



Procedures

The information provided below sets out the Diocese of Ballarat Catholic Education Limited (DOBCEL) Board's procedures for suspension and expulsion.

These procedures reflect the mandatory requirements imposed under the Minimum Standards for School Regulation pursuant to the Education and Training Reform Act 2006 (Vic) and Education and Training Reform Regulations 2017 (Vic). These requirements are set out within the Victorian Regulation and Qualification Authority (VRQA) Guidelines to the Minimum Standards and Requirements for School Registration.

Working in partnership with parents, and guided by values of justice, equity, integrity, respect and compassion, the approaches to behaviour support in DOBCEL Schools are underpinned by the belief 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.

Record keeping

- 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 or expulsion processes.

Requirements

- DOBCEL policies relating to the discipline of students are based on principles of procedural fairness and must not permit corporal punishment
- Each DOBCEL School is required through legislation, and by the DOBCEL Board, to be compliant with sections pertaining to behaviour management in the Guidelines to the Minimum Standards and Requirements for School Registration as advised by the VRQA

Transparency and Fairness

- When a principal activates procedures for suspension or an expulsion, transparent, fair and supportive processes, along with appropriate checks, are to be exercised.

Procedures For Suspension

Catholic Education Ballarat endorses the policy of the Victorian Department of Education and Training (DET) as outlined in its School Policy and Advisory Guide with regards to procedures for suspension and expulsion.

The information provided below sets a Catholic context for procedures for Suspension and Expulsion. It draws significantly on Ministerial Order No 625 – Procedures for Suspension and Expulsion for Government Schools in Victoria (Victorian Department of Education Training 2014).

Catholic schools in the Ballarat Diocese are subject to some additional requirements that are noted in the procedural advice below.

Due to the seriousness of suspension and expulsion, students who are subject to suspension and/or expulsion processes must have a 'relevant person' to participate in the process to support and advocate for them. **For most students this will be a parent or carer** (see below).

Key Information

Ministerial Order No 625 sets the following parameters for the suspension of students.

AUTHORITY FOR SUSPENSION

Only the principal, or the principal's direct delegate, has the authority to suspend a student from the school of which he/she is the principal. In the Catholic school context, the governing authority may also wish to be informed.

GROUNDINGS FOR SUSPENSION

1. Subject to clause 2 below, a principal may suspend a student if the student:
 - behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - causes significant damage to or destruction of property;
 - commits, attempts to commit, or is knowingly involved in 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 instructions of a staff member so as to pose a danger – whether actual, perceived or threatened – to the health, safety or wellbeing of any person;
 - consistently engages in behaviour that vilifies, defames, degrades or humiliates another;
 - consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.
2. The right to suspend only applies if the student is engaged in the behaviour referred to in clause 1 above while at school or travelling to or from school or while engaged in any school activity away from the school (including travel to and from that activity).

Some wrongful behaviours of a serious nature are by definition criminal offences. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not 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 of offenders, and staff. The incident should be reported to the police at the earliest opportunity.

PERIOD OF SUSPENSION

The maximum continuous period of time a student can be suspended at any one time is five school days. A student cannot be suspended for more than 15 days in any school year.

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

RELEVANT PERSON

A *relevant* person must be involved in the process of suspension to provide support to the student if the student is under 18 years of age or cognitively impaired.

The *relevant* person will usually be the parent/carer, but can be an adult nominated by the parent, or an adult identified as a suitable person.

Process for Suspension

1. *Determining Appropriateness of Suspension*

In determining if suspension is appropriate, the principal must give consideration to:

- the behaviour for which the student is being suspended;
- the educational needs of the student;
- any disability of the student;
- the age of the student;
- the residential and social circumstances of the student.

If suspension is judged appropriate by the school, it is recommended that it be for the shortest time necessary.

2. *Prior to Suspension*

Before issuing a suspension, the principal must ensure:

- the student has had the opportunity to be heard;
- any information provided by the student or relevant person has been taken into consideration;
- other forms of action to address the behaviour for which the student is being suspended have been considered.

3. *Issuing a Suspension*

a) In-school Suspension

When issuing an in-school suspension * schools should note:

- no more than half the time allocated for any recess is to be used for detention;

- students must undertake supervised detention at a reasonable time and place;
- where students are detained after school to complete meaningful work:
 - parents must be informed at least the day before the detention
 - the time of detention should not exceed forty-five minutes
 - alternative measures should be negotiated with parents whose family circumstances are such that the student's completion of after-school work would create undue hardship.

**Detention is one form of in-school suspension. Students may also be present at school but not attending classes/activities.*

b) External Suspension

Prior to an external suspension taking effect, or on the day of implementing a suspension with immediate effect, the principal must:

- provide verbal notification to the student;
- notify the relevant person (parent or carer) (either via phone or in person)
 - the reason for the suspension
 - the school days on which the suspension will occur
 - the location of the suspension;
- provide details for additional support services, as appropriate;
- where the student is suspended for three days or less, provide meaningful work;
- where the student is suspended for more than three days, develop a *Student Absence Learning Plan* and a *Return-to-School Plan* (See Appendix 1 and 4)
- provide the student and the relevant person with a written *Notice of Suspension*.
The notice must include:
 - the reason for the suspension
 - the school days on which the suspension will occur
 - if the suspension is more than three days, provide the student and the relevant person with the *Student Absence Learning Plan* and the *Return-to-School Plan*.

c) A Suspension with Immediate Effect

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

In this instance, the principal may expel the student while they are on suspension, subject to the procedures for expulsion being followed.

When a student is suspended with immediate effect, the principal has a duty of care to provide supervision to the student:

- until the student is collected by the parent (or nominated emergency contact)
- if the student is in Out-of-Home Care, if the student cannot be collected by a parent, until the student is collected by an adult who is residing with, and providing care to, the student

- until the end of the school day
- until the conclusion of a school camp/excursion if the student cannot be collected by a parent or other adult.

Catholic Education Ballarat Requirements

The principal is also required to contact their educational consultant and inform him/her of the immediate suspension and, if appropriate, to seek further advice and/or support.

A meeting must be arranged between the principal and the parent(s)/guardian(s) to consider these and other related matters.

Please note

Any incident which results in suspension may be deemed a 'serious incident' and in such circumstances a report should be made via the School Injury/Incident Report form.

Procedures for expulsion

As noted in the previous section of these guidelines, 'Procedures for Suspension', Catholic Education Ballarat endorses the policy of the Victorian Department of Education and Training (DET) as outlined in the School Policy and Advisory Guide (Victorian Department of Education and Training 2014c) with regards to procedures for suspension and expulsion.

The information provided below also draws substantially on Ministerial Order No 625 Procedures for Suspension and Expulsion for Government schools in Victoria (Victorian Department of Education and Training 2014f). Matters that pertain specifically to Catholic schools in the Ballarat Diocese are noted in the procedural advice below.

Key Information

Ministerial Order No 625 sets the following parameters for the expulsion of students.

AUTHORITY FOR EXPULSION

The principal has the authority to expel a student from the school of which he/she is the principal in the Catholic school context, and Catholic Education Ballarat through the Education Consultant must be informed.

GROUNDINGS FOR EXPULSION

1. Subject to clauses 2 and 3 below, a principal may expel a student if the student:
 - behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - causes significant damage to or destruction of property;
 - commits, attempts to commit, or is knowingly involved in 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 members so as to pose a danger -whether actual, perceived or threatened – to the health, safety or wellbeing of any person;
 - consistently engages in behaviour that vilifies, defames, degrades or humiliates another;
 - consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.
2. The right to expel only applies if the student is engaged in the behaviour referred to in clause 1 above while at school or travelling to or from school or while engaged in any school activity away from the school (including travel to and from that activity).

Some wrongful behaviours of a serious nature are by definition criminal offences. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not 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.

RELEVANT PERSON

A *relevant* person must be involved in the process to provide support to the student if the student is under 18 years of age or cognitively impaired.

The *relevant* person will usually be the parent/carer, but can be an adult nominated by the parent, or an adult identified as a *suitable person*.

Vulnerable Students and Families

The DET policy on Procedures for suspension and Expulsion for Government schools in Victoria and the advice provided in its School Policy and Advisory Guide alert schools to special provisions that may apply where vulnerable students and families are concerned. Catholic Education Ballarat endorses these provisions and expects that Catholic schools will consider all additional avenues of support prior to determining that expulsion is appropriate.

Vulnerable students and families, and procedures that may apply to expulsion, are as follows:

- **Aboriginal and Torres Strait Islander students.** When considering an expulsion for an Aboriginal or Torres Strait Islander student, a principal should consult with Catholic Education Ballarat's Aboriginal and Torres Strait Islander education officer and the Education Consultant. The education officer can support the school and the family to find the best outcome for the student and also connect the school and family to any local or regional resources to assist.
- **Students with Disabilities (SWD).** When a student has a disability that is relevant to the expulsion process and may impact upon placement decisions, the Education Consultant and Team Leader Wellbeing should be notified to contribute to support and planning.

- Students with separated parents. For students who have separated parents, it is important to remember that expulsion is a serious disciplinary measure and therefore all parents and carers are entitled to be notified of the intention to expel the student.

Process for Expulsion

1. Determining Appropriateness of expulsion

In determining whether to expel a student, the principal must properly, fairly and without bias consider all of the relevant matters in making the decision. The principal must 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 residential and social circumstances of the student.

Catholic Education Ballarat Requirements

The principal must also be satisfied that there have been sufficient interventions and strategies used prior to the decision to expel, and that documented evidence exists of those interventions.

2. Prior to Expulsion

Behaviour Review Conference

- The principal is required to convene a Behaviour Review Conference
- The purpose of the Behaviour Review Conference is to:
 - advise the student and their relevant person that the principal is considering whether to expel the student;
 - outline the grounds for expulsion that are being considered and the evidence to support a finding that the student has engaged in relevant conduct;
 - ensure that the student and their relevant person (where the student is under 18 years of age or cognitively impaired) has the opportunity to be heard;
 - 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;
- The principal must notify the student and the relevant person within 48 hours of the Behaviour Review Conference of the decision regarding expulsion.

Catholic Education Ballarat Requirements

In DOBCEL schools, the principal must provide the the Education Consultant with formal written notification of the intended expulsion and the reason for it, and seek endorsement from the Assistant Director, System Improvement.

3. Decision Regarding Expulsion

If the principal decides to expel the student, the principal must provide the student and the relevant person with the following:

- A *Notice of Expulsion*, which must include:
 - the ground/s for the expulsion;
 - the reason/s for the expulsion;
 - the date of the commencement of the expulsion;
 - that the student has a right to appeal the expulsion decision;
 - details of the Review and/or Appeal process.

Subsequently, the principal is to prepare an Expulsion Report, which must be in writing and contain:

- a short statement of the history of the student's time at the school;
- the grounds for expulsion;
- the reasons for expulsion;
- any considerations in support of the expulsion, including a comprehensive range of strategies which might have been employed to date;
- any representation made by the student or the relevant person;
- a summary of options considered at the Behaviour Review Conference and why expulsion was considered necessary;
- details of the arrangements that have been made for the continuing education, training and/or employment of the student;
- recommendations on whether any further action either at the school, regional or system level is required, including strategies at the school level to prevent the repeat of similar circumstances.

Catholic Education Ballarat Requirements

Both the Notice of Expulsion and the Expulsion Report is to be provided to your Educational Consultant within 24 hours of the expulsion taking effect.

The Education Consultant is to forward the Notice of Expulsion and Report to the Assistant Director; System Improvement for endorsement.

4 Continuing Education

Catholic Education Ballarat Requirements

It is the responsibility of the principal (where possible) to ensure that the student is provided with other educational and development opportunities.

In the first instance, a Negotiated Transfer (prior to expulsion) should be sought. Negotiated Transfer is an option in circumstances in which it is judged that the student's present at school is not the right environment for the student, and that another setting would more suitably meet the student's current and future needs and be the most appropriate means of providing for the student's wellbeing.

The principal of the expelling school, together with the Education Consultant, must ensure that the student is provided with alternative choices regarding educational and development opportunities as soon as practicable after the expulsion.

In the case of a student of compulsory school age, the principal (where possible) will ensure that the student is participating as soon as practicable in one or more of the following options:

- enrolled at another registered school
- enrolled at a registered training organisation
- engaged in employment.

The principal, within reason and where possible will provide the student with meaningful work, and monitor the completion of that work, until one of the above options is exercised.

In the case of a student beyond compulsory school age, the principal will provide the student and their relevant person with information about other schools, registered training organisations, or employment agencies that may provide suitable opportunities for the student.

5. Appeal Process

A student and his/her relevant person may appeal to Catholic Education Ballarat the decision to expel. An expulsion appeal must be in writing (where possible) and received by the principal, within 10 school days of receiving the Notice of Expulsion.

A student can appeal the expulsion based on the following:

- the expulsion process was not followed by the principal,
- the grounds on which the student was expelled are unfair;
- there have not been sufficient interventions and strategies used prior to the decision to expel where the student has behavioural issues;
- other extenuating circumstances.

Within 24 hours of receiving the appeal, the principal must provide the Education Consultant with the:

- Notice of Expulsion
- Expulsion Report
- Expulsion Appeal correspondence.

The Education Consultant, in consultation with Assistant Director; System Improvement, may consider the establishment of an Expulsion Review Panel to review the principal's decision to expel the student. The purpose of the Expulsion Review Panel is to:

- provide an opportunity for the student and their relevant person to be heard
- provide a report outlining the relevant facts and considerations and making a recommendation regarding the expulsion appeal.

Membership of the panel to consist of four of the following:

- Education Consultant (chair)
- two persons, nominated by principal and Educational Consultant, who were not involved in the original decision
- Executive Director DOBCEL or delegate.

The panel should make a determination within 15 school days of receiving the appeal and must verbally notify the student, their relevant person and the principal of the outcome of the decision within 24 hours of the decision being made. Formal, written notification must be received within three days.

In the event the decision to expel the student is overturned, the following must occur as soon as possible:

- the student must be re-enrolled in the school
- the principal must work with the student, their relevant person and the student's teacher(s) to develop a Return-to-School Plan for the student
- the principal must ensure that the record of expulsion is removed from the student's permanent record
- once expulsion has been removed from the student's record, the principal must notify the student and their relevant person of this in writing.

Appendices

Appendix 1	Student Absence Learning Plan
Appendix 2	Flowchart for Suspension
Appendix 3	Notice of Suspension
Appendix 4	Return to School (Suspension)
Appendix 5	Checklist for Suspension
Appendix 6	Expulsion Information for Parents and Carers
Appendix 7	Notice of Expulsion
Appendix 8	Expulsion Appeal Form and Information
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Appendix 11	Checklist for Expulsion
Appendix 12	Return to School Plan (Expulsion)
Appendix 13	Professional Learning
Appendix 14	Negotiated Transfer



DOBCEL Suspension and Expulsion Procedures

Appendix 1

Student Absence Learning Plan

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 at the discretion of the Principal 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	

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



DOBCEL Suspension and Expulsion Procedures

Appendix 2

Student Suspension Flow Chart

Grounds for Suspension

- 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
- 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 or humiliates another
- Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of another student



Determining the appropriateness of suspension



Considerations prior to issuing a suspension

If student from vulnerable cohort, Principal is required to seek necessary guidance from the Education Consultant and other CEB staff as appropriate.



DOBCEL Suspension and Expulsion Procedures

Appendix 3

Suspension Notice - Sample letter to Parents

Letter should be written on 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: _____

The school has implemented the following steps/actions to support [student name] in demonstrating positive behaviour: _____

☐ 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: _____

☐ 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 a *Return to School Plan*.

Pastoral and legal responsibilities for [student name] during the period of suspension will rest with you as parent/carer.

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

Yours sincerely,

Principal



DOBCEL Suspension and Expulsion Procedures

Appendix 4

Return To School Plan

The Return to School Plan is designed to support a student to integrate back into the school community following a period of extended absence. The plan should outline both the academic and social supports that are in place to support the student's positive return to the school community.

The Return to School Plan is developed in consultation with the student, their parent/carer and relevant school staff.

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

The Return to School Plan is consistent with recommendations in the Catholic Education Commission of Victoria Ltd (CECV) [CECV Positive Behaviour Guidelines](#) (2018) which documents expectations and recommended procedures for schools.

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

Student Intention		
One thing I want to achieve on my return to school is...		
Some of the ways I can do this are....		
People I can go to for help are...		
Support Program		
Key school contact	Name	
	Position	
	Phone Number	
	Email	
Academic goal	1.	
Resources / support		
Academic goal	2.	
Resources / support		
Social goal	3.	
Resources / support		
Social goal	4.	
Resources / support		



DOBCEL Suspension and Expulsion Procedures

Appendix 5

Checklist for Suspension

This checklist is designed as a prompt and tool for support compliance and best-practice.

School: _____ Student: _____ Date: _____

Policy/ Procedure Reference	Action	Y/N	Date	Comment
Policy				
1.0	Principal has authorised suspension			
2.0	Sufficient grounds for suspension			
Procedure				
1.1	Principal has taken into account relevant personal and social circumstances of the student			
1.2	If suspension is being considered for a student identified as part of a vulnerable cohort, Principal is required to inform and seek any necessary guidance from the Education Consultant and/or Assistant Director: System Improvement			
1.3	Prior to issuing suspension, Principal has made provision for: <ul style="list-style-type: none"> • Student and their relevant person to be heard • Relevant documentation to be considered • Other measures to address student behaviour have been considered 			
1.4	b) provide verbal notification to student and relevant person d) ensure the provision of meaningful work e) develop a Student Absence Learning Plan and a Return to School Plan for an absence greater than three days f) provide Notice of Suspension			
1.5	If suspension is with immediate effect, appropriate duty of care and supervision arrangements in place			
1.6	If period of suspension is longer than five consecutive days, seek approval from the Assistant Director: System Improvement			
1.7	If total period of suspension for the year is greater than 15 days, seek approval from the Assistant Director: System Improvement			



DOBCEL Suspension and Expulsion Procedures

Appendix 6

Expulsion Information for Parents and Care givers

Purpose of this document

This document is designed to assist you in understanding the process if the principal of your child's school is considering expulsion.

It also outlines how to appeal an expulsion decision.

Under what circumstances would a principal consider expulsion?

When a student's behaviour is of such significance that it poses a threat to their, and/or others health, safety and wellbeing in the school community, the principal may decide that expulsion is the most appropriate course of action to take.

What information does the principal have to take into consideration?

Before deciding to expel a student, the principal will:

- 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, in making their decision;
- 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.

The principal will also ensure that any information or documentation provided by the student or yourself has been taken into consideration when making the decision regarding expulsion.

The principal will conduct a Behaviour Support and Intervention Meeting which you and your child will be invited to attend. The purpose of that meeting is to:

- a. advise the student and their relevant support person that the principal is considering whether to expel 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 support 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.

What happens next if the principal decides to go ahead with the expulsion?

If the principal has considered all relevant information and decides to proceed with expulsion, you will be notified:

- *if you child is nine years of age or more* – within two business days of the conclusion of the Behaviour Support and Intervention Meeting
- *if you child is eight years of age or less* – within ten business days of the conclusion of the Behaviour Support and Intervention Meeting

The principal will provide you with a formal Notice of Expulsion which includes information about the grounds and reasons for expulsion. The principal will also provide a copy of an Expulsion Appeal form.

Following a decision to expel, the principal, where possible, will work in partnership with you and your child to support other educational and developmental opportunities.

The principal, where possible, will ensure that your child 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.

In the meantime, when requested, the principal will aim to provide your child with meaningful work, and monitor the completion of that work.

How can I appeal the decision to expel my child?

You can appeal the decision through the DOBCEL Executive Director.

Further information can be obtained through the Expulsion Appeal Information brochure which the principal will provided to you, which explains the appeal process from the DOBCEL office.



DOBCEL Suspension and Expulsion

Appendix 7

Notice of Expulsion

This letter should be written on 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 school.

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

Ground/s for expulsion	
Reason/s for expulsion	

The expulsion is effective as of _____ [date].

The 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.

For your information, you and [student name] have the right to appeal this expulsion if you are unsatisfied with the decision or the process undertaken. An information brochure *Expulsion: Information for Parents and Carers*, which outlines the process for appeal, has been included with this letter.

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

Yours sincerely,

Principal

Cc: Education Consultant
Executive Director, Catholic Education Ballarat



DOBCEL Suspension and Expulsion Procedures

Appendix 8

Expulsion Appeal Form and Information

This form is to be completed by the student and parent/carer or relevant person who wishes to appeal an expulsion decision made by the principal.

This form must be received by the Assistant Director: System Improvement **within 10 business days** of receiving the ***Notice of Expulsion***.

It is important that you keep a copy of this form for your records.

School Information	
School Name	
Principal	

Student Information			
Name			
DOB			
Gender			
Year level			
Phone		Email	

Parent / Information			
Name			
Address			
Phone		Email	
Support needs	Do you or your child require any specific assistance to participate in a meeting?		

Expulsion information	
Expulsion commencement date	

Background information

Please provide brief details of the circumstances leading to the expulsion decision by the principal.

Rason/s for the appeal

There have not been sufficient prior interventions and strategies utilised prior to the decision to expel. **Yes/No**

The grounds on which the student has been expelled are unfair. **Yes / No**

The expulsion process was not followed by the principal. **Yes / No**

Other extenuating circumstances. **Yes / No**

Parent/Carer signature: _____

Date _____

Student signature (if applicable): _____



DOBCEL Suspension and Expulsion Procedures

Appendix 9

Expulsion Report

This report contains details regarding the circumstances associated with the expulsion of a student.

Following the completion of the Expulsion Report by the principal:

Within **one business day** of the expulsion taking effect, a copy of the **Notice of Expulsion (Appendix 7)** and the **Expulsion Report (Appendix 9)** must be provided by the principal to the Assistant Director: System Improvement.

Student: _____ **School:** _____ **Date:** _____

- a. A short statement of the history of the student's time at school.
- b. The ground/s for expulsion.
- c. The reason/s for expulsion
- d. In considerations in support of the expulsion, including a comprehensive range of strategies which might have been employed.
- e. Any considerations of the impact of the behaviour on other affected parties.
- f. Any representation made by the student or their relevant person.
- g. A summary of the options considered at the behaviour support and intervention meeting and why the expulsion was considered necessary.
- h. Details of the arrangements that have been made for continuing education, training and/or employment of the student.
- i. Recommendations on whether any further action either at the school, local or DOBCEL Executive Management is required, including strategies at the school level to prevent the repeat of similar circumstances.



DOBCEL Suspension and Expulsion Procedures

Appendix 10

Flowchart of Expulsion

Grounds for Expulsion

- Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- Causes significant damage to or destruction of property
- Commits, attempts to commit, or is knowingly involved in 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 or humiliates another
- Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of another student



Determining the appropriateness of expulsion



Considerations prior to issuing an expulsion

- Principal to convene Behaviour Support and Intervention Meeting
- If student from vulnerable cohort:
 - Principal is required to seek advice from Education Consultant and/or CEB staff
 - This may inform part of Behaviour Support Intervention Meeting
- Principal must discuss expulsion of a student with the Education Consultant before proceeding.



Do not pursue
expulsion



School based
action

Decision to proceed with expulsion

- Principal to provide *Notice of Expulsion* to Education Consultant and Assistant Director: System Improvement for endorsement
- Principal to provide the endorsed Notice of Expulsion to parent/caregiver.
- Principal to ensure student enrolled in another school / alternative setting as soon as practicable



Appeal
process



DOBCEL Suspension and Expulsion Procedures

Appendix 11

Checklist for Expulsion

This checklist is designed as a prompt and tool for support compliance and best-practice.

School: _____ Student: _____ Date: _____

Policy/ Procedure Reference	Action	Y/N	Date	Comment
Policy				
1.0	Principal has authorised expulsion			
2.0	Sufficient grounds for expulsion			
Procedure				
1.2	If expulsion is being considered for a student identified as part of a vulnerable cohort or an international student, principal is required to inform and seek assistance Education Consultant and other CEB staff as appropriate.			
2.1	Principal convenes Behaviour Support and Intervention meeting			
3.1	Principal consults with Education Consultant to proceed with expulsion process			
4.1	Principal advises student and parent/carer or relevant person of details of intention to proceed with expulsion process			
5.1	If decision is made to proceed with expulsion process, Principal has taken into account relevant personal and social circumstances of the student , Principal completes report and Notice of expulsion and seeks endorsement from Assistant Director; System Improvement.			
5.2	If expulsion decision confirmed, Principal to provide to student and parent/carer or relevant person Notice of Expulsion			
6.1	Principal to arrange alternative education, training or employment options			
8.3	Upon receiving an Expulsion Appeal, the principal must provide the relevant Assistant Director: System Improvement with a copy of the following documents within one business day: <ul style="list-style-type: none"> a. <i>Notice of Expulsion</i> b. <i>Expulsion Report</i> c. <i>Expulsion Appeal</i> 			



DOBCEL Suspension and Expulsion

Appendix 12

Return to School Plan

Purpose of this document

The *Return to School Plan* is designed to support a student to integrate back into the school community following a period of extended absence. The plan should outline both the academic and social supports that are in place to support the student's positive return to the school community.

The *Return to School Plan* is developed in consultation with the student, their parent/carers and relevant school staff.

In this context, the *Return to School Plan* is developed because the student has been absent due to expulsion, and the expulsion decision has been overturned.

Student Information

Student Name

Date

Year level

Date of last day of school

Student Intention

One thing I want to achieve on my return to school is...

Some of the ways I can do this are....

People I can go to for help are...

Support Program		
Key school contact	Name	
	Position	
	Phone Number	
	Email	
Academic goal	1	
Resources / support		
Academic goal	2.	
Resources / support		
Social goal	3.	
Resources / support		
Social goal	4.	
Resources / support		

Student signature: _____

Date: _____

Parent/carer signature: _____

Date: _____

Principal signature: _____

Date: _____



DOBCEL Suspension and Expulsion Procedures

Appendix 13

Professional Learning

Catholic Education Ballarat provides professional learning for School Staff re Behaviour Support. This includes Network Planning and School Wide Positive Behaviour Support Programmes.

Staff Module

- School Wide Positive Behaviour Support – Introduction
- SWISSE Training
- School Wide Positive Behaviour Support – Next Steps
- Writing an IEP (Behaviour Support Program)

Principals

- Leading School Wide Positive Behaviour Support

Learning Support Officers

- Providing Behaviour Support



DOBCEL Suspension and Expulsion Procedures

Appendix 14

Negotiated Transfer

This letter should be on school letterhead

Negotiated Transfer

Negotiated Transfer involves a change of school by a student either between Catholic schools, or to a school within another sector, or to an alternative educational setting. In the case of students who are of post-compulsory school age, a wider range of options might be considered, for example a negotiated transfer, either temporary or permanent, to the workforce or to a higher education or training institute.

Record of Negotiated Transfer For:

Name of Student _____ of Year Level _____

- 1 In relation to this Negotiated Transfer, the following matters have been considered:
 - The reasons why a change to another setting was being proposed
 - The environment that would best provide for the student's emotional, social and spiritual needs
 - The school or other setting that would provide an educational program suited to the student's needs, abilities and aspirations.
- 2 Consequently, it was decided to seek a Negotiated Transfer to (name of school/other setting)
- 3 Particular aspects of this new setting regarded as being suited to the needs of the student as outlined above are: _____
- 4 The process by which the Transfer has been negotiated is as follows: _____
- 5 The negotiation process has concluded successfully, with an agreement that the transfer be effective as of _____ (date)
- 6 Consideration has been given to the support required by the student and the student's parent(s)/guardian(s) in making this transition, and consequently it has been agreed that: _____

Signature of Approval

Parent(s)/Guardian(s) _____ Date _____

Principal of exit school _____ Date _____

Principal of accepting school _____ Date _____

Or equivalent for alternative setting _____ Date _____