

Glenora District School

Respectful Student Behaviour Policy

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RESPECTFUL STUDENT BEHAVIOUR POLICY

Positive and respectful behaviour is critical for student engagement and wellbeing, and encourages learning and attainment.

1. Purpose

- The purpose of the Respectful Student Behaviour Policy (Policy) is to promote positive and respectful student behaviour at Glenora District School.
- The Policy also sets out what is unacceptable student behaviour. It outlines the process for responding to unacceptable behaviour using a range of strategies and approaches to ensure students remain engaged in learning.
- It is a requirement of the *Education Act 2016 (Tas)* (the Act) that all schools have a Policy.
- This Policy applies to all students enrolled in Glenora District School

2. Roles and responsibilities

- How our students behave is their responsibility. In most cases, Tasmanian State school students are children, therefore their parents or carers and our school share a responsibility in responding to the unacceptable behaviour of our students.
- Parents and carers have a responsibility to work with the school in accordance with this Policy and play a key role in supporting their child to behave respectfully.
- We have a responsibility to use restorative practices and principles to support our students to reflect on their behaviour, build and repair affected relationships, and to address unacceptable behaviour between students that occurs outside of school or school activities if we become aware of such behaviour.

We expect students to:

- Treat other students, staff, volunteers and visitors with respect
- Behave safely and responsibly
- Respect and care for the school environment
- Follow school rules and staff instructions
- Give your best effort
- Encourage others to do their best
- Be a good friend and include others.

3. Unacceptable behaviour of students

- In line with [Secretary's Instruction No 3 for Unacceptable Behaviour of Students and Volunteers at, and Visitors to, State Schools or School Activities](#), unacceptable behaviour of a student at our school includes:
 - a. disobedience of instructions which regulate the conduct of students
 - b. contravening school rules and policies
 - c. behaviour that is likely to impede significantly the learning of the other students of that school
 - d. behaviour that is detrimental to the wellbeing of the staff or other students of that school

- e. behaviour or actions that cause, or are likely to cause, injury to persons or damage to property
- f. behaviour that is likely to bring that school into disrepute
- g. behaviour that is likely to put a person at risk of harm
- h. harassment or stalking
- i. threatening behaviour
- j. discrimination
- k. bullying, including cyberbullying
- l. illegal behaviour
- m. unsociable behaviour
- n. sexualised behaviour
- o. any other behaviour that a principal determines to be unacceptable behaviour.

The additional behaviours that are considered unacceptable for students while at Glenora District School or a school activity include:

- p. racist, sexist or other discriminating comments
- q. speaking in an aggressive/threatening tone
- r. swearing or using inappropriate language
- s. physically intimidating someone by standing very close or making physical contact
- t. pushing, spitting, or hitting (slapping, punching or kicking).

- What actions constitute unacceptable behaviour is dependent on the context and will be considered on a case-by-case basis. We recognise and take into account that for some students, unacceptable behaviour may be associated with factors such as disability, trauma or a learning impairment.

3.1 BULLYING, INCLUDING CYBERBULLYING STRATEGIES AND APPROACHES

- Bullying is repetitive and ongoing verbal, physical, social or psychological behaviour that involves the misuse of power by a person or group of people towards one or more persons and is intended to cause harm or distress, or create fear.
- Cyberbullying is bullying through information and communication technologies (eg mobile phones and online). All types of bullying can have long-term, detrimental effects for those involved.
- Bullying can be observable, but it can also be covert and difficult to detect and can take many forms. Bullying is often hidden from adults and is likely to continue if no action is taken.

	What is Bullying	What is not Bullying
Social/ relational	Ostracising, making up or spreading rumours, social exclusion, rejection, purposeful misleading/lying to, sharing others personal information.	Mutual arguments and disagreements (where there is no power imbalance).
Physical	Hitting, kicking, pinching, pushing, tripping, 'ganging-up', unwanted physical or sexual touching, personal property damage and assault using objects.	Not liking someone or a single act of social rejection.
Emotional/ Psychological	Stalking, threats or implied threats, unwanted email or text messaging, threatening gestures, manipulation.	One-off acts of meanness or spite.
Verbal	Put downs, name-calling, swearing, nasty notes and negative remarks about race, culture, family	Isolated incidents of aggression, intimidation or violence.

circumstances, gender, sexuality, disability, appearance, medical conditions, etc.

Note - While the behaviours listed in the right column would not be considered bullying because they do not involve deliberate and repeated harm and a power imbalance, they may need to be addressed by the school.

- Preventing and responding to bullying, including cyberbullying, is a shared responsibility of all staff, students, parents and carers. All members of our school can contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.
- Schools have a responsibility to support students involved in bullying, including cyberbullying, which is affecting a student's learning and/or wellbeing at school, even when the unacceptable behaviour has occurred off school campus and/or outside of school hours.
- When addressing bullying, non-punitive and restorative approaches should be utilised. Both the student being bullied, and the student who was bullying must be provided with support (eg informal support from staff, formal counselling).

For example:

Whole school approaches which may include:

- embedding school values
- social and emotional learning
- whole-school programs (eg Respectful Relationships, Positive Behaviour for Learning, eSmart Schools) and/or
- bullying prevention through the curriculum (eg anti-bullying content, cybersafety education, social and emotional learning).

Early intervention strategies which may include:

- Pastoral care and risk-management systems (eg teachers responsible for pastoral care).
- Embedding of bullying, cyberbullying and cyber safety learning across the curriculum.
- Strategies for early intervention with individuals (eg support from specialist staff, individual behaviour plans).
- Strategies for early intervention with groups of students (eg targeted delivery of social and emotional learning).

Processes for responding to bullying and cyberbullying which may include:

- Processes for reporting and recording incidents of bullying.
- Resources to be provided to parents/carers (eg [Parent fact sheet on Staying Safe in Tasmanian Government Schools](#)).
- Support for all students who have been involved in bullying (eg School Psychologist/Social Worker contact details).
- Strategies for restoring and rebuilding relationships (eg restorative practice, support group method, method of shared concern).

3.2 ROADS ON CAMPUS

- The [Education Regulations 2017](#) provides a principal of a State school with the authority to determine the conditions under which vehicles may be driven, ridden, parked and removed on or from a campus of the school. A breach of these conditions by a student constitutes unacceptable behaviour and can be managed in accordance with this Policy.

The control of traffic at a school campus is a school matter, and the principal has the right to instruct anyone operating a vehicle to follow the conditions under which vehicles may be driven, ridden, parked and removed from the school campus.

All drivers on campus are expected to observe the speed limit of 10 km per hour and abide by road traffic signs including parking conditions (time limited parking, no-parking zones, and staff parking).

All bicycles, scooters and skateboards should be stored in designated areas and should not be ridden during school time. A helmet must be worn while using bicycles, scooters and skateboards.

If the rules are not observed, the school may withdraw permission to enter the school campus, remove a vehicle parked contrary to the signage at the owner's expense or any other response the school deems necessary to maintain a safe and functional space for others at the school.

3.3 MANAGING HEALTH AND SAFETY RISKS

- [*Ministerial Instruction No 7 for Eliminating or Ameliorating Risks to Health and Safety of Persons at School*](#) requires a principal to develop and maintain strategies to remove or reduce the likelihood of a student's behaviour posing a risk to the physical or psychological health or safety of the child or other persons at the school.
- Glenora District School will do what is reasonably practicable to assess and address the health and safety risks posed by a student's behaviour. This includes support for students with risk-related behaviours in accessing education, while also managing health and safety risks to the student and other persons at the school.

4. Responding to unacceptable behaviour of students

4.1 REQUIREMENTS

- When responding to unacceptable behaviour of a student at school or a school activity, teachers and principals will first seek to understand the issues contributing to the student's unacceptable behaviour before applying behavioural responses such as suspension, unless there is an immediate risk to the health or safety of others. This may include talking to the student about their unacceptable behaviour, understanding whether there is anything going on outside of school that may be impacting on their behaviour and seeking appropriate support for the student.
- When responding to unacceptable behaviour, teaching staff will apply strategies and approaches that are developmentally appropriate for the student and support the student's continued learning and access to education.
- Glenora District School has in place a range of escalating approaches and strategies for responding to unacceptable behaviour of a student that are underpinned by restorative practices and principles. Where the behaviour may pose a risk, approaches are used that seek to remove or reduce risk to the student and others.
- Behavioural responses that result in time away from school (eg suspension) will be used as a last resort or to ensure the safety of students and staff at the school.
- The [*Secretary's Instruction No 6 for State School Student Dress Code*](#) requires principals to detail how non-compliance with dress code or uniform will be dealt with in their school. Students' circumstances and capacity to comply will be considered when determining the appropriate response. Behavioural responses for non-compliance will not impact the learning of the student, unless a safety requirement has not been met (eg if a student is wearing 'open-toed' shoes' they may not be able to participate in a workshop activity).

- Glenora District School will address non-compliance with dress code or uniform using the process outlined at [4.3](#).

In addition, when responding to non-compliance with dress code or uniform Glenora District School will:

4.2 UNACCEPTABLE BEHAVIOUR OUTSIDE OF A SCHOOL ENVIRONMENT

- If our school is made aware that unacceptable behaviour between our students has taken place (at school, a school activity or outside of school) and that behaviour is having a negative impact on student learning and/or wellbeing at school, we will use restorative practices and principles to:
 - » develop an understanding of why the behaviour occurred
 - » support the student to understand the impact of their behaviour on others
 - » repair and build relationships that have been affected by their behaviour
 - » develop strategies to prevent such behaviour from occurring in future.
- In serious cases it may be appropriate for our school to refer the matter to a relevant authority (eg the police).
- Detention, suspension, exclusion, expulsion or prohibition can only be applied when unacceptable behaviour of a student occurs at school or at a school activity.

Unacceptable behaviour outside of school	Examples
Bullying, including cyberbullying	Unacceptable behaviour that takes place outside of school such as the bus ride between home and school or in an online forum such as social media.
Discrimination	Severe ridicule of others because of their race, religion, gender identity or sexuality in an online forum or travelling to and from school.
Behaviour that is likely to bring that school into disrepute	Posting videos online of physical altercations that occurred outside of school between students who are wearing school uniform.

4.3 PROCESS FOR RESPONDING TO UNACCEPTABLE BEHAVIOUR

When responding to unacceptable behaviour, Glenora District School will:

Responding to Unacceptable Behaviour

- › ensure the safety of the student, teachers and other students
- › seek to de-escalate the unacceptable behaviour
- › gather information (eg from the student and others) this may include seeking information about a student to assist in assessing the risk their behaviour may pose
- › notify relevant people (eg parent or carer, school social worker or psychologist, police, or the Principal Executive Officer for international students)
- › discuss the unacceptable behaviour or incident with the student (where appropriate)
- › develop and apply school approaches/strategies or policies to prevent such behaviour from occurring in future and address any risks to health and safety of persons at school
- › apply restorative or trauma-informed practices and principles
- › determine whether in the first instance it is appropriate to respond to the unacceptable behaviour by:
 - issuing a time-out/break card
 - separating the student from other students or removal from the classroom
 - withdrawing certain privileges (eg participation in school athletics carnival)
 - liaising with GETI regarding formal warnings for international students
 - applying a detention.
- › determine whether a risk assessment and risk management plan is necessary
- › hold a conference with the student (and other persons as appropriate).

When applying responses to unacceptable behaviour, Glenora District School will consider:

Applying Behavioural Responses

- › the age and year level of the student
- › the circumstances of the student and whether they might be adversely impacted by a behavioural response
- › minimising disruption to the student's learning
- › responses that are proportionate to the nature of the unacceptable behaviour
- › the importance of establishing and maintaining strong positive relationships with students and parents/carers through positive and effective interactions
- › alternative learning options tailored specifically to the needs of a student that reflect the Department of Education's values.

Glenora District School process and strategies for managing the unacceptable behaviour of a student

For example:

If the behaviour is disruptive but not dangerous the following responses may be appropriate:

- Utilise break cards or support staff (eg Teacher Assistant) where appropriate
- Use proximity (by moving closer to the student)
- Name the behaviour and the impact it is having
- Provide a warning of what will occur if the behaviour continues
- Relocate the student within the classroom, or to another class where appropriate
- Utilise restorative practices and principles
- Make contact with their parent or carer
- Develop strategies to prevent this behaviour from occurring in future.

If the behaviour is dangerous to the student, other persons at the school, or school equipment the following responses may be appropriate:

- Request that the student stop
- Utilise break cards or support staff where appropriate
- If the behaviour continues, take steps to keep everyone safe (eg requesting staff support, moving other students away from the student who is behaving dangerously)
- Use restorative practices and principles
- Make contact with their parent or carer
- Develop strategies to prevent this behaviour from occurring in future.

5. Applying behavioural responses

- A behaviour response is a response to unacceptable behaviour which can range from the use of restorative practices and principles to a response that involves loss of privileges or time away from school (eg detention, suspension, further suspension, exclusion, expulsion or prohibition).
- Any behavioural response will be a proportionate response to the unacceptable behaviour. When considering whether to apply a behavioural response, consideration will be given to how often the unacceptable behaviour occurs, its duration and any other patterns relevant to the unacceptable behaviour.
- Suspension, further suspension and exclusion result in forced disengagement from the school environment. Alternative educational instruction will be made available for the student by the principal during a period of suspension, further suspension or exclusion to ensure continued learning and engagement, and may provide the student with an opportunity to reflect on the unacceptable behaviour.
- A re-entry to school process will follow a period of suspension, further suspension or exclusion to support the student to build and repair relationships that have been affected by their behaviour and develop any strategies that may be necessary to support the student to re-engage in learning.
- The re-entry conference is an opportunity for the student to reflect on their behaviour in the context of the school's expectations and values. Parents or carers will be invited to participate in the re-entry process.

6. Detention and in-school suspension

6.1 PROCESS FOR APPLYING A DETENTION

For example:

The principal or teaching staff may determine that a detention is an appropriate response to unacceptable behaviour.

Detention may occur during recess or at lunch time. Students who have a detention during a break will be given an opportunity to have something to eat.

If a student has received a detention, in most cases the principal or teacher will contact the student's parent or carer to discuss the behaviour that led to this response and any steps that may need to be taken to support respectful behaviour in future.

The time spent in detention is an opportunity (with staff support) for the student to undertake learning activities, reflect upon the impact their behaviour had on others, that they can do to make things right and what strategies they could use to prevent this behaviour from occurring in future.

6.2 PROCESS FOR APPLYING A IN-SCHOOL SUSPENSION

For example:

In some cases, the principal may determine that an in-school suspension is appropriate.

If this occurs, the student's teacher/s will supply work for the student to complete that is as close as possible to the work being completed in class, however, this may not always be possible (eg written tasks may be supplied when the class is doing sport in physical education).

The in-school suspension is an opportunity (with staff support) for the student to reflect upon the impact their behaviour has had on others, to determine what steps they can take to make things right and develop strategies to prevent the behaviour from occurring in future.

If a student has received an in-school suspension, the principal or their delegate will attempt to contact the parent or carer by phone. If they are unable to reach them by phone they will use text message, email or a note home to ensure that parents or carers are aware that their child has received an in-school suspension and understand the circumstances that led to the in-school suspension.

Parents and carers will be invited to work with the school to develop strategies to prevent the behaviour from occurring in future.

7. Suspension, period of further suspension, and exclusion

7.1 SUSPENSION REQUIREMENTS

- Suspension will only be applied by the principal.
- Before the principal can issue a non-urgent suspension to a student for unacceptable behaviour, they will first attempt to resolve the behaviour by:
 - » seeking to understand the issues contributing to the student's unacceptable behaviour, whether they be school-based issues or issues outside of the school that are impacting on the student's behaviour (eg family or relationship problems); and/or
 - » providing assistance or referral to appropriate supports; and/or
 - » talking to the student about acceptable and unacceptable behaviour at school, and the process if the unacceptable behaviour continues; and/or

- » involving the parents or carers in discussion on how to address the student's unacceptable behaviour; and/or
- » other strategies outlined in this Policy.
- Except for circumstances that warrant the immediate removal of a student (immediate suspension), non-urgent suspension will only be used where restorative practices and principles are unable to resolve the factors contributing to the unacceptable behaviour.
- The principal will only immediately suspend a student where the principal determines that:
 - » the student has behaved or is behaving in an unacceptable manner in accordance with the Respectful Student Behaviour Policy; and
 - » the behaviour posed or poses a risk to the health or safety of another school student, a teacher or another person at the school; and
 - » that risk may be removed only by the immediate removal of the student from the school.
- Suspensions should end during the term in which they are applied, to ensure a student can re-enter the school at the beginning of the subsequent term. Suspensions may only apply across school terms where there are exceptional circumstances.
- The principal will not consecutively impose suspensions in response to the same instance of unacceptable behaviour.

7.2 EXCLUSION REQUIREMENTS

- A period of exclusion may be granted where processes for managing unacceptable behaviour have not resolved the behaviour and a more serious response is required or further time is needed to make arrangements for the student's re-entry to school. Requests for approval of exclusion will be forwarded to Student Support Leaders and the Director of Student Support.

7.3 BEYOND SUSPENSION, FURTHER SUSPENSION OR EXCLUSION

- If the principal or the Director of Student Support believes that the unacceptable behaviour is so serious that expulsion or prohibition may be more appropriate, they will refer the matter to the Deputy Secretary, Learning.

8. Educational instructional requirements

- The principal will provide students who have been suspended, further suspended or excluded with appropriate educational instruction until they return to school.
- If the principal is unable to arrange for educational instruction to be provided to the student before they commence suspension (eg where the suspension occurs late in the school day), a parent or carer **may** be required to collect the educational instruction from the school the following school day. The principal **may** also consider emailing the work to be completed where it is known that the student has internet and computer access.
- School staff will assist the principal to determine appropriate educational instruction, including the preparation of material as appropriate.
- The principal will arrange for review of the educational instruction as part of the re-entry process.
- Students must complete the educational instruction provided to them.
- Parents and carers should support their child to complete the educational instruction provided (eg this could include contacting the school for support or advice).

8.1 EDUCATIONAL INSTRUCTION EXAMPLES AND GUIDELINES

For example:

The work that is sent home with a student while suspended or excluded will be determined on a case-by-case basis. Where possible students will continue to work on learning tasks they have started at school and have the opportunity to begin work on tasks being completed by the rest of their class. If this is not possible teachers will endeavour to provide work on topics that are similar to what is being covered in class. If this is not appropriate, the student may work on an individual project of personal interest, worksheets or online programs. The school may provide a reflective activity to support the student to understand the impact of their behaviour, and to consider what they may need to do to repair relationships that have been affected.

9. Re-entry to school

9.1 REQUIREMENTS

- Glenora District School will consider the student's transition back to school and any disruption to their learning as a result of a period of suspension, further suspension, exclusion or expulsion from attending a State school.
- All students will have a process for their re-entry to school following a period of suspension, further suspension, exclusion or expulsions from a previous school.
- The principal will organise a re-entry conference with student before or on the day that the student returns to school. The student's parent or carer will be invited to participate in the re-entry conference, unless the student is an independent student.
- Students will participate in the re-entry conference.
- Parents and carers are encouraged to work collaboratively with the school to address a student's unacceptable behaviour and participate in strategies to support a student's re-entry to school, including attending the student's re-entry conference.
- The purpose of a re-entry conference is to ensure a mutual understanding between the student, parent or carer and staff for the future direction of the student's learning and expected behaviour, and should include documented support strategies to help manage any underlying behavioural issues or learning needs.

9.2 PROCESS FOR RE-ENTRY EXAMPLES AND GUIDELINES

The school will make contact with the student's parent or carer to arrange a re-entry conference and explain who will be attending and what will be discussed.

Wherever possible, a staff member will attend who has a positive relationship with the student. If the student has completed a reflective task this will be used to guide discussion on what steps the student might need to take to build and repair relationships affected by their behaviour.

If the student has not completed a reflective task, restorative practices will be used to support the student to understand the impact of their behaviour on others.

Staff will support the student to determine what steps they might need to take to build and repair relationships with staff and/or peers and develop strategies to prevent this behaviour from occurring in future.

Staff will work with parents and carers to determine how they can work with the school to support their child moving forward.

10. Further information for parents, carers and students

- [Enrolment Process](#) (Doc ID: TASED-4-1797567314-8501)
- [Frequently Asked Questions for Parents](#)
- [Parent Fact Sheet Student Behaviour in Tasmanian Government Schools](#)
- [Parent Fact Sheet Online Safety](#)
- [Parent Fact Sheet Staying Safe](#)

Respectful School Volunteer and Visitor Policy

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11. Definitions

ACT means the *Education Act 2016* unless specified otherwise.

BEHAVIOURAL RESPONSE is a response to unacceptable behaviour which can range from the use of restorative practices and principles to a response that involves loss of privileges or time away from school (i.e. detention, suspension, further suspension, exclusion, expulsion or prohibition).

BULLYING is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It is intended to cause harm, distress and create fear. Cyber bullying is bullying that is carried out through the internet or mobile phone technologies.

DETENTION is any relatively short period when a student is required to remain at school/in the classroom in a student's "non-class" time (eg recess, lunchtime, recreation time, after school). Detention provides an opportunity for students to undertake additional learning in the school environment.

DISCRIMINATION is less favourable treatment of a person because of a personal characteristic, such as race, gender, sexual orientation or disability, or treating everyone the same way where doing so has a disadvantageous effect on a person or group of person because of a shared personal characteristic.

EXCLUSION is the temporary withdrawal of a student's requirement to attend school for more than two weeks.

EXPULSION is the full-time withdrawal of a student's right to attend a particular Tasmanian State school.

HARASSMENT involves unwanted and one-sided words or actions towards another person (or persons) that offend, demean, annoy, alarm or abuse. If harassment is repeatedly directed towards the same person, and especially if it continues after the targeted person has asked them to stop, it is considered to be bullying.

INDEPENDENT STUDENT/S students under 18, but for legal or other reasons are considered to be an Independent Student by Centrelink.

IN-SCHOOL SUSPENSION is the withdrawal of a student from their regular class/classes for a period of time determined by the principal. During an in-school suspension a student remains at the school but works away from other students under the supervision of teaching staff.

PARENT OR CARER means a parent or a legal guardian or anyone with care and control of a child.

PRINCIPAL is the person in charge of a school or their delegate.

PROHIBITION is the full-time withdrawal of a student's right to attend a specific Tasmanian State school or any Tasmanian State school.

RESPONSIBILITIES: MUST AND MAY

Meaning of 'must', 'is to' and 'may':

- the word 'must' is to be construed as being mandatory; and
- the words 'is to' and 'are to' are to be construed as being directory; and
- the word 'may' is to be construed as being discretionary or enabling, as the context requires.

RESTORATIVE PRACTICES are a way of viewing relationship-building and behaviour support in schools that work to strengthen community among students and between students, teachers and parents, through educative processes. Restorative approaches focus on the problem, not the person, and look at the harm that has been done and the obligation on the part of those responsible to 'right the wrong' as much as possible. Restorative practices in schools are not limited to formal processes but are a continuum ranging from informal (eg class circles, impromptu restorative conferences, teacher-student conversations) to formal conferences (eg restorative conferences or family group conferences).

SCHOOL DAYS means the days on which the school is to be open for educational instruction.

SECRETARY means the Secretary of the Department of Education.

SOCIAL MEDIA are the online services and locations that provide a way for people to connect and share content and to participate in conversations. They are online websites where a user can create a profile and build a personal network of online friends.

SUSPENSION is the temporary withdrawal of a student's right to attend school for a period of two weeks or less (maximum 10 school days).

ATTACHMENT I - RIGHT TO REVIEW

- A parent or carer or the student (including independent students) may apply in writing for a review, or periodic review of a further suspension, exclusion, expulsion or prohibition decision.
- The application for review should ask for review and/or revocation of the behavioural response (eg exclusion) that was imposed.
- Upon receiving the Application for Review, the relevant authority may agree, or refuse to, conduct a review. The relevant authority will contact the person requesting the review in writing to inform them of whether or not they will conduct a review/periodic review.
- If the relevant authority decides to conduct a periodic review, it is to occur no more than once per month.

» Behavioural response	Applications for review or revocation will be forwarded to:
Further suspension	Deputy Secretary, Learning
Exclusion	Deputy Secretary, Learning
Expulsion	Deputy Secretary, Support and Development Deputy Secretary, Strategy and Performance Deputy Secretary, Corporate and Business Services
Prohibition	Secretary

SUSPENSION/EXCLUSION

- Applications for review or revocation of a further suspension/exclusion decision should be made in writing using the relevant [Application for Review or Revocation of Exclusion](#) or [Application for Review or Revocation of Further Period of Suspension](#).
- A decision on the review of a student's exclusion will be provided to the parent/carer (with a copy to the principal) within five school days from when the relevant authority receives the application for review.

EXPULSION

- Applications for review or revocation of an expulsion decision should be made in writing using the [Application for Review or Revocation of Expulsion](#).
- A decision on the review of a student's expulsion will be provided to the parent/carer (with a copy to the principal) within ten school days from when the relevant authority receives the application for review.

PROHIBITION

- Applications for review or revocation of an expulsion and prohibition decision should be made in writing using the [Application for Review or Revocation of Prohibition](#).
- A decision on the review of a student's expulsion and prohibition will be provided to the parent/carer (with a copy to the principal) within ten school days from when the relevant authority receives the application for review.

Authorised by:	Trudy Pearce
Position of authorising person:	Deputy Secretary Learning
Date authorised:	30 July 2018
Developed by:	Strategic Policy and Planning
Date of last review:	30 July 2018
Date of next review:	
This document replaces:	