

Student Suspension, Transfer, Expulsion and Exclusion

1. What is expected within a Catholic school community?

In the school community staff, students and parents are responsible for working in partnership to support student learning and development, including the development of students' Catholic faith.

There may be incidents or patterns of behaviour where it is appropriate to implement suspension, transfer, expulsion or exclusion. The student, parents and relevant staff should communicate about the problem as soon as reasonably practicable given all the circumstances.

1.1 Responsibilities of parents

The responsibilities of parents are to act in good faith, communicate with school staff on issues of concern and work in partnership with the school to support student learning and development.

It is expected that the school and parents will work to resolve any concerns at school level, wherever this is possible.

1.2 Responsibilities of school

CEPD schools aim to create learning environments where students and staff are treated with dignity, whilst recognising that unacceptable behaviour may be addressed through a variety of means within a learning community. These include curriculum based approaches and tiered interventions tailored to meet the needs of all students. When undertaking these approaches the principal should consider Student Well-being Procedures (in progress).

CEPD provides Catholic education on the basis of the parents' enrolment agreement, ongoing partnership between the school and the parent, and the students' cooperation in meeting the expectations of the school community. The contractual agreement with parents may be placed in jeopardy or terminated where the young person does not fulfil the expectations of the school.

Where duty of care, workplace health and safety or other countervailing obligations require it these guidelines may need to be varied.

2. What is suspension?

2.1 In-school suspension

In-school suspension is when a student is withdrawn from class but remains within school. This is progressed under the Student Well-being - Draft Procedures.

2.2 Suspension from school

Suspension from school means that a student's right to attend school or classes is withdrawn for a temporary period of time. This includes times where the school asks parents to remove the child from the school to manage behaviour.

During suspension from school parents will take responsibility for the student. In cases of unacceptable behaviour, parents should not be asked to keep the student at home without the imposition of a suspension unless it is for the remainder of the day as part of an approved behaviour management program.

The duration of suspension from school relates to the severity of each situation and issues such as effect on the student, the learning community, any previous suspension.

When a student is suspended from school the attendance record is marked 'E'. See [NSW Attendance Register Codes](#).

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101601

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21 May 2012

Service area
System Performance

Location
Public

Head policy
Student Policy



Catholic Education
Diocese of Parramatta

3. Who needs to be informed of suspension from school?

The principal should advise the parents in writing within a reasonable time when suspending a student from school.

The principal should also inform the director of system performance, and where possible, the parish priest, of any suspensions from school.

4. Who authorises suspension from school?

The principal (or acting principal) may suspend a student from school for a period of up to five (5) days in total under delegated authority from the executive director of schools.

Suspension from school between six (6) and ten (10) school days are authorised by the director of system performance.

Suspensions of ten (10) days or more are authorised by the executive director of schools. When a student is absent on suspension from school for a total number 6 days or more the matter should be discussed with the director of system performance. This applies whether the suspension is a single suspension or several suspensions adding up to 6 days in total.

5. What are some of the possible reasons for suspension from school?

There are cases of unacceptable behaviour, where it is in the interests of the school community and/or the student/s involved to implement in-school suspension or suspension from school.

Suspension from school is intended to:

- manage risk of harm,
- establish consequences for a student for misconduct or challenging behaviour
- provide an opportunity for planning or further investigation.
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It may also allow a period of time when the school, parents and the student can work together on the resolution of the problem that has led to the student's suspension.

Immediate suspension from school may be essential in some cases, eg. where there is threat to safety or possible criminality.

6. What will happen during suspension from school?

Students will be withdrawn from school for a defined period of time and provided with school work during suspension from school. Collaboration between school staff, parents and students is important when suspension occurs. Where appropriate, the principal and the parents may work on solutions to support the student meeting school expectations. In some circumstances a transfer of the student to another school may be negotiated. Where possible the school will encourage to rebuild relationships within a framework of restorative practices.

When evaluating their approach to managing misbehaviour or incidents schools should consider the safety of all students and of staff and act according to the circumstances of each case. Student Well-being Procedures (being drafted) should be considered during suspension.

7. What is transfer?

There may be times when it is untenable for a student to remain in a particular school. If the executive director of schools agrees the director of system performance may assist in arranging enrolment with another CEDP school. Transfer ends the enrolment agreement with the first school and requires enrolment in the new school.

8. What are some possible reasons for transfer?

The decision to assist a student with transfer to another may be made when:

- the student's behaviour has adversely impacted the school community, or
- the student's presence at the school places other members of the school community at risk, or
- the continued presence of a student at the school is otherwise untenable.

9. Who makes the decision to transfer a student?

The decision to transfer rests with the director of system performance.

10. What is expulsion?

Expulsion means the total withdrawal of a student's right to attend a particular school. Expulsion ends the enrollment agreement entered into by CEDP, through the school principal with the parents.



11. What are some possible reasons for expulsion?

The decision to expel a student from the school may be made when:

- the student's behaviour has adversely impacted the school community, or
- the student's presence at the school places other members of the school community at risk, or
- the continued presence of a student at the school is otherwise untenable.

12. Who makes the decision to expel a student?

The decision to expel rests exclusively with the executive director of schools.

13. What may happen before a decision is made to suspend, transfer or expel a student?

A collaborative approach to resolution of serious behaviours and incidents is desirable. Where possible the issues should be discussed with the student and parents and various options explored. Where necessary, incidents may need to be investigated. Some incidents may require immediate response. The principal may consult with relevant staff and the director of system performance. The principal may make a recommendation to implement suspension, transfer, expulsion to the director of system performance, who may make a recommendation to the executive director of schools.

Where suspension, transfer or expulsion is under consideration:

- the parish priest should be informed, where possible.
- Procedural Fairness Guidelines should be followed.

14. What is exclusion?

Exclusion means the prevention of enrolment of a student at CEDP schools. It means that a student will be denied enrolment in all CEDP schools.

15. What are the circumstances warranting exclusion?

The decision to exclude a student from any of the CEDP schools may be made in extreme circumstances by the executive director of schools.

16. How is a decision made to exclude a student from any number of CEDP schools?

The decision to exclude students rests solely with the executive director of schools. Before this decision is made evidence of due process will be required by the executive director of schools. Where the executive director of schools is convinced of the need to exclude a student this decision will be communicated to the parents in writing.

17. What process may be expected to occur when considering suspension, transfer, expulsion or exclusion?

17.1 In-school suspension

Most behavioural concerns should be addressed by following the Student Well-being Procedures (being drafted) and Student Well-being Guidelines (being drafted). Depending on the circumstances, in-school suspensions may be appropriate when it:

- addresses behaviour that interferes with a student's own learning or that of other students
- where this facilitates the implementation of appropriate strategies to support the student's learning needs as well as those of other students
- a time-out is of educational value
- in other circumstances when it is discussed with director of system performance.



17.2 Suspension from school for up to five (5) days in total:

The principal manages misconduct, persistent concerns or incidents which unreasonably interfere with the learning community. The principal should:

- establish a process for dealing with the misconduct or concerns
- consult with the school counsellor, appropriate professionals such as IBIS/Secondary Adolescent Team and director of system performance, where appropriate
- manage the misconduct or concerns proportionately to the expected effects on the student and the wider school community
- take into account all available evidence, including the student's and parents' responses
- discussing available options for resolution with the parents, where appropriate, the student, and the director of system performance
- as soon as reasonably practicable, communicate the concerns in writing to the parents of student whose behaviour or misconduct causes the concerns, unless there are good reasons for communicating these concerns in writing to the student directly
- decide on the appropriate option for resolution of the misconduct or concerns, or refer the matter for management by the director of system performance
- as soon as reasonably practicable communicate the decision and reasons for the decision to suspend in writing to the parents (and/or where appropriate, to the student)
- inform the parents (and/or where appropriate, the student) that they have the right to a review the decision
- ensure that written records of the process and outcome are kept and made accessible to authorised personnel.

In managing the process the principal will ensure that requirements of Procedural Fairness Guidelines are followed and appropriate advice is obtained. The principal may assign parts of the process such as an investigation, to the assistant principal or another appropriate person.

The principal should seek advice from the director of system performance if the concerns have a continuing impact on the school community.

17.3 Suspension from school for six (6) days or more

The principal should:

- give all evidence and make recommendations to director system performance
- refer the decision to suspend from school for six (6) days or more to the director system performance
- if needed, manage the process with the director of system performance

17.4 What additional steps are taken when the process is managed by the director system performance

The steps in 17.2 above apply, except that in cases of possible suspension from school of over ten (10) days duration, transfer, expulsion or exclusion, the director system performance will also discuss the following with the executive director of schools:

- the misconduct, behaviours or concerns,
- the evidence
- the options for resolution and
- his or her recommendations for a decision and refer the matter for decision to the executive director of schools.

17.5 Misconduct and concerns are managed by the executive director of schools

If the concern is received by the Catholic Education Office it will be referred to director of system performance or the executive director of schools for further direction. It may then be referred back to the school to manage the process, if appropriate.

The executive director of schools may appoint another person, other than the principal or director of system performance to oversight the process, if needed.



17.6 Reviews

Students or their parents/guardians may request a review of a decision to suspend, expel or exclude. The review will be undertaken by the decision maker's supervisor or the executive director of schools will nominate an appropriate person to conduct the review.

The request for a review must be made as soon as possible from the date of the decision to suspend or exclude and detail the grounds for the request.

The person conducting the review will:

- review all relevant material
- make further inquiries, if necessary
- decide whether further action is necessary
- make a decision
- advise parties in writing of the decision and the reasons for the decision

The person conducting the review will decide whether or not the decision that is being reviewed will be put on hold until the review is complete.

The reviewer will record action taken.
The reviewer's decision is final.

There is no option of review if the matter has been resolved by agreement.

17.7 Access to support

Students under the age of 18 are to be offered the support of an adult support person when allegations which could have adverse impact upon their school attendance are put to them. This support person may be a parent, guardian, teacher or other significant person.

All employees participating in the process of managing difficult student behaviours under these procedures may access a confidential counselling service, which is made available by contacting the employee assistance program on 1800 81 87 28.

17.8 Confidentiality

To maintain confidentiality in so far as that is reasonable all participants in the process should restrict information about the concern to those who need to know of a complaint in order to:

- refer the concern
- manage the concern
- provide advice and support in the process
- review and decide upon appropriate actions
- manage the workplace
- apply the process
- manage the safety of all concerned

For information about confidentiality see Privacy and transparency.

17.9 Record keeping

The principal and, where appropriate, CEDP, will keep records of main points of discussions, of decisions and reasons for decisions relating to student suspension, expulsion and exclusion.

Relevant documents

STUDENT POLICY

- Suspension Transfer Expulsion and Exclusion - Procedures
- Student Attendance - Procedures
 - Student Attendance - Guidelines
- Complaint Handling Policy
- Complaint Handling - Procedures and Guidelines
 - Procedural Fairness Guidelines
- Responsible Use of ICT and Social Media - Procedures
 - Responsible Use of ICT and Social Media – Staff Guidelines
 - Responsible Use of ICT and Social Media – Student Guidelines
- Policy, procedures & resources for matters involving students and illegal substances
- Anti-Bullying Policy (for students)
- Enrolment Form and Policy Principles Underpinning Provision, Access and Enrolment
- Enrolment Procedures in Catholic Systemic Schools, Diocese of Parramatta
 - Enrolment Application and Agreement 2008

