



PREAMBLE

Stella Maris College (the College) is a school of Good Samaritan Education established in 1931 in the Benedictine tradition. The policies of the College give expression to its values and ethos and/or reflect the legal requirements of a school registered and accredited by the NSW Education Standards Authority (NESA).

The NSW Registration Manual (3.7.1 and 3.7.2) requires that a registered non-government school must have policies relation to discipline of students attending the school that are based on principles of procedural fairness and do not permit corporal punishment of students.

The purpose of the Student Management and Engagement Policy and Procedures is to provide a whole school approach to guidance and support for staff and students when student behaviour/s cause harm to individuals, interfere with their learning and the learning of others and is inconsistent with the core values of Stella Maris College.

At Stella Maris College students are expected to take responsibility for their actions and behaviours. The effective and explicit positive communication and implementation of this policy will:

- Allow the students to become and remain fully engaged in their social, emotional, spiritual, cognitive and physical learning and wellbeing
- Enable the implementation of positive education principles supporting all students developing as inclusive, innovative and inspiring young women
- Create a safe environment for all staff and students

POLICY

At Stella Maris College we believe that our positive school culture is based on staff, students and parents forming strong relationships; a strong focus on whole school wellbeing; effective communication of the expectations of behaviour, and, positive classroom practice. At all times Stella Maris College aims to be a place where Gospel values are lived and where Benedictine ideals are visible. Staff and parents will be proactive in talking to students about the ways in which the College manages and engages students positively. Additionally, staff will use their time, both timetabled and non-timetabled, to develop a positive school culture that focuses on engaging students and staff to be considerate and conscious of their role, responsibilities and rights as learners and members of a positive and mentally well Benedictine community.

Stella Maris College empowers staff in the management of students by placing an emphasis on the understanding that student management and engagement begins with the classroom teacher and it is their responsibility to develop and manage it, most immediately, in conjunction with the Pastoral Care (PC) Teacher and the Wellbeing Team.

The PC Teacher will have an evolving relationship with the student that allows them to be a key resource for the classroom teacher. As a resource they will be able to provide insights into the student's social, mental, physical and educational development.

The Head of Year (HOY) provides support to the PC Teacher and classroom teacher by acting as a mentor and resource.

The Assistant Principal Wellbeing (APWB) and the Wellbeing Team provide support in terms of providing access to recognised agencies, resources, staff training and strategies that will be specific to the needs of the student.

The use of any form of corporal punishment is never permitted. Investigations into student behaviour and behavioural incidents are always investigated in a procedurally fair manner. In addition, Stella Maris College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

PROCEDURE

Initial Teacher Responsibilities

Teachers have a responsibility to implement strategies aimed at improving behaviour that is inappropriate, disruptive or unsafe. If concerning behaviour continues and is of a nature that hinders the learning of others and persists after appropriate warnings, then a teacher may request that the student/s be removed from the immediate learning environment.

If and when students do not adhere to the expectations of the learning environment they must be given warnings about their inappropriate, disruptive behaviour (teacher will explain how the student/s behaviour is either disruptive, inappropriate or unsafe and implement appropriate classroom management strategies, i.e. moving student/s to a different part of the room).

If behaviour that is disruptive to the learning environment continues, a student can be given some distance from the scenario for 5-10 minutes (to be in sight of the teacher with the door open). In accordance with restorative practices this is a further opportunity for the teacher to explain how the student/s behaviour is disruptive, inappropriate or unsafe and why they are being removed from the learning environment. It is an opportunity also to allow the relationship to move forward and see the student re-engage with the learning environment. Further to this, the teacher has an opportunity to challenge or inform the student that certain responsibilities are not being met and the rights of others are being affected due to their disruptive, inappropriate or unsafe behaviour.

Support for Teachers

If the above process is followed and student/s continue to engage in inappropriate, disruptive or unsafe behaviour then the classroom teacher has the right to request the student/s be removed from the learning environment.

Teachers may request assistance from other teachers to have the student removed or ask another teacher to mind their class while they take the student to Student Services. Teachers may also ask a trusted student to safely follow the student to Student Services (Main Campus or Benedict Campus). From here Student Services will seek the appropriate HOY. Again, the teacher must explain how the student/s behaviour is disruptive, inappropriate or unsafe and why they are being removed from the learning environment. (A 'Red Slip' with accompanying student OR email sent to Student Services / HOY.)

Follow Up

Once class is finished, the teacher must "follow up" with the student at their earliest convenience. This could take the form of a simple and calm conversation reiterating expectations and responsibilities. If, after discussing with the HOY and HOD, the teacher remains concerned about inappropriate, disruptive or unsafe behaviour then the student may be prevented from re-entering the class until a meeting is arranged with the student, student's parents, teacher and student's HOY or APWB.

If the relationship between the student/s and teacher is damaged, a restorative meeting, in line with College Restorative Practices, may be arranged if all parties agree (see College Restorative Practice Guidelines).

Note: Whilst removing a student from class is not conducive to their ongoing learning there are times when it is necessary to do so. The purpose of this may be to put 'space' between all parties to allow: an investigation to proceed; the staff and student/s concerned to proceed with their learning unhindered; and the various parties to regain calm in their thinking. If a student is removed from class, the HOY or APWB must ensure appropriate, relevant and meaningful school work is provided to allow the student to remain engaged in their learning.

As part of follow up it may be appropriate to engage a Head of Department to support a classroom teacher in the design of appropriate and engaging work for students.

Reason to Detain a Student During Breaks

Staff may decide that a student needs to be detained during a recess or lunch break so that they can talk to a student unhindered or have the student complete unfinished work. Individual staff may detain a student for recess or lunch breaks for a reasonable part of the time allocated but no longer than half of the break time.

Restorative Practices

Stella Maris College believes in restorative practices and positive education principles, as central foundations in the building of a well community. It is deemed that teachers and support staff have a positive and trusting relationship with students and parents as members of the Stella community and that these relationships are vital in the development of the young people in our care.

However, when a relationship becomes fractured, learning is disrupted or members of the College community are emotionally hurt, Stella Maris College believes that restorative practices must be enacted as a means of rebuilding and strengthening relationships, enhancing learning and allowing affected parties to once again work together in a positive manner. Restorative practices are designed to address a range of opportunities and needs in emphasising prevention and a whole school approach, while embracing the right blend of high control and support.

(For further details see College Restorative Practice Guidelines)

Suspension

Suspension is a temporary removal of a student from their classes. At Stella Maris College suspension can be used in a number of ways as the following table shows:

TYPES OF SUSPENSION	DESCRIPTION
Short Term Suspension	A short-term suspension may be used by a classroom teacher as outlined by APPENDIX 1: Short Term Suspension / Removal of Students from Class – Response Steps in Action
Internal Suspension	An Internal Suspension may be used in the management of issues outlined in Levels 2 – 3 and is determined by the HOY in consultation with the APWB. Internal Suspensions are served in an appropriate and supervised space. Internal Suspensions are formally communicated with parents/carers via email or phone call by HOY and/or APWB.
External Suspension	External Suspension involves students being completely offsite and are usually employed when investigating issues of a Level 4 type. External Suspensions are formally communicated with parents/carers by the APWB via phone call and formal letter.

Reasons to Suspend

At all times Stella Maris College will attempt to put in place support structures and procedures that will see students avoid suspension. However, if it is deemed necessary the College will request that a student remain away from the College in order to allow for space between the effected parties, time for students to reflect on their actions, allow time for an investigation to occur or the development of support strategies. An external suspension is often employed prior to an Expulsion to allow investigation, meetings with families/parents/carers and to ensure there is procedural fairness for all involved.

Procedural Fairness

When considering expulsion and suspension Stella Maris College will proceed in all investigations with procedural fairness. Procedural fairness is a basic right of all when dealing with issues and/or authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’. The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

- Know the allegations related to a specific manner and any other information which will be considered in reviewing the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Know how to seek a review of the decision made in response to the allegations.

At all times parents/carers are able to utilise the College's Grievances and Complaints Policy if they feel that any decision involving their child has not been made in a procedurally fair manner.

Expulsion

Expulsion is the permanent removal of a student from one particular school.

Reasons to Expel

At all times Stella Maris College will attempt to put in place support structures and procedures that will see students avoid expulsion or negotiated transfers to other schools. At times, the Principal may need to expel a student whose actions have broken a significant policy (e.g. a breach of the Drugs and Alcohol Policy) and/or to ensure the ongoing safety (e.g. the Anti Bullying Policy) and positive learning environment of the other students and staff at the College. The Principal may choose to expel after a thorough and procedurally fair investigation has been led by the APWB. The APWB will then make a recommendation to the Principal.

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Exclusion

Exclusion is the act of preventing a student's admission to a number of schools. As an independent school Stella Maris College does not exclude students from other colleges and/or schools.

Levels of Response and Support Actions for Student Behaviour

The following information outlines levels of support and actions that will be implemented to support student behaviour and track behaviour over time. Incidents within these levels will be recorded in SEQTA .

There are four levels of support that categorise the actions and responses when students engage in inappropriate, disruptive or unsafe behaviour and do not demonstrate accepted responsibilities and behaviours.

These levels provide assistance to the school community members when negative behaviours are ongoing and behaviour causes harm and needs to be dealt with immediately.

Level 1 recognises appropriate responses when a student's behaviour needs to be challenged but is not requiring any serious consequence or action. Level 1 incidents are to be handled by either the classroom teacher or PC Teacher. Level 1 incidents may be handled by a short-term suspension.

Level 2 recognises appropriate responses when a student's behaviour is a disruption to others' learning, safety and

or wellbeing. Level 2 incidents are to be handled by either the classroom teacher, PC Teacher and / or HOY. Heads of Department (HOD) may be engaged to support a classroom teacher in the design and delivery of engaging, challenging and appropriate work for students. Level 2 incidents may be handled by a pre-determined short term removal from class or internal suspension.

Level 3 recognises appropriate responses when a student's behaviour has become a continual/serious disruption to their own and other's learning, safety and/or wellbeing. Level 3 incidents may also include one-off incidences of physical violence deemed dangerous, and can include breaches of College policy. Level 3 incidents are to be handled by the HOY and APWB. Level 3 incidents may be handled by a pre-determined short term removal from class, internal suspension or external suspension.

Level 4 describes behaviour that causes significant harm (e.g. continual disruption to learning and teaching; language (including online) that is aggressive / offensive / defamatory / threatening or vilifies; use of technology deemed dangerous; direct physical contact deemed dangerous; illegal substance abuse (or intent) during school time on school property; or history of continued misbehaviour in any above category). Furthermore, Level 4 describes the behaviours and actions for when a student is seriously at risk to themselves and others within the College community. Level 4 incidents are to be handled by the HOY, APWB and the College Principal. Level 4 incidents may incur an internal suspension, external suspension and/or expulsion.

It is possible, depending on their behaviour, for a student to bypass Levels 1 and 2 and on occasion Level 3 as a result of their negative actions. Only a HOY, APWB and Principal can identify and manage a student at Levels 3 or 4. If a staff member is unsure about which level a student needs to be managed, they should consult HOY or APWB.

It is important to note that any negative student behaviour (physical altercations, person to person abuse or online interactions), that takes place outside the College's Duty of Care (outside of the College grounds, outside of standard work hours weekdays (except school based activities) and off the College's provided communication platforms), should be dealt with first and foremost by the student's family and where necessary the police (or appropriate services). If negative behaviour takes place, or is followed up whilst the student/s are under the College's Duty of Care, anytime on the College network, or if advised by the police or appropriate services to do so, the College will follow this policy as a guide.

Working Through the Response and Support Action Levels

The College Community Code of Conduct describes the types of behaviours the College community requires and expects. By knowing these, staff are enabled to effectively assess student behaviour as inappropriate and so recognises that a commitment to respond to that behaviour is necessary. The level of response is determined by the intent of the action and the resultant harm.

Following the disclosure or discovery of a behavioural concern, at their discretion, the HOY, APWB or Principal may implement a cooling off period while initial incident investigations take place. This is to allow space in the investigation.

Communication Protocols within the Support Levels

It is the responsibility of staff managing negative behaviours to record concerns using Pastoral Notes in SEQTA.

Communication with Parents

When student/s behaviour is inappropriate, disruptive or unsafe it is vital that parents are informed.

Communication with parents can be done in the following ways:

- A phone call to the parent, by the staff member dealing with the issue, explaining the concern/s and action taken by the College.
- An email to the parent, if this form of contact has been agreed upon and established, to discuss the concern/s and action taken by the College.

- A letter or note to the parent. This may include a College pro forma. The teacher should expect a response from the parent and follow up to ensure that the information has been received. Requesting a face-to-face meeting with the parent/s to discuss the concern/s and action taken by the College is recommended.

Internal (greater than three periods) and External Suspensions will also be communicated by an email or formal letter of which a copy will be retained in the students formal College File (held in the Registrar's office).

Communication with Pastoral Care Teachers

It is expected that the classroom teacher, Heads of Year and APWB keep the students' PC Teacher informed of important communication/s to parents and general progress. A behaviour note should also be recorded in SEQTA, copying in the appropriate individuals.

Communication with Classroom Teachers, Wellbeing Team, Camp Coordinators, Inclusive Learning Department

When student/s behaviour is inappropriate, disruptive or unsafe it is vital that the classroom teachers are informed. This communication may form part of a case management plan and involve meetings with teachers to assist with strategies to support both the teacher and the student. When there are concerns regarding the student's wellbeing and/or behaviour a College Wellbeing Program will be shared with and presented to the staff involved (see College Wellbeing Program Procedures).

Truancy Detention

These detentions are for truancy only. The College has a truancy detention program that requires students to attend 'out of school' detentions for up to one hour. These detentions are negotiated with families. Where location and travel are an issue, then a substitute time can be negotiated with the HOY. Truancy detentions would be during lunchtimes or after school. From time to time the Academic Afternoon program may need to be used.

Stella Maris College strives to ensure that the student's dignity and learning are preserved. However, the College acknowledges that there may be situations that see a student removed from the College due to the continued disruption to others' learning, safety concerns and failing to meet the expectations or requirements for completing their education.

On returning to the College, the student and parents/carers will be required to meet with the APWB, PC teacher and HOY. As a means of extra support, and if deemed appropriate, a member of the College Wellbeing Team or the Careers Advisor may be invited in order assist with a student's re-entry to the College as a means of extra support.

At all times the focus of re-entry will be for the student to re-engage in their education, be supported in any wellbeing needs and restore relationships within the community. Students may need extra support via the College Case Management Policy and Procedures (see Associated Documents). See also the Year 10 and 11 Progression Policy and Procedures.

This policy supersedes the:

- *Discipline Policy (Version 3)*

VERSION 6

Policy Approved: May 2020

Date for Review: May 2023

APPENDIX 1: Short Term Suspension / Removal of Students from Class – Response Steps in Action

REMOVAL FROM CLASS	ACTION	FOLLOW UP	TIMELINE
After warnings or reminders, a student/s may be removed for a short period of time	Active Supervision – Remain in sight of teacher	Restorative process followed. Student re-enters class.	A short period of time is considered to be 5 minutes.
Longer Period – Persistent inappropriate or unsafe behaviour continues	<p>Removal from class to HOYs office via Student Services. Teacher, after engaging a nearby teacher, may escort offending student, or another student follows offending student to Student Services: accompanying student returns to class and confirms offending student is with HOYs.</p> <p>Offending student refuses to go to the HOYs – send trusted student to Student Services to get HOY. If no one is available, then APWB.</p> <p>Staff member emails Student Services/HOY at earliest convenience to notify of action.</p>	<p>Incident documented, via SEQTA, by classroom teacher, alerting PC and HOY. Parents/carers contacted by either classroom teacher, PC or HOY. Classroom teacher must follow up with student to discuss incident and behaviour in a restorative manner – this can be facilitated by HOY.</p>	A longer time period is considered to be any time above 5 mins.
Pre-determined Removal – Depending on seriousness of issue or incident.	<p>Staff member communicates with PC and HOY, decision made to remove student for required lesson/s. Staff member prepares work.</p> <p>Classroom teacher to ensure that whilst student is not in attendance that meaningful and relevant work is provided to the student. The student completes the work in an appropriately supervised space.</p> <p>Student isolated from class until all parties concerned have met and are satisfied behaviour will desist and relationships are restored.</p>	<p>Restorative process involving classroom teacher, PC teacher and HOY adhered to. Outcomes documented and kept on SEQTA. Parents/carers informed.</p> <p>Staff must ensure that the student is heard. Each student involved in the incident has a right to be heard, constituting procedural fairness. This is achieved via the restorative meeting between the appropriate parties listed.</p>	
Pre-determined Removal – failure to meet uniform guidelines and cannot be rectified at school	Student to be sent home (with parent permission) to have breach rectified	Student to check in with PC teacher or HOY to confirm breach is rectified. HOY to document in SEQTA.	Dictated by student / parent

APPENDIX 2: Behaviour Tracking Levels – Behaviours and Responses

LEVEL 1	ACTIONS OR CONSEQUENCE	RESPONSIBILITY	FOLLOW UP TIMELINE
<p>Level 1 concerns involve minor behaviour issues that are dealt with by the classroom or PC teachers.</p> <p>Incidents may include:</p> <ul style="list-style-type: none"> • The disrupting of others in their learning • Non-attendance to class • Inappropriate language in school • Non-completion of work requirements • Non-compliance with Digital Citizenship Policy or Uniform Policy • College uniform infringements • Damage to property 	<ul style="list-style-type: none"> • Using restorative language to repair the relationship between parties • Undertake a conversation with student to identify any issues that may be impacting on their social and emotional wellbeing • Work with Wellbeing Team to identify any issues that may be impacting on their social and emotional wellbeing • Reminding student of expectations • Warn student of possible consequences such as contacting parents, contacting PC teacher or setting teacher directed detentions or withdrawal from class and/or activities • Requesting meeting student outside of class time • Change of seating or use seating plan • Discussion with colleague re strategies (e.g. PC Teacher) • Document incident in SEQTA 	<p>Classroom teachers PC teacher</p>	<p>In order to keep relationships positive actions at this level are best dealt with immediately, firmly and fairly.</p>
LEVEL 2	ACTIONS OR CONSEQUENCE	RESPONSIBILITY	FOLLOW UP TIMELINE
<p>Level 2 concerns involve behavioural issues that are to be dealt with by the classroom teacher, PC teacher and HOY</p> <p>Incidents may include:</p> <ul style="list-style-type: none"> • Disrespect/Rudeness towards members of the College community • The harming of others – Physical / Emotional • The sustained disruption of others in their learning • Sustained non-attendance to class and or school • Sustained inappropriate language at school • Sustained non-completion of work requirements • Sustained non-compliance with College Digital Citizenship Policy or Uniform Policy • Sustained College uniform infringement • Damage to property • Unsafe Behaviour 	<ul style="list-style-type: none"> • Using restorative language to repair the relationship between parties • Undertake a conversation with student to identify any issues that may be impacting on their social and emotional wellbeing • Work with the Wellbeing Team to identify any issues that may be impacting on their social and emotional wellbeing • Reminding student of expectations • Alert student to possible consequences such as contacting parents/carers, contacting PC teacher and HOY, setting teacher directed detentions, possible removal from class/activities/yard • Discussion between staff member and student • Requesting meeting student outside class time • Change of seating or use seating plan • Discussion with necessary colleague re appropriate strategies • Record incident and action taken in SEQTA • Short Term or Internal suspension 	<p>This level is largely the responsibility of the significant adult, which can be the classroom teacher or PC teacher.</p> <p>It is expected that the class teacher or staff member work actively with the student to address the behaviour or harm caused. This applies to problems arising within: classrooms, yard, school camps, and excursions.</p> <p>When action is taken, the teacher should notify parents. The student’s PC Teacher and where appropriate the HOY should also be notified.</p> <p>Heads of Department</p>	<p>Level 2 concerns should be dealt with in a short timeframe to ensure that issues aren’t dwelt on.</p> <p>Actions should not be taken without discussion and should be settled upon within 24 – 48 hours.</p>

		may be engaged to support a classroom teacher in the design and delivery of engaging, challenging and appropriate work for students.	
LEVEL 3	ACTIONS OR CONSEQUENCE:	RESPONSIBILITY	FOLLOW UP TIMELINE
<p>Level 3 concerns involve behavioural issues that are to be handled by the classroom teacher, PC teacher, HOY and APWB.</p> <p>Incidents may pertain to and include the following:</p> <ul style="list-style-type: none"> • Disrespect/Rudeness towards members of the College community • The harming of others – Physical or Bullying • The sustained disrupting of other in their learning • Sustained non-attendance to class and or school • Sustained inappropriate language at school • Sustained non-completion of work requirements • Sustained College uniform infringement • Sustained/serious non-compliance with College Digital Citizenship Policy • Damage to property • Unsafe Behaviour 	<ul style="list-style-type: none"> • PC /HOY/ APWB and on certain occasions the College Counsellor advised of the concern and given an opportunity to speak with the student before further action is taken. • Student interview with a combination of the following HOY, PC teacher, APWB, Counsellor and parents/carers. <p>Action determined can include:</p> <ul style="list-style-type: none"> • Monitoring and review of student behaviour and progress. Which means sourcing and providing feedback about subsequent behaviour to parents, student and appropriate staff. • Set date to review progress with student and parents/carers. • Referral to College Counsellor or outside professional • Short term or permanent removal from class • Negotiated after school detentions to allow learning to be supported • Conduct card • Specific Behaviour Management Plan as part of case management • Loss of privileges. These may include school based and extra curricula activities • Modified Work Program • Referral to relevant Head of Department • Referral to Head of Inclusive Learning • Referral to Careers Adviser • Student, parent and referring staff member informed • Internal or external suspension 	<p>It is expected that the HOY, PC teacher and class teacher work together with the student to address the behaviour or harm done.</p> <p>The level is largely the responsibility of the HOY.</p> <p>APWB up to date with situation.</p> <p>Other key leaders mentioned at this level must keep brief notes of actions taken and keep relevant HOY informed of student progress via SEQTA.</p>	<p>Level 3 concerns should be dealt with in a short timeframe to ensure that issues aren't dwelt on.</p> <p>Actions should not be taken without discussion and should be settled upon within 24 – 48 hours.</p>
LEVEL 4	ACTIONS OR CONSEQUENCE:	RESPONSIBILITY	FOLLOW UP TIMELINE
<p>Level 4 behaviour is ongoing from Level 3 and represents the need for the student to move to a level where the APWB supports the management of the student. Suspension or Expulsion may</p>	<ol style="list-style-type: none"> 1. APWB and College Principal advised of serious behavioural breach. 2. In the case of a critical incident, the safety and wellbeing of all parties involved is to be the focus. Police, AIS and College Board Chair notified if the incident is criminal in nature. 	<p>This Level is largely the responsibility of the APWB.</p> <p>It is expected that the HOY and APWB work together with the</p>	<p>External Suspensions will vary according to the severity of action.</p>

<p>be an option.</p> <p>Level 4 behaviour may also be of a nature that represents a threat to the safety of staff or a student/s or has impacted on the physical and emotional wellbeing of a student or staff and Suspension is required.</p> <p>Furthermore, Level 4 concerns include unresolved, serious ongoing or wrongful behaviour/s, including seriously undermining the ethos of Stella Maris College;</p> <ul style="list-style-type: none"> • Consistently and deliberately failing to comply with any lawful order of the Principal, APWB, teacher or Support staff member; • Is offensive, intimidating or dangerous to the physical or emotional health of any student or staff member; • Consistently, deliberately and negatively interfering with the educational opportunities of others • The harming of others – Physical or Bullying • The sustained/serious disruption of others in their learning • Sustained non-Attendance to class and or school • Sustained inappropriate language in school • Sustained non-completion of work requirements • Sustained/serious non-compliance with College Digital Citizenship Policy • Non-compliance with Drug and Alcohol Policy • Damage to property • Unsafe Behaviour 	<ol style="list-style-type: none"> 3. In those situations of serious breaches for which an agreed consequence is internal / external suspension or removal from classes, this will be implemented automatically. 4. After the suspension is served a re-entry interview (at discretion of HOY, for greater than one day) is organised. Attendees are APWB, parents/carers, HOY, PC teacher and other members as requested by the APWB. 5. A mediation or restorative conversation may be a part of the re-entry process. <p>For continued behaviours that have been previously addressed at Level 4 and not been adjusted, then APWB becomes involved. They work within Case Management to maintain and implement further strategies.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> - Community service - Referral to other services - Permanent removal from class - Counselling – pastoral or vocational - Referral to the Inclusive Learning Department - Adapted work program - Further loss of privileges as per Level 3 - Staff working with student are informed of outcomes via Wellbeing Program and briefing - Student behaviour monitored - Set date to review progress with student and parents - Internal or External Suspension for longer periods - Involvement of Police <p>In certain cases, the Principal will expel a student in accordance with procedures already outlined in this policy. Expulsions are not taken lightly and issues are investigated thoroughly and fairly prior to a recommendation being made to the Principal for action.</p> <p>Procedural fairness is enacted throughout entire process.</p>	<p>student and their family (including the offer of a support person to parents/carers) to address the ongoing behaviour.</p> <p>APWB must keep brief notes of actions taken and keep Principal up to date with situation.</p> <p>The APWB convenes a meeting with the student and parents/carers. The Principal shares the findings and the decision.</p> <p>The College Procedural Fairness policy is adhered to.</p>	<p>In cases where expulsion is being considered an External Suspension should be no longer than two days whilst investigations proceed. At times this may vary according to availability of students and staff required to speak with and remain procedurally fair to all parties.</p>
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APPENDIX 3: Behaviour Management Administrative Procedures

The following information outlines responsibilities and procedures with regards to administration of consequences and actions related to student management.

TYPE	RESPONSIBILITY	FAMILY CONTACT	NOTES RECORDING	ADMIN OFFICER	CORRESPONDENCE
Truancy Detention	HOY	HOY – Phone call to family	HOY	HOY adds to student notes/files	APWB EA letter home
Behaviour Agreement	APWB	APWB / HOY	Formal Behaviour Management Agreement. Noted in student files	HOY and EA to APWB as directed by APWB	Copies placed in student file.
Internal Suspension	HOY supported by APWB	HOY – Phone call to family	HOY keeps own notes	HOY advises Student Services for attendance. Staff made aware	APWB EA letter home to family as directed by HOY and APWB. Copies placed in student file
External Suspension	HOY/APWB	HOY/APWB – Phone call to family	HOY/APWB keeps notes. HOY/APWB advises Student Services and student's teachers	EA to APWB attends to correspondence. Notes kept by APWB and placed in student files	APWB EA letter home to family as directed by HOY/APWB (mail or email). Copies placed in student file
Expulsion	Principal / APWB	Principal	Principal / APWB – appropriate staff advised	EA as directed by Principal	Copies placed in student file

*All Letter Templates are located in the Wellbeing Team Sharepoint Folder

**Student Files refers to the Confidential College Student Files located in the Registrar's Office

***Notes refers to notes taken in SEQTA

Letters and Contact with Parents / Carers

When communicating with parents and carers it is the responsibility of the College to ensure that procedural fairness applies to all decision-making processes including interviews.

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection.

When communicating with parent/s and carers the College must ensure the following is included in letter format on College letterhead within 24 hours of the event of external suspension or expulsion.

External Suspension

External suspension letters should only be sent after speaking directly with parents and/or carers and should clearly outline:

- Notice of the external suspension
- Date and duration of suspension

- Specific reason for suspension – including an outline of how the allegations were heard and the determination was made
- Study program if longer than 2 days
- Expectation of care and supervision by parent
- Date and time for reentry meeting (at the discretion of HOY, for suspensions greater than one day) at the College with APWB or Principal, HOY and PC Teacher
- A copy of the Student Management and Engagement Policy
- Notification of right to be heard, information about the appeal of the decision and an outline of how to make that appeal by writing to the Principal. This should also be offered throughout any phone conversations and other face to face meetings leading up to suspension

Expulsion

An Expulsion letter should only be sent after a face to face meeting held by the Principal with the student, parents and/or carers. The expulsion letter should mirror the discussion at the meeting which will be procedurally fair and include discussion of the events leading to expulsion alongside the policies and procedures under which disciplinary action is taken.

The expulsion letter should clearly outline:

- Notice of expulsion
- Specific reason for expulsion – including an outline of how the allegations were heard and the determination was made
- Copies of the College policies involved in the determination of expulsion
- If appropriate, the nomination of a referee from the school and their contact details for future enrolment elsewhere
- Information about the appeal of a decision and how to make that appeal in writing to the Principal.

Expulsion letters should also make specific reference to:

‘The College has, throughout this process, given particular emphasis to procedural fairness. If you believe, at any point, your daughter has not been heard or experienced a procedurally fair investigative and decision-making process please make an appointment directly with the Principal to discuss ways of appealing this decision.’

Responding to Appeals from Parents/Carers

The Principal will read and consider the appeal from parents/carers and respond in writing within ten days of receipt of the submission with a final decision.

At all times parents/carers are able to utilise the College’s Concerns and Complaints Policy if they feel that any decision involving their child has not been made in a procedurally fair manner.