



Suspensions, Expulsions and Exclusions Procedure

Purpose

In accepting the enrolment of a student, the staff of St Joseph's School take on the responsibility for the care and guidance of that student. This care and guidance is conducted in a school climate characterised by Gospel values.

Such values emphasise the development of self-discipline based on justice, self-esteem and reconciliation. The dignity of the individual in a school remains of the utmost importance.

Given such an environment, the action of suspending, excluding or expelling a student is something that will occur only on a very rare occasion and only after considerable assistance has been provided to the student and the family in an effort to overcome difficulties which surround that student. This process is underpinned by a focus on procedural fairness and comprehensive support.

This procedure, which present the Catholic Education Ballarat expectations and recommended procedures regarding student behaviour management, are to be read within the context of the schools Pastoral Care, Behaviour Management, and Duty of Care: Supervision of Students policies.

Scope

This procedure applies to all students and all teaching staff or volunteers engaged in child related work. It also applies to behaviours exhibited whilst attending school, travelling to and from school or engaging in any school related activity away from school (including when travelling to or from that activity)

This procedure does not attempt to cover the broad range of behavioural issues, protocols and procedures that might constitute the schools discipline policy or code of conduct, Rather, the emphasis is on student behaviour of a more harmful or serious nature that requires careful and sustained management, often on an individual student/family basis.

Legislative Context

- Education and Training Reform Act 2006 (Vic)
- Education and Training Reform Regulations 2007 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Equal Opportunity Act 2010 (Vic)
- Occupational Health and Safety Act 2004 (Vic)
- Information Privacy Act 2000

Definitions

Term	Definition
Challenging behaviour	Any repeated pattern of behaviour, or perception of behaviour, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults.
Duty of Care	every teacher and school authority owes students in their care a duty to take reasonable measures to protect students from risks of harm that are reasonably foreseeable.
Restraint	The use of physical force to prevent, restrict or subdue movement of that person's body or part of their body, for the primary purpose of behavioural control.
Seclusion	This involves solitary confinement of a person in a room or area from which their exit is prevented. This includes situations where the person believes he/she cannot or should not leave an area without permission.
Restrictive Intervention	A restrictive intervention is any intervention which effectively restricts a person's freedom of movement
Least Restrictive Intervention	<p>A practice that:</p> <ul style="list-style-type: none"> · is not more restrictive or intrusive than necessary to prevent the person from inflicting harm on themselves or others; and · is applied no longer than necessary to prevent harm or danger. <p>In every circumstance where restraint and seclusion is applied, the least restrictive form of intervention should be used, for the least amount of time necessary.</p>
Emergency	A sudden state of danger requiring immediate action to prevent or manage a serious and imminent risk of harm to the person or to another person or people.

Time Out	A procedure in which the person is separated temporarily from a rewarding environment as part of a planned and therapeutic program to modify behaviour.
Suspension	process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.
Expulsion	means the permanent exclusion from attending school.
Exclusion	the process of excluding or the state of being excluded for a negotiated period of time.
Whole-school Approach	A cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve the student learning, behaviour and wellbeing, and the conditions that support these.

Guiding Principles

The following key principles of effective practice are designed to promote and sustain positive student behaviour:

1. Our Catholic Tradition
2. Student Behaviour Education and Pastoral Care – A Whole-of-School Responsibility
3. Pastoral Care for the Entire School Community – A Principals Responsibility
4. Student Behaviour and Learning

For a detailed explanation of these principles see the *Guidelines for Behaviour Support* (CEOB, 2017).

Actions

- St Joseph's School follows the procedures outlined in the *Guidelines for Behaviour Support* (CEOB, 2017) and the *Whole-School Approaches to Supporting Positive Student Behaviour* (CECV, 2016). These resources are available on CEVN. All staff must familiarise themselves with these documents. Professional learning on managing student behaviour and positive interventions will be provided each year and as part of induction of new staff.
- The school agrees to reflect and conduct thorough investigation to ensure the principals of procedural fairness are adhered to. Proper considerations will be given to the *Charter of Human Rights and Responsibilities Act 2006* and anti-discrimination obligations.

- St Joseph's School has implemented structured intervention strategies to address challenging behaviours. The school's interventions and supports may include:
 - whole school strategies to build a positive culture and professional learning to build the capacity of school staff, for example through School Wide Positive Behaviour Support and Respectful Relationships
 - individualised interventions and supports, for example supports developed and delivered by allied health professionals, including Student Support Services, and modifications to routine and learning environments
 - targeted intervention and supports for vulnerable students, for example students with a disability and Aboriginal and/or Torres Strait Islander students. (see Appendix 1 and 2 for further guidance)
- The Principal will maintain regular communication with the student and the parent/carer, this will occur as soon as possible after the behaviour occurs.
- The Principal and Wellbeing Coordinator will undertake a informal behaviour support and intervention meeting involving the student and parent/carer to discuss the students behaviour.
- Interventions and supports are implemented and thoroughly documented before expulsion is considered by the Principal. Expulsion is a last resort when all other disciplinary measures, interventions, supports and options have been exhausted.
- St Joseph's School develops and implements Behaviour Support Plans for all students who have a history of behaviour issues. The plans are regularly revisited and updated to ensure accuracy and currency.
- In determining the process for imposing penalties, the Principal and Wellbeing Coordinator will work together to determine the most appropriate penalty. The Wellbeing Coordinator will be designated to support and engage the student during their penalty.
- Where an immediate incident response is required the Principal may activate the school's emergency response plan, report the incident, act on occupational health and safety needs and inform the students' parents/carer about the incident.
- St Joseph's School acknowledges that the use of restraint and seclusion is not an identified appropriate intervention and will only be applied in cases of emergency and will only be considered as a temporary measure.
- Restrictive interventions may be used however the *Guidelines for Behaviour Support (CEOB, 2017)* will be adhered to.
- A report of the incident and procedures followed will be prepared and information provided to the appropriate persons and organisations.
- Access to the Employee Assistance Program will be offered to staff and students will be offered counselling and support post incident.
- St Joseph's School will review the management and investigation of the event in order to affirm and reinforce what worked well and refine and improve future processes and practice.
- Students and parents/carers will be offered information regarding the appeals process should they believe that correct procedures have not been followed, or that an unreasonable decision has been made.

Supporting Documents

- Guidelines for Behaviour Support (CEOB, 2017)
- Whole-School Approaches to Supporting Positive Student Behaviour (CECV, 2016)
- Expulsion Policy for Victorian Government School (Department of Education, 2018)

Responsibility

Approval Authority Responsible for monitoring the implementation, outcomes and scheduled review of this policy	Policy Sponsor Responsible for maintaining the content of this policy as delegated by the Approval Authority	Administration Responsible for the administration support for the maintenance of this policy as directed by the Policy Sponsor
Governing Authority	Principal	Compliance and Risk Manager

Promulgation

This procedure will be communicated throughout the school community in the form of:

- policies section of the St Joseph's School website;
- policy library section of the St Joseph's School intranet; and
- distribution of email to all staff.

Implementation

This procedure will be implemented throughout St Joseph's School via:

- policy library section of the St Joseph's School intranet;
- staff briefing session; and
- training sessions