WHOLE SCHOOL BEHAVIOUR MANAGEMENT GUIDELINES

Informed by Positive Behaviour Support and Restorative Practices within a Response To Intervention Framework

Student behaviour management policies and procedures in Catholic schools should seek to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

Based on Pastoral Care of Students in Catholic Schools Policy, CEOB, 2010 and Effective Schools Are Engaging School, Student Engagement Policy Guidelines, DEECD, 2009.
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Section 1: Guiding Principles Catholic Education Office, Ballarat (CEOB)

Student behaviour education and pastoral care – A whole-school responsibility

A Catholic school’s provision of positive behaviour education and behaviour management skillling of students ought to be pastorally driven, comprehensive, and whole-of-school in nature. Appropriate frameworks are *Response to Intervention Framework* (see diagram pg. 13), or the *National Safe Schools Framework*. The focus and intended outcome is personal resilience, the mode is prevention and primary intervention, and the application is to the school community as a whole, and to each member of the school community individually. It is within such positive and broad frameworks that a school’s student behaviour management processes for individual cases ought be formulated.

Pastoral care for the whole school community – A principal’s responsibility

The principal has responsibility for ensuring that pastoral care is extended to all members of the school community. Student wrongful behaviour can have an adverse effect on the wellbeing of students, staff members and others. Pastoral care requires the principal to ensure a just and reasonable balancing of the rights, needs, obligations and wellbeing of all concerned. In addition, the principal will sometimes need to authorise action beyond the school’s formal student behaviour management procedures, taking into consideration the particular issues, local realities, and guided by principles that include justice, respect, compassion, personal and communal safety, health, and duty of care.

Student connectedness and engagement

An essential element of wellbeing is the experience of belonging, of being connected to others in a community, being accepted and valued, and being positively involved and engaged. Schools are integral in the enhancement of student wellbeing. It follows that, when a school is addressing student behaviour that is judged inappropriate or wrongful, behaviour management processes which ensure that the student remains engaged and connected with school activities and the school community are to be preferred to those that disengage the student. It is recommended that processes that disengage not be applied unless other options have been trialled. Disengagement and disconnection are potentially harmful of student wellbeing.

Restorative Practices and Positive Behaviour Support

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour management, and is recommended for Catholic schools. A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm. Restorative measures help students learn from their mistakes, grow in self discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others. Further information may be obtained from the diocesan Catholic Education Office.
Positive Behaviour Support (PBS) is a model which is consistent with catholic values and beliefs providing strategies within a Response to Intervention (RTI) Framework. The underlying premise of both restorative practice and PBS is that positive behaviours can be taught and it is the responsibility of schools to do so.

A full explanation of the processes required under suspension, expulsion and review and appeal is detailed in **Section 5: Student Discipline Procedures – Suspension and Expulsion**

**References and Notes**

Guidelines for Student Behaviour Management as per CEOM Policy 2.26, Pastoral Care of Students in Catholic Schools, 2010

Key legislation affecting Behaviour Management policy and procedures include the *Working with Children Act 2006* (Vic); the *Children, Youth and Families Act 2005* (Vic); and the *Children and Young Person’s Act 1989* (Vic).

For information and resources available under the Australian Government’s *National Safe Schools Framework* 2004, refer to the website of the Department of Education, Employment and Workplace Relations (DEEWR)
Section 2: Creating a Positive School Culture to Support the School Wide Behaviour Policy

Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to support them. This interdependent relationship between student wellbeing and student learning is fundamental to students’ positive and successful engagement with their education. Schools should aim to promote the link between wellbeing and learning in every aspect of their curriculum, school culture and environment.

Creating a Positive School Culture that is Fair and Respectful

A Student Behaviour Management Framework will be most effective when it focuses on:
- Creating a positive school culture that is fair and respectful
- Building a safe and supportive school environment
- Expecting positive, supportive and respectful relationships that value diversity
- Promoting pro-social values and behaviours
- Encouraging student participation and student voice
- Proactively engaging with parents/carers
- Implementing preventative and early intervention approaches
- Responding to individual students and
- Linking to the local community.

A Positive culture is one that has ‘school leaders who are committed to a shared and well-developed vision of a safe, caring, respectful, supportive and inclusive school community, which sends clear messages that bullying and unacceptable behaviour are not tolerated.’

Building Respectful and Safe Schools, DEECD 2010

In a school with a positive school culture:
- Leadership teams have a vision for a strategic whole-school approach to student safety and wellbeing that includes a focus on prevention as well as management
- Staff collaboration is facilitated through a leadership approach which empowers staff to initiate and take responsibility for safe school initiatives that focus on both student and teacher wellbeing
- Leadership teams model respectful and caring interactions with staff, students and families
- Leaders understand their duty of care responsibilities for students and are mindful that an effective and well-executed policy and vision for the prevention and management of bullying and violence is fundamental to ensuring the safety and wellbeing of students in their care
- Leadership teams and teachers make optimal use of specialist support professionals available within the school and in the wider community.

The other elements of a respectful and safe school with a positive school culture, may be found in greater detail in: Building Respectful and Safe Schools, DEECD 2010
In abbreviated form these are:
- Professional Leadership
- Focus on teaching and learning
- Purposeful teaching
- Shared vision and goals
- High expectations
- Learning communities
- Stimulating and secure learning environments
- Accountability

References and Notes

Section 3: Developing School-Wide Behaviour Policy

The School-wide Behaviour Policy should include the following components:

- School Profile Statement: Rationale
- Scriptural Context
- Whole-School Prevention Statement
- Rights and Responsibilities
- Shared Expectations – School, Parents/Carers, Students
- School Actions and Consequences.

School Profile Statement: Rationale

School Profile statement should reflect a detailed understanding of the diversity of the school populations and the school community. Schools need to access a variety of data sources to gain a comprehensive understanding to understand the diversity of their school community and the well-being needs of their students, with respect to Catholic Education. The statement should be faithful to the call of the gospel, compassion, justice and reconciliation.

Scriptural Context

This statement should reflect the schools mission and is an individual and community response to Jesus’ call to: “love one another as I have loved you” (John 13; 34)

Whole-School Prevention Statement

Schools should develop a positive statement about the school’s values and philosophy, and the related programs and strategies being implemented by the school to promote positive student behaviour.

Rights and Responsibilities

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. In consultation with the whole-school community, schools should develop a statement of rights that is agreed on by and applicable to all students, teachers and parents/carers.


Schools must include a statement about bullying and cyber bullying behaviours in this section of their Student Behaviour Policy.
Shared Expectations – School, Parents/Carers, Students

Effective schools share high expectations for the whole-school community. Shared expectations are:

- Jointly negotiated, owned and implemented by all members of the school community, including students
- Clear and specific
- Focused on positive and pro-social behaviours
- Focused on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences.

School (Principals, Teachers and School Staff)
Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

School expectations should include statements that reflect;

- The school’s values
- Inclusive teaching practices
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Schools should include information on how they will address and celebrate diversity within their school community. They should consider the inclusion of the separate responsibilities of principals, teachers and wellbeing staff to ensure that students and parents/carers have a clear understanding of what can be expected from the school.

Parents/Carers
Parents/carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child’s educational progress. Parental cooperation with the school, including regular and constructive communication with school staff regarding their child’s learning and wellbeing, will actively support their child’s engagement in the school environment. Parents/carers can also be expected to support the school in maintaining a safe and respectful learning environment for all students.

Schools may choose to include more specific in their behaviour management policy on how parents/carers can support the school and their children by ensuring regular attendance, modeling positive behaviours and assisting their children with their school work.
**Students**

As students progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Students should, with support, be expected by their parents/carers and their school to participate fully in the school’s educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Demonstration of respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.

Students’ engagement, attendance and behavioural expectations should be framed using positive language to support and encourage safe and inclusive behaviour. Schools may like to include information on how students’ behaviour could contribute to the educational, social, emotional and physical development of themselves and those around them, or information on specific ways that students should relate to those around them.

Actively teaching students whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

**School Actions and Consequences**

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

When developing actions and consequences, schools must ensure that they are developed in consultation with and agreed on by representatives from the whole-school community, including students. This will foster a cohesive and consistent response to poor attendance and inappropriate behaviour. These actions and consequences should be incremental (A Staged Response – Appendix 2) and should be applied fairly and consistently.

Applying fair and consistent discipline and attendance policies that are collectively agreed on and fairly enforced increases the likelihood that student connection to school is maintained. Equal emphasis should be placed on issuing positive consequences for meeting high expectations as there is on negative consequences.

Actions and consequences should have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning should be avoided where possible.
Student engagement, regular attendance and positive behaviours are supported most effectively through relationship based whole-school and classroom practices, including:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Implementing school-wide positive and educative behaviour support strategies.

Inappropriate behaviours, including irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data based focus, including:

- Understanding the student
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program.

Broader support strategies include:

- Involving and supporting the parents/carers,
- Involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- Tutoring/peer tutoring mentoring and/or counselling
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with attendance or behaviour
- Developing individualized and flexible learning, behaviour or attendance plans (Appendix 3)
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- Involving community support agencies.

The school actions and consequences section of the School Behaviour Policy should be framed in a positive way to encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. It is important that schools use exclusions only when all other options have been exhausted or where the wellbeing or safety of another student is at risk.

**Roles and Responsibilities of the Principal and Canonical Administrator**

The principal is responsible for leading the development and implementation of the Student Behaviour Policy. The Canonical Administrator will be engaged in the development of the policy, as it will be responsible for approving the policy, monitoring its effectiveness and evaluating its success. The policy should be made available to all members of the school community.
Section 4: Promoting Positive Behaviours Through a Staged Response

A Staged Response
Positive behaviours are most effectively supported through relationship-based whole-school and classroom practices. However, it is recognised that some individuals and groups of students require additional support in the development of pro-social, positive behaviours. For most of these children and young people, the development of pro-social behaviour is achieved in stages, and requires reinforcement and acknowledgement to support each step towards positive improvement.

Some students who are at risk of disengagement from their learning require evidence-based, targeted interventions that are monitored regularly to assist them to improve their wellbeing and educational performance. These students are best supported in calm, consistent and predictable school classrooms and environments that recognise their individual needs and provide appropriate support. Students with problem behaviours can be responded to through a staged response (Appendix 2).

Prevention
Implementing preventative and early intervention strategies to support positive behaviours is a key part of a Student Behaviour Policy. Prevention and early intervention strategies should:

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for problem behaviour
- Establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- Provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Provide a physical environment conducive to positive behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour.

Intervention
When concerns arise about a student’s behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the child or young person. It is important that intervention strategies meet the following criteria:

- Targeted interventions should be based on systemic collection and analysis of data.
- Intervention strategies should include the teaching and/or building of pro-social replacement behaviours.
- Progress should be measured and support reduced slowly and gradually.
- Intervention practices should occur in the classroom as the first option and should always involve the classroom teacher/s.
- Both academic and social strategies should be addressed.
- Partnerships should involve and support parents/carers.
- The formation of a student support group is a critical element in the staged response.

**Examples of Whole-School Approaches (see Appendix 1)**

**School-Wide Positive Behaviour Support**
Introducing, modelling and reinforcing positive social behaviour are important components of a student’s educational experience. School-wide positive behaviour support (SW-PBS) promotes the proactive approach of teaching behavioural expectations and rewarding students for following them as a proactive approach rather than waiting for the misbehaviour to occur before responding. The purpose of SW-PBS is to establish a school climate in which appropriate behaviour is the norm for all students.

**Restorative Practices**

Restorative practice is a whole school approach which is supported by the implementation of social emotional learning in every class level. Restorative practice involves the use of transferable values and principles to promote social equity in relationships, empathy and personal accountability. An effective restorative approach requires a high degree of control with a high degree of support for students by teachers, to support behaviour change.

The hierarchy of restorative practices (Morrison) includes:
- Universal – reaffirming relationships through developing social and emotional skills
- Targeted – repairing relationships in the classroom, small groups, individual conferences
- Intensive – rebuilding relationships through community conferencing

Interventions will be required for the fewer number of students while the majority of students will be effectively maintained by the whole school approaches and strategies adopted by the school and detailed in the School Wide Behaviour Policy.

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**Three Tiers of Support**

The three tiers of support diagram developed to demonstrate Response to Intervention (RTI) is equally relevant to Positive Behaviours Support and Restorative Practices. The diagram illustrates that the most intensive and individual
Section 5: Student Discipline Procedures – Suspension and Expulsion

Recommended Procedures

Personalised Learning (Behaviour Management) Plan (PLP)

A recommended process for addressing individual students' behaviour management needs and assisting in their growth in responsible behaviours is the Personalised Learning (Behaviour Management) Plan. This is an agreement reached formally between the school, a student, and the student’s parents/carers (supported by authoritative advice, if and when required, in relation to the student's medical or mental health needs) regarding future behaviour of the student and the management of such behaviour. (Appendix 3)

The following matters need to be considered and written into such a plan:

- the positive, formative purpose of the plan
- duration of the plan
- expectations regarding the student's future behaviour
- means by which the student will be supported in achieving this behaviour
- means by which the student's behaviour will be monitored and managed
- circumstances which could require the plan to be amended or reviewed (eg medical or mental health advice)
- arrangements to apply following a satisfactory conclusion of the plan
- arrangements to apply if the student’s behaviour is not in accord with the plan’s stated expectations

It is recommended that the Personalised Learning (Behaviour Management) Plan be recorded in writing, signed by the parties involved, and dated.

Student Wrongful Behaviour of a Serious Nature

The CEOB understands student wrongful behaviour of a serious nature to be activity or behaviour of a student which:

- 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.

Some wrongful behaviours of a serious nature are by definition criminal offences. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not all-inclusive. When
a principal determines that a serious offence of a criminal nature has occurred, the welfare needs of the offending student(s) is paramount. The incident should be reported to the police at the earliest opportunity.

(Refer to Drugs and Schools Legal Issues PDF by visiting http://www.education.vic.gov.au/studentlearning and follow the links to programs, drug education then policy for principals and schools)

When it is judged by the school that a student has engaged in wrongful behaviour of a serious nature within the school community, it is recommended that a Behaviour Management Support Group be set up to:

- consider the behaviour of the student and the implications for the student and the school community
- consider the personal and social needs of the student, and how they may best be responded to
- determine what behaviour management action within the school’s stated processes is most appropriate
- identify strategies to assist the student, following successful behaviour management, to re-establish his/her place satisfactorily in the school community
- ensure that decisions of the Behaviour Management Support Group are implemented
- access any relevant agencies to provide support.

In arriving at decisions, the Behaviour Management Support Group aims for consensus. Where this is not achievable, the principal (or principal’s nominee) makes the decision, in accordance with school policies and directives. The decision of the Behaviour Management Support Group is recorded in writing and filed in the school records. Confidentiality should be honoured at all times.

A suggested membership is:

- the principal or his/her nominee as convenor and chairperson
- the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the student
- the parent(s) or guardian(s) of the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the parent(s)/guardian(s)
- the class teacher (primary) or the teacher nominated as having responsibility for the student (e.g. year level co-ordinator, secondary)
- a specialist person (as required) who may be of assistance, for example, the student counsellor, the parish priest or administrator (primary school – optional)

In some instances, where the behaviour of a student is deemed to threaten immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the student community, pending a meeting of the Behaviour Management Support Group. Responsibility for such a decision rests with the principal or the principal’s nominee.

Suspension and Expulsion are serious events in a young person’s life leading to disconnection from school and their school community.
‘...there is little or no documentation that the increased use of school exclusion as a disciplinary tool leads to improved student behaviour or school climate. (Skiba & Knesting, 2002)’

Teachers tend to blame school suspension and expulsion solely on specific student misbehaviour, yet the research suggests that any decision to suspend a student is the end point of a complex process involving:
- Teacher judgement
- Previous history with that student
- The immediate context of the behaviour
- The teachers’ general tolerance level
- The resources available to the teacher for managing disruptive behaviour (Skiba et al 2003)

**Suspension**

**Guiding Principles**

‘Suspended students are the least likely to have the personal or family capacity to help themselves out of their difficulties. They need school and adult support’ (ACER 2004).

Students should only be excluded from school when all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action given the student’s behaviour. If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student’s parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies. Appropriate and meaningful school work must be provided to the suspended student. This work must be consistent with work provided in the student’s classes. While completion of the work is not a requirement for re-entry to school, parents/carers can assist the process by ensuring that the work is completed.

At any time during a suspension, parents/carers can request that a student support group meeting be convened. The principal is responsible for student suspensions. The principal has two options available; in-school or out-of school suspensions. In determining which option is the most appropriate, the principal should consider the educational, social and emotional impacts on the student and school community.

One option, schools may wish to explore, is in-school suspension which can have a number of positive outcomes, both for the school and the student:

- Suspended student and the rest of the class can be continued, uninterrupted
- The need for increased, individualised academic assistance can be easily identified and be provided where required
- Time can be allocated for individual support for the suspended student and their parents/carers (if appropriate)
- Allow the school another element in the staged response, allowing out-of school suspensions to be used for the most extreme behavioural issues.
In-school suspensions should focus on encouraging students to exhibit more positive behaviour, to increase their level of participation and, where appropriate, to learn problem solving and/or conflict resolution skills. Students should be challenged, both academically and behaviourally, during the period of their suspension, and schools should use this time to provide students with an increased level of support that may not otherwise be available during class time. In-school suspensions should have an appropriate educational focus and, wherever possible, should be relevant to the behaviour for which the student was suspended.

**Grounds for Suspension**

A principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

a) Behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or

b) Commits an act of significant violence against a person or causes significant damage to or destruction of property or is knowingly involved in the theft of property; or

c) Possesses, uses, or deliberately assists another person to use prohibited drugs or substances; or

d) Fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or

e) Consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or

f) Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

**Procedures for suspension**

In determining whether to suspend a student, the principal must ensure that this response is appropriate to:

a) The behaviour for which the student is being suspended

b) The educational needs of the student

c) Any disability or additional learning needs of the student

d) The age of the student

e) The residential and social circumstances of the student.

(Appendix 5: Suspension Process Flowchart)

When a principal determines that a suspension is justified they must:

a) Convene a meeting of the student support group to:
   i. Explain to the student and their parents/carers the reasons for the suspension, the school days on which the suspension shall occur and where the suspension will occur (for example, in-school suspension)
ii. Provide contact details for additional support services to the student and their parents/carers, as appropriate

iii. Develop a Student Absence Learning Plan that outlines the school work to be undertaken during the period of suspension

iv. If the suspension is for five days, provide details of the post suspension student support group meeting

b) Ensure that:
   i. A comprehensive range of strategies, including student support groups, have been considered and implemented by the school to meet the educational, social and emotional needs of the student

If despite these strategies, the student’s inappropriate behaviour persists

c) Provide the student, their parents/carers and the Canonical Administrator with a Notice of Suspension (Appendix 6) prior to the day on which the suspension commences which must include:
   i. The summary of outcomes of previous actions that have been undertaken by the school to support the student (the staged response)
   ii. The reasons for the suspension
   iii. The school days on which the suspension shall occur
   iv. The details of the post-suspension student support group meeting, if the suspension is for five days
   v. The Student Absence Learning Plan (Appendix 4)

In-School Withdrawal

Withdrawal from class and/or other school activities, if judged necessary as a behaviour management process, is best done in-school rather than out-of-school, as this maintains a student’s connectedness and engagement with the school. It is recommended that school processes for the withdrawal of the student from some aspect(s) of the school program are structured positively to assist in the student’s return to acceptable behaviours. An example is the provision of time, in an appropriate and supervised setting, for the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal. An allocated task in keeping with such a purpose is recommended. Refer to Restorative Reflection (Appendix 11).

Some effective strategies for in-school suspension include:

- pairing the student up with an experienced teacher or appropriate staff member for the day, accompanying that teacher to classes
- Utilising staff-supervised peer support or mentoring programs
- Participating in a work-based in-school suspension (e.g. working outdoors, gardening, preparation of educational materials). However focus should not be on punitive measures such as picking up rubbish, but on work-based activities that have an educational value.
- Providing a dedicated room or area where students can complete their in school suspension under appropriate supervision
• Using the period of suspension to have the student participate in a behaviour management, conflict resolution or respectful relationships program or activities (as appropriate to the behaviour for which they were suspended)
• Utilising a restorative practice approach and ensuring that the focus of an in-school suspension is that student making amends for their behaviour (eg. fixing something they have broken or doing something for any person they may have hurt or upset as a result of their behaviour).

Out-Of-School Suspension

If out-of-school suspension is judged appropriate by the school, it is recommended that it be for the shortest time necessary. At least one day prior to the day on which the suspension is to commence, the school ought notify the student’s parent(s)/guardian(s), if possible by verbal communication initially and by confirmation in writing. The communication ought to include the reason for the suspension, the purpose of the suspension, and the date(s) on which the suspension will occur.

It is also recommended that the parent(s)/guardian(s) be offered the opportunity to participate in a meeting to consider these and other related matters, including:

• the legal and pastoral responsibilities of the parent(s)/guardian(s) during the time of suspension
• the school’s responsibility for providing learning material during the time of suspension
• the process of settling back into the school environment, and how this is to be facilitated
• arrangements for monitoring the student’s progress following his/her return to school.

If an initial verbal contact with the parent(s)/guardian(s) is not possible, it may be necessary to ask the student to take the written notice home to them as their first notification. This decision rests with the school authority, taking into account the age of the student, legal requirements, duty of care, and other relevant circumstances.

The CEOB expects that a student shall not be suspended for a total of more than nine school days in any one school year.

Procedures for Immediate Suspension

The principal may suspend a student immediately and prior to convening a student support group meeting if the student behaves in such a way that would provide the basis for a suspension ordinarily, and their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk. In such cases, principals must be aware that they have a duty of care to provide supervision of the student until they can be collected from school by a parent/ carer. If the parent/carer is unable to collect their child, the student must stay on school premises and be adequately supervised by a member of staff until the end of the school day.

The principal must:
  i. Give immediate verbal notification to the student and their parents/carers
  ii. Schedule a student support group meeting (this meeting must be held within 48 hours of the student being suspended)
iii. Provide the student and their parents/carers with a Notice of Suspension Form (Appendix 6) and a copy of the information brochure Procedures for Suspension which outlines rights and responsibilities in terms of school exclusions at the student support group meeting.

iv. Develop a Student Absence Learning Plan (Appendix 4) at the student support group meeting.

v. Schedule a post-suspension student support group meeting if the suspension is for five days.

**Period of suspension**

The maximum continuous period a student can be suspended at any one time is five school days. A student cannot be suspended for more than 9 school days in any one school year without approval from the Diocesan Director. The school must provide appropriate and meaningful school work to the suspended student during the period of the suspension.

Any suspension must end at the end of the school term in which it was imposed and not continue into the following term. If a student is to be suspended for a period which is longer than the days left in a term the student may be suspended from attending school for the remainder of the term but must return to school on the first day of the following term.

The school principal is required to seek secondary consultation and/or direct intervention support from their diocesan office to address the behavioural concerns for a student who has been suspended for five days in a school year. If a student reaches 9 days suspension, an expulsion is not the automatic consequence.

**Post-Suspension Student Support Group Meetings**

If the suspension is for five days, the principal must convene a post suspension student support group meeting on the day of the student’s return to school. The post-suspension student support group meeting should develop and consider:

a) A Personalised Learning (Behaviour Management) Plan (Appendix 3), including a review of school work undertaken while excluded from school

b) The strategies to be developed within and outside of the school to meet the educational, social and emotional needs of the student

c) The responsibilities of the student, their parents/carers, the school and any other professional participating in the meeting to support these strategies.

**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. In the case of students who are of post-compulsory school age, a wider range of options might be considered, for example, a negotiated transfer, either temporary or permanent, to the workforce, or to a higher education or training institute.

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 school community.

When Negotiated Transfer is being offered, the principal (or principal's nominee) ought provide comprehensive advice to the student and the student’s parents about the benefits this option would provide, and seek their agreement for a Negotiated Transfer.

Responsibility for negotiating a transfer is with the principal (or principal's nominee) of the school from which the student is to transfer.

The following matters need to be considered:

- the environment which would best provide for the student’s emotional, social and spiritual needs
- the school which would provide an educational program suitable to the student’s needs, abilities and aspirations
- the process by which the transfer is to be negotiated
- the support required by the student and parent(s)/guardian(s) in making the transition.

These and other relevant matters ought be included in the formal record of Negotiated Transfer. If a Negotiated Transfer is desired but cannot be arranged, the Director of Catholic Education (and, in the case of a Congregation-owned school, the relevant designated authority) is to be informed in writing, and assistance requested. If a Negotiated Transfer is still unable to be achieved, the student is to remain enrolled at their current school, unless the circumstances are such as to require expulsion.

**Expulsion**

**Expulsion Guidelines**

It is an expectation of the CEOB that expulsion of a student from a Catholic school in the Diocese of Ballarat will not occur except in the most serious of circumstances, and when the following conditions all apply:

- the student has engaged in wrongful behaviour of a serious nature (see definition above), and
- the school’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 the need to maintain order and protect the rights of others, make it necessary that the student no longer be present in that school community

Only the principal has the authority to expel a student. The CEOB expects that, prior to confirming an expulsion, the principal will:

- explain clearly to the student and the student’s parent(s)/guardian(s) the reason(s) for the intended expulsion, and provide them with an opportunity to speak on behalf of the student
in parish or regional schools, provide to the parish priest / canonical administrator as appropriate, formal written notification of the intended expulsion and the reasons for it and seek endorsement. In addition, provide to the Director of Catholic Education formal written notification of the intended expulsion, and the reasons for it, and request that the Director endorse the principal's decision.

- in Congregation-owned schools, follow the required endorsement processes of that body.

Should the decision to expel the student be confirmed, the principal must ensure that the expulsion is formally recorded in the school's files, and provide to the parent(s)/guardian(s) of the expelled student a formal Notice of Expulsion. When possible, this notice is to be issued before or on the day the expulsion is to commence, and if that is not possible as soon as possible.

This notice needs to include:

- The reason(s) for the expulsion
- The commencement date of the expulsion
- Details of the Review and/or Appeal processes available* (Review/Appeal)

Natural justice must apply, and consequently there ought be available in every school a formally authorised process by which parent(s)/guardian(s) of an expelled student, and in some circumstances the expelled student himself/herself, may have the expulsion decision reviewed and/or appealed.

**Authority for expulsion**

Every Victorian student must be guaranteed a place in a school, registered training organisation or other alternative education setting. Schools should work in partnership at a sub-regional level to ensure that expelled students are guaranteed an educational placement at another school or registered training organisation or alternative education setting in their network. Diocesan and Regional offices can provide support to ensure that all schools in a network/region can work in partnership to provide a place for any student who requires one.

The principal is responsible for student expulsions. However, expulsion from a school is the most serious consequence open to the principal. When expulsion is unavoidable, principals have a responsibility to demonstrate that expulsion is the only appropriate measure and that all other measures consistent with a staged response and the Student Behaviour Policy have been implemented in good faith by the school without success. Only the principal has the authority to expel a student from the school of which they are the principal. This responsibility cannot be delegated to any other person at the school.

**Grounds for Expulsion**

A principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):

a) The student does anything for which they could be suspended.

b) The student’s behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of
other staff and students at the school and the need to maintain the effectiveness of the school’s educational programs, an expulsion is the only available mechanism.

In determining whether to expel a student the principal must determine that expulsion of the student is appropriate to:

a) The behaviour for which the student is being expelled
b) The educational needs of the student
c) Any disability or additional learning needs of the student
d) The age of the student
e) The residential and social circumstances of the student.

**Procedures Prior to Expulsion**

Prior to an expulsion, the principal must ensure that:

a) A comprehensive range of strategies, consistent with the staged response, to meet the educational, social and emotional needs of the student has been considered and implemented by the school
b) Despite these strategies, the student’s inappropriate behaviour persists. The student and parents/carers must be informed that expulsion is being considered and must be given the opportunity to be heard. This should be undertaken through the student support group process. The principal may implement an immediate suspension pending expulsion, prior to a student support group meeting being convened, only when the principal considers that the severity of the situation and the possibility of immediate physical threat to another person warrants such action.

**Procedures for Expulsion**

If a principal considers that expulsion is justified, they must notify the diocesan director that a student support group meeting is being convened to discuss the expulsion.

When a Diocesan Director has been informed that a principal is convening such a meeting, they must nominate a member of their staff to:

i. Attend the meeting
ii. Ensure that the appropriate education, training and employment options are considered for the student
iii. Assist in implementing the course of action agreed to at the meeting.

Diocesan and school-based staff are able to provide a variety of supports to schools to ensure that individual student needs are met. These supports may include student support services officers, diocesan and regional consultants. The role of the regional staff member in the student support group meeting is to enable the school to provide relevant support to the student and their parents/carers, and to facilitate referrals to and partnerships with external support organisations when more targeted interventions are required.
The principal must convene a student support group meeting to:

i. Provide the student and their parents/carers with a Notice of Expulsion (Appendix 12) before the day on which the expulsion commences. The Notice of Expulsion must state the reason/s for the expulsion and state the date of the commencement of the expulsion.

ii. Ensure that the student and their parents/carers have the opportunity to be heard.

iii. Identify the future educational, training and/or employment options most suited to the student’s needs.

Every reasonable step must be taken to ensure that all relevant professional staff who have been working with the student can attend the meeting with the permission of the parents/carers and the student. If the student is in out-of-home care, the principal must ensure that the student’s DHS case manager attends any student support group meeting, as well as any adult with whom the student normally or regularly resides.

For additional information, see http://www.education.vic.gov.au/healthwellbeing/wellbeing/oohc/default.htm

The Canonical Administrator must be provided with a copy of the Notice of Expulsion (Appendix 8) and relevant attachments.

Following the student support group, if the principal determines that enrolment at another school and/or registered training organisation is the most appropriate option for that student, all members of the student support group must work to facilitate that enrolment.

It is the responsibility of the principal of the expelling school with support from the Diocesan Director (or nominee) to ensure that the student is enrolled at another school or registered training organisation if the student is of compulsory school age.

**Procedures Following Expulsion**

A principal who has expelled a student must, within 24 hours of the commencement of the expulsion, forward a copy of the Notice of Expulsion Proforma (Appendix 8) to the Diocesan Director, with an Expulsion Report Proforma (Appendix 9) which must contain:

a) A short statement of the history of the student’s time at the school, the grounds for the expulsion, any considerations in support of the expulsion including a comprehensive range of strategies employed to date and any representations made by the student or their parents/carers.

b) A summary of the options considered by all the student support group meetings and why expulsion is considered necessary.

c) Details of the arrangements that have been made for the continuing education and/or employment of the student.

d) Recommendations on whether any further action either at the school, local, community, regional or system level is required, including strategies at the school level to prevent the repeat of similar circumstances.

The Diocesan Director (or nominee) should work with the school to ensure the student is supported and the outcomes of the Expulsion Report are achieved.
Transition Arrangements

If a school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student. The principal of the enrolling school may be called on by the Diocesan Director at any time over a period of 12 months to provide a formal report of the status of the student’s transition. It is the responsibility of the principal of the expelling school to ensure that information relevant to the needs of the student is passed to the enrolling school or registered training organisation in accordance with the *Information Privacy Act 2000*.

Process for Review/Appeal of an Expulsion Decision

Parent(s)/guardian(s) of a student expelled from a Catholic school may, within five school days (in exceptional circumstances, ten school days) of receipt of the notice of expulsion, formally request of the canonical authority of the school that the decision be reviewed. If the student is living independently from their parent(s)/guardian(s), the student also has this right. The request must be in writing unless that is not possible, and must state the grounds on which the Review is being sought, whether the student and parent(s)/guardian(s) wish to be heard in person, and if they wish to be accompanied at the Review by another person – such a person to be named, and not acting for fee or reward.

Valid grounds for requesting a Review/Appeal are that:
- proper procedures were not followed by the school in matters related to the expulsion decision and/or that
- the full details of the case were not considered at the time (additional details to be provided) and/or that
- the decision was too severe and/or that
- the decision was unjust.

Having considered the recommendation, the canonical authority of the school will make a decision to either uphold the appeal or to reaffirm the expulsion and will formally notify this decision to the person(s) who requested the review and to the Director of Catholic Education Ballarat as stated in the current policy.

This decision will be final, and is not subject to further Review or Appeal within the Catholic Education system.

References and Notes

Refer to Drugs and Schools Legal Issues PDF by visiting [http://www.education.vic.gov.au/studentlearning](http://www.education.vic.gov.au/studentlearning) and follow the links to programs, drug education then policy for principals and schools


Section 6: Appendices

Appendix 1: School-Wide Positive Behaviour Support, Restorative Practices

Appendix 2: Staged Response Checklist

Appendix 3: Personalised Learning (Behaviour Management) Plan (PLP)

Appendix 4: Student Absence Learning Plan Template

Appendix 5: Suspension Process Flow Chart

Appendix 6: Notice of Suspension Form

Appendix 7: Expulsion Process Flow Chart

Appendix 8: Notice of Expulsion Proforma

Appendix 9: Expulsion Report Proforma

Appendix 10: Expulsion Appeal Proforma

Appendix 11: Restorative Practices Behaviour Reflection
Appendix 1: School-Wide Positive Behaviour Support, Restorative Practices

School-Wide Positive Behaviour Support (SW-PBS)

Introducing, modelling and reinforcing positive social behaviour is an important component of a student’s educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

The purpose of School-Wide Positive Behaviour Support (SW-PBS) is to establish a school climate in which appropriate behaviour is the norm for all students. It provides schools with a well-researched, evidence-based framework for improving the engagement of all students, including those with behavioural difficulties. It provides school communities with an effective, evidence based approach to creating positive, safe and engaging school environments and focuses on three levels of implementation.

The continuum of SW-PBS

**Primary Prevention** – a universal provision of school and classroom-wide systems for all students, staff and school community members. The aim is to provide highly predictable school and classroom environments through the establishment of school-wide expectations of all members of the school community and implementation of school-wide behaviour management strategies that focus on empowerment rather than control.

**Secondary Prevention** – specialised group systems for students who demonstrate at-risk behaviour.

**Tertiary Prevention** – specialized and individualised systems of support for individual students who have not had their needs adequately met through universal and group support.

This approach to behaviour management aims to create a positive, engaging and safe school environment, a culture of student competence and an open, responsive management system for school leaders, staff, students and parents/carers.

The principles that underpin SW-PBS align with the Effective Schools model. SW-PBS focuses on promoting:

- professional leadership
- establishment of shared vision and goals
- high expectations of all learners
- accountability – evidence based systems and interventions
- learning communities
- stimulating and secure learning environments

More information from:
http://www.pbis.org

Assistance to implement SW-PBS is available through Catholic Education Office Ballarat Diocese.
Restorative Practices

This framework is a whole school approach which incorporates a range of informal and formal strategies for positive student behaviour outcomes. Restorative practice involves the use of transferable values and principles to promote social equity in relationships, empathy and personal accountability. An effective restorative approach couples control with support and encourages young people to become thoughtful about their behaviour through developing empathy. Restorative Practice aims to restore and strengthen relationships and recognises the need to repair the harm created by wrong doing.

Hierarchy of Restorative Practices:
Primary Prevention – school and classroom wide systems for all students, staff and settings.
Secondary Prevention – Specialised group systems for students with at risk behaviour.
Tertiary Prevention – Specialised, individualized systems for students with high risk behaviour

Restorative Practice Framework:
• underpinned by student learning and facilitates an environment of safety, trust and connectedness (Bond et al 2001, Fuller 1999)
• promotes awareness of others, responsibility and empathy (Hopkins 2002)
• involves direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001)
• promotes relationship management rather than behaviour management (Cameron & Thorsborne 2001)
• Separates the deed from the doer (Marshall et al 2002)
• Concerned with establishing or re-establishing social equity in relationships; that is, relationships in which each person’s rights to equal dignity, concern and respect are satisfied (Morrison 2002)

Assistance is available from Catholic Education Office, Ballarat to implement or consolidate restorative practice.
## Appendix 2: Staged Response Checklist

### Stage 1: Prevention and early intervention – Creating a positive school culture

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and teach school-wide expectations for all.</td>
<td></td>
</tr>
<tr>
<td>Establish relevant school-wide prevention programs.</td>
<td></td>
</tr>
<tr>
<td>Establish consistent school-wide processes to identify students at risk of disengagement from learning.</td>
<td></td>
</tr>
<tr>
<td>Establish consistent school-wide processes and programs for early intervention.</td>
<td></td>
</tr>
</tbody>
</table>

### Stage 2: Intervention: a targeted response for individual students

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish an understanding of the life circumstances of the child/young person and how they feel.</td>
<td></td>
</tr>
<tr>
<td>Establish data collection strategies.</td>
<td></td>
</tr>
<tr>
<td>Develop the plan for improvement based on data and review regularly.</td>
<td></td>
</tr>
<tr>
<td>Explicitly teach and/or build replacement behaviours.</td>
<td></td>
</tr>
<tr>
<td>Determine strategies for the monitoring and measurement of student progress</td>
<td></td>
</tr>
<tr>
<td>Establish inclusive and consistent classroom strategies</td>
<td></td>
</tr>
<tr>
<td>Establish out-of-class support strategies</td>
<td></td>
</tr>
<tr>
<td>Establish a student support group</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Personalised Learning (Behaviour Management) Plan (PLP)

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Date of birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year level:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Review of progress should be based on collection and analysis of data
formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s
feedback from the student
feedback from the parents/carers

All decisions regarding student learning should be based on a range of data sources. Individual Learning Plans aim to personalize the teaching and learning support improvement in identified areas and should be monitored and revised regularly.

<table>
<thead>
<tr>
<th>Learning improvement goals -</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority areas for improvement.</td>
<td>List relevant learning outcomes linked to the learning improvement goals.</td>
</tr>
<tr>
<td>Consider:</td>
<td>Consider:</td>
</tr>
<tr>
<td>engagement</td>
<td>engagement</td>
</tr>
<tr>
<td>attendance</td>
<td>attendance</td>
</tr>
<tr>
<td>behaviour</td>
<td>behaviour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School and classroom strategies revised pedagogy</th>
<th>Parents/carers – expectations/support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider:</td>
<td>Identify in partnership:</td>
</tr>
<tr>
<td>• revised pedagogy</td>
<td>expectations of parents/carers</td>
</tr>
<tr>
<td>• classroom learning interventions</td>
<td>level of support that can be provided by parents/carers</td>
</tr>
<tr>
<td>• small group/individual support</td>
<td>how the school can support parents/carers</td>
</tr>
<tr>
<td>• behaviour expectations</td>
<td></td>
</tr>
</tbody>
</table>

Processes for collection of data
Identify:
data collection methods
how progress will be measured

Timeline for review and revision of plan
Individual Learning Plans should be measured and modified regularly.

Student’s comments:

Classroom teacher’s comments:

Parent’s carer’s comments:
Appendix 4: Student Absence Learning Plan Template

Students who are taking extended absences from school must have a Student Absence Learning Plan to support the education of students who are absent from school for an extended period. It may also be useful to develop a Return to School Plan for students who have been absent for an extended period.

<table>
<thead>
<tr>
<th>Student name</th>
<th>Year level</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for absence:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of last day of school:</th>
<th>Date of return to school:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of the educational program:**
Teachers/year-level coordinators should include elements of the learning program the student will be missing while away. The learning program should enable the student to more easily re-engage in class activities when they return.

**Activities for the student to undertake while away from school:**
For example, if a student is travelling, what research can they undertake, or what presentations can be prepared?

**Outcomes for the student to achieve:**

**Resources that the student may find useful:**

**Agreed role of parents/carers in supporting the absence learning program:**

**Return to school plan:**
<table>
<thead>
<tr>
<th>Contact details for the student to stay in touch:</th>
<th>School phone number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School contact person:</td>
<td></td>
</tr>
<tr>
<td>Signature of parent/carer:</td>
<td>Signature of principal:</td>
</tr>
</tbody>
</table>
Note: In determining whether to suspend a student the principal must ensure that suspension is appropriate to the student’s:

- Behaviour for which the student is being suspended
- Educational needs
- Disability or additional learning needs
- Age
- Residential and social circumstances

Suspension being considered

- Student support group convened to inform the student and their parents / carers that a suspension is being considered
- Student support group should develop a range of strategies to support the student and parents / carers to address the area of concern and avoid suspension where possible

 SUSPENSION

Immediate suspension can only be used where there are grounds for suspension normally and where the health, safety and wellbeing of themselves, staff or other students are at significant risk.

Give immediate verbal notification to the student and parent / carers.

Provide supervision on school premises until student can be collected or until the end of the school day.

Schedule a student support group within 48 hours of suspension and:

- Provide parent / carer with a notice of suspension
- Develop a Student Absence Learning Plan and a Return to School Plan (as appropriate)
- Provide Canonical authority with the Notice of Suspension

Suspension following student support group.

Convene student support group to explain to the student and parents / carers:

- The reasons for the suspension
- The school days on which the suspension will occur
- Where it will occur
- Provide contact details for additional support services
- Develop Student Absence Learning Plan

If the suspension is for five days or more, provide details of the post-suspension student support group meeting.

Provide student, parents/carers and the school council president with student’s Notice of Suspension prior to the day on which the suspension occurs.

Schedule a post-suspension student support group if the suspension is for five days.
# Appendix 6: Notice of Suspension Form

## Appendix 6 - Notice of suspension proforma

<table>
<thead>
<tr>
<th>School name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School number:</td>
<td>School phone number:</td>
</tr>
<tr>
<td>Contact person name and number:</td>
<td></td>
</tr>
</tbody>
</table>

### Student contact information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Year Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Date of birth:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
</tbody>
</table>

### Parent/carer details

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone</td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
</tbody>
</table>

### Suspension details

<table>
<thead>
<tr>
<th>Current suspension</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous suspension/s (if any) in this school year</td>
<td>From to (inclusive)</td>
</tr>
<tr>
<td>Previous suspension/s (if any) in previous school years</td>
<td>From to (inclusive)</td>
</tr>
</tbody>
</table>

Secondary consultation and/or direct intervention support must be sought from the diocesan office to address the behavioural for a student who has been suspended for five days in a school year.

**Reason for suspension**

Under Ministerial Order 184, this student was suspended for (please circle):
- threatening or endangering the health, safety or wellbeing of others
- committing an act of significant violence against a person or property or being knowingly involved in the theft of property
- possessing, using or assisting another person to use prohibited drugs or substances
- failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person

### Explanation of the circumstances leading to suspension

### Outcomes of the student support groups

<table>
<thead>
<tr>
<th>Date/s of student support groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendees</td>
</tr>
<tr>
<td>Strategies discussed</td>
</tr>
<tr>
<td>Supports (school based or internal) provided to the student</td>
</tr>
<tr>
<td>Date of post-suspension student support group (only required is suspension is for five school days)</td>
</tr>
<tr>
<td>Additional information (if required)</td>
</tr>
</tbody>
</table>

### Checklist:

Each of these boxes must be ticked and the Notice of Suspension endorsed by the principal before the student can be suspended. Refer to Element 3 of the CEOB Whole School Behaviour Guidelines: for more information.

| Student absence learning plan agreed upon at student support group is attached (for documentation purposes) and has been provided to the student and their parents/carers. | Yes / no |
| All other relevant information is attached | Yes / no |
| A copy of the Notice of Suspension has been provided to the student, their parents/carers and the Canonical Administrator. | Yes / no |
Appendix 7: Expulsion Process Flow Chart

Note: Where the principal considers that due to the severity of the situation and the possibility of immediate threat to another person, that an immediate action is required, the principal may implement an immediate suspension prior to a student support group being convened.

**PRIOR TO EXPULSION**

Principal ensures a range of strategies consistent with a stage response have been implemented.

Despite these strategies the student’s inappropriate behaviour persists.

**PROCEDURE FOR EXPULSION**

Principal is responsible for the student’s expulsion. Principal notifies the Canonical authority that a student support group is being convened to discuss expulsion.

Convene student support group to provide the student and their parents / carers with:
- Notice of Expulsion
- Expulsion Appeal Proforma
- Opportunity to be heard
- Identification of future educational and / or employment opportunities

Student support group comprises all relevant school and professional staff, the student (if appropriate) and the parent / carers.

Principal providesCanonical authority with the Notice of Expulsion and all relevant attachments.

Principal schedules a meeting with destination school or the registered training organisation. Principal provides a destination school or training organisation with all relevant documentation.
### Appendix 8: Notice of Expulsion Proforma

<table>
<thead>
<tr>
<th>School information</th>
</tr>
</thead>
<tbody>
<tr>
<td>School name</td>
</tr>
<tr>
<td>School number</td>
</tr>
<tr>
<td>Contact person name and number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student contact information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Email</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/carer details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Email</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expulsion details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencement of date of expulsion</td>
</tr>
</tbody>
</table>

**Reason for expulsion**
Under Ministerial Order 184, this student was expelled for:
- threatening or endangering the health, safety or wellbeing of others
- committing an act of significant violence against a person or property or being knowingly involved in the theft of property
- possessing, using or assisting another person to use prohibited drugs or substances
- failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person

**Explanation of the circumstances leading to expulsion**
<table>
<thead>
<tr>
<th>Outcomes of the student support groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/s of student support groups for this year (attach minutes of all previous meetings)</td>
</tr>
<tr>
<td>Date of final student support group</td>
</tr>
<tr>
<td>Attendees</td>
</tr>
<tr>
<td>Transition arrangements, including details of receiving school, registered training organisation or employer</td>
</tr>
<tr>
<td>Details of any transition supports provided</td>
</tr>
<tr>
<td>Additional information (if required)</td>
</tr>
</tbody>
</table>

- All relevant information is attached.
- A copy of the Notice of Expulsion has been provided to the student, their parents/carers and the Canonical Administrator.

Principal's name:

Date:
Appendix 9: Expulsion Report Proforma

This expulsion report must be completed by the principal and forwarded, with a copy of the Notice of Expulsion, to the diocesan director within 24 hours of the commencement of the expulsion.

<table>
<thead>
<tr>
<th><strong>School information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>School name</td>
</tr>
<tr>
<td>School number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Year Level</td>
</tr>
<tr>
<td>Date of birth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expulsion details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencement date of expulsion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Background information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide a brief history of the student's time at school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What, if any, representations have been made by the parents/carers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of prior or intervention strategies implemented</td>
</tr>
<tr>
<td>Further considerations in support of expulsion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Further action</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline transition arrangement and any further action required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other considerations (if appropriate)</th>
</tr>
</thead>
</table>
Appendix 10: Expulsion Appeal Proforma

This Expulsion Appeal proforma should be filled out by students or parents/carers wishing to appeal an expulsion from school. A copy of this expulsion appeal must be provided to the canonical authority of the school within 10 days of the start of the expulsion via mail, fax or email. It is advisable that you contact the canonical authority to confirm they received the expulsion appeal and you should keep a copy of the expulsion appeal for your records.

If you need assistance in filling out this expulsion appeal you can seek help from a friend or family member. For additional support you may wish to contact Parents Victoria on 9380 2158 or 1800 032 023 (rural callers only) or visit their website at [www.parents.victoria.asn.au](http://www.parents.victoria.asn.au).

<table>
<thead>
<tr>
<th>School information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school name (must be completed even if student is at secondary school)</td>
<td></td>
</tr>
<tr>
<td>Secondary school name</td>
<td></td>
</tr>
<tr>
<td>Current school principal name</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Date of birth:</td>
</tr>
<tr>
<td>Year level:</td>
<td>Age:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expulsion details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Start date of expulsion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide a brief history of the student’s time at school</td>
<td></td>
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</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has more than one student support group been held for the student? Yes / No (please circle one)</td>
</tr>
<tr>
<td>Have you participated in more than one student support group in the past year? Yes / No (please circle one)</td>
</tr>
<tr>
<td>What was the outcome of the final student support group (for example student will be enrolled in another school, student will begin full time employment etc)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Has the school provided you with a written notice of expulsion? Yes / No (please circle one)</td>
</tr>
<tr>
<td>Signature of parent/carer/student (if appropriate)</td>
</tr>
</tbody>
</table>
## Appendix 11: Restorative Practices Behaviour Reflection

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what happened:</td>
<td></td>
</tr>
<tr>
<td>What were you thinking at the time?</td>
<td></td>
</tr>
<tr>
<td>What have you been thinking since?</td>
<td></td>
</tr>
<tr>
<td>Did you make a good choice or not?</td>
<td></td>
</tr>
<tr>
<td>What other choices could you have made? (Try to think of three other choices)</td>
<td></td>
</tr>
<tr>
<td>Who has been affected by your behaviour?</td>
<td></td>
</tr>
<tr>
<td>How have they been affected?</td>
<td></td>
</tr>
<tr>
<td>What do you need to do to fix things up?</td>
<td></td>
</tr>
</tbody>
</table>