Maryborough Education Centre

Rationale
Maryborough Education Centre is dedicated to the values of consistency, achievement, respect, enjoyment, inclusion and safety. In line with these values we are committed to providing safe, secure and high quality learning and development opportunities for every student. Students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

Definitions
MEC means Maryborough Education Centre
SWPBS means School Wide Positive Behaviour Support
DET means Department of Education & Training

Goals
• To foster school culture in which high levels of achievement take place within a positive social learning environment
• To provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
• To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
• To provide genuine opportunities for student/parent participation and student/parent voice
• To build a school environment based on positive behaviours and values
• To provide intervention for all students at risk.

School Profile
MEC was established in July 2005, in the rural town of Maryborough, population 8,000, 65 kilometres from the two larger regional centres of Ballarat and Bendigo. MEC occupies a 13.5ha site, extensive ground works and landscaping projects are continuing with a view to making this the educational showpiece of the area.

MEC has developed a seamless Prep to Year 12 and Specialist learning culture catering for the diverse needs of our student body. There is a strong emphasis on literacy and numeracy, including social literacy. MEC provides a rich curriculum with a wide range of specialist subjects and extracurricular activities. Restorative Practice is embedded in both the school and wider Maryborough community.

MEC is learning focussed. It strives for and encourages maximum achievement in all areas of teaching, learning and student wellbeing. It aims for its students to develop as lifelong learners. MEC pursues this objective through presenting carefully planned and targeted programs that are designed to meet the needs of all students. MEC provides a daily Values and Pathways program that is centred on the school values across Prep to Year 12.

MEC has a number of economically disadvantaged students. Many students, particularly in the middle and later years, travel from the surrounding towns, such as Talbot, Avoca, Carisbrook and Dunolly to attend. Students who are living under difficult circumstances are supported by all staff and in particular the staff of student services through pastoral care, specialist counselling and support services. Parents are also offered support through suitable agencies.
MEC continues to focus on developing a safe school where Restorative Practices and explicit teaching are undertaken. Staff will continue to participate in Restorative Practices and SWPBS and will be supported to implement whole school strategies and approaches.

**Whole School Prevention**
MEC is committed to building a secure learning environment where all students feel safe.

SWPBS provides a clear structure of positive reinforcements essential in complementing and encouraging appropriate behaviour and preventing inappropriate behaviour. It emphasises that classroom management and preventive school discipline must be integrated with effective curriculum instruction.

All student wellbeing programs are developed in response to student needs that have been determined by up-to-date research and school data. MEC recognises the importance of interagency collaboration in supporting and improving students learning outcomes and wellbeing. The following SWPBS diagram provides a guide as to the support programs available at MEC.
**Tier III**
Tier III Behaviour Support Plan, interagency support, emergency management, alternative education programs, behaviour review meeting

**Tier II**
Check in Check Out (CICO), Tier II Behaviour Support Plan, modified timetables, behaviour contract, tick book, practice academies, internal suspension, attendance monitoring, social stories, Re-teach group expectations, routines, and strategies, Positive Behaviour Support Meeting, Refer to Student Wellbeing and Student Support Services personnel, psychologist or social worker (SSS’s), differentiation

**Tier I**
6:1’s, Gotchas, postcards, MEC mantras, Response Guide to all Behaviour, Common Settings Behaviour Matrix, Behaviour Management Process, restorative practices, positive phone calls home, 1%ers, lunchtime sports clubs, active supervision, explicit teaching of expected behaviours, Values program, student voice, SRC, Beacon Program, Yr. 9 Journeys, camps and excursions, house sports, extracurricular sports and performing arts, students services, exhibition of student work

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**Continuum of School-wide Positive Behaviour Support at Maryborough Education Centre**
**MEC Values**
The MEC values – Consistency, Achievement, Respect, Enjoyment, Inclusion, Enjoyment and Respect, (CARE IS), were developed through an extensive process of consultation with students, staff, parents and the community. MEC integrates these values in all aspects of the school’s operation.

<table>
<thead>
<tr>
<th>We value</th>
<th>This involves</th>
<th>I show this by ...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consistency</strong></td>
<td>Reliability, Setting goals</td>
<td>Doing my best, Trying hard, Being trustworthy, Being fair and dependable</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>Knowledge, Skills, Understanding, Success</td>
<td>Learning from my mistakes, Reflecting on my own learning, Using my own learning in different ways, Helping others to learn, Taking responsibility for my own learning, Encouraging excellence</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Honesty, Fairness</td>
<td>Helping others, Caring for the feelings of others and their work, Helping others to take responsibility, Showing kindness, Acting responsibly and telling the truth, Taking care of the environment &amp; property, Treating people fairly</td>
</tr>
<tr>
<td><strong>Enjoyment</strong></td>
<td>Celebrating, Affirming, Staying positive</td>
<td>Celebrating successes, Enjoying the company of others, Making others feel happy, Helping one another, Encouraging others</td>
</tr>
<tr>
<td><strong>Inclusion</strong></td>
<td>Communication, Sharing, Relationships, Involvement</td>
<td>Asking others to join in, Taking turns, Working with others, Appreciating others point of view, Sharing ideas, thoughts, feelings &amp; resources, Understanding that parents, teachers, non-teaching staff and children are all part of the learning team</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Wellbeing, Security</td>
<td>Feeling &amp; being safe, Contributing to the safety of self &amp; others, Working for the wellbeing of others</td>
</tr>
</tbody>
</table>
**Rights and Responsibilities**

Every person has the right to learn and work in a safe and inclusive environment free of violence, discrimination, harassment, and bullying including cyber-bullying. Along with this comes the responsibility to respect and promote the rights of others.

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### All Members of the MEC community have a right to:

- fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, gender-based, class-based and homophobic forms of harassment, bullying, cyberbullying, vilification, violence, intimidation, abuse and exclusion
- be treated with respect and dignity.
- feel valued, safe and supported in an environment that encourages freedom of thought and expression

### All Members of the MEC community have a responsibility to:

- acknowledge their obligations under the *Equal Opportunity Act 2010* (Vic), *The Charter of Human Rights and Responsibilities Act 2006* (Vic), *Disability Discrimination Act 1992* (Cth) and *The Education and Training Reform Act 2006* (Vic), Gender equity Policy (MEC), Equal Opportunity and Sexual Harassment Policy (MEC), Statement of Beliefs and Behaviours (MEC) and Staff Code of Conduct (MEC), and communicate these obligations to all members of the school community.
- participate and contribute to a learning environment supports the learning of self and others
- ensure their actions and views do not impact on the health and wellbeing of other members of the school community

### All students have the right to:

- Learn and socialise without interference or intimidation in a safe and secure environment
- Be treated with respect and fairness as individuals
- Expect a learning program that meets their individual needs
- Have ‘reasonable adjustments’ to their workload, assessment and attendance requirements made in order to ensure the student has every chance to complete their education free of discrimination.

### All staff have the right to:

- Expect to be able to work in an atmosphere of order and cooperation
- Use discretion in the application of rules and consequences
- Receive respect and support from the school community

### All parents/carers have the right to:

- Know that their children are in a safe, happy learning environment where they are treated fairly and with respect.
- Expect a positive and supportive approach to their child’s learning
- Expect communication and participation in their child’s education and learning

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- Expect a positive and supportive approach to their child’s learning
- Expect communication and participation in their child’s education and learning
| ▪ Be prepared to learn |
| ▪ Explore their full potential |
| ▪ Respect the rights of others |

| ▪ Build positive relationships with students as basis for engagement and learning |
| ▪ Use and manage the resources of the school to create stimulating, safe and meaningful learning |
| ▪ Treat all members of the school community with respect, fairness and dignity |
| ▪ Recognise how age; gender; identity; impairment; breastfeeding; lawful sexual activity; marital status; parental status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association can influence student behaviour and impact on the wellbeing and engagement of students |

| ▪ Build positive relationships with members of the school community |
| ▪ Ensure students attend school and have the appropriate learning materials |
| ▪ Promote respectful relationships |
Shared Expectations
MEC has developed shared positive expectations that are intended to support all members of the community.

Leadership
The school leadership team will:
- uphold the right of every student to receive an education up to the compulsory age of schooling and encourage education leading to higher education, training and employment
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs
- lead and promote preventative approaches to behavioural issues
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide professional development for staff to build their capacity to promote positive behaviours
- maintain a safe and welcoming environment for all students regardless of age; gender; identity; impairment; breastfeeding status; lawful sexual activity; marital status; parental status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association, and those affected by family violence to ensure no interruption to their education

Staff
The staff will:
- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- provide opportunities for student voice developing a positive school culture.
- monitor and follow up on absences
- teach students social competencies through curriculum content and pedagogical approach
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one’s own behaviour management approach
- follow restorative practices to repair harm in relationships
- providing support for students using effective, evidence-based approaches such as School Wide Positive Behaviour Support (SWPBS) to create a positive, safe and engaging school environment for all students
- protect students through the purposeful teaching of cybersafety and responsible use of digital technologies and the internet. Cyberbullying is the use of technology to bully a person or group with the intent to hurt them socially, psychologically or physically
- follow the MEC Positive Behaviour Support Processes
- use MEC Mantras and CAREIS Expectations to create a calm and consistent environment
- work with parents/carers (where appropriate) and involved teaching staff to ensure that school facilities, practices and culture do not deter the student’s continued engagement in education for all students regardless of age; gender; identity; impairment; breastfeeding status; lawful sexual activity; marital status; parental status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association, and those affected by family violence to ensure no interruption to their education

Students
All students are expected to:
- respect, value and learn from the differences of others
- have high expectations of their learning
- attend school each day
- support each other’s learning by behaving in a way that is courteous and respectful
demonstrate behaviour and attitudes that support the wellbeing and learning for all, and contribute to a positive school environment that is safe, inclusive and happy
understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.

Parents/Carers
All parents/carers are expected to:
- support the school’s efforts to educate young people to live in a diverse world
- provide all relevant information to the school
- actively participate in supporting their child’s learning by building a positive relationship with the school
- work with the school through attendance at parent-teacher meetings and respond to communications in a timely manner
- ensure that their children attend school regularly and that, when a student is absent from school, parents/carers advise the school as soon as possible
- understand the school’s behavioural expectations and aim to provide a consistent approach that supports their child’s learning and engagement in and out of school.

School Actions/Consequences

Attendance
Absences often mean students miss important stages in the development of their learning, causing them to find ‘catching up’ difficult. The following are ways in which we promote school attendance:
- attendance practices reflect DET philosophy of ‘Everyday Counts’
- student attendance is recorded twice per day in primary school and in every class in secondary schools for every student enrolled at the school
- SMS sent to notify parents of absences at least twice daily (7-12 and Specialist)
- the school recognises illness as a reasonable ground for an absence
- clear written/verbal statements are made regularly to parents/carers/students about school and community attendance expectations
- XUNO will be utilised to identify students who are at risk of poor attendance and possible disengagement from school
- if within three days of the initial absence parents/carers have not provided an explanation/satisfactory explanation contact will be made by the classroom teacher or nominated representative
- the professional responsible for Student Services or the appropriate teacher will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences
- ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group. This Support Group will be convened by the Principal (or nominee) and attended by key professionals. An Attendance Improvement Plan may be developed. Unresolved attendance issues may be reported by the Principal to the Department of Health and Human Services
- student attendance data will appear on the student’s mid-year and end of year reports
- DET and enrolment auditors will be given complete access to all student attendance records if requested
- whole-school modelling of punctuality is expected and regularly monitored
- all absence notes and records of communication will be retained and stored at the school for a minimum period of 24 months.

Behaviour
Policies relating to the discipline of students are based on principles of procedural fairness. Corporal punishment is not permitted.
The school requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through reports, parent-teacher interviews, phone calls, meetings and the use of diaries.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the school will use a restorative approach to repair damaged relationships with individuals and groups. The school values mediation over punitive approaches.

The following restorative approach will be used:

<table>
<thead>
<tr>
<th>When things go wrong</th>
<th>When someone has been hurt</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What happened?</td>
<td>• What did you think when you realized what had happened?</td>
</tr>
<tr>
<td>• What were you thinking at the time?</td>
<td>• What impact has this incident had on you and others?</td>
</tr>
<tr>
<td>• What have you thought about since?</td>
<td>• What has been the hardest thing for you?</td>
</tr>
<tr>
<td>• Who has been affected by what you have done? In what way?</td>
<td>• What do you think needs to happen to make things right?</td>
</tr>
<tr>
<td>• What do you think you need to do to make things right?</td>
<td></td>
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</tbody>
</table>

Positive Behaviour Support Meeting
A Positive Behaviour Support Meeting may be convened by the school to exchange information and facilitate solutions to behavioural problems or difficulties of students. The purpose of procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response. As well as teachers, parents and student, the meeting could involve a person requested by the parents who is not acting for fee or reward, principal or nominee and any support staff who have been involved with the student and/or the student’s family or who have particular relevant expertise. If the principal considers it warranted, or the student’s parents request, the principal must ensure suitable language interpretation facilities are made available.

Detention
- teachers may require a student to finish school work which has not been completed in the regular classroom, or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
- where students are required to undertake school work out of school hours, the time should not exceed forty-five minutes.
- the principal should ensure that parents are informed at least 24 hours prior to the detention. Where family circumstances are such that the completion of work would create undue hardship, MEC may choose to negotiate alternative measures with parents.
- MEC is permitted to detain students but will take into account family circumstances and negotiate with parents where appropriate.

Exclusion
In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

Suspension
Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.
Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 625. For suspension process see Appendix A

To access further information regarding the suspension process guidelines see: http://www.education.vic.gov.au/school/principals/participation/Pages/inschoolsuspension.aspx

In-school suspension
When considering the decision to suspend a student, it may also be useful to explore an in-school suspension. An in-school suspension is where the student is excluded from the standard instruction or educational opportunities being provided to other students, but can still undertake educational activities on the school premises for the period of the suspension.

In-school suspensions should focus on encouraging the student to exhibit more positive behaviour, to increase their level of participation and where appropriate, to learn problem solving and/or conflict resolution skills.

Options for in-school suspension include:
- having the student accompany an experienced teacher/appropriate staff member to their classes for the day
- participating in a work-based in-school suspension (e.g. working outdoors or preparation of educational materials)
- providing a dedicated room or area where students can complete school work under appropriate supervision.

The same process (including record-keeping) must be followed for in-school suspension as for out of school suspensions.

Immediate suspensions
The principal or nominee may implement a suspension with immediate effect if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk.

Where an immediate suspension is imposed, the principal or nominee has a duty of care to provide supervision of the student until they can be collected by a parent, carer, or an emergency contact nominated by the parent or carer. If the parent, carer or emergency contact is unable to collect the student, the student must be adequately supervised by a member of staff until the end of the school day.

It may be appropriate to implement a suspension with an immediate effect whilst the student is on an excursion or school camp. In these situations, if a student’s parent, carer or emergency contact is unable to collect the student, they will need to be supervised until the end of the camp or excursion. If this is the case, it is suggested that the student be removed from any activity organised as part of the excursion or camp. It may also be suitable to assign the student an appropriate task or school work to go on with.

Expulsion
Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled. As the most extreme disciplinary measure available to a principal, it should only be used after other forms of behaviour management have been exhausted and the school can demonstrate evidence that this has occurred. The student's behaviour must also be of such magnitude that expulsion is the only available mechanism.

For expulsion process see Appendix B
To access the expulsion process guidelines see: http://www.education.vic.gov.au/school/principals/participation/Pages/expulsionprocess.aspx
Students in out-of-home care
In all cases where a student residing in out-of-home care is being considered for expulsion, the relevant Regional Director must be notified so that obligations in the Out-of-Home Care Education Commitment can be met.

Overseas students
When considering appropriate discipline for overseas students, otherwise known as international students, it is important to note that the decision to expel may impact on a number of the student’s visa conditions. Such visa conditions can include the following:

- The student must attend 80 per cent of classes
- The student must make satisfactory progress.

Aboriginal and Torres Strait Islander students
When considering a suspension or expulsion for an Aboriginal or Torres Strait Islander student, a principal should engage a Koorie Engagement Support Officer (KESO). The KESO can support the school and the family to find the best outcome for the student and also connect the school and family to any local or regional resources to assist.

Students with disabilities
When a student has a disability the Department of Education must be notified to contribute to support and planning.

Students with separated parents
For students who have separated parents, it important to remember that suspension and expulsion are serious disciplinary measures and therefore all parents and carers are entitled to be notified of the intention to suspend or expel the student. In circumstances where there is more than one parent or carer who would like to participate in the suspension and expulsion process, it is important to involve all in the process.

It should be noted that parents are to be involved in exclusion procedures as stated, except where:

- The student is over 18 years of age
- The student is over 16 years of age, without disability or impairment and is living separately, apart and independently from his/her parents
- For any reason the parent is not available or cannot be contacted. In these circumstances the principal may then refer to the student over the age of 18 years of age in place of ‘a parent’. Where a student has a disability or impairment, the principal must make enquiries as to the student’s ability to represent him or herself. After making such enquiries, if the principal is satisfied that the student lacks the ability to adequately represent him or herself, the student cannot be referred to in place of ‘a parent’. In this case, as with a student under 18 years of age, the principal may regard as ‘a parent’ an adult whom the principal considers to be suitable and available to perform the role of the parent.

Expulsion Appeal Process
The student has the right to appeal the principal’s decision to expel them from the school. The principal must provide an Expulsion Appeal form to a student and/or parent/carer when they are expelled.

The Secretary of the Department has the power to uphold or overturn the decision made by the principal to expel the student. The Secretary has delegated powers and functions in relation to expulsion appeals to Regional Directors.

In order to appeal the expulsion decision, a student must provide the principal with a completed and signed Expulsion Appeal Form within 10 school days of the student receiving the Notice of Expulsion.

This policy will be reviewed as part of the school’s 3 year review cycle.
This policy was last ratified by School Council on Wednesday 27th July 2016.

Signed:

[Signature]

Paul Rumpff
School Council President

Date: 27th July 2016.
ESTABLISHING THE GROUNDS FOR SUSPENSION

- The principal must first establish whether a suspension is an available option:
  - Did the behaviour occur whilst at school, travelling to or from school or at a school approved activity?
  - Does the behaviour meet one or more of the grounds for suspension?
- The principal must take into account whether a suspension is appropriate to the behaviour, the student’s education needs and any other relevant circumstances
- Before implementing a suspension, the principal must ensure that:
  - The student has had the opportunity to be heard
  - That any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding the suspension
  - Other forms of action to address the behaviour for which the student is being suspended have been considered and implemented.
- The principal must decide on the duration of the suspension bearing in mind that:
  - A student cannot be suspended for more than five consecutive school days and written approval from the Regional Director is required if the total number of days the student has been suspended in the year is more than 15 days
  - If the period of the suspension is longer than the days left in the term, the principal should consider the likely disruption to the student’s learning before imposing a suspension that will continue into the following term.

SUSPENSION WITH AN IMMEDIATE EFFECT

- In some instances, the principal may consider that due to the severity of the situation and the possibility of immediate threat to another person, they may need to implement immediate action.
- Under these circumstances, the school must provide supervision until the student can be collected or until the end of the school day.
- When a suspension with an immediate effect is implemented on school camp or excursion and the student is unable to be collected, then they will need to be supervised until the end of the activity.

NOTIFICATION

- As soon as is practical, the principal must:
  - Give verbal notification to the student and their relevant person of the intention to suspend the student, the reason(s) for the suspension, the schools days on which it will occur and where it will occur
  - Provide the student and their relevant person with the Notice of Suspension and the Procedures for Suspension brochure prior to the day on which the suspension occurs (or on the day a suspension is implemented, if it is a suspension with immediate effect)
  - Provide contact details for additional support services to the student and their relevant person.
- Where appropriate, or if requested, a Student Support Group or another meeting with the student and their relevant person can be convened.

DURING SUSPENSION

- Prior to the day on which the suspension occurs, or on the day a suspension is implemented with immediate effect:
  - If the student is suspended for three days or less, the school must arrange for appropriate school work to be supplied
  - If a student is being suspended for more than three days, a Student Absence Learning Plan and a Return to School Plan must be developed and provided to the student and their relevant person.

SUPPORT AND FOLLOW-UP

- Following the suspension, it may be appropriate to convene a meeting with the student and their relevant person to discuss the behaviour that led to the suspension. A relevant person can also request a meeting at any time during the suspension process.
- For students that have been suspended for five days or where they have received three or more suspensions in a year, then it is recommended that the school convene a Student Support Group meeting with the student, their relevant person and other personnel to discuss the behaviour that led to the suspension(s) and the range of strategies to address the concerns.
ESTABLISHING THE GROUNDS FOR EXPULSION

- The principal must consider whether expulsion is an available option:
  - Did the behaviour occur whilst at school, travelling to or from school or at a school approved activity?
  - Does the behaviour meet one or more of the grounds for expulsion?
  - Is the behaviour of such magnitude that expulsion is the only available mechanism?
- When considering an expulsion for a student in out-of-home-care the principal must notify the relevant Regional Director.
- When considering an expulsion for an overseas student the principal must notify the International Education Division of the Department.

INVESTIGATION

- Before implementing an expulsion, the principal must undertake a thorough investigation to establish the relevant behaviours, the context in which the behaviour was committed and any other relevant circumstances in relation to the behaviour.
- The principal should also consider any alternative disciplinary measures that may be appropriate to address the behaviour of the student.

REGIONAL APPROVED SUPPORT PERSON

- As part of their investigation the principal must seek the support of a person on the Regional Approved List to assist with the following:
  - Considering alternative disciplinary measures
  - Considering appropriate alternative education, training or employment options that may be suitable for the student
  - Attending the Behaviour Review Conference (if appropriate).
- The Regional Approved Support Person should also ensure that all options are considered and support transition arrangements where appropriate.

BEHAVIOUR REVIEW CONFERENCE

- The principal must convene a Behaviour Review Conference:
  - To inform the student and the relevant person about the reasons expulsion is being considered and the evidence to support this
  - To provide the student and the relevant person with an opportunity to respond and be heard
  - To discuss and identify future educational, training or employment options that may be suitable for the student
  - To identify a course of action in the event that a decision is made to expel the student
  - To provide the student and the relevant person with the information document Procedures for Expulsion.
**FINAL DECISION AND IMPLEMENTATION**

- After the Behaviour Review Conference, the principal must consider all of the relevant matters and make a decision about whether to expel the student.

- The student and the relevant person must be notified of their decision within 48 hours of the conclusion of the Behaviour Review Conference.

- If the principal decides to expel the student, they must:
  - Provide the student and the relevant person with the *Notice of Expulsion* and *Expulsion Appeal Form*
  - Prepare an *Expulsion Report*
  - Provide the Regional Director with the *Notice of Expulsion* and the *Expulsion Report* within 24 hours of the expulsion taking effect
  - Record the expulsion in CASES21.

**TRANSITION AND SUPPORT**

- Following the decision to expel the student, the principal, in consultation with the regional office, must implement the plan of action that was devised at the Behaviour Review Conference.

- If there is going to be a significant delay in making further education or employment arrangement for the student, the principal must develop a *Student Absence Learning Plan* and continue to provide the student with appropriate work until the transition is made.