest and positive in our approach.

We act with integrity, knowing that who we are and what we stand for is reflected in our language and actions.

Relationships

We believe that positive, trusting relationships are at the heart of successful learning and growth.

We embrace relationships with our community, fostering learning across a range of networks and contexts.

We value friendships, teamwork and collaboration, and seek ways to use our individual strengths to support and develop others.

Endeavour

We believe in ourselves and our potential.

We are resilient, hard-working and determined.

We understand that success comes from purposeful effort, trial and error, and the willingness to be open to learning.

Excellence

We have high expectations of ourselves and others, and support each other to excel.

We are proud to aim high, knowing that the higher we reach, the more we will achieve.

We recognise and celebrate success in all its forms.



COLLEGE 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 their 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; and
- Show respect and consideration towards others, and behave in a manner that reflects well on themselves, their families and the college community.

Students can expect their teachers to:

- Engage with their colleagues and students positively and with respect at all times;
- Arrive to classes on time and prepared for teaching;
- Prepare lessons appropriate to their subject area and to their students' individual abilities;
- Approach learning and teaching with a positive attitude;
- Take responsibility for their students' learning by offering help when required, and ensuring students' needs are catered for through work designed to challenge and extend all students;
- Recognise and celebrate student success; and
- Support learning by creating a positive, safe and ordered learning environment.

All school expectations and consequences apply while students are at the school, engaged in school activities, and whilst 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 the college.



POSITIVE STUDENT MANAGEMENT

Port Melbourne Secondary College adopts a positive and restorative approach towards behaviour management. Inappropriate behaviour is viewed in relation to 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 are supported in a positive and respectful manner to address inappropriate behaviour, and consequences of actions are clearly explained and discussed; it is important that students fully understand the impact of their behaviour on others to ensure it is not repeated. Wherever possible, consequences will meaningfully respond to the action being addressed, so that students learn through their behaviour and repair the harm or damage that has been caused. Students will always be given the opportunity to explain their actions, apologise, correct any mistakes they may make, and repair relationships. They will also be supported to reflect on how they might behave in similar circumstances in the future.

When discussing inappropriate behaviour or actions, language will be framed in a positive manner. Where appropriate and feasible, all parties will be heard and decisions with regard to consequences will be made informed by as much information as possible. The focus of conversation will be on finding ways to restore any harm caused with the expectation that all involved engage honestly and with integrity at all times.

All Port Melbourne Secondary College staff and students are provided with this Port Code upon enrolment or employment at the College. The purpose of the Port Code 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 and upheld.

Included in the Port Code are samples of consequences that may apply when students behave in a way that is unsafe, inappropriate, offensive, or unlawful. The Port Code indicates the level or seriousness of offences and the likely management of each incident although individuals and individual circumstances will always be taken into account when behaviour is addressed. The Port Code 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 members of the leadership team.

At Port, we emphasise that mistakes are part of learning, and students will always be given a chance to apologise for, and rectify, any mistakes made. The college values honesty, respect for others, and inclusivity, and there is an expectation that these qualities are at the forefront of conversations when things go wrong.



CHARACTER CONVERSATIONS

Being a place of learning first and foremost, it will always be the intention of Port to educate our students and give them the opportunity to learn from their mistakes. Where appropriate, and for all Tier 1 and most Tier 2 incidents, Port staff will engage students in a Character Conversation in which they aim to teach students about appropriate behaviour and have them reflect on the incident and its impact on themselves and others. Our Character Conversations are driven by our College values, and they are structured so that students are guided through these values and come to understand how their choices of character affects the relationships that they have with others around them. Staff are trained in holding these conversations, with restoration at the core, so that students are able to find replacement behaviour and repair any damage that might have been caused (intended, unintended, realised, or unrealised).

In most instances, Character Conversations will take place at the time of the incident. At times, however, it will be appropriate for a member of staff to meet with a student after class or during recess or lunch time. Where a member of staff requires a student to remain after school for a Character Conversation (for example, for Tier 2 incidents), parents or carers will be notified and a summary of the Character Conversation will be provided to them.

Refusal to engage in a Character Conversation is not an option to any student. Where this might occur, the student will be given the opportunity to meet at another time or a parent or carer meeting will be convened.

HOW CHARACTER CONVERSATIONS ARE CONVENED

Character conversations are opportunities for students and teachers to work together to discuss behaviour and ensure that there is clear understanding about what constitutes appropriate behaviour and why particular expectations are in place. This time is also set aside to discuss what might be an appropriate way to repair any harm done and/or restore any damage to a relationship as a consequence of inappropriate behaviour.

Wherever possible, the intention is for students to receive the consequences of their behaviour at class teacher level, and for the class teacher to carry through with clear and logical consequences for behaviour in class, in buildings or in the yard.

When students are instructed to attend a Character Conversation, the way this time is used will depend on the reason for the session being issued. For example, late students will be expected to use this time to make up the work missed in class. Students who have caused damage to school, or to another person's property, may be asked to use this time to repair any damage caused and will be supervised by an appropriate member of staff. Teachers have access to students for up to 15 minutes at the end of the school day and at other times, provided the students are given appropriate time for breaks in the school day. Because the Port Code follows a preventative and restorative model, very few incidents are likely to be referred to the Assistant Principal in the first instance. All staff will keep records of all incidents reported to them.



When having a character conversation with a student, it is important to use restorative questions which are designed to allow students to understand their feelings and emotions. This allows students to express their feelings and understand the impact of their actions on themselves and the other students or staff involved. Restorative questions are:

- Free from blame
- Open ended
- Inclusive and provide everyone with an opportunity to express their feelings
- An invitation to make things right

The following prompts can be used to assist in a character conversation:

- What happened? How did it make you feel?
- Who has been (or could have been) affected by what happened?
- In what way?
- What will repair this?
- What do you need to move on from this?

When organising Character Conversations, the classroom teacher should:

- Clearly lay out to both the student and parent the purpose of the session. The purpose and the activity agreed upon should both be meaningfully connected to the inappropriate behaviour.
- Ensure that no student is detained after school for a session beyond 15 minutes duration without communication with the parent/carer.

LEARNING MODULES

In the event of repeated behaviour that has already had a Character Conversation to address an issue, or for other Tier 2 incidents, it is appropriate that students have a longer, after-school session, with a learning module to give them the opportunity to reflect and have further learning about our expectations and give them an opportunity to rebuild relationships. In such cases, students will complete a relevant learning module that will happen after school on a Tuesday, Wednesday, or Thursday while staff are on-site for regular scheduled meetings or collaborative planning time. This session should go for 30 minutes. In the first instance, classroom teachers send the relevant learning module to students, and then find a space to supervise them and conduct a Character Conversation with the completion of the learning module to help restore that relationship as soon as practically possible. Students should be placed in a space in the vicinity of the staff member's location so that they can be supervised without interrupting the staff member's work.

Where a student refuses to participate, or chooses not to attend this session, then it should be escalated to the relevant Head of Year or Leading Teacher.



SCHOOL / COMMUNITY SERVICE

School or community service is a logical consequence designed to help the student and the college when things go wrong. It is used to help students repair any damage they may have caused and better understand their responsibilities as citizens of the school community. School service occurs after school hours, when students repair immediate damage they have caused. Then they can work on other school enhancement projects which will give them the opportunity to demonstrate their care and respect for their environment. Students involved in incidents involving damage to property or facilities, the environment and development of school pride and a sense of community may be asked to undertake school service. Parental consent prior to school service will be obtained. Generally, students will be asked to do activities after school between 3 pm and 4 pm under supervision of an appropriate staff member. For serious offences more specific services will be negotiated with the student, parents and the Assistant Principal/Principal.



A TIERED APPROACH

At Port, behaviour is categorised into tiers to assist students and staff in understanding the severity of incidents and to provide guidance as to how situations might be managed. There are three tiers of behaviour outlined in the Port Code, and these reflect the increasing severity of behaviour/language. Tier 3 offences are regarded as serious and will be referred to and dealt with by members of the principal team immediately.

All school expectations and consequences apply while students are at the school, engaged in school activities, and whilst on the way to and from school. The College reserves the right to address behaviours or actions undertaken outside school that impact on those within the school community.

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

At times, incidents may escalate immediately to Tier 2 or Tier 3, depending on the severity of the incident. As an example, the college adopts a clear and firm approach towards all forms of racism, verbal or physical aggression, bullying, and harassment, to ensure the safety and wellbeing of all students, staff, and visitors. Students who demonstrate aggressive or threatening behaviour will be suspended from school in accordance with Department guidelines and their parent or carer contacted to ensure the safety of all involved. At all times, the safety and wellbeing of students and staff will drive behaviour management processes.

Below is an explanation of each of the three tiers, along with example behaviours and the supports and interventions that may be applied in each instance.



TIER 1

The classroom teacher or the attending member of staff will manage the immediate situation/problem until resolution, seeking advice from the Head of Year if required. If contact with the family is needed the attending teacher will make contact with the family and may consult with the Head of Year as appropriate.

When members of staff are working with students to address Tier 1 behaviours there is a focus on educating and providing guidance for self-management whilst supporting students through their choices. A Character Conversation will take place, providing the opportunity for educating individuals to make the right choices so as to avoid the escalation of negative behaviours. Students are empowered to own their actions, find replacement behaviours, and make positive decisions to move forward with the College values in mind.

In the first instance students will be reminded of the college's expectations and will be expected to adjust their behaviour as appropriate. If negative behaviour persists, students may be required to attend a restorative session to discuss and amend/repair the situation.

Example behaviour	Supporting student choices
Removal from class following the 5 R process	<p>All staff follow the 5Rs, with the fourth R resulting in a student being removed from class/space in the school to complete a reflection at reception.</p> <ul style="list-style-type: none">• When a student is removed from class or from any space in the school, staff will put a 'Removal from class" pulse on XUNO• Staff will call home to discuss the incident with the student's family, seek support from the family to assist the student with meeting expectations and organise an opportunity to restore the relationship (fifth R). <p>If a student is removed from class/school environment once in a term:</p> <ul style="list-style-type: none">• Complete a reflection at reception• Reflection form is passed onto the relevant HOY and classroom teacher (scanned) <p>If a student is removed from class/school environment twice in one term:</p> <ul style="list-style-type: none">• Complete a reflection at reception (reflection form is passed onto the relevant HOY and classroom teacher (scanned))• Complete a learning module afterschool with the HOY <p>If a student is removed from class/school environment three times in one term:</p> <ul style="list-style-type: none">• Complete a reflection at reception (reflection form is passed onto the relevant HOY and classroom teacher (scanned))



	<ul style="list-style-type: none"> Suspension will be issued for consistently behaving in an unproductive manner that interferes with the wellbeing, safety, or educational opportunities of any other student.
Behaving in an unproductive manner indoors including eating inside, playing with balls inside, being on level 1, 2 or 3 during recess/lunch	<p>The attending staff member will</p> <ul style="list-style-type: none"> Hold a Character Conversation with the student - the student will be asked to stop eating inside, playing with a ball or being inside during recess or lunch. Lodge a report on Xuno. <p>Where the behaviour has been repeated, immediate escalation to Tier 2 will occur.</p>
<p>Lateness to school - without a note/reason.</p> <p>Late to class - without a note/reason.</p>	<p>Rolls are marked at the start of each lesson - The classroom teacher records the lateness of every student who is not present for roll call.</p> <ul style="list-style-type: none"> Lateness to school: Students will sign in at Reception and this will be logged on XUNO (including the time of arrival). 1st instance: student is reminded of school expectation and expected to catch up on work missed. 2nd instance: student is asked to make up missed time outside of class time. 3rd instance: student is asked to attend a Character Conversation and Lateness Learning Module completed <p>Further lateness: referral to the Head of Year.</p>
Lateness to school - with a note/reason.	<p>Rolls are marked at the start of each lesson - The classroom teacher records the lateness of every student who is not present for roll call.</p> <ul style="list-style-type: none"> Students will sign in at Reception and this will be logged on XUNO (including the time of arrival). The note/reason provided by the parent/carer should be provided to Administration staff. Lateness is recorded on XUNO by Administration staff (Late: Approved). <p>Persistent lateness is referred to the Head of Year.</p>
Being in areas "out of bounds", off-site, or areas deemed inappropriate for student access.	<p>The member of staff will:</p> <ul style="list-style-type: none"> Ensure student's safety and escort them to an appropriate location; Hold a Character Conversation with the student, explaining the out of bounds areas of the school and the school's Duty of Care responsibilities; Lodge a report on Xuno. <p>Where the behaviour has been repeated, immediate escalation to Tier 2 will occur.</p>
Lack of equipment	<ul style="list-style-type: none"> Classroom teacher will remind students of the school expectations - this will include a discussion relating to the impact of this behaviour on learning. The classroom teacher will organise a way for the student to continue learning (source, borrow or retrieve items). The classroom teacher will make contact with the students' parent/carer, communicating the lack of equipment.



	<ul style="list-style-type: none"> ● If there is any missed class time, the student will be expected to make this time up. <p>Ongoing disorganisation concerns are referred to the Head of Year.</p>
Accessing other people's property without permission	<ul style="list-style-type: none"> ● The attending staff member will hold a Character Conversation with the student - the student will be asked to return the property to the owner. <p>If refusal occurs, the member of staff will escalate this to include the support of the Head of Year.</p>
Failure to complete class work or homework (including assessment)	<p>For all year levels, failure to complete in a subject on the first occasion:</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 Years 7 to 10 subjects, the, 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; <p>If the assessment task is in a VCE subject, the subject teacher will also fill out an At Risk Level 1 form on Xuno (which includes parent notification in the At Risk process).</p> <p>For all year levels, 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 Xuno; and ● Subject teacher will organise a time with student to complete work in a Character Conversation (lunch time, after school); or ● Subject teacher will phone home to inform a Parent/Carer and ask that they assist with the completion of required work. <p>If work is still not submitted, the Classroom Teacher will escalate to Tier 2 management.</p>
Refusal to follow instructions	<p>Member of staff will:</p> <ul style="list-style-type: none"> ● Remind student of College expectations; ● Work to de-escalate situation; ● Inform student of consequences should refusal continue; ● Hold a Character Conversation at an appropriate time; ● Communicate with family; ● Lodge a report on Xuno. <p>If refusal continues, the member of staff will escalate this to include the support of the relevant Head of Year.</p>
Wearing incorrect uniform	<p>Member of staff will:</p>



	<ul style="list-style-type: none">● Remind student of College uniform expectations;● Ask student to remove item of clothing (for example if they are wearing a jumper);● Hold a Character Conversation;● Communicate with family;● Lodge a report on Xuno. <p>If incorrect uniform continues, the member of staff will escalate this to include the support of the relevant Head of Year.</p>
Mobile phone use without permission	Follow the Mobile Phone Procedure
Swearing, inappropriate language, or disrespecting others	<p>Member of staff will:</p> <ul style="list-style-type: none">● Remind student of College expectations;● Hold a Character Conversation with the student;● Invite student to apologise to those disrespected in verbal or written form;● Lodge a report on Xuno. <p>For incidents of severely inappropriate language or severe disrespect, immediate escalation to Tier 2 will occur and support of relevant Head of Year sought.</p>
Littering or disrespect of College grounds and/or environment.	<p>Member of staff will:</p> <ul style="list-style-type: none">● Remind student of College expectations;● Hold a Character Conversation with the student;● Organise, as appropriate<ul style="list-style-type: none">○ An environmental duty○ A letter of apology● Lodge a report on Xuno. <p>For repeat incidents, escalation to Tier 2 will occur.</p>
Being out of class without an Out of Class Pass	<p>Member of staff will:</p> <ul style="list-style-type: none">● Have a conversation with the student● Communicate via email to the classroom teacher that a student from their class was out of class without a pass● Classroom teacher to contact home● Assign the Out of Class Without a Pass learning module



TIER 2

The classroom teacher or the attending teacher will manage the immediate situation and seek involvement from the Head of Year. Contact with the family is required and will be made by the attending teacher or Head of Year. Tier 2 incidents will be documented.

Students will be reminded of the college's expectations and will be expected to adjust behaviour as appropriate. Students will be required to attend a Character Conversation to repair the situation and families will be contacted. Consequences are likely to include school service, withdrawal from events/activities/class, and other reparation as appropriate.

Example behaviour	Supporting student choices and interventions
Defiance or refusal to cooperate.	<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>Member of staff will:</p> <ul style="list-style-type: none">● Remind student of College expectations;● Give student a 1-minute break to reflect;● Make request of student again;● Lodge a report on Xuno. <p>If the student continues to refuse instruction, member of staff will notify relevant Head of Year.</p> <p>The Head of Year will:</p> <ul style="list-style-type: none">● Phone a parent or carer and book student in for a Character Conversation after school.● Lodge a report on Xuno. <p>Where a student has completed two after school Character Conversations for this same behaviour, escalation to Tier 3 and suspension will occur on the third offence.</p>
Persistent behaviour that is against school rules, is disrespectful, or interferes with learning or school activities.	<p>Member of staff will:</p> <ul style="list-style-type: none">● Remind student of school expectations;● Obtain the student's version of events;● Refer to relevant Head of Year;● Lodge a report on Xuno. <p>Head of Year will:</p> <ul style="list-style-type: none">● Phone parent or carer and inform them of the repeated behaviour;● Coordinate a Character Conversation after school with the student and have them complete a relevant Learning Module



	<ul style="list-style-type: none"> • Coordinate a written apology where it is appropriate; • Lodge a report on Xuno. <p>Where behaviour is repeated after the above actions, immediate escalation to Tier 3 and the suspension process will occur.</p>
Truancy	<p>Member of staff will:</p> <ul style="list-style-type: none"> • Remind student of school expectations; • Refer to relevant Head of Year; • Lodge a report on Xuno. <p>Head of Year will:</p> <ul style="list-style-type: none"> • Phone parent or carer and inform them of the repeated behaviour; • Coordinate a Character Conversation after school with the student and have them complete a relevant Learning Module for the behaviour; • Lodge a report on Xuno. <p>Where behaviour is repeated after the above actions, immediate escalation to Tier 3 and the suspension process will occur.</p>
Acts that diminish the college's reputation	<p>Member of staff will:</p> <ul style="list-style-type: none"> • Meet with student and obtain their version of events; • Share this information with the relevant Head of Year; • Lodge a report on Xuno. <p>The Head of Year will:</p> <ul style="list-style-type: none"> • Phone a parent or carer and student is booked into a Character Conversation after school; • Lodge a report on Xuno. <p>Where the behaviour poses a danger to others, is abusive, is unlawful, or causes damage to property, escalation to Tier 3 and suspension process will occur.</p>
Behaviour endangering student's own safety or the safety of any other person; this includes encouraging another person to be unsafe or inciting violence.	<p>Member of staff will:</p> <ul style="list-style-type: none"> • Make the situation safe; • Call for assistance (by either sending a student to Front Reception or a staff office, or phoning Front Reception); • Safely detain students until situation has de-escalated; • Obtain a record of events; • Inform relevant Head of Year; • Lodge a report on Xuno. <p>Head of Year will:</p> <ul style="list-style-type: none"> • Meet with student and their parent or carer; • Notify parent or carer and student that further unsafe behaviour will result in suspension;



	<ul style="list-style-type: none">● Lodge a report on Xuno. <p>Where behaviour has posed a significant threat to any person's safety or wellbeing, or if physical contact has occurred, immediate escalation to Tier 3 and suspension will occur.</p>
Filming and sharing of videos/photographs and other material without permission	<p>Member of staff will:</p> <ul style="list-style-type: none">● Seize the material if possible;● Speak with involved students and obtain their version of events;● Share this information with the relevant Head of Year;● Lodge a report on Xuno. <p>Head of Year will:</p> <ul style="list-style-type: none">● Contact parents or carers of any student involved and inform them of the incident;● Hold a Character Conversation after school with offending students where a Learning Module is completed;● Provide counselling and/or wellbeing support where required;● Lodge a report on Xuno. <p>For repeated offences, or for an incident that is deemed severe or makes any person feel unsafe, compromised, or if a law has been broken, Head of Year will escalate to Tier 3 and suspension as appropriate.</p>
Bullying and harassment: 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>Member of staff will refer immediately to relevant Head of Year and lodge a report on Xuno detailing their understanding of the incident/s.</p> <p>The Head of Year will coordinate:</p> <ul style="list-style-type: none">● Obtaining appropriate accounts of events from any student involved;● Facilitating a meeting with parents or carers and students;● Implementation of a contractual agreement for behaviour to cease and desist;● Providing further avenues for victims to seek assistance;● Facilitating counselling and/or wellbeing support as appropriate;● Lodge a report on Xuno <p>Where this behaviour is repeated or deemed severe, the Head of Year will escalate immediately to Tier 3 and the suspension process.</p>
Possession and/or use of cigarettes and vapes and any other tobacco product	<p>Member of staff will:</p> <ul style="list-style-type: none">● confiscate the relevant item;● Notify the appropriate Head of Year;● Lodge a report on Xuno; <p>Head of Year will:</p> <ul style="list-style-type: none">● Arrange a time after school for a Character Conversation with the student;



	<ul style="list-style-type: none">● Phone a parent or carer to inform them of the incident;● Organise a relevant education pack to be completed by the student;● Lodge a report on Xuno. <p>Where there is a repeat of such behaviour, or if the product is illicit, immediate escalation to Tier 3 and the suspension process will occur.</p>
Minor theft or damage to another's property, including to anyone's person (such as hair or their clothing).	<p>Member of staff will:</p> <ul style="list-style-type: none">● Ensure that the situation is safe and confiscate any items as necessary;● Refer incident to relevant Head of Year;● Lodge a report on Xuno. <p>Head of Year will:</p> <ul style="list-style-type: none">● Coordinate a Character Conversation for after school in which a Learning Module will be completed;● Phone a parent or carer to inform them of incident;● Arrange for reimbursement or repair of damaged property where relevant;● Lodge a report on Xuno. <p>Where there is a repeat of such behaviour, or if on any occasion the damage is significant, or if it occurs within the school community, the incident will be escalated immediately to Tier 3 and the suspension process.</p>
Severely inappropriate language, swearing, or severe disrespect	<p>Member of staff will:</p> <ul style="list-style-type: none">● De-escalate situation and call for assistance if necessary;● Notify the appropriate Head of Year;● Lodge a report on Xuno; <p>Head of Year will:</p> <ul style="list-style-type: none">● Arrange a time after school for a Character Conversation with the student;● Phone a parent or carer to inform them of incident;● Organise a written apology from the student to anyone affected;● Lodge a report on Xuno. <p>Where there is a repeat of such behaviour, or if it is directed at or about a member of staff, immediate escalation to Tier 3 will occur.</p>
Breaches of academic integrity, including: <ul style="list-style-type: none">● Plagiarism● Collusion	<p>Member of staff will:</p> <ul style="list-style-type: none">● Remind student of school expectations;● Obtain the student's version of events;● Refer to relevant Head of Year;● Lodge a report on Xuno.



- 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.

Head of Year will:

- Phone parent or carer and inform them of the breach of academic integrity
- Coordinate a Character Conversation after school with the student and have them complete a relevant Learning Module for the behaviour;
- Lodge a report on Xuno.



TIER 3

Tier three incidents are usually rare and are considered very serious. The classroom teacher or the attending teacher will seek immediate support from the Assistant Principal, who will manage the incident from the point of notification. Immediate contact with the family is required and will be made by a member of the principal team. Tier 3 incidents will be documented and will usually involve future management planning/intervention strategies.

Students will be reminded of the college's expectations and will be expected to immediately cease the inappropriate behaviour. Families will be contacted and the student will immediately be removed from class/college activities until the issue is resolved. Appropriate services – such as the Police – will be involved if required. Consequences are likely to include suspension from school, followed by school service, withdrawal from future events/activities/class and other reparation as appropriate. A record of the behaviour will be kept in the student's file and a management plan may be put in place.

A note on physicality:

Port Melbourne Secondary College upholds a peaceful and safe environment throughout its grounds and on any school activity, excursion, or outing. In the interests of avoiding conflict, further violence, misunderstanding, and escalation of violence, no form of physical contact between any person is permitted. This includes things such as “play fighting” or “friendly fighting” between students who are acquainted or friends. For acts of significant aggression or where injury has been sustained, the College will always refer the incident to Victoria Police.

Example behaviour	Interventions
Illegal behaviour	<p>Member of staff will:</p> <ul style="list-style-type: none">● Obtain a record of events;● Refer to relevant Leading Teacher - Student Life;● Lodge a report on Xuno. <p>The Leading Teacher - Student Life, will:</p> <ul style="list-style-type: none">● Consult with Assistant Principal - Student Life to ascertain communication with relevant external agency (such as Victoria Police or the Proactive Unit) and if/which form of suspension (immediate or next day) is appropriate, depending on staff and student safety and wellbeing;● Inform student at an appropriate time that a suspension will be applied;● Contact a parent or carer to notify them of the incident and contact with external agency



	<ul style="list-style-type: none"> ● Complete Suspension Notice in partnership with Assistant Principal - Student Life; ● Lodge a report on Xuno to record the suspension; ● Coordinate the student's re-entry to the College, including a re-entry meeting as soon as possible after the suspension, and not after the student's return to school; ● Implement or adjust a Behaviour Support Plan where appropriate; ● Lodge a report on Xuno to record the Behaviour Support Plan.
Ongoing refusal to cooperate and/or behaviour that is against school rules, is disrespectful, or interferes with learning or school activities.	<p>Member of staff will:</p> <ul style="list-style-type: none"> ● Obtain a record of events; ● Refer to relevant Leading Teacher - Student Life; ● Lodge a report on Xuno. <p>The Leading Teacher - Student Life, will:</p> <ul style="list-style-type: none"> ● Consult with Assistant Principal - Student Life to ascertain which form of suspension (immediate or next day) is appropriate, depending on staff and student safety and wellbeing; ● Inform student at an appropriate time that a suspension will be applied; ● Contact a parent or carer to notify them of the suspension; ● Complete Suspension Notice in partnership with Assistant Principal - Student Life; ● Lodge a report on Xuno to record the suspension; ● Coordinate the student's re-entry to the College as soon as possible after the suspension, and not after the student's return to school; ● Implement or adjust a Behaviour Support Plan where appropriate; ● Lodge a report on Xuno to record the Behaviour Support Plan.
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 Port Melbourne Secondary College community	<p>The attending member of staff will report to a Leading Teacher and Assistant Principal immediately.</p> <p>The Leading Teacher (Head of Students) will enact the following:</p> <ul style="list-style-type: none"> ● Refer to the Principal regarding potential CCTV footage evidence. ● Ascertain accounts of witnesses using the Incident Reporting proforma. ● Hold a restorative conversation with the student and obtain their account of events; ● Hold a meeting with a parent/carers to discuss the incident and organise a repair or recompense plan (this will involve a member of the Principal class); ● Organise for the student to engage in community service arrangements/Learning Module (with support of the Assistant Principal - Students). ● Convene a return to school meeting following any suspension period.



	<p>The Assistant Principal - Students will:</p> <ul style="list-style-type: none">• Issue a Formal Suspension (once confirmed by the Principal)• Referral to the Victoria Police Proactive Unit (if applicable). <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> <p>→ Causing significant damage to or destruction of property</p>
Major theft	<p>Member of staff will:</p> <ul style="list-style-type: none">• Obtain a record of events;• Refer to relevant Leading Teacher - Student Life;• Lodge a report on Xuno. <p>The Leading Teacher - Student Life, will:</p> <ul style="list-style-type: none">• Consult with Assistant Principal - Student Life to ascertain communication with relevant external agency and if/which form of suspension (immediate or next day) is appropriate, depending on staff and student safety and wellbeing;• Inform student at an appropriate time that a suspension will be applied;• Contact a parent or carer to notify them of the incident and contact with external agency• Complete Suspension Notice in partnership with Assistant Principal - Student Life;• Lodge a report on Xuno to record the suspension;• Coordinate the student's re-entry to the College as soon as possible after the suspension, and not after the student's return to school;• Implement or adjust a Behaviour Support Plan where appropriate;• Lodge a report on Xuno to record the Behaviour Support Plan.
Distribution, acquisition and/or use of controlled or illegal substances	<p>The attending member of staff will immediately confiscate the item(s) and hand these to the Assistant Principal - Students at an appropriate time.</p> <p>The attending member of staff will provide or seek medical care if it is necessary.</p> <p>The attending member of staff will refer the situation to the Leading Teacher (Head of Students) immediately.</p> <p>The Leading Teacher (Head of Students) 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 the parent/carer and the student.● Make a referral to the MHP for counselling. <p>The Assistant Principal - Students will:</p> <ul style="list-style-type: none">● Issue a Formal Suspension (once confirmed by the Principal)● Inform the police as appropriate. <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>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.
Breaches of academic integrity, including: <ul style="list-style-type: none">● Plagiarism● Collusion● 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.	TBC as we develop our policies around this for Senior School (backwards design)
Online offences <i>All students must read, sign and adhere to the College's IT Acceptable Use Agreement</i>	Member of staff will: <ul style="list-style-type: none">● Obtain a record of events;● Refer to relevant Leading Teacher - Student Life;● Lodge a report on Xuno.



	<p>The Leading Teacher - Student Life, will:</p> <ul style="list-style-type: none">● Consult with Assistant Principal - Student Life to ascertain which form of suspension (immediate or next day) is appropriate, depending on staff and student safety and wellbeing;● Inform student at an appropriate time that a suspension will be applied;● Contact a parent or carer to notify them of the incident● Complete Suspension Notice in partnership with Assistant Principal - Student Life;● Lodge a report on Xuno to record the suspension;● Coordinate the student's re-entry to the College as soon as possible after the suspension, and not after the student's return to school;● Implement or adjust a Behaviour Support Plan where appropriate;● Lodge a report on Xuno to record the Behaviour Support Plan.
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