DIOCESE OF SALE
CATHOLIC EDUCATION LTD.

Suspension, Negotiated Transfer and Expulsion Policy and Procedures

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SUSPENSION, NEGOTIATED TRANSFER AND EXPULSION POLICY

1.0 INTRODUCTION

One of the distinguishing characteristics of the Catholic school, as part of its evangelising mission, is the respect it holds for the dignity of all human persons.

Therefore, DOSCEL holds that the development and promotion of high-quality relationships among all members of the school community are best achieved within environments that are safe, supportive, inclusive and empowering. In accordance with this belief, values to be promoted within a Catholic school's understanding and practice of pastoral care and behaviour management include love, respect, compassion, tolerance, forgiveness, reconciliation and justice.

The conduct of students as members of the school community is expected to align with these beliefs.

Working in partnership with parents and guided by values of justice, equity, integrity, respect and compassion, approaches to behaviour management in Catholic schools are underpinned by the belief that that all students require a level of behaviour that respects their rights and the rights of others to:

- Be safe and feel safe
- Learn to the best of their ability
- Express themselves
- Take responsibility for their choices.

2.0 PURPOSE

Every student in a Catholic school deserves a safe and positive learning experience where they are engaged and supported to reach their full potential.

DOSCEL's Policy and Procedures for Suspension, Negotiated Transfer and Expulsion defines grounds and procedures that must be followed by School Leadership prior to suspending, expelling or negotiating an education transfer of students in Catholic schools. It must be interpreted within the context of the law and applied under the Charter of Human Rights and Responsibilities. This means that DOSCEL's Policy and Processes for Suspension, Negotiated Transfer and Expulsion must be complied with in a manner which is consistent with the Charter.

The Catholic Education Office, Diocese of Sale ('**CEOSale**') Whole School Approach to Positive Behaviour Support outlines expectations and recommended procedures for schools. The Approach supports the development of school policies and processes to promote positive student behaviour and respond to challenging student behaviour. In addition to this, the DOSCEL Behaviour Management Policy sets out that schools will implement behaviour management policies, procedures and processes that are underpinned by whole school positive behaviour approaches and comply with relevant legislation.

It is always preferable for in-school adjustments to be implemented to develop positive student behaviour. On occasions where a student's actions may compromise the health, safety and wellbeing of other students and staff at the school, a principal may consider suspension, negotiated transfer or the expulsion of a student. When a principal activates procedures for suspension, negotiated transfer or the expulsion, it is vital that transparent, fair and supportive processes, along with appropriate checks, are in place.

3.0 DEFINITIONS

3.1 Suspension

When a student's attendance at school has been temporarily withdrawn, on the authority of the principal, for a set period of time. Suspension allows the parties involved to reflect on and enter into dialogue about the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning.

3.2 Negotiated transfer

When all other pastoral support, interventions and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour, a negotiated transfer may be considered. A negotiated transfer means a documented and mutually agreed move to another school is arranged. A negotiated transfer ends the enrolment agreement with the first school and requires enrolment in the new school.

3.3 Expulsion

Expulsion occurs when, following approval by the Chief Executive Officer of DOSCEL, Director of CEOSale, a student's attendance at their current school is permanently withdrawn by the principal. Expulsion involves the termination of the contract entered into at the time of the enrolment by the parent(s)/carer(s)/relevant person. The principal, wherever possible, will work with the student and their parent(s)/carer(s)/relevant person to arrange enrolment with another school.

3.4 Compulsory school age

It is compulsory for children and young people aged between six and 17 years of age to be enrolled in a Victorian school by their parents/guardians, unless an exemption has been granted.

Students of compulsory age are only permitted to leave school if an exemption is in place or if they are registered for home schooling. In the case of students who are of post-compulsory school age, a wider range options might be considered, including transitioning to the workforce, or to a higher education or training institute. Any application for exemption from school should be developed in consultation with the Director of Catholic Education, Diocese of Sale.

3.5 Mature Minor

DOSCEL recognises that parents and carers are significant and essential partners with schools in actively supporting and nurturing the educational and wellbeing outcomes of children and young people from early years through adolescence. For this reason, schools continue to engage parents in schooling matters even after the student has turned 18 and are legally recognised as adults. Notwithstanding this, for a variety of reasons students under the age of 18 sometimes ask to make decisions on their own behalf, without involvement of their parents. In such scenarios, the principal should, in the first instance, seek advice from the Director of Catholic Education, Diocese of Sale prior to determining whether a student is a 'mature minor'.

3.6 Relevant Person

Relevant person means:

a) where a student is living with his or her parent/s, is under 18 years of age and is not considered a mature minor –
    a. a parent;
    b. an adult nominated by the parent; or
    c. an adult from the suitable person list;
b) where a student is in out of home care –
    a. a parent;
    b. an adult who is residing with, and providing care to, the child in the out of home care arrangement; or
    c. an adult from the suitable person list;
c) where a student is considered a mature minor –
    a. an adult nominated by the student
    b. an adult from the suitable person list

3.7 Vulnerable Students and Families

DOSCEL expects that all schools will consider the special provisions that may apply where vulnerable students and families are concerned, prior to determining whether to instigate processes associated with suspension, negotiated transfer or expulsion.

Considerations include:

- **Aboriginal and Torres Strait Islander Students.** When considering a suspension for an Aboriginal or Torres Strait Islander student, a principal should notify the CEOSale Manager: Learning and Teaching to contribute to support and planning.
- **Students with Disability.** When considering suspension for a student with a disability, a principal should notify the CEOSale Manager: Learning and Teaching to contribute to support and planning.
- **Student from Culturally and Linguistically Diverse Communities (CALD).** When considering suspension for a student from within a CALD community, a principal should notify the CEOSale Manager: Learning and Teaching to contribute to support and planning.
- **Students in Out of Home Care.** When considering suspension for a student living in Out of Home Care, a Principal should notify the CEOSale Manager: Learning and Teaching to contribute to support and planning.
- **Students with mental health concerns.** When considering suspension for a student presenting with mental health concerns, a principal should ensure that they are working with the family and relevant health professionals to ensure a thorough understanding of all issues. A principal should also notify the CEOSale Manager: Learning and Teaching to contribute to support and planning.

4.0 PRINCIPLES

4.1 Fairness

All students and staff have the right to be treated fairly and with dignity in an environment that is safe, free from disruption, intimidation, harassment and discrimination. To achieve this, all schools must maintain high standards of student behaviour. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved for the student to be removed from school for a period of time, or completely. Suspension, negotiated transfer and expulsion are options available to the principal in these extenuating circumstances.

4.2 Ongoing learning

Prior to, and during processes of, suspension, negotiated transfer and expulsion, schools must ensure that, where practicable:

- the appropriate personalised learning and behaviour support strategies have been used and documented
- the appropriate support personnel available within the school system and externally have been involved.

Collaboration and genuine engagement between school staff, students and parent(s)/carer(s) is an important feature of behaviour support in Catholic schools. All should be fully aware of the school's wellbeing and behaviour support policies and practices.

4.3 Supporting vulnerable students

In implementing suspension, negotiated transfer or expulsion procedures, the principal will consider the special provisions that may apply where vulnerable students and families are concerned. These include students:

- of Aboriginal and Torres Strait Islander descent
- with disabilities
- from culturally and linguistically diverse backgrounds
- in out-of-home care
- presenting with mental health concerns.

4.4 Diversity and equity

When responding to behaviour concerns associated with a student with a disability, consideration must be given to the requirements of the *Equal Opportunity Act 2010* (Vic.), *Disability Discrimination Act 1992* (Cth), Disability Standards for Education 2005 (Cth) and *Charter of Human Rights and Responsibilities Act 2006* (Vic). These Acts require that reasonable adjustments are provided to support students with a disability to access and participate in education on the same basis as other students.

4.5 Transparency and voice

Should parent(s)/carer(s) require a support person in order to participate fully in the suspension, negotiated transfer or expulsion process, a suitable support person may be involved. The responsibility for organising a support person rests with the student or parent(s)/carer(s).

The principal must ensure that records are made and retained of any action taken in relation to behaviour support or interventions put in place for the student and, if deemed necessary, the implementation of suspension, negotiated transfer or expulsion processes.
In determining whether a student's behaviour is serious enough to warrant suspension, negotiated transfer or expulsion, the principal will consider the safety, care and wellbeing of the student, staff and other students. In such circumstances, the interests of the student shall be balanced against the common good.

5.0 PROCEDURES

5.1 DOSCEL sets out the policy and procedures for suspension, negotiated transfer and expulsion for use in schools in which it governs.

5.2 Procedures for suspension, negotiated transfer and expulsion are set out in this document;

- Procedures for Suspension in a Catholic School
- Procedures for Negotiated Transfer in a Catholic School
- Procedures for Expulsion in a Catholic School

5.3 Catholic schools in the Diocese of Sale will implement behaviour management policies, procedures and processes that are underpinned by the DOSCEL Whole School Approach to Positive Behaviour Support approaches and that comply with relevant legislation.

5.4 Catholic schools in the Diocese of Sale will implement the DOSCEL Policy and Procedures for Suspension, Negotiated Transfer and Expulsion in conjunction with the school's behaviour management, child safety and protection, critical incident and pastoral care policies.

6.0 EXPECTED OUTCOMES

6.1 Catholic schools in the Diocese of Sale will adhere to the DOSCEL Policy and Procedures for Suspension, Negotiated Transfer and Expulsion.

6.2 Schools will provide a safe and supportive environment for staff, students and members of the community.

6.3 Schools will clearly document their school wide expectations, the processes for determining behaviour consequences, and intensive support plans for students.

6.4 DOSCEL and school community members will work respectfully and collaboratively with families and communities.

7.0 REFERENCES

Catholic Education Office, Sale Diocese (2016*). Whole School Approach to Positive Behaviour Support: Universal*. Warragul: Catholic Education Office, Diocese of Sale.

Catholic Education Office, Diocese of Sale (2017). *Critical Incident Response and Management Manual.* Warragul: Catholic Education Office, Diocese of Sale.

Catholic Education Office, Diocese of Sale (2019*). Whole School Approach to Positive Behaviour Support: Intensive*. Warragul: Catholic Education Office, Diocese of Sale.

Department of Education and Training (2016). *Child Safe Standards – Managing the Risk of Child Abuse in Schools Ministerial Order No. 870, Education & Training Reform Act 2006, Gazette No. S2,* accessed 16 May 2016 from www.gazette.vic.gov.au/gazette/Gazettes2016/GG2016S002.pdf

Department of Education and Training (2018a). *Expulsion Process*. Accessed on 20 May 2019 from: https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/expulsionprocess.aspx

Department of Education and Training (2018b). *Suspension Process*. Accessed on 20 May 2019 from: https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/inschoolsuspension.aspx#link2

8.0 RELATED POLICIES

Diocese of Sale, Catholic Education Limited Behaviour Management Policy
Diocese of Sale, Catholic Education Limited Child Protection and Safety Policy
Diocese of Sale, Catholic Education Limited Critical Incident Management Policy
Diocese of Sale, Catholic Education Limited Pastoral Care Policy

9.0 REVIEW

Implementation Date: May 2020

Review Date: May 2022

Procedures for the Suspension of a Student in a Catholic School

Suspension Suspension occurs when a student's attendance at school has been temporarily withdrawn, on the authority of the principal, for a set period of time. Suspension allows the parties involved to reflect on and enter into dialogue about the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning.

Suspension in the context of this procedure is defined in two ways:

1. ***Internal suspension*** - the student is excluded from the standard instruction or educational opportunities being provided to other students, but can still undertake education activities on the school premises for the period of the suspension in the form of:
    a. *Detention* – the student is withdrawn from scheduled activities for a specified period of time, either during breaks or after school.
    b. *In-school suspension* – the student may be present at school but not participating / attending scheduled classes or activities for a specified period of time.

    In-school suspensions should focus on encouraging the student to exhibit more positive behaviours, to increase their level of participation and, where appropriate, to learn problem solving and/or conflict resolution skills.

2. ***External (out of school) suspension****:* - the student's right to attend school has been withdrawn for a defined period of time. Responsibility for the student's safety and welfare during this time is transferred to the parent(s)/carer(s)/relevant person. The student is not to be on the school premises during the period of suspension.

    An external (out of school) suspension is designed to allow a period of time when the school, parent(s)/carer(s)/relevant person(s) and the student involved can work together on the resolution of the problem that has led to the student's suspension.

Authority for Suspension

Only the principal has the authority to suspend a student from the school of which he/she is principal. A principal may not delegate his or her power to suspend a student while on the school premises.

If the principal is off the school premises, the responsibility can be delegated to the Deputy Principal or the next senior person on staff. A principal must inform the person prior to departing the premises that they have the responsibility to act on behalf of the principal. The principal holds ultimate responsibility for ensuring all processes associated with suspension are followed correctly.

Grounds for Suspension

Only the principal has authority to suspend a student if the student:

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

Suspension only applies if the student is engaged in the behaviour referred to above while at school or travelling to or from school or while engaged in any school activity away from school (including travel to and from that activity).

Note: *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 with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not exhaustive.*

When a principal determines that a serious criminal offence has occurred, the school needs to be mindful of all its duties of care, including those owed to students who are victims or offenders, and staff. The incident should be reported to the police at the earliest opportunity.

Process for Suspension

1.1 In determining whether to suspend a student, the principal must ensure that suspending the student is appropriate to:
a) the behaviour for which the student is being suspended;
b) the educational needs of the student;
c) any disability of the student;
d) the age of the student;
e) the residential and social circumstances of the student.

1.2 The principal must inform the CEOSale Manager: Learning and Teaching that suspension is being considered if the student belongs to one or more of the following cohorts:
a) Aboriginal and Torres Strait Islander
b) has a disability
c) is from a CALD background
d) lives in out of home care
e) presents with mental health issues.

1.3 Before implementing a suspension, the principal must ensure that:
a) the student has had the opportunity to be heard;
b) any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding suspension; and
c) other forms of action to address the behaviour for which the student is being suspended have been considered.

1.4 Prior to suspension taking effect, or on the day of implementing a suspension with immediate effect, the principal must:
a) identify the relevant person;

b) give verbal notification to the student and notify the relevant person via telephone or in person of the reason/s for the suspension, the school days on which the suspension shall occur, and where the suspension will occur;
c) provide contact details for additional support services to the student and their relevant person, as appropriate;
d) where the student is suspended for three days or less, provide meaningful work;
e) where the student is suspended for more than three days, develop a ***Student Absence Learning Plan*** **(Appendix 1)** and an ***Intensive Support Plan*** (if required).
f) provide the student and their relevant person with a ***Notice of Suspension*** **(Appendix 4)** which must include:
    - the reason/s for suspension; and
    - the school days on which the suspension shall occur
    - copies of the ***Student Absence Learning Plan*** and the ***Intensive Support Plan*** (if required).

1.5 The principal may implement a suspension with immediate effect if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person, at significant risk.

1.6 Where a principal implements a suspension with immediate effect, the principal may determine to expel the student while the student is on suspension, in line with *Procedures for Expulsion in a Catholic School*.

1.7 Where the principal implements a suspension with immediate effect, the principal has a duty of care to provide supervision of the student:
a) until the student is collected by a parent or a person chosen as an emergency contact for the student by the parent;
b) if the student is in out of home care, until the student is collected by an adult who is residing with, and providing care to, the student; or
c) until the end of the school day; or
d) in the case of a school camp or excursion, if paragraphs (a) or (b) do not apply, until the end of the camp or excursion.

1.8 Where the principal has implemented a suspension with immediate effect, due to student behaviour that has put the health, safety and wellbeing of themselves, or any other person at significant risk, the principal should consider if a critical incident has taken place and enact an appropriate response (see *CEOSale Critical Incident Management and Response*).

Period of Suspension

2.1 The maximum continuous period of time a student can be suspended at any given time is **three school days,** unless a longer period is approved by CEOSale Deputy Director - Catholic Identity, Leadership, Learning and Teaching. The principal must submit the ***Application for Approval of More Than 3 Consecutive Days of Suspension*** **(Appendix 2).**

2.2 Where a principal implements a suspension with immediate effect and is considering whether to expel the student, the principal may request written approval from the CEOSale Deputy Director- Catholic Identity, Leadership, Learning and Teaching for a period of suspension of greater than three days for the purpose of undertaking the expulsion procedures.

2.3 A student cannot be suspended for **more than 15 school days** in a school year without written approval from the CEOSale Deputy Director- Catholic Identity, Leadership, Learning and Teaching. The principal must submit the ***Application for Approval of More Than 15 days Suspension*** **(Appendix 3).**

2.4 If a student is suspended for a period which is longer than the days left in the term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

2.5 If a student has been suspended for 15 school days in a school year, an expulsion is not an automatic consequence.

Re-Entry Meeting

3.1 A re-entry meeting must be conducted with the parent(s)/carer(s)/relevant person before the student's return to school. The student should be present.

3.2 The principal will inform the parent(s)/carer(s)/relevant person about who will be in attendance at the re-entry meeting.

3.3 The parent(s)/carer(s)/relevant person may request that a support person attend the re-entry meeting with them. The support person may provide emotional support and reassurance. They are not an advocate. The support person's details must be provided to the principal prior to the meeting.

3.4 The principal may decide to extend the suspension if the re-entry meeting does not meet the desired outcomes.

Record Keeping

4.1 All records pertaining to any incident involving suspension must be carefully recorded, filed and retained.

4.2 DOSCEL may seek information from schools on the number, reasons for and frequency of suspensions pertaining to students.

Supporting Documentation

Appendix 1: Student Absence Learning Plan
Appendix 2: Application for Approval of More Than 3 Consecutive Days of Suspension
Appendix 3: Application for Approval of More Than 15 Days Suspension
Appendix 4: Notice of Suspension
Appendix 5: Flowchart for Suspension
Appendix 6: Checklist for Suspension

Procedures for the Negotiated Transfer of a Student in a Catholic School

Negotiated Transfer
When all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour, a negotiated transfer may be considered.

Negotiated Transfer means that a documented and mutually agreed move to another school is arranged. This may be considered as a way of giving a student a 'fresh start'.

A negotiated transfer of a student can only be authorised by the principal and will only be considered when:

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

In such circumstances, the principal will consult with the relevant CEOSale Deputy Director- Catholic Identity, Leadership, Learning and Teaching, the student and their parent(s)/carer(s)/relevant person on appropriate alternative school settings and, where possible, arrange enrolment with another school. A negotiated transfer ends the enrolment agreement with the first school and requires enrolment in the new school.

Authority for Negotiated Transfer

Only the principal has the authority to negotiate a transfer for a student from the school of which he/she is principal. A principal may not delegate his or her power to negotiate a transfer for a student while on the school premises.

If the principal is off the school premises, the responsibility can be delegated to the Deputy Principal or the next senior person on staff. A principal must inform the person prior to departing the premises that they have the responsibility to act on behalf of the principal.

The principal holds ultimate responsibility for ensuring all processes associated with a negotiated transfer of a student are followed correctly.

Grounds for Negotiated Transfer

Only the principal has authority to arrange a negotiated transfer for a student if the student:

a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
b) causes significant damage to or destruction of property;
c) commits, attempts to commit, or is knowingly involved in the theft of property;
d) possesses, uses or sells, or deliberately assists another person to possess, use or sell elicit substances or weapons;
e) 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;
f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another;

g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Negotiated transfer will only be considered if the student is engaged in the behaviour referred to above while at school or travelling to or from school or while engaged in any school activity away from school (including travel to and from that activity).

Note: *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 with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not exhaustive.*

When a principal determines that a serious criminal offence has occurred, the school needs to be mindful of all of its duties of care, including those owed to students who are victims or offenders, and staff. The incident should be reported to the police at the earliest opportunity.

Process for Negotiated Transfer

1.1 The principal must identify the relevant person.

1.2 The principal must inform the CEOSale Deputy Director- Catholic Identity, Leadership, Learning and Teaching that negotiated transfer is being considered if the student belongs to one or more of the following cohorts:

a) Aboriginal and Torres Strait Islander
b) has a disability
c) is from a CALD background.
d) lives in out of home care
e) presents with mental health issues.

Meeting

1.3 The principal is required to meet with the parent(s)/carer(s)/relevant person and student.

1.4 In the meeting, the principal is required to:

a) advise the student and their parent(s)/carer(s/ relevant person that they are considering a negotiated transfer;
b) outline the grounds for the negotiated transfer that are being considered and the evidence to support a finding that the student has engaged in relevant conduct;
c) ensure that the student and their parent(s)/carer(s)/ relevant person has the opportunity to be heard;
d) provide comprehensive advice to the student and parent(s)/carer(s)/relevant person about the potential options and the benefits a negotiated transfer would provide;
e) seek agreement from the student and parent(s)/carer(s)/relevant person for a negotiated transfer;
f) if a negotiated transfer is desired but cannot be arranged, the principal is to inform the CEOSale Deputy Director- Catholic Identity, Leadership, Learning and Teaching to request further assistance.

Decision regarding negotiated transfer

1.5 Before arranging a negotiated transfer for a student, the principal must:

a) properly, fairly and without bias consider all of the relevant matters, including the impact of the behaviour of the student on other affected parties;
b) determine whether a negotiated transfer is appropriate when compared to:

- the behaviour for which the student is being transferred;
- the educational needs of the student;
- any disability of the student;
- the age of the student;
- the magnitude and impact of the student's actions; and
- the residential and social circumstances of the student.

1.6 The principal must ensure that any information or documentation provided to by the student or their relevant person has been taken into account in making the decision regarding negotiated transfer; and

1.7 The principal must be satisfied that there have been sufficient interventions and strategies used prior to the decision to consider a negotiated transfer, and that documented evidence of exists of those interventions.

Process Following Negotiated Transfer

2.1 Once a decision to proceed with negotiated transfer has been determined, the principal must provide the student and parent(s)/carer(s) or relevant person with a ***Notice of Negotiated Transfer*** **(Appendix 7)**, which must include:

a) why a change to another setting is being proposed;
b) the school/other setting that would provide an educational program suited to the student's needs, abilities and aspirations;
c) the date of the commencement of the transfer; and
d) any additional considerations to support the transition.

2.2 In the case of a student of compulsory school age, that is, between six and 17 years of age, the principal must ensure that the student is participating as soon as practicable in one or more of the following options:

a) enrolled in another registered school
b) enrolled at a registered training organisation;
c) engaged in employment (refer to 'Exemptions from School Attendance or Enrolment) https://www.education.vic.gov.au/school/principals/spag/participation/Pages/attendanceexemption.aspx).

2.3 The principal must provide the student with meaningful work, and monitor the completion of that work, until one of the options in 2.2 is exercised.

2.4 In the case of a student beyond compulsory school age, that is, over 17 years of age, the principal should provide the student and their parent(s)/carer(s) or relevant person with information about other schools, registered training organisations, or employment agencies that may provide suitable opportunities for the student. The principal must be satisfied that the student is engaged in a suitable educational or employment pathway.

2.5 The student is to remain enrolled at their current school until the negotiated transfer process is completed, unless the circumstances are such as to require expulsion.

2.6 During the negotiated transfer process, if a student is suspended from school, they must be provided with:

a) appropriate and meaningful work this is monitored to support ongoing engagement with learning until one of the options in 2.2 is exercised;
b) appropriate wellbeing support, including counselling as deemed relevant, and in consultation with parent(s)/carer(s) or relevant person.

Record Keeping

3.1 All records pertaining to any incident involving a negotiated transfer must be carefully recorded, filed and retained.

3.2 DOSCEL may seek information from schools on the number, reasons for and frequency of negotiated transfers of students.

Supporting Documentation

Appendix 7: Notice of Negotiated Transfer
Appendix 8: Flowchart for Negotiated Transfer
Appendix 9: Checklist for Negotiated Transfer

Procedures for the Expulsion of a Student in a Catholic School

Expulsion
The expulsion of a student from a Catholic school should only be considered in exceptional circumstances.

Expulsion occurs when, following approval of the Director of CEOSale, Chief Executive Officer of DOSCEL, a student's attendance at their current school is permanently withdrawn by the principal.

Expulsion involves the termination of the contract entered into at the time of the enrolment by the parent(s)/carer(s)/relevant person.

Wherever possible, the principal will work with the student and their family to arrange enrolment with another school.

Authority for Expulsion

Only the principal has the authority to expel a student from the school of which he/she is principal. A principal may not delegate his or her power to expel a student.

The principal holds the ultimate responsibility for ensuring all processes associated with expulsion are followed correctly.

The Principal must seek approval from the Director of CEOSale, Chief Executive Officer of DOSCEL for expulsion of a student.

Grounds for Expulsion

Only the principal has authority to expel a student, if the student:

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

Expulsion will only be considered if the student is engaged in the behaviour referred to above while at school or travelling to or from school or while engaged in any school activity away from school (including travel to and from that activity).

Note: *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 with weapons, use, possession or distribution of drugs, sexual assault. This list indicative only and not exhaustive.*

When a principal determines that a serious criminal offence has occurred, the school needs to be mindful of all its duties of care, including those owed to students who are victims or offenders, and staff. The incident should be reported to the police at the earliest opportunity.

Process for Expulsion

Prior to expulsion

1.1 The principal must notify the student and their parent(s)/carer(s)/relevant person(s).

1.2 The principal must inform the Director of CEOSale, Chief Executive Officer of DOSCEL that expulsion is being considered if the student belongs to one or more of the following cohorts:

a) Aboriginal and Torres Strait Islander
b) has a disability
c) is from a CALD background
d) lives in out of home care
e) presents with mental health issues.

Behaviour Support and Intervention Meeting

1.3 The principal must convene a behaviour support and intervention meeting.

1.4 The purpose of the behaviour support and intervention meeting is to:

a) advise the student and their relevant person that the principal is considering the expulsion of the student;
b) ensure all available supports and interventions to support the behaviours of concern are considered for the student;
c) outline the grounds for expulsion that are being considered and the evidence to support a finding that the student has engaged in relevant conduct;
d) ensure the student and their relevant person have the opportunity to be heard;
e) consider the impact of the behaviour of the student on other affected parties; and
f) identify the future educational, training and/or employment options most suited to the student's needs and agree on a course of action in the event expulsion is decided.

CEOSale School Leadership Consultant Engagement & Support

1.5 The principal will seek support from their School Leadership Consultant to:

a) attend the behaviour intervention and support group meeting, where appropriate;
b) ensure all available supports and interventions to support the behaviours of concern are considered for the student;
c) ensure that alternative disciplinary measures are considered for the student;
d) ensure that the appropriate education, training and/or employment options are considered for the student; and
e) assist in implementing the course of action agreed to at the behaviour support and intervention meeting.

Prior to the meeting

1.6 Prior to the behaviour support and intervention meeting, the principal must contact the student and their parent(s)/carer(s)/relevant person and advise them of the following:

a) a copy of the information brochure ***Information for Parents and Carers about School Expulsions*** **(Appendix 10);**
b) the date, time and place for the behaviour support and intervention meeting;
c) that they are encouraged to attend the behaviour support and intervention meeting;
d) that if the student's parent(s)/carer(s)/relevant person are unable or unwilling to attend, the student may nominate another adult to attend the behaviour support and intervention meeting;
e) the matters to be discussed at the behaviour support and intervention meeting, including the impact of key issues on the affected parties;
f) the parent(s)/carer(s)/relevant person and/or the student may be accompanied at the behaviour support and intervention meeting by an independent support person of their choice who is not acting for fee or reward; and
g) that if the student and their parent(s)/carer(s)/relevant person do not attend the behaviour support and intervention meeting, the meeting may proceed in their absence and, if expulsion is decided, the course of action may be determined without the benefit of hearing from the student and their parent(s)/carer(s)/relevant person.

1.7 The principal should determine whether the assistance of an interpreter in any language (including Auslan) is required by any person who is to attend the behaviour support and intervention meeting and arrange for such assistance to be present at the meeting.

1.8 When conducting a behaviour support and intervention meeting, the principal must ensure that the meeting is conducted as informally as possible.

1.9 If the student and their parent(s)/carer(s)/relevant person do not attend the behaviour support and intervention meeting, the principal must ensure that key points discussed at the meeting are recorded in writing and sent to the student and their parent(s)/carer(s)/relevant person.

Decision regarding expulsion

1.10 Before deciding to expel a student, the principal must:

a) properly, fairly and without bias, consider all of the relevant matters, including the impact of the behaviour of the student on other affected parties;
b) determine whether the expulsion is appropriate when compared to:
   - the behaviour for which the student is being expelled;
   - the educational needs of the student;
   - any disability of the student;
   - the age of the student;
   - the magnitude and impact of the student's actions; and
   - the residential and social circumstances of the student.

1.11 Ensure that any information or documentation provided by the student or their parent(s)/carer(s)/relevant person has been taken into account when making the decision regarding expulsion.

1.12 The principal must complete and submit the ***Expulsion Report*** **(Appendix 12)** within two business days of the Behaviour Support and Intervention Meeting to seek approval for expulsion of the student from the Chief Executive Officer of DOSCEL, Director of CEOSale.

1.13 The Chief Executive Officer of DOSCEL, Director of CEOSale will inform the principal of the outcome within five business days of receiving the *Expulsion Report*.

1.14 The principal must notify the student and their parent(s)/carer(s)/relevant person of the decision to expel or not expel the student within two business days after receiving approval or denial from the Chief Executive Officer of DOSCEL, Director of CEOSale.

1.15 If the expulsion is approved, the principal must provide the student and their parent(s)/carer(s)/relevant person with the following documentation:

a) ***Notice of Expulsion*** **(Appendix 11**) which must state:

- the ground/s for the expulsion;
- the reason/s for the expulsion;
- the date of the commencement of the expulsion; and
- that the expulsion has been independently reviewed by the Chief Executive Officer of DOSCEL, Director of CEOSale.

1.16 Within one business day of the expulsion taking effect, a copy of the ***Notice of Expulsion*** **(Appendix 11)** must be provided to the Chief Executive Officer of DOSCEL, Director of CEOSale.

1.17 Where a decision to not expel a student is made, the student and their parent/carer must be notified within two business days of the Behaviour Support and Intervention Meeting. An ***Intensive Support Plan*** should be developed as part of a Care Team Meeting (see CEOSale Whole School Approach to Positive Behaviour Support: Intensive)

Process Following Expulsion

2.1 The principal of the expelling school, in collaboration with the Chief Executive Officer of DOSCEL, Director of CEOSale, must ensure that the student is provided with other educational and development opportunities as soon as practicable after the expulsion.

2.2 In the case of a student of compulsory school age, the Chief Executive Officer of DOSCEL, Director of CEOSale, in collaboration with principal, must ensure that the student is participating in one or more of the following as soon as practicable:

a) enrolled at another registered school;
b) enrolled at a registered training organisation;
c) engagement with an employment agency or other organisations that provides services that support the future employment of the student.

2.3 In the case of a student of compulsory school age, the principal must provide the student with meaningful work from the time of the expulsion until the student is participating in one or more of the above options specified in 2.2, and monitor the completion of that work.

2.4 The obligations in 2.2 and 2.3 do not apply in cases of an exemption to compulsory school age under section 2.1.5 of the *Education and Training Reform Act (Vic.) 2006* applies.

2.5 In the case of a student who is beyond compulsory school age, the Chief Executive Officer of DOSCEL, Director of CEOSale, in collaboration with the principal, must provide the student and their parent(s)/carer(s)/relevant person with information about other schools or registered training organisations that may provide suitable opportunities for the student, or employment agencies or other organisations that support the future employment of the student.

Supporting Documentation

Appendix 10: Information for parents and carers about school expulsions
Appendix 11: Notice of Expulsion
Appendix 12: Expulsion Report
Appendix 13: Flowchart for Expulsion
Appendix 14: Checklist for Expulsion

Appendix 1: Student Absence Learning Plan

Purpose of this document

The *Student Absence Learning Plan* is designed to support academic engagement and achievement despite a period of absence from school. The *Student Absence Learning Plan* is developed in consultation with the student, their parent/carer and relevant school staff.

In this context, the *Student Absence Learning Plan* is developed because the student has been suspended from school for a period of **more than three days.**

Student Information				
Student Name				
Date	Year level			
Number of days suspension	From		To	

Work Program			
Task set			
Additional resources / support			
Teacher		Due date	
Task set			
Additional resources / support			
Teacher		Due date	

Task set			
Additional resources / support			
Teacher		Due date	
Task set			
Additional resources / support			
Teacher		Due date	

Supports		
Role of parent/carer in supporting educational program		
Key school contact	Name	
	Position	
	Phone Number	
	Email	

Student signature: _____ Date: _____

Parent/carer: _____ Date: _____

Principal signature: _____ Date: _____

Appendix 2: Application for Approval of More Than 3 Consecutive Days of Suspension

The maximum continuous period of time that a student can be suspended at any given time is 3 school days, unless a longer period of time is approved by the Deputy Director- Catholic Identity, Leadership, Learning and Teaching, CEOSale.

Forward completed forms for approval.

School Information				
School Name:				
E Number:		School Phone Number:		
Student Details				
Student Name:	Year Level:	VSN :	AGE:	DOB:
Is the student:	☐ Aged 8 or less ☐ Aboriginal or Torres Strait Islander ☐ In statutory out-of-home care ☐ In informal out-of-home care	☐ From an asylum seeker or refugee background ☐ An overseas student ☐ Disability NCCD Category:_____		
Relevant Person Details				
Name:		Relationship to student:		
Address:				
Home Phone:		Mobile Phone:		
Email:				
Reason for request				
Date of Care Team Meeting:				
Reason for request				
ATTACHMENTS Suspension notices and other relevant documents should be attached to this form.				
Principal's name: **Date:**		**Principal's signature:**		

OFFICE USE ONLY

Deputy Director Approval	
Approved: ☐ **Yes** ☐ **No**	
Manager: Learning and Teaching comments	
Manager: Learning and Teaching signature: **Date:**	**Deputy Director signature:** **Date:**

Appendix 3: Application for Approval of More Than 15 days Suspension

A student cannot be suspended for more than 15 school days in a school year without written approval from the Deputy Director- Catholic Identity, Leadership, Learning and Teaching, CEOSale.

Forward completed forms for approval

School Information			
School Name:			
E Number:		School Phone Number:	
Student Details			
Student Name:		VSN:	
Year Level:	DOB:	AGE:	
Is the student:	☐ Aged 8 or less ☐ Aboriginal or Torres Strait Islander ☐ In statutory out-of-home care ☐ In informal out-of-home care	☐ From an asylum seeker or refugee background ☐ An overseas student ☐ Disability NCCD Category:_____	
Relevant Person Details			
Name:		Relationship to student:	
Address:			
Home Phone:		Mobile Phone:	
Email:			
Proposed Suspension Details (above 15 days)			
From to (inclusive)		Total number days	
Reason for Suspension			
Future support plans identified to assist the student (for example, counselling, behaviour support planning, regular SSG, time in an alternative setting)			

Previous Suspensions Details				
1.	From	to	(inclusive)	Number of days
	Reason:			
2.	From	to	(inclusive)	Number of days
	Reason:			
3.	From	to	(inclusive)	Number of days
	Reason:			
4.	From	to	(inclusive)	Number of days
	Reason:			
5	From	to	(inclusive)	Number of days
	Reason:			

ATTACHMENTS
Suspension notices and other relevant documents should be attached to this form.

Principal's name: **Date:**	**Principal's signature:**

FOR OFFICE USE ONLY

Deputy Director Approval	
Approved: ☐ **Yes** ☐ **No**	
Manager: Learning and Teaching comments	
Manager: Learning and Teaching signature: **Date:**	**Deputy Director signature:** **Date:**

Appendix 4: Notice of Suspension

School Letterhead

[Date]

Dear [parent/carer]

Following your conversation with [name, title], this letter is written confirmation in relation to the student behaviour matter concerning [student name].

Based on the behaviour demonstrated by [student name], it has been deemed necessary that a period of [number of days] days suspension occur. The suspension will be from [first day] until [last day] inclusive.

As outlined in previous discussions, the reason for the suspension is as follows: [enter reasons in this space]

The school has implemented the following steps/actions to support [student name] in demonstrating positive behaviour: [outline the supports, strategies and interventions in this space]

[select appropriate option]

- As the suspension has been issued for **three days or less**, learning material and support will be provided for [student name] in the following manner: [outline how learning material and support will be provided here]

- As the suspension has been issued for **more than three days**, the school will provide [student name] with a *Student Absence Learning Plan.*

Prior to [student name] returning to school, you are requested to attend a meeting to discuss this matter and other issues related to the wellbeing of [student name].

Meeting details are as follows:

Staff member:	
Date:	
Time:	

If the suspension has been **more than three days**, part of this meeting will involve the development of an *Intensive Support Plan.*

Pastoral and legal responsibilities for [student name] during the period of suspension will rest with you as parent/carer. Attached is information that may assist you with any questions you may have regarding the suspension process.

If the proposed meeting time is not suitable, please contact [contact person] to arrange an alternative time.

Yours sincerely,

Principal

PROCEDURES FOR SUSPENSION INFORMATION FOR PARENTS AND CARERS FOLLOWING YOUR CHILD'S SUSPENSION

My child has been suspended, what does this mean?

Suspension is a disciplinary measure that involves temporary removal of a student from classes or school approved activities for a specified period of time. Your child will be allowed to return to class or the school approved activity after the set period of suspension.

What will the principal have considered before suspension?

Before a student can be suspended, the principal must ensure that:

- The student has had the opportunity to be heard
- Any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding suspension
- Other forms of action to address the behaviour for which the student is being suspended have been considered.

What is an immediate suspension?

Immediate suspensions can occur only if a 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. If the principal has determined that an immediate suspension is appropriate in the circumstances, school staff should have attempted to immediately notify you of this decision, and the need to collect your child as soon as is practicable. If you were not able to be contacted and/or you were unable to make arrangements for the collection of your child, the principal should have made arrangements for your child to be adequately supervised until the end of the school day or the conclusion of the school approved activity. It is important to remember that even though the time frames for an immediate suspension differ from a suspension implemented under normal circumstances, the process is the same and the principal must ensure that your child has had the opportunity to be heard and that his or her circumstances are taken into account.

How long can my child be suspended for?

The maximum continuous period of time a student may be suspended at any one time is 3 school days. In addition, a student cannot be suspended for more than 15 days in a school year without written approval from the Deputy Director - Catholic Identity, Leadership, Learning and Teaching, Catholic Education Office, Diocese of Sale (CEOSale).

What should I do if I am not sure if my child's behaviour warranted a suspension?

Your child can be suspended if, whilst 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), they:

- Behave in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Cause significant damage to or destruction of property;
- Commit or attempts to commit or is knowingly involved in the theft of property;
- Possess, use or sell or deliberately assist another person to possess, use or sell illicit substances or weapons;
- Fail 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 engage in behaviour that vilifies, defames, degrades or humiliates another person;
- Consistently behave in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

It is the principal's responsibility to determine whether to suspend a student in any specific circumstances. If you have any concerns about the suspension process or your child's behaviour, you are encouraged to contact the principal to discuss your child, your concerns, and the reasons and grounds for the suspension.

What is an in-school suspension? What does it mean for my child?

An in-school suspension means that a student remains on school grounds under supervision but does not attend class.

This may include:

- Pairing the student up with an experienced teacher or appropriate staff member for the day and accompanying that teacher to classes
- Participating in a work-based in-school suspension (e.g. working outdoors or preparation of educational materials)
- Providing a dedicated room or area where students can complete their in-school suspension under appropriate supervision.

It may also take on a different form, depending on the particular school and circumstances. It is important to remember that whilst this is different from a traditional 'out-of-school' suspension, the process for both is the same and you should receive the same notification and documentation.

What information should the school provide me with when suspending my child?

When a principal determines that a suspension is appropriate, the school must provide both you and your child with the following documents:

- Notice of Suspension
- This information sheet

The principal should also provide you with the following information:

- The reasons for the suspension
- The school days on which the suspension will occur
- Where the suspension will occur (i.e. on school premises or otherwise)
- The contact details for additional support services for you and your child, as appropriate
- The arrangements made for the provision of appropriate school work for your child for the period of the suspension

What will my child do when they are suspended? Does the school have to provide him/her with work?

It is expected that for a suspension of three days or under, a student is given meaningful work to complete. If a student is suspended for over three days, it is expected that a Student Absence Plan and an Intensive Support Plan are developed.

What happens at the end of the suspension?

Once the period of suspension has ended, your child should be supported to return to school. If your child has been suspended for a period of three or more school days, it is recommended that a post suspension Care Team meeting be held with the school, you and your child. You can also request that a Care Team meeting is held if you feel your child needs additional support when returning to school or to address any behavioural issues that may have led to the incident that result in a suspension.

The purpose of this meeting is to provide an opportunity to discuss the following:

- The Student Absence Learning Plan and the school work completed during the period of suspension
- The strategies to be developed within and outside of the school to meet the educational, social and emotional needs of your child
- The respective responsibilities of you, your child, the school staff and other professionals in supporting these strategies.

There is no process for appealing a suspension. If you have any concerns about your child's suspension, you should immediately discuss these concerns with the school principal. If you do not believe that your concerns have been adequately addressed by the school principal, you may contact the Catholic Education Office, Diocese of Sale on 56 22 6600.

Additional supports

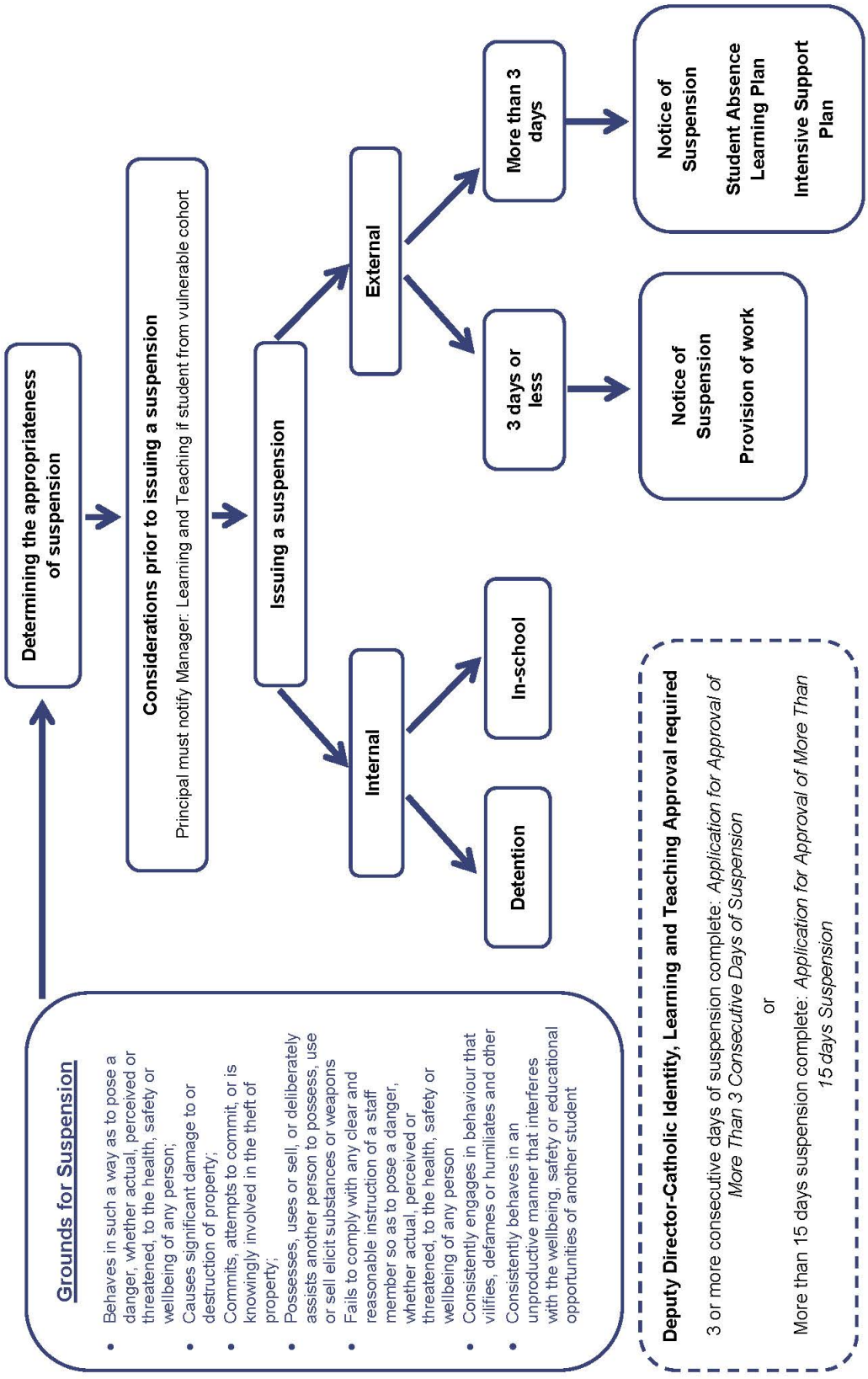
For additional support you can contact:

- Parentline on 13 22 89 (8am to midnight, seven days a week, every day of the year)
- Your local council and ask for a list of local service providers (most councils operate youth counselling and pathways support).

If your child needs to talk to someone, you can encourage them to contact:

- Kids Helpline on 1800 55 1800 (24 hours a day, 7 days a week or web counselling), or
- eheadspace on 1800 650 890

Appendix 5: Suspension Flowchart



Appendix 6: Checklist for Suspension

This checklist is intended to guide principals through the requirements expected of them under DOSCEL Policy and Procedures for Suspension, Negotiated Transfer and Expulsion. This checklist is designed as a prompt and tool for support, compliance and best-practice.

Student Name:	
Date:	

GROUNDS FOR SUSPENSION

- ☐ The student's behaviour must have occurred:
  - ☐ While attending school; or
  - ☐ Travelling to or from school; or
  - ☐ While engaged in any school activity away from the school, including travelling to or from that activity.

- ☐ One or more of the following grounds for suspension must be applicable:
  - ☐ Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
  - ☐ Causing significant damage to or destruction of property;
  - ☐ Committing or attempting to commit or is knowingly involved in the theft of property;
  - ☐ Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
  - ☐ Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
  - ☐ Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person;
  - ☐ Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

PRINCIPAL MUST MAKE A DECISION TO SUSPEND

- ☐ I have ensured that suspension is appropriate to:
  - ☐ The behaviour for which the student is being suspended
  - ☐ The educational needs of the student
  - ☐ Any disability or mental illness of the student
  - ☐ The age of the student
  - ☐ The residential and social circumstances of the student.

- ☐ If the student is from a vulnerable cohort, I have contacted the CEOSale Manager: Learning and Teaching

- ☐ As part of my considerations, I have ensured that:
  - ☐ The student has been given an opportunity to be heard:
  - ☐ Any information or documentation provided by the student and or their relevant person has been taken into account in making the decision:
  - ☐ Other forms of action to address the behaviour which may lead to suspension have been considered.

DETAILS OF SUSPENSION

If it is a **suspension with an immediate effect:**

- ☐ I have ensured that the following grounds have been met:
  - ☐ The student behaved in a way that would provide the basis for a suspension; and
  - ☐ The behaviour is such that the student is putting the health, safety, and wellbeing of themselves, staff or other students at significant risk.

- ☐ I have also ensured that:
  - ☐ I have contacted the relevant person to advise them of the suspension with immediate effect and have requested that the student be collected by the relevant person or an emergency contact;
  - ☐ I have arranged adequate supervision for the student until he/she can be collected by the relevant person or emergency contact, or until the end of the school day or school activity in the case of school camps or excursions.

If the suspension is **not to take effect immediately**:

- ☐ I have determined a **start date** for the suspension

- ☐ I have determined the **period of the suspension** and have ensured that:
  - ☐ The period of suspension does not exceed 5 school days;
  - ☐ The suspension will not result in the student being suspended for more than 15 school days in a school year;
  - ☐ If this suspension does result in the student being suspended for over 15 school days in the school year, I have sought written approval from the CEOSale Deputy Director- Catholic Identity, Leadership, Learning and Teaching;
  - ☐ I have considered the likely disruption to the student's learning before imposing a suspension for a period that is longer than the days left in a term;
  - ☐ I have determined **where** the suspension will occur (In-school / external suspension).

PROCEDURE PRIOR TO SUSPENSION

Before the suspension has commenced, I have done the following:

- ☐ Given verbal notification to the student and the relevant person of:
  - ☐ The reason/s for the suspension;
  - ☐ The school days on which the suspension will occur;
  - ☐ Where the suspension will occur (i.e. in-school or external suspension);
  - ☐ Contact details for additional support services for the student and the relevant person as appropriate.

- ☐ Arranged for appropriate school work to be provided to the student for the period of the suspension:
  - ☐ Where the student is suspended for 3 school days or less, I have provided meaningful work;
  - ☐ Where the student is suspended for more than 3 school days, a *Student Absence Learning Plan* and *Intensive Support Plan* have been developed;
  - ☐ Where the student is suspended for more than 3 school days, I have designated a teacher to support and engage the student and sought approval from CEOSale Deputy Director- Catholic Identity, Leadership, Learning and Teaching;
- ☐ Provided student and their relevant person with the following documentation:
  - ☐ Notice of Suspension
  - ☐ Student Absence Learning Plan (if applicable)
  - ☐ Intensive Support Plan (if applicable)
  - ☐ Recorded the suspension on student's file.

Appendix 7: Notice of Negotiated Transfer

School Letterhead

[Date]

Dear [parent/carer]

Following your conversation with [name, title], this letter is written confirmation in relation to the student behaviour matter concerning [student name].

Based on the behaviour demonstrated by [student name], it has been deemed appropriate that a process of Negotiated Transfer to another school / alternative setting take place to further support [student name] educational and wellbeing outcomes.

As outlined in previous discussions, the reason/s for the Negotiated Transfer: [enter reasons in this space]

Following consultation and further investigation, an alternative school/setting has been identified:

Name of school / setting	
Date of commencement	
Contact person / details	
Any additional information	

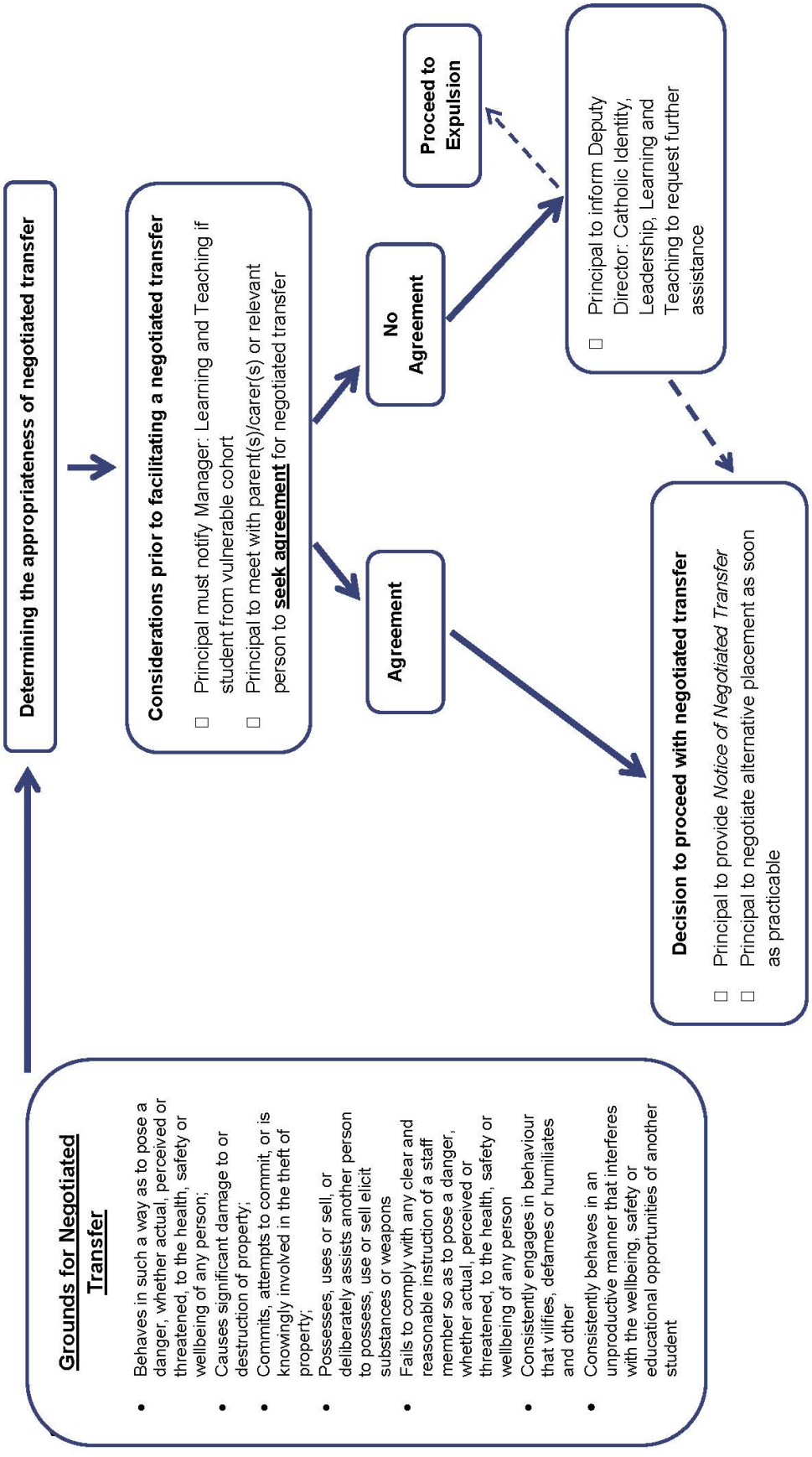
To maintain the continuity of [student name] educational program during the process of Negotiated Transfer, learning materials will be provided in the following manner: [enter details in this space]

Despite the circumstances that have led to the Negotiated Transfer, the [college/school] wishes [student name] all the very best for the move, and continues to hold significant hopes for a fruitful and successful future.

Yours sincerely,

Principal

Appendix 8: Flowchart Negotiated Transfer



Appendix 9: Checklist for Negotiated Transfer

This checklist is intended to guide principals through the requirements expected of them under DOSCEL Policy and Procedures for Suspension, Negotiated Transfer and Expulsion. This checklist is designed as a prompt and tool for support, compliance and best-practice.

Student Name:	
Date:	

GROUNDS FOR NEGOTIATED TRANSFER

- ☐ The student's behaviour must have occurred:
  - ☐ While attending school; or
  - ☐ Travelling to or from school; or
  - ☐ While engaged in any school activity away from the school, including travelling to or from that activity

- ☐ One or more of the following grounds for suspension must be applicable:
  - ☐ Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
  - ☐ Causing significant damage to or destruction of property;
  - ☐ Committing or attempting to commit or is knowingly involved in the theft of property;
  - ☐ Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
  - ☐ Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
  - ☐ Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another;
  - ☐ Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

DECISION TO ARRANGE A NEGOTIATED TRANSFER

- ☐ I have ensured that the following has been considered:
  - ☐ The behaviour of the student
  - ☐ The educational needs of the student
  - ☐ Any disability or mental illness of the student
  - ☐ The age of the student
  - ☐ The residential and social circumstances of the student.

- ☐ If the student is from a vulnerable cohort, I have contacted the Deputy Director- Catholic Identity, Leadership, Learning and Teaching, CEOSale.

- ☐ As part of my considerations, I have ensured that:
  - ☐ The student has been given an opportunity to be heard;
  - ☐ Any information or documentation provided by the student and or their relevant person has been taken into account in making the decision;
- ☐ Sufficient interventions and strategies have been used prior to the decision to consider a negotiated transfer and that documented evidence of exists of those interventions;
- ☐ There is documented evidence of interventions and strategies used to support the student
- ☐ I have met with parents/carers to outline consideration to arrange a negotiated transfer.

PROCEDURE FOR NEGOTIATED TRANSFER

- ☐ I have provided the student and parent/carer or relevant person with *Notice of Negotiated* Transfer
  - ☐ The reason/s for the negotiated transfer
  - ☐ Details and contact information negotiated alternative educational setting;
- ☐ I have provided meaningful work for the student until transfer to another educational / training / employment option

- ☐ I have provided the student and their relevant person with the following documentation:
  - ☐ Notice of Negotiated Transfer
  - ☐ Student Absence Learning Plan (if applicable)
- ☐ I have recorded the Negotiated Transfer on student's file.

Appendix 10: Information for Parents and Carers about Expulsions

10.3.1 When an expulsion is being considered

Every student in a Catholic school deserves a safe and positive learning experience where they are engaged and supported to reach their full potential. On rare occasions, a student's behaviour may compromise the health, safety and wellbeing of other students and staff at the school. Where a behavioural incident is of such magnitude that an expulsion is considered by the school principal, a transparent, fair and supportive process must be in place.

For expulsion to be considered in a Catholic school in the Diocese of Sale, an incident must meet one or more of the seven grounds for expulsion set out in the Diocese of Sale, Catholic Education Limited (DOSCEL) Policy and Procedures for Suspension, Negotiated Transfer and Expulsion and must have occurred while your child was at school, travelling to or from school or attending a school-related activity.

The principal will:

- thoroughly and fairly investigate the circumstances
- invite you and your child to attend a Behaviour Support and Intervention Meeting
- consider all of the information available and make a decision about whether expulsion is considered to be the only available option.

10.3.2 Behaviour support and intervention meeting

The principal must hold a Behaviour Support and Intervention Meeting before making a decision about whether to expel your child. This meeting provides you and your child with an opportunity to:

- hear why an expulsion is being considered and the evidence to support this
- respond to this evidence and be heard
- provide any further information that will assist the principal in their decision making
- discuss supports for your child to remain at the school, or suitable future education and training, and/or employment options for a supported transition if a decision is made to expel.

Expulsion is not a pre-determined outcome of this meeting.

The meeting will include:

- you and your child
- the principal and relevant members of staff who have or have had a role in supporting your child
- a representative from the Catholic Education Office, Diocese of Sale (CEOSale).

You are able to bring a support person – it is important that you and your child feel well supported and able to fully participate in the meeting. This person cannot be paid or rewarded by you for their time.
The school can also organise an interpreter if required.

If you are unable to participate in the meeting:

It is very important that your child has somebody to advocate and provide support for them at this meeting.
If you can't participate for any reason, you can nominate another trusted adult to take your place. This person can attend the meeting on your behalf and may also be accompanied by a support person of your choice.

10.3.3 Bringing a support person

A support person can be anyone the family trusts to act in the child's best interests and who may speak on their behalf. They can be involved in supporting the student and family before, during and after the expulsion process. The support person cannot act for fee or reward. If your child has a disability, or you have specific cultural/religious needs, you may like to seek the support of a person or organisation with the relevant experience and expertise.

How a support person can support you and your child:

This person can provide a range of support, including:

- attending the Behaviour Support and Intervention Meeting with you (or the person you nominate to represent you if you can't attend) to support you
- explaining the expulsion process and helping to ensure you and your child understand
- informing you about your child's rights, and your own rights as a parent or carer
- ensuring the school follows the legislated process and gives proper consideration to the *Charter of Human Rights and Responsibilities Act 2006*
- listening to your concerns and questions; offering support
- helping you think about and explain the outcome you and your child would like
- helping you to prepare for the meeting and ensure you and your child have an opportunity to be heard
- helping you and your child consider the next steps if a decision is made to expel your child
- making sure you have the right paperwork (e.g. a Notice of Expulsion or a Student Absence Learning Plan)
- supporting you through any subsequent appeals process
- supporting your child's transition to a new setting if required.

The support person is not there to:

- make a decision for you
- act on behalf of the school or the Catholic Education Office.

10.3.4 Older children – adults and 'mature minors'

If your child is 18 years of age or older, they can represent themselves throughout an expulsion process if they choose to. With their consent you can still support them and attend relevant meetings.
The school will strongly encourage your child to have a parent, carer, support person or independent person to provide them with support.

The law recognises that as children become older and more mature, they are more capable of making their own decisions. If your child asks to represent themselves during the expulsion process, the principal will need to determine if they are capable of participating in the process without an adult and making their own decisions (if they can be considered a mature minor). In this circumstance, you can contact your principal or CEOSale for further information.

10.3.5 Interventions and supports

As a parent or carer, you are likely to have critical information about your child and what may trigger certain behaviours. This information may help to shape the school's response and help to prevent issues from escalating.

If you are concerned about your child's behaviour and any contributing issues, you can contact the school and seek support for your child.

Prior to considering an expulsion and throughout the process, there is a range of interventions and supports that your child's school may explore and implement, such as an Intensive Support Plan, Care Team Meeting, Program Support Group Meeting, dispute resolution, in-school supports and access to allied health professionals. You can talk to your child's school about these supports and interventions.

10.3.6 Supporting your child

There may be signs that your child needs some additional support. These signs can include:

- excessive sleep, being unable to get to sleep or finding it difficult to get up
- use of/or increasing use of drugs or alcohol
- changes in mood, beyond what could be considered reasonable in the circumstances
- acting out, extreme anger or excessive crying
- taking less care with appearance
- withdrawing from friends, family and other networks
- a loss of interest in usual activities.

Additional supports:

If you are worried about your child, you should seek help from:

- your GP, who can assist with a referral to mental health professional such as a psychologist and arrange for Medicare rebates
- Parentline on 13 22 89 (8am to midnight, seven days a week, every day of the year)
- your local council and ask for a list of local service providers (most councils operate youth counselling and pathways support).

If your child needs to talk to someone, you can encourage them to contact:

- Kids Helpline on 1800 55 1800 (24 hours a day, 7 days a week or web counselling), or
- eheadspace on 1800 650 890 or via eheadspace.org.au

For more information on mental health:

- Kids Matter - www.kidsmatter.edu.au
- Youth Beyond Blue - www.youthbeyondblue.com.au
- Headspace - www.headspace.org.au
- Raising Children Network - www.raisingchildren.net.au

10.3.7 Timelines and decision making

The principal must gain approval from the Chief Executive Officer DOSCEL, Director of CEOSale to expel a student in a Catholic school. The principal will communicate the decision about whether to expel your child within ten business days of the Behaviour Support and Intervention Meeting.

While the principal is making a decision:

It is important that your child is supported to remain engaged in their education while an expulsion is being considered. While a decision is being made, your child may receive a suspension. The school will provide your child with work so they can keep up with their learning and academic progress. If the suspension is likely to be for longer than a week, a teacher should be designated to provide support during the suspension. You can contact the school if this hasn't happened.

If a decision is made not to expel my child:

Your child will be supported in a range of ways to continue at their school.
It is likely that the school will invite you to attend a Program Support Group or Care Team Meeting. This will provide an opportunity to collaborate with school staff to develop or update an Intensive Support Plan for your child, and determine other appropriate interventions. Allied health professionals (e.g. psychologists) or any other professionals who have been involved in supporting your child may provide input.

If a decision is made to expel my child:

You will receive a Notice of Expulsion from the principal. This notice will outline the reasons for the expulsion. The principal will contact you to discuss and implement a Transition Plan. Support will be provided to you and your child during the transition to ensure that a suitable place is available at another school or other setting. A successful transition will be made as soon as possible. Your child will also be provided with a Student Absence Learning Plan, which includes school work, to ensure your child continues their education during this time.

10.3.8 Grounds for expulsion

A student's behaviour must meet one or more of the following grounds:

1. Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
2. Causes significant damage to or destruction of property
3. Commits or attempts to commit or is knowingly involved in the theft of property
4. Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
5. 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
6. Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person
7. Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Appendix 11: Notice of Expulsion

School Letterhead

[Date]

Dear [parent/carer]

Following your conversation with [name, title], this letter is written confirmation in relation to the student behaviour matter concerning [student name].

Based on the behaviour demonstrated by [student name], and through a thorough process of investigation and deliberation, I have determined that it is appropriate under the circumstance to withdraw [student name] enrolment from the [college/school]. This decision has been independently reviewed and approved by the Chief Executive Officer of Diocese of Sale, Catholic Education Limited, Director of Catholic Education Office, Diocese of Sale.

As outlined in previous discussions, the decision to pursue expulsion at this time is based on the following:

Ground/s for expulsion
[select appropriate ground and remove others]

- ☐ 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 or attempts to commit or is knowingly involved in the 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 person
- ☐ Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student

Reason/s for expulsion [outline behaviour]

Expulsion is effective as of: [date]

The [college/school] wishes to continue in its support for [student name]. Consequently, we would like to arrange enrolment at another school / alternative setting, or to assist with appropriate vocational pathways. Further dialogue can be had with [name, position] to achieve this. An information brochure *Information for Parents and Carers about* Expulsion, is attached and may assist you with any questions you may have regarding the process.

Despite the circumstances that have led to the expulsion, the [college/school] wishes [student name] all the very best, and continues to hold significant hopes for a fruitful and successful future.

Yours sincerely,

Principal

Appendix 12: Expulsion Report

This Expulsion Report must be completed and forwarded, with a copy of any other relevant documentation, to the Director prior to an expulsion being approved or taking effect.

SCHOOL INFORMATION			
School name:		E Number:	
Principal:		Contact number:	

STUDENT INFORMATION					
Name:					
Date of birth:	Click or tap to enter a date.	Year level:		Gender:	☐ M ☐ F ☐ _____ (please specify)
Email:			Phone:		
Interpreter required:	☐ Y ☐ N Language:	Previous school/s:			
Is the student:	☐ Aged 8 or less ☐ Asylum seeker or refugee background ☐ Aboriginal or Torres Strait Islander ☐ In statutory out-of-home care		☐ In informal out-of-home care ☐ An overseas student ☐ Student with a disability NCCD: _____		

PARENT/CARER DETAILS			
Name:			
Address:			
Relationship to student:			
Interpreter required and provided:	☐ Y ☐ N Language:		
Phone number:		Email	

CEOSALE REPRESENTATIVE DETAILS	
Name:	
Position:	
Telephone	
Email	

BACKGROUND INFORMATION			
Date of enrolment:		History of trauma:	☐ Y ☐ N
Number of days absent this school year:		Disability, learning difficulty or developmental disorder:	☐ Y ☐ N Detail:
Internal suspension/s:	☐ Y ☐ N ☐ NA Number of days:	Diagnosed mental illness:	☐ Y ☐ N Detail:
Suspension/s:	☐ Y ☐ N ☐ NA Number of days:	Other relevant information:	
Short statement of the history of the student's time at the school			

EXPULSION DETAILS	
Proposed expulsion commencement date: Click or tap to enter a date.	
Ground(s) for expulsion **The behaviour of [INSERT NAME] is of such magnitude that expulsion is considered the only available mechanism AND the student has:**	
☐	behaved in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
☐	caused significant damage to or destruction of property
☐	committed or attempted to commit or is knowingly involved in the theft of property
☐	possessed, used or sold or deliberately assisted another person to possess, use or sell illicit substances or weapons
☐	failed 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 engaged in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
☐	consistently behaved in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.
This decision has been made with regard to whether the expulsion is appropriate when compared to: ☐ the behaviour for which the student is being expelled ☐ the educational needs of the student ☐ any disability of the student ☐ the age of the student ☐ the magnitude and impact of the student's actions, and ☐ the residential and social circumstances of the student.	

Reasons for the decision

A detailed description of the student's behaviour and or the incident is required. *You must include information about the investigation that took place to confirm the student's behaviour was of such magnitude that expulsion was the only option. Include a summary of the options considered at the Behaviour Support and Intervention Meeting and why expulsion was considered necessary. All relevant supporting documentation and evidence, including that of previous support and interventions offered, must be attached, including a description of any representations made by or on behalf of the student.*

This report is an official record of the decision to expel a student and the reasons for this decision.

INTERVENTIONS SUMMARY			
Have all available supports and interventions to support the behaviours of concern have been considered?			
Did you have any concerns about the wellbeing and or behaviour of the student prior to the incident?	Yes	No	
If so, what range of supports and interventions have been put in place and documented to date? Please attach evidence			
Personalised Learning Plan	Yes	No	NA
Established a Program Support Group or Care Team	Yes	No	NA

Intensive Support Plan	Yes	No	NA
School-based wellbeing supports	Yes	No	NA
Student Support Services	Yes	No	NA
Community and mental health services	Yes	No	NA
Other disciplinary measures, including suspension(s)	Yes	No	NA
Others (please list and explain):			

The impact of the behaviour of the student on affected parties has been considered, *as outlined at clause 16(4)(e) of Ministerial Order 1125*
Encourage affected students to describe, using whichever mechanism most suits them, the impact of the behaviour in question on their health, safety and wellbeing.

Note: any student who is an affected party should not attend the Behaviour Support and Intervention Meeting*.*

Representation made by the student or their parent/carer:

Please summarise the options discussed and considered at the Behaviour Support and Intervention Meeting	
Please explain why an expulsion is considered to be the only option	

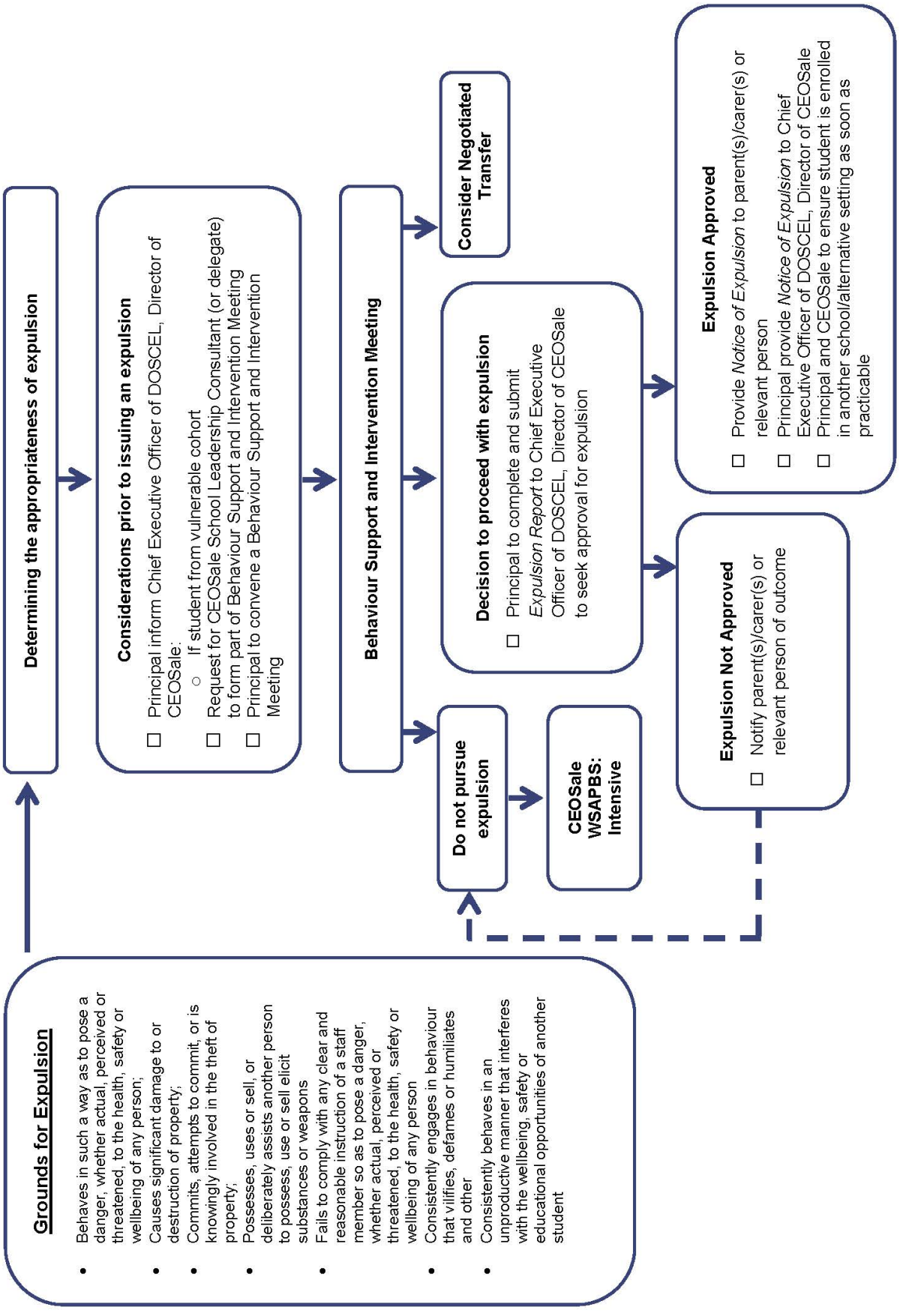
Recommendations on any further actions:
Include detail on whether any further action is required at the school to prevent a repeat of similar circumstances.

TRANSITION ARRANGEMENTS		
☐	A new educational setting has been identified for the student	
	Setting Name	
	Start Date	Click or tap to enter a date.
	Key Contact	
	Email	
	Phone Number	
☐	Proposed follow up date with Regional Engagement Coordinator (within one month of date of expulsion) Date: Click or tap to enter a date.	
☐	Post compulsory school age student referred to community based youth pathways and transition officers to engage in other educational, employment or training opportunities	
	Setting /Agency Referred to	
	Start Date	Click or tap to enter a date.
	Key Contact	
	Email	
	Phone Number	
☐	Other pathway	
☐	Student Absence Learning Plan attached	

SUPPORTING DOCUMENTATION & ACTIONS	
☐	Evidence to support the decision to expel student (copy/s attached)
☐	Considered the impact of the behaviour of the student on affected parties
☐	Behaviour Support & Intervention Meeting report or minutes (copy attached)
☐	Sought support from CEOSale School Leadership Consultant
☐	Evidence of past interventions and supports implemented
☐	Other

Principal	
Signature	
Date	
☐	I attest that this expulsion process is compliant with *DOSCEL Suspension, Negotiated Transfer and Expulsion Policy and Procedures*
☐	I confirm that I have given proper consideration to the human rights under the *Charter of Human Rights and Responsibilities Act 2006* when making this decision to expel. If this decision is likely to limit the student's rights under the Charter, I consider this course of action reasonable and proportionate.
CEOSale School Leadership Consultant	
Signature	
Date	
☐	I attest that I have undertaken the role of DOSCEL approved support person, consistent with the requirements of *DOSCEL Suspension, Negotiated Transfer and Expulsion Policy and Procedures*

Appendix 13: Flow Chart for Expulsion



Appendix 14: Checklist for Expulsion

This checklist is intended to guide principals through the requirements expected of them under DOSCEL Policy and Procedures for Suspension, Negotiated Transfer and Expulsion. This checklist is designed as a prompt and tool for support, compliance and best-practice.

Student Name:	
Date:	

INTERVENTIONS AND SUPPORTS

Wherever possible, interventions and supports should be implemented in response to concerning behaviours before an expulsion is considered

You have implemented the CEOSale Whole School Approach to Positive Behaviour Support:

- ☐ Universal Features
- ☐ Intensive Features

Where appropriate, you have convened a Program Support Group/Care Team Meeting to develop and implement an Intensive Support Plan and have:

- ☐ Identified the underlying factors and triggers for the student's behaviour
- ☐ Identified, implemented and recorded appropriate interventions and supports

Where appropriate you have:

- ☐ Contacted CEOSale to engage targeted supports for vulnerable students (e.g. students with a disability, students in out-of-home-care and Aboriginal and Torres Strait Islander students
- ☐ Considered using dispute resolution supports
- ☐ Reviewed the impact of these interventions and supports and made any modifications

You have taken appropriate action to:

- ☐ Support students and staff who are impacted by relevant behaviour
- ☐ Respond to any OHS issues (see CEOSale Whole School Approach to Positive Behaviour Support-Intensive)

REFLECT AND INVESTIGATE

If you think that an incident is of such magnitude that expulsion may be the only available option:

- ☐ Contact the parent/carer to alert them of the incident and its serious nature
- ☐ Thoroughly investigate to establish the context and details of the behaviour
- ☐ Explore if expulsion is the only available option by:
  - ☐ Ensuring appropriate interventions and supports to address the underlying factors and triggers for the behaviour have been identified and implemented (e.g. via a Program Support Group)
  - ☐ Considering if the behaviour meets the grounds for expulsion
  - ☐ Considering using dispute resolution services and supports where there is a conflict or damaged relationships
- ☐ Consider any rights affected under the *Charter of Human Rights and Responsibilities Act 2006* and any anti-discrimination obligations
- ☐ Consider the impact of the student's behaviour on the health, safety and wellbeing of affected parties and action any necessary supports and reports

If you decide to suspend the student during this period:

- ☐ follow the suspension procedures
- ☐ issue a Notice of Suspension
- ☐ ensure the student is provided with meaningful work
- ☐ designate a teacher to provide support

If after these steps you are considering an expulsion, contact:

- ☐ Deputy Director, CEOSale to seek support and discuss options
- ☐ Director, CEOSale if the student is in Out-of-Home Care, is Aboriginal or Torres Strait Islander and/or has a disability
- ☐ The student and parent/carer to ascertain the student's wellbeing and any needs

- ☐ Document your investigation (for example, keep notes of meetings and conversations) and evidence of the incident
- ☐ Collect documentation of any prior interventions and supports

CONVENE BEHAVIOUR SUPPORT AND INTERVENTION MEETING

If, after reflection, you are considering an expulsion, you must convene a Behaviour Support and Intervention Meeting. Expulsion is not a pre-determined outcome of this meeting.

Prior to the Meeting:

- ☐ Contact the CEOSale School Leadership Consultant to attend
- ☐ Contact the parent/carer and:
  - ☐ Invite them to attend the meeting, taking reasonable steps to find a suitable time
  - ☐ Provide them with a copy of *Information for Parents and Carers about School Expulsions*
  - ☐ Encourage them to attend with the student, or nominate an adult to act on their behalf
  - ☐ Highlight that they may also bring an independent support person who can also act as an advocate (who is not acting for fee or reward)
  - ☐ Highlight that if they do not attend, the meeting may still proceed and a decision reached without their input
- ☐ Organise an interpreter if required

At the meeting ensure that you:

- ☐ Discuss the grounds on which an expulsion is being considered and evidence to support this
- ☐ Provide the student and their parent/carer with an opportunity to be heard and to provide further context for the behaviour
- ☐ Consider the impact of the behaviour of the student on other affected parties
- ☐ Provide an opportunity for affected parties, to tell their stories in their own words, using whichever mechanism most suits them. Note the affected parties should not attend the Behaviour Support and Intervention Meeting
- ☐ Identify the future educational, training and/or employment options most suited to the student's needs and agree on a course of action in the event expulsion is decided

- ☐ Thoroughly document the meeting outcomes in the Record of Behaviour Support and Intervention Meeting

DECISION

Following the Behaviour Support and Intervention Meeting:

- ☐ consider the relevant information to determine, without bias, if further supports can be put in place to support the student to remain at the school or whether to expel the student

If you decide NOT to expel the student:

- ☐ Notify the student and their parent/carer within 2 business days of the outcome of the Behaviour Support and Intervention Meeting and outline next steps

If you decide to expel a student you must:

- ☐ Prepare an Expulsion Report and submit to the Chief Executive Officer of DOSCEL, Director of CEOSale within two business days of the Behaviour Support and Intervention Meeting.
- ☐ Notify the student, parent/carer of the approved decision to expel the student within 2 business days of receiving the Chief Executive Officer of DOSCEL, Director of CEOSale's approval for expulsion
- ☐ Provide the student and their parent/carer with the Notice of Expulsion
- ☐ If the Chief Executive Officer of DOSCEL, Director of CEOSale does not approve expulsion, return to ***If you decide NOT to expel the student***
- ☐ Provide the Chief Executive Officer of DOSCEL, Director of CEOSale with the Notice of Expulsion and relevant attachments within 1 business day of the expulsion taking effect

- ☐ Retain a copy of the Expulsion Report, Notice of Expulsion and all relevant communications

SUPPORT THE STUDENT TO REMAIN AT THE SCHOOL

- ☐ Review interventions and supports including reconvening a Care Team and reviewing or developing an Intensive Support Plan
- ☐ Access dispute resolution services and supports if appropriate
- ☐ Provide support to other students

OR

SUPPORT THE STUDENT TO TRANSITION TO A NEW SETTING

If you decide to expel the student:

Contact CEOSale to work with you on a Transition Plan

- ☐ **Students of compulsory school age** must be enrolled with a school or RTO, or engaged with an employment agency as soon as possible, ideally within one month
- ☐ **Students beyond compulsory school age** and their parents/carers must be provided with information about pathways
- ☐ Provide a Student Absence Learning Plan to ensure that the student is provided with meaningful work (this needs to be monitored and updated as required)