

STU003 – PERSONAL RESPONSIBILITY POLICY AND PROCEDURES (BEHAVIOUR EDUCATION AND SUPPORT)

POLICY CONTEXT

Willunga Waldorf School is a co-educational and gender-inclusive school. The school's mission is to provide Steiner education from early childhood to year 12, based on the work of Rudolf Steiner. This education is driven by a deep understanding and respect for the developing and unfolding human being.

VISION

This policy reflects Willunga Waldorf School's vision of developing student's fundamental human virtues of the will to love, to gratitude and to duty. We aim to nurture children and young people within an environment where these are modelled, explored and experienced – one that enables students to develop their capacity for:

- Self-expression
- Group connection and feeling of belonging
- Positive impact on community
- Strong and resilient mental and physical health

We aim to foster an environment where children and young people develop a growth mindset, empathy and compassion for self and others, and grow to be able to identify and meet their own needs, set and respect personal boundaries and take community minded action.

PURPOSE AND SCOPE

This policy sets out to establish basic procedures for the protection and safety of all individuals within the School, in light of the above.

It applies to all staff, students and families of Willunga Waldorf School from Class 1 to 12. Kindergarten and Reception children and families are covered by the relevant Early Childhood policies.

GUIDING PRINCIPLES

Willunga Waldorf School acknowledges that:

- We work and learn on Kurna land and can benefit from viewing the world in light of First Nations knowledge and understandings.
- Children, young people and adults are evolving beings who are continuously developing their personal and social capacities.
- Everyone makes mistakes and given the right support, everyone can improve.

- Children and young people want and need to be held in gratitude and love, to belong, to be seen, heard and valued, to positively impact their community and to learn.
- Children and young people's behaviour is a communication and will vary according to many variables.
- Careful observation, proactive action and unconditional positive regard are fundamental.
- Documentation, communication and collaboration with parents/legal guardians and caregivers are essential.
- Children and young people, including those with disabilities have the same right to be supported in a way that is in their best interests.
- Children and young people will be supported in a way that takes into account their age, developmental level and cultural needs.
- All adults have a duty of care to take positive steps to protect children when there is foreseeable harm.
- Children and young people have the right to protection from behaviour management strategies that may constitute abuse, torture or inhumane and degrading treatment.
- We meet these responsibilities through a three-fold approach which incorporates proactive, supportive and responsive elements.

POLICY STATEMENT

Willunga Waldorf School commits to providing the children and young people in our care with age- and developmentally appropriate behaviour support, based on the guiding principles stated above, to help them grow and strengthen the kind of behaviour that allows them to participate fully in school life.

The safe care and connection of Aboriginal and Torres Strait Islander children and young people with family, community, culture and country will be a key consideration when providing behaviour support to Aboriginal or Torres Strait Islander children/young people and families.

RESPONSIBILITIES

Staff act on their responsibility to:

- Provide developmentally appropriate and engaging lessons in line with the National Steiner Curriculum and The Australian Professional Standards for Teachers (AITSL)
- Maintain engaging and beautiful indoor and outdoor areas
- Consider the whole child/young person and the wellbeing of all
- Work to reduce or remove any hindrance to the learning and safety of all and provide adequate supervision and support at all times
- Seek to understand students as individuals, utilising school support structures, relevant outside PD providers, reports and meditative work via Child Studies conducted in College or Faculty meetings
- Model gratitude, love, duty, forgiveness, respect, compassion, calmness and self-care
- Establish an environment reflective of this policy
- Establish and maintain close communication with parents/legal guardians
- Seek to be well informed regarding the individual needs of students, e.g. through professional communication and collaboration



- Link students to supports as appropriate, e.g. Classroom Assistants, Wellbeing Workers, outside providers
- Negotiate Behaviour Support Plans in collaboration with parents/legal guardians and clarify and ensure actions
- Communicate student responsibilities proactively, such as school rules, dress code, IT code, Student Interpersonal Relationships Guidelines (See Appendix A)
- Model adherence to these as appropriate, e.g. wearing of hats in terms 1 & 4
- Reflect on their own practice individually and with the support of colleagues

Parents/Legal Guardians have the responsibility to:

- Familiarise themselves with relevant policies and procedures and support their child/young person in upholding them. Policies and procedures can be accessed, for example, through welcome packs, on the School's website and parent app, information shared during parent and teacher evenings, newsletters and staff communications.
- Communicate openly with staff with the learning and safety of their child/young person, and of all, in mind.
- Address concerns in a timely manner, initially with class teachers/guardians or with Leadership as appropriate (see also the School's Grievance Policy (Parents)).
- Support their child/young person in understanding the consequence of their own habits of mind and behaviours, including how these effect the safety and learning of themselves and others.
- Communicate absences in writing or via the Front Office.

Students have the responsibility to:

- Consider the consequence of their own habits of mind and behaviours and how these effect the safety and learning of themselves and others
- Model respect, compassion and self-care
- Work to understand and adhere to the Personal Responsibility Policy, at all times considering their own and others' right to learn / teach and feel safe
- Accept and engage with support
- Where developmentally appropriate, communicate their needs in timely and respectful ways
- Adhere to safety and learning policies and protocols i.e. the Dress Code, safe movement around the school protocols, including refraining from riding bikes, scooters and skateboards on grounds
- Respond and accept requests and instructions from staff at Willunga Waldorf School

PROCEDURES

(See also Appendix A)

1. RESPONSIVE ACTION

Responses vary appropriate to the student's stage of development, the intentionality of the behaviour and its impact and the student's consequent behaviours.

1.1. Student Support

Students are supported to:

- Achieve a state of mind receptive to self-reflection and restoration
 - Adults may connect using non-verbal / caring communication
 - The student may be directed toward, or self-request, time in a place they feel safe, for example the library, another classroom, The Sanctuary or the Front Office. Leadership support will be requested where immediate safety is of concern.
- Identify what they were seeking, the negative impact of their behaviour choice and plan for a positive alternative for future use, one that meets their needs whilst maintaining other's right to learn and feel safe. This process will follow a strengths-based, Restorative Justice / "no-blame" approach and may include:
 - Being reminded of class agreements, school rules and discussion of their purpose
 - Discussions with peers or others impacted
 - Planning for appropriate restorative action
- Implement any planned restorative actions.

1.2. Communication with Parents: Parent Communication Reports

All high-level incidents, and lower-level ones as appropriate, are communicated to parents/legal guardians, face to face, by phone or by email. Ideally this occurs on the day the incident happens.

An incident's impact on others, re-occurrence following redirection, sensitive nature or likelihood to benefit from parent support will determine if it is appropriate to pass on.

All incidents of violence are deemed high-level, as are those involving bullying or harassment that is on-going, enacted as a part of a group, highly impactful or delivered in written or cyber format.

Whenever parents/legal guardians are informed of an incident, relevant details are recorded and kept in the student's personal file. All meetings held as a result of behaviour concerns are similarly documented. Where first aid is required this is also recorded.

1.3. Further actions

When appropriate, commitment for ongoing or future support will be made and clearly communicated. This may include:

- Meeting with parents/legal guardians to clarify student needs and if appropriate, developing a Behaviour Support Plan
- Connection with support personnel
- Planned respite or self-regulation strategies
- Enhancement of peer safety and capacity for support through therapeutic storytelling or group / class lessons

Parent Communication Reports and student attendance are regularly reviewed by faculties to identify and provide support as required.

2. BEHAVIOUR SUPPORT PLANS

The student (where developmentally appropriate), caregivers, a member of Leadership and other relevant staff collaborate to develop a Behaviour Support Plan. It identifies the student's needs and rights and those of others. Where others have been compromised, the consequences are communicated, restorative actions are planned for and enacted and alternative future actions planned. Commitments to ongoing behavioural goals and support strategies are signed off by staff, parents/legal guardians and students (as developmentally appropriate).

3. ESCALATED RESPONSES

Where the immediate physical or mental health of the student or others is in jeopardy, parents/legal guardians may be requested to collect their child or young person. Such incidents, including illegal acts, violent or aggressive behaviour, bullying or harassment, or interference with other students' right to learn and teachers' right to teach, may result in an immediate take home or up to a five (5) day Suspension, at the discretion of the Head of School.

The suspension begins on the first school day following the incident. Before the student can return, a Behaviour Support Plan meeting must occur.

In line with the enrolment contract signed by parents/legal guardians, the Head of School, in consultation with the key staff (Class teacher/Guardian) and the College of Teachers may deem it appropriate for the emotional and physical health of the student concerned (and/or others) that their enrolment is terminated. This is in extreme circumstances and reasons will be clearly communicated.

3.1. Escalated Behaviour Procedures

The following outlines the procedures for immediate take-homes, suspension, exclusion and expulsion of students from attendance at Willunga Waldorf School in the event of a serious breach of expected student behaviour. It guides our School in the use of suspensions, exclusions and expulsions to support safe and positive behaviour.

Willunga Waldorf School promotes four levels of response in such cases:

1. Immediate Take-home
2. Student Suspension
3. Student Exclusion
4. Student Expulsion

3.1.1. Immediate Take-Home

Immediate take-homes are used to respond to student behaviour emergencies. Behaviour emergencies are when students display extreme behaviours or emotional responses that continue for extended periods of time, even with staff support. Take homes are supported by a Parent Communication Report to be written by the appropriate staff member.

Immediate take-homes may be used in conjunction with student suspensions, student exclusions and student expulsions where more time is needed to collect and assess information.

In these situations, the Faculty Leader or Head of School may arrange for a student to go home for the remainder of the school day and return the student to the care of their parent/legal guardian for support. Immediate take-homes must not be extended beyond the remainder of the school day.

The School will ensure that a meeting with relevant staff (Class Teachers/Guardians, Student Wellbeing and/or Learning Support) is scheduled on the morning of the student's return to School to ensure that full behaviour support plans and goals are put in place.

Take homes should be used when:

- A student is showing behaviours of concern that are unsafe, severe and prolonged.
- Reasonable efforts have been made to intervene in the behaviours and support the student without success.
- The student remains too angry, upset or distressed to safely remain at school.

If a take-home is needed, the School will contact the parents/legal guardians to organize for an adult to collect the student. If the parents/legal guardians cannot be contacted, the School will use the emergency contacts for the student.

The parents/legal guardians will be advised:

- That the student has been issued a take-home in response to a behaviour emergency;
- Of any information that the School has about the events leading up to the behaviour emergency;
- What has been done to support the student; and
- The reconnection plans for the student the next day.

Students who experience an immediate take-home due to a behaviour emergency must be given a "fresh start" the next morning and welcomed back to the School community with a meeting.

Before re-entering the next school day, appropriate staff will meet the student and their parents/legal guardians to plan for the reconnection back to learning. This may include:

- Any additional information that has been obtained by the parents, school or others about what happened.
- Any follow up actions that are required to support the student during the day.

If a parent/legal guardian refuses to attend a reconnection meeting, the School can make decisions about the student's learning program and behaviour support in their absence.

3.1.2. Student Suspension

Suspensions are short-term responses to student behaviours of concern that impact on the safety and learning of others at Willunga Waldorf School.

Suspensions can only be approved by the Head of School where they believe there are reasonable grounds that:

- The student has threatened or perpetrated violence.
- The student has acted in a way that threatens the safety or wellbeing of another student, member of staff or other person associated with the School (including by sexually harassing, racially vilifying, verbally abusing or bullying that person).
- The student has acted illegally.
- The student has wilfully and persistently interfered with the ability of a teacher to teach or of a student to learn.
- The student has acted in a way that threatens the good order of the School by persistently contravening or failing to comply with behaviour rules and expectations.
- The student shows persistent and wilful inattention or indifference to schoolwork.

The Head of School may suspend students for behaviours that happen outside of school hours and off school grounds (off-school behaviour) where there is a reasonable connection between the student's behaviour, the school community and school relationships. This may include:

- Behaviours that happen on the way to and from school.
- Where the student is representing the school, for example school camps, sporting carnivals or on the school bus.
- Bullying and cyberbullying of school community members.
- At home or in the community where the School has care and control of the student.
- Occurring at home or in the community and are reported to the School.

In deciding whether to suspend a student whose behaviour has met the grounds for suspension, the Head of School must consider:

- The severity and frequency of the misbehaviour of the student.
- If relevant, the student's prior record of behaviour and response to previous consequences.
- If relevant, any adjustments that have been made to support the participation of that student at the school.

The Head of School must make sure that the suspension decision is communicated by a person who can explain the decision to the student and their parents/legal guardians. A Notice of Suspension from the School must be generated and given to the student and their parents/legal guardians.

Suspension length

Suspension from Willunga Waldorf School means that the student does not attend school for a set period between one (1) and five (5) school days public holidays, school holidays, school closure days, pupil free days and weekends are not "school days". The Head of School will decide the length of a suspension.

Suspensions may happen sequentially if a new behaviour incident (that meets the grounds for suspension) happens while the student is already suspended. In this situation, one suspension period can be followed by another suspension period without the student returning to school. The suspension procedures must be followed for each suspension.

A student cannot be suspended for more than 15 days in a twelve-month period or suspended on more than three (3) occasions in a twelve-month period. Should this be the case, any subsequent incident would escalate to the next level.

Suspensions are recorded as an absence.

Willunga Waldorf School is not required to (but may choose to) provide schoolwork or learning tasks for a student during the suspension period. The School will decide if this is appropriate based on the best interests of the student.

A suspended student may only enter or stay on school grounds during the period of suspension with the written approval of the Head of School.

Students who experience a suspension must be given a "fresh start" on return and be welcomed back to the School community with a reconnection meeting. Before the start of the student's next school day, appropriate staff will meet the student and their parents/legal guardians to plan for the reconnection back to learning. This may include:

- Any additional information that has been obtained by the parents/legal guardians, school or others about what happened.
- Any follow-up actions that are required to support the student during their reintroduction to the School.

If a parent/legal guardian refuses to attend a reconnection meeting, the School can make decisions about the student's learning program and behaviour support in their absence.

3.1.3. Student Exclusion

Exclusions are longer-term responses to serious student behaviours that impact on the safety and learning of others.

The Head of School may exclude a student from attendance at the school if they believe on reasonable grounds that:

- The student has threatened or perpetrated violence.
- The student has acted in a way that threatens the safety or wellbeing of another student, member of staff or other person associated with the School (including by sexually harassing, racially vilifying, verbally abusing or bullying that person).
- The student has acted illegally.
- The student has wilfully and persistently interfered with the ability of a teacher to teach students or of a student to learn.
- The student has acted in a way that threatens the good order of the School by persistently contravening or failing to comply with school rules.

The Head of School may exclude students for behaviours that happen outside of school hours and off school grounds where there is a reasonable connection between the student's behaviour, the school community and school relationships. This may include:

- Behaviours that happen on the way to and from school.
- Where the student is representing the School, for example school camps, sporting carnivals or on the school bus.
- Bullying and cyberbullying of school community members.
- At home or in the community where the School has care and control of the student.
- Occurring at home or in the community and are reported to the School.

In deciding whether to exclude a student whose behaviour has met the grounds for exclusion, the Head of School must consider:

- The severity and frequency of the misbehaviour of the student.
- If relevant, the student's prior record of behaviour and response to previous consequences.
- If relevant, any adjustments that have been made to support the participation of that student at the school.

Exclusion length

The Head of School must make sure that the exclusion decision is communicated by a person who can explain the decision to the student and their parents/legal guardians. A Notice of Exclusion from the School must be generated and given to the student and their parents/legal guardians.

Exclusion from school means that the student does not attend school for a set period:

- Ranging from four (4) to ten (10) weeks, or
- For the remainder of a term.

If an exclusion is for the remainder of a school term, it may be less than four (4) weeks or more than ten (10) weeks. For example, an exclusion may be extended if the Head of School considers it appropriate. An extension of an exclusion:

- May happen if the student has not completed their alternative learning program or met their learning goals during the exclusion period.
- May be considered if the student has engaged in persistent, low-level behaviours that breach this policy while on the alternative learning program. If a student engages in a new serious incident, the Head of School should consider issuing a new exclusion for that incident.
- Must not take the total exclusion period beyond ten (10) consecutive weeks (or until the period remaining in the school term in which the exclusion occurs, whichever is longer).

Exclusions are recorded as an alternative learning program. Therefore, the School must provide work and learning goals to be completed during the exclusion period for students who are of compulsory education age.

An excluded student may only enter or stay on school grounds during the period of exclusion with the written approval of the Head of School.

Before the student's scheduled return to school, a reconnection meeting must be held. At the reconnection meeting the student's progress is reviewed, including whether the learning tasks or goals have been achieved.

If the student has been successful in their alternative learning program, they are able to reconnect with their usual learning program at the school.

If the student has not been successful in their alternative learning program, the exclusion may be extended.

The Behaviour Support Plan with goals is developed or updated between the student, parents/legal guardians, school staff, learning support and student wellbeing staff and any other professionals to support the student's reconnection to their peers, staff and learning.

3.1.4. Student Expulsion

Expulsion is an extremely serious response to serious behaviour.

Expulsion from Willunga Waldorf School is the most serious consequence that may be given. It must be reserved for the most serious behaviours that jeopardize the safety of the school community.

The Head of School may expel a student from attendance at the School if they believe on reasonable grounds that:

- The student has threatened or perpetrated violence.
- The student has acted in a way that threatens the safety or wellbeing of another student, member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person).
- The student has acted illegally.
- The student has wilfully and persistently interfered with the ability of a teacher to teach students or of a student to learn.

The Head of School is responsible for collecting and considering the information about the behaviour incident. They may ask school staff to collect information on their behalf.

School staff must take reasonable steps to collect the information that is available about a behaviour incident, including:

- Reports from students, parents and staff witnesses.
- Documentation about the behaviour, including screenshots, emails, written records, video footage report by the student who has engaged in the behaviour of concern.
- Any information that provides a thorough understanding of the situation.

A student cannot be expelled unless they have first been suspended or excluded from attendance at the school.

A suspension or exclusion may occur whilst the Head of School is collecting evidence for the consideration of an expulsion.

Students may be expelled for behaviours that happen outside of school hours and off school premises where there is a reasonable connection between the student's behaviour, the school community and school relationships. This may include:

- Behaviours that happen on the way to and from school.
- Where the student is wearing the school issued uniform or is representing the school, for example school camps, sporting carnivals or on the school bus.
- Bullying and cyberbullying of school community members.

3.2. Student Behaviour of a Serious Nature

Student behaviour of a serious nature may be activities or behaviours which:

- Seriously undermine the ethos of the School;
- Consistently and deliberately fail to comply with directions given by the Head of School, a teacher or other staff member;
- Is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
- Consistently and deliberately interferes with the educational opportunities of other students; or
- Compromises the Head of School's ability to maintain their duty of care.

Some behaviours of a serious nature are criminal offences. These may include criminal damage to property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, or sexual assault. This list is indicative only and not all-inclusive. If the Head of School determines that a serious offence of a criminal nature has occurred, the welfare needs of the offending student(s) remain paramount. Criminal behaviour must be reported to the police.

In some cases, the behaviour may place the student's enrolment at risk. School leadership will consider the following in determining the most appropriate pathway:

- The behaviour of the student and the implications for the student and the school community;
- The personal and social needs of the student, and how they may best be supported;
- Review the Behaviour Support Plan and any additional strategies that may be able to be put in place, including accessing support from relevant agencies if appropriate; and/or
- Enact agreed communication strategies as appropriate to inform the student and the family of any decision.

4. APPEALS AGAINST EXCLUSION OR EXPULSION

An appeal can be lodged on the following grounds:

- Error of fact (for example, the student did not behave as alleged)
- Error of process
- Inappropriate length or conditions of exclusion or expulsion

Appeals must be lodged within:

- Five (5) school days of the student and their parents/legal guardians being advised of an exclusion decision, or a decision to extend an exclusion
- Ten (10) school days of the student and parents/legal guardians being advised of an expulsion decision.
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Appeals must be submitted in writing to the Head of School, preferably via email to headofschool@wws.sa.edu.au

An appeal against a decision to exclude or expel a student will be considered by a panel comprising:

- The Chairperson of the School Council
- Relevant Faculty Leader (Primary or High School)
- A Member of the School's College of Teachers

The outcome of an appeal may be:

- To uphold the decision, and its terms and conditions.
- To uphold the decision, and change the terms and conditions.
- To make recommendations about the actions to be taken.
- To overturn the decision and make an alternative decision.
- Make any decision that the relevant authority thinks appropriate.

The outcome of an appeal is considered final and will be provided, in writing, to the student and their parents/legal guardians within three (3) school days.

RELATED POLICIES, PROCEDURES AND DOCUMENTS

Related School Policies, Procedures and Guidelines	- SF001 – Professional Code of Conduct - STU001 – Child Safe Environment Policy - STU002 – Mandatory Notification Policy and Procedures - STU004 – Bullying and Harassment Policy - Cyber Safety Policy and Guidelines - STU005 – Attendance Policy - STU006 – Primary School Dress Code - ST007 – High School Dress Code - STU008 – Mobile Device Policy - Social Media Policy - STU010 – Drug Policy (Students) - STU011 – Remote Learning Student Conduct and Guidelines - WHS005 – Sexual Harassment Policy - GOV001 – Grievance Policy and Procedures (Parents) - GOV003 – Grievance Policy and Procedures (Students) - GOV005 – Privacy Policy - EM001 – Critical Incident Management Policy and Procedure
Related Legislation and Regulatory Requirements	- UN Conventions of the Rights of the Child - National Principles for Child Safe Organisations (2019) - Statutes Amendment (Child Sexual Abuse) Act 2021 - Children and Young People (Safety) Act 2017 - Equal Opportunity Act 1984 (SA) - Teacher Registration and Standards Act 2004 (SA) - Education and Early Childhood Services (Registration and Standards) Act 2011 - Education and Care Services National Regulations 2011 - Australian Student Wellbeing Framework - Australian Student Wellbeing Framework
Early Childhood Legislative Requirements	- Education and Early Childhood Services (Registrations and Standards) Act 2011 - Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children) - Section 162A Persons in day-to-day charge and nominated supervisors to have child protection training - Education and Care Services National Regulations 2011 - Regulation 84 Awareness of child protection law - National Quality Standard Element 2.2.3 Child Protection
Cross-Sector Guidelines (SA)	- DHS – National Principles for Child Safe Organisations - Protective Practices for staff in their interactions with children and young people - Managing allegations of sexual misconduct in SA education and care settings - Responding to problem sexual behaviour in children and young people - Information Sharing Guidelines - Keeping-Safe Child Protection Curriculum (KS:CPC) - Safework SA

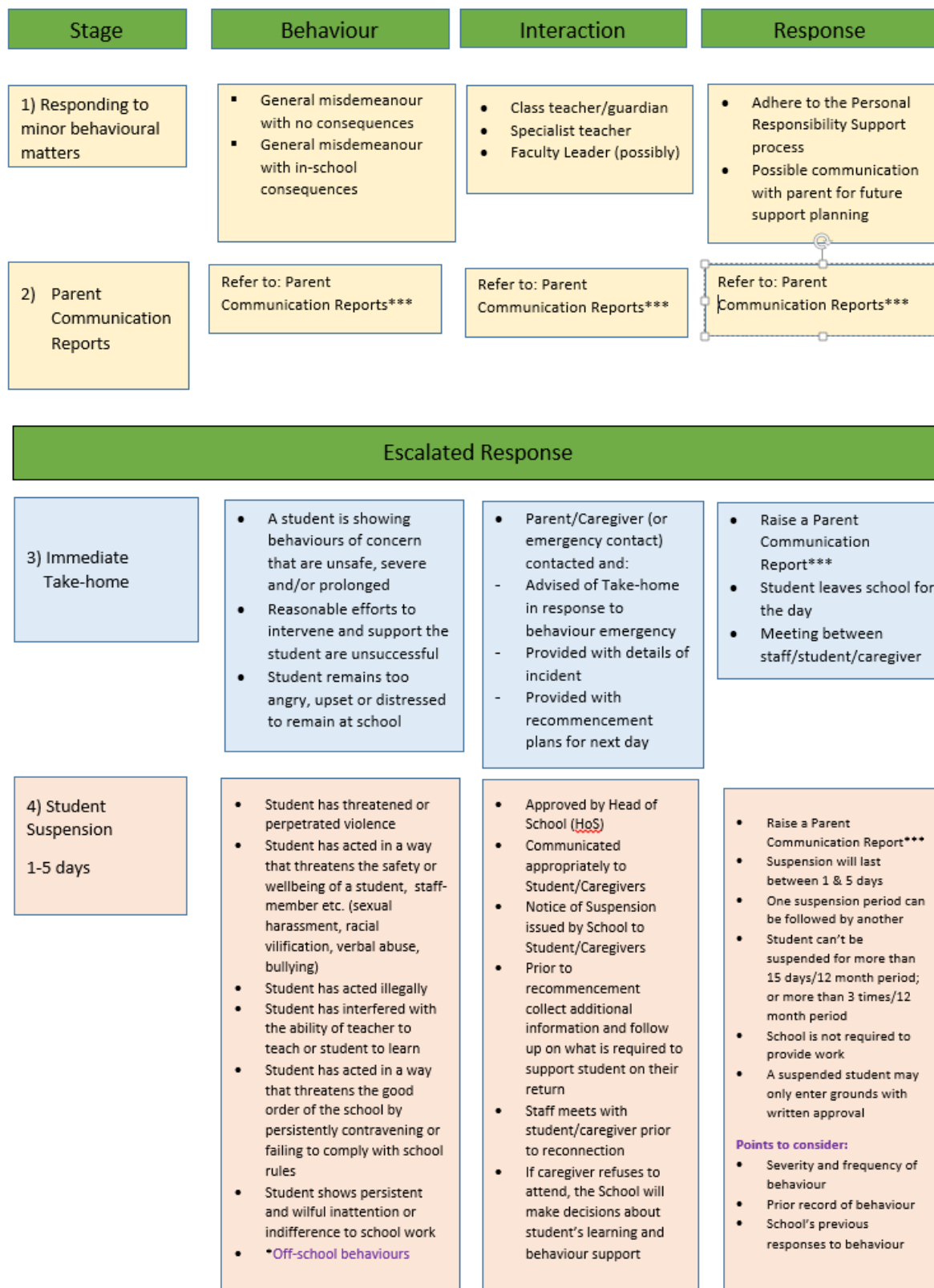
VARIATION AND REVIEW

The School reserves the right to vary, replace or terminate this policy from time to time. Unless altered earlier, this policy will be reviewed every three (3) years.

Responsible Person	Head of School
Policy Approver	Leadership
Version	1.0 This document replaces the previous HS003 Behaviour Education Policy (2009-2023)
Publication Date	02 Aug 2023
Effective Date	02 Aug 2023
Next Review Date	Aug 2026
Revision Record	July 2025: - Changed category to Student-specific Policies (STU)

APPENDIX A

WILLUNGA WALDORF SCHOOL PERSONAL RESPONSIBILITIES FLOWCHART





Stage	Behaviour	Interaction	Response
5) Student Exclusion 4 – 10 weeks	- Student has threatened or perpetrated violence - Student has acted in a way that threatens the safety or wellbeing of a student, staff-member etc. (sexual harassment, racial vilification, verbal abuse, bullying) - Student has acted illegally - Student has interfered with the ability of teacher to teach or student to learn - Student has acted in a way that threatens the good order of the school by persistently contravening or failing to comply with school rules *Off-school behaviours	- Head of School ensures exclusion decision is appropriately communicated to the student and parents/caregivers - A Notice of Exclusion must be presented to student and parents/caregivers - Prior to recommencement a meeting must be held to review student's progress (incl. achieving learning or behaviour goals) - If student has successfully completed their ALP they are able to recommence normal learning - If the student has not successfully completed their ALP the exclusion may be extended - The behaviour support plan with goals is developed or updated between staff (incl. Learning Support & Wellbeing staff) student and parents/caregivers etc. to support reconnection with peers, staff and their learning	- Raise a Parent Communication Report*** - Exclusion from school means that the student does not attend school for a set period: - Ranging from 4 – 10 weeks, or - For the remainder of the term. - It may be <4 weeks or >10 weeks, for example: - An exclusion may be extended by the Head of School if: - An extension may happen if the student has not completed their alternative learning programme (ALP) or met their learning goals during the exclusion period; - The student has persisted in behaviours that breach the school behaviour policy - The student engages in a new serious incident - A new exclusion cannot extend the original exclusion beyond 10 weeks (or for the remainder of the school term, whichever is longer) - School is required to provide an alternate learning programme (ALP) - A suspended student may only enter grounds with written approval of the Head of School - An appeal can be lodged** Points to consider: - Severity and frequency of behaviour - Prior record of behaviour - School's previous responses to behaviour



Stage	Behaviour	Interaction	Response
6) Student Expulsion	• Serious Response to serious behaviour • Deemed as jeopardising the safety of the school community • Behaviours include: - The student has threatened or perpetrated violence - The student has acted in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school - The student has acted illegally - The student has persistently interfered with the ability of a teacher to teach, or of a student to learn • Students may be expelled for behaviours that occur out of school hours and off school premises*	• The Head of School (HoS) must ensure that the decision is communicated to the student & parent/caregivers • A Notice of Expulsion must be given to the student and their parents/caregivers • The Head of School is responsible for collecting and considering the information about the incident/s • HoS may use a proxy staff member to collect information on their behalf • Information may include: - Reports from students, parents, and staff witnesses - Documentation about the behaviour, incl. screenshots, emails, written records, video footage - Any information that provides a thorough understanding of the situation • The HoS must report student behaviours that may be illegal, such as assault or drug related behaviour, to SAPOL.	• Raise a Parent Communication Report • A student cannot be expelled unless they have first been suspended for that event • A suspension may occur whilst the HoS (or proxy) collects evidence for the consideration of an expulsion • A student may be expelled regardless of the outcome of police investigations • An appeal can be lodged** Points to consider: • Severity and frequency of behaviour • Prior record of behaviour • School's previous responses to behaviour

***Off-school behaviours:**

- Behaviours that happen on the way to and from school
- Where the student is representing the school e.g. camps, sporting carnivals, on a school bus
- Bullying & cyberbullying of school community members
- At home or in the community where the school has care and control of the student
- Occurring at home or in the community and are reported to the school

****Appeal against an Exclusion or Expulsion**

- If there is an error of fact
- If there is an error of process
- Inappropriate length or conditions of exclusion or expulsion
- Appeals must be lodged in writing to the Head of School within:
 - 5 school days of the student and parents being advised of the exclusion decision, or the decision to extend the exclusion
 - 10 school days of the student and parents being advised of an expulsion decision
- Appeals will be considered by a panel consisting of the Council Chairperson, relevant Faculty Leader, Member of the School's College of Teachers
- The outcome of an appeal may be:
 - To uphold the decision, terms & conditions; to uphold the decision and change terms and conditions; to overturn the decision and make an alternative decision; to make any decision that the relevant authority deems appropriate

*****Parent Communication Reports**

- Parent Communication reports are used to:
 - Inform parents/caregivers about an incident that their child has been involved in.
 - Provide a paper trail of behaviours and incidents that may be used when considering behaviour management responses. This can be used in the following instances:
 - General misdemeanour with no consequences
 - General misdemeanour with in-school consequences
 - Immediate Take-home
 - Suspension
 - Exclusion
 - Expulsion
- The report may cover events that occur on school grounds (during or outside of school hours), or are a result of off-school Behaviours*
- Provide parents/caregivers with information about an incident where their child may have been a victim (e.g. receiving end of verbal abuse). This can be used in conjunction with a Student Injury and Accident Report. This is regarded as a 'No Blame' Parent Communication report
- Three or more Parent Communication reports for the same student in one term will result in a meeting between the parents/caregivers and one more relevant staff member (e.g. Class Teacher/Guardian). This does not include 'No Blame' Reports. This may result in one or more of the following:
 - The student being given greater access to Wellbeing or Learning Support, or similar (e.g. mentor program)
 - The student being put on a Behaviour Contract
 - Immediate Take-home, Suspension, Exclusion or Expulsion
- Parent Communication Reports can be used to communicate behaviours at all stages of the Personal Responsibility Policy