



**Diocese of Toowoomba
Catholic Schools**

TOOWOOMBA CATHOLIC SCHOOLS

Formal student behaviour sanctions procedures



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Purpose and definitions

Purpose

These procedures describe the formal student behaviour sanctions that can be applied in Toowoomba Catholic schools and the roles and responsibilities associated with the application of these sanctions.

Please note: Academic, social/emotional and behavioural engagement are all considered 'behaviours' in the context of these procedures.

Definitions

Time out

Time out is defined as giving a student supervised time away from their regular program/routine.

Internal suspension

Internal suspension is the temporary, full-time or part-time withdrawal of a student's right to participate in classes and/or school related functions for a defined period of time. The student is supervised at school during the school day during an internal suspension. The principal decides if it is appropriate to use an internal suspension as a consequence. Factors that could be considered include relative seriousness of the incident(s), the negative incident history of the student and other family contextual factors such as unavailability or absence.

External suspension

External suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time.

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director: Catholic Schools. Exclusion from one school does not prohibit the enrolment of the student in another Toowoomba Catholic school, unless the Executive Director: Catholic Schools has specifically prohibited the student from attending all schools within the Toowoomba Catholic Schools system.

Overarching principles and recording keeping

Overarching principles

It is expected that formal student behaviour sanctions will be applied only when other reasonable steps to manage a situation have been taken, unless the situation is serious and immediate.

A proposed formal student behaviour sanction should appropriately address the best interests of the student and the security, safety and learning environment of all other members of the school community.

Formal student behaviour sanctions that can be applied across Toowoomba Catholic Schools are as follows.

- time out
- suspension
- negotiated change of school
- exclusion (inclusive of cancellation of enrolment for non-compulsory age students).

Record keeping in Sentral

The **Wellbeing module** in Sentral is the starting point for recording all wellbeing incidents and attaching all records and documentation inclusive of those required for the application of a formal behaviour sanction.

All letters and/or correspondence that relate to a wellbeing incident are to be generated and recorded in Sentral using the templates provided.

All other documentation that relates to a wellbeing incident(s) is/are to be attached to the original wellbeing incident record in Sentral.



Procedures

Time out

Suspension

Exclusion

Negotiated change of school

Time out

PROCEDURES

Time out is defined as giving a student supervised time away from their regular program/routine.

The use of time out must be planned and purposeful. It is a method that allows the student time away from a situation to reflect and regain composure. The outcome of time out should be a reset and reduction in the behaviour.

If time out is used within a school/college, all staff, students and parents/legal guardians are to be made aware of its intended purpose and how it will be applied.

The regular use of time out for a particular student is to be documented and analysed, with a view to reducing the frequency of its use and to determine the reason for the behaviour.

Time out can be applied during school hours, outside of school hours or on non-school days for Boarding Schools eg a Saturday morning.

Principals decide, in consultation with their school community, if time out is to be one of the possible formal behaviour sanctions and how time out is managed in their school. If time out is to be used, this must be clearly explained in the school's written expectations of students and time included for wellbeing ie toileting and eating.

When using time out

- A time out may be issued by the principal, their delegate, or a teacher, provided this sanction and its management is clearly outlined in the school's written expectations of students.
- Parents/legal guardians are to be notified via email, SMS or phone by the principal, their delegate or teacher if a student is placed in time out during school hours. This notification should occur as soon as practicable.
- All time outs are to be recorded in Sentral with the original wellbeing incident report.
- The school's written expectations of students must also include the following for time out used outside of school hours.
 - A risk assessment and a risk management plan.
 - Parents/legal guardians are to be
 - notified verbally **and** in writing of the proposed time out at least 24 hours before the time out is scheduled to occur and have given consent
 - consulted about suitable times for the time out to be completed within the parameters set by the school
 - informed of the location and duration of the time out and that it is their responsibility to arrange travel/supervision to and from the time out, where appropriate.
 - Independent students are to be
 - notified verbally and in writing of the proposed time out at least 24 hours before the time out is scheduled to occur
 - consulted about suitable times for the time out to be completed within the parameters set by the school
 - informed of the location and duration of the time out and that it is their responsibility to arrange travel/supervision to and from the time out, where appropriate.
- If a student fails to attend a time out, this may be considered disobedience/non-compliance, and the school principal or their delegate is to decide an appropriate course of follow on action. This could include implementation of an individual support plan or suspension.
- All time outs must be recorded in Sentral with the original wellbeing incident report.

Time out

PROCEDURES

Consider

Principal, delegate or teacher considers whether the student's behaviour/engagement constitutes grounds for a time out as per the consequences and management outlined in the school's written expectations of students.

Issue

Principal or delegate issues the student with a time out during school hours OR outside of school hours.

Notify

During school hours' time out

Principal, their delegate or teacher notifies the parents/legal guardians via email, SMS or phone as soon as practicable for in school hours' time out.

Outside of school hours' time out

- Principal or delegate notifies the parents/legal guardians verbally and in writing of the issuing of the time out and the relevant details at least 24 hours prior to the time out.
- For independent students the principal or delegate notifies them verbally and in writing of the issuing of the time out and the relevant details at least 24 hours prior to the time out.

Record

Principal or delegate documents the time out and relevant details in the student's Sentral record with the original wellbeing incident report.

If the student fails to attend the time out, this may be considered disobedience/non-compliance, and the principal or delegate decide an appropriate course of follow on action.

Time out checklist

Student is enrolled at the school.	☐
Prevention and correction strategies have been implemented.	☐
Assessment of the student's behaviour/engagement and the level of risk has been undertaken.	☐
Student's individual circumstances and/or additional requirements have been considered.	☐
Student's behaviour constitutes grounds for time out as per the school's written expectations of students.	☐
Time out is being issued during school hours.	☐
Time out is being issued outside of school hours.	☐
The students' parents/legal guardians have been notified of the school hours time out via email, SMS or phone as soon as practicable.	☐
The students' parents/legal guardians have been notified of an outside school hours' time out at least 24 hours prior to the time out, verbally and in writing.	☐
For independent students, outside school hours' time out, notified verbally and in writing at least 24 hours prior to the time out.	☐
The time out and reasons have been documented in Sentral with the original wellbeing incident report.	☐
The student's attendance at the time out has been recorded in Sentral with the original wellbeing incident report.	☐

Suspension

PROCEDURES

Internal suspension is the temporary, full-time or part-time withdrawal of a student's right to participate in classes and/or school related functions for a defined period of time. The student is supervised at school during the school day during an internal suspension. The principal decides if it is appropriate to use an internal suspension as a consequence. Factors that could be considered include relative seriousness of the incident(s), the negative incident history of the student and other family contextual factors such as unavailability or absence.

External suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time.

Suspension, either external or internal is to

- signal that the student's present behaviour is not acceptable giving due consideration to the cause of behaviour and what need it is communicating
- allow a cooling-off period and time to gather school and/or Toowoomba Catholic Schools Office resources
- enable the principal or delegate establish a plan for assisting the student to demonstrate appropriate behaviour
- establish a negotiation process for the student's re-entry to the school or the school program, including the development of a Behaviour support plan with goals and strategies that are related to improved behaviour
- provide support through explicit teaching of behavioural expectations ie what it looks like, sounds like and feels like in relevant school settings ie playground, classroom
- ensure that the student's parent(s)/legal guardian(s) or independent student is/are aware of the seriousness of the student's behaviour and are involved in the process of negotiation for re-entry
- protect the right of all staff and students to work and learn in a safe, orderly and disciplined environment
- provide a period of respite for those impacted by the behaviour
- provide the student with an opportunity to reflect and reset
- be considered a 'disciplinary action absence' and recorded in Sentral (including the uploading of all related documentation and correspondence with the original wellbeing incident report).

Suspension may occur after the principal has

- ensured that other appropriate and available student behaviour support strategies and formal behaviour sanction options have been applied and documented
- ensured that other appropriate support personnel available, both within the school system and externally, have been involved
- taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/legal guardians regarding specific unacceptable behaviour which may lead to suspension.

Principals may suspend, where behaviour includes the following.

- persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of others despite the provision of reasonable adjustments to access and participate in the learning environment
- students who seriously breach the school's published written expectations of students
- students who have been charged with an offence by the Queensland Police Service and the principal determines this presents a risk to them or other staff or students within the school (principals are to contact the Professional Standards team to garner advice)

Immediate suspension (internal or external)

- Principals may suspend immediately any student whose behaviour includes the following.
 - possession of alcohol or a suspected illegal drug - the matter should also be reported via a phone call to the Queensland Police Service and Senior Education Leader
 - violence or threat of serious physical violence against another student or member of the school community, or themselves - this should also be reported in accordance with Student Protection Processes and Guidelines
 - concerning or serious sexual behaviour - this should also be reported in accordance with Student Protection Processes and Guidelines

Suspension

- possession of a weapon eg knife - the matter should also be reported via a phone call to the Queensland Police Service and Senior Education Leader
 - verbal abuse – the principal should take contextually appropriate circumstances into account in relation to verbal abuse by a student
- If an immediate suspension is determined, the principal must notify the parents/legal guardians by phone or in person and then in writing using the relevant template via Sentral.

Length of suspension

- Part-time suspensions ie where the student is not permitted to attend school for certain times of the day or certain days of the school week should not span more than ten (10) school days in total.
- Any single suspension (part or full time) cannot exceed ten (10) school days without being referred to the Director: Education Services through the Senior Education Leader.

When using suspension

- Principals are the only staff members with the authority to make a decision about the use of suspension for an enrolled student.
- Where possible and appropriate the school should endeavour to offer the student and parents/legal guardians with the opportunity to discuss the allegations and respond prior to the principal making a decision.
- Only one ground for suspension should be used, and a clear explanation of how the behaviour has transgressed the school's published expectations of students must be provided as the grounds for suspension.
- Student conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be a ground/s for suspension even if the conduct does not happen on school premises or during school hours.
- The principal must ensure a school staff member is appointed as the contact for the student and parents/legal guardians while the suspension is in effect and that the student and parents/legal guardians are advised of the contact information for this person.
- Principals may delegate authority to a Deputy Principal, Assistant Principal, Middle Leader, head of school or head of campus to inform a student and parent(s)/legal guardian(s) of their decision to suspend. This is to be via phone or in person and followed up, as soon as practicable, by the principal providing written notification using the relevant template via Sentral.
- The Principal has the discretion to extend the period of suspension (not beyond 10 school days) should it be deemed necessary and parents/legal guardians are to be notified within a reasonable timeframe.
- The suspension is to take effect from the time the principal or their delegate informs the parents/legal guardians or independent student about it.
- Communication ie via phone, in person and written notification, must provide information about the date on which the suspension will commence and its length (taking care to ensure the suspension will be completed in the current school year).
- Copies of the signed written notification on the relevant template and supporting materials relating to the suspension must be uploaded in Sentral with the original wellbeing incident record.
- The principal must take reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
- If the parent(s)/legal guardian(s) advise that they are ending the enrolment of their child at the school, the principal must advise that the student will not be entitled to enrol in another Toowoomba Catholic school during the period of the suspension unless approved by the Executive Director: Catholic Schools.
- Decisions regarding suspensions can only be appealed on the basis that the published procedure was not followed. Appeals are to be lodged following the school's Complaints management procedure in the first instance.

Suspension

PROCEDURES

Communicating with parents/legal guardians

1. Initial notification can take place by phone; this must be followed by a written notification on the relevant template via Sentral as soon as practicable.
2. The written notification on the relevant template is to provide
 - a. the reasons for the suspension
 - b. the conditions of the suspension ie external or internal, full-time or part-time
 - c. advice re the length of the suspension, the expected return date and the conditions to be met to enable return
 - d. an outline of the responsibility of parents/legal guardians for the care and safety of the student who is under suspension (not applicable for independent students)
 - e. an indication of the importance of parents/legal guardians or the independent student working cooperatively with the school in resolving the matter
 - f. a request for a parent/legal guardian or independent student conference at the school
 - g. reference to the school's published expectations of students, Student behaviour support plan and Formal behaviour sanctions procedure
 - h. any additional information that the principal determines as relevant.
3. Templates to be used to communicate a suspension are to be accessed via the Sentral wellbeing module.
 - a. Notice of short external suspension (1-3 days)
 - b. Notice of short internal suspension (1-3 days)
 - c. Notice of long external suspension (4-10 days)
 - d. Notice of long internal suspension (4-10 days)
 - e. Notice of short external suspension independent student (1-3 days)
 - f. Notice of short internal suspension independent student (1-3 days)
 - g. Notice of long external suspension independent student (4-10 days)
 - h. Notice of long internal suspension independent student (4-10 days)
4. A student may not be sent out of school on suspension before the end of the school day without a parent/legal guardian being notified, and, if necessary, agreement reached about arrangements for collecting the student from school (not applicable for independent students).
5. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as school-based apprenticeships or traineeships. Students attending special programs, such as school-based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. This will be determined by the school, parents/legal guardians or independent student and the training provider. The determination should occur before the student is next due to attend the program.
6. The principal must take reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
7. While internally suspended, students may not attend school-related functions.

Suspension

PROCEDURES

8. Principals are to reinforce with parents/legal guardians or independent student that during an external suspension
 - a. parents/legal guardians have responsibility for their children and are required to provide appropriate supervision
 - b. the student may not attend school or school-related functions.
9. In a situation where parents/legal guardians refuse to accept responsibility for their child during an external suspension (for example, by continuing to send the child to school), the principal should impose an internal suspension and consult with the Senior Education Leader to determine next steps.

Re-entry to school following suspension

1. During a suspension, a re-entry conference to determine the re-entry procedure for the student is to take place in the school and is to be facilitated by the principal or their delegate.
2. The principal is to discuss re-entry procedures including an individual student support plan where applicable, with the relevant people including parents/legal guardians, the student, leadership team members, class teacher/s, school guidance counsellor, etc.
3. The importance of this meeting cannot be overstated as it reinforces the impact that successful partnerships between the school and the family can have in minimising the likelihood of the reoccurrence of the behaviour.
4. In situations where multiple re-entry meetings have already taken place the meeting provides an opportunity for the school to lay out clear guidelines and expectations regarding the student's future enrolment at the school.
5. In instances where there has been a problematic relationship between a parent/legal guardian and the school, the principal may find it beneficial to call upon a third party such as the Senior Education Leader or school guidance counsellor, to facilitate the meeting.
6. If, despite the school's requests, parents/legal guardians or an independent student are unwilling to attend a re-entry meeting, the principal should refer the matter to the Senior Education Leader. Alternative options are then to be considered to facilitate the student's return to school or the Senior Education Leader, in consultation with the Director: Education Services, may consider commencing proceedings for exclusion.

Suspension

PROCEDURES

Consider

The principal considers whether the student's behaviour constitutes grounds for suspension.

Document

If the principal decides the behaviour meets the grounds for suspension they ensure that the relevant template in Sentral is completed to explain how they believe the student's behaviour/engagement meets the grounds for suspension.

Discuss

Where possible and appropriate the school should endeavour to offer the student and parents/legal guardians the opportunity to discuss the allegations and respond prior to the principal making a decision to suspend.

Decide

The principal makes the decision to progress or cease the suspension, including the type of suspension (internal or external) and the start and end date of the suspension.

Notify

The principal (or delegate) tells the student and parents/legal guardians of the decision to suspend via phone or in person, stating the reasons for the suspension, its type and the date on which it will commence, ensuring the suspension is completed in the current school year. This is to be followed by written notification using the relevant template in Sentral, signed by the principal.

Appoint

The principal ensures a school staff member is appointed as the contact for the student and parents/legal guardians while the suspension is in effect and ensures the student and parents/legal guardians are advised of the contact information for this person.

Arrange

The principal (or delegate) takes reasonable steps to ensure the parents/legal guardians have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively the student is isolated and supervised until such arrangements can be made.

Record

The principal is to ensure all records related to the suspension are created and recorded in Sentral records with the original wellbeing incident report.

Access

The principal takes reasonable steps to arrange for the student to access an educational program during their suspension.

Arrange

The principal arranges for re-entry actions to be undertaken with the student and parents/legal guardians.

Suspension

PROCEDURES

Suspension checklist

Student is enrolled at the school.	☐
Assessment of the student's behaviour and the level of risk has been undertaken.	☐
Student's individual circumstances have been considered.	☐
Student's behaviour constitutes grounds for suspension.	☐
Student and parents/legal guardians have had the opportunity to discuss and respond to the allegations.	☐
Principal has made the decision to progress or cease the suspension, including the type (internal or external) and the start and finish date.	☐
Suspension and reasons have been documented in Sentral record with the original wellbeing incident report.	☐
Suspension will be completed in the current school year.	☐
Principal (or delegate) has told the student and parents/legal guardians of the decision to suspend, the reasons for the suspension and the type and date on which it will commence.	☐
For immediate suspensions, reasonable steps have been taken to ensure that parents/legal guardians have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made.	☐
A school staff member has been appointed by the principal as the contact for the student and parents/legal guardians while suspension is in effect.	☐
Student and parents/legal guardians have been advised of the contact information for the appointed staff member.	☐
Relevant templates from Sentral have been used to notify the parents/legal guardians or independent student in writing of the suspension (as soon as practicable after the verbal notification) and stored with the original wellbeing incident report.	☐
Reasonable steps have been taken to arrange for the student to access an educational program to continue with their education during the suspension.	☐
Principal (or delegate) has organised re-entry actions.	☐

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director: Catholic Schools. Exclusion from one school does not prohibit the enrolment of the student in another Toowoomba Catholic school, unless the Executive Director: Catholic Schools has specifically prohibited the student from attending all schools within the Toowoomba Catholic Schools system.

Exclusion is the most serious formal sanction that a principal can recommend and must only be used if other sanctions are demonstrably inadequate to deal with the student's behaviour. Only the Executive Director: Catholic Schools can approve an exclusion.

Prior to deciding the suitability of recommending an exclusion, the principal must consider the individual circumstances of the student including but not limited to, their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

Please note: Most students will be on suspension pending the outcome of a recommendation to exclude. Therefore, this section should be read together with the suspension section of these procedures.

Please note: For non-compulsory age students, exclusion is referred to in legislation as 'cancellation of enrolment'. For Toowoomba Catholic schools, exclusion is inclusive of 'cancellation of enrolment'. A child is of compulsory school age if the child is at least six years and six months and less than 16 years of age. However, a child is no longer of compulsory school age if the child has completed Year 10.

The purpose of exclusion is to

- signal that the student's behaviour is not acceptable because it seriously interferes with the safety and wellbeing of other students or staff
- remove the student from an established environment in which inappropriate behaviour patterns have become entrenched
- provide the student with an opportunity to have a fresh start in another school, which may prove to be better suited to the student's needs
- give an opportunity for respite and relief to a school that has done everything in its power to support the student.

When using exclusion

- A principal, in consultation with the Senior Education Leader, makes a recommendation for exclusion to the Director: Education Services.
- The Director: Education Services has delegation to endorse the recommendation of the principal and Senior Education Leader to the Executive Director: Catholic Schools.
- The Executive Director: Catholic Schools makes the final decision in relation to exclusion of a student.
- The Executive Director: Catholic Schools can approve a recommendation for exclusion
 - where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual behaviour support and/or intervention plans and/or
 - when the student's behaviour has been so extreme, such as the committing of a serious illegal act, and an immediate exclusion is judged to be necessary.

Exclusion

PROCEDURES

Communication and decision making

When considering the recommendation for exclusion of a student, the principal must

- consult with the Senior Education Leader
 - place the student on suspension for the maximum period of ten (10) school days pending the outcome of the decision to exclude
- Please note:** This action should be taken irrespective of any action by another agency, including the Queensland Police Service.
- record the suspension (and recommendation of an exclusion) with the original wellbeing incident report in Sentral
 - notify the parents/legal guardians or independent student that the initial period of suspension (pending the outcome of the recommendation for exclusion) will be for ten (10) school days, but that exclusion from the school is being considered, giving reasons for the proposed action and allowing seven (7) school days for the student and parents/legal guardians to respond; this notification by the principal can initially be via phone, then must be provided in writing as soon as practicable
 - provide the parents/legal guardians or independent student with a copy of all documentation on which the proposal to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses)

Please note: Principals are to exercise discretion and remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parents/legal guardians to respond to the proposal to exclude; this consideration will be unique in each case and guidance should be sought from the Senior Education Leader.

- consider any response from the parents/legal guardians or independent student and, if the decision is still to recommend exclusion, complete the Recommendation for exclusion – briefing note accessed via the [TCS Intranet](#)
- forward via email the completed Recommendation for exclusion – briefing note (available on the TCS intranet) and associated documentation to the Director: Education Services for consideration, copying the Senior Education Leader into this email.

The Director: Education Services is to consult with the principal and Senior Education Leader and make an either 'not recommend' or 'recommend' the exclusion endorsement and forward the Recommendation for exclusion – briefing note via email to the Executive Director: Catholic Schools.

The Executive Director: Catholic Schools is to consider the recommendations for exclusion and may further consult with the principal, Senior Education Leader, and Director: Education Services prior to making the final decision in relation to exclusion.

The Executive Director: Catholic Schools completes the appropriate section of Recommendation for exclusion – briefing note and forwards the completed and signed document via email to the Director: Education Services, the Senior Education Leader and the principal.

The principal is to

- in liaison with the Senior Education Leader, prepare and provide a written response to the parents/legal guardians or independent student if exclusion is not approved
- complete the Notice of decision to exclude via Sentral, if exclusion has been approved.

All documentation is to be attached to the original wellbeing incident in Sentral.

This procedure may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

Exclusion

PROCEDURES

Consider and assess

Principal considers whether the student's behaviour constitutes grounds for exclusion (inclusive of suspension whilst recommendation is being considered).

Principal completes a risk assessment to consider the student's behaviour as well as that of other students, staff and community prior to identifying an appropriate response or intervention. The completed risk assessment is attached to the original wellbeing incident record in Sentral.

Document

If the principal decides the behaviour meets the grounds for a recommendation for exclusion they ensure that all required documentation is collated or completed to explain how they believe the student's behaviour meets the grounds for a recommendation for exclusion.

Reflect

Principal arranges for the student (only the student where they are independent) and parents/legal guardians to have the opportunity to view the relevant evidence under consideration about the behaviour eg reports, statements, other documents, video/audio recordings.

Please note: A copy of the recordings should not be provided to the student or parents/legal guardians, but they should be invited to view/hear the recordings at the school before the suspension and recommendation to exclude decision is made.

Appoint

Principal ensures a school leadership staff member is appointed as the contact for the student (only the student where they are independent) and parents/legal guardians and ensures the student (only the student where they are independent) and parents/legal guardians are advised of the contact information for this person.

Discuss

Principal ensures the student (only the student where they are independent) and the parents/legal guardians are offered the opportunity to discuss the issues further that have been raised with the delegated school leadership member and respond if they choose to prior to the principal making a decision to suspend and recommend exclusion.

Decide

Principal makes the decision to progress or cease suspension with the recommendation for exclusion.

If not satisfied there is a ground for recommendation of exclusion, considers an alternative formal behaviour sanction such as suspension. If satisfied there is a ground for suspension and recommendation for exclusion, completes the Recommendation for exclusion – briefing note (available on the TCS intranet) and sends this via email to the Director: Education Services.

Notify

Principal or delegate informs student (only the student where they are independent) and parents/legal guardians of

- the decision to suspend and recommend exclusion
- the reasons for the suspension and recommended exclusion
- the date on which the suspension will commence and the final decision about exclusion should be made within 10 school days, however in some cases may be extended beyond the 10 school days and result in an extension of the suspension past the 10 school days.

Flowchart continued on following page.

Exclusion

PROCEDURES

Arrange

Principal takes reasonable steps to ensure the parents/legal guardians have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively the student is isolated and supervised until such arrangements can be made to start the suspension. (This does not apply to independent students.)

Notice

Principal ensures a record for the suspension and recommendation to exclude is created and recorded in the original wellbeing incident record in Sentral and provided to the student (only the student where they are independent) and parents/legal guardians as soon as practicable.

Access

Principal takes reasonable steps to arrange for the student to access an educational program during their suspension.

Decide

Director: Education Services makes a recommendation to the Executive Director: Catholic Schools who makes a final decision to accept or decline the recommendation of exclusion after considering all of the available information.

Arrange

Principal ensures the exclusion decision is updated and the finalised Recommendation for exclusion – briefing note is attached in the original wellbeing incident record in Sentral.

If the decision is to NOT exclude, make arrangements with school employees for the return of the student to the school and any necessary support provisions.

Notify

Principal or delegate notifies the student (only the student where they are independent) and parents/legal guardians of the exclusion decision.

Please note: For students of non-compulsory age, they should be provided with information about eligible education and training options within the exclusion notice.

Notice

Principal ensures the completed Recommendation for exclusion – briefing note is attached to the original wellbeing incident record in Sentral and provides a written Notice of decision to exclude to the student (only the student where they are independent) and parents/legal guardians as soon as practicable.

Record

Principal ensures that all related forms, correspondence and supporting evidence is uploaded in the original wellbeing incident record in Sentral.

Exclusion

PROCEDURES

Recommendation for exclusion to Executive Director: Catholic Schools checklist

Student is enrolled at the school.	☐
Assessment of the student's behaviour and the level of risk has been undertaken. Risk assessment includes behaviour, safety, engagement and wellbeing.	☐
Student's individual circumstances have been considered.	☐
Student's behaviour constitutes one or more grounds for suspension and recommendation for exclusion. This recommendation for exclusion has been considered as a last resort, where suspension is demonstrably inadequate to deal with the student's disobedience, misbehaviour, conduct, disengagement or risk.	☐
A copy of the completed Risk assessment (behaviour, safety, engagement and wellbeing) has been documented and attached in the original wellbeing incident record in Sentral.	☐
Student (only the student where they are independent) and parents/legal guardians have had the opportunity to consider relevant evidence about the behaviour.	☐
Student (only the student where they are independent) and parents/legal guardians have been offered the opportunity to discuss and respond to the allegations.	☐
Principal, if not satisfied there is a ground for recommendation of exclusion, has considered a less serious sanction such as suspension or decided no further action is needed.	☐
Principal, if satisfied there is a ground for recommendation for exclusion, has continued the exclusion recommendation.	☐
Suspension and recommendation to exclude and reasons have been documented in the original wellbeing incident record in Sentral.	☐
Principal or delegate has told the student (only the student where they are independent) and parents/legal guardians of the decision to suspend and recommend exclusion, the reasons for the decision, the date on which the suspension will commence and that the final decision about exclusion should be made within 10 school days, however in some cases may be extended beyond the 10 school days and result in an extension of the suspension past the 10 school days.	☐
Reasonable steps have been taken to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.	☐
Reasonable steps have been taken to ensure that parents/legal guardians have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively the student is isolated and supervised until such arrangements can be made to start the suspension. (This does not apply to independent students.)	☐
Principal completes the Recommendation for exclusion – briefing note (available on the TCS intranet) and sends via email to the Director: Education Services.	☐
Director: Education Services makes a recommendation to the Executive Director: Catholic Schools.	☐
The Executive Director: Catholic Schools makes a final decision to accept or decline the recommendation of exclusion after considering all of the available information and completes the Recommendation for exclusion – briefing note and emails this to the principal.	☐
If the decision is to not exclude, arrangements for the return of the student to school and any necessary support provisions have been made by the principal.	☐
If the decision is to exclude, Notice of decision to exclude is prepared in Sentral.	☐
Signed Notice of decision to exclude, material facts and evidence are given to the student (only the student where they are independent) and parents/legal guardians as soon as practicable.	☐
Copies of the signed Recommendation for exclusion – briefing paper and Notice of decision to exclude and supporting materials are attached to the original wellbeing incident record in Sentral.	☐

PROCEDURES

Negotiated change of school

In some circumstances, a negotiated change of school, to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed.

When using a negotiated change of school

The following should be considered.

- the environment that would best provide for the student's learning, personal, social, emotional and spiritual needs
- how the change is to be negotiated
- the support required by the student and parents/legal guardians or independent student to make the transition

Schools are to document any discussions in relation to a negotiated change of school. These documents are to be attached to the original wellbeing incident record in Sentral.

The principal should provide the parents/legal guardians or independent student with an opportunity to discuss the implications of the negotiated change of school and provide the parents/legal guardians or independent student with information about why the change is being proposed.

If a negotiated change of school cannot be achieved, the student should remain enrolled at their current school, unless the circumstances require a recommendation to the Executive Director: Catholic Schools for exclusion.

All documentation related to the negotiated change of school is to be attached to the original wellbeing incident record in Sentral.



Authority

The Formal student behaviour sanctions procedure is the responsibility of the Director: Education Services. Any changes to this procedure can only be made with approval of the Director: Education Services or the Executive Director: Catholic Schools.

Version control and change history

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To whom it applies

All schools and the Toowoomba Catholic Schools Office are to follow these procedures.

Related policies and plans

Student behaviour support policy

Student behaviour support plans

