

PRINCIPAL EXPULSION CHECKLIST

Mandatory requirements are set out in Ministerial Order 1125. Please use this document in conjunction with the *Expulsion Policy for Victorian Government Schools*.

Interventions and Supports

Wherever possible, interventions and supports should be implemented in response to concerning behaviours before an expulsion is considered.

Ensure, where appropriate, you have convened a Student Support Group to develop and implement a *Behaviour Support Plan* and have:

- identified the underlying factors and triggers for the student's behaviour
- identified, implemented and recorded appropriate interventions and supports

Where appropriate you have:

- contacted the Area Team to engage targeted supports for vulnerable students (e.g. students with a disability, students in out-of-home care and Koorie students)
- considered using dispute resolution services and supports
- reviewed the impact of these interventions and supports and made any modifications

Take appropriate action to:

- support students and staff who are impacted by relevant behaviour
- respond to any OHS needs (including report on EduSafe, refer staff to the Employee Assistance Program and review training needs)

It is critical that interventions and supports have been implemented to address behaviours of concern **prior** to making an expulsion decision. **An expulsion can be overturned if this has not happened, or is not thoroughly documented**

Reflect and Investigate

If you think that an incident is of such magnitude that expulsion may be the only available option:

- contact the parent/carer to alert them of the incident and its serious nature
- thoroughly investigate to establish the context and details of the behaviour
- explore if expulsion is the only available option by:
 - ensuring appropriate interventions and supports to address the underlying factors and triggers for the behaviour have been identified and implemented (e.g. via a Student Support Group)
 - considering if the behaviour meets the grounds for expulsion
 - considering using dispute resolution services and supports where there is a conflict or damaged relationships
- consider any rights affected under the *Charter of Human Rights and Responsibilities Act 2006* and any anti-discrimination obligations
- consider the impact of the student's behaviour on the health, safety and wellbeing of affected parties and action any necessary supports and reports

If you decide to suspend the student during this period:

- follow the suspension procedures
- issue a *Notice of Suspension*
- ensure the student is provided with meaningful work
- designate a teacher to provide support

If after these steps you are considering an expulsion, contact:

- Area Team** to seek support and discuss options
- Regional Director** if the student is in Out-of-Home Care, is Koorie and/or has a disability and is eligible for Program for Students with Disabilities
- International Education Division** if the student is an overseas student
- the **student and parent/carer** to ascertain the student's wellbeing and any needs

For Koorie student and families highlight the support that is available through the Victorian Aboriginal Education Association Incorporated (VAEAI).

- Document your investigation (for example keep notes of meetings and conversations) and evidence of the incident.
- Collect documentation of any prior interventions and supports

Convene a Behaviour Support and Intervention Meeting

If, after reflection, you are considering an expulsion, you must convene a Behaviour Support and Intervention Meeting.

Expulsion is not a pre-determined outcome of this meeting.

Prior to the meeting :

- contact the Regional Engagement Coordinator to ensure a Regional Approved Support Person (RASP) is available to attend
- contact the parent/carer* and:
 - invite them to attend the meeting, taking reasonable steps to find a suitable time
 - provide them with a copy of *Information for Parents and Carers about School Expulsions*
 - encourage them to attend with the student, or nominate an adult to act on their behalf
 - highlight that they may also bring an independent support person who can also act as an advocate (who is not acting for fee or reward)
 - highlight that if they do not attend, the meeting may still proceed and a decision reached without their input
- provide students with *Information for Students about School Expulsions* where appropriate
- organise an interpreter if required

At the meeting ensure that you:

- use the *Record of Behaviour Support and Intervention Meeting*
- discuss the grounds on which an expulsion is being considered and evidence to support this
- provide the student and their parent/carer with an opportunity to be heard and to provide further context for the behaviour
- consider the impact of the behaviour of the student on other affected parties
- provide an opportunity for affected parties, to tell their stories in their own words using whichever mechanism most suits them. Note the affected parties should not attend the Behaviour Support and Intervention Meeting
- identify the future educational, training and/or employment options most suited to the student's needs and agree on a course of action in the event expulsion is decided

- Thoroughly document the meeting outcomes in the *Record of Behaviour Support and Intervention Meeting*

Decision

Following the Behaviour Support and Intervention Meeting:

- consider the relevant information to determine, without bias, if further supports can be put in place to support the student to remain at the school or whether to expel the student

If you decide **NOT** to expel the student:

- notify the student and their parent/carer within **2 business days**⁺ of the outcome of the Behaviour Support and Intervention Meeting and outline next steps

If you decide to expel a student aged **9 or more**, you must:

- prepare an *Expulsion Report* and *Notice of Expulsion*
- notify the student and parent/carer within **2 business days** of the Behaviour Support and Intervention Meeting
- provide the student and their parent/carer with the *Notice of Expulsion* (which includes appeal details and *Expulsion Appeal Form*)
- provide the Regional Director with the *Expulsion Report* and *Notice of Expulsion* and relevant attachments within **1 business day** of the expulsion taking effect

If you decide to expel a student aged **8 or less** you must contact the **Regional Engagement Coordinator** and:

- work with them to seek the Secretary's approval of your recommendation (the Secretary **must** approve expulsions for students aged 8 or less before you proceed with the expulsion)
- work with them to notify the student, parent/ carer and the Regional Director of the Secretary's decision within **10 business days**

- Retain a copy of the *Expulsion Report*, *Notice of Expulsion* and all relevant communications

* Where a parent/carer is unable or unwilling to participate in the expulsion process, another relevant person may be selected. Refer to the *Expulsion Policy for Victorian Government Schools* for advice on identifying a relevant person. The policy also provides advice on how to proceed if a student is aged 18 and over or is considered a mature minor

+ Business days means Monday to Friday, excluding public holidays in Victoria

Support the student to remain at the school

- Review interventions and supports including reconvening a Student Support Group and reviewing or developing a Behaviour Support Plan
- Access dispute resolution services and supports if appropriate
- Provide support to other students

OR

Support the student to transition to a new setting

If you decide **to expel** the student:

Contact the Regional Engagement Coordinator to engage the local Area team who will work with you on a Transition Plan

- **students of compulsory school age** must be enrolled with a school or RTO, or engaged with an employment agency as soon as possible, ideally within one month
- **students beyond compulsory school age** and their parents/carers must be provided with information about pathways

Work with the Regional Engagement Coordinator and local Area team to provide:

- information about the needs, strengths and goals of the student and family
- insights from the school about the best pathways and support options for the student
- a *Student Absence Learning Plan* to ensure that the student is provided with meaningful work (this needs to be monitored and updated as required)

- Update the student's CASES21 record