



Student Acceptable Behaviour Policy and Procedures

Saint Ignatius College Geelong

27 Peninsula Drive, Drysdale. 3222

A Jesuit Partner School

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Preamble

Saint Ignatius College, Geelong understands the importance of creating a safe and nurturing environment for all our students to flourish and learn.

Saint Ignatius College seeks to protect personal and community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

As a Catholic school we understand the importance of Restorative Practices and the role this approach has in fostering and repairing those important relationships.

Furthermore, we consider the role of Restorative Practices assists students to learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognize the impact of their actions on others, and reconcile and resolve conflict with others.

It has been well researched and documented the benefits of incorporating a whole school approach when dealing with student behaviour.

In the development of our student management procedures, we have considered and prioritised the five key elements of the Australian Student Wellbeing Framework (2018):

Leadership: Principals and school leaders play an active role in building positive learning environments where the whole school community feels included connected, safe and respected.

Inclusion: All members of the school community are active participants in building a welcoming school culture that values, diversity, and fosters positive, respectful relationships.

Student Voice: Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

Partnerships: Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

Support: School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.

The College is committed to developing 'women and men with and for others', by teaching, modelling and promoting values and behaviours to create and maintain a supportive and safe learning environment.



Acceptable Behaviour Policy

Acceptable Behaviour Policy

The Student Acceptable Behaviour Policy of Saint Ignatius College Geelong, reflects the values and goals of the Vision and Mission Statements. Specifically, this Policy is informed by the Gospel values of love, justice and respect.

Saint Ignatius College is a Jesuit Companion School, which according to Ignatian Tradition, seeks to develop in its students a commitment to serving others through faith that demands justice in a safe environment where all members are valued and supported.

All students enrolled at Saint Ignatius College Geelong have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

1. Purpose

- 1.1 This policy is intended to promote the process which encourages continued development of self-discipline. It seeks to foster in each individual a responsibility for his/her own actions as well as a respect for authority and the rights of others.

2. Scope

- 2.1 The basis of the policy is the expectation that parents, students and staff strive for Christ-like values of love, justice and respect.
- 2.2 It is within this context that:
 - students and staff are expected to recognise the human dignity of every person;
 - students are reminded that all their words and actions have consequences;
 - students are reminded that they are accountable for their words and actions;
 - students are expected to act independently rather than conform to peer pressure; and
 - it is expected that those who implement the policy will do so with justice and consistency and that disciplinary measures be reasonable and appropriate.
- 2.3 In respecting the rights of the College community the following responsibilities will apply for all students while at the College, travelling to and from the College, and on activities organised by the College.
- 2.4 At Saint Ignatius College Geelong our aim is to work with young women and men on the appropriate behaviour expected by and in our school community. Therefore, the College reserves the right of intervention if its name has been placed in disrepute due to student behaviour outside of school and shall impose school sanctions in serious matters.

3. Policy Statement

- 3.1 It is the expectation and condition of enrolment, that all students enrolled at Saint Ignatius College Geelong adhere to the Student Acceptable Behaviour Policy. This Policy will be followed by all staff and supported by all parents / guardians. Consequences for behaviour contrary to expectations outlined in this policy can include verbal reminders, warnings, written impositions, additional duties, withdrawal of privileges, detentions or exclusion, depending on the nature and severity of the incident. Consultation with parents and student counselling are additional steps that may be taken. Continued serious misbehaviour will result in a review of the student's position at the school. Refer to the College Student Acceptable Behaviour Procedure for a detailed outline of the College's response to inappropriate behaviour. Corporal punishment is not permitted at the College.

Acceptable Behaviour Policy

3. Policy Statement (continued)

- 3.2 The following rights, responsibilities and expectations form the basis for the Student Acceptable Behaviour Policy:

Relationships

- The policy aims to promote and nurture self-discipline.
- To be sensitive to the individual personalities of other students which contribute to the richness of life at Saint Ignatius College, be prepared to seek out lonely, isolated and unhappy students and help them join a group.
- Demonstrate care for individuals by fostering quality interpersonal relationships
- To respect the health and safety of myself and others by:
 - Not bringing or being in the possession of any dangerous objects and materials such as pocketknives, box cutters, scalpels, lighters, matches etc.
 - Not bringing or being in the possession of any drugs, including alcohol and cigarettes at school, to or from the school, or while attending a school function.
 - Not engaging in any physical contact.
 - Not using threatening behaviour or language.
 - Not bringing roller blades or skateboards or to school.
 - Not using Social Media inappropriately.
- Adhere to the College Anti-Bullying Policy

Learning

- All teachers have the right to teach and all students have the right to learn without disruption.
- To be punctual for school and all classes.
- To bring correct materials to class.
- To complete set class work / homework by the due date.
- To take the planner to each lesson and homeroom and have it signed regularly by a parent or guardian.
- To allow a teacher to teach free of interruption or intimidation.
- To allow other students to learn free of interruption or intimidation.
- To return all library resources by the due date.
- To work with the College in ensuring that the Attendance Policy and Procedures are adhered to.

Environment / Property

- Students and teachers have the right to feel safe and comfortable.
- We expect and encourage respect for schoolwork, school property, property of others, and the environment.
- To be responsible for my personal belongings and respect the property of others.
- To remain in the school grounds unless approval is given by a parent / guardian and the student has signed out of the office upon presenting the parental note.
- To not enter areas declared out of bounds.
- To assist in maintaining the environment by not eating food in classrooms and not chewing gum or spitting at any time; by not bringing or using liquid paper pens and bottles to school.

Acceptable Behaviour Policy

3. Policy Statement (continued)

Environment / Property (Continued)

- To contribute to the maintenance of a clean classroom.
- To refrain from graffiti or other vandalism to school property.
- Not to invite visitors or service providers to the school during breaks or class time.

Community

- All members of the College community have the right to be treated with dignity, respect and justice.
- Courtesy and positive behaviour are to be expected and encouraged within the school community.
- To treat all members of the College community with courtesy and respect.
- To follow directions given by teachers and other staff members.
- To be courteous and polite in all public settings, avoid obstructing shop entrances and pathways, and behave appropriately on public transport.
- The policy should be adhered to and administered consistently by all members of the school community.

Off Campus Activities

- Attend all camps and excursions that have been arranged to further enhance the learning experience of the students. Non-attendance should be only for the most serious reasons.
- Students are expected to behave in a way which is consistent with expectations in this Policy whilst representing the College or attending events / excursions / immersions / camps arranged by the College.
- To be well aware that serious violations on events / excursions / immersions / camps will result in parents being contacted and the student sent home at the parent's expense.

Environment / Property

- To wear the College uniform as required.
- To follow the College Uniform Policy as set out in the College Planner
- Any breach of the College Uniform Policy could result in the student's exclusion until the matter is satisfactorily resolved.

Travelling to and from School

- Behave in a polite manner while on school / public / contract buses and display courtesy and respect at all times towards passengers and officials.
- Refrain from throwing objects in or from stationary or moving vehicles.
- Refrain from boarding or alighting from moving vehicle.
- Converse in a way in which the tone or content does not embarrass others.
- Keep aisles free of bags or other personal belongings.
- Refrain from urging, daring or participating or provocative or dangerous behaviour and any form of vandalism.
- Not bringing petrol powered/electric scooters/bikes to school

3. Policy Statement (continued)

Travelling to and from School (Continued)

- Students have the right to any unattended seat on the bus.
- Students who participate in any inappropriate behaviour while travelling on a College bus, will be removed from the bus for an appropriate period of time as determined by the College.
- Students who have obtained their driving license are required to complete the SICG Driving to School Form. Students who drive to school are not permitted to drive to any College event during school hours.

3.3 Serious Breaches of School Policy

Serious breaches of school policy would include activities or behaviour of a student which:

- seriously undermined the ethos of Saint Ignatius College;
- consistently and deliberately fail to comply with any reasonable order of a member of staff;
- is offensive or dangerous to the physical or emotional health of any staff member or any student;
- consistently and deliberately interferes with the educational opportunities of other students.

Some other behaviours regarded as serious include:

- vandalism,
- theft,
- possession of, selling or sharing obscene material,
- being under the influence of alcohol or drugs,
- threats or intimidation of staff or students,
- sexual harassment or misconduct,
- offensive behaviour,
- possession of weapons or other illegal material

Serious breaches of school policy require that a response will be made. These decisions will be made in the light of School, Pastoral and Civil responsibility. The Principal reserves the right to judge whether a student has deliberately violated the School Community Standards in a serious manner and to suspend or dismiss him/her from the school.

Acceptable Behaviour Policy

4. Responsibilities

Compliance, monitoring and review

- 4.1 It is the responsibility of all staff to ensure the Student Acceptable Behaviour Policy is adhered to and implemented throughout the College. The Saint Ignatius College Student Acceptable Behaviour Policy aligns with Catholic Education Melbourne's Policy 2.26 Pastoral Care of Students which incorporates Guidelines for Behaviour Support.

The policy will be monitored by the Student Wellbeing Team to ensure it is current and addresses emerging trends/issues. The Acceptable Behaviour policy will be reviewed by the Student Wellbeing Team to assess its ongoing effectiveness every two years.

5. Related Documents

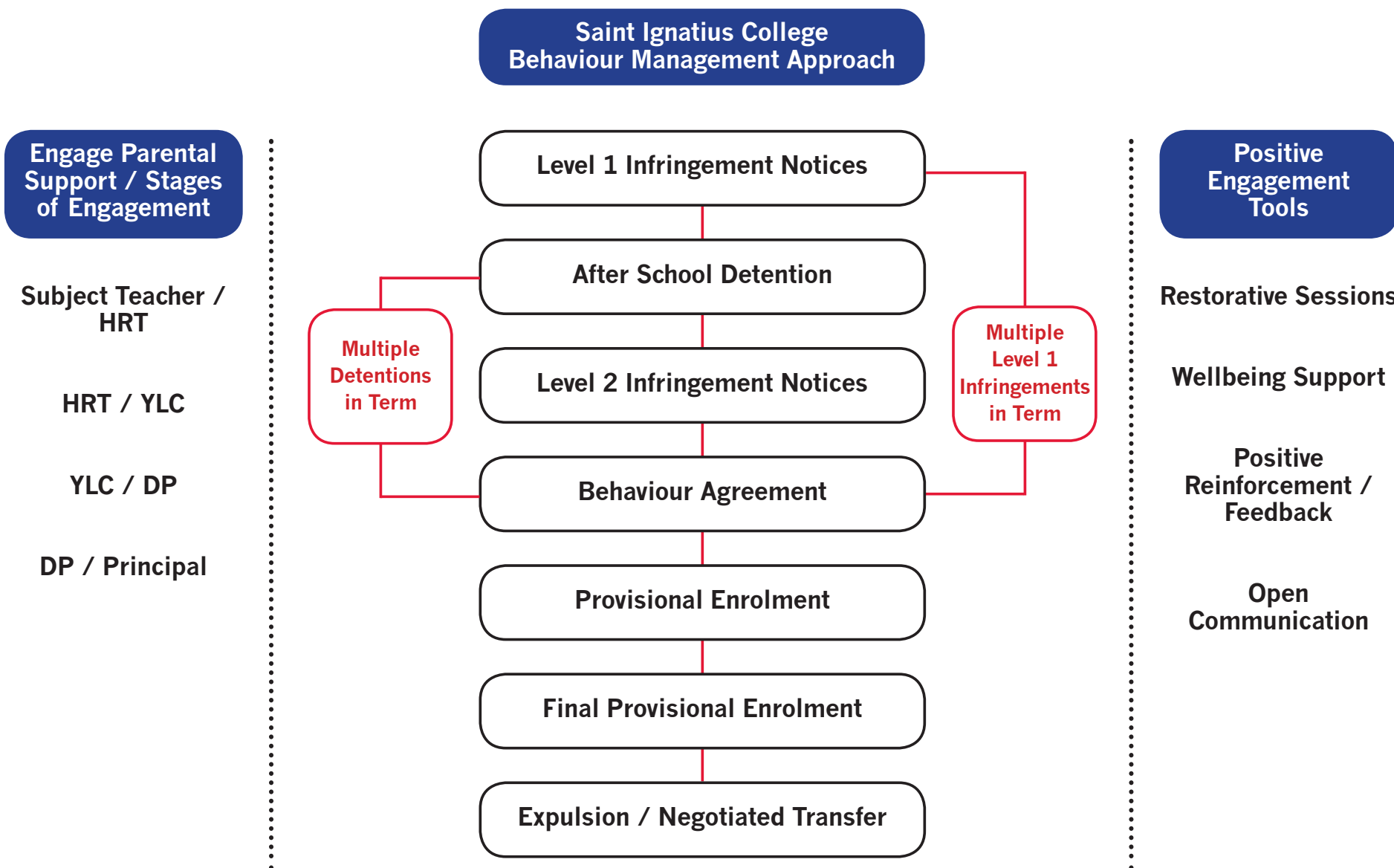
- 5.1. Student Acceptable Behaviour Procedure
- 5.2. SICG Vision & Mission Statements
- 5.3. SICG Anti-Bullying Policy
- 5.4. Attendance Policy & Procedures
- 5.5. SICG Driving to School Form
- 5.6. CEM Guidelines for Behaviour Support
- 5.7. Mobile Phone & Electronic Device Policy
- 5.8. Drug & Alcohol Policy
- 5.9. Restraint of Students Policy

Position Responsible: Deputy Principal - Students
Approval Authority: SICG Board Date:
Review Date: (2 years from date of approval/amendment)

Revision Ref. No.	Approved/ Amended/ Rescinded	Date	Board/Executive
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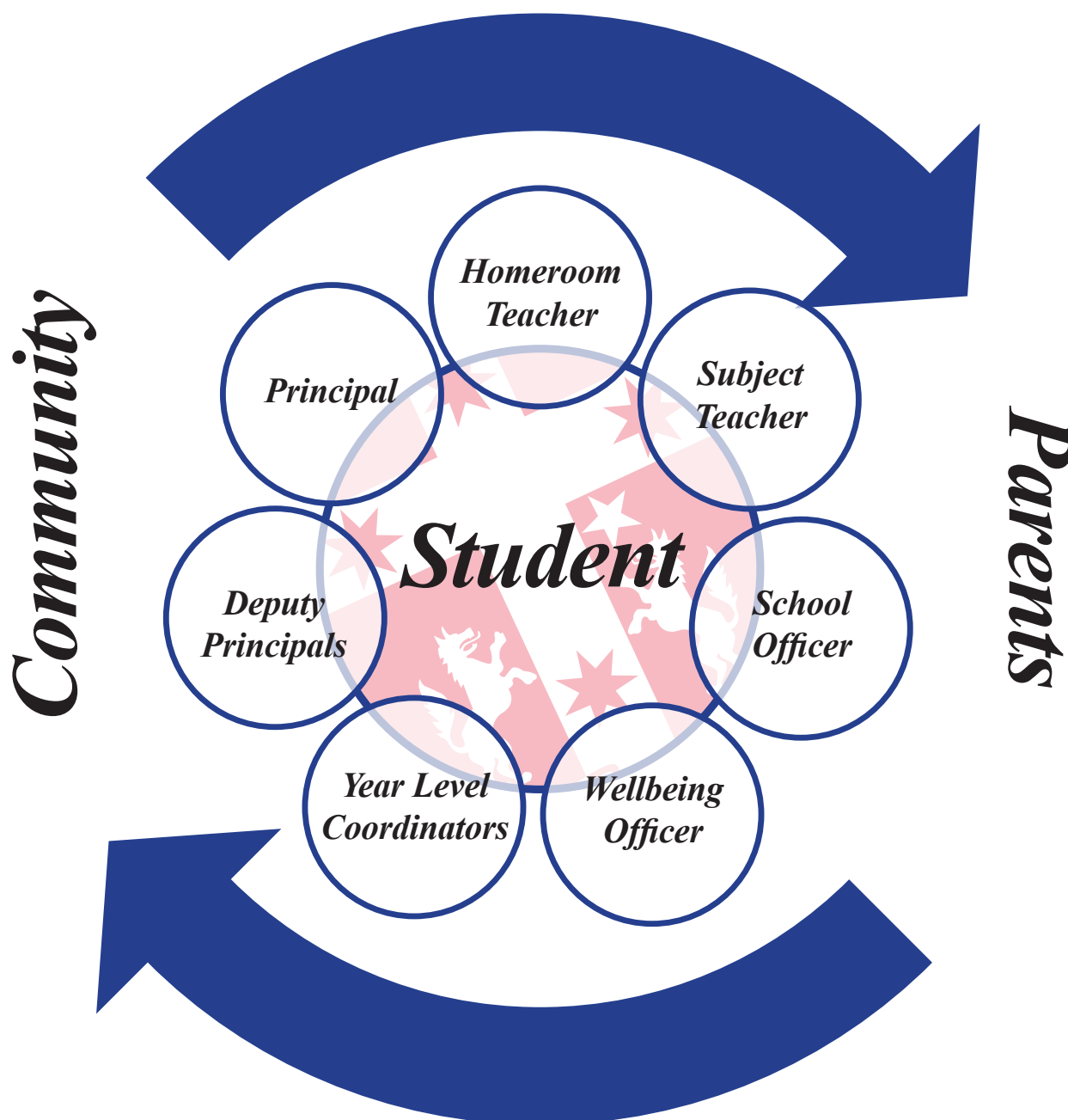


Behaviour Management Approach





Positive Actions Approach



At Saint Ignatius College staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Pastoral care is an integral part of being at a Catholic school and the Wellbeng Support diagram illustrates that everyone is responsible for the pastoral support of our young people. Student behaviour can have an adverse effect on the wellbeing of students, staff members and others.

The proper exercise of pastoral care requires the College to ensure a just and reasonable balancing of the rights, needs, obligations and wellbeing of all concerned. This whole school systemic approach to wellbeing and positive behaviour, with tiers of support, specifically meets the diverse needs of staff, students and families.

Therefore, an integral part of our Behaviour Management Approach utilises the following approaches:

- Restorative Practices
- Positive Reinforcement Feedback
- Engaging Parental Support

Restorative Practices

Restorative Practice is a strategy that seeks to repair relationships that have been damaged.

It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim if appropriate.

The most profound learning occurs when there is a healthy relationship between teacher and student.

Restorative Practices assists teachers, students and parents to build, maintain and restore relationships.

Restorative Practices will help build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes.

Saint Ignatius College prides itself in the relationships developed between students, teachers and families. Using the Restorative Practices approach, students gain more ownership of their behaviour, in relation to the person who caused the harm, the person harmed and the respective consequences and follow up agreed upon.

Restorative Chat

To the person(s) who caused harm:

We're here to talk about

Can you tell us what happened?

What were you thinking?

What was in your head/in your mind?

Was it the right/wrong thing to do?

Who has been affected/upset/harmed by your actions? In what ways?

How has this affected you?

To the person(s) harmed:

What did you think when it happened?

What have you thought about since?

How has it affected/upset/hurt/harmed you?

What has been the worst thing?

What is needed to make it right/to make you feel better?

To the person who caused harm:

Is that fair?

Can you do that?

What else do you need to do to make things better?

How can you fix this?

To the person harmed:

Is that okay /do you agree?

Is that fair?

To both:

How can we make sure this doesn't happen again?

Is there anything I can do to help?

Is there anything else you would like to say?

Formally record agreement/congratulate them for working it out.

Arrange time to follow-up.

Meet again to see how things are going

Positive Reinforcement Feedback

Giving students feedback in the classroom during the learning process has been proven to increase learning and improve student outcomes. Feedback helps students achieve their learning goals and is something that teachers at Saint Ignatius College Geelong are committed to providing.

Feedback sends a message to the student that the teacher cares about the learning taking place and it is this care and support from which teachers at Saint Ignatius College Geelong take great pride.

Positive reinforcement increases student engagement and is the key cornerstone to building meaningful and constructive relationships between the teacher and the student.

Teachers typically collect information about student progress through various formative assessment strategies whether it be assignment rubrics or comments on test papers. While these methods are vital and form a part of the formal data driven feedback the informal comments teachers make to students about how to improve their work should always be framed in a positive manner and are equally important.

Staff at Saint Ignatius College are expected to provide students with positive feedback and reinforcement to encourage a continual higher standard of work. The feedback must be individual and relevant to the work task that is being completed. Feedback should be focussed on both strengths and weaknesses.

When providing feedback to students there are several variables that need to be considered for each class and student.

These are:

The timing of the feedback – when is it the best to deliver the feedback.

The amount of feedback – before, during or after the task

The mode or method of feedback – verbal, written, filmed, voice and preferably interactive - that is it is a two - way conversation between the teacher and the student.

The audience receiving the feedback – is the positive reinforcement provided to the student in a language that they will understand.

The context and content of the feedback needs to be both specific, appropriate and relevant. Feedback should be non-judgemental.

Feedback should always be framed in a positive context.

Saint Ignatius College staff support students striving for the personal best work ('*The Magis*') through positive reinforcement and feedback. This is considered an integral part of the learning process at this school.

Positive Affirmation

To continue to build on the positive behaviour at Saint Ignatius an Affirmation system has been implemented.

Parents / Guardians will now be informed when their daughter/ son has made some positive contribution to the College, their learning, sporting area, the arts or the community. They will receive the Positive Affirmation immediately via email.

This further develops the student's Self-efficacy which is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully (Akhtar, 2008). It has also been asserted that students respond better to positives than constantly being told they are doing the wrong thing, which will subsequently improve behaviour. Furthermore, it is strongly believed that creating positive interactions between the staff and students will improve those important professional relationships.

Parents have an important part to play in the education of their children. At Saint Ignatius College we are called to assist parents in fulfilling their obligation for the Christian formation and education of their children. The College respects the parents' fundamental human right to know, understand and share in decisions that affect the education of their child.

Positive and responsible student behaviour is essential to the smooth running of our College, to achieve optimal learning opportunities and to the development of a supportive and cooperative school environment.

Genuine parent engagement exists when there is a meaningful relationship between parents and teachers with the shared goal of maximising learning and wellbeing outcomes for students.

Parent engagement extends beyond parent involvement in volunteering at the school, to having a deliberate focus on influencing and improving learning and wellbeing outcomes. Parents are provided with ideas and strategies and are encouraged to collaborate with the school and community to strengthen partnerships and directly assist in supporting their child's learning. Effective parent engagement creates authentic relationships valued by each party.

While the mode of engagement will vary with the child's age, stage of learning and teachers, it is important that each of the following areas allow parents to engage in positive outcomes for their child.

1. Communication

Effective communication between schools, parents, students and the community forms the foundation for developing and maintaining partnerships. To have a significant impact on student outcomes, communication needs to be focused on student learning and wellbeing.

It must also be a genuine exchange of information and ideas between the student, the College, the home and the community.

At Saint Ignatius College the following modes of communication are used to inform parents of education, events and wellbeing:

- Student planner
- Phone call
- Care Monkey
- Parent, student and teacher Interviews
- College Web Page / Parent Portal
- College Newsletter
- Xuno – Administration SMS message notification for non- attendance.
- Student academic reports
- Social Media – Face Book
- Email

2. Partnerships With Parents / Guardians

Quality partnerships require a reciprocal commitment from staff and parents to work together to improve student learning and wellbeing.

Learning is not limited to the classroom. The beliefs, expectations and experience of parents are powerful determinants in students' achievement. Effective partnerships can help to raise parents' awareness of their ability to improve their children's learning and wellbeing. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.

Open Communication

At Saint Ignatius the following events are used to allow parents to be part of their child's education and wellbeing:

- Time and Space Events
- Thyme and Plate Events
- Valedictory Dinner
- Full College Assemblies
- Music Performance Events
- Performing Arts Events
- Year Level Information Nights
- Career Counselling
- Student and Family Wellbeing services
- Valete Mass
- Mosiac Evening

3. Community Collaboration

Schools do not exist in isolation – they are often the central hub of their community. Colleges should leverage their position in the community to work together with other community members, for the benefit of all.

At Saint Ignatius College the following events are used to allow parents to be part of College community.

- College Open Day
- Working Bees
- Sporting Carnivals – team coaching
- Canteen support
- Production Events
- Performing Arts Events
- Second Hand Uniform Shop

4. Decision-Making

Parent and community involvement in College decision-making encourages greater ownership and ensures local needs are reflected. Decisions about student needs should involve effective consultation and collaboration with stakeholders and open and transparent communication at all stages of the process.

At Saint Ignatius College the following modes of decision making are used to allow parents to be part of College community.

- Parents and Friends' Association
- College Board

5. School Culture

Respectful relationships between the College, students, parents and the school community need to be actively cultivated and valued.

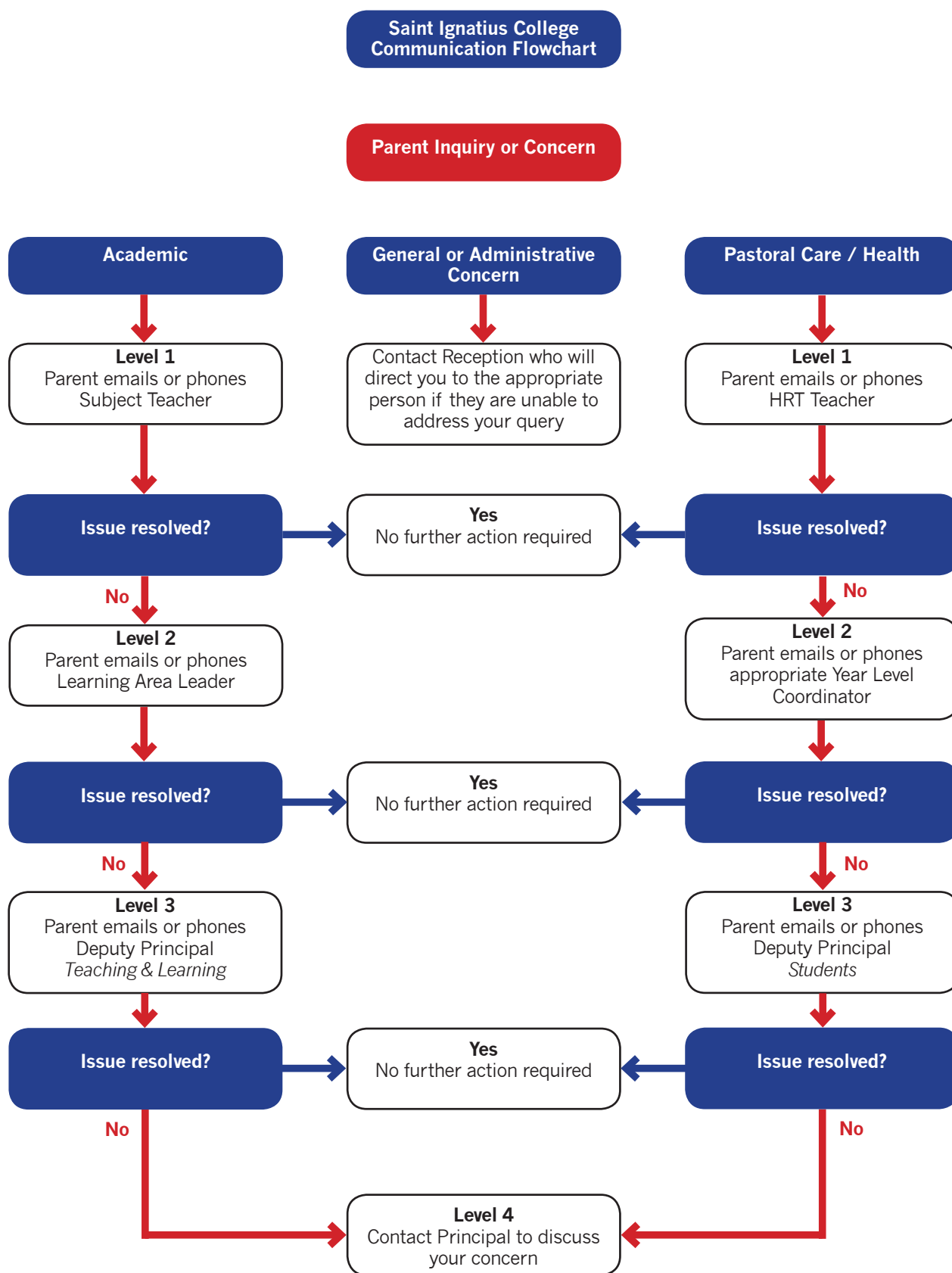
Nurturing a culture that respects and values difference amongst the whole school community is vital in supporting the inclusive engagement of all families.

At Saint Ignatius College the following modes of decision making are used to allow parents to be part of College community.

- School Improvement Surveys
- Policy and Procedure Reviews:
 - Student Leadership
 - Loyola Awards
 - Expected teaching and learning practices
 - Community service
 - Child safety
 - Bullying
 - Internet Policy
 - Acceptable Use of Electronic Devices
 - Attendance
 - Uniform
 - Acceptable Behaviour
 - Student Management
 - Parent / Teacher Communication
 - Student Wellbeing Framework

Saint Ignatius College values the partnership with parents to ensure each student's wellbeing and academic progress is encouraged and parents consistently maintain regular communication with the College if they have a query or concern, or perhaps to provide some positive feedback. Homeroom teacher or subject teacher should be the first point of contact, depending on the nature of a situation, as they are usually best placed to help in the first instance.

Communication Flowchart





Student Management Information

Student Management Information

Level 1 Infringements

Level 1 Infringements are issued by staff (generally classroom/Homeroom teachers) and serve as a caution to students to monitor their behaviour or review their work practices. Parents will be notified of the infringement via an email.

<i>Three Levels of Unacceptable Behaviour</i>	<i>Examples of Unacceptable Behaviour</i>	<i>Possible Response</i>
Level One (Minor infringements) Breaches of behaviour that are managed by classroom teachers, in communication with HRTs and YLCs.	Any behaviour that is counter to the Acceptable Behaviour Policy. Behaviour that is dealt with by the classroom teacher with a warning or reprimand. <ul style="list-style-type: none"> ● initial failure to follow instructions ● lateness to class ● incorrect wearing of school uniform ● initial disruption to class activities ● use of inappropriate language ● failure to complete homework ● inappropriate use of computer / network 	Warning. Reprimand. Movement of student within the class. Note in planner (informing HRT and parents). Student issued with an 'infringement notice'. Communication with Parent/Guardian
Level Two (Major infringements) Breaches of behaviour that require additional support of YLCs and/or Leadership Team members.	<ul style="list-style-type: none"> ● Instances of Level One behaviour that are continued; despite warnings. ● Behaviour in which a student does not display courtesy and respect to members of the college community. ● Refusal to follow reasonable instructions. ● Verbal abuse of staff or students. ● Behaviour that causes damage to property, including graffiti. ● Smoking. ● Truancy. ● highly inappropriate use of computer / network 	Instances of Level Two behaviour will require contact with the students' parents, either by phone or formal letter. For Level Two behaviour related to courtesy and respect, the student will be removed from classes. The student will have internal suspension until such time an interview can be established with the teacher, YLC, student and parents. Consequences of the behaviour will be determined in the process of contact with the parents. These may include: <ul style="list-style-type: none"> ● Catch up classes for lost time ● Restoration duties ● Reimbursement for damage ● Monitoring book ● Behaviour Agreement ● Behaviour management plan ● After school detention
Level Three (Critical Infringements) Breaches of behaviour that require formal response of Principal and Welfare and Discipline Group*. Response may require the approval of the college board	<ul style="list-style-type: none"> ● Instances of Level Two behaviour that are continued, despite the application of Level Two restorative responses. ● Behaviour that constitutes a threat to the health and safety of a member of the college community. ● The possession of dangerous objects. ● Threatening behaviour. ● Allegations relating to sexual harassment or bullying. ● Possession of substances such as alcohol or drugs etc. ● illegal / extremely inappropriate use of computer / network 	Immediate withdrawal from classes. External suspension until an interview is established with Discipline and Welfare Group, student and parents. Consequences of the behaviour will be determined in the process of interview with the parents. These may include: <ul style="list-style-type: none"> ● Consequences as for Level Two ● Negotiated transfer to another School or educational institution. ● Withdrawal of college enrolment

***NOTE:** Discipline and Welfare Group comprises Principal, Deputy Principal, YLC, Equal Opportunity Representative, Student Wellbeing Officer and Homeroom teacher. The group will be formed according to each individual situation, drawing on all records pertaining to behaviour and performance of the student(s) involved. Infringements accumulate for a semester

Student Management Information

After College Detention

After College Detentions are issued by the relevant Year Level Coordinator to students when they have accumulated 3 Level 1 infringements for the same behaviour in a Semester, or if the student has received a total of 5 Level 1 infringements for the Semester.

The After College Detentions operate on a Tuesday afternoon from 3.15pm – 4.15pm every week.

The After College Detentions will be supervised by the YLC or DP – Students.

Issuing a Detention

Students who are issued with a detention will receive XUNO notification that is required to be responded to by the Parent/Guardian.

The Year Level Coordinator will give the student one week's notice that will allow the Parents/Guardians to make the necessary arrangements in relation to transport etc.

Non-Attendance

If a student fails to attend an After College Detention the Year Level Coordinator will follow up with the student the following day to outline the reason for his/her absence.

The Year Level Coordinator will issue the student with another After College Detention the following week.

If the student does not attend the second After College Detention a parent/guardian meeting will be arranged to discuss the College's expectations.

Multiple Detentions

If a student receives more than two detentions in a Term, the student will automatically be placed on a **Behaviour Agreement** (Procedure outlined under Behaviour Agreement section).

Student Management Information

Level 2 and 3 Infringements

When a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

<i>Three Levels of Unacceptable Behaviour</i>	<i>Examples of Unacceptable Behaviour</i>	<i>Possible Response</i>
Level One (Minor infringements) Breaches of behaviour that are managed by classroom teachers, in communication with HRTs and YLCs.	Any behaviour that is counter to the Acceptable Behaviour Policy. Behaviour that is dealt with by the classroom teacher with a warning or reprimand. <ul style="list-style-type: none"> ● initial failure to follow instructions ● lateness to class ● incorrect wearing of school uniform ● initial disruption to class activities ● use of inappropriate language ● failure to complete homework ● inappropriate use of computer / network 	Warning. Reprimand. Movement of student within the class. Note in planner (informing HRT and parents). Student issued with an 'infringement notice'. Communication with Parent/Guardian
Level Two (Major infringements) Breaches of behaviour that require additional support of YLCs and/or Leadership Team members.	<ul style="list-style-type: none"> ● Instances of Level One behaviour that are continued; despite warnings. ● Behaviour in which a student does not display courtesy and respect to members of the college community. ● Refusal to follow reasonable instructions. ● Verbal abuse of staff or students. ● Behaviour that causes damage to property, including graffiti. ● Smoking. ● Truancy. ● highly inappropriate use of computer / network 	Instances of Level Two behaviour will require contact with the students' parents, either by phone or formal letter. For Level Two behaviour related to courtesy and respect, the student will be removed from classes. The student will have internal suspension until such time an interview can be established with the teacher, YLC, student and parents. Consequences of the behaviour will be determined in the process of contact with the parents. These may include: <ul style="list-style-type: none"> ● Catch up classes for lost time ● Restoration duties ● Reimbursement for damage ● Monitoring book ● Behaviour Agreement ● Behaviour management plan ● After school detention
Level Three (Critical Infringements) Breaches of behaviour that require formal response of Principal and Welfare and Discipline Group*. Response may require the approval of the college board	<ul style="list-style-type: none"> ● Instances of Level Two behaviour that are continued, despite the application of Level Two restorative responses. ● Behaviour that constitutes a threat to the health and safety of a member of the college community. ● The possession of dangerous objects. ● Threatening behaviour. ● Allegations relating to sexual harassment or bullying. ● Possession of substances such as alcohol or drugs etc. ● illegal / extremely inappropriate use of computer / network 	Immediate withdrawal from classes. External suspension until an interview is established with Discipline and Welfare Group, student and parents. Consequences of the behaviour will be determined in the process of interview with the parents. These may include: <ul style="list-style-type: none"> ● Consequences as for Level Two ● Negotiated transfer to another School or educational institution. ● Withdrawal of college enrolment

Behaviour Agreement

Behaviour Agreements are seen as a Welfare and Discipline process to support the students and their families. They outline expectations and consequences of behaviour and are to be signed by all parties.

Students will be placed on a Behaviour Agreement if they have received two detentions in a term and/or a total of 6 Level 1 Infringements for behaviour related reasons in a term. Students who receive a Level 2 infringement may also be placed on a Behaviour Agreement depending on the reason the Level 2 was issued.

A parent/guardian meeting will be arranged with the Year Level Coordinator, Homeroom teacher. This meeting may also include the Deputy Principal – Students. In the meeting the student's current behaviour will be outlined and the detail of the behaviour agreement will be made clear. It will be requested that both the parents and students need to sign the Behaviour Agreement



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Behaviour Agreement for (Student's Name)

Date:

I understand that due to my inappropriate behavior, Saint Ignatius College has formed an agreement on my behalf.

I understand that the purpose of this agreement is to ensure that I am fully informed and supported in fulfilling the obligations required by myself to be a valued member of the school community.

I will abide by the reasonable conditions as stated below:

1. I will read, reflect on and adhere to the 'Acceptable Behaviour' policy in the planner.
2. I will attend all scheduled appointments with the Student Wellbeing Team.
3. I will meet as required with my Year level Coordinator.
4. I will be courteous and show respect to all members of the College community at all times.
5. I will refrain from any unsupportive or uncooperative behavior, especially when it involves my conduct with other students
6. I will refrain from conduct that constitutes a threat to the health and safety of others.

I understand that from today, on receiving:

- An After school Detention, within the current semester, will result in an immediate suspension. Any further significant breach of the Discipline procedures of the school ('Level 2 or 3') will result in a review of my enrolment.
- This agreement will conclude at the end of term four if the student fulfills all requirements of the agreement without an after school detention, suspension or any other serious breach of the school's discipline procedures.

I understand that this agreement will remain in place until notice is given.

Student Signature_____

Parent/Guardian Signature_____

School Representative_____

Provisional Enrolment

Students will be placed on Provisional Enrolment when their behaviour has not improved after following the behaviour management approach outlined in this document.

Final Provisional Enrolment

Students will be placed on Final Provisional Enrolment if that particular student fails to adhere to the Provisional Enrolment Contract. Final Provisional Enrolment is the last step before the student is Expelled from the College or a Negotiated Transfer can occur between another College in the region.

Negotiated Transfer

Negotiated Transfer involves a change of school by a student either between Catholic schools, or to a school within another sector, or to an alternative educational setting.

Negotiated Transfer is an option in circumstances in which it is judged that the student's present school is not the right environment for the student, and that another setting would more suitably meet the student's current and future needs and be the most appropriate means of providing for the student's wellbeing.

It may also be that, due to serious behavioural issues, a student's Negotiated Transfer is an appropriate means of providing for the wellbeing of the College community.

Expulsion

Expulsion from a Catholic School in the Archdiocese of Melbourne when the following conditions apply:

- The student has engaged in wrongful behaviour of a serious nature

Serious Nature is defined as

- Seriously undermines the ethos of the Catholic school; and/or
 - Consistently and deliberately fails to comply with any lawful order of a principal or teacher; and/or
 - Is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
 - Consistently and deliberately interferes with the educational opportunities of other students.
- The College's other processes for addressing such behaviours have been applied and not been successful; and
 - The welfare and safety of others in the school community, or need to maintain order and protect the rights of others, make it necessary that the student no longer be present in that College community.



Provisional Enrolment Contracts

This is to certify that (Student's Name) has been placed on Provisional Enrolment at Saint Ignatius College Geelong.

(Student's Name) is required to comply in the following areas:

- Follow teacher direction and instruction at all times and without argument
- Ensure her behaviour does not involve intimidating or bullying other students
- Treat teachers and others with respect
- Behave appropriately at all times both within and outside of the classroom
- Behave on the bus appropriately at all times
- Work at tasks in a manner that does not interfere with the learning opportunities of others
- Not link her social media accounts with the College
- Adhere to college rules and expectations, outlined in the College planner

It is the understanding of all parties to this contract, that should (Student's name) not adhere to the conditions of his Provisional Enrolment as outlined, that she will be withdrawn from the College.

Michael Timms, *Deputy Principal*

Date

(Insert Date)

(Student's Name), *Student*

Date

(Insert date)

(Parent / Guardian Name), *Parent / Guardian*

Date

(Insert date)



Final Provisional Enrolment Contracts

This is to certify that (Student's name) has been placed on Final Provisional Enrolment at Saint Ignatius College Geelong.

(Student's Name) is required to comply in the following areas:

- Follow teacher direction and instruction at all times and without argument
- Ensure her behaviour does not involve intimidating or bullying other students
- Treat teachers and others with respect
- Behave appropriately at all times both within and outside of the classroom
- Behave on the bus appropriately at all times
- Work at tasks in a manner that does not interfere with the learning opportunities of others
- Not link her social media accounts with the College
- Adhere to college rules and expectations, outlined in the College planner

It is the understanding of all parties to this contract, that should (Student's Name) not adhere to the conditions of his Provisional Enrolment as outlined, that she will be withdrawn from the College.

Michael Timms, *Deputy Principal*

Date

(Insert Date)

(Student's Name), *Student*

Date

(Insert date)

(Parent / Guardian Name), *Parent / Guardian*

Date

(Insert date)