



STUDENT BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

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INTRODUCTION

Supporting children's well-being is a crucial aspect of education that goes beyond simply teaching academic subjects. Children who feel safe, happy, and supported are better equipped to learn and develop into healthy and successful individuals. In this context, there are several important areas that we focus on, including:

- behaviour management strategies
- anti-bullying strategies
- suspension and expulsion policies.

SECTION A: BEHAVIOUR MANAGEMENT POLICY

Holy Saviour School implements an Assertive Discipline approach within the *ROSE* framework. This consists of a set of rules used to help students understand and regulate their behaviour in an appropriate and respectful manner. The *ROSE* model emphasises the importance of respecting oneself, others, and the environment. An example of how we use the *ROSE* model in a matrix to support positive behaviour is as follows:

RESPECT		
Others	Self	Environment
Listen actively to others.	Take care of personal hygiene and appearance	Dispose of waste properly
Use kind and respectful language.	Set personal goals and work towards them	Use resources responsibly
Show empathy and compassion towards others.	Take responsibility for one's actions	Reduce, reuse, and recycle
Collaborate and work well with others.	Practice self-control and manage emotions	Keep shared spaces clean and tidy
Respect each other's differences.	Be open-minded and willing to learn	Respect nature and wildlife
Be mindful of noise levels and personal space	Prioritise self-care and well-being	Conserve energy and water

SECTION B: ANTI-BULLYING POLICY

Anti-bullying strategies are essential for creating a safe and inclusive learning environment. Bullying can have serious consequences for children's mental health and academic achievement, and it is important to address it proactively. As educators, we create a culture of respect and tolerance by promoting empathy, kindness, and understanding among students. We also implement anti-bullying policies, such as reporting mechanisms and consequences for bullying behaviour.

SECTION C: SUSPENSION AND EXPULSION POLICY

Suspension and expulsion policies are a necessary part of maintaining discipline and ensuring the safety of all students. However, it is important to use these policies judiciously and in a way that is fair and equitable to all students. As educators, we have clear guidelines for when suspension or expulsion is warranted and consider alternative disciplinary measures before resorting to such drastic measures.

SECTION A: BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

INTRODUCTION

We believe effective student management is essential to the smooth running of our school and to creating an environment where everyone's rights and responsibilities are respected. Therefore, these guidelines operate as an integral part of every aspect of school life to promote the well-being of all those who work within our school community.

At Holy Saviour School, our goals are to:

- empower our learners by ensuring they have the skills needed to successfully engage in learning, both in and out of school
- provide opportunities for our learners to explore their potential through the provision of a well-rounded curriculum steeped in creativity, critical thinking and problem-solving
- engender our motto of 'unity in diversity' by supporting each individual to be themselves while being part of a caring and cohesive community
- maintain a strong collaborative culture and an ethos that emphasises high standards of achievement and behaviour.

RIGHTS AND RESPONSIBILITIES

The Behaviour Management Policy aim to be both *comprehensive* in scope and *procedurally fair*. *Comprehensiveness* is achieved through the following:

SCHOOL EXPECTATIONS

The school community consists of the staff, students and parents. While classroom teachers are responsible for the monitoring of students in their care, we believe every teacher within the school is responsible and therefore is encouraged to take a personal interest in each student with whom they come into contact in order to achieve optimal learning.

The staff will communicate with parents at an early stage if their child is involved in persistent unacceptable behaviour and practice consistency in responding to discipline management situations. Staff will keep a record of students' behaviour whilst working in collaboration with other staff in planning ways of handling particular situations.

The school recognises that for some students, additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.

TEACHER EXPECTATIONS

Teachers have a right to be informed, within the Privacy requirements, about matters relating to the students that may impact their teaching and learning of that student. Teachers are also responsible for demonstrating the standards set by the New South Wales Education Standards Authority. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain a safe and challenging learning environment and use various strategies to engage students in effective learning. Staff are expected to:

- Deliver an inclusive and comprehensive curriculum that promotes positive behaviours and emphasises the well-being of every child
- Employ classroom practices to establish a climate in which appropriate behaviour is the norm
- Implement preventative and early intervention strategies to deal with attendance and behavioural issues

PARENTAL EXPECTATIONS

The school believes parents are the first educators in a child's life. Parents/carers are responsible for taking an active interest in their child's educational progress, modelling and reinforcing positive behaviours and ensuring their child's regular attendance. They are responsible for supporting the school in maintaining a safe and respectful learning environment for all students and engaging in regular and constructive communication with the school regarding their child's learning. Parents are expected to:

- Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations
- Communicate with the school in regard to the child's changing circumstances
- Cooperate with the school by assisting in developing and reinforcing strategies to address individual needs.

PUPIL EXPECTATIONS

Students are responsible for contributing positively to the educational experience for themselves and other students, participating fully in the school's educational program, and ensuring that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community. Students are expected to:

- Take responsibility for their learning and have high expectations that they can learn
- Take responsibility for their behaviour and its impact on others
- Model the school's core values of respecting others, self and their environment.

IMPLEMENTATION GUIDELINES

PROCEDURAL FAIRNESS

All procedures followed in applying this policy must be based on principles of procedural fairness. These principles include:

- provision of relevant policies and procedures to involved parties;
- provision to these parties of the details of any allegations;
- provision to these parties of the right to respond to allegations and, if appropriate, to appeal any decision;
- The right to an impartial decision

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 is achieved through the following:

- the availability to students, parents and caregivers of the policies and procedures under which behaviour management action is taken
- under the *hearing rule*, the right of the person against whom an allegation is made to:
 - know the allegations related to a specific matter and any other information which will be taken into account in considering the matter (subject to witness protection)
 - 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
 - have available, where necessary, interpreter services for parents/caregivers and students
 - a support person/observer present in the formal interview process
 - a written copy of the key points of the formal interview
- under the *unbiased rule*, the right of the person against whom an allegation is made to:

- impartiality in an investigation and decision-making (where possible, to separate the roles of investigator and adjudicator)
- an absence of bias by a decision-maker

CORPORAL PUNISHMENT

At no point in the school discipline or behaviour hierarchy is there a place for corporal punishment of any kind. No staff member is permitted to use or encourage any form of corporal punishment under any circumstances. This prohibition extends to forbid the administering of corporal punishment by *non-school* persons, including parents, to enforce discipline at the school (*Education Act 1990 (NSW) Sect 3*).

WHOLE SCHOOL APPROACH TO REWARD POSITIVE BEHAVIOURS

Student engagement, regular attendance and positive behaviour will be supported through a relationship-based whole-school approach, including targeted and individual support when required. The whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring students participate in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Recognising the student's achievements through a school-wide token system using the following structure:

20 tokens	WHITE AWARD
40 tokens	BLUE AWARD
60 tokens	BRONZE AWARD
80 tokens	SILVER AWARD
100 tokens	GOLD AWARD

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Involving and supporting the parent/carer
- Involving support services as appropriate
- Mentoring and / or counselling
- Developing individualised behaviour or attendance plans
- Involving community support agencies

DEVELOPING A CLASSROOM DISCIPLINE PLAN

Student management is designed and implemented to guide students in fostering school expectations. Therefore, with the teacher's guidance, students are encouraged to develop and agree on a set of class rules. Positive and negative consequences are agreed upon. In doing so, we believe students will take ownership of their class rules and accept responsibility for their actions. When negative consequences are issued, the opportunity is provided for students to reflect on their actions so as to plan for better decisions in the future.

- **Sample Classroom Discipline Plan**

Teachers must develop classroom rules and consequences in negotiation with the students. Doing so will allow the students to take some form of ownership of the rules and consequences. Support teachers (Music, Literacy and Arabic staff) who also teach the class should have easy access to these rules and consequences, as continuity and consistency will allow the students to follow procedures more readily.

- **Aspects of Rules and Consequences**

- Class rules, wherever possible, should be positive (i.e. not "Don't...")
- Class rules should be kept to a minimum - a few general rules rather than a number of specific ones
- Rules should be negotiated with the class and reviewed at least once a term
- Children should discuss/choose the consequences where possible
- Consequences are matched to class rules and must be fair, realistic and on the spot

- **Classroom management techniques:**

- Establishing routine and consistent expectations for behaviour
- Providing clear instructions and explanations for tasks
- Using positive language and tone when addressing behaviour issues
- Encouraging student participation and responsibility in creating and maintaining a positive classroom environment

A copy of the rules and consequences must be sent home to all parents at the start of the school year and when revised. Teachers are expected to keep a copy of all correspondence with parents in regard to any student behaviour management matters.

A sample of a classroom behaviour plan is as follows:

- **Classroom expectations:**

- Respect others and their property
- Follow instructions and stay on task
- Speak kindly and use appropriate language
- Be responsible for your actions

- **Consequences:**

- 1st time a rule is broken: Name on board (no cross)
- 2nd time a rule is broken: **X** next to name - 5 minutes loss of lunchtime or time out
- 3rd time a rule is broken: **XX** next to the name – 10 minutes loss of lunchtime or time out
- 4th time a rule is broken: **XXX** next to the name – 15 minutes detention (lunchtime) /parents notified
- 5th time a rule is broken: 20 minutes after school detention/parents notified
- 6th time a rule is broken: 30+ minutes after school detention/parents and Principal notified

Severe Clause: Reported immediately to the Principal.

RECORD KEEPING

Holy Saviour School uses a web and mobile-based application through Sentral for effective record keeping.

STAGES OF SCHOOL BEHAVIOUR MANAGEMENT PROCESS

STAGE ONE - PRIMARY PREVENTION

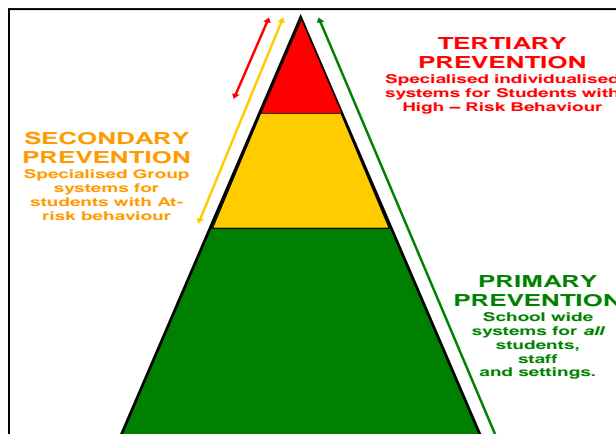
This is where the teacher attempts to deal with the problem independently. The key point at this stage is that the student must be told what he/she is doing wrong and given a chance to rectify the problem. When this is

done, and the results prove negative, disciplinary action should be taken. The structure to follow requires the following process:

- What has happened?
- How have people been affected?
- What can we (each) do to improve the situation?

This depends upon the gravity of the initial problem.

The severity of the action taken should be in reasonable proportion to the offence and should be determined by whether it is a repeat or initial offence. All matters with reference to student behaviour need to be accompanied by documentation.



STAGE TWO - SECONDARY PREVENTION

This stage will be used if the class teacher feels support is required. The following personnel are available for consultation and support to facilitate student/s with an opportunity to address everyday concerns within the classroom and school, thereby building the students' capacity for collective problem-solving. The main aim of secondary prevention is to lead the student to understand and accept accountability for their actions.

- Parent/s or guardian
- Buddy Teacher
- Chaplain
- Psychologist
- Assistant Principal
- Principal
- Other Professionals

An individual discipline plan may be required as a form of a contract and will be negotiated and monitored by all parties with additional involvement from the student's guardian/s. The classroom teacher, school Chaplain, and/or Executive member will jointly share the responsibility of rewarding positive behaviours and issuing consequences. Weekly/daily goals may be set as part of the process. Serious offences should be recorded and reported immediately to the Principal.

STAGE THREE – TERTIARY PREVENTION

Only in exceptional circumstances should a student move directly to Stage Three. Students are not to be referred to the Principal for minor offences, as it will only weaken the system in place. (Such cases are listed below.)

Actions/ Behaviours

- physical bullying (refer to Anti-Bullying Guidelines)
- extreme physical violence
- excessive offensive language
- severe physical or emotional bullying (refer to Anti-Bullying Guidelines)

- theft from a staff member
- failure to respond to provisions set by the classroom teacher, buddy and Chaplain

This is where the Principal is involved in student behaviour management. Essentially, the Principal will only be engaged in Stage Three matters. The Principal must receive any relevant documentation, including records of interviews with students and parents/guardians. Here, the Principal will develop a profile of the behavioural concerns; liaise with the classroom teacher, parents and school Chaplain. The Principal may choose to meet the student and become involved in the individualised discipline plan (e.g. XXX may represent time out in the Principal's office) and/or pursue suspension- internally or externally, depending on the severity or frequency of the behaviour.

STAGE FOUR- TERMINATION OF ENROLMENT

This stage is to be used when the above has been exhausted. It should be noted that the Principal is the only person to authorise an expulsion.

SECTION B: ANTI-BULLYING POLICY AND PROCEDURES

Holy Saviour School aims to create an environment of mutual respect in which all students, teachers and community members can grow and learn, feeling they are safe and valued at all times. This understanding is underpinned by the Gospel Values we integrate into our teaching and learning process.

Holy Saviour School can help students become responsible global citizens who positively contribute to their communities and the world by instilling these values in students. Providing students with the necessary skills and knowledge to succeed academically, socially, and emotionally is also essential.

Definition

BULLYING is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying can happen:

- face-to-face (e.g. pushing, tripping, name-calling)
- at a distance (e.g. spreading rumours, excluding someone)
- through information and communications technologies (e.g. use of SMS, email, chat rooms)

BULLYING is any repeated behaviour that is deliberately hurtful, unwelcome or threatening. There are five kinds of bullying:

- **Physical bullying:** e.g. hitting, poking, tripping, pushing or damaging someone's belongings, unwanted touching, stealing
- **Verbal bullying:** e.g. name calling, insults, put-downs, racist remarks, verbal abuse
- **Social bullying:** e.g. lying, spreading rumours, playing nasty jokes, mimicking, deliberately excluding someone
- **Psychological bullying:** e.g. intimidation, manipulation, stalking
- **Cyberbullying:** e.g. using technology (such as email, blogs, mobile phones, chat rooms, social networking sites etc.) to verbally, socially or psychologically bully

Some conflicts between children are a normal part of growing up and are to be expected. These conflicts or fights between equals, and one-off incidents, are not considered to be bullying, even though they may be upsetting and need to be resolved. Examples include:

- An argument or disagreement
- Social rejection or disliking someone

- Single episodes of nastiness or spite
- Random acts of aggression or intimidation

The key features of bullying are that it:

- causes hurt or distress to the target and others;
- is repeated;
- involves the use of power in an unfair way and is
- toxic to our school community

SYMPTOMS OF BULLYING

For behaviours to be classified as bullying, it needs to involve repeated actions that are intended to cause hurt. Not having friends or not being popular is not necessarily a sign that a person is being bullied. It may mean a person lacks interpersonal skills.

There is a difference between bullying behaviour and what can be described as normal interpersonal conflict. The symptoms associated with bullying include, but are not limited to:

- does not want to go to school or participate in school activities
- does not appear to have friends
- missing belongings
- has torn clothing
- seems to have become fearful and anxious
- has more mood swings and seems to be crying more often
- seems to have a drop in academic performance
- has poorer physical health and changes in sleep habits
- has increased negative self-perception

CYBERBULLYING

Cyberbullying can be particularly damaging because of the capacity it has to humiliate, hurt and harm a person in front of a huge “audience”, and the bully can remain anonymous. A dangerous feature of cyberbullying is that it can be done quickly and easily. On an impulse, a person can create emotional havoc for another and do so before the voice of reason hints at the inappropriateness of the action.

The signs of possible cyber-bullying include certain behaviour with phones and computers, for example:

- being hesitant about going online
- seeming nervous when an instant message, text message or email appears
- being visibly upset after using the computer or mobile phone or suddenly avoiding it
- minimising the computer screen or hiding the mobile phone when you enter the room
- spending unusually long hours online
- receiving suspicious phone calls, emails or packages
- withdrawing from friends, falling behind in schoolwork, or avoiding school

STUDENT GUIDELINES

Below are guidelines students should adhere to when using Internet tools in the classroom or in any way related to classroom or school activities. Students should follow these guidelines anytime they post material that could identify them or their relationship to the School.

- Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for potentially all to see. Do not post anything you wouldn't want friends, parents, other family members, teachers, or a future employer to see.
- Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides Holy Saviour School staff and your parents.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- If you run across inappropriate material that makes you feel uncomfortable or is not respectful, informs staff or parents right away

HOW HOLY SAVIOUR SCHOOL RESPONDS TO BULLYING

Bullying is viewed as a major breach of school rules and behavioural expectations, and therefore follow-up action will align with our school Behaviour Management Guidelines.

Parents may see or hear from others that their child:

- repeatedly teases, imitates or makes fun of the same child
- appears to dominate or control others repeatedly
- shows no compassion for someone who is experiencing bullying
- repeatedly excludes or ignores the same child
- whispers about the same child behind their back frequently

It can be upsetting to be told that your child has bullied others. Children who use bullying behaviours need support to learn better ways of relating to others. Parents are encouraged to stay calm and learn more about your child's behaviour so that any bullying behaviours can be addressed, and:

- discuss with your child why they might be behaving this way
- discuss the behaviours with the school
- consider what is going on at home
- explain why bullying is unacceptable
- make clear rules and consequences for your child's behaviour

INTERVENTION

Depending on the nature of the situation, the school may work closely with Bankstown Police School Liaison Officer, who will assist with mediation, education and advice on effective intervention strategies for the School.

WHAT SHOULD YOU DO IF YOU ARE BEING BULLIED

If you believe you or someone you know is being bullied, you are encouraged to report your concerns immediately. The report should be made to your class teacher, school chaplain, school psychologist, parent, or any adult you feel comfortable with.

The person receiving the complaint will report it to your classroom teacher and/or Executive staff member for action. Any reported bullying incident would be followed up sensitively, and actions would be taken and documented.

SUPPORT AGENCIES

If needed, further help can be obtained from:

- Kids Helpline: Ph.: 1800 551 800
- Lifeline: Ph.: 131 114

Websites:

- www.bullyingnoway.com.au
- www.kidshelp.com.au
- www.takeastandtogether.gov.au

SCHOOL RECORD KEEPING

Documentation gathered in response to specific instances of bullying should indicate the following:

- what was allegedly said and done to the complainant
- the date, time and place when the incident(s) occurred
- any witnesses to the incident
- the reaction (if any) of the complainant (victim)
- whether the complainant had experienced that treatment before (if yes, a staff member should establish if it was from the same student or students)
- notification of the incident to the parents of those students involved in the incident
- follow-up action, in conjunction with the relevant staff member and student

Follow-up action will ensure:

- resolution of the problem in a polite and unbiased manner
- advice to the complainants that they may take the matter further if they are not satisfied with the way that the school handled their complaint
- monitoring of the situation
- appropriate feedback to parents of students involved

Persistent incidents of bullying that interfere with the safety and well-being of other students need to be reviewed in the context of the student behaviour management guidelines, and appropriate action is taken.

Where bullying involves a crime, such as common assault, school-based actions will include a report to the Department of Community Services (DOCS). Further referral to other agencies may also be made, and the advice of the police may be sought.

Procedural fairness always applies in dealing with any incidents of bullying. Appropriate and timely support, management and resolution of reported bullying incidents will be offered to all persons involved.

SECTION C: SUSPENSION, EXPULSION AND EXCLUSION POLICY AND PROCEDURES

POLICY

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, Holy Saviour School will maintain high standards of student behaviour.

A student may be removed from Holy Saviour School for a period of time or entirely in cases of unacceptable behaviour.

The implementation of this policy considers factors such as the age, individual needs, any disability and developmental level of students. When dealing with a student with a disability, consideration must be given to the requirements of the *Commonwealth Disability Discrimination Act 1992*, the *Disability Standards for Education* and the *NSW Anti- Discrimination Act 1977*. These require, among other things, that reasonable adjustments are provided to support students with a disability to access and participate in education on the same basis as other students.

Suspension is only one strategy for managing inappropriate behaviour within our school-based discipline guidelines. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify their child's inappropriate behaviour. The school will work with parents to assist a suspended student in re-joining the school community as quickly as possible.

In some cases, suspension from school allows the school to put measures in place to ensure the safety of students and staff. For most students, the suspension allows time to reflect on their behaviour, acknowledge and accept responsibility for the behaviours which led to the suspension, and take responsibility for changing their behaviour to meet the school's expectations in the future.

The principles of procedural fairness are fundamental to implementing these procedures. **Procedural fairness** is generally recognised as having two essential elements.

These are:

- the right to be heard, and
- the right of a person to a fair and impartial decision.

Suspension and expulsion procedures apply to students' behaviour at school, on the way to and from school and while away from the school site on school-endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. This includes using a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a staff member for school-related issues.

SUSPENSION

GENERAL PRINCIPLES

Before a suspension is imposed, with the exception of the cases which warrant **serious instances of misbehaviour that impact the safety or welfare of students** or staff, the Principal will:

- ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- provide a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
- record all actions taken.

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to, but not limited to, reasons such as the safety of students or staff.

SHORT SUSPENSION

In the circumstances listed below, the Principal may choose to impose a short suspension of up to and including **three school days**. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

a. Continued Disobedience

This includes but is not limited to, breaches of the school discipline code, such as refusal to obey staff instructions, defiance, and disrupting other students.

b. Aggressive Behaviour

This includes but is not limited to hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

LONG SUSPENSION

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so severe as to warrant a lengthy suspension, the Principal may impose a long suspension of up to and including **ten school days**. In determining if a student's behaviour is serious enough to warrant a long suspension, the Principal will consider:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as age, individual needs, any disability and
- developmental level of students

A long suspension will be imposed for:

- Physical Violence results in injury or which seriously interferes with the safety or well-being of other students and staff.
- Use or possession of a prohibited weapon, firearm or knife
- Possession, supply or use of a suspected illegal substance
- Serious criminal behaviour related to the school includes - malicious damage to property (school or community) or against a fellow student or staff member's property on or outside the school premises.

The Principal may also impose a long suspension for:

- Use of an implement as a weapon
- Persistent or serious misbehaviour

A formal disciplinary interview must be held with the student before deciding to suspend. The Principal should ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). A work program should be provided for the duration of the suspension. The parent/s and other support personnel may be invited to attend the meeting.

If the matter has not been resolved after two long suspensions, other strategies must be considered, including alternative educational placements or expulsion from the school.

DECIDING ON, NOTIFYING AND RESOLVING A SUSPENSION

The following steps apply to both short and long suspensions

- 1. Decision** The decision to suspend must be taken by the Principal or in the Principal's absence, the Assistant Principal.

The Principal should convene a meeting during which the student is informed of the precise grounds on which suspension is being considered. The student must be given the opportunity to consider and respond to this information. The student's response must be considered before a decision to suspend is made.

- 2. Notification**

A student will not be sent out of the school before the end of the school day without Notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child.

Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal Notification. Reasonable steps must be taken to ensure that the Notification is delivered, if necessary in an alternative form.

In all cases, the Notification must include:

- notice of the suspension
- the date and probable duration of the suspension
- the category and specific reasons for the suspension
- the clear expectation that the student will continue with studies while suspended and, in the case of a long suspension, that a study program will be provided
- the importance of parents cooperatively working with the school in resolving the matter
- parent's responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the prior permission of the Principal
- information concerning appeal rights and other appropriate.

3. Resolution

When the student returns to the school following a long suspension period, the Principal will provide appropriate support in consultation with the school chaplain or counsellor.

In keeping with the Christian ethos, all subsequent dealing with a student will illustrate a school's commitment to reconciliation.

EXPULSION

Expulsion of a student will occur when a student's continued presence at Holy Saviour School is unsustainable or the student's presence at the school places other members of the school community in jeopardy. Expulsion is a final means after suspensions have proved ineffective and where consultations with staff and parents or other procedures have not improved student behaviour.

Documentation relating to the events which have led to the possibility of a student's expulsion must be kept.

Evidence over a period of time that:

- the student was not profiting from continued attendance; and/or
- the student was adversely affecting the education of other students; and/or
- the school's material and personnel resources were being wasted or abused by the student.

The Principal makes the final decision regarding the expulsion of a student.

PROCEDURES

1. Where a disciplinary issue arises, which may result in expulsion the school will investigate the circumstances surrounding the issue. The Deputy Principal may direct the student not to attend school while the investigation takes place. An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond.
2. If after receiving the results of the investigation and hearing representations from the student, the Deputy Principal forms the view that the student should be expelled, the Deputy Principal will make a recommendation to that effect to the Principal and advise the student and parents/carers that this recommendation has been made.
3. The parents/carers or student may appeal against that recommendation to the Principal, setting out the reasons why the Principal should not act on the recommendation. Any appeal must be provided to the Principal no later than 5 days after the parents/carers have been advised of the recommendation.
4. If no appeal is made within the time specified, the Principal will decide whether to accept the recommendation and advise the student and parents/carers of the decision.
5. If the student or parents/carers have lodged an appeal, the Principal will consider the recommendations and the reasons provided by the student or parents/carers for not following the recommendation and will decide

whether to accept the recommendation of the Deputy Principal. The Principal will then advise the student and parents/carer of the decision.

6. The decision made by the Principal will be final.

In keeping with our Christian ethos, any decision to remove a student from a school must comply with the requirements of procedural fairness.

Procedural fairness involves:

- provision of relevant policies and procedures to involved parties;
- provision to these parties of the details of any allegations;
- provision to these parties of the right to respond to allegations and, if appropriate, to appeal any decision; and
- the right to an impartial decision.

APPEAL PROCEDURES

An Appeal Panel may conduct a hearing to answer any possible prejudice or unfair treatment allegations. If a parent wishes to question an expulsion, an appeal against the decision, in writing, may be lodged with the Principal within (5) days of the Notification of the expulsion. This procedure must be outlined in the Notification of expulsion to the student and parents.

The appeal will be heard by the Principal, Chaplain and/or member or delegate of the Board. The student may be requested to attend part of the appeal hearing deemed relevant by the Principal, as may their parents. Agreement for this to occur will be considered case-by-case by the Principal.

The Appeal Panel will decide within three (3) days of the appeal hearing, and the result will be conveyed in writing to the parents.

DEFINITIONS AND TERMS

In-school suspension: In-school suspension is when a student is withdrawn from class but remains within the school.

Suspension: Suspension is removing a student from a school for a period of time determined by the Principal. Suspensions are imposed in cases of unacceptable behaviour in the interest of the student and/or the school community. Parents are responsible for students' supervision, care and well-being while suspended. (NSW attendance registers Code E)

Short Suspension: Short suspension is the temporary removal of a student from a school following a decision by the school principal or relieving the Principal for a period not exceeding four school days.

Long Suspension: Long suspension is the temporary removal of a student from a school following a decision by the school principal or relieving the Principal for a period not exceeding 20 school days. Lengthy suspensions are only imposed for severe or sustained instances of misbehaviour.

Exclusion: Means preventing a student's admission to a number of schools; in extreme circumstances, this can involve all the schools in a single system or from other schools.

Expulsion: Expulsion is the permanent removal of a student from the school. This will usually be the result of a most serious incident.

Procedural Fairness: Procedural fairness is generally recognised as having two essential elements.

- **The right to be heard** includes:
 - the right to know why the action is happening
 - the right to know the way in which the issues will be determined
 - the right to know the allegations in the matter and any other information which will be considered

- the right of the person against whom the allegations have been made to
- respond to the allegations
- **The right of a person to an impartial decision** includes:
 - the right to impartiality in the investigation and decision-making phases
 - the right to an absence of bias by the decision maker.

Support Person: When attending meetings involving disciplinary actions at school, parents may choose to bring a support person to the meeting. A support person must be over 18 years of age. The role of the support person is to provide support and assistance to the parents during the meeting. The support person is not an advocate for the parents or student and should not participate in the meeting other than in supporting parents.

The type of support and assistance provided may include:

- the taking of notes or provision of advice on rights/entitlements
- suggesting a temporary break in proceedings to assist the person
- seeking further advice.

If a support person becomes actively involved in a meeting, a principal should remind the person of the limits of their role in the first instance. If this involvement continues, the Principal can ask the parents if they would like to continue the meeting without the support person or reschedule the discussion for another time.

Appeal against A DECISION TO SUSPEND OR EXPEL A STUDENT FROM SCHOOL

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POLICY Dates			
Implementation	June, 2023	Reviewed	Sep,2018
Next Policy Review Date	November, 2026		
Policy Authorisation	Principal: Dianne Klumpp		
Policy Number	0007 Version 3		