



Policy Number:	STUDENT 32
Policy Name:	Student Behaviour Support Plan
Contact Officer:	Deputy Principal Students
Date Approved by Leadership:	May 2022
Date of Next Review:	May 2025
Related Policies:	DOBCEL Behavioural Management Policy and Procedures DOBCEL Suspension and Expulsion of Students Policy CECV Positive Behaviour Guidelines

PREAMBLE

God is at the centre of our College...Mercy is the heartbeat of the Gospel. We encourage every student to grow in the fullness of life and realise their potential through the bread we break at school, the bread of relationships and the bread of conversation. Let us engage the heart and bring faith to life and life to faith (Thomas Groome).

LEGISLATION

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in *Ministerial Order No. 1359*. This policy applies to St Joseph's College staff, including employees, volunteers, contractors and clergy.

Further information relating to the Ministerial Order can be found at <https://www.safeguardingservices.com.au/wp-content/uploads/2022/02/Ministerial-Order-1359.pdf>

1. INTRODUCTION

1.1 The St Joseph's College School-wide Behaviour Processes for all students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our College processes, shared expectations for student behaviour are plain to everyone, assisting St Joseph's College to create and maintain a positive and productive learning and teaching environment, where all College community members have clear and consistent expectations and understandings of their role in the educational process.

1.2 From time to time, students, for various reasons, engage in inappropriate behaviour. The response and educative process by others in understanding this behaviour can either hinder or assist in long-term positive behaviour of the individual. It is important, therefore, to have a whole school approach to expectations, development of knowledge, skills and capabilities, support, response and management of student behaviour that is consistent with the College's vision.

1.3 Every member of the school community has a right to participate fully in an educational environment that is safe, supportive and inclusive. The safety and wellbeing of others will be an important consideration in determining the reactions to and consequences of inappropriate behaviour.

1.4 Our College rules have been agreed upon and understood by all students and staff. They are aligned with the values, principles and expected standards outlined in the DOBCEL Behavioural Management Policy and Procedures.

2. RESTORATIVE PRACTICES

2.1 Student behavioural support is informed by Restorative Practices. Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in school communities. It helps build capacity in students to enable them to self-regulate their behaviour which contributes to the improvement of learning outcomes.

2.2 We realise that everyone makes mistakes. Restorative Practices gives a framework to help our young people learn from these mistakes by focusing on the behaviour and how it affects them and those around them. They must decide how they can make things 'right' again. An effort is also made to get them to reflect on how they might act differently in the future. The aim is to work with the students to meet high expectations by offering high support.

2.3 Restorative Practices creates a safe & supportive environment that promotes wellbeing & connectedness to school, which research shows results in better learning.

3. STUDENT LEARNING AGREEMENT

3.1 The first step in facilitating high standards of positive behaviour is communicating those standards to all students. At St Joseph's College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a strategy to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. Students are required to acknowledge and accept the following standards to assist in making appropriate choices in relation to study, behaviour and respect for college traditions and practices.

3.2 Attendance - At St Joseph's College all students accept the following attendance guidelines.

- Arrive on time and participate positively in every scheduled lesson
- Attend and participate positively in every scheduled lesson
- Follow college policies regarding absences from school
- Attend all scheduled assemblies, liturgies and other compulsory events
- Meet the requirements of the Victorian Curriculum Assessment Authority (VCAA) in relation to attendance (VCE students)

3.3 Work Ethic - At St Joseph's College all students strive to develop effective work practices.

- Use time at school productively
- Bring all learning materials to class, have a fully charged laptop at the beginning of each day, have writing implements and textbooks as appropriate for all classes
- Check my emails in the morning and in the evening
- Take responsibility for the completion of assessment items and associated study
- Meet the requirements of the VCAA in relation to assessment.

3.4 Administration - At St Joseph's College all students accept responsibility for following correct administrative procedures.

- Report to the First Aid Office before leaving the college due to sickness
- Complete and check college and VCAA forms as required
- Inform my parents about relevant college activities, including providing them with correspondence as required
- Sign out from Student Administration if leaving the College for a scheduled appointment during the day (Parental note required).

3.5 Pastoral Care - At St Joseph's College all students value pastoral care initiatives.

- Participate in and be supportive of House, Pastoral Care and Wellbeing activities
- Share the responsibility for keeping our College grounds clean with 'pick up four' (each student picks up 4 pieces of rubbish voluntarily or when asked to do so)

- Maintain respectful and meaningful relationships with all members of our College community and follow the request ‘hands up for silence/ “Can I have your attention please?”’
- 3.6 Ethos - At St Joseph’s College all students accept to respect the Mercy ethos of the college.
- Support the ethos of restorative practice and college values
 - Support the religious, cultural, sporting and social activities of the college
 - Support the student leadership groups in the college
 - Display behaviour that respects the reputation of the college within the community
 - Complete my Religious Education and Community Service obligations.
- 3.7 Uniform and conduct - At St Joseph’s College all students show pride in our college uniform.
- Wear the uniform correctly at all times of the year, as per uniform guidelines and policy
 - Wear full college uniform, including blazer, to the End of Year Mass
 - Wear the college blazer as advised for special events
 - Behave, both in public and at the college, in a manner creditable to the college and myself
 - Behave appropriately at all external events, including camps, associated with the college
 - Be sensitive to the rights of everyone who works and lives in the vicinity of the college
 - Project a positive image of the college whenever in uniform
 - Follow rules in regards to showing respect for visitors to the college and ensure that anyone who comes to the college to see me follows the college protocols for visitors
 - Follow the Common Room rules as outlined in the Student Handbook (Year 11 and 12 students)
 - Follow rules in regards to use of mobile phones, electronic equipment and social media
 - Deposit switched off mobile phones and smart watches in my locker after entering the college environment
 - If driving to school, park offsite, obey speed limits around the college, accept responsibility for any damage caused while driving, carry as passengers only those students who have parental permission to be in my car, exercise care and attention while driving and obey road rules and courtesies
 - Follow all college policies and procedures.
- 3.8 These expectations are communicated to students and families via a number of strategies, including:
- Completing the agreements as part of the Extended Pastoral Care program
 - Parent notification through the college community newsletter
 - Reinforcement of student learning agreements through College Assemblies and during active supervision by staff during classroom and non-classroom activities.
- 3.9 Specific policies have been developed to address:
- Student Mobile Phone Policy
 - Child Safe Policy
 - Pastoral Care Policy
 - Harassment and Bullying Policy
 - Learning, Teaching and Curriculum Policy
 - Student Computer Acceptable Use Agreement
 - Social Media Policy

4. REINFORCING EXPECTED POSITIVE BEHAVIOURS

4.1 At St Joseph’s College, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected College behaviour. A formal recognition and monitoring system has been developed. This reinforcement

system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

4.2 Recognising excellence across all aspects of college life motivates and inspires our students to achieve more. The Catherine McAuley Excellence Awards acknowledge and reward the desire to excel whilst living our Mercy Values. The program consists of the Virtue Conquers Achievement Awards and the Principal's Award.

4.3 Virtue Conquers Achievement Awards

Led by our motto, 'Virtue Conquers', our young people work towards their individual goals with the responsibility of representing the college as they strive to achieve. Those who exemplify our Mercy Values receive certificates in four areas:

Academic Excellence

- Present quality work in class and assignments of a very high standard.
- Have consistent and positive participation in class activities.
- Do their best in lessons while setting high standards of behaviour.
- Show academic excellence in a particular area.
- Show marked improvement in progress.

Leadership in Sports

- Exhibit the many aspects of good sportsmanship.
- Display outstanding levels of participation in training and competition.
- Display leadership based on Mercy Values.

Community Service

- Set high standards of behaviour and co-operation in the classroom or school yard.
- Exhibit values such as honesty, loyalty, trustworthiness, respect and good manners.
- Show unselfishness and consideration by helping others, both in school and in the local community.
- Display citizenship, consideration for others and improvements to college life.

Creative Endeavour

- Show significant involvement at a high standard in creative presentations and performances.
- Be selected to represent the college in performances, showing skill and commitment.
- Achieve quality participation or work in areas such as performing arts, visual arts, debating and public speaking

4.3.1 Those students who receive certificates across all areas are eligible to receive gold, silver, and bronze Virtue Conquers badges.

5. PROCEDURAL FAIRNESS

5.1 Procedural fairness is concerned with the process and procedures used in decision-making, rather than the outcome of a decision. The purpose of procedural fairness at St Joseph's College is to ensure that decisions are fair and correct.

5.2 There are three core elements to procedural fairness, as follows:

- (a) The right to be heard by an unbiased decision-maker who is open to the merits of the case. This includes the requirement that decision-makers consider only what is relevant and do not take into account irrelevant matters;
- (b) The right to know the allegation(s) or case made; and
- (c) The right to be heard in answer to the allegation(s) or case.

All students are treated equally and fairly with respect to the decision-making process in all contexts.

6. RESPONDING TO UNACCEPTABLE BEHAVIOUR

6.1 Re-directing Low-level and Infrequent Problem Behaviour

6.1.1 When a student exhibits low-level and infrequent problem behaviour, the first response of College staff members is to remind the student of expected College behaviour, then ask them to change their behaviour so that it aligns with St Joseph's College expectations.

6.1.2 Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected College behaviour, and processes how their behaviour could be modified so as to align with the expectations of our College community.

6.2 Targeted Behaviour Support: Personal Learning Plan (PLP) and/or Safety Plan (Homeroom Teacher/Pastoral Care Teacher - Year 8)

6.2.1 Each year a small number of students at St Joseph's College are identified through our data as needing extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

6.2.2 Students with PLP's or Safety Plans attend their normal scheduled classes and activities with appropriate adjustments if required. Where required, adjustments are made to the Plan through academic support, mentoring or intensive social skills training.

6.2.3 Students whose behaviour does not improve with PLP's or Safety Plans, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

6.3 Intensive Behaviour Support: Behaviour Support Team (Homeroom/Pastoral Care Teacher, House Leader, Head of School, Wellbeing- optional)

6.3.1 St Joseph's College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Support Team will:

- Facilitate a Functional Behaviour Assessment for appropriate students;
- Work with other staff members to develop appropriate behaviour support strategies;
- Monitor the impact of support for individual students through ongoing data collection;
- Make adjustments as required for the student; and
- Work with the Pastoral Care Team to achieve continuity and consistency.

6.3.2 The Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member will contact parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the College Administration and regional behavioural support staff.

6.4 Consequences for Unacceptable Behaviour

6.4.1 St Joseph's College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our College seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour tracking on SIMON is used to record all minor and major problem behaviour. The recording of three similar minor behaviours may constitute a major behaviour.

6.5 Minor and Major Behaviours

6.5.1 When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens;
- Major problem behaviour is referred directly to the Pastoral Care Team.

6.6 Level One

6.6.1 Minor behaviours are regarded as Level One and include behaviours that:

- are minor breaches of the College rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Examples:

- Occasional low level disruptive behavior;
- Rudeness to a teacher that is a rarity, followed by an immediate apology;
- Occasional and low level interference to others learning;
- Occasional refusal to co-operate followed by co-operation after discussion with the teacher.

6.6.2 Minor problem behaviours are deemed as Level One behaviours and may result in the following consequences:

- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restorative conversation or detention for work completion.
- A re-direction procedure. The staff member takes the student aside and:
 - Names the behaviour that the student is displaying;
 - Asks the student to name expected school behaviour;
 - States and explains expected school behaviour if necessary; and
 - Gives positive verbal acknowledgement for expected school behaviour.

6.6.3 Major behaviours are those that:

- significantly violate the rights of others;
- put others/self at risk of harm; and
- require the involvement of Pastoral Care Team.

6.6.4 Major behaviours result in an immediate referral to a House Leaders or Head of School because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then contacts the Student Office to request a senior staff member to escort the student to an appropriate location where the student can be supported.

6.7 Level Two

6.7.1 Level Two behaviour may result in time in the office, removal to a “buddy class”, alternate lunchtime activities, loss of privilege, restorative process, loss of break times, warning regarding future consequence for repeated offence, parent contact and referral to the Behaviour Support Team.

Examples:

- Continued low level disruptive behaviour
- Refusal to co-operate with staff after attempts to engage student
- Leaving class without permission

- Continued offensive language
- Aggressive language towards a staff member
- Verbal abuse or threatening language towards students or staff
- Continued use of mobile phone technology without permission
- Serious or continued breaches of the student technology use policy
- Throwing objects with intent which may cause injury to students (unlikely to cause injury)

6.8 Level Three

6.8.1 Level Three behaviour may involve: parent contact, referral to Education Officer: Psychologist or Special Education or Wellbeing, suspension (internal or external).

Examples:

- Major defiance to staff
- Throwing objects with intent which may cause injury to students (likely to cause injury)
- Leaving school without permission
- Constant refusal to wear uniform correctly
- Serious or continued inappropriate use of personal technology which impacts on the good order and management of the school
- Major dishonesty that impacts on the good order of the school
- Threatening language with/without threats of violence without a weapon
- Vandalism / wilful damage to property
- Major theft

6.9 Level Four

6.9.1 Level Four behaviour relates to students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from the College following an immediate period of suspension. Suitable counselling would be recommended and assistance offered if the student/parents are willing to support this action. Police will be informed of actions that are unlawful.

Examples:

- Serious threats or acts of violence with or without a weapon
- Possession of an illegal weapon
- Use or possession of illegal drugs or alcohol
- Engaging in serious pornography or illegal cyber safety activities
- Willful disobedience
- Deliberate defiance

6.9.2 The following table outlines examples of minor and major problem behaviours:

Area	Minor	Major
Movement around College	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
Correct attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the College 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the College
Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
Rubbish	<ul style="list-style-type: none"> Littering 	
Mobile phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone used in any part of the College at any time without authorisation (written permission from an authorised staff member or an email by a teacher to the staff) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the College for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity Threatening language – including threats of violence with or without a weapon
Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Willful property damage Vandalism
Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the College 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the College

7. RELATE PROBLEM BEHAVIOURS TO EXPECTED SCHOOL BEHAVIOURS

7.1 When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

7.2 Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

8. ENSURING CONSISTENT RESPONSES TO PROBLEM BEHAVIOUR

8.1 At St Joseph's College, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the College.

8.2 Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behavior or consequences are applied for problem behaviour.

9. EMERGENCY OR CRITICAL INCIDENT RESPONSES

9.1 It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

9.2 An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

10. SEVERE PROBLEM BEHAVIOUR

10.1 Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

10.2 Basic Defusing Strategies

10.2.1 Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

10.2.2 Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

10.2.3 Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge co-operation, withdraw if the situation escalates.

10.2.4 Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student

continues with the problem behaviour remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

10.2.5 Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

10.3 Restrictive Intervention

10.3.1 If it is necessary to use restrictive interventions to protect the safety of a student and members of the school community, the least restrictive intervention, 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 must be adopted. Restrictive interventions are used only in emergency situations, when there are no other options for maintaining the safety of others.

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

10.3.2 Appropriate restrictive intervention may be used to ensure that St Joseph's College duty of care to protect students and staff from foreseeable risks of injury is met. The use of restrictive intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

10.3.3 Restrictive intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

10.3.4 It is important that all staff understand:

- restrictive intervention **cannot** be used as a form of punishment;
- restrictive intervention **must not be** used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

10.3.5 Restrictive intervention is **not** to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the College, unless student safety is clearly threatened.

10.3.6 Any restrictive intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

10.3.7 Each instance involving the use of restrictive intervention must be formally documented.

11. NETWORK OF STUDENT SUPPORT

11.1 Students at St Joseph's College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers

- Wellbeing Staff
- Support Staff
- Staff in Positions of Leadership
- Administration Staff
- DOBCEL Education Officers

11.2 External support is also available through the following government and community agencies:

- Child and Youth Mental Health
- Headspace
- Child First
- Orange Door
- Department of Health and Human Services
- Department of Families, Fairness and Housing
- Police
- Local Council
- Private Mental Health providers

12. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

12.1 To ensure alignment with the DOBCEL Behavioural Management Policy and Procedure when applying consequences, the individual circumstances and actions of the student and the needs and rights of the College community members are considered at all times.

12.2 St Joseph's College considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students' age, gender, disability, cultural background, socio economic situation and their emotional state;
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time;
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
 - receive adjustments appropriate to their learning and/or impairment needs.

13. SUSPENSION AND EXPULSION

13.1 The college follows the DOBCEL Suspension and Expulsion of Students Policy.

13.2 The Principal considers the special provisions that may apply where vulnerable students and families are concerned, in determining whether to instigate processes associated with suspension or expulsion. Such students include Aboriginal and Torres Strait Islander students, students with disabilities, students in out of home care, students from culturally or linguistically diverse communities and those with mental health concerns

13.3 Suspension occurs when a student's attendance at school or class has been temporarily withdrawn on the authority of the principal, for a set period of time. Suspension allows the parties involved to reflect on and enter into dialogue about the behaviour and circumstances that have led to the suspension, and plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning.

13.4 Students with the support of their parent(s)/carer(s)/relevant person are required to attend a re-entry meeting with the Deputy Principal Students or delegate prior to the student recommencing classes.

13.5 Expulsion involves the termination of the contract entered into at the time of the enrolment by the parent(s)/carer(s)/relevant person. Expulsion occurs when, following consultation with Principal, Mercy Education Limited Chief Executive Officer and DOBCEL Secondary Education Consultant that a student's attendance at the college is permanently withdrawn by the Principal. The School's enrolment agreement explicitly records at the time of acceptance of the enrolment of a student that unacceptable behaviour by a student, may result in suspension or termination of the student's enrolment. The Principal, wherever possible, will work with the student and their parent(s)/carer(s)/relevant person to arrange enrolment with another school in accordance with the DOBCEL policy and procedures.