



**Saint Ignatius  
College Geelong**

# Behaviour Framework

Version 1 - 1 December 2025



# Saint Ignatius College Geelong

## Behaviour Framework

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# Saint Ignatius College Geelong Behaviour Framework

## Preamble

At Saint Ignatius College, our Behaviour Expectations Framework exists to guide, support, and strengthen the culture we cultivate together. Rooted in our Positive Behaviours for Learning (PBL) model and inspired by the 8 E's of Ignatian Leadership, this framework affirms our shared commitment to forming young people who act with integrity, compassion, purpose, and a deep sense of responsibility for themselves and others.

We recognise the importance of creating environments that are calm, orderly, and conducive to learning. When expectations are clear and consistently upheld, students can focus on their growth—academically, socially, emotionally, and spiritually. A well-structured learning environment enables every student to engage deeply in their studies, develop strong learning habits, and strive toward achieving at their highest possible level.

Consistent standards across the College are essential in sustaining this environment. Clear expectations empower students to understand not only what is required of them, but why these expectations matter. They help our young people develop the habits of mind and heart that shape Ignatian leaders—students who embody empathy, engagement, excellence, and a willingness to serve.

This document reflects our belief that education is a partnership. Families play a vital role in the formation of their children, and our work is most effective when College and home stand together with shared language, values, and expectations. With strong collaboration, we can nurture students who make wise choices, contribute positively to their community, and grow in character as they journey through their time at the College.

Together, we strive to uphold the highest standards so that every member of our community can learn, lead, and thrive.



# Saint Ignatius College Geelong

## Behaviour Framework

### An outline of the 8 E's of Ignatian Leadership

The **8 E's of Ignatian Leadership** offer a holistic and deeply human framework for forming young people who lead with integrity, self-awareness and compassion. Grounded in Ignatian spirituality, these principles guide students to understand that leadership is not confined to formal roles—it is expressed in daily choices, relationships and habits. The E's encourage students to grow both inwardly (through self-knowledge and emotional maturity) and outwardly (through service, competence and commitment to community). Through this formation, students learn to become leaders who act justly, think reflectively and respond to others with care.

The first four E's focus on **inner formation** and emotional maturity. *Emotional Efficacy* encourages students to recognise and manage their emotions in healthy, constructive ways that support responsible decision-making. *Emotional Ease* nurtures a sense of calm, balance and resilience, helping students respond thoughtfully rather than react impulsively, particularly in challenging situations. *Empathy* calls students to step into another's perspective, practising kindness, understanding and respect in all interactions. *Empowerment* fosters confidence and agency—encouraging students to believe they can make a difference and equipping them with the skills to act on that belief.

The remaining four E's express **outward-facing leadership and purposeful action**. *Expertise* emphasises the importance of developing strong skills, knowledge and competence, reminding students that leadership requires capability as well as character. *Enthusiasm* brings energy, positivity and a willingness to contribute fully to the life of the school community. *Engagement* reinforces the expectation that students participate actively in their learning, in House activities and in the broader school culture. Finally, *Excellence* calls students to strive to be their best—honouring their gifts, applying effort consistently and seeking growth in all areas of life.

Together, the 8 E's align naturally with our school's behaviour expectations and our Positive Behaviours for Learning framework. Emotional Efficacy and Emotional Ease build the foundation for self-regulation and respectful conduct. Empathy underpins kindness, inclusion and the creation of safe relationships. Expertise, Engagement and Excellence mirror our academic expectations—taking responsibility for learning, contributing positively to class and meeting commitments. Enthusiasm and Empowerment connect to active participation in school life, confidence in using one's strengths and pride in contributing to the House and College community.

By embedding the 8 E's across our College, we provide a shared language that helps students understand both **how they are invited to behave** and **who they are called to become**. These principles shape a culture where students grow as reflective learners, responsible community members and compassionate leaders. Ultimately, the 8 E's reinforce our commitment to forming young people who are not only academically prepared, but emotionally grounded, socially aware and motivated to serve—students who embody the Ignatian vision of becoming “people for others.”



# Saint Ignatius College Geelong

## Behaviour Framework

### **Positive Behaviours for Learning.**

Our College's Positive Behaviours for Learning (PBLs) were developed through a collaborative process involving both staff and students, ensuring they reflect the unique character, needs and aspirations of our community. Through discussions, workshops and classroom consultation, staff identified the behaviours that support strong learning, respectful relationships and a safe, calm environment. Students contributed their perspectives on what helps them learn best, what respectful behaviour looks like in practice and how we can work together to uphold high standards. The resulting PBLs are not generic expectations—they are tailor-made for our school, grounded in our shared experience and shaped by the values we hold as a community. They articulate the daily habits and attitudes that allow every learner to flourish and that strengthen the culture we proudly uphold.

#### **To be prepared for classes with appropriate material**

To be punctual & attend all classes/activities.

#### **To work cooperatively 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 & complete all homework on time.

#### **To behave in a way which allows others to learn.**

To be accountable for their behaviour.

#### **Laptops are closed unless requested**

No walking around the classroom

#### **Correct uniform**

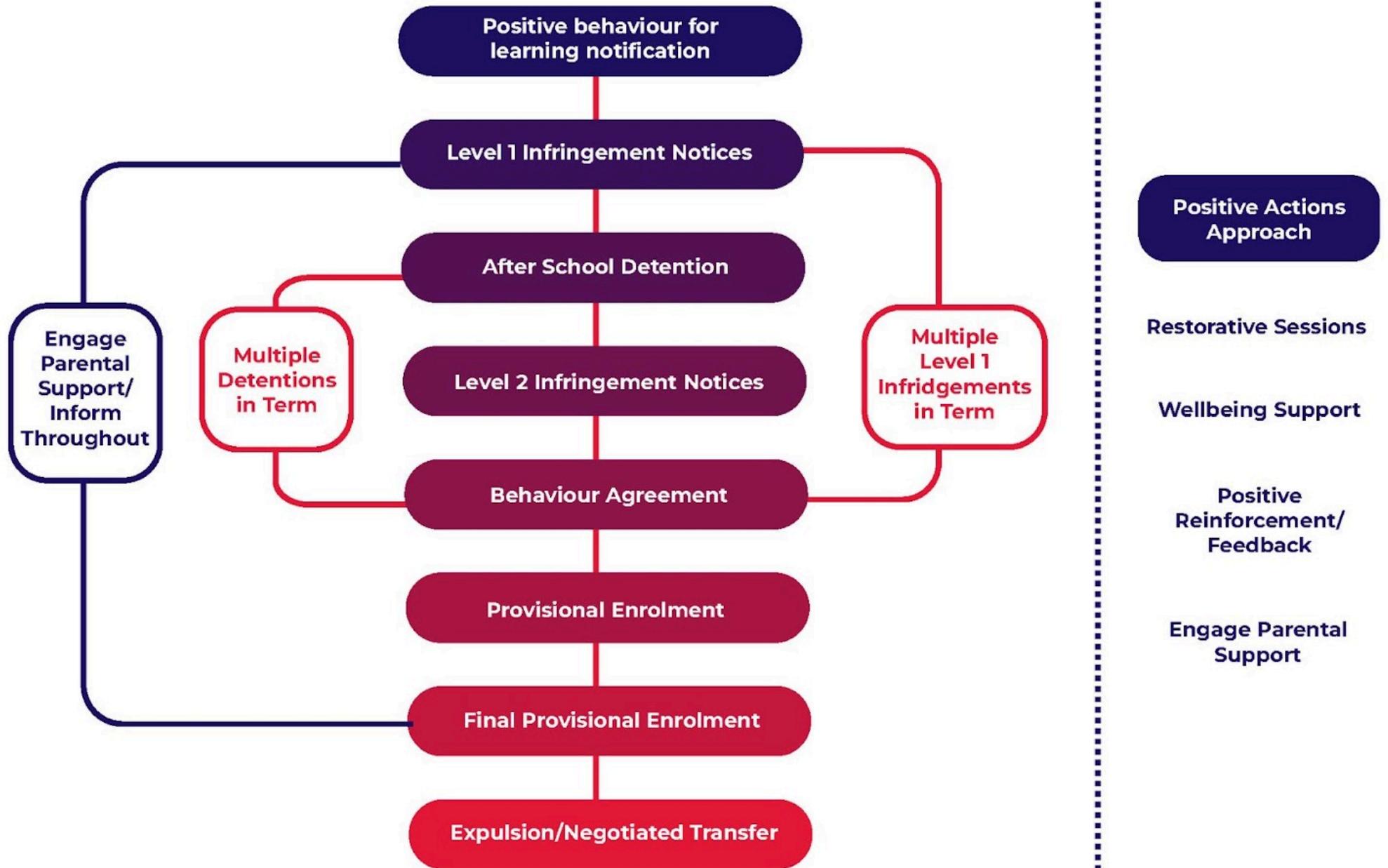
Demonstrating care for the College environment

# SICG Behaviour Expectations Framework Aligned with 8 E's of Ignatian Leadership

Ignatian Leadership Principle	Behaviour Expectation	Reflection in Positive Behaviours for Learning (PBL)	Application in the College	SICG Staff Support	Parent / Carer Support
<b>1. Emotional Efficacy</b> ( <i>Self-awareness and self-regulation in emotions and actions</i> )	Students take responsibility for their emotions and respond to challenges with maturity.	PBL encourages students to develop emotional intelligence, manage their behaviour, and take responsibility for their actions.	<ul style="list-style-type: none"> <li>- Implement <b>social-emotional learning (SEL) programs</b>.</li> <li>- Conduct <b>mindfulness exercises</b> and self-reflection journaling.</li> <li>- Use <b>restorative practices</b> for conflict resolution.</li> </ul>	Teach students strategies for managing stress and conflict, such as <b>mindfulness exercises</b> or <b>calm-down techniques</b> before responding.	Model <b>self-regulation</b> by demonstrating patience and emotional control in challenging situations at home. Encourage children to reflect on their emotions and reactions.
<b>2. Emotional Ease</b> ( <i>Creating a safe and inclusive school environment</i> )	Students foster a welcoming, inclusive, and respectful atmosphere.	PBL fosters a supportive atmosphere where students feel safe, respected, and valued.	<ul style="list-style-type: none"> <li>- Establish peer support programs to promote psychological safety.</li> <li>- Promote <b>anti-bullying &amp; inclusivity campaigns</b> and Education programs.</li> </ul>	Establish a classroom culture that prioritises <b>psychological safety</b> , where students feel valued, included, and free from judgment.	Foster a <b>supportive home environment</b> where children feel comfortable discussing their challenges. Encourage <b>open conversations</b> about emotions and well-being.
<b>3. Empathy</b> ( <i>Understanding and valuing others' perspectives</i> )	Students listen actively and treat others with kindness and respect.	PBL promotes social awareness and respectful relationships within the school community.	<ul style="list-style-type: none"> <li>- Encourage participation in social justice initiatives and community service programs.</li> <li>- Celebrate <b>diversity through cultural events &amp; discussions</b>.</li> </ul>	Integrate <b>empathy-building activities</b> like social justice and community outreach projects.	Teach children to <b>consider others' feelings</b> , especially in conflict situations. Encourage acts of kindness and social responsibility.
<b>4. Empowerment</b> ( <i>Building confidence and leadership in self and others</i> )	Students take initiative to lead, support, and inspire their peers.	PBL gives students the tools to take ownership of their learning and behavior choices.	<ul style="list-style-type: none"> <li>- Provide opportunities for student leadership (peer mentoring, student voice groups / well-being, environment, social justice).</li> <li>- Encourage students to take ownership of school events and initiatives.</li> </ul>	Provide <b>leadership opportunities</b> such as student representative councils, peer mentoring, and organising school events.	Allow young people to <b>make decisions</b> and take on responsibilities at home, reinforcing <b>accountability and leadership</b> .
<b>5. Expertise</b> ( <i>Striving for knowledge, skill, and ethical decision-making</i> )	Students approach learning and problem-solving with integrity and effort.	PBL emphasizes continuous learning, skill-building, and making informed choices.	<ul style="list-style-type: none"> <li>- Set expectations for academic honesty and critical thinking.</li> <li>- Provide mentorship and coaching for personal and academic growth.</li> </ul>	Model a love for <b>lifelong learning</b> , showing students that learning extends beyond the classroom.	Encourage a <b>growth mindset</b> by praising effort, perseverance, and ethical decision-making rather than just results.
<b>6. Enthusiasm</b> ( <i>Approaching learning and life with positivity and energy</i> )	Students engage in school life with optimism and a growth mindset.	PBL promotes engagement and intrinsic motivation by recognizing and reinforcing positive behaviours.	<ul style="list-style-type: none"> <li>- Foster a culture where effort and passion are celebrated (e.g., student-led clubs, creative projects).</li> <li>- Encourage active participation in co-curricular activities.</li> </ul>	Infuse enthusiasm into lessons, making learning <b>engaging, interactive, and meaningful</b> .	Support and <b>celebrate children's passions</b> , encouraging them to pursue hobbies and interests.
<b>7. Engagement</b> ( <i>Being fully present and committed to personal and communal growth</i> )	Students commit to learning, participation, and relationships.	PBL ensures students are fully engaged in their education and contribute positively to their school.	<ul style="list-style-type: none"> <li>- Expect students to be reliable and consistent in their responsibilities.</li> <li>- Encourage <b>student voice in decision-making</b>.</li> <li>- Facilitate <b>co-curricular activities &amp; clubs</b>.</li> </ul>	Foster <b>active participation</b> in class by encouraging collaboration and critical thinking.	Show <b>active involvement</b> in their child's education by attending school events, supporting homework, and <b>engaging in discussions</b> about learning.
<b>8. Excellence</b> ( <i>Pursuing the Magis – being the best version of oneself</i> )	Students strive for personal growth, integrity, and service.	PBL fosters a culture of high expectations, personal growth, and continuous improvement.	<ul style="list-style-type: none"> <li>- Recognise students who demonstrate resilience, effort, and ethical leadership.</li> <li>- Encourage students to set personal and academic goals aligned with Ignatian values.</li> </ul>	Set <b>high but realistic expectations</b> , guiding students to push their boundaries while supporting their growth.	Instill values of <b>integrity, perseverance, and service</b> , teaching children to strive for <b>personal excellence</b> rather than just external achievements.



# Saint Ignatius College Geelong Behavioural Management Approach

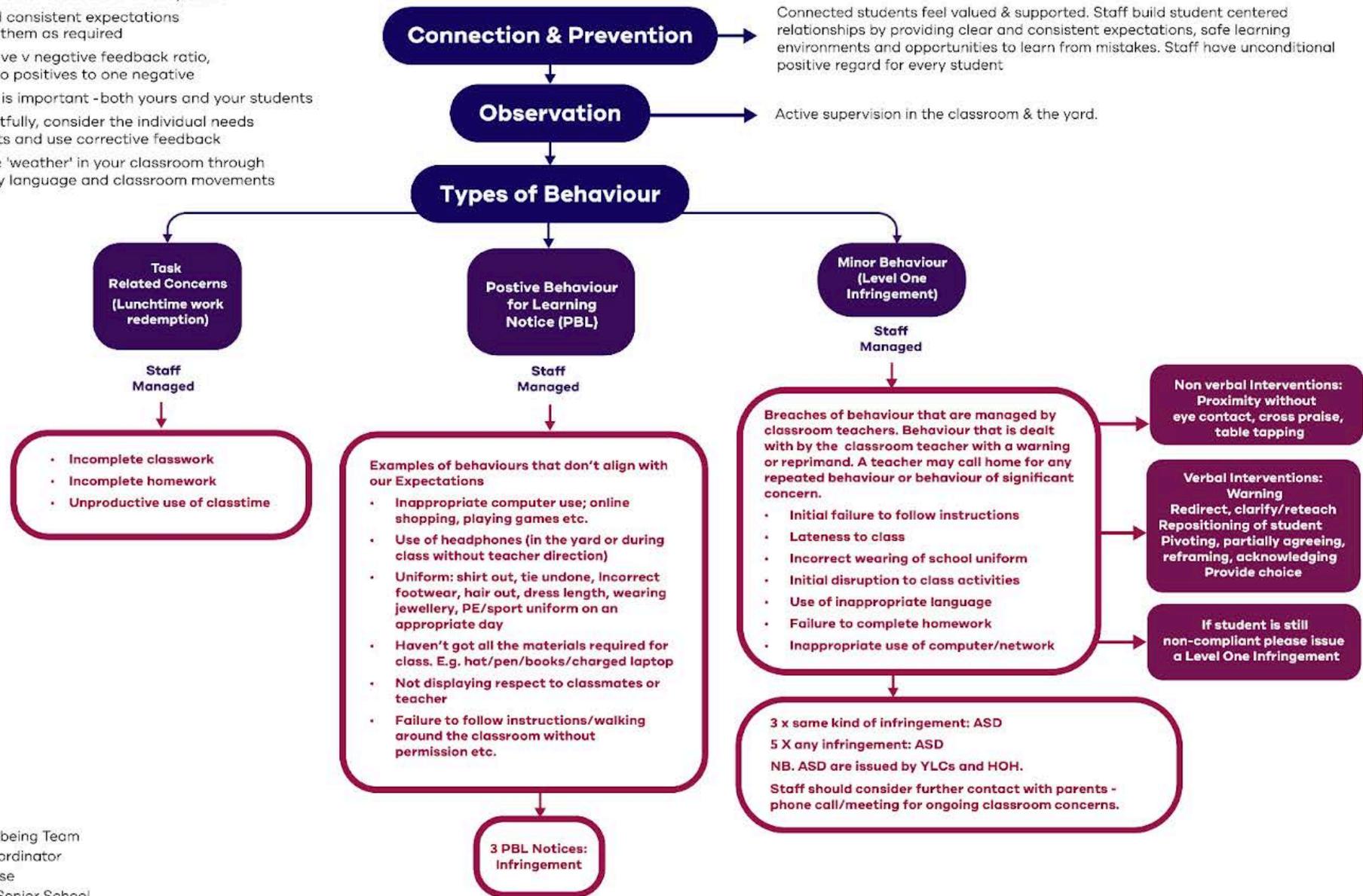




# Saint Ignatius College Geelong Behavioural Management Approach

## Creating a positive learning environment

- Be on time and ready to teach
- Know your students. Greet them as they arrive
- Have clear and consistent expectations  
- refer back to them as required
- Consider positive v negative feedback ratio,  
for example two positives to one negative
- Accountability is important -both yours and your students
- Engage respectfully, consider the individual needs  
of your students and use corrective feedback
- You control the 'weather' in your classroom through  
your tone, body language and classroom movements



Definitions:  
 SWT - Student Wellbeing Team  
 YLC -Year Level Coordinator  
 HoH - Head of House  
 DoSS - Director of Senior School  
 ASD - After school detention



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### Connection & Prevention

Connected students feel valued & supported. Staff build student centered relationships by providing clear and consistent expectations, safe learning environments and opportunities to learn from mistakes. Staff have unconditional positive regard for every student

### Observation

Active supervision in the classroom & the yard.

### Types of Behaviour

### Major Behaviour Breaches (Level Two Infringement)

YLC/HOH  
Managed

#### Breaches of behaviour that require additional support of YLC/HOH and/or SWT members.

- Any behaviour that requires a student to be removed from the classroom.
- Refusal to follow reasonable instructions.
- Behaviour that causes damage to property, including graffiti.
- Smoking/vaping.
- Instances of Level One behaviour that are continued, despite warnings
- Truancy.
- Highly inappropriate use of computer/network
- Physical altercation
- Academic dishonesty
- Lateness Mentor Time (x3)

#### Investigation by HOH/YLC and parent meetings will be held in relation to the following:

- Verbal abuse of staff or students.
- Behaviour in which a student does not display courtesy and respect to members of the college

Contact SWT Member  
(YLC/HoH/DoSS)

SWT will remove student  
from the classroom/yard

SWT discusses with internal stakeholders,  
gathers students account

Notes entered on Xuno.  
Parents contacted (level 2 infringement issued)  
issued) by HoH/YLC

Restorative Reflection and follow up.  
Student returns to class/yard if safe/appropriate

Instances of Level Two incidents will always require contact with the students' parent/carer either by phone or email.

Consequences of the behaviour will be determined in the process of contact with the parent/carer and student. These consequences are only issued by HOH or YLC and may include;

- Catch up classes for lost time
  - Restorative conversation
  - Reimbursement for damage
  - Monitoring book/Behaviour Agreement
  - Behaviour management plan (wellbeing support)
  - After school detention
  - Student free day detention
  - Suspension
- Suspended students will have a reentry meeting with a parent/carer, and a member of SWT prior to returning to class*

#### Definitions:

SWT - Student Wellbeing Team

YLC -Year Level Coordinator

HoH - Head of House

DoSS - Director of Senior School

ASD - After school detention



# Saint Ignatius College Geelong Behaviour Framework

## Positive Behaviours for Learning

**Positive Behaviours for Learning (PBL)** is a **whole-school framework** that promotes **safe, supportive, and engaging learning environments** by reinforcing positive behaviours. Instead of focusing solely on punishing negative behaviour, PBL proactively teaches and encourages students to meet clear expectations.

Components of PBL	How Does PBL Work	Benefits of PB
<p><b>Clear Expectations</b> – Schools define expected behaviours and explicitly teach them.</p> <p><b>Consistent Approach</b> – Staff consistently reinforce and acknowledge positive behaviour.</p> <p><b>Proactive Strategies</b> – Behavioural expectations are taught <b>before</b> issues arise.</p> <p><b>Data-Driven</b> – Schools track behaviour trends and adjust strategies accordingly.</p> <p><b>Supportive Environment</b> – Encourages a <b>restorative</b> rather than punitive approach.</p>	<p><b>Define Expectations</b> – Schools establish clear, positively stated rules (e.g., "Be respectful, Be responsible, Be safe").</p> <p><b>Teach Expected Behaviours</b> – Explicitly teach students how to meet these expectations.</p> <p><b>Acknowledge &amp; Reinforce</b> – Praise and reward positive behaviour rather than only reacting to negative behaviour.</p> <p><b>Correct &amp; Reteach</b> – When students struggle, they receive guidance and reflection opportunities rather than immediate punitive measures.</p> <p><b>Monitor &amp; Improve</b> – Schools use data to refine behavioural strategies.</p>	<p><b>Reduces Classroom Disruptions</b> – More time for learning, less time managing behaviour.</p> <p><b>Promotes Self-Discipline &amp; Responsibility</b> – Encourages students to take ownership of their actions.</p> <p><b>Strengthens Student-Teacher Relationships</b> – Focuses on encouragement rather than punishment.</p> <p><b>Improves School Culture</b> – Creates a positive, respectful, and safe learning environment.</p> <p><b>Supports Academic Success</b> – A structured environment allows students to focus on learning.</p>

## Positive Behaviour Learning Improvement Notice

Positive Behaviours for Learning	Examples of behaviours that don't align with our Expectations	Positive Response	Reminder Response
<p>To be prepared for classes with appropriate material</p> <p>To be punctual &amp; attend all classes/activities.</p> <p>To work cooperatively with others.</p> <p>To listen to and learn from others.</p> <p>To explore and express relevant and thoughtful ideas and opinions.</p> <p>To complete set work to the best of their ability &amp; complete all homework on time.</p> <p>To behave in a way which allows others to learn.</p> <p>To be accountable for their behaviour.</p> <p>Laptops are closed unless requested</p> <p>No walking around the classroom</p> <p>Correct uniform</p> <p>Demonstrating care for the College environment</p>	<p><i>Inappropriate computer use; online shopping, playing games, computer open without being requested etc.</i></p> <p><i>Use of headphones (in the yard or during class without teacher direction)</i></p> <p><i>Minor Uniform: shirt out, tie undone, hair out, dress length, inappropriate earrings.</i></p> <p><i>Haven't got all the materials required for class. E.g. hat/pen/charged laptop</i></p> <p><i>Walking around the classroom without permission</i></p> <p><i>Throwing rubbish</i></p> <p><i>Failure to follow instructions</i></p> <p><i>Not working cooperatively with others</i></p> <p><i>Student removed from class to re-set</i></p> <p><b>FURTHER DEVELOPMENT</b></p>	<p><b>Student Issued with an AFFIRMATION</b></p> <p>For demonstrating positive learning behaviours in class.</p> <p>Acknowledging Positive Change: if a student receives a PBL Reminder Notice but improves their behaviour a teacher can acknowledge this with a positive affirmation.</p>	<p><b>Student issued with a Positive Behaviour Learning Notice through XUNO (emailed home - same process as infringement)</b></p> <p>E.g. 'shirt untucked'</p> <p><b>"As part of our Positive Behaviours for Learning approach, we encourage pride in appearance. Please ensure your young person's uniform meets school expectations."</b></p> <p>This can also be linked to one of the 8 E's of Ignatian Leadership which will form the basis for our Behaviour Framework</p> <p><b>Excellence: Striving for high standards, including personal presentation and respect for school uniform guidelines.</b></p>

**NOTE: Students who receive 3 PBL Reminders will automatically receive a Level 1 Infringement**



# Saint Ignatius College Geelong

## Behaviour Framework

### COLLEGE INFRINGEMENT SYSTEM

Our College Infringement System plays a vital role in upholding the standards, expectations, and shared values of our community. It provides a clear, consistent, and fair structure that supports students to take responsibility for their actions and understand the impact of their choices on themselves and others. By addressing concerns early and constructively, the system promotes a safe, respectful and orderly learning environment where all students can thrive. Importantly, it reinforces the connection between behaviour, personal growth, and the Ignatian principles that guide our College. Through clear processes and meaningful follow-up, our Infringement System ensures every student is supported to learn from their experiences, make positive changes, and contribute to the wellbeing of the whole community.

#### LEVEL 1 INFRINGEMENT (Minor Infringements)

Level 1 Infringement (Minor Infringement)	Examples of Unacceptable Behaviour	Possible Response	CLASSROOM / YARD TEACHER
Breaches of behaviour that are managed by classroom teachers, in communication with Mentors and YLCs / HoH.	Any behaviour that is counter to the Behaviour Framework. <b>Behaviour that is dealt with by the classroom teacher</b> with a prior warning or reprimand. <ul style="list-style-type: none"><li>- Failure to follow instructions or direction</li><li>- Aggressive or argumentative behaviour</li><li>- Incorrect wearing of school uniform</li><li>- Initial disruption to class activities</li><li>- Use of inappropriate language</li><li>- Failure to complete homework</li><li>- Inappropriate use of computer / network</li></ul>	Non-verbal intervention  Verbal Warning.  Movement of student within the class.  Email to parent / Mentor / YLC - HoH  <b>Student issued with an infringement notice.</b>  Communication with Parent/Guardian	



# Saint Ignatius College Geelong

## Behaviour Framework

### LEVEL 2 INFRINGEMENT (Major Infringements)

Level 2 Infringement (Major Infringement)	Examples of Unacceptable Behaviour	Possible Response	YEAR LEVEL COORDINATOR / HEAD OF HOUSE / DIRECTORS & DEPUTY PRINCIPALS
Breaches of behaviour that require additional support of YLC's / HoH / Directors or Deputy Principals.	Instances of Level One behaviour that are continued; despite warnings. Or any of the following: <ul style="list-style-type: none"> <li>- Behaviour in which a student does not display courtesy and respect to members of the college community.</li> <li>- <b>Refusal</b> to follow reasonable instructions.</li> <li>- Verbal abuse of staff or students.</li> <li>- Behaviour that causes damage to property, including graffiti.</li> <li>- Smoking / Vaping</li> <li>- Truancy / Absent from Class without permission.</li> <li>- Highly inappropriate use of computer network</li> <li>- Continued bullying or harassment</li> <li>- Racism</li> <li>- Physical Altercation</li> <li>- Congregating in the toilets (group of 3 or more)</li> <li>- Leaving the Campus without permission</li> </ul>	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/HoH, student and parents / carers. Consequences are specific to the behaviour, and need to be initiated in conjunction with College policies, some include: <ul style="list-style-type: none"> <li>- Internal / external suspension</li> <li>- Student Free Day Detention</li> <li>- After School Detention</li> <li>- Behaviour Agreement</li> <li>- Behaviour Management Plan</li> <li>- Provisional Enrolment</li> </ul>	



# Saint Ignatius College Geelong

## Behaviour Framework

### LEVEL 3 INFRINGEMENT (Critical Infringements)

Level 3 Infringement (Critical Infringements)	Examples of Unacceptable Behaviour	Possible Response	PRINCIPAL / DEPUTY PRINCIPAL
Breaches of behaviour that require formal response of Principal / Deputy Principal. The College may consult with MACS when determining outcome of issue.	Instances of Level Two behaviour that are continued, despite the application of Level Two restorative responses. <ul style="list-style-type: none"><li>- Behaviour that constitutes a threat to the health and safety of a member of the college community.</li><li>- The possession of dangerous objects.</li><li>- Threatening behaviour.</li><li>- Allegations relating to sexual harassment or bullying.</li><li>- Possession of substances such as alcohol or drugs etc.</li><li>- illegal / extremely inappropriate use of computer / network</li></ul>	Immediate withdrawal from classes. <ul style="list-style-type: none"><li>- External suspension until an interview is established with the Principal / Deputy Principal, student and parents.</li><li>- Consequences of the behaviour will be determined in the process of interview with the parents.</li></ul> These may include: <ul style="list-style-type: none"><li>- Consequences as for Level Two</li><li>- Negotiated transfer to another School or educational institution.</li><li>- Expulsion</li></ul>	



# Saint Ignatius College Geelong

## Behaviour Framework

### SCHOOL RULES

The School Rules are to be read in conjunction with the Behaviour Framework and the College Infringement System.

Students who become members of the College must know the School Rules. A plea of ignorance of them will not be accepted as an excuse for breaking them. All students are to comply with the Rules and parents are asked to support the College in their application.

#### Alcohol

No student is permitted to have alcohol in their possession, or to drink alcohol in the School, at School functions, While wearing the School uniform, or in circumstances which are liable to bring the School into disrepute.

#### Appearance

Please refer to the Uniform Guidelines

#### Attendance/Absence

It is the policy of the College that all students are in full attendance, including the first and last days of term. Extended Leave of absence may be granted by the Principal only, for illness or urgent family matters.

In the event of a student being absent from school due to illness, the School should be notified by calling 5251 1136 or the Absentee email address before 10:00am on the day of absence.

#### Behaviour in Public Places

Impeccable behaviour is required of all students at all times, particularly when wearing the School uniform in public places. Full School Uniform must be worn when travelling to and from the School.

#### Bicycles

Bicycles must not be ridden around the School buildings or covered ways or on the playing fields. Under no circumstances is a student allowed to use another student's bicycle, or to carry another student as a passenger. Traffic regulations must be observed at all times and helmets must be worn.

Bicycles parked in the bicycle racks near St Thomas must be secured with a padlock and chain. The College takes no responsibility for the loss of property.

#### Boundaries

*The following areas are out of bounds:*

Staff offices, unless in consultation with the staff member occupying the office.

St Thomas Primary School

Roadways behind the Senior Mackillop Centre

Bush area behind the Tennis courts

Classrooms during recess and lunch unless supervised by staff member or wet weather program

East side of swell drain on the oval

All carparks except for the purpose of genuine transport. Roofs of buildings or covered ways.

Work sites for new buildings.

Changing rooms, except for the purposes of changing for sport/PE.

The Single Gymnasium during recess and lunch unless supervised by a staff member

The Companion Centre during recess and lunch unless supervised by a staff member

#### Co-curricular Activities

Students are encouraged to take part in co-curricular activities. Membership of school teams, Choir, Orchestra, Sport and other ensembles or similar groups is a privilege and an educational opportunity of great value. Student's selected for any of these groups should attend all practices and rehearsals as required.



# Saint Ignatius College Geelong

## Behaviour Framework

### **Damage to School Property**

Damage to school property must be reported to the Facilities and Site Manager and any deliberate/intentional damage must be paid for, this includes another students laptop. Students showing disregard for property will be given detention.

### **Driving to School**

No student is allowed to drive a car or motorcycle within the School grounds or to school without the Director of Senior School's permission. A student driving a car may not carry, as passengers, other members of the School without the completion of the consent form from all the parents concerned and the approval of the Director of Senior School.

### **Drugs**

No student is permitted to have any prohibited drug in his or her possession on any occasion under the College's control. Police are advised of any breaches of this rule. Please refer to the College's Drug and Alcohol Policy

### **Firearms / Weapons**

The possession of firearms (real or imitation), cartridges or explosives of any kind, crackers, fireworks, shanghaies, peashooters, laser lights, water pistols, tasers and knives is strictly forbidden and will be regarded as a serious offence.

### **Gaming**

Students are not permitted to game, at any time, during the School day.

### **Single Gymnasium and Companions Centre**

No students are allowed in the Single Gymnasium or Companions Centre without the permission of a staff member.

### **Injuries/Illness**

Students feeling ill should report this to their class teacher before going to the front office. No medication, pills or tablets are allowed in the College unless first approved. Generally, all medications must be retained in the Front Office. Any serious incident where a student sustains a significant physical injury must be reported to the Front Office.

### **Leaving the School grounds during the day**

No student may leave the College grounds during the school day without parental / guardian permission. If leave is granted the student must sign out on departure and sign in on return. In the event of illness, students must first report to the Front Office.

### **Mobile Phones**

Students who bring mobile phones to school must store them securely in their pouches / locker throughout the school day. No responsibility can be accepted for their loss.

### **Money and Valuables**

Money and/or valuables should be kept secure in a locked locker unless carried on your person. Students participating in Physical Education should hand valuables to the supervising teacher for safe keeping, otherwise no responsibility can be accepted for their loss.

### **Smoking/Vaping**

No student is permitted to have in his or her possession cigarettes, e-cigarettes, vapes, matches or tobacco, or to smoke in the School, at School functions or while wearing the School uniform. Please refer to the Drug and Alcohol Policy for details.



# Saint Ignatius College Geelong Uniform Guidelines

## General Uniform Guidelines:

- Students should be well-groomed and neatly presented at all times.
- Uniforms should be clean, well-maintained (e.g., shirts tucked in, ties tied correctly, shoes polished).
- Students must have summer, winter, and sports uniforms.
- Dress and winter skirt lengths must be at or below knee height.
- The Principal/Deputy Principals decide final uniform matters.

### Uniform Exceptions:

If not in full uniform, a signed parent/carer note is required. Resolve uniform issues within a week of presenting the note.

### Blazer:

Required for excursions and formal events in Terms 1 & 4.

Worn as outer garment to/from school in Terms 2 & 3 (except when riding).

### School Hat:

Compulsory during lunch and recess in Terms 1 & 4. Sports cap/bucket hat allowed for P.E.

### School Bags:

Must be an SICG logo backpack.

### Labelling:

All items must be clearly labelled with the student's full name.

### Uniform Changeover:

**Summer Uniform:** Terms 1 & 4

**Winter Uniform:** Can be worn all year round. There is a two week change over in Term 2.

### Jewellery:

Wristwatch, one plain gold/silver sleeper or stud (max. 5c size) per ear. No visible chains, rings, bracelets, or multiple piercings.

### Piercings:

No facial piercings (including tongue). Clear piercings/bandaids not allowed.

### Tattoos:

No visible tattoos while in school uniform.

### Cosmetics:

No make-up or fake tan. Only clear nail polish allowed (no shellac).

### Hairstyles:

Simple, neat styles. No extreme/unnatural colours or cuts. Long hair must be tied back. No hair extensions or undercuts.

### Undergarments:

Must not be visible.

### Clean-Shaven:

Male students must be clean-shaven.

### Beanies:

Not permitted at school or to/from school.

## Sports Uniform

- House Sports Polo top – Gold /Red/Green/Blue houses both in Short Sleeve and Long Sleeve options
- Softshell Sports Jacket – Navy with Red Piping and School logo, both water proof and polar fleece lined
- Sports Rugby top – Navy/Red/White Poly Cotton Rugby with Logo
- Sport Short – Available in 2 lengths – Short and Long – Ink Navy Stretch Microfibre with school logo
- Sport Track pant – Poly Cotton Nylon tapered leg with elastic cuff and crest
- Sport Sock – White/red with Navy cushion foot
- Bathers – Jammers/Racer back Bather and Rash Vest (optional)

## Summer Uniform



- White striped open neck short sleeve shirt with crest
- Navy blazer with school logo
- Grey melange short
- Grey/Red/Navy/White ankle sock
- Black lace up shoe - leather heeled shoe (polishable)

Or

- Navy/Red/White striped dress, at or below knee
- Navy blazer with school logo
- White with Navy/Red stripe school socks.
- Black lace up shoe - leather heeled shoe (polishable)

Or

- White striped open neck short sleeve shirt relaxed or tapered fit
- Charcoal shorts worn with blazer and black lace up shoes
- White with Navy/Red stripe school socks.



Hats are compulsory during lunch and recess in Terms 1 & 4. Sports cap/bucket hat allowed for P.E.



## Winter Uniform



- White striped closed neck long sleeve shirt with crest
- Navy/Red striped tie
- Red woollen pullover
- Navy blazer with school logo
- Grey/Red/Navy/White ankle sock
- Black lace up shoe - leather heeled shoe (polishable)

Or

- Navy/Red striped winter skirt, below knee length
- White striped St Ignatius closed neck Long Sleeve shirt with school logo

- Navy tight or navy knee high sock
- Red woollen pullover
- Navy blazer with school logo
- Black lace up shoe - leather heeled shoe (polishable)

Or

- White striped St Ignatius closed neck Long Sleeve shirt with crest

- Navy tight or navy knee high sock
- Red woollen pullover
- Navy blazer with school logo
- Black lace up shoe - leather heeled shoe (polishable)
- Charcoal slacks (worn with all of the above item)



### Winter Jacket

To be worn over blazer or over sports uniform only.

## Appropriate Footwear



### Sports Uniform

Sport shoes need to be predominately WHITE, GREY, NAVY or BLACK in colour. Soft canvas shoes, sports shoes without laces, skate style shoes and ankle boots are not suitable for sporting activities.



### Regular Uniform

Footwear complements the uniform and allows students to safely participate in school activities. Shoes must be black leather, able to be polished and enclosed. No zipper shoes are permitted.



# Saint Ignatius College Geelong

## Behaviour Framework

### RESPONDING TO BREACHES OF BEHAVIOUR EXPECTATIONS

#### **Reset Reengage Procedure**

The *re-set and re-engage* procedure is a supportive approach used to help students restore focus, regulate their behaviour, and return to learning successfully. It provides a brief, structured opportunity for a student to pause, step away from the immediate situation, and re-set their mindset. During this time, the student reflects on what has happened, identifies what needs to change, and prepares to re-engage positively with the class. The process promotes responsibility, emotional regulation, and respectful behaviour, ensuring that learning can continue safely and productively for everyone.

#### **Lunchtime Redemption**

The *lunchtime redemption* procedure provides students with an opportunity to take responsibility for their actions and repair any disruption caused during learning time. Held during part of lunchtime, it serves as a restorative consequence where students complete unfinished work, reflect on their behaviour, or undertake tasks that support repairing relationships or the learning environment. The focus is not punishment, but growth: helping students understand expectations, make amends, and return to class ready to engage positively and meet the College's behavioural standards.

#### **After School Detention**

After School Detentions are issued by the Year Level Coordinator / Head of House 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 School Detentions operate on a Tuesday afternoons from 3.15pm – 4.15pm every week in the Arrupe Room. The After School Detentions are supervised by the YLC / Head of House or Deputy Principal.

Students who are issued with a detention will receive a XUNO notification sent to the parents / guardians via email. The YLC / Head of House will give the student one week's notice that will allow the Parents / Guardians to make the necessary arrangement in relation to transport etc.

##### *Non Attendance:*

If a student fails to attend an After School Detention the YLC / Head of House will follow up with the students the following day to outline the reasons for his/her absence.

The YLC / Head of House will issue the student with another After School Detention the following week.

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

#### **Student Free Day Detention**

A *Student Free Day Detention* is used for serious or repeated behaviours that disrupt learning or compromise the safety and wellbeing of others. Held on a designated student-free day, it provides structured time for students to reflect on their choices, engage in restorative conversations, and complete any required tasks linked to their behaviour. The purpose is to emphasise accountability, reinforce College expectations, and support students in resetting their approach so they can return to school ready to participate respectfully and responsibly in the learning community. Student Free Day Detention's are issued by the Year Level Coordinator / Head of House / Director of Senior School / Deputy Principal

*Student Free Day Detention's* operate between 9.00am – 12.00pm.



# Saint Ignatius College Geelong

## Behaviour Framework

### **Suspension**

A *student suspension* is used when a serious breach of behaviour expectations has occurred, or when repeated behaviours have not improved despite prior interventions. Suspension provides a clear circuit-breaker, ensuring the safety and wellbeing of the school community while giving the student time away from the College to reflect on their actions. It also allows staff, parents, and the student to plan appropriate supports and strategies for a positive return. The aim is not punishment alone, but restoration—helping the student re-enter school ready to meet expectations and engage respectfully in learning. Suspensions are issued by the Year Level Coordinator / Head of House / Director of Senior School in consultation with the Deputy Principal.

### **Behaviour Agreement**

A *Behaviour Agreement* is a formal plan used to support a student in making sustained improvements to their behaviour. Developed collaboratively with the student, staff, and sometimes parents, it outlines specific expectations, targets, and responsibilities, along with the support structures in place to help the student succeed. The agreement sets clear boundaries, provides consistent accountability, and focuses on guiding the student towards positive, responsible, and respectful behaviour aligned with the College's values. Behaviour Agreements are issued by the Year Level Coordinator / Head of House / Director of Senior School in consultation with the Deputy Principal.

### **Provisional Enrolment**

*Provisional Enrolment* is a formal and time-limited enrolment status applied when a student's behaviour has seriously and consistently breached College expectations. It serves as a final opportunity for the student to demonstrate their commitment to meeting the standards of learning, safety, and respect required at the College. During the provisional period, clear conditions, goals, and support structures are put in place, and progress is closely monitored. The process emphasises accountability while providing the student with every opportunity to re-establish a positive and successful place within the school community. Provisional Enrolment contracts are issued by the Director of Senior School or Deputy Principal.

### **Negotiated Transfer**

When a series of incidents or a significant isolated incident occurs, and pastoral and disciplinary measures (including suspension) have failed to resolve an issue of serious inappropriate student behaviour, a negotiated transfer may be considered.

Negotiated transfer is a documented and mutually agreed move to another school. This may be considered as a way of giving a student a fresh start. It is an option in circumstances where it is judged that the student's present school is not the right environment for the student, 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.

A negotiated transfer of a student can only be authorised by Saint Ignatius College's Principal and will be considered when:

- unacceptable behaviour has occurred or has risen to a level where continued enrolment of the student at Saint Ignatius College is not in their educational interests or the interests of others in the School community
- the interventions put in place to support the student at Saint Ignatius College have not resulted in a positive change in behaviour.

The Saint Ignatius College Principal will consult with the student and their family/parents/guardians/carers/ relevant persons on appropriate alternative school settings and, where possible, arrange enrolment with another school.



# Saint Ignatius College Geelong

## Behaviour Framework

A negotiated transfer will end the enrolment agreement with Saint Ignatius College and will require enrolment in the new school.

### **Expulsion**

Expulsion of a student from Saint Ignatius College will only be considered in exceptional circumstances.

Expulsion occurs when, following consultation with the MACS Regional Office, a student's attendance at the School is permanently withdrawn by the Principal.

Expulsion involves the termination of the contract entered into at the time of the enrolment by the family/parents/guardians/carers/relevant persons. The enrolment agreement explicitly records at the time of acceptance of the enrolment of a student that unacceptable behaviour by a child may result in termination of the child's enrolment.

The Saint Ignatius College Principal will work with the student and their family/parent/guardian/carer/ relevant person to arrange enrolment with another school. The Principal will inform and seek assistance from the MACS Regional Office.

The Saint Ignatius College Principal has authority to expel a student if the student:

- behaves in such a way as to pose a danger whether actual, perceived or threatened to the health, safety or wellbeing of any person
- causes significant damage to or destruction of property
- commits, attempts to commit or is knowingly involved in theft of property
- possesses, uses or sells, or deliberately assists another person to possess, use or sell illicit substances or weapons
- fails 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
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.



# Saint Ignatius College Geelong

## Behaviour Framework

### PROCEDURES IN RESPONSE TO BEHAVIOUR

#### **Lunchtime Redemption**

Inform student they will be issued with a Lunchtime Redemption

- Allocate specific work for the student to complete during the redemption
- On XUNO select student from drop down menu.
- Under Student Management / Actions – Select *Lunchtime Work Redemption*
- Select the 'why' and complete the remaining fields in the form.
- Please ensure you select 'parents/carers to email / sms to inform

If there is an ongoing concern contact the parent/guardian.

#### **Reset – Re-engage Procedure**

Objectives:

- Maintain dignity and relationships at all stages.
- Use calm, consistent language.
- Aim to keep the student in learning wherever possible.
- Always offer a pathway back to the class community.

1. Identify the Disruptive Behaviour
2. Provide Non-Verbal or Low-Key Redirection
3. Give a Calm Verbal Redirection
4. Offer a Choice
5. Relocate Within the Classroom
6. Implement a Short Reset Outside the Classroom (5 Minutes)
  - o Noted on XUNO – Positive Behaviour for Learning Notice issued
7. Relocate & Work at Designated Location (10 - 15 Minutes approx. depend on remaining time refer to full procedure for location)
  - o Noted on XUNO – Level 1 Infringement Issued - contact parents/carers if behaviour is ongoing via phone call.

\*NOTE: Send a student to collect relocated student to complete the re-set / re-engagement process prior to the class finishing.

#### **Positive Behaviour for Learning Improvement Notice**

Inform student they will be receiving a PBL Improvement Notice

- On XUNO select student from drop down menu.
- Under Student Management / Incidents – Select *PBL Improvement Notice*
- Select the specific behaviour and complete the remaining fields in the form.
- Please ensure you select 'parents/carers to email / sms to inform

#### **Level 1 Infringement**

Inform student they will be receiving a Level Infringement Notice

- On XUNO select student from drop down menu.
- Under Student Management / Incidents – Select *Level 1 Infringement*
- Select the specific behaviour and complete the remaining fields in the form.
- Please ensure you select 'parents/carers to email / sms to inform

If writing a comment please use objective language:

Objective language

At 10:15am in Period 2 Humanities, [Student Name] called out to a peer across the room on three occasions while instructions were being delivered. After a reminder to remain quiet, the student briefly followed the instructions before resuming the behaviour.

Subjective language

[Student Name] was extremely disrespectful and annoying during class. I was very frustrated by their behaviour, and it's obvious they don't care about learning. They always act up and try to get attention.



# Saint Ignatius College Geelong

## Behaviour Framework

### BEHAVIOUR ROUTINES

Behaviour routines are incorporated into our Explicit Behaviour Framework to provide students with clear, consistent, and predictable expectations for how to act and engage in the learning environment. These routines help create a calm, structured atmosphere where students understand what is required of them and can focus on learning rather than uncertainty.

In the Junior School (Year 7,8 & 9), establishing strong behaviour routines is especially important. They lay the foundation for self-discipline, respectful interactions, and positive learning habits that students carry with them into Senior School. By embedding these routines early, we set students up for success—ensuring they transition into higher year levels with the confidence, responsibility, and skills needed to meet the more complex demands of senior learning.

#### **Routines That Support Our Positive Behaviours for Learning** **Being Prepared for Learning**

Students bring required equipment, charge their device, and organise materials at the start of each lesson.

Teachers use clear “ready to learn” cues so students know exactly how to begin.

#### **Punctuality and Smooth Transitions**

- Students arrive on time and enter learning spaces calmly.
- Structured routines for moving between activities or classrooms minimise disruption.

#### **Respectful Interactions**

- Explicit expectations for listening to others, taking turns, and speaking respectfully.
- Consistent modelling of positive language and tone by staff.

#### **Engaged and Active Learning**

- Use of learning intentions and success criteria to guide focus.
- Established protocols for group work and collaboration to ensure cooperative learning.

#### **Work Completion and Responsibility**

- Regular check-in routines for task progress.
- Systems for completing unfinished work or correcting off-task behaviour (e.g., re-set and re-engage, lunchtime redemption).

#### **Classroom Environment Expectations**

- Clear procedures for seating, device use, noise levels, and movement within the room.
- Students contribute to maintaining an orderly, safe, and positive learning space.

#### **End-of-Lesson Practices**

- Structured pack-up routines so devices and materials are stored properly.
- Calm dismissal processes to maintain respect and order.



# Saint Ignatius College Geelong

## Behaviour Framework

### POSITIVE AFFIRMATIONS / LOYOLA AWARDS

#### Positive Affirmations are...

- awarded for efforts in any of the following six areas:
  - Academic endeavour
  - Academic success
  - Contribution to Sport
  - Community Service
  - Contribution to the Arts
  - Commitment to Faith
- awarded to students who have made a positive contribution or have been successful in any one of the areas above.
- different from Loyola Awards for the same category by way of recognition and level of achievement
- entered in to XUNO under individual students – Positive Affirmations.

#### Examples of Positive Affirmations would be...

- Demonstrating perseverance when completing a task
- Displaying a high level of kindness to peers or staff
- Displaying a positive attitude in relation to school work or co-curricular activities
- Demonstrating initiative

Positive Affirmations are also utilised for our House competition.

#### Loyola Awards

Awarded to students to acknowledge and reward outstanding achievement. The awards fall in to 5 different categories:

**Academic Endeavour:** for outstanding effort in learning

- have consistently shown outstanding personal excellence in their approach to learning.
- display a consistent effort in going beyond the norm or what is expected in terms of learning.

**Academic Excellence:** for outstanding performance in studies undertaken

- have consistently shown academic excellence in a particular area of study.
- display consistent and positive participation in class.
- have consistently done their best in lessons while setting high standards of behaviour.

**Excellence in Sport:** for outstanding contribution to the team; displaying exemplary fairness and integrity

- have achieved outstanding performance, at College swimming, athletics or cross country.
- have shown outstanding skill and leadership while representing the College in sport.



# Saint Ignatius College Geelong

## Behaviour Framework

**Community Service:** for outstanding generosity and compassion to those in need

- have shown unselfishness and consideration by helping others in the College, parish or local community.
- have participated in a program or activity that benefits the College in an exemplary fashion.
- have represented Saint Ignatius College with pride.
- have displayed citizenship, consideration for others and improvements to College/parish life.

**Cultural Endeavour:** for outstanding contribution to performance in one of the following areas - music, art, visual arts, drama, dance, debating, public speaking

- have displayed significant involvement at a high standard in cultural presentations and performance.
- showed exemplary skill and commitment while representing the College in performances.
- have achieved quality participation or work in one of the following areas: Music, Art, Visual Arts, Drama, Dance, Debating or Public Speaking.

Stars/Colours/Badges are...

Issued annually to students based on the number and category of Loyola Awards they have achieved.

Stars are awarded to students based on the number and category of Loyola Awards they achieve within a single school year. All awards reset at the beginning of each new academic year.

### *Bronze Star*

- o Awarded when a student earns 3 Loyola Awards, regardless of category.

### *Silver Star*

- o Awarded when a student earns 5 or more Loyola Awards across at least 2 different categories.

### *Gold Star*

- o Awarded when a student earns 7 or more Loyola Awards across at least 3 categories.

### *Platinum Star*

- o Awarded to students who achieve 2 Gold Stars in one school year.
- o Since awards reset annually, this is a recognition of sustained excellence over time.

### *Category Achievement Star*

- o Awarded when a student earns 10 Loyola Awards in a single category within one school year.
- o This recognises exceptional dedication and achievement in one particular area.