Suspensions, Expulsions and Exclusions Procedure

Purpose

In accepting the enrolment of a student, the staff of Monivae College 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 DOBCEL 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 2017 (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	A practice that: • 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. 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.
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 School-Wide Positive Behaviour Support (SWPBS) framework and the CECV Positive Behaviour Guidelines.

Actions

- Monivae College follows the procedures outlined in the School-Wide Positive Behaviour Support (SWPBS) framework and the CECV Positive Behaviour Guidelines.
- 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.
- Monivae College has implemented structured intervention strategies to address challenging behaviours. The school's interventions and supports may include:
  o 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
  o 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
  o 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.
- Monivae College 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.

- Monivae College 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 *School-Wide Positive Behaviour Support (SWPBS) framework and the CECV Positive Behaviour Guidelines* will be adhered to.
- A report of the incident and procedures followed will be prepared and information provided to the appropriate persons and organisations.
- A register of suspensions, expulsions and exclusions (Appendix 3) will be maintained by the Principal and updated and reviewed on a regular basis.
- Access to the Employee Assistance Program will be offered to staff and students will be offered counselling and support post incident.
- Monivae College 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.

Boarding Student Implications

When a boarding student faces suspension or exclusion, it's essential to understand the implications of such actions on their status within the school community and how it intersects with the School Enrolment Policy. Here's a comprehensive guide outlining these implications and interactions:

Notification Process: Upon the decision to suspend or exclude a boarding student, the Principal and/or Director - Boarding must promptly inform both the student and their guardians about the terms and duration of the suspension or exclusion. This communication should include details regarding the reasons for the disciplinary action and any steps required for potential reinstatement.

Residence Status during Suspension or Exclusion: During the period of suspension or exclusion, the boarding student is typically required to vacate their residential accommodations within a specified timeframe. Alternative arrangements may be made in certain cases, depending on the severity of the situation. It's crucial to clearly communicate these arrangements to the student and their guardians.

Academic and Extracurricular Restrictions: While suspended or excluded, boarding students may face limitations on participating in academic activities, extracurricular programs, and campus events. These restrictions are implemented to uphold the integrity of the disciplinary process and ensure the safety and well-being of the school community.

Reintegration Process: Following the completion of the suspension or exclusion period, the boarding student may seek reinstatement to the school's residential program. The reintegration process typically involves meeting with members of the School Leadership team, adhering to any conditions set forth for readmission, and demonstrating a commitment to positive behavioural change.

Impact on Enrolment Policy: The Enrolment Policy governs the admission and continued enrolment of students, including boarding students. Instances of suspension or exclusion may be considered during the review process for both prospective and current students. However, each case is evaluated individually, taking into account factors such as the nature of the offense, the student's disciplinary record, and efforts towards rehabilitation.

Appeal Process: Boarding students have the right to appeal decisions regarding suspension, exclusion, or admission status in accordance with the school's established procedures.

Appeals should be made within the designated timeframe and include any relevant documentation or evidence supporting the student's case.

Support Resources: Throughout the disciplinary process and beyond, boarding students have access to support resources provided by the school, including counselling services, academic assistance, and mentorship programs. These resources aim to facilitate the student's personal and academic growth, helping them navigate challenges and make positive choices.

The implications of suspension or exclusion for boarding students are significant, impacting various aspects of their educational experience and residential life. By understanding how these actions interact with the Enrolment Policy and providing appropriate support mechanisms, Monivae College can uphold standards of conduct while promoting the well-being and success of all students.

Supporting Documents

- School-Wide Positive Behaviour Support (SWPBS) Framework
- CECV Positive Behaviour Guidelines
- Expulsion Policy for Victorian Government School (Department of Education, 2018)

Responsibility

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

Review and Circulation

Version:	1.0
Approved by:	☐ Principal ☒ Leadership Team ☐ Governing Authority
Effective Date:	19.08.2020
Review Date:	19.08.2025
Audience:	☒ School Community ☐ Students ☐ Parents ☒ School Employees

Appendix 1:

Interim map of key student wellbeing interventions and supports

THE EDUCATION STATE | VICTORIA State Government | Education and Training

Individual Interventions
Targeted Interventions
Universal Interventions

This resource has been developed by Wellbeing, Health and Engagement Division to map key wellbeing interventions and supports for students in Victorian government schools. Interventions and supports have been categorised in universal, targeted and individual tiers. Some interventions and supports may operate across more tiers than this map indicates, or differ according to local circumstances (e.g. in a special school, individual plans may be developed for all students as a universal intervention). Further interventions and supports may be available in your region or area that are not listed below. This resource is an interim document and is current as at October 2018.

Universal

Universal interventions help schools to create a positive, inclusive and supportive school climate, building the preconditions for optimal student learning, development and wellbeing.

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT	A whole-school evidence-based approach to promote improved behaviour that uses school level data to inform actions across all three tiers (training and coaching support available).
RESPECTFUL RELATIONSHIPS	Resources for schools to implement a whole school approach and teaching and learning materials to deliver respectful relationships education (funding and support available).
BUILDING RESILIENCE FRAMEWORK	Resources on developing personal and social capabilities, including self-awareness, self-management and social awareness.
BULLYSTOPPERS	Resources, including advice, factsheets and interactive learning modules for teachers, parents/carers and students on preventing and addressing bullying and cyber safety.
CONFLICT RESOLUTION	Detailed guidance encourages principals to consider and use available conflict resolution options. Advice is also available on how to create respectful school communities and manage challenging parent behaviour.
PROTECT	Resources to support schools to comply with the Child Safe Standards, as well as identify and respond to signs of abuse. Support is available for victims of family violence, child abuse, exploitation and sexual assault, and for students demonstrating harmful sexual behaviours.
SOCIAL & EMOTIONAL LEARNING	Social and emotional learning helps students learn the skills they need to build resilience and effectively manage their emotions, behaviour and relationships with others.
eSMART	The Alannah and Madeline Foundation's eSmart Schools framework assists schools to develop a culture that promotes the safe, smart and responsible use of technology.
MENTAL HEALTH	SAFEMinds SAFEMinds Train the Trainer and Suicide Risk Continuum training are designed to enhance school capacity to identify mental health issues early, such as depression, anxiety and self-harm.
ENGAGEMENT	Guidance for schools is available on developing a student engagement policy student and family engagement strategies and identifying students at risk of disengaging.
STUDENT WELLBEING HUB	National resources complement Victorian resources to help create respectful and supportive learning communities that promote student safety and wellbeing.

Targeted

Targeted interventions complement universal interventions and provide essential additional support for cohorts of students who may have specific needs or vulnerabilities. Targeted interventions include individual interventions for a cohort.

STUDENTS WITH DISABILITIES	• Inclusive Education for Students with Disabilities: umbrella policy on creating inclusive schools • Program for Students with Disabilities providing an assessment service and additional funding to support students with specific needs • regional autism and inclusion consultants support whole-school approaches to inclusion for students with disabilities • Suicide Risk Continuum Training for special schools • Abilities Based Learning and Education Support • Victorian Deaf Education Institute • Statewide Vision Resource Centre • Visiting Teacher Service
STUDENTS IN OUT-OF-HOME CARE	• A LOOKOUT Education Support Centre is in each region to provide support to schools. • Under the Out-of-Home Care Education Commitment Partnering Agreement each child in out-of-home care is provided with a Learning Mentor, Student Support Group, Educational Needs Analysis and Individual Education Plan.
KOORIE STUDENTS	• Koorie education coordinators and Koorie education support officers can provide assistance in supporting Koorie students. Koorie specific individual planning tools and learning resources are available. • Victorian Aboriginal Education Association Inc. (VAEAI) is the peak Koorie community organisation for education and training in Victoria.
STUDENTS FROM A REFUGEE BACKGROUND	The Refugee Education Support Program helps schools and teachers better meet the needs of students from a refugee background and their families. Additional funding is available via the Refugee and Asylum Seeker Wellbeing Supplement.
LGBTI STUDENTS	The Safe Schools program provides information, resources and professional learning to school staff to help foster school environments that are safe and inclusive of LGBTI students.

Wellbeing workforces

Wellbeing workforces work across tiers to support individual, targeted and universal interventions. Schools are encouraged to seek support and advice from the following:

- Student Support Services (SSS): including psychologists, speech pathologists and social workers (see the SSS handbook for further information)
- primary and secondary school nurses
- primary welfare officers, student wellbeing coordinators, school counsellors and chaplains
- regional and local area staff, including Student Support Managers and Health and Wellbeing Coordinators (contact your area/regional office for more information).

Individual

Individual interventions are designed for students who are identified as requiring intensive tailored support to engage positively in education.

STUDENT SUPPORT GROUPS (SSG)	Consisting of parents/carers, school staff, Student Support Services staff and other allied health professionals as required. SSGs assist students with a disability or additional needs. SSGs collaborate to plan and monitor teaching and learning strategies that take account of a student's background, experiences, individual personality and individual goals.
BEHAVIOUR SUPPORT PLANS	Developed in collaboration with students, parents and allied health professionals, this is a school-based plan for students who require additional supports and interventions. Guidance is also available to support school staff to prevent concerning behaviours and use effective and ethical responses if a student is at risk of restraint or seclusion.
INDIVIDUAL EDUCATION PLANS	A tool to assist in developing strategies to address the particular educational needs of students. Schools must develop an individual education plan for every student in out-of-home care. Schools may also develop their own individual education plan template to use for other students that would benefit from structured planning and strategies to support their learning.
SCHOOL FOCUSED YOUTH SERVICE	A range of strategies are available to support students who may be struggling to engage in a mainstream setting, including School Focused Youth Service (talk to your area about options).
FLEXIBLE LEARNING OPTIONS	Flexible Learning Options (or Re-engagement Programs may be appropriate for students whose needs are not being adequately met in mainstream school settings.
DISENGAGED STUDENTS	Students who have disengaged from school may be able to access the Navigator program. Navigator provides intensive case management and assertive outreach support to assist disengaged learners (aged 12-17) to re-engage with education.
MENTAL HEALTH	In addition to mental health services provided by Student Support Services staff and school-based wellbeing staff, the following supports are available: • increased one-on-one counselling for students via the 24 headspace centres and a dedicated phone counselling service for rural and remote students, • headspace suicide postvention support, SAFEMinds and Suicide Risk Continuum Training for secondary schools.
CHILD PROTECTION	Resources and supports are available if signs of abuse are identified for a student, advice on when to make a mandatory report and how to access to support.
CHILDFIRST	Services are also available to support vulnerable families to create child safe environments and best nurture their child's development (contact ChildFIRST for referral and advice).

Appendix 2:

Tier 3 (1-5%)
individualised,
specialists
assessment

wrap around support

engage appropriate specialists to help understand the complexity of the student's needs

Tier 2 (15-20%)
targeted and group
based intervention

maintain engagement in normal group activities with targeted approaches to teach new skills within the natural situation

teach new skills to change behaviour

wrap around support

identify underlying factors that may contribute to behaviours (i.e. mental health, physical health)

utilise a team approach to target early signs of escalation in behaviours proactively

Tier 1 (80%)
all students, proactive
and positive

utilise effective communication to teach skills that change behaviours

creating safe spaces of less and increased stimulation

consistent approach to behaviour

systemic policies and procedures related to challenging behaviour (i.e. bullying)

teacher wellbeing

explicit teaching of social expectations

establishing and reviewing clear expectations of classroom behaviour

application of PBS universal principles

observations of student's behaviours and reinforce appropriate behaviours

enhancing curriculum and instruction to promote student motivation, engagement and pro-social behaviours

Appendix 3:

Register of Suspensions, Expulsions and Exclusions

Name	Disciplinary Action	Date	Period start	Period end	Communicated with Parents/Guardians	Method of Communication