



A Co-educational Christian Day and Boarding School

Detention, Suspension & Expulsion of School Students

PROCEDURES

June 2019

1. Context

- 1.1 All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, our school will maintain high standards of student behaviour.
- 1.2 There will be cases of unacceptable behaviour where it will be in the best interests of our school community and/or the student involved, for the student to be removed from the school for a period of time, or completely. Detention, suspension and discontinued enrolment (expulsion) are the options available to the principal in these situations. In such cases of unacceptable behaviour, parents should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved program for personalised learning and support.
- 1.3 Collaboration between school staff, students and parents is an important feature of discipline in schools. All parties should be fully aware of the suspension and expulsion procedures and their place in the context of the College's student wellbeing and discipline policies.
- 1.4 In implementing these procedures, the principal will ensure that no student is discriminated against on any of the following grounds.
 - Race, including colour, nationality, descent, and ethnic, ethno-religious or national origin.
 - Sex.
 - Disability, including HIV/AIDS.
 - Homosexuality.
 - Transgender.
 - Age.
- 1.5 The principal will ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability, and developmental level of students.
- 1.6 When dealing with a student with a disability consideration will be given to the requirements of the Commonwealth Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the NSW Anti-Discrimination Act 1977. These require, among other things, that reasonable adjustments are provided to support students with a disability to access and participate in education on the same basis as other students.
- 1.7 The principal will ensure that records are made and retained of any action taken in relation to the implementation of these procedures.
- 1.8 Depending on the nature & significance of an incident, it is the prerogative of the principal to detain, suspend, or discontinue the enrolment of a student, irrespective of standard procedures

2. DETENTION

- 2.1** Detention refers to withdrawing a student from their normal school activity/lesson for timeout in another location within the College
- 2.2** A student may be placed on detention for unacceptable behaviors such as:
- disruptive behavior during lessons
 - disrespectful behavior towards staff
 - use of inappropriate language
 - failure to follow instructions
- 2.3** Should a student be placed on detention, parents will be notified by phone or email and the matter recorded on TASS
- 2.4** Whilst on detention, students will be given work to be completed
- 2.5** On completion of detention, the student will be required to engage in a restorative conversation with with relevant staff and students who may have been involved in the matter
- 2.6** Should a student be placed on detention three times, a behavior Management Plan will be developed by the Director Student Wellbeing in consultation with parents and Care Group teachers

3. SUSPENSION

- 3.1** Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within our school's student wellbeing and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. Our school will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.
- 3.2** Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as an Aboriginal community liaison officer or learning and support teacher. In some cases suspension from school allows the school time to put measures in place to ensure the safety of students and staff. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the College's expectations in the future.
- 3.3** The principal has authority, consistent with the provisions of these procedures and associated documents, to suspend or discontinue enrolment (expel) a student from the school. The principal will exercise this authority having regard to their responsibilities to the whole school community and to the principles of procedural fairness
- 3.4** The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognised as having two essential elements. These are the right:
- to be heard, and
 - the right of a person to a fair and impartial decision.
- 3.5** In matters involving child protection issues, the principal will refer to the College Child Protection Policy and be guided by advice provided by Family and Community Services or the NSW Police Force. Assistance is also available from Executive Director, Lutheran Education Vic, NSW & Tas (LEVNT) who acts as Head of Agency for NSW Lutheran schools

- 3.6** While a number of policies may apply to the circumstances or behaviour being considered in the context of a suspension or expulsion, the Suspension and Discontinued Enrolment (Expulsion) of School Students – Procedures take precedence.
- 3.7** These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school-endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. These include the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a staff member for school related issues.
- 3.8** Where a serious disciplinary matter arises and the principal is considering suspension or expulsion of a student, the action should be taken irrespective of any action which may be taken by another agency, including the NSW Police Force. Where the NSW Police Force is involved in a case where the principal is considering suspension or expulsion, principals should liaise with the Incident Report and Support Hotline on 1800 811 523 to ensure any potential police investigation is not compromised.
- 3.9** The principal will act in accordance with established policy as approved by the College Board.
- 3.10** If the behaviour that has resulted in consideration being given to the suspension or expulsion of a student may represent a risk to the student himself or herself, other students or staff (for example the incident relates to violent behaviour), the principal must ensure that steps are taken to assess that risk and develop any strategies consistent with College policies. This process should be commenced at the same time that any disciplinary action commences.
- 3.11** Principals must consider whether the incident gives rise to a requirement to make a mandatory report to the Child Protection Helpline (Phone: 132 111)

4. Suspension

4.1 General principles

4.1.1. In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students.

4.1.2. In relation to suspension processes, the principal will also be guided by the document *Responding to Student Needs* which articulates the steps towards suspension

4.1.3. Before a suspension is imposed, with the exception of the cases outlined in 4.1.5 or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will:

- ensure that appropriate personalised learning and support strategies and discipline options have been applied and documented
- ensure that appropriate support personnel available within the school system and externally have been involved
- ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- develop, in conjunction with the school learning support team or appropriate school or departmental personnel, specific personalised learning and support to assist the student to manage inappropriate behaviour
- provide a formal written notice detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
- record all action taken.

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

4.1.5. With consideration having been given to the factors outlined in 1.4, 1.5 and 1.6, the principal will suspend immediately and consistently with these procedures (including procedural fairness) any student who:

- **is physically violent:** Any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety and wellbeing of others, is to be suspended immediately.
- **is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause):** Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), will be suspended immediately. The matter will be reported to the NSW Police Force immediately
- **uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance:** The Government firmly believes that schools must be places which are free of illegal drugs. Suspension will occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, will be suspended.

Note: Generally, either a student will admit the substance is illegal or police will advise the principal that is the case. In some instances it may not be appropriate to place a student on suspension until the substance is formally identified (e.g. the student claims the substance is not illegal and did not represent it to be so). If this occurs, arrangements are in place with the NSW Police Force for the substance to be sent for priority analysis, generally within 48 hours of the substance being handed to the police.

- **engages in serious criminal behaviour related to the school:** The matter will be reported to the NSW Police Force immediately

4.1.6. Our school will ensure that in meetings with school personnel, where communication difficulties arise due to a lack of understanding of English, parents have access to the use of an on-site or telephone interpreter and receive translated letters notifying of suspension or expulsion. Consideration may also need to be given to cultural issues and the intellectual capacity of the parent to understand what is occurring and what is being said. For details on arranging an on-site or telephone interpreter, call 131450.

4.1.7. Should parents require a support person in order to participate fully in the suspension or expulsion process, including suspension resolution meetings, a person acceptable to both the parents and the principal may be involved, e.g. a member of the local Aboriginal Education Consultative Group or an interagency support worker. Consideration must be given to any adjustment that may be required for a parent with a disability to participate in the meeting. The responsibility for organising a support person rests with the student or parents.

4.2 Short suspension (up to 3 days)

4.2.1. In circumstances where measures detailed in 3.1.3 above have been unsuccessful in resolving the inappropriate behaviour or the circumstances in 3.1.3 apply, the principal may choose to impose a short suspension of up to and including three school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- **continued disobedience:** This includes, but is not limited to, breaches of the school discipline policy such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco
- **aggressive behaviour:** This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

Where the behaviour involves cyberbullying the school's anti-bullying programs are to be implemented. Advice should be sought from the School Safety and Response Hotline on 1300 363 778 as to whether the police should be informed.

4.2.2. A formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension. The Principal must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing. For very young children and students with certain disabilities it may be advisable to have a parent present during the interview.

4.2.3. A suspension resolution meeting must be convened by the principal at the earliest opportunity. The principal in conjunction with the parents should utilise available resources in seeking a means of assisting the student to modify his or her behaviour. The use of such resources should be discussed in the suspension resolution meeting. Relevant staff should be notified of the suspension.

4.2.4. If learning and support strategies and short suspensions have failed to resolve the issue of inappropriate behaviour, strategies such as further short suspensions, a longer suspension or alternative educational programs will be considered. Each case will be different and the action needs to be appropriate to the individual circumstances of the case. Alternative educational programs which could be considered for the student should be discussed with the learning and engagement officer. Any such programs must have been approved in accordance with College policy.

4.2.5. The principal must ensure that the suspension is recorded in TASS and that all relevant documentation is retained on a file at the school.

4.3 Long Suspension (up to 5 days)

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

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

4.3.2. Subject to factors outlined in 4.3.1 above, the principal will impose a long suspension for:

- **physical violence:** Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).
- **use or possession of a prohibited weapon, firearm or knife.**
When the student:
 - uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
 - uses a knife or possesses a knife (without reasonable excuse* as defined by the Summary Offences Act 1988);
 - uses or possesses a firearm of any type (including live ammunition and replica firearms).
*Note – "reasonable excuse" includes ceremonial Kirpans carried by Sikhs for religious purposes.
- **possession, supply or use of a suspected illegal substance:** This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
- **serious criminal behaviour related to the school:** This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school. Subject to factors outlined in 3.3.1, principals may also impose a long suspension for:

- **use of an implement as a weapon.** When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made or adapted to cause injury to another person).
- **persistent or serious misbehaviour.** This includes, but is not limited to:
 - repeated refusal to follow the school discipline code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
 - making credible threats against students or staff;
 - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation. Note: Incidents involving the behaviours set out above (with the exception of repeated refusal to follow the school discipline code) must be reported to the School Safety and Response Hotline on 1300 363 778 as soon as possible.

4.3.3. In cases where consideration is being given to imposing a long suspension from the school, the gravity of the circumstances require that particular emphasis be given to procedural fairness issues.

4.3.4. A formal disciplinary interview must be held with the student prior to making the decision to suspend. The principal will ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For very young students and students with certain disabilities it is advisable to have a parent present at the meeting. The key features of the interview should be taken down in writing. A work program should be provided for the duration of the suspension.

4.3.5. The principal will utilise school, and other available resources in seeking a means of returning the student to school following the suspension. The aim is to minimise the number of days each student is suspended. Advice may be sought from relevant staff about the management of the student's ongoing personalised learning and welfare needs and the need to develop any strategies to assess and manage any risk posed by the student's behaviour including a risk to the student himself or herself.

4.3.6. Post a suspension a restorative meeting must be convened by the principal at the earliest opportunity. The expectation is that students should be returned to school at the earliest opportunity. The school counsellor report and any advice from the school learning support team should be considered in resolving the suspension.

4.3.7. If, after a five day suspension, the matter has not been resolved the student will be placed on a monthly enrolment contract where it is expected that the student display evidence of the Positive Behaviour Framework. Where violent behaviour is involved a direction on enrolment under Part 5A of the Education Act (1990) may also be an option where a risk assessment indicates the student cannot be safely accommodated at the school selected by his or her parents.

4.3.8. The principal will ensure that the suspension is recorded in TASS and that all relevant documentation is retained on a file at the school.

5. Procedures for deciding on, notifying and resolving a suspension

The following steps apply to both short and long suspensions.

5.1 Decision

5.1.1. The decision to suspend must be taken by the principal, or in the principal's absence, the person performing the principal's role (deputy principal).

5.1.2. The principal will convene a meeting during which the student is informed of the precise grounds on which suspension is being considered. The student must be given the opportunity to consider and respond to this information. The student's response must be considered before a decision to suspend is made. Where long suspension is being considered, the student must be able to have an appropriate observer of their choosing present at the formal disciplinary interview.

5.2 Notification

5.2.1. A student will not be sent out of the school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school. The principal must ensure that adequate supervision is provided for that student at school until those arrangements are made.

5.2.2. Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification. Reasonable steps will be taken to ensure that the notification is delivered, if necessary in an alternative form. This may apply when parents have difficulty reading or understanding English due to cultural factors and/or disability.

Where there are difficulties contacting parents or providing notification, departmental support staff such as the Aboriginal community liaison officer may be able to assist.

5.2.3. In all cases, the notification must include:

- notice of the suspension
- the date and probable duration of the suspension
- the category and specific reasons for the suspension
- the clear expectation that the student will continue with studies while suspended and, in the case of a long suspension, that a study program will be provided
- the importance of parents cooperatively working with the school in resolving the matter
- parents responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the prior permission of the principal
- information concerning appeal rights and other appropriate government or community agencies available to provide assistance where necessary.

5.2.4. When a student is subject to special transport arrangements, the provider of the transport should be notified of the suspension by the principal following notification to the parents.

5.2.5. At the time of the suspension or expulsion notification, parents will be provided with the abridged version of this document, as well as the school's discipline code and information about appeal rights.

5.2.6. Where a student is returning from suspension following an incident that involved violence or weapons, the principal will undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension.

5.2.7. The principal will ensure that the suspension is recorded in TASS and that all relevant documentation is retained on file at the school

6. DISCONTINUED ENROLMENT (Expulsion)

6.1 General principles

6.1.1. In serious circumstances of misbehaviour the principal may discontinue enrolment (expel) a student of any age from their school. The principal may also discontinue enrolment (expel) a student who is over 17 years of age for unsatisfactory participation in learning.

6.1.2. In all cases where consideration is being given to discontinuing enrolment (expelling) a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

6.2 Discontinued enrolment (Expulsion) from the College

6.2.1. When considering expelling a student for misbehaviour, the principal must:

- ensure, except as a result of a most serious incident, that all appropriate learning and support strategies have been implemented and documented
- convene a formal disciplinary interview with the student. The Principal must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate support person of their choosing present at the interview. For students with certain disabilities it may be advisable to have a parent present at the meeting. The key features of the interview should be taken down in writing
- place the student on a long suspension pending the outcome of the decision making process (refer to sections 3 and 4). This action should be taken irrespective of any action by another agency, including the NSW Police Force
- notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action
- obtain and consider a school counsellor report that includes recommendations for further action
- provide the parents with a copy of all documentation on which the consideration of expulsion is based
- consider any response from the student and parents before proceeding further
- discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal (if the expulsion were to proceed). This could be done by telephone or in a meeting.

6.2.2. If, having completed the actions outlined above, the principal decides to discontinue enrolment (expel) a student from the school, the principal will advise the Board Chair prior to providing formal notification to the student and the parents.

6.2.3. Having reached a decision to expel a student from the school, the principal will inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision

7. Appeals Procedure

7.1 Students and parents may appeal if they consider that correct procedures for suspension or discontinued enrolment (expulsion) have not been followed, and/or that an unfair decision has been reached.

7.2 Appeals should be in writing, stating the grounds on which the appeal is being made.

7.3 Appeals can be made to Chair, St Paul's College Board about the imposition of a suspension or a decision to discontinue enrolment (expel) a student from a particular school. The Chair may delegate the management of an appeal to an appropriate officer. In all cases, however, the Chair must make the determination.

7.4 The Board Chair will:

- deal with the appeal within 20 school days of its lodgement
- ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal
- review all relevant material
- ensure that appropriate material has been made available to the student and his or her parents
- discuss relevant issues with the person(s) making the appeal and any other parties, as appropriate
- advise all the parties of the decision and the specific reasons for reaching the decision.

7.5 Where an appeal or a component of an appeal is upheld, the person determining the appeal will recommend to the College Board what further action is to be taken. Further action will be determined by the findings of the appeal, but will normally include systems improvement to school processes to ensure the requirements of the procedures are appropriately implemented in the future, or an annotation to the school's record of suspension and the student's record indicating the findings of the appeal.

7.6 The fact that an appeal has been lodged does not put on hold the principal's decision to suspend or suspend prior to expulsion from the College.

ST PAUL'S COLLEGE

WALLA WALLA, NSW



A Co-educational Christian Day and Boarding School

Appendix 1

Definition and terms

Suspension

Suspension is removal of a student from a school for a period of time determined by the principal. Suspensions are imposed in cases of unacceptable behaviour in the interest of the student and/or the school community. Parents are responsible for the supervision, care and wellbeing of students while they are suspended. A student may not enrol in, or transfer to, another school whilst suspended.

Students attending special programs such as those offered by tutorial centres, behaviour schools and hospital schools that may involve attending their home school for part of the week may not be precluded from attending the special program if they are suspended from their home school. This is subject to negotiation between the principal of the home school and the principal supervising the special program.

Short suspension (up to 3 days)

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

Long suspension (5 days)

Long suspension is temporary removal of a student from a school following a decision by the school principal or relieving principal for a period not exceeding five school days. Long suspensions are only imposed for serious or sustained instances of misbehaviour.

Discontinued Enrolment (Expulsion)

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

Prohibited weapon

Weapons that are listed on Schedule One of the Weapons Prohibition Act (1998).

Restricted substance

Any substance specified in Schedule Four of the Poisons List. These are substances which in the public interest should be supplied only upon the written prescription of a medical practitioner, nurse practitioner, dentist or veterinary surgeon.

ST PAUL'S COLLEGE

WALLA WALLA, NSW



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Appendix 2

Procedural fairness

Procedural fairness is a basic right of all individuals dealing with public authorities. All individuals have a legitimate expectation that independent education officers will follow these principles when decisions are made affecting their rights, interests or legitimate expectations. This includes when dealing with suspensions and expulsions.

Procedural fairness is generally recognised as having two essential elements.

- **The right to be heard** which includes the right:
 - To know why the action is happening
 - To know the way in which the issues will be determined
 - To know the allegations in the matter and any other information which will be taken into account
 - of the person against whom the allegations have been made to respond to the allegations.
- **The right of a person to an impartial decision** which includes the right to:
 - Impartiality in the investigation and decision making phases
 - An absence of bias by the decision maker.

Though the right to appeal is not necessarily an essential element of procedural fairness, it is considered appropriate to incorporate such rights in respect of suspensions and expulsions from independent schools.

As part of ensuring the right to be heard, principals should establish if parents require an interpreter and if so, make arrangements for one to be available. Principals should also ensure that students and parents have access to policies and procedures under which action is being taken.

While it is generally preferable for the functions of investigating and decision making to be carried out by different people, in the school setting this may not always be possible. If the principal is conducting both the investigative and decision making stages, he or she must be reasonable and objective. Ultimately, the principal must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the principal's responsibilities. Nevertheless, it is preferable to have another appropriate officer, such as a deputy or assistant principal, carry out the investigation, if possible.

The availability of a line of appeal to a more senior officer adds to the fairness of the process and offers a check in case there is a perception of conflict of interest.

It is the principal's responsibility to suspend or expel a student from the College. This responsibility is not to be delegated to any officer other than one acting in the principal's position.

To ensure the elements of procedural fairness are met, it is appropriate to provide students and their parents with details of all allegations relating to the incident. This may involve providing copies of any relevant statements. Should principals be of the view that it is not appropriate to provide copies of statements, for example, because of a fear that witnesses may be intimidated, or for any other valid reason, full details of the allegation(s) outlined in the statements should be provided.

In matters where a long suspension or expulsion is contemplated, the gravity of the circumstances requires particular emphasis being given to procedural fairness. This includes the availability of a support person/observer at formal interviews. The key features of formal disciplinary meetings should be taken down in writing.

ST PAUL'S COLLEGE

WALLA WALLA, NSW



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Appendix 3

Letter 1 Short suspension

Name
Address

Dear

This is to inform you that I have today suspended your (daughter, son etc.), (student's name) from St Paul's College Walla Walla consistent with the procedures of the College for suspension and the College's discipline policy.

Suspension allows time for the issues that have led to this action to be explored resolved. It also provides time for the College to plan appropriate support for (student's name) to assist with a successful and safe return to school.

(Student's name) has been suspended for (category – then specific reason/s and details of the incident). (He/she) has been suspended for (number of) school days, from (date) to (date) inclusive.

As a result of (student's name) suspension, both you and I are required to do certain things. I will:

- seek your assistance and work with you in an attempt to resolve the matter
- hold a resolution meeting with you at the earliest possible time to discuss how the matter might be resolved
- arrange an interpreter for you if necessary
- provide you with a copy of the school discipline policy

You are expected to:

- assist me in resolving the matter
- contact my office as soon as possible to arrange a time to discuss how the matter might be resolved
- let me know if you require an interpreter
- arrange a support person to accompany you to the meeting if you wish
- be responsible for the supervision, care and safety of (student's name) while on suspension
- ensure that (student's name) is aware that (he/she) is not to enter onto school grounds without my permission, except to attend the resolution meeting.

The College expects that (student's name) will continue with (his/her) studies while suspended. If you consider that correct procedures have not been followed in this case, or that an unfair decision has been made, you may appeal in accordance with the procedures.

Yours sincerely
Principal

ST PAUL'S COLLEGE

WALLA WALLA, NSW



A Co-educational Christian Day and Boarding School

Appendix 4

Letter 2 Long suspension

Name
Address

Dear

This is to inform you that I have today suspended your (daughter/son/etc.), (student's name) from St Paul's College Walla Walla consistent with the procedures of the College for suspension and this College's discipline policy.

Suspension allows time for the issues that have led to this action to be explored and resolved. It also provides time for the school to plan appropriate support for (student's name) to assist with a successful and safe return to school.

(Student's name) has been suspended for (category – then specific reason/s and details of the incident). (He/she) has been suspended for (number of) school days, from (date) to (date) inclusive.

As a result of (student's name) suspension, both you and I are required to do certain things. I will:

- seek your assistance and work with you in an attempt to resolve the matter
- hold a resolution meeting with you at the earliest possible time to discuss how the matter might be resolved
- provide a study program
- arrange an interpreter for you if necessary
- provide you with a copy of the school discipline policy and the College's suspension and expulsion procedures (attached).

You are expected to:

- assist me in resolving the matter
- contact my office as soon as possible to arrange a time to discuss how the matter might be resolved
- let me know if you require an interpreter
- arrange a support person to accompany you to the meeting if you wish
- be responsible for the supervision, care and safety of (student's name) while on suspension
- ensure that (student's name) is aware that (he/she) is not to enter onto school grounds without my permission, except to attend the resolution meeting.

If we are able to resolve this matter satisfactorily, this period of suspension may be reduced. The school expects that (student's name) will continue with (his/her) studies while suspended.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may appeal in accordance with the procedures.

Yours sincerely
Principal

ST PAUL'S COLLEGE

WALLA WALLA, NSW



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Appendix 5

Warning – On notice of suspension

This letter is to confirm our phone conversation about your son/daughter _____ of Year _____ behaving inappropriately.

In particular he / she has breached the expectations of the College Discipline Policy and the Positive behavior Framework by:

If this behaviour continues _____ may be suspended from school in accordance with the College's *Detention Suspension and Expulsion of School Students – Procedures*.

A copy of the *Detention Suspension and Expulsion of School Students* can be provided to you by the College.

This matter has been discussed with _____ and he / she understands what is expected in future. We will continue to work together to resolve these issues.

Please sign the slip below and return it to College at your earliest convenience

Yours sincerely,

Principal

Date: _____

Warning – On notice of suspension

I have discussed this matter with _____ and noted the warning of suspension.

I would like an interview to discuss how to support _____ (Yes or No)

Signed _____ (Parent)

Name: _____ Date: _____

Return to: _____(Name)