

Student Behaviour Management Policy

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Scope

This policy applies to Bairnsdale Christian College (BCC) and sets the processes for managing student behaviour and implementing disciplinary measures with procedural fairness.

Policy Statement

The School's Behaviour Management Policy provides a clear framework for managing student behaviour and ensuring a safe and positive learning environment. The purpose of this policy is to promote a culture of respect, responsibility, and accountability, and to help students develop the social and emotional skills needed to succeed in school and beyond.

In conjunction with the relevant Student Code of Conduct, this policy sets out the expectations for behaviour, outlines the consequences of misbehaviour, and provides guidance for students, teachers & parents on how behavioural issues are addressed.

The following principles were considered in the development of this policy:

1. The foundational principle for this policy is our Christian faith including a clear understanding of the Gospel (Romans 8:1, 1 John 4:10), the idea of forgiveness (Colossians 3:13), grace (Ephesians 2:8-9), and mercy (Exodus 34:6-7).
2. In our relationships with each other, we are guided by the Golden Rule from Matthew 7: “So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”
3. As a learning community, the School has put in place high standards for each student as per our vision statement where we are “helping each student to succeed in whatever God wants them to do.”
4. Where appropriate, we have adapted material from experts in behaviour management and we would like to acknowledge the work of Dr. Bill Rogers.

Statement on the Prohibition of Corporal Punishment

By design, this policy includes clear consequences for breaches of the Student Code of Conduct. The School prohibits all corporal punishment. The School does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

Policy Implementation Information	
Legislation	Education and Training Reform Act 2006 Education and Training Reform Regulations 2007 (reg 14)
Board Approval	December 2024
Version / Review	Every 3 years
Reference Documents	

Procedures

The BCC Student Code of Conduct is recorded as a separate, exhaustive document and should be referenced when determining specific behaviours that are not allowed at school.

Roles & Responsibilities

Students

Every student plays a role in building the culture of the School. At BCC, students have the responsibility and opportunity to grow into our shared values:

	It is our right to:	It is our responsibility to:
Courage	Feel safe and happy in our school and classroom.	Behave in a positive manner that encourages and protects the welfare and safety of others.
Humility	To have our needs understood and met and to know when to ask for help.	Seek to understand and serve the needs of others.
Respect	Be treated with respect and fairness from others.	Respect and value others in our classroom.
Initiative	Develop a sense of agency and ownership of the solution when issues arise.	To actively work to make things better for our community.
Self-Control	Be treated in a manner consistent with the Golden Rule - to “do to others what you would have them do to you.”	Manage my own attitudes, actions & responses with others.
Trust	Be trusted to make good decisions about our behaviour and actions.	Live up to what is expected of members of the school community by being responsible.

Essentially, all students are to respect:

1. their relationships with others
2. all boundaries or policies set by the school community
3. the learning process

Parents & Guardians

Parents & Guardians choose a BCC education for their children. To that end, the School works in partnership with parents for the education and wellbeing of each child.

Additional information on the role and responsibilities of Parents & Guardians at BCC can be found in the Enrolment Contract & the Community Code of Conduct.

Staff

The Principal is responsible for the oversight of disciplinary measures used with the School. The Principal will ensure that this document is accessible for the whole community and that key procedures such as the School rules, positive behaviour strategies, and procedures regarding interventions and implementation of consequences for behaviour are communicated through other channels where appropriate.

The role of a Christian teacher in behaviour management is to navigate the tension between compassion & justice (Micah 6:8). Each teacher is responsible for implementing behaviour management strategies that are in accordance with School policy and incorporate established school procedures and guidelines.

Definitions

The following section provides definitions and explanations for key concepts for the purpose of clarity for all stakeholders.

Restorative Practises

- Responses to behaviour not in keeping with the school rules will focus on the threat or damage that the behaviour presents or effects.
- Perpetrators will experience some break or separation from the community.
- Perpetrators will be helped to reflect for themselves on the harm that their behaviour has had on others or the community.
- Perpetrators will be helped to identify what changes are required to their actions.

- Where appropriate perpetrators will be helped to participate in making apology to those affected by their behaviour
- Others in the community will be helped to grant forgiveness to those who are being reconciled to the community.

Procedural Fairness

In instances where the school's response to misbehaviour requires, either as a result of severity or repetition, a formal process of investigation possibly leading to suspension or expulsion, the principles of Procedural Fairness should be applied.

Principles of procedural fairness have developed to ensure that decision making is fair and reasonable. Procedural Fairness involves:

- informing people of the case against them or their interests and of who will make decisions,
- giving them a right to be heard (the 'hearing' rule),
- not having a personal interest in the outcome (the rule against 'bias'), and
- acting only on the basis of logically probative evidence (the 'no evidence' rule)
- Providing opportunity to request a review or to appeal a decision

Guidelines

Any person who decides any matter without hearing both sides, though that person may have rightly decided, has not done justice. Any person whose rights, interests or legitimate expectations will be affected by a decision or finding is entitled to an adequate opportunity of being heard. In order to properly present their case, the person is entitled to know the grounds on which that decision or finding is to be taken.

Depending on the circumstances which apply, natural justice may require a decision-maker to:

inform any person:

1. whose interests are or are likely to be adversely affected by a decision, about the decision that is to be made and any case they need to make, answer or address
2. who is the subject of an investigation (at an appropriate time) of the substance of any allegations against them or the grounds for any proposed adverse comment in respect of them

Provide such persons with a reasonable opportunity to put their case, or to show cause, whether in writing, at a hearing or otherwise, why contemplated action should not be taken or a particular decision should or should not be made. And, in addition:

1. consider those submissions
2. make reasonable inquiries or investigations and ensure that a decision is based upon findings of fact that are in turn based upon sound reasoning and relevant evidence
3. act fairly and without bias in making decisions, including ensuring that no person decides a case in which they have direct interest
4. conduct an investigation or address an issue without undue delay

While a person the subject of an investigation should be informed of the substance of the allegations against them and proposed adverse comment, this does not require all the information in the investigator's possession supporting those allegations to be disclosed to that person. Indeed it may damage the effectiveness of the investigation to show the investigator's hand completely by offering too much information too early to the person the subject of complaint.

Anti-Racism

Within the context of the Behaviour Management Policy, the purpose of this section on anti-racism is to clearly identify what constitutes racism and to link these actions into the care management plan of the school. This section relates to students and other members of the school community. Staff should refer to the Workplace Discrimination & Harassment Policy.

Our school is committed to providing a safe and inclusive learning environment that promotes respect, equality, and diversity. We recognise that racism is unacceptable and detrimental to the well-being and development of our students. Therefore, we are dedicated to actively fostering an anti-racist culture within our school community. We are committed to preventing racism, promoting equity, and addressing any instances of racism that may arise within the school.

The school aims to:

1. Ensure the school community understands and complies with the Child Safe Standards, particularly Standard 1, as outlined by the Ministerial Order 1359.
2. Create a safe and supportive environment for all students, staff, and families, irrespective of their race, ethnicity, or cultural background.
3. Promote cultural diversity, inclusion, and respect within the BCC community.
4. Prevent racism and address any incidents promptly and effectively.

5. Educate and empower students to understand the impact of racism and become advocates for equality and social justice.

Compliance with Child Safe Standards

Our school is committed to complying with the Child Safe Standards as set out in Ministerial Order 1359. We will adhere to Standard 1: Strategies to embed an organisational culture of child safety, in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued, including through effective leadership arrangements.

This includes:

1. Developing and implementing policies, procedures, and strategies that promote child safety and prevent racism.
2. Regularly reviewing and updating this policy and related procedures to reflect best practices and compliance with the Victorian Registration and Qualifications Authority (VRQA).
3. Providing appropriate training and support to all staff members and volunteers to ensure their understanding and compliance with this policy.

Definition of Racism

Race discrimination is when someone treats you unfairly, including bullying you, because of your race, skin colour, ancestry, nationality or ethnic background.

Under the Equal Opportunity Act 2010, race means a person's:

- colour
- descent or ancestry
- nationality
- ethnic background
- any characteristics associated with a particular race.

Prevention and Promotion

BCC will take proactive measures to prevent racism and promote cultural diversity, equity, and inclusion:

1. Incorporating anti-racism education and cultural diversity awareness into the curriculum at all levels.
2. Organising cultural events, workshops, and celebrations that recognise and appreciate different cultures and backgrounds.
3. Encouraging and supporting student-led initiatives that align with the school values and beliefs, that ensure a culture of inclusion and respect for all cultures.

4. Providing professional development opportunities for staff to enhance their understanding of cultural diversity, equity, and anti-racist practices.
5. Promoting respectful communication and positive relationships among students, staff, and families through ongoing dialogue and collaboration.

Reporting and Responding to Racism

BCC is committed to addressing any incidents of racism promptly and effectively:

1. Providing clear reporting mechanisms to students, staff, and families to report instances of racism.
2. Ensuring that all reports of racism are treated seriously, confidentially, and without retaliation.
3. Investigating and responding to reports of racism in a timely manner, taking appropriate disciplinary actions when necessary.
4. Offering support and counselling services to victims of racism, including access to external resources and referral networks.
5. Providing education and restorative interventions to those who perpetrate racism, aiming to foster understanding, empathy, and behaviour change.

Review and Evaluation

BCC will review and evaluate the effectiveness of this policy and related procedures on a regular basis:

1. Conducting regular reviews to assess the implementation and impact of this policy.
2. Seeking feedback from students, staff, families, and external stakeholders to identify areas for improvement.
3. Incorporating relevant findings and recommendations into the policy and procedures as necessary.
4. Reporting to the Board on compliance with child safety and anti-racism initiatives.

This policy will be made available to all students, staff, families, and relevant stakeholders through the School website and other communication channels. BCC is committed to ongoing dialogue and collaboration to create an environment where racism has no place and where all individuals are respected, valued, and supported in their educational journey.

Anti-Bullying

Our school does not tolerate bullying, discrimination, and harassment in any form.

Within the context of the Behaviour Management Policy, the purpose of this section on bullying & harassment is to clearly identify what constitutes bullying & harassment and to link these actions into the care management plan of the school.

This section relates to students and other members of the school community. Staff should refer to the Workplace Discrimination & Harassment Policy.

The School treats all inappropriate or anti-social behaviour seriously and in accordance with this policy. Specifically the School considers bullying to be a very serious issue and all allegations of bullying are investigated. The School recognises that not all anti-social behaviour between students is best described as bullying.

The school does not view the following as bullying in the first instance:

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights

Bullying is when someone or a group of people with more power repeatedly and intentionally causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

The key features of bullying are that it causes hurt and distress, is repeated and involves the use of power in an unfair way.

Allegations of bullying & harassment are managed through the school's care management plan as outlined in this policy.

Physical Bullying

Includes hitting, kicking, rude gestures, extortion, pushing and shoving, taking or damaging belongings i.e. any form of physical behaviour that hurts others or their property.

Verbal Bullying

Name-calling, insulting, repeated teasing, racist remarks, threatening, sexual harassment and any other form of verbal behaviour designed to hurt another.

Social (Covert) Bullying

Includes spreading lies, slander, rumours, playing nasty jokes, mimicking, excluding someone from the group, isolating someone and isolating others by preventing others from befriending them. Damaging a person's social reputation or social acceptance.

Psychological Bullying

Includes threatening, manipulative and stalking behaviours.

Cyber-Bullying

Cyber bullying is causing hurt via modern technologies such as the Internet and other forms of social media, and through the use of smartphones and other mobile devices.

Examples of Cyber-Bullying include but are not limited to:

1. Sending hateful or threatening comments or pictures via any form of technology including but not limited to the Internet and Social Media.
2. Using modern technologies to engage in the social exclusion of someone.
3. Posting rude, explicit or embarrassing messages or pictures about someone on the Net.
4. Stealing someone's identity in order to harm them in some way.
5. Putting pressure on a person to send revealing or compromising pictures of themselves.
6. Covertly filming, recording or taking a picture of someone and posting the images on the internet to cause hurt.
7. 'Outing' and disseminating confidential information about someone.
8. 'Flaming' and multi-messaging to clog up a person's electronic system and to cause them distress.
9. Using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset.
10. Engaging in cyber-stalking and the invading of privacy.

Direct Discrimination

Occurs when a person or group of people are treated in an unfair or less favourable way because of an attribute such as age, gender, race, religion, sexual orientation, disability, pregnancy, or marital status.

Indirect Discrimination

Occurs when a person or organisation imposes a requirement (a rule, policy, practice or procedure) that has an unequal or disproportionate effect on a particular group or

groups. If the requirement is not reasonable in all the circumstances, it is likely to be indirect discrimination.

Harassment

Harassment is any form of behaviour that is unwelcome, unsolicited, unreciprocated and usually (but not always) repeated. It is behaviour that is likely to offend, humiliate or intimidate. It can make it difficult for effective work to be done by the individual or groups targeted or affected by this behaviour. Sexual harassment is any unwanted, unwelcome or uninvited behaviour of a sexual nature that is likely to offend, humiliate or intimidate.

Public Transport

The Behaviour Management Policy may 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.

Levels of Behaviour Management

The School has a system of levels in behaviour management that classifies and clarifies student behaviour and possible consequences. The term 'level' is used in the Secondary School context. The intention is that our students are able to learn from their mistakes and that includes taking responsibility for their behaviour and the appropriate consequence.

Cont'd on next page.

Little Trouble (Level 1) Negative Behaviours

Person Responsible: Teacher Managed Classroom

Classroom	Playground or Public Spaces
• Out of seat without permission • Lateness without valid excuse • Poor quality work • Disrupting the learning of others • Teasing • Swearing by accident • Throwing things without intent to harm • Running in the classroom • Leaving a mess • Not returning to class immediately • Inappropriate use of equipment • Pretend fighting • Verbal disputes • Yelling out including silly noises • Taking the property of others without permission • Eating/drinking at inappropriate times • Disobedience towards a staff member • Incorrect Uniform	• Running / playing in toilets • Interfering in the games of others • Teasing • Swearing by accident • Running on the asphalt • Out of bounds • Inappropriate use of equipment • Pretend fighting • Spitting • Littering • Verbal disputes in games • Taking the property of others without permission e.g. taking off someone's hat • Playing in the sun without a hat

Possible Consequences

- Student reflects on behaviour during in-class timeout
- Student catch-up with missed work (homework) in own time or break time
- Attend a follow-up with a teacher to discuss and reflect on their behaviour
- Teacher records inappropriate behaviour and action taken on Sentral
- Repeated in-class timeout = parents contacted
- Out-of-class timeout = parent contacted
- Classroom teacher implements appropriate consequence
- Verbal warning and rule reminder. Students to model the correct behaviour e.g. pick up the papers they dropped; walk instead of run etc.

Middle Trouble (Level 2) Negative Behaviours

Person Responsible: Teacher Managed Classroom

Classroom	Playground or Public Spaces
• Continual refusal of teacher instructions • Inappropriate body language/ gestures • Inappropriate and / or sexual / crude language, comments or display of images • Spitting • Verbal threats to students • Swearing at another student • Back-chatting staff • Repeated 'Little Trouble' behaviours • Inappropriate use of equipment • Leaving class without permission • Failure to attend a follow-up, catch-up or detention	• Inappropriate body language • Minor graffiti • Verbal threats • Disobeying a teacher's instructions • Swearing at a student • Back-chatting staff • Repeated 'Little Trouble' behaviours • Inappropriate and / or sexual / crude language or comments

Possible Consequences:

- Out-of-class timeout: Student reflects on behaviour in buddy (primary) or support (secondary) class
- Catch-up: Student must catch up with missed work in their own time
- Lunchtime Detention
- Teacher records inappropriate behaviour and action taken on Sentral
- Parents contacted by class teacher
- Stage supervisor notified
- Walk with the teacher
- Pick up papers
- Time out on a seat
- Clean off their graffiti
- Playground restrictions
- Class teacher contacted
- Apologising
- Completing think sheets
- Yellow Behaviour Card

Big Trouble (Level 3) Negative Behaviour

Personal Responsible: Teacher / Principal Managed

Classroom	Playground or Public Spaces
• Physical violence to another person • Verbal threats of violence • Graffiti/Vandalism • Explicit or public inappropriate and / or sexual / crude language, comments or display of images • Ongoing Bullying/harassment • Deliberate misuse of technology (cyberbullying) • Swearing at a staff member • Racial abuse • Destruction of property • Theft of property or money • Dangerous use of equipment etc with intent to harm • Biting/ spitting deliberately at someone • Absconding from teacher or class • Sexual harassment • Repeated Middle Trouble behaviours (2nd offence)	• Physical violence to a teacher or another student • Repeated defiance • Swearing at a staff member • Racial abuse • Destruction of property • Explicit or public inappropriate and / or sexual / crude language or comments • Theft of property or money • Biting • Sexual harassment • Repeated 'Middle Trouble' behaviour/s

Possible Consequences:

- Referral to the Principal
- Student is counselled about their behaviour by the staff member on duty
- Consequences are decided on after the interview process has been completed
- Parents are contacted
- teacher records inappropriate behaviour and action taken on Sentral
- Classroom monitoring book, behaviour card or booklet
- Loss of defined privileges
- Removal off the playground
- "Check-in" requirement
- Peacewise
- Suspension caution /long or short suspension

- Police intervention

Procedures

Addressing Inappropriate Behaviour

Incidents of inappropriateness in class should be managed in the first instance by the class teacher using strategies consistent with this policy document & procedures.

Significant incidents or continuing patterns of misbehaviour should be referred to Senior staff of the school and recorded in the Student Information System.

Inappropriate Individual Behaviour will include but is not limited to:

- Disrespect to others
- Disruption to learning
- Damage to property
- Dangerous actions
- Bringing contraband to school
- Inappropriate use of technology
- Inappropriate wearing of uniform

Disciplinary Procedure

Teachers are called upon to draw from a wide range of consequences or sanctions as part of their classroom behaviour plans. Such responses should always be exercised in the context of the school's commitment to the pastoral care of students and the duty of care of BCC. These options should be used both consistently and in a manner appropriate to the misdemeanour.

The following guidelines are used by teachers when addressing inappropriate behaviour of students. Teachers will:

1. Act from least intrusive to more intrusive
2. Focus on the key student behaviour (also known as the "prime behaviour")
3. Provide for limited student choice in response
4. Provide take-up-time following directions
5. Progressively move the student to "time-out"

When awarding consequences, teachers should test their decision against the following:

1. Is it reasonable?
2. Is the consequence related to the behaviour?
3. Does it keep respect and dignity intact?
4. Does the student learn from it?

Responses to Allegations of Bullying

When the school receives an allegation of inappropriate behaviour that may be considered or that may become a bullying issue, the allegation is to be investigated by the class/homeroom teacher. Allegations or instances of bullying or suspected bullying must be responded to promptly and according to this policy by the School.

The investigation will include interviews with the alleged victim, who may be asked to record a statement noting the allegations; with the alleged perpetrator, who may also be asked to record a statement; and with any relevant witnesses to the alleged behaviour.

Should the investigation indicate a likelihood that the alleged behaviour did occur but that it was not an incident that was part of an ongoing pattern of bullying, the behaviour will be addressed under the School's Behaviour Management and Discipline procedures, with a sanction implemented by the class/home room teacher or the incident referred to the appropriate member of the school leadership team.

Should the investigation indicate that the alleged behaviour did occur as a component of a pattern of bullying more targeted intervention will be implemented. The incident will invoke the disciplinary consequences as per the school's Behaviour Management and Discipline procedures but will in addition require that the parents of each party be contacted regarding the issue of concern.

The alleged perpetrator will be required to participate in targeted counselling with a member of the school leadership team, who will follow the principles of restorative practice in resolving the issues with the perpetrator.

This may involve a facilitated restorative meeting between the perpetrator and the victim in which the victim is provided an opportunity to give an account of the impact of the behaviour and the perpetrator is provided an opportunity to empathise with the impact of their actions and to offer apologies for that impact.

Referring Matters to External Agencies

Where appropriate, the school will work with other official agencies to investigate incidents of bullying that may also involve offences under criminal law.

Suspension

Suspension is a major consequence in the Behaviour Management Policy resulting in the temporary removal of a student from all school activities for a set period of time.

A suspension is considered after:

1. A student does not respond to remediation strategies put in place for the purpose of resolving behavioural issues as defined in schools rules and code of conduct.
2. OR - A single incident where, after investigation and procedural fairness, it is found that in the opinion of the Principal the student has behaved such as way as to break trust with other members of the community to warrant temporary removal from the community

Types of Suspension

1. For in-person learning environments, the school prefers in-school suspension where a student is withdrawn from class but continues to learn under the supervision of a staff member.
2. An out of school suspension is where a student is not permitted to be on campus for a set amount of time. In these cases, the parent/guardian of the student must ensure that the student is under supervision while away from the school.

Procedure for imposing a suspension

After the first interview with the parent/guardian as outlined.

1. The Principal or delegate notifies the student and their parent/guardian that their pattern of behaviour may result in a suspension if further issues arise within the context of the school's behaviour management policy and procedures.
2. This is communicated in writing to the parents.
3. In the event that a student continues their pattern of behaviour after notification or in the event that a single incident of misbehaviour is considered to be a nature or to a degree that a suspension is a possible consequence:
 - a. Parents will be notified (usually via phone) that an incident of misbehaviour by the student is being investigated that may lead to a suspension from school being imposed. The communication will include a general description of the nature of the alleged misbehaviour in reference to relevant School Rules or Codes of Conduct.
 - b. The staff member will conduct an investigation and advise the Principal of the outcome of the investigation and of the recommendation.
 - c. At this time, the student will have an opportunity to provide additional evidence prior to the actual decision being made.

- d. The staff member will contact the parents and request a meeting with them to advise them of the outcome of the investigation and whether the School has formed the opinion of the intention to suspend the student.
- e. In the meeting with the parents the staff member will advise the student and the parents of the outcome of the investigation including:
 - i. The nature of the alleged misbehaviour
 - ii. A summary of investigatory measures and findings
 - iii. Whether or not it has been determined to issue a suspension
 - iv. The type of suspension
 - v. The duration of the suspension
 - vi. The process for returning to school after the suspension has been served
 - vii. Their opportunity to request an appeal to the suspension via the Complaints Policy.
 - viii. The Principal or delegate will issue a formal letter to the parents documenting the above.
 - ix. The suspension will be documented:
 1. In the student's file on Sentral
 2. Associated documentation in secure Google Drive
 3. In the Register of Suspensions

Returning to School

The student will meet with a member of the Senior Leadership Team prior to returning to school activities.

The student will be asked to:

- provide assurances that they understand the reason for the suspension from school
- Undertake to abide by any management strategies that have been set as conditional for their return
- In certain situations, be involved in making a written or in person apology to the aggrieved party

Record Management for Suspensions

The Principal is responsible for ensuring that a register of suspensions is maintained that includes basic fields (name, date, year level) and specific reference to where relevant correspondence and documentation pertaining to the suspension incident is stored (either in the school's student information system) or in Google Drive.

Expulsion

Expulsion is a major consequence in the Behaviour Management Policy resulting in the permanent removal of a student from the school.

An expulsion is considered after:

- A student has been previously suspended and they continue their pattern of behaviour.
- A single incident of serious misbehaviour where, after investigation and procedural fairness, it is found that a student has brought danger to themselves and/or to others and/or could be in breach of the law.

Process for imposing an expulsion

1. In the event that a student continues the pattern of inappropriate behaviour following a suspension, the behaviour has been protracted over an extended period, or in the event that a single incident of misbehaviour is considered to be a nature or to a degree that an expulsion is a possible consequence:
 - a. Parents will be requested to attend a meeting at which will be discussed in written communication (letter/email) that an incident of misbehaviour by the student or a pattern of misbehaviour) is being investigated that may lead to the student's enrolment being reviewed. The communication will include a general description of the nature of the alleged misbehaviour in reference to relevant School Rules or Codes of Conduct.
 - b. A staff member will conduct an investigation and advise the Principal of the outcome of the investigation and of the recommendation.
 - c. At this time, the student and the parent will have an opportunity to provide additional evidence prior to the actual decision being made.
 - d. The Principal or their delegate will contact the parents and request a meeting to advise them of the outcome of the investigation and whether the School has formed the opinion of the intention to expel the student.
 - e. In the meeting with the parents the Principal or their delegate will advise the student and the parents of the outcome of the investigation including:
 - i. The nature of the alleged misbehaviour
 - ii. A summary of investigatory measures and findings
 - iii. Whether or not it has been determined to enforce an expulsion
 - iv. Their opportunity to request an appeal to the expulsion via the Complaints Policy.
 - f. The Principal will issue a formal letter to the parents documenting the above.
 - g. The expulsion will be documented:
 - i. In the student's file on Sentral

- ii. Associated documentation in secure Google Drive
- iii. In the Register of Expulsions

Record Management for Expulsions

The Principal is responsible for ensuring that a register of expulsions is maintained that includes basic fields (name, date, year level) and specific reference to where relevant correspondence and documentation pertaining to the suspension incident is stored (either in the school's student information system) or in Google Drive.

Withdrawal

A parent/guardian chooses to voluntarily terminate a student's enrollment.

In a 'consequences' scenario this may occur when discussions with the Principal have occurred after patterns of repeated unacceptable behaviour. (Level 4) It allows a student to locate in an alternate school for a fresh start without a sense of 'expulsion' in their background..

Our school will seek to assist parents to relocate their child if this situation occurs. This process has also allowed for the Principal to offer the opportunity for the withdrawn student to return to our school if a 12 month good record can be earned at another school.

In matters where withdrawal is contemplated, the seriousness of the circumstances requires a special emphasis be given to procedural fairness. This may mean the offer of a support person to attend the formal interviews.

Statement on Exclusion

Exclusion is the act of preventing a student's admission to a number of schools. The school does not endorse or practice exclusion.

Supporting Documentation

This policy is referenced in a number of additional locations for the purpose of clear community to the community and for additional staff training:

Document	Location
Student & Parent Handbook	Parent Portal on the School Website
Student Code of Conduct	Parent Portal on the School Website
School Community Code of Conduct	Parent Portal on the School Website