



Marymede Catholic College

Student Behaviour Policy,
Procedures and Templates

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Student Behaviour Support Policy for MACS Schools

1. Introduction

Melbourne Archdiocese Catholic Schools Ltd (**MACS**) is a company limited by guarantee established in 2021 by the Archbishop of the Catholic Archdiocese of Melbourne to assume the governance and operation of MACS schools across the Archdiocese of Melbourne. MACS subsequently established Melbourne Archdiocese Catholic Specialist Schools Ltd (**MACSS**) to provide educational services to children with diverse learning needs and Melbourne Archdiocese Catholic Schools Early Years Education (**MACSEYE**) to provide early years care and education services.

The [Statement of Mission](#) in the MACS Constitution, and the constitutions of its subsidiaries, MACSS and MACSEYE, sets out the Archbishop's expectations of Catholic schooling in the Archdiocese and provides an important context and grounding for the company and the direction which the MACS Board must always observe in the pursuit of the company's objects.

The Board must ensure that all policies and procedures concerning the operations of MACS, and its subsidiaries are consistent with the Statement of Mission and company objects, as well as any directions issued by the Archbishop from time to time.

2. Background

All students and staff have the right to be treated fairly and with dignity in an environment that is safe and free from disruption, intimidation, harassment, and discrimination. The *Student Behaviour Support Policy for MACS Schools* is centred on creating safe, respectful, inclusive, and supportive learning environments. This involves teaching clear behaviour expectations and consistently upholding them each day. MACS places a strong emphasis on building positive relationships, fostering mutual respect and recognising positive student behaviour. By accommodating student's individual needs, MACS schools ensure that all students feel supported, empowered and equipped to thrive.

3. Purpose

This policy outlines MACS shared, evidence-informed approach to promoting, implementing, and sustaining safe, respectful, and positive student behaviour. It supports the creation of safe, inclusive, and respectful environments where all students can access and participate meaningfully in their learning.

4. Scope

This policy applies in MACS schools, including specialist schools operated by MACS subsidiary, Melbourne Archdiocese Catholic Specialist Schools Ltd (MACSS) and school boarding premises operated by MACS schools (**MACS schools**).

This policy refers to behaviour that has occurred in physical and digital environments:

- at school and on the way to and from school
- at official school extra-curricular activities including, but not limited to, functions and sporting events
- where students are representing the school, whether in school uniform or not
- where students are identifiable as a member of the school community
- where behaviour has occurred outside of school hours, or online, where the behaviour poses a significant risk to any student, staff, and/or the school community.

This policy also applies to volunteers, casual relief staff and parents and carers.

5. Statement of Commitment

MACS is committed to fostering safe, inclusive and respectful environments through implementing school-wide, consistent and fair approaches to student behaviour. MACS schools uphold the principles of procedural fairness and explicitly prohibit the use of corporal punishment in all circumstances, in accordance with the *Education and Training Reform Act 2006* (Vic).

6. Principles

Guided by Ministerial Order 1359, the Victorian Child Safe Standards, Education and Training Reform Regulations 2017 (Vic), our Catholic faith and our *Vision for Engagement* position statement, the Student Behaviour Support Policy is based on the following principles:

- Every student is inspired and enabled to flourish and enrich the world (MACS 2030).
- Strong partnerships with families and school communities foster safe, inclusive and enabling learning environments where respect, voice and wellbeing are prioritised through clearly articulated practices that actively address concerns such as bullying and harm.
- Student engagement is central to learning improvement, as articulated in the MACS *Vision for Engagement* – Learning improves when students feel safe and expectations are clear.
- Positive behaviour approaches are embedded through proactive and preventative strategies that build on individual strengths, apply reasonable adjustments and support students in respectful and constructive ways.
- Student behaviour is addressed consistently, with transparency, and fairly, ensuring MACS schools remain free from disruption, intimidation, harassment, and discrimination.

7. Duty of care

Principals and staff in MACS schools have a duty of care to take reasonable steps to protect students from foreseeable harm, whether in physical or online environments, and to work for the positive wellbeing of the child.

MACS schools are required to implement and maintain an effective Student Behaviour Support Policy and procedures that promote a consistent and fair approach towards managing student behaviour. These documents must include:

- a clear prohibition of corporal punishment
- an explanation of the school's approach to behaviour management, ensuring it affords procedural fairness to students
- instructional and inclusive behaviour management strategies that include staff training and support equitable access to education for every student
- procedures for managing suspensions, negotiated transfers and expulsions, including the maintenance of a register for suspensions and expulsions.

The Student Behaviour Support Policy and associated procedures must be clearly communicated to staff, students, Parents and Carers and the wider school community, including timely updates as needed.

8. Tiered system of supports to behaviour

MACS schools implement an evidence-based, tiered system of supports to behaviour (e.g. the Multi-tiered System of Supports (MTSS) framework). A tiered system of supports optimises academic learning, positive behaviour, and health and wellbeing for all students.

MTSS provides a consistent framework across MACS schools, integrating *Vision for Instruction* and *Vision for Engagement*. Five essential elements underpin the MTSS:

- multi-level prevention system
- evidence-based teaching practices
- universal screening and targeted assessment
- data-based decision-making

- progress monitoring.

MTSS practices must be implemented with fidelity, sustained over time, and aligned across the three domains: academic, behaviour, and health and wellbeing.

9. Responding to behaviour

MACS schools implement positive behaviour strategies to teach and reinforce positive behaviour. For additional information, schools should refer to the [PBL page on CEVN](#).

9.1 Responding to breaches of school policies or the Student Code of Conduct

MACS schools apply a staged and educative approach to supporting student behaviour that breaches school policies or the [MACS Student Code of Conduct](#). Responses are guided by the school's behaviour support framework and consider the nature of the breach, the student's age and individual circumstances.

In line with the [Positive Behaviour Support Guidelines](#), serious or repeated breaches are addressed through the *Student Behaviour Support Procedures* and the *Suspension, Negotiated Transfer and Expulsion of Students Procedures*.

9.2 Suspension, negotiated transfer and expulsion

When a student's behaviour meets the grounds for suspension, negotiated transfer or expulsion and other support mechanisms are exhausted, the Principal has the authority to initiate the relevant process. These actions must follow the *Suspension, Negotiated Transfer and Expulsion of Students Procedures*. Principals are responsible for ensuring that decision-making is consistent, duty of care is maintained, and procedural fairness and transparency are upheld throughout the processes.

The Principal is responsible for:

- communicating the school's *Suspension, Negotiated Transfer and Expulsion of Students Procedures* to families at the time of enrolment and to the wider school community at the start of each academic year
- maintaining a register of all suspensions, negotiated transfers and expulsions within the school.

Same-day response

In the rare and exceptional circumstance where the classroom or school environment is deemed not safe for a student, the Principal has the authority to direct the student to not attend class, following an incident, for the remainder of the school day and the following school day. This action is referred to as a same-day response and is an immediate safety response used only in extenuating circumstances. If, after this period, the classroom or school environment remains unsafe for the student's return, the Principal may issue an extension to the same-day response.

This is a short-term response intended to support the student to access education from home, until it is safe for the student to return to the school environment. An extension may be applied for a maximum of five consecutive school days. An extension to the same-day response cannot be issued in isolation. These actions must be followed by the development or review of the student's Behaviour Support Plan and Student Safety Plan, and follow the relevant processes outlined in the *Suspension, Negotiated Transfer and Expulsion of Students Procedures*.

9.3 Parameters around use of restraint or seclusion

MACS does not include restraint or seclusion in Student Behaviour Support Plans or Student Safety Plans. Restraint or exclusion should not be identified as appropriate interventions. In rare and exceptional circumstances, their use may be considered reasonable, necessary and proportionate to protect the safety of a student or another person. Any use of restraint or seclusion must follow the [Positive Behaviour Support Guidelines](#) and be based on professional judgment, documented and reported according to MACS requirements, and followed by the development of or review of the student's Behaviour Support Plan and Safety Plan.

9.4 Exclusionary practices

MACS does not endorse or support the use of 'informal suspensions' or 'soft expulsions'. These practices undermine student rights and due process and must not be used as a substitute for formal behaviour support planning or for suspension, negotiated transfer or expulsion.

Informal suspensions include practices such as reset days, using modified timetables as circuit breakers or to manage staffing constraints, or excluding student(s) from learning when a leader is unavailable. Soft expulsions refer to situations where a student is encouraged to leave the school without undergoing a formal negotiated transfer or expulsion process.

9.5 Student Engagement Unit program supports

MACS offers a variety of program supports to assist schools. Detailed information about the available supports can be found on the [Student Support pages on CEVN](#).

10. Teaching respectful behaviour

MACS schools commit to teaching respectful behaviour where consistent, school-wide expectations are set, taught, and maintained, and creating safe and inclusive environments for all students and staff.

11. Record keeping

Principals are responsible for ensuring all records are stored in a secure manner in accordance with Ministerial Order 1359 – Child Safe Standards, the relevant MACS record keeping and information management procedures and Public Record Office Victoria Recordkeeping Standards.

12. Roles and reporting responsibilities

Role	Responsibility	Reporting requirement
Principal	Ensure all policies for the care, safety and welfare of students are publicly available.	Annual attestation to the Executive Director.
Principal	Establish and apply school processes to effectively implement the policy and procedures.	
Principal	Establish and apply school processes to maintain a register of suspensions, negotiated transfers and expulsions.	
Principal	Report any incident resulting in injury to a person via MACS Guard .	
Principal	Report any significant and/or repeated student behavioural incidents, where wellbeing or safety was at risk, or any aggressive behaviour or physical threats involving students, Parents and Carers or the public via MACS Guard .	
School Leaders (Principals, Deputy Principals)	Coordinate targeted support for students whose behaviour indicates emerging or persistent needs.	Submit all Student Engagement Unit consultation requests and maintain case-notes via the ROSAE application on CEVN .
School staff (all)	Understand and apply school processes to ensure consistent application and adherence to policy and procedures.	

13. Procedures

Procedures to implement and support this policy are published separately and available on the school's website. The procedures must be contextualised by each Principal using the approved template and the supporting documents referenced below.

14. Definitions

Definitions of standard terms used in this Policy can be found in the [Glossary of Terms](#).

Multi-tiered system of supports

A three-tier framework to support intervention at increasing levels of intensity (AERO 2024a).

15. Related policies and documents

Supporting documents

Positive Behaviour Support Guidelines
Return to School Plan
Student Absence Learning Plan
Student Behaviour Support Plan
Student Behaviour Support Procedures
Student Safety Plan – Template
Suspension, Negotiated Transfer and Expulsion of Students Procedures

Related MACS policies and documents

Attendance Policy
Child Safety and Wellbeing Policy
Child Safety and Wellbeing Procedures
Child Safety and Wellbeing Recordkeeping Procedures
Code of Conduct for MACS Staff
Complaints Handling Policy
Duty of Care Policy
Enrolment Policy
Health, Safety and Wellbeing Policy
ICT Acceptable Usage Policy – Students
Pastoral Care of Students Policy
Reportable Conduct Policy
Student Bullying Prevention and Response Policy
Student Bullying Prevention and Response Procedures
Student Code of Conduct

Resources (external)

[Australian Student Wellbeing Framework \(2018\)](#)

Department of Education and Training (Vic). 2021. [Cybersafety and Responsible Use of Digital Technologies](#)

Department of Education and Training (Vic). 2020. [Mobile Phones - Student Use](#).

[eSmart](#) – assists schools to develop a culture that promotes the safe, smart and responsible use of technology.

[eSafety Commissioner](#) – provides a range of up-to-date information and resources, coupled with a complaints system to assist children who experience serious cyberbullying and image-based abuse.

[Privacy Compliance Manual](#) (2020). Catholic Education Commission of Victoria Ltd (CECV) (CEVN website)

[Safe Socials | vic.gov.au](#)

[Student Wellbeing Hub](#)

[Public Record Office Victoria Recordkeeping Standards](#)

16. Legislation and standards

Education and Training Reform Act 2006 (Vic)
Education and Training Reform Regulations 2017 (Vic)
Disability Discrimination Act 1992 (Cth)
Disability Standards for Education 2005 (Cth)
Equal Opportunity Act 2010 (Vic)
Occupational Health and Safety Act 2004 (Vic)

1. Introduction

Melbourne Archdiocese Catholic Schools Ltd (**MACS**) schools are schools which operate with the consent of the Catholic Archbishop of Melbourne and are owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

The Principal is responsible for overseeing the implementation of the *Student Behaviour Support Procedures*.

2. General guidelines

The Principal will:

- In alignment with the MACS *Vision for Engagement*, commit to fostering calm, respectful and inclusive environments where every student feels safe, valued and empowered to thrive academically, socially and emotionally.
- Report an incident via [MACS Guard](#) for any incident resulting in injury to a person.
- Report significant and/or repeated student behavioural incidents where wellbeing or safety was at risk or aggressive behaviour or physical threats involving students, Parents and Carers or the public via [MACS Guard](#).
- Comply with the Child Safe Standards and consider the additional circumstances that may arise for certain students who may experience vulnerability, including:
 - Aboriginal and/or Torres Strait Islander children and young people and providing and promoting a culturally safe environment for them
 - children and young people with disability, those from culturally and linguistically diverse backgrounds, those unable to live at home and lesbian, gay, bisexual, transgender and intersex children and young people.
- Initiate additional actions for these students by:
 - seeking support and direction from MACS, including the Student Engagement Unit and the Senior Manager, School Leadership (SMSL) in the relevant Regional Office
 - seeking advice from the school's Designated Teacher or the student's [LOOKOUT Education Support Centre](#) Case Manager for students in out of home care (OoHC)
 - ensuring reasonable adjustments are in place to support participation, engagement and self-regulation especially where behaviours relate to disability.
- Refer to the Victoria Police to obtain advice if they suspect a criminal offence may have occurred.

3. Procedural fairness

The Principal will ensure that the:

- implementation of the policy and procedures for Student Behaviour Support are fair and reasonable, afford procedural fairness, are consistent and non-discriminatory
- information provided to the student and Parents and Carers is accessible, age-appropriate and available in a range of languages and formats as needed
- student and Parents and Carers have the opportunity to be heard throughout any process associated with this procedure
- information provided by the student and Parents and Carers will be considered throughout any process associated with this procedure.

4. Building school capacity

The Principal will clearly document and administer structured whole-school approaches that build and maintain the school's capacity to foster safe, inclusive and positive school environments. This includes:

- Implementing a structured, whole-school behaviour support program aligned with a tiered prevention framework to build staff capacity and to consistently apply evidence-based practices that foster safe, respectful and positive learning environments.
- Ensuring all staff participate in evidence-informed, culturally responsive behaviour support professional learning, as determined by the Principal (e.g. Positive Behaviour for Learning (PBL), Team Teach or equivalent). Marymede Catholic Staff participate in training including Positive Behaviour for Learning, Team Teach and Berry Street.
- Relevant staff complete training in the following areas:
 - (a) Culturally responsive practices
 - (b) Positive behaviour frameworks (e.g. PBL or equivalent)
 - (c) Collecting, analysing, using and interpreting school-wide behaviour data.
- Clear induction processes are provided to all staff that include explicit instruction on:
 - Whole-school behaviour expectations
 - Behaviour referral procedures and escalation pathways
 - Trauma-informed and neuro-affirming practices and responses.
- Building and maintaining staff capacity and confidence in responding to student behaviour through the implementation of a structured, professional learning model – such as instructional coaching, mentoring or peer-support. Marymede Catholic College staff engage in instructional model professional learning and support.
- Informing staff of the relevant contacts in MACS who are responsible for behaviour support and escalation, and ensuring their understanding of how and when to access their support. Wellbeing and Learning Diversity Leaders are inducted into who they can seek support from in MACS.
- Recognising staff wellbeing as a foundational element in creating safe and supportive school environments (refer to the Health, Safety and Wellbeing Policy and the Staff Wellbeing Hub for support and advice).

5. Building school understanding

The Principal will clearly document and administer structured whole-school approaches that build and maintain the school's capacity to foster safe, inclusive and positive school environments. This includes:

- Responding to behaviour in ways that are fair, developmentally appropriate, and tailored to the individual needs of the student, with the goal of promoting future positive and respectful behaviour.
- Consistently modelling inclusive, respectful, and positive behaviours in their interactions with students, colleagues and the wider school community.
- Providing students with increased support during key transition stages, such as moving between year levels, transitioning to secondary school, moving to another school or transitioning out of secondary school, with a focus on students' social and emotional wellbeing.

Incorporating targeted supports that promote cultural safety, equity and accessibility for students requiring Tier 2 or Tier 3 behavioural supports, particularly those who may experience vulnerability, as outlined in the Child Safe Standards.

- For Aboriginal and/or Torres Strait Islander students, the Principal (or nominated staff member) will:

- consult with an Aboriginal and/or Torres Strait Islander staff member and invite them to all planning meetings (e.g. Student Support Group (SSG), Student Behaviour Support Plan development, intervention planning)
- contact the MACS Aboriginal and Torres Strait Islander Education Centre of Expertise for culturally responsive advice and support
- ensure that all plans reflect culturally safe approaches and include documented evidence of consultation with relevant cultural representatives, the Principal may refer to the [Aboriginal and Torres Strait Islander Education Action Plan](#).
- For students in OoHC, the Principal (or nominated staff member) will:
 - contact the school's Designated Teacher or the student's LOOKOUT Education Support Centre case manager and include them in all planning and decision-making processes
 - invite the case manager to relevant meetings and provide them with updates, documentation, and copies of all plans developed
 - ensure that plans take into account the student's care status, trauma-informed approaches, and the need for collaboration with external supports.
- For English as an Additional Language (EAL) students, the Principal (or nominated staff member) will:
 - recognise and respond to the diverse cultural and linguistic strengths of students and Parents and Carers, ensuring that planning and support processes are inclusive, respectful and affirm identity
 - facilitate meaningful participation in planning conversations by arranging interpreters or engaging staff with relevant language and cultural knowledge, so that families and students feel heard, valued and understood
 - collaborate with EAL specialists and support services to co-design communication and engagement strategies that reflect best practice in culturally responsive education
 - ensure all communication with families and students is inclusive, accessible and culturally attuned, fostering trust, belonging and shared understanding. For more information, the Principal may refer to the [New Arrivals and Refugees page on CEVN](#).

6. Tiered system of supports to behaviour framework

The Principal will clearly document and administer structured whole-school approaches to build and maintain the school's capacity to provide tiered systems of supports (e.g. Multi-Tiered System of Supports (MTSS) model or equivalent) to address the diverse behavioural needs of students. Tiered system of supports prioritise consistency, inclusivity and data-driven decision making across the three tiers of intervention (refer to the [MTSS page](#) on CEVN for more information).

The College focusses on providing universal teaching of behaviours using PBL.

Supports for students with Tier 2 interventions include assistance from Wellbeing Leaders, House Leaders, Learning Diversity Leaders, inclusive education teachers and the College Counselling and Wellbeing Team and the use of the Chill Zone and Wellbeing Space or its equivalent when available. Programs such as Teens Connect are offered

Supports for students with Tier 3 interventions include assistance from Directors of Students Wellbeing, DP – Head of Campus, DP – Student Wellbeing, Counselling and Wellbeing Team.

7. Responding to behaviours that do not meet expectations

The Principal will clearly document and administer structured whole-school approaches to build and maintain the school's capacity to instructionally respond to student behaviours that do not meet expectations.

7.1. Disciplinary decision-making

In making disciplinary decisions, the Principal will:

- Consider appropriate and supportive strategies, such as mental health and wellbeing or behaviour interventions, before implementing any disciplinary response.
- Ensure responses to behaviour are:
 - proportionate to the nature and severity of the behaviour
 - aligned with the school's staged response framework
 - addressing the underlying causes, influences and triggers
 - consistent with the school's whole-school behaviour support approach.
- Implement clear, documented, structured and supportive intervention strategies that ensure timely and appropriate responses to behaviours that do not meet expectations.
- Ensure staff collaborate with school leadership and, where necessary, seek support from the MACS Student Engagement Unit and/or the SMSL in the relevant MACS Regional Office for students with ongoing or escalating behaviour concerns.
- Determine if a student's behaviour requires a suspension, negotiated transfer or expulsion (refer to the Suspension, Negotiated Transfer and Expulsion of Students Procedures to ensure compliance with MACS requirements).
- Promptly record and respond, sensitively and fairly, to incidents, perceived or actual, of bullying, harassment and cyberbullying.
- Report any incident resulting in injury to a person via [MACS Guard](#).
- Refer any suspected deepfake incidents to the Victoria Police.
- Consult with the Police about any circumstances involving suspected illegal activity before conducting interviews or handling evidence. The College generally begins by contacting our Youth and Community Liaison Officer from Victoria Police.
- Refer to the school's Emergency Response Plan that outlines the roles and responsibilities of key staff in high-risk situations.

7.2. Assessment and information gathering

In assessing and gathering information about student behaviour that does not meet expectations, the Principal will ensure the following steps are followed:

- Conduct a thorough assessment of the behaviour and gather information through:
 - direct observations of the behaviour in relevant contexts
 - conversations with the student and any others involved
 - engagement with Parents and Carers
 - consultation with relevant school staff.
- Ensure staff act with procedural fairness (as outlined at (3) in this procedure) and:
 - inform the student when their behaviour does not meet expectations and why
 - consider the student's perspective and rights before determining any disciplinary outcome
 - consider the specific needs and circumstances of the student when responding to behaviours that do not meet expectations, including the additional circumstances that may arise for certain students who may experience vulnerability (as outlined at (2) in this procedure)
 - use trauma-informed approaches in all assessments and interactions
 - establish a Program Support Group (PSG) for any student who demonstrates behaviours that do not meet expectations. The PSG will identify the student's needs, coordinate appropriate supports and monitor progress
 - work collaboratively with the student and their Parents and Carers to develop relevant individualised support plans (e.g. Student Behaviour Support Plan, Student Safety Plan), following incidents of complex behaviours that do not meet expectations. These plans must be informed by assessment data, aligned with the student's needs, and regularly reviewed.

8. Breach of Student Code of Conduct

The Principal will clearly document and administer structured whole-school approaches to build and maintain the school's capacity to respond to student behaviour that breaches the Student Code of Conduct or the *Student Behaviour Support Policy*. This includes:

- Responding in alignment with the school's tiered system of supports approach to behaviour.
- Applying responses that are proportionate, consistent and appropriate to the nature of the breach, while considering the student's age, developmental stage and individual circumstances.
- Ensuring all consequences are:
 - educative in nature, aiming to teach appropriate behaviours rather than punish
 - aligned with school-wide behavioural expectations, and
 - framed as a learning opportunity, supporting the student to reflect and repair.
- Following a staged response model to behaviours that do not meet expectations, in line with the [Positive Behaviour Support Guidelines](#); including:
 - documenting behavioural incidents
 - consulting with the Student Support or Wellbeing Team as appropriate
 - communicating with families
 - implementing agreed-upon supports.
- Following the *Student Behaviour Support Policy* and related procedures ensuring consultation with leadership and thorough documentation of all actions in cases of serious behaviour breaches.

9. Suspension, negotiated transfer and expulsion

The Principal will document and administer structured, whole-school approaches to build and maintain the school's capacity to effectively administer the *Suspension, Negotiated Transfer and Expulsion of Students Procedures*. This includes:

- Ensuring this procedure is published on the school's website and provided to families upon enrolment, as well as shared with the wider school community at the start of each academic year.
- Maintaining a register of all suspensions, negotiated transfers and expulsions within the school.

9.1. Same-day response

The Principal will document and administer structured, whole-school approaches to support the effective use of the same-day response, including the extension to the same-day response. These actions must follow the processes outlined in the *Suspension, Negotiated Transfer and Expulsion of Students Procedures*.

10. Exclusionary practices

10.1. Parameters around restraint or seclusion use

The Principal will clearly document structured, whole-school approaches to build and maintain the school's capacity to respond to student behaviour that may require limited use of restraint or seclusion. This includes ensuring clear understanding of the following:

- Restraint or seclusion may only be used in exceptional circumstances, where there is an immediate risk of physical harm to the student or others. Any such action must be in the best interest of the student and:
 - reasonable in the circumstances
 - necessary to prevent harm
 - proportionate to the level of risk
 - used only as a last resort and for the shortest possible time with minimal force applied.

- Physical restraint or seclusion use is not permitted in any MACS Student Behaviour Support Plan or Student Safety Plan.
- The legal and ethical risks associated with restraint or seclusion.
- The increased risk of physical or emotional trauma for the student and the staff involved that restraint or seclusion actions may cause.
- That any use of restraint or seclusion must be based on professional judgement at the time and specific to the situation.
- Where restraint or seclusion is used, staff must:
 - immediately report the incident to the Principal or the nominated staff member
 - complete a detailed incident report
 - notify the student's Parents or Carers as soon as possible
 - report the incident via [MACS Guard](#) in accordance with MACS protocols.
- The Principal reviews all incidents involving restraint or seclusion to ensure compliance with the *Student Behaviour Support Policy* and determine if follow-up support or review is required for the student and/or staff involved.
- The use of corporal punishment is expressly prohibited in all MACS schools and under the *Education and Training Reform Act 2006* (Vic).

10.2. Informal suspensions and soft expulsions

The Principal does not endorse 'informal suspensions' or 'soft expulsions' where they are not formally documented. Informal suspensions include practices such as reset days, internal suspensions, modified timetables used as circuit breakers or to manage staffing constraints or excluding student(s) from learning when a leader is unavailable. Soft expulsions refer to situations where a student is encouraged to leave the school without undergoing a formal expulsion process.

11. Complaints

The Principal will clearly document and administer the school's Complaints Handling Policy in accordance with the [Complaints Handling Policy for MACS schools](#). Parents and Carers may make a complaint with respect to a decision related to student behaviour under the Complaints Handling Policy.

12. Roles and reporting responsibilities

Role	Responsibility	Reporting requirement (if applicable)
Principal	Ensure all policies and procedures for the care, safety and welfare of students are publicly available.	
Principal	Establish and apply school processes to effectively implement the policy and procedures.	
Principal	Establish and apply school processes to maintain a register of suspensions, negotiated transfers and expulsions.	
Principal	Report any incident resulting in injury to a person via MACS Guard .	
Principal	Report any significant and/or repeated student behavioural incidents, where wellbeing or safety was at risk, or any aggressive behaviour or physical threats involving students, Parents and Carers or the public via MACS Guard .	
School Leaders (Principals, Deputy Principals)	Coordinate targeted support for students whose behaviour indicates emerging or persistent needs.	Submit all Student Engagement Unit consultation requests and

		maintain case-notes via the ROSAE application on CEVN .
School staff (all)	Understand and apply school processes to ensure consistent application and adherence to policy and procedures.	

13. Definitions

Definitions of standard terms used in this Policy can be found in the [Glossary of Terms](#).

Behaviours that do not meet expectations

Behaviour that either interferes with the safety or learning of the student or other students or interferes with the safety of school staff or a member of the school community.

Deepfake

A deepfake is a digital photo, video or sound file of a real person that has been edited to create a realistic but false depiction of them doing or saying something that they did not actually do or say. Deepfakes are created using artificial intelligence software that draws on a large number of photos or recordings of the person to model and create content.

14. Related policies and documents

Supporting documents

Positive Behaviour Support Guidelines
Return to School Plan
Student Absence Learning Plan
Student Behaviour Support Plan – Template
Student Safety Plan – Template
Suspension, Negotiated Transfer and Expulsion of Students Procedures – Template for schools

Related MACS policies and documents

Attendance Policy
Child Safety and Wellbeing Policy
Child Safety and Wellbeing Procedures
Child Safety and Wellbeing Recordkeeping Procedures
Code of Conduct for MACS Staff
Complaints Handling Policy
Duty of Care Policy
Enrolment Policy
Health, Safety and Wellbeing Policy
ICT Acceptable Usage Policy – Students
Pastoral Care of Students Policy
Reportable Conduct Policy
Student Behaviour Support Policy
Student Bullying Prevention and Response Policy
Student Bullying Prevention and Response Procedures – Template for schools
Student Code of Conduct

Resources (external)

[Australian Student Wellbeing Framework \(2018\)](#)

Department of Education and Training (Vic). 2021. [Cybersafety and Responsible Use of Digital Technologies](#)

Department of Education and Training (Vic). 2020. [Mobile Phones - Student Use](#).

[eSmart](#) – assists schools to develop a culture that promotes the safe, smart and responsible use of technology.

[eSafety Commissioner](#) – provides a range of up-to-date information and resources, coupled with a complaints system to assist children who experience serious cyberbullying and image-based abuse.

[Privacy Compliance Manual](#) (2020). Catholic Education Commission of Victoria Ltd (CECV) (CEVN website)

[Safe Socials | vic.gov.au](#)

[Student Wellbeing Hub](#)

[Public Record Office Victoria Recordkeeping Standards](#)

Policy information table

Approving authority	Director, Education Excellence
Document owner	Chief of Student Services
Approval date	30 September 2025
Review by	December 2027
Publication	CEVN, school use
School use only	
School document owner	
School review	

Same-day Response and Extension to the Same-day Response Flowchart



Melbourne Archdiocese
Catholic Schools

The principal has initiated a same-day response on the following grounds:

- (a) there is a significant breach of the school policies
- (b) the student poses a risk to themselves
- (c) the student poses a risk to the health, safety or wellbeing of other students, staff or members of the school community.

Prior to issuing a same-day response, the principal has considered:

- the additional circumstances of students who may experience vulnerability, seeking direction and support from the MACS Senior Manager, School Leadership (SMSL)
- alternative behavioural interventions and reasonable adjustments that may be appropriate
- whether sufficient documented interventions and support strategies have been implemented.

Principal directs a student to not attend class following an incident

Remainder of the school day only

Remainder of the school day and the immediate next school day

Notification to parents and carers

- Verbal notification seeking the student's collection from school (student remains in a safe space on school grounds until collected)
- Written notification within 24 hours of the incident

An extension to the same-day response may be issued due to:

- (a) the principal requiring time to gather further information about the incident
- (b) consultation with medical practitioners or other professionals involved in the student's care being required to inform decision-making
- (c) obtainment and, where appropriate, implementation of external recommendations being required for adjustments to the school environment that support the student's safe return to onsite learning

Return to school meeting held with student and parents and carers to review information gathered and urgently create/review support plans

Recorded as an approved absence

Student returns to school

Extension to the same-day response implemented
(combined with the same-day response, must not exceed five consecutive school days in total)

Templates to support implementation

- Same-day Response and Extension to the Same-day Response Checklist
- Same-day Response Notice to Parents and Carers or Extension to the Same-day Response Notice to Parents and Carers
- Same-day Response: Information for parents and carers

Principal has:

- consulted with MACS SMSL
- notified parents and carers within 24 hours
- arranged a contact and access to a learning program

Urgent review of behavioural interventions and reasonable adjustments

Principal may initiate suspension process if risk remains unresolved

Same-day Response Checklist



Melbourne Archdiocese
Catholic Schools

Schools may use this checklist to support procedural fairness and compliant record keeping. It does not replace the Student Behaviour Support Procedures or the Suspension, Negotiated Transfer and Expulsion of Students Procedures.

School name	
Student name	
Student year level	
Student age	
Date	

	ACTIONS	CHECK
PRE-CHECK	This checklist is being completed by the principal (or delegate).	☐
	The Student Behaviour Support Policy, Student Behaviour Support Procedures and Suspension, Negotiated Transfer and Expulsion of Students Procedures have been reviewed.	☐
AUTHORITY	The same-day response has been authorised by the principal (or delegate).	☐
GROUNDS	The student has met the following grounds for same-day response:	
	(a) there is a significant breach of the school policies	☐
	(b) the student poses a risk to themselves	☐
DURATION	(c) the student poses a risk to the health, safety or wellbeing of other students, staff or members of the school community.	☐
	The student has been directed not to attend class for:	
	• the remainder of the school day	☐
COMMUNICATION	• the immediate school day following the direction being made.	☐
	The principal has notified the parents and carers verbally to inform them of the alleged behaviours and grounds for the same-day response, and asked that the student be collected from school.	☐
DUTY OF CARE	Written notification has also been provided to the student and parents and carers via the Same-day Response Notice to Parents and Carers within 24 hours of the incident occurring.	☐
	Arrangements are in place for the student to remain in a safe, supervised area on school grounds until they are collected by the parents and carers or emergency contact.	☐
RECORDING	The same-day response has been recorded as an approved absence in the school's learning management system.	☐
PROCEDURAL FAIRNESS	Policy and procedures have been applied in a fair, reasonable and consistent manner, ensuring procedural fairness and non-discriminatory practices.	☐



	ACTIONS	CHECK
	Any information provided to the student and parents and carers is accessible, age-appropriate and available in multiple languages and formats as required.	☐
CONSIDERATIONS	In accordance with Child Safe Standard 5, the additional circumstances of students who may experience vulnerability have been carefully considered, and direction and support have been sought from the MACS Student Engagement unit and Senior Manager, School Leadership (SMSL) prior to any same-day response being issued.	☐
	Alternative behavioural interventions and reasonable adjustments have been considered as opposed to same-day response.	☐
	Sufficient interventions and support strategies have been implemented prior to the same-day response decision, with documented evidence available.	☐
RETURN TO SCHOOL	The principal or nominated staff member has met with the student and parents and carers at the commencement of the student's return to school to review any information gathered during the same-day response and to consult on updates to support plans.	☐
STUDENT SUPPORT	An urgent review of appropriate behavioural interventions and reasonable adjustments to support the student has been conducted.	☐
	A Program Support Group (PSG) is in place.	☐
	A Student Behaviour Support Plan is in place.	☐
	A Student Safety Plan is in place.	☐

Extension to the Same-day Response Checklist

An extension to the same-day response cannot be issued in isolation. It can only be issued as an extension of the same-day response. Schools may use this checklist to support procedural fairness and compliant record keeping. It does not replace the Student Behaviour Support Procedures or the Suspension, Negotiated Transfer and Expulsion of Students Procedures.

	ACTIONS	CHECK
AUTHORITY	The extension to the same-day response has not been issued in isolation.	☐
	The extension to the same-day response has been authorised by the principal (or delegate).	☐
	The MACS SMSL has been consulted.	☐



Same-day Response

Information for Parents and Carers



Melbourne Archdiocese
Catholic Schools

What is a Same-day Response?

A Same-day Response is an **immediate safety measure** used by the school when an incident occurs that impacts the health, safety, or wellbeing of your child, other students, staff, or the school community.

It is designed to keep everyone safe while the school addresses the situation.

When is it used?

The Principal may initiate a Same-day Response if:

- there is a serious breach of school policies
- your child poses a risk to themselves
- your child poses a risk to others in the school community.

What does it involve?

Your child may be directed not to attend class for:

- the remainder of the current school day, and/or
- the following school day.

The maximum time away under a Same-day Response is **two consecutive school days**.

You will be contacted immediately:

- **verbally** to explain the situation and arrange collection
- **in writing within 24 hours**, outlining the reasons for the Same-day Response
- if immediate collection is not possible, your child will remain in a **safe, supervised space** at school until you arrive
- the absence will be recorded as an **approved absence**.

What is an Extension to the Same-day Response?

If, after the Same-day Response period, the school environment is still unsafe for your child to return, the Principal may issue an **Extension to the Same-day Response**.

Key points about the Extension to the Same-day Response

- It is a **short-term measure** to allow your child to learn from home until it is safe to return.
- It **cannot be issued on its own** – it follows a Same-day Response.
- The maximum time away under an extension (combined with the Same-Day Response) is **five consecutive school days**.

Why might an extension be needed?

- To gather more information about the incident.
- To consult with medical or other professionals involved in your child's care.



- To implement adjustments that support your child's safe return to school.

What will the school provide?

Written notification within **24 hours**, including:

- A plan for your child to access learning from home.
- A **dedicated school contact** who will check in daily and ensure the learning plan is suitable.
- If you cannot provide care at home, the school will arrange **supervised onsite instruction** in a safe space.

Return to School

After a Same-day Response or Extension, the Principal will meet with you and your child to:

- Review what happened.
- Update the **Student Safety Plan** and/or **Student Behaviour Support Plan**.
- Discuss any advice received during the extension period.
- If risks remain unresolved, the Principal may consider further steps, including suspension.

Questions or Support

If you have any questions or need support during this process, please contact the school office or your dedicated school contact.



[Date]

Dear [parent/carer name]

Following your conversation with [name, title], this letter is written confirmation in relation to the same-day response that was issued to [student name] following an incident that occurred at school [today/yesterday].

A same-day response is an immediate safety measure used when an incident impacts the health, safety or wellbeing of your child, other students, staff or the school community. Please refer to the attached Information for parents and carers for further details about the same-day response.

Details of the same-day response

- **Reason:** [Insert a brief description of the grounds for the same-day response, e.g. significant breach of school policy, risk to self or others].
- **Duration:** [Remainder of the day only/Remainder of the day and the next school day – maximum period: up to two school days].

Next steps

- This absence will be recorded as an approved absence.
- [Insert nominated staff member name] will meet you and your child on your child's return to school to review the situation and to update any relevant plans (e.g. Student Regulation and De-escalation Plan or Student Behaviour Support Plan).

If you have any questions or require support, please contact:

- **School contact:** [Insert name and contact details].

Thank you for your cooperation in ensuring the safety and wellbeing of all members of our school community.

Yours sincerely

[Principal or delegate]

Suspension, Negotiated Transfer and Expulsion of Students Procedures



1. Introduction

Melbourne Archdiocese Catholic Schools Ltd (MACS) schools operate with the consent of the Catholic Archbishop of Melbourne and are owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

2. Scope

- 2.1 This procedure applies at all MACS schools including specialist schools operated by MACS Subsidiary, Melbourne Archdiocese Catholic Specialist Schools Ltd (MACSS) and school boarding premises operated by MACS Schools.
- 2.2 This procedure refers to behaviour that has occurred in physical and digital environments:
 - 2.2.1 at school and on the way to and from school
 - 2.2.2 at official school extra-curricular activities including but not limited to functions and sporting events
 - 2.2.3 where students are representing the school, whether in school uniform or not
 - 2.2.4 where students are identified as a member of the school community
 - 2.2.5 where behaviour has occurred outside of school hours, or online, where the behaviour poses a significant risk to any student, staff and/ or the school community.

3. General guidelines

In alignment with the MACS *Vision for Engagement*, MACS Schools commit to fostering calm, respectful and inclusive environments where every student feels safe, valued and empowered to thrive academically, socially and emotionally.

The Principal will:

- 3.1 Refer the matter to Victoria Police if they suspect that a criminal offence may have occurred.
- 3.2 Report an incident via [MACS Guard](#) for any incident resulting in injury to a person.
- 3.3 Before considering a suspension, negotiated transfer or expulsion, seek to understand the reasons for a student's behaviour and explore appropriate educational and wellbeing supports, along with reasonable adjustments, to effectively address the reasons.
- 3.4 Comply with the Child Safe Standards and consider the additional circumstances that may arise for certain students who may experience vulnerability, including:
 - 3.4.1 Aboriginal and/or Torres Strait Islander children and young people and providing/promoting a culturally safe environment for them
 - 3.4.2 children and young people with disability, those from culturally and linguistically diverse backgrounds, those unable to live at home and lesbian, gay, bisexual, transgender and intersex children and young people.
- 3.5 Initiate the following actions for these students:
 - 3.5.1 seeking support and direction from MACS, including the Student Engagement Unit and their Senior Management School Leadership (SMSL)
 - 3.5.2 seeking advice from the school's Designated Teacher or the student's LOOKOUT Education Support Centre Case Manager for students in Out of Home Care (OoHC). Report any suspensions of students in OoHC to the relevant LOOKOUT Centre to prompt consultation about alternative interventions and supports to address student behaviour

- 3.5.3 ensuring reasonable adjustments are in place to support participation, engagement and self-regulation especially where behaviours relate to disability.

4. Procedural fairness

The Principal will ensure that the:

- implementation of the policy and procedures for Student Behaviour Support and Student Bullying Prevention and Response are fair and reasonable, afford procedural fairness, are consistent and non-discriminatory
- information provided to the student and parents and carers is accessible, age-appropriate and available in a range of languages and formats as needed
- student and parents and carers have the opportunity to be heard throughout any process associated with this procedure
- information provided by the student and parents and carers will be considered throughout any process associated with this procedure.

5. Same-day response

5.1 Context

- 5.1.1 Students at MACS schools are motivated, supported and empowered to reach their full potential. There may be situations which arise where the classroom or school environment is not safe for the student.
- 5.1.2 The same-day response is an immediate safety response intended to support the student following an incident on school grounds, which impacts the health, safety or wellbeing of the student, or other students, members of staff or the school community.

5.2 Authority

- 5.2.1 The Principal has the authority to direct a student to not attend class, following an incident, for the remainder of the school day and the immediate school day following the direction being made.
- 5.2.2 The maximum time the student can be away from the school for a same-day response is **two school days**.

5.3 Grounds

- 5.3.1 The Principal may initiate a same-day response on the following grounds:
- (a) there is a significant breach of the school policies
 - (b) the student poses a risk to themselves
 - (c) the student poses a risk to the health, safety or wellbeing of other students, staff or members of the school community.

5.4 Process

- 5.4.1 The Principal may:
- (a) direct a student to not attend class for:
 - the remainder of the school day and/or
 - the immediate school day following the direction being made.
 - (b) initiate the suspension process as outlined at (6) in this procedure.
- 5.4.2 The Principal will:
- notify parents and carers to verbally inform them of the alleged behaviours and grounds for the same-day response and ask that the student be collected from school. If the student cannot be collected immediately, they will remain in a supervised and safe place on the school site until they are collected

- provide written notification to parents and carers including the grounds for the same-day response within 24 hours of the incident occurring.
- 5.4.3 The student will:
- be collected by parents and carers or emergency contact
 - remain in a supervised and safe space on the school site, if parents and carers or the emergency contact are unable to collect the student immediately or until they can be collected.
- 5.4.4 The Principal will ensure the same-day response is recorded as an approved absence in the school's learning management system.

5.5 Extension to the same-day response

- 5.5.1 At **the end of the same-day response**, if the classroom or school environment remains unsafe for the student's return, the Principal may issue an extension to the same-day response.
- 5.5.2 An extension to the same-day response is a short-term action to support the student to access education from home, until it is safe for them to return to the school environment. An extension to the same-day response cannot be issued in isolation.
- 5.5.3 The same-day response combined with the extension to the same-day response cannot exceed **five consecutive school days** in total.
- 5.5.4 An extension to the same-day response may be granted for purposes including, but is not limited to:
- allowing the Principal time to gather further information about the incident
 - consulting with medical practitioners or other professionals involved in the student's care to inform decision-making and
 - obtaining and, where appropriate, implementing external recommendations for adjustments to the school environment that support the student's safe return to onsite learning.
- 5.5.5 The Principal will:
- consult with their MACS SMSL
 - provide written notification to parents and carers within 24 hours of the extension to the same-day response being issued including:
 - arrangements for the student to access their learning program that includes elements the student will miss for the duration of the extension, according to the [Student Absence Guidelines for MACS Schools](#)
 - a dedicated school contact for the duration of the extension. The school contact will be responsible for checking in with the student and parents and carers at least once per day, and ensuring the learning is sufficient
 - in extenuating circumstances, where parents and carers are unable to provide Duty of Care, the Principal will arrange for supervised onsite instruction in a safe space away from the classroom.

5.6 Return to school

- 5.6.1 Following a **same-day response**, the Principal or nominated staff member, will meet with the student and parents and carers at the commencement of the student's return to school. The purpose of this meeting is to review any information gathered during the same-day response and to consult on updates to the Student Safety Plan and Behaviour Support Plan. Parents and carers may also provide additional information for the Principal's consideration.
- 5.6.2 Following an extension to a same-day response, the Principal:
- will consult with parents and carers to:
 - discuss a return to onsite learning, if appropriate, and prepare a Return to School Plan

- discuss the implementation or review of the Student Behaviour Support Plan and/or Student Safety Plan
- discuss any advice received during the extension to the same-day response period and how the advice has been applied at a school level
- may initiate the suspension process as outlined at (6) in this procedure, if the risk remains unresolved despite the amended Student Safety Plan and Student Behaviour Support Plan.

6. Suspension procedures

6.1 Authority

- 6.1.1 The Principal has the authority to suspend a student for behavioural reasons.
- 6.1.2 The Principal is responsible for the procedures associated with suspension.

6.2 Context

- 6.2.1 The primary focus of a suspension is to enable a collaborative review of the factors influencing the student's behaviour and to work together to reach a restorative outcome.
- 6.2.2 During a suspension, the school will review systems in place to support the student, including but not limited to the Student Behaviour Support Plan and Student Safety Plan.

6.3 Grounds for suspension

- 6.3.1 The grounds for suspension include when a student:
 - (a) has breached the school's enrolment agreement, including but not limited to the Student Code of Conduct, the Student Behaviour Support Policy, the Student Bullying Prevention and Response Policy, and the ICT Acceptable Usage Policy - Students
 - (b) behaves in a way that poses a risk to the health, wellbeing or safety of any person
 - (c) verbally or physically abuses another student, staff member or member of the community
 - (d) engages in behaviour that vilifies, defames or humiliates another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act
 - (e) does not comply with a clear and reasonable instruction from a staff member which disrupts class activities or places a person at risk
 - (f) causes significant damage or destruction to property
 - (g) brings an item to be used as a weapon onto school property
 - (h) commits, attempts to commit or is knowingly involved in the theft of property
 - (i) possesses, uses or sells, or deliberately assists another person to possess, use or sell, illicit substances or weapons
 - (j) commits a serious offence which jeopardises the safety or security of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school
 - (k) engages in cyberbullying, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deep fakes within online environments against others regardless of where the content was created
 - (l) engages in inappropriate conduct with, or in relation to, staff online or on social media platforms.

6.4 Categories of suspension

6.4.1 There are two categories of suspension:

- (a) **Internal (in school) suspensions** where the student may be present at school but not participating in or attending scheduled classes or activities for a specified period. The Principal will ensure appropriate supervision of the student at this time.
- (b) **External (out of school) suspensions** where the student is not on school premises at that time.

6.5 Suspension process

6.5.1 Prior to suspending a student, the Principal:

- will consider if any other behavioural interventions and reasonable adjustments would be appropriate as opposed to suspension.
- may consult with the student and parents and carers to obtain further information.

6.5.2 If the Principal determines a student is to be suspended, they will:

- first notify the student and parents and carers verbally, and then in writing, clearly outlining the grounds for the suspension and providing details of the alleged behaviour.
- commence an urgent review of appropriate behavioural interventions and reasonable adjustments to support the student and form a Program Support Group (PSG), if not already established.
- provide the student with learning to complete for the period of suspension according to the [Student Absence Guidelines for MACS Schools](#):

5 days or less	Student provided with meaningful and accessible schoolwork.
More than 5 days	Principal arranges for the student to have access to learning that allows the student to continue their education during the suspension.
Suspended with a recommendation for negotiated transfer or expulsion	Principal arranges for the student to have access to learning that allows the student to continue their learning during the suspension.

6.5.3 The Principal may:

- (a) suspend a student for up to five consecutive days.
- (b) suspend a student for longer than five consecutive days with the approval of the relevant MACS General Manager (Region).
- (c) suspend a student with immediate effect if their behaviour is placing any other person at serious risk of harm. The Suspension Procedures are then followed.
- (d) extend the suspension of a student, where new information is obtained and it is appropriate having regards to the circumstances.
- (e) not suspend a student for more than 15 school days in a school year without approval from the MACS General Manager (Region).

6.6 Return to school

6.6.1 Prior to the student returning to school from a suspension, the Principal:

- will develop a Return to School Plan.
- will hold a Return to school meeting (including online) with the student, parents and carers, members of the PSG and have appropriate wellbeing support present.

- may allow for a support person to attend.
- will develop or update any Student Behaviour Support Plan, Student Safety Plan or other relevant plans in place for the student.

6.7 Record keeping

6.7.1 The Principal will ensure:

- an accurate record of suspension is maintained.
- the record of suspension is kept on the student file
- the suspension is recorded as an approved absence in the school's learning management system.

7. Negotiated transfer procedures

7.1 Authority

7.1.1 The Principal, in agreement with parents and carers, has the authority to negotiate the transfer of the enrolment of a student.

7.2 Context

7.2.1 A Principal may consider a negotiated transfer of a student's enrolment as an alternative to expulsion.

7.2.2 A negotiated transfer is a mutually agreed, supportive transfer of a student's enrolment to a new education setting. The order of priority for a new education setting is:

- a MACS school
- a Catholic school or
- any other appropriate education setting.

7.2.3 There are circumstances where a negotiated transfer of enrolment will not be appropriate where student behaviour is serious or repeated, or if the student is considered to be a risk to the safety of other students, staff or the school community.

7.2.4 A negotiated transfer of enrolment may be considered when:

- unacceptable behaviour has occurred or has risen to a level where continued enrolment of the student at the school is not in their educational interests or the interests of others in the school community or
- the interventions or reasonable adjustments put in place to support the student at the school have not resulted in a positive change in behaviour.

7.3 Grounds for negotiated transfer

7.3.1 The grounds for a negotiated transfer include when a student:

- has breached the school's enrolment agreement, including but not limited to the Student Code of Conduct, the Student Behaviour Support Policy, the Student Bullying Prevention and Response Policy, and the ICT Acceptable Usage Policy – Students which is determined to be sufficiently serious
- behaves in a way that poses a serious risk to the health, wellbeing or safety of any person
- verbally or physically abuses another student, staff member or member of the community
- engages in behaviour that vilifies, defames or humiliates another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act
- does not to comply with a clear and reasonable instruction from a staff member which disrupts class activities or places a person at risk
- causes significant damage or destruction to property

- (g) brings an item to be used as a weapon onto school property
- (h) commits, attempts to commit or is knowingly involved in the theft of property
- (i) possesses, uses or sells, or deliberately assists another person to possess, use or sell, illicit substances or weapons
- (j) commits a serious offence which jeopardises the safety or security of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school
- (k) engages in cyberbullying, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deep fakes within online environments against others regardless of where the content was created
- (l) engages in inappropriate conduct with, or in relation to, staff online or on social media platforms
- (m) is alleged to have broken the law
- (n) engages in behaviour that consistently disrupts the learning environment or impacts the safety and wellbeing of others, despite existing supports and reasonable adjustments.

7.3.2 In other exceptional circumstances requiring approval from the MACS General Manager (Region).

7.4 Negotiated transfer process

Initial response

- 7.4.1 The Principal will consult with the MACS SMSL in the relevant Regional Office to obtain advice regarding a proposed negotiated transfer.
- 7.4.2 The Principal will notify parents and carers that a behaviour incident has occurred and the Principal may initiate the suspension process as outlined at (6) in this procedure.
- 7.4.3 The Principal, in liaison with the MACS SMSL, will prepare a letter to parents and carers outlining the proposed negotiated transfer. The letter will:
 - include the allegations and the proposed grounds for a negotiated transfer; and
 - invite parents and carers to meet with the school (including online), including regional leadership if appropriate.

Consultation

- 7.4.4 The Principal will meet (including online) with the student and parents and carers. The purpose of the meeting is to:
 - outline the allegations and the proposed negotiated transfer
 - provide the student and parents and carers with an opportunity to respond to the allegations and be heard.
- 7.4.5 The Principal will endeavour to ensure that the meeting:
 - is accessible and culturally safe
 - is conducted in a way that enables meaningful student participation, if appropriate and
 - allows for a support person to attend.
- 7.4.6 Following the meeting with parents and carers, the Principal may provide parents and carers and the student with seven working days to consider if they are agreeable to a proposed transfer of enrolment if no agreement is reached during the meeting.

Agreement

- 7.4.7 In the event that parents and carers are agreeable to a negotiated transfer of enrolment, the Principal will liaise with up to three alternate education settings, following the order of priority referred to at paragraph 7.2.2 in this procedure.
- 7.4.8 The Principal, in consultation with the alternate education setting, will seek whether the student meets the enrolment requirements of the alternate education setting.
- 7.4.9 The Principal will communicate the alternative education settings to parents and carers.
- 7.4.10 In the event parents and carers are not agreeable to the communicated alternative education settings, the Principal may support parents and carers with enquiries at alternate education settings; however, they are not able to guarantee any new enrolment, and the student must meet the enrolment requirements of the new education setting.
- 7.4.11 It remains the responsibility of parents and carers to make enquiries at an alternate education setting and determine if those settings are suitable for the student to enrol at.
- 7.4.12 During the negotiated transfer process, a Principal will:
- allow parents and carers fourteen days (or longer if deemed necessary) from the date the agreement was reached to nominate and confirm enrolment at an alternate education setting
 - continue to provide learning for the student to complete, in the event that they are suspended and follow the guidelines referred to in the [Student Absence Guidelines for MACS Schools](#)
 - provide wellbeing and pastoral support.
- 7.4.13 The student is to remain enrolled at the school until the negotiated transfer process is completed.
- 7.4.14 The Principal must provide confirmation in writing to the student and parents and carers when the transfer of enrolment has been finalised. The Principal should support the transfer by providing relevant documentation to the new school, including the student's learning plan. The sharing of information with the new school must follow the MACS Privacy Policy.

No agreement

- 7.4.15 If parents and carers do not agree to a proposed transfer of enrolment, they must notify the Principal in writing within seven days of the date of the meeting with the school. The Principal may then initiate the expulsion process as outlined at (8) in this procedure.

7.5 Record keeping

- 7.5.1 The Principal will ensure:
- an accurate record of the negotiated transfer is maintained.
 - the record of the negotiated transfer is kept on the student file.

8. Expulsion procedures

8.1 Authority

- 8.1.1 The Principal has the authority to expel a student aged nine years or older for behavioural reasons. The Principal will consult with the MACS General Manager (Region) about a student's expulsion.
- 8.1.2 The Principal must obtain approval from the MACS Director, Education Excellence prior to expelling a student aged eight years or younger. Following approval being received, the Principal has authority to expel a student.

8.2 Context

- 8.2.1 Expulsion of a student is reserved for exceptional circumstances and should only be considered where:

- (a) previous behavioural interventions and reasonable adjustments have not been successful, and the student continues to place themselves, other students, staff or members of the school community at risk.
- (b) the student has continued to display unacceptable behaviour, following a suspension.

8.3 Grounds for expulsion

8.3.1 The grounds for expulsion include when a student:

- (a) has breached the school's enrolment agreement, including but not limited to the Student Code of Conduct, the Student Behaviour Support Policy, the Student Bullying Prevention and Response Policy, and the ICT Acceptable Usage Policy – Students which is determined to be sufficiently serious
- (b) behaves in a way that poses a serious risk to the health, wellbeing or safety of any person
- (c) verbally or physically abuses another student, staff member, or member of the community
- (d) engages in behaviour that vilifies, defames or humiliates another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act
- (e) does not comply with a clear and reasonable instruction from a staff member which disrupts class activities or places a person at risk
- (f) causes significant damage or destruction to property
- (g) brings an item to be used as a weapon onto school property
- (h) commits, attempts to commit or is knowingly involved in the theft of property
- (i) possesses, uses or sells, or deliberately assists another person to possess, use or sell, illicit substances or weapons
- (j) commits a serious offence which jeopardises the safety or security of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school
- (k) engages in cyberbullying, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deep fakes within online environments against others regardless of where the content was created
- (l) engages in inappropriate conduct with, or in relation to, staff online or on social media platforms
- (m) is alleged to have broken the law
- (n) engages in behaviour that consistently disrupts the learning environment or impacts the safety and wellbeing of others, despite existing supports and reasonable adjustments.

8.3.2 In other exceptional circumstances requiring approval from the MACS General Manager (Region).

8.4 Expulsion process

Initial response

- 8.4.1 The Principal will consult with the MACS General Manager (Region) to obtain advice regarding a proposed expulsion.
- 8.4.2 The Principal will notify parents and carers that a behaviour incident has occurred and the Principal may initiate the suspension process as outlined at (6) in this procedure.
- 8.4.3 The Principal will prepare a letter to parents and carers outlining the proposed expulsion. The letter will:
 - include the allegations and the proposed grounds for expulsion
 - invite parents and carers to meet with the school (including online), including regional leadership if appropriate and

- inform parents and carers that the school will proceed with the expulsion procedures in the event that they are unwilling or do not wish to participate and a decision may be made without having the benefit of hearing from them.

Consultation

- 8.4.4 The Principal may meet (including online) with the student and parents and carers. The purpose of the meeting is to:
- outline the allegations and the proposed expulsion
 - provide the student and parents and carers an opportunity to respond to the allegations and be heard.
- 8.4.5 The Principal will endeavour to ensure that the meeting:
- is accessible and culturally safe
 - is conducted in a way that enables meaningful student participation, if appropriate; and
 - allows for a support person to attend.
- 8.4.6 Following the meeting, the Principal may provide the student and parents and carers an opportunity to provide further information in writing.
- 8.4.7 If the student and parents and carers do not attend the meeting, the Principal will endeavour to ensure that key points discussed at the meeting are recorded in writing and sent to the student and parents and carers in an accessible format.
- 8.4.8 Following receipt of any further information, the Principal will consider:
- if a proposed expulsion is a reasonable and proportionate response to the behaviour
 - if a proposed expulsion is an appropriate or reasonable intervention
 - the behavioural history of the student, the age of the student, the educational needs of the student and any vulnerabilities.

Outcome

- 8.4.9 The Principal will consult with the MACS General Manager (Region) prior to determining an outcome.
- 8.4.10 The Principal will communicate their decision in writing to parents and carers and include reference to:
- the grounds for expulsion
 - the allegations
 - the information they have considered as part of the expulsion process
 - the behavioural history of the student, the age of the student, the educational needs of the student and any vulnerabilities.
- 8.4.11 The Principal may support the student's transition by sharing relevant information with the new education setting. The sharing of information with the new school must follow the MACS Privacy Policy.

Complaint

- 8.4.12 Parents and carers may make a complaint with respect to an expulsion decision under the MACS complaint policy.

8.5 Record keeping

- 8.5.1 The Principal will ensure:
- an accurate record of the expulsion is maintained
 - the record of expulsion is kept in the student file.

9. Roles and reporting responsibilities

Role	Responsibility	Reporting requirement (if applicable)
Principal	Ensure the school's procedures for Suspension, Negotiated Transfer and Expulsion of Students are publicly available.	
Principal	Establish and apply school processes to effectively implement the procedures.	
Principal	Establish and apply school processes to maintain a register of suspensions, negotiated transfers and expulsions	
Principal	Report any incident resulting in injury to a person via MACS Guard .	
Principal	Report significant and/or repeated student behavioural incidents, where wellbeing or safety was at risk, or any aggressive behaviour or physical threats involving students, parents and carers or the public via MACS Guard .	
School staff (all)	Understand and apply school processes to ensure consistent application and adherence to procedures.	

10. Definitions

Definitions of standard terms used in this Policy can be found in the [Glossary of Terms](#).

Artificially generated materials

Refers to any type of content such as text, image, video or audio, which is created by artificial intelligence models.

Deepfake

A digital photo, video or sound file of a real person that has been edited to create an extremely realistic but false depiction of them doing or saying something that they did not actually do or say.

Principal

Includes the school Principal, or any person with delegated authority to act on behalf of the Principal.

Sufficiently serious

Refers to action(s) by a student that warrants further intervention, disciplinary action or escalation beyond classroom management. Such action(s) may include: interference with the rights of others to learn or the teacher's ability to teach; risk of harm to another person; violation of school policies or requires removal from the classroom.

Support person

An individual nominated by the student to attend a meeting to provide emotional support. The support person does not act for fee or reward, and their details must be provided to the Principal prior to the meeting.

11. Related policies and documents

Supporting documents

Positive Behaviour Support Guidelines
Return to School Plan
Student Absence Guidelines for MACS Schools
Student Absence Learning Plan
Student Behaviour Support Plan – Template
Student Safety Plan – Template

Related MACS policies and documents

Attendance Policy
Child Safety and Wellbeing Policy
Child Safety and Wellbeing Procedures
Child Safety and Wellbeing Recordkeeping Procedures
Complaints Handling Policy
Duty of Care Policy
Enrolment Policy
Health, Safety and Wellbeing Policy
ICT Acceptable Usage Policy - Students
Pastoral Care of Students Policy
Reportable Conduct Policy
Student Behaviour Support Policy
Student Behaviour Support Procedures – Template for schools
Student Bullying Prevention and Response Policy
Student Bullying Prevention and Response Procedures – Template for schools
Student Code of Conduct

Policy information table

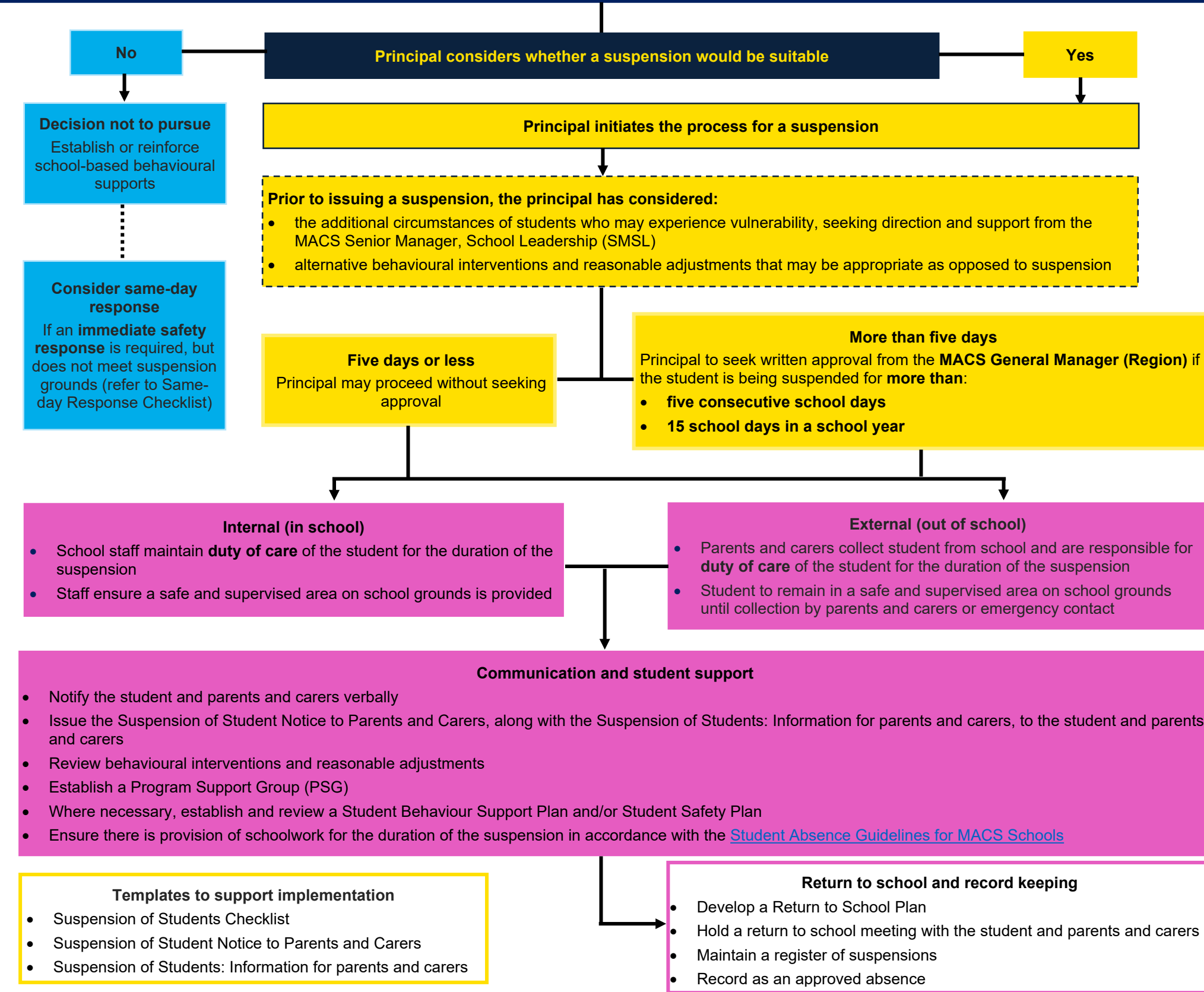
Document owner	Chief of Student Services
Approving authority	Director, Education Excellence
Approval date	30 September 2025
Review by	December 2027
Publication	CEVN, School Website
School use only	
School document owner	
School review	

The principal has determined that one or more of the grounds for suspension have been met, as the student:

- (a) has breached the school’s enrolment agreement, including but not limited to the MACS Student Code of Conduct, Student Behaviour Support Policy, Student Bullying Prevention and Response Policy, and ICT Acceptable Usage Policy – Students
- (b) behaves in a way that poses a serious risk to the health, wellbeing or safety of any person
- (c) verbally or physically abuses another student, staff member or member of the community
- (d) engages in behaviour that vilifies, defames or humiliates another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act
- (e) does not comply with a clear and reasonable instruction from a staff member which disrupts class activities or places a person at risk
- (f) causes significant damage or destruction to property
- (g) brings an item to be used as a weapon onto school property
- (h) commits, attempts to commit or is knowingly involved in the theft of property
- (i) possesses, uses or sells, or deliberately assists another person to possess, use or sell, illicit substances or weapons
- (j) commits a serious offence which jeopardises the safety or security of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school
- (k) engages in cyberbullying, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deepfakes within online environments against others regardless of where the content was created
- (l) engages in inappropriate conduct with, or in relation to, staff online or on social media platforms.

Principal determines the best course of action by following the Student Behaviour Support Policy, Student Behaviour Support Procedures and Suspension, Negotiated Transfer and Expulsion of Students Procedures, including:

- conducting a thorough investigation
- carefully reviewing and considering information about the behaviour gathered from students, staff and/or parents and carers
- providing meaningful opportunity for students, staff, parents and carers to be heard throughout the process
- ensuring that procedural fairness is afforded throughout the process



Suspension of Students Checklist



Melbourne Archdiocese
Catholic Schools

Schools may use this checklist to support procedural fairness and compliant record keeping. It does not replace the Student Behaviour Support Procedures or the Suspension, Negotiated Transfer and Expulsion of Students Procedures.

School name	
Student name	
Student year level	
Student age	
Date	

	ACTIONS	CHECK
PRE-CHECK	This checklist is being completed by the principal (or delegate).	☐
	The Student Behaviour Support Policy, Student Behaviour Support Procedures and Suspension, Negotiated Transfer and Expulsion of Students Procedures have been reviewed.	☐
AUTHORITY	The suspension has been authorised by the principal (or delegate).	☐
	If the suspension is for longer than five days, it has been approved by the MACS General Manager (Region).	☐
GROUNDS	The student has met the following grounds for suspension:	
	(a) has breached the school's enrolment agreement, including but not limited to the MACS Student Code of Conduct, Student Behaviour Support Policy, Student Bullying Prevention and Response Policy, and ICT Acceptable Usage Policy – Students	☐
	(b) behaves in a way that poses a serious risk to the health, wellbeing or safety of any person	☐
	(c) verbally or physically abuses another student, staff member or member of the community	☐
	(d) engages in behaviour that vilifies, defames or humiliates another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act	☐
	(e) does not comply with a clear and reasonable instruction from a staff member which disrupts class activities or places a person at risk	☐
	(f) causes significant damage or destruction to property	☐
	(g) brings an item to be used as a weapon onto school property	☐
	(h) commits, attempts to commit or is knowingly involved in the theft of property	☐



	ACTIONS	CHECK
	(i) possesses, uses or sells, or deliberately assists another person to possess, use or sell, illicit substances or weapons	☐
	(j) commits a serious offence which jeopardises the safety or security of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school	☐
	(k) engages in cyberbullying, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deepfakes within online environments against others regardless of where the content was created	☐
	(l) engages in inappropriate conduct with, or in relation to, staff online or on social media platforms.	☐
PROCEDURAL FAIRNESS	Policy and procedures have been applied in a fair, reasonable and consistent manner, ensuring procedural fairness and non-discriminatory practices.	☐
	Any information provided to the student and parents and carers is accessible, age-appropriate and available in multiple languages and formats as required.	☐
	The student, staff and parents and carers have been given meaningful opportunity to be heard throughout the suspension process.	☐
	Information about the behaviour gathered from students, staff and/or parents and carers has been carefully reviewed and considered.	☐
SUPPORT/ CONSIDERATIONS	In accordance with Child Safe Standard 5, the additional circumstances of students who may experience vulnerability have been carefully considered, and direction and support have been sought from the MACS Student Engagement unit and Senior Manager, School Leadership prior to any suspension being issued.	☐
	Alternative behavioural interventions and reasonable adjustments have been considered as opposed to suspension.	☐
	Sufficient interventions and support strategies have been implemented prior to the suspension decision, with documented evidence available.	☐
CONSULTATION	The student/s, parents and carers have been consulted for additional information.	☐
REPORTING	Where there is reasonable suspicion that a criminal offence may have occurred, the matter has been referred to Victoria Police.	☐
	Any incident resulting in injury has been reported via MACS Guard .	☐
☐ DURATION/TIMING	The suspension will:	
	• commence immediately due to the student's behaviour posing a serious risk of harm to others	☐
	• last for a duration of five consecutive school days or less	☐
	• exceed five consecutive school days (requires approval from the MACS General Manager (Region))	☐
	• not exceed 15 school days within the school year, unless prior approval has been obtained from the MACS General Manager (Region)	☐

	ACTIONS	CHECK
	be internal (in school)	☐
	be external (out of school).	☐
DUTY OF CARE	Internal suspension: Arrangements are in place for the student to remain in a safe, supervised area on school grounds.	☐
	External suspension: Arrangements are in place for the student to be collected from school or to remain in a safe, supervised area on school grounds until collection.	☐
COMMUNICATION	The student and parents and carers have been notified verbally of the suspension.	☐
	Written notification has also been provided to the student and parents and carers via the Suspension of Student Notice to Parents and Carers, which includes the Suspension of Students: Information for parents and carers as an appendix.	☐
STUDENT SUPPORT	An urgent review of appropriate behavioural interventions and reasonable adjustments to support the student has been conducted.	☐
	A Program Support Group (PSG) is in place.	☐
	A Student Behaviour Support Plan is in place.	☐
	A Student Safety Plan is in place.	☐
CONTINUATION OF LEARNING	In accordance with the Student Absence Guidelines for MACS Schools, appropriate learning arrangements have been made for the duration of the student's suspension: Suspensions of five days or less: provided meaningful and accessible schoolwork. Suspensions exceeding five days: enabled access to learning that supports continued educational engagement. Suspensions involving a recommendation for negotiated transfer or expulsion: The principal arranges for the student to participate in learning that enables them to maintain progress in their education during the suspension.	☐
RETURN TO SCHOOL	A Return to School Plan is in place.	☐
	A return to school meeting has been held with the student, parents/carers and members of the PSG. The principal may allow a support person to attend.	☐
RECORDING AND DOCUMENTATION	An accurate record of suspension is maintained in a register and kept on the student's file.	☐
	The suspension has been recorded as an approved absence in the school's learning management system.	☐

[Date]

Dear [parent/carer name]

Following your conversation with [name, title], this letter is written confirmation in relation to the suspension of [student name].

Details of the suspension

- **Reason:** [Insert a brief description of the grounds for the suspension].
- **Duration:** [Insert number] days. The suspension will start on [insert date].
- **Expected return date:** [Insert date].

[Delete section according to internal/external suspension]

As this is an **external suspension**, [student name] is not permitted to enter the school grounds during this time, except for a return to school meeting or with written approval from myself. Supervision and duty of care for [student name] during the period of external suspension will rest with you as the parent or carer.

As this is an **internal suspension**, [student name] will be required to attend school, however, will not be participating in or attending scheduled classes or activities for the duration of the suspension. They will be provided with a safe and supervised space for learning.

Learning arrangements

[Delete sections according to the number of days of suspension]

As the suspension has been issued for **three days or less**, learning material and support will be provided for [student name] in the following manner: [Insert details of how learning materials will be provided, and any further information regarding schoolwork access and submission].

As the suspension has been issued for **more than three days**, the school will develop a Student Absence Learning Plan and Return to School Plan for [student name].

As the suspension has been issued for **more than five days**, the school will provide [student name] with a Student Absence Learning Plan and Return to School Plan, and has assigned [insert assigned teacher name] as the primary point of contact for [student name] and yourself.

Next steps

Prior to [student name] returning to school, you are requested to attend a meeting to discuss this matter and other issues related to the wellbeing of [student name].

At the return to school meeting, we will:

- talk about the reasons for suspension in more detail and the intended outcome
- plan [student name]'s return to school, including the Return to School Plan (if suspension has been more than three days)
- work together on a Student Behaviour Support Plan. The purpose of the plan is to support [student name]'s safe and positive behaviour in future.

You can invite someone to the meeting to support you (see [Parent Guide to Program Support Groups](#) for more information). For example, a family member, friend, social worker, support worker, advocate, interpreter or other relevant person. If you would like to invite someone to the meeting, please provide me with details of your support person and let me know when I contact you to arrange the meeting.



If you would like me to arrange an interpreter for the meeting, please let me know when I contact you to arrange the meeting.

Yours sincerely

[Principal or delegate]

Suspension of Students

Information for parents and carers



Melbourne Archdiocese
Catholic Schools

What is a suspension?

A suspension is a formal process where a student is **temporarily removed** from their usual learning environment due to serious behavioural concerns.

The purpose of suspension is not punishment; it is an opportunity for the school, the student and their family to review what happened, and to work together on a restorative plan that supports positive behaviour and wellbeing.

Why might a student be suspended?

The principal may suspend a student if they meet the grounds for suspension.

The primary focus of a suspension is to enable a collaborative review of the factors influencing the student's behaviour and to work together to reach a restorative outcome.

Grounds for suspension

The grounds for suspension include when a student:

- (a) has **breached the school's enrolment agreement**, including but not limited to the MACS Student Code of Conduct, Student Behaviour Support Policy, Student Bullying Prevention and Response Policy, and ICT Acceptable Usage Policy – Students
- (b) behaves in a way that poses a **serious risk to the health, wellbeing or safety** of any person
- (c) **verbally or physically abuses** another student, staff member or member of the community
- (d) engages in behaviour that **vilifies, defames or humiliates** another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act
- (e) does not comply with a **clear and reasonable instruction** from a staff member which disrupts class activities or places a person at risk
- (f) **causes significant damage** or destruction to property
- (g) brings an item to be used as a **weapon** onto school property
- (h) commits, attempts to commit or is knowingly involved in the **theft of property**
- (i) possesses, uses or sells, or deliberately assists another person to possess, use or sell, **illicit substances or weapons**
- (j) commits a serious offence which **jeopardises the safety or security** of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school
- (k) engages in **cyberbullying**, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deepfakes within online environments against others regardless of where the content was created
- (l) engages in **inappropriate conduct** with, or in relation to, staff online or on social media platforms.

Types of suspension

- **Internal suspension:** The student remains at school, but does not attend regular classes or activities. They are supervised in a safe space.
- **External suspension:** The student stays at home and does not attend school for a set period.

How long can a suspension last?

A student can be suspended for:

- **up to five consecutive school days** without additional approval
- **longer than five days** with approval from the MACS General Manager (Region).

A student cannot be suspended for **more than 15 school days in a school year** without approval.

What happens during a suspension?

- The school will provide learning tasks for your child to complete at home.
- The principal will review existing support plans; for example, their Student Behaviour Support Plan and Student Safety Plan.
- A Program Support Group (PSG) may be formed or consulted to plan next steps.

Return to school

Before your child returns:

- a return to school meeting will be held with you, your child and relevant staff
- a Return to School Plan will be developed
- behaviour and safety plans will be updated to support your child's successful reintegration.

Questions or support

If you have any questions or need support during this process, please contact the school office or your dedicated school contact.

Marymede Catholic College

Return to School Plan

Template



The *Return to School Plan Template* is designed to support [Student name] to transition back to the Marymede Catholic College following a period of more than three days of being away. The plan outlines the academic and social supports that are in place to support [student name]'s positive return to the Marymede Catholic College.

The *Return to School Plan* is developed in consultation with the student, their parents and carers, support person (if nominated) and relevant school staff.

The *Return to School Plan* is consistent with the MACS Student Behaviour Support Policy, Student Behaviour Support Procedures and Suspension, Negotiated Transfer and Expulsion of Students Procedures which document expectations and recommended procedures for schools.

Student Information

Student name:

Date:

Year level:

Number of days away from classroom/school:

From:

To:

This plan will be reviewed by:

[insert date]

Return to School Plan: Student Intention

One thing I want to achieve on my return to school is...

Some of the ways I can do this are...

At school, these things can make me feel upset...

At school, I can do these things to make myself feel better...

At school, the people and places I can go to for support are...

If I get upset or my school support person becomes more worried about me, we have agreed that they can contact the following people so that I get more support (parents and carers, other care team member (e.g. allied health professional) etc.) [In relation to external health professionals, the school should only list those they have consent to contact or meet CISS thresholds to contact.]

...

Return to School Plan: Student Intention

Any other intentions... [School staff may wish to add further information regarding student intentions specific to their return circumstances – delete this note when editing]

Return to School Plan: Support Program

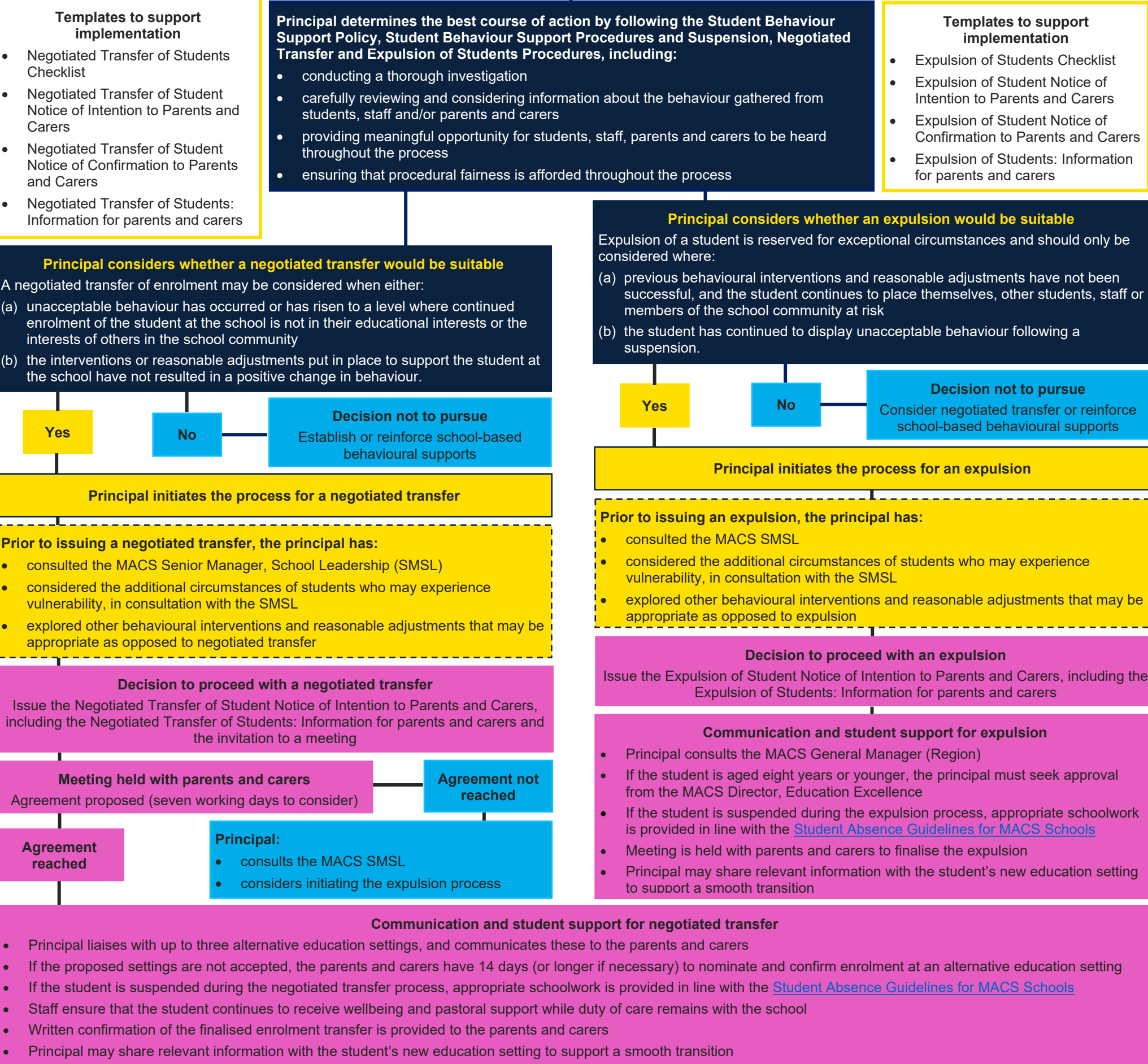
School support person	Name:	
	Position:	
	Contact number:	
	Email:	
Academic goal 1:		
Resources and support:		
Academic goal 2:		
Resources and support:		
Social goal 1:		
Resources and support:		
Social goal 2:		
Resources and support:		

Student signature:	_____	Date:	_____
Parents and Carers signature:	_____	Date:	_____
Principal or delegate signature:	_____	Date:	_____
School Support Person	_____	Date:	_____

Negotiated Transfer and Expulsion of Students Flowchart



- The principal has determined that one or more of the grounds for negotiated transfer and expulsion have been met, as the student:**
- (a) has breached the school's enrolment agreement, including but not limited to the MACS Student Code of Conduct, Student Behaviour Support Policy, Student Bullying Prevention and Response Policy, and ICT Acceptable Usage Policy – Students, which is determined to be sufficiently serious
 - (b) behaves in a way that poses a serious risk to the health, wellbeing or safety of any person
 - (c) verbally or physically abuses another student, staff member or member of the community
 - (d) engages in behaviour that vilifies, defames or humiliates another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act
 - (e) does not comply with a clear and reasonable instruction from a staff member which disrupts class activities or places a person at risk
 - (f) causes significant damage or destruction to property
 - (g) brings an item to be used as a weapon onto school property
 - (h) commits, attempts to commit or is knowingly involved in the theft of property
 - (i) possesses, uses or sells, or deliberately assists another person to possess, use or sell, illicit substances or weapons
 - (j) commits a serious offence which jeopardises the safety or security of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school
 - (k) engages in cyberbullying, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deepfakes within online environments against others regardless of where the content was created
 - (l) engages in inappropriate conduct with, or in relation to, staff online or on social media platforms
 - (m) is alleged to have broken the law
 - (n) engages in behaviour that consistently disrupts the learning environment or impacts the safety and wellbeing of others, despite existing supports and reasonable adjustments.
- A negotiated transfer or expulsion may also be considered in other exceptional circumstances requiring approval from the MACS General Manager (Region).



Negotiated Transfer of Students Checklist



Melbourne Archdiocese
Catholic Schools

Schools may use this checklist to support procedural fairness and compliant record keeping. It does not replace the Student Behaviour Support Procedures or the Suspension, Negotiated Transfer and Expulsion of Students Procedures. A completed copy should be provided to the MACS Senior Manager, School Leadership (SMSL) in the relevant regional office.

School name	
Student name	
Student year level	
Student age	
Date	

	ACTIONS	CHECK
PRE-CHECK	This checklist is being completed by the principal (or delegate).	☐
	The Student Behaviour Support Policy, Student Behaviour Support Procedures and Suspension, Negotiated Transfer and Expulsion of Students Procedures have been reviewed.	☐
AUTHORITY	The negotiated transfer has been authorised by the principal (or delegate).	☐
	The negotiated transfer has been made in agreement with the parents and carers.	☐
CONTEXT	The negotiated transfer has been considered because either:	
	(a) unacceptable behaviour has occurred or has risen to a level where continued enrolment of the student at the school is not in their educational interests or the interests of others in the school community	☐
	(b) the interventions or reasonable adjustments put in place to support the student at the school have not resulted in a positive change in behaviour.	☐
	Prior to initiating the negotiated transfer, the principal has considered the circumstances in which a negotiated transfer of enrolment will not be appropriate, where student behaviour is serious or repeated, or the student is considered to be a risk to the safety of other students, staff or the school community.	☐
GROUNDS	The student has met the following grounds for negotiated transfer:	
	(a) has breached the school's enrolment agreement, including but not limited to the MACS Student Code of Conduct, Student Behaviour Support Policy, Student Bullying Prevention and Response Policy, and ICT Acceptable Usage Policy – Students, which is determined to be sufficiently serious	☐



	ACTIONS	CHECK
	(b) behaves in a way that poses a serious risk to the health, wellbeing or safety of any person	☐
	(c) verbally or physically abuses another student, staff member or member of the community	☐
	(d) engages in behaviour that vilifies, defames or humiliates another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act	☐
	(e) does not comply with a clear and reasonable instruction from a staff member which disrupts class activities or places a person at risk	☐
	(f) causes significant damage or destruction to property	☐
	(g) brings an item to be used as a weapon onto school property	☐
	(h) commits, attempts to commit or is knowingly involved in the theft of property	☐
	(i) possesses, uses or sells, or deliberately assists another person to possess, use or sell, illicit substances or weapons	☐
	(j) commits a serious offence which jeopardises the safety or security of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school	☐
	(k) engages in cyberbullying, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deepfakes within online environments against others regardless of where the content was created	☐
	(l) engages in inappropriate conduct with, or in relation to, staff online or on social media platforms	☐
	(m) is alleged to have broken the law	☐
	(n) engages in behaviour that consistently disrupts the learning environment or impacts the safety and wellbeing of others, despite existing supports and reasonable adjustments.	☐
	Other exceptional circumstances requiring approval from the MACS General Manager (Region).	☐
PROCEDURAL FAIRNESS	Policy and procedures have been applied in a fair, reasonable and consistent manner, ensuring procedural fairness and non-discriminatory practices.	☐
	Any information provided to the student and parents and carers is accessible, age-appropriate and available in multiple languages and formats as required.	☐
	The student and parents and carers have been given meaningful opportunity to be heard throughout the negotiated transfer process.	☐
	Information about the behaviour gathered from students, staff and/or parents and carers has been carefully reviewed and considered.	☐



	ACTIONS	CHECK
SUPPORT/ CONSIDERATIONS	In accordance with Child Safe Standard 5, the additional circumstances of students who may experience vulnerability have been carefully considered, and direction and support have been sought from the MACS Student Engagement unit and SMSL, prior to any negotiated transfer being issued.	☐
	Alternative behavioural interventions and reasonable adjustments have been considered as opposed to negotiated transfer.	☐
	Sufficient interventions and support strategies have been implemented prior to the negotiated transfer decision, with documented evidence available.	☐
INITIAL RESPONSE	The MACS SMSL in the relevant regional office has been consulted.	☐
	The student/s, parents and carers have been notified that a behaviour incident has occurred.	☐
	If appropriate, the suspension process has been initiated.	☐
	A letter has been prepared with the MACS SMSL to the parents and carers which: - clearly states the allegations and the proposed grounds for a negotiated transfer - includes an invitation to meet with the principal (online option available) and, where appropriate, regional office leaders.	☐
CONSULTATION	A meeting has been held with the student, parents and carers to: - outline the allegations and the proposed negotiated transfer - provide all parties with an opportunity to respond to the allegations and to be heard.	☐
	The meeting has been conducted in a way that: - ensures it is accessible and culturally safe - enables meaningful participation and, if appropriate, allows for a support person to attend.	☐
AGREEMENT	At the meeting, agreement to the proposed negotiated transfer has been either: reached not reached, and the student, parents and carers have been provided with seven working days to consider the agreement.	☐
	If agreement was reached - The principal has liaised with up to three alternative education settings following the order of priority for a new education setting: - a MACS school - a Catholic school - any other appropriate education setting.	☐
	The principal has consulted with the alternative education settings to see whether the student meets the enrolment requirements of those education settings.	☐

	ACTIONS	CHECK
	The principal has communicated the alternative education settings to parents and carers. (Note: If the parents and carers do not agree to the proposed alternative education settings, the principal may support them with enquiries at other settings. However, enrolment cannot be guaranteed and the student must meet the new education setting's enrolment requirements. It remains the responsibility of parents and carers to make enquiries at new education settings and determine if those settings are suitable for the student to enrol.)	☐
	The parents and carers have been allowed 14 days (or longer if deemed necessary) from the date the agreement was reached to nominate and confirm enrolment at an alternative education setting.	☐
	The principal has provided written confirmation to the student and parents and carers when the transfer of enrolment has been finalised.	☐
	If agreement was not reached The parents and carers have notified the principal in writing within seven working days of the date of the meeting with the school. The principal may then initiate the expulsion process.	☐
CONTINUATION OF LEARNING	In accordance with the Student Absence Guidelines for MACS Schools , appropriate learning arrangements have been made for the duration of the student's suspension. Suspensions involving a recommendation for negotiated transfer: The principal arranges for the student to participate in a learning program that enables them to maintain progress in their education during the suspension.	☐
REPORTING	Where there is reasonable suspicion that a criminal offence may have occurred, the matter has been referred to Victoria Police.	☐
	Any incident resulting in injury has been reported via MACS Guard .	☐
DUTY OF CARE	Suspension procedures have been followed if it is not safe for the student to remain on school grounds during the negotiated transfer process.	☐
	The student has remained enrolled at the school until the negotiated transfer process has been completed.	☐
STUDENT SUPPORT	Wellbeing and pastoral support has been provided to the student.	☐
EXIT/TRANSITION	The principal has supported the transfer by providing relevant documentation to the new school, including the student's learning plan. (Note: The sharing of information with the new school must follow the MACS Privacy Policy.)	☐
RECORDING AND DOCUMENTATION	An accurate record of the negotiated transfer is maintained in a register and kept on the student's file.	☐
	Any suspension during the negotiated transfer process has been recorded as an approved absence in the school's learning management system.	☐



Negotiated Transfer of Students

Information for parents and carers



Melbourne Archdiocese
Catholic Schools

This information sheet explains when and how a school may consider the negotiated transfer of a student, and what steps are involved. Negotiated transfer is a serious decision and is considered as an alternative to expulsion.

What is a negotiated transfer?

A **negotiated transfer** is a mutually agreed process where a student's enrolment is transferred to another education setting. It is considered as an **alternative to expulsion** and aims to support the student in finding a learning environment that better meets their needs.

Why might a negotiated transfer be considered?

The principal may consider a negotiated transfer when a student has met one or more of the grounds for negotiated transfer. This may be considered when:

- **Unacceptable behaviour** has occurred or risen to a level where continuing enrolment is not in the best educational interests of the student or the interests of others in the school community.
- **Interventions and reasonable adjustments** have been tried, but have not resulted in positive change to behaviour.

Grounds for negotiated transfer

The grounds for negotiated transfer include when a student:

- has **breached the school's enrolment agreement**, including but not limited to the MACS Student Code of Conduct, Student Behaviour Support Policy, Student Bullying Prevention and Response Policy, and ICT Acceptable Usage Policy – Students, **which is determined to be sufficiently serious**
- behaves in a way that poses a **serious risk to the health, wellbeing or safety** of any person
- verbally or physically abuses** another student, staff member or member of the community
- engages in behaviour that **vilifies, defames or humiliates** another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act
- does not comply with a **clear and reasonable instruction** from a staff member which disrupts class activities or places a person at risk
- causes significant damage** or destruction to property
- brings an item to be used as a **weapon** onto school property
- commits, attempts to commit or is knowingly involved in the **theft of property**
- possesses, uses or sells, or deliberately assists another person to possess, use or sell, **illicit substances or weapons**
- commits a serious offence which **jeopardises the safety or security** of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school
- engages in **cyberbullying**, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deepfakes within online environments against others regardless of where the content was created
- engages in **inappropriate conduct** with, or in relation to, staff online or on social media platforms
- is alleged to have **broken the law**



- (n) engages in behaviour that **consistently disrupts the learning environment** or **impacts the safety and wellbeing** of others, despite existing supports and reasonable adjustments.

The grounds for negotiated transfer also include **other exceptional circumstances** requiring approval from the MACS General Manager (Region).

Where can the student transfer to?

The principal will follow the MACS order of priority in transferring to a new education setting:

- (a) another MACS school
- (b) a Catholic school
- (c) any other appropriate education setting.

If the principal decides to proceed with a negotiated transfer, what happens next?

Initial consultation

The principal will:

- consult with the relevant MACS regional office for advice
- notify you verbally that a behaviour incident has occurred. They may inform you at this time that the suspension process has also been initiated
- inform you in writing of the incident and invite you to a meeting.

Meeting with parents and carers

- The purpose of the meeting is for the principal to outline the allegations and proposed negotiated transfer, and to allow you and your child to respond.
- The meeting will be accessible and culturally safe.
- A support person is welcome to attend.
- Following the meeting, you will have **seven working days** to consider the proposed transfer of enrolment.

Agreement and next steps

- If the proposed transfer is **agreed to**:
 - The principal will contact up to three alternative education settings and share these with you.
 - You may choose to accept or decline the alternative education settings. If you decline, it will become your responsibility to make enquiries at other education settings.
 - From the date of the agreement, you will have **14 days** (or longer if needed) to nominate and confirm enrolment at an alternative education setting.
 - Your child will continue to receive **learning and wellbeing support** from the school until the transfer of enrolment is complete.
- If the proposed transfer is **not agreed to**:
 - You must notify the principal in writing within **seven days** of the date of the meeting.
 - The principal may then initiate the **expulsion process**.

Finalisation

The principal will confirm the transfer in writing and share relevant documentation with the new school (in line with privacy requirements).

Questions or support

If you have any questions or need support during this process, please contact the school office or your dedicated school contact.

Expulsion of Students Checklist



Melbourne Archdiocese
Catholic Schools

Schools may use this checklist to support procedural fairness and compliant record keeping. It does not replace the Student Behaviour Support Procedures or the Suspension, Negotiated Transfer and Expulsion of Students Procedures. A completed copy should be provided to the MACS Senior Manager, School Leadership (SMSL) in the relevant regional office.

School name	
Student name	
Student year level	
Student age	
Date	

	ACTIONS	CHECK
PRE-CHECK	This checklist is being completed by the principal (or delegate).	☐
	The Student Behaviour Support Policy, Student Behaviour Support Procedures and Suspension, Negotiated Transfer and Expulsion of Students Procedures have been reviewed.	☐
AUTHORITY	The expulsion has been authorised by the principal (or delegate) – for students aged nine years or older.	☐
	The MACS SMSL and General Manager (Region) have been consulted.	☐
	For students aged eight years or younger, approval has been received from the MACS Director, Education Excellence.	☐
CONTEXT	The expulsion has been reserved for an exceptional circumstance and considered because:	
	(a) previous behavioural interventions and reasonable adjustments have not been successful, and the student continues to place themselves, other students, staff or members of the school community at risk	☐
	(b) the student has continued to display unacceptable behaviour following a suspension.	☐
GROUNDS	The student has met the following grounds for expulsion:	
	(a) has breached the school's enrolment agreement, including but not limited to the MACS Student Code of Conduct, Student Behaviour Support Policy, Student Bullying Prevention and Response Policy, and ICT Acceptable Usage Policy – Students, which is determined to be sufficiently serious	☐
	(b) behaves in a way that poses a serious risk to the health, wellbeing or safety of any person	☐



	ACTIONS	CHECK
	(c) verbally or physically abuses another student, staff member or member of the community	☐
	(d) engages in behaviour that vilifies, defames or humiliates another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act	☐
	(e) does not comply with a clear and reasonable instruction from a staff member which disrupts class activities or places a person at risk	☐
	(f) causes significant damage or destruction to property	☐
	(g) brings an item to be used as a weapon onto school property	☐
	(h) commits, attempts to commit or is knowingly involved in the theft of property	☐
	(i) possesses, uses or sells, or deliberately assists another person to possess, use or sell, illicit substances or weapons	☐
	(j) commits a serious offence which jeopardises the safety or security of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school	☐
	(k) engages in cyberbullying, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deepfakes within online environments against others regardless of where the content was created	☐
	(l) engages in inappropriate conduct with, or in relation to, staff online or on social media platforms	☐
	(m) is alleged to have broken the law	☐
	(n) engages in behaviour that consistently disrupts the learning environment or impacts the safety and wellbeing of others, despite existing supports and reasonable adjustments.	☐
	Other exceptional circumstances requiring approval from the MACS General Manager (Region).	☐
PROCEDURAL FAIRNESS	Policy and procedures have been applied in a fair, reasonable and consistent manner, ensuring procedural fairness and non-discriminatory practices.	☐
	Any information provided to the student and parents and carers is accessible, age-appropriate and available in multiple languages and formats as required.	☐
	The student and parents and carers have been given meaningful opportunity to be heard throughout the expulsion process.	☐
	Information about the behaviour gathered from students, staff and/or parents and carers has been carefully reviewed and considered.	☐
SUPPORT/ CONSIDERATIONS	In accordance with Child Safe Standard 5, the additional circumstances of students who may experience vulnerability have been carefully considered, and direction and support have been sought from the MACS Student Engagement unit and SMSL, prior to any expulsion being issued.	☐



	ACTIONS	CHECK
	Alternative behavioural interventions and reasonable adjustments have been considered as opposed to expulsion.	☐
	Sufficient interventions and support strategies have been implemented prior to the expulsion decision, with documented evidence available.	☐
INITIAL RESPONSE	The MACS SMSL has been consulted.	☐
	The student/s, parents and carers have been notified that a behaviour incident has occurred.	☐
	If appropriate, the suspension process has been initiated.	☐
	A letter has been prepared with the MACS SMSL to the parents and carers which: - clearly states the allegations and the proposed grounds for expulsion - includes an invitation to meet with the principal (online option available) and, where appropriate, regional office leaders - informs them that the school will proceed with the expulsion procedures in the event that they are unwilling or do not wish to participate and a decision may be made without having the benefit of hearing from them.	☐
CONSULTATION	A meeting has been held with the student, parents and carers to: - outline the allegations and the proposed expulsion - provide all parties with an opportunity to respond to the allegations and to be heard.	☐
	The meeting has been conducted in a way that: - ensures it is accessible and culturally safe - enables meaningful participation and, if appropriate, allows for a support person to attend.	☐
	If the student and parents and carers did not attend the meeting, the principal has sent a record (in an accessible format) of the key points discussed at the meeting to all parties.	☐
ADDITIONAL INFORMATION	Following the meeting, the principal has: - provided the student and parents and carers with an opportunity to provide further information in writing - considered the additional information provided.	☐
OUTCOME	The principal, in consultation with the MACS General Manager (Region) has considered all the information provided and: - whether the proposed expulsion is a reasonable and proportionate response to the behaviour - whether the proposed expulsion is an appropriate or reasonable intervention - the behavioural history, age and educational needs of the student, and any vulnerabilities.	☐

	ACTIONS	CHECK
	The principal has communicated their decision in writing to parents and carers, and included reference to: - the grounds for expulsion - the allegations - the information they have considered as part of the expulsion process - the behavioural history, age and educational needs of the student, and any vulnerabilities.	☐
CONTINUATION OF LEARNING	In accordance with the Student Absence Guidelines for MACS Schools, appropriate learning arrangements have been made for the duration of the student's suspension. Suspensions involving a recommendation for expulsion: The principal arranges for the student to participate in a learning program that enables them to maintain progress in their education during the suspension.	☐
REPORTING	Where there is reasonable suspicion that a criminal offence may have occurred, the matter has been referred to Victoria Police.	☐
	Any incident resulting in injury has been reported via MACS Guard .	☐
DUTY OF CARE	Suspension procedures have been followed if it is not safe for the student to remain on school grounds during the expulsion process.	☐
	The student has remained enrolled at the school until the expulsion process has been completed.	☐
STUDENT SUPPORT	Wellbeing and pastoral support has been provided to the student.	☐
EXIT/TRANSITION	The principal has supported the student's transition by sharing relevant information with the new education setting. (Note: The sharing of information with the new education setting must follow the MACS Privacy Policy.)	☐
RECORDING AND DOCUMENTATION	An accurate record of the expulsion is maintained in a register and kept on the student's file.	☐
	Any suspension during the expulsion process has been recorded as an approved absence in the school's learning management system.	☐



Expulsion of Students

Information for parents and carers



Melbourne Archdiocese
Catholic Schools

This information sheet explains when and how a school may consider expelling a student, and what steps are involved. Expulsion is a serious decision and is only used in exceptional circumstances.

What is an expulsion?

An **expulsion** involves the termination of the contract entered into at the time of the enrolment by the parent or carer.

Why might an expulsion be considered?

The principal may consider an expulsion when a student has met one or more of the grounds for expulsion. This is reserved for **exceptional circumstances** and is only considered when:

- previous behavioural supports and reasonable adjustments have not been successful, and the student has continued to place themselves, other students, staff or members of the school community at risk
- the student has continued to display behaviours of concern following a suspension.

Grounds for expulsion

The grounds for expulsion include when a student:

- has **breached the school's enrolment agreement**, including but not limited to the MACS Student Code of Conduct, Student Behaviour Support Policy, Student Bullying Prevention and Response Policy, and ICT Acceptable Usage Policy – Students, **which is determined to be sufficiently serious**
- behaves in a way that poses a **serious risk to the health, wellbeing or safety** of any person
- verbally or physically abuses** another student, staff member or member of the community
- engages in behaviour that **vilifies, defames or humiliates** another person who is identified or perceived by reference to any characteristics protected under the Equal Opportunity Act
- does not comply with a **clear and reasonable instruction** from a staff member which disrupts class activities or places a person at risk
- causes significant damage** or destruction to property
- brings an item to be used as a **weapon** onto school property
- commits, attempts to commit or is knowingly involved in the **theft of property**
- possesses, uses or sells, or deliberately assists another person to possess, use or sell, **illicit substances or weapons**
- commits a serious offence which **jeopardises the safety or security** of other members of the school community, or which has the potential to seriously harm individuals and/or the reputation of the school
- engages in **cyberbullying**, exchanges violent imagery or text, and/or inappropriately uses artificially generated materials and/or deepfakes within online environments against others regardless of where the content was created
- engages in **inappropriate conduct** with, or in relation to, staff online or on social media platforms
- is alleged to have **broken the law**



- (n) engages in behaviour that **consistently disrupts the learning environment** or **impacts the safety and wellbeing** of others, despite existing supports and reasonable adjustments.

The grounds for expulsion also include **other exceptional circumstances** requiring approval from the MACS General Manager (Region).

If the principal decides to proceed with an expulsion, what happens next?

Initial consultation

The principal will:

- consult with the relevant MACS regional office for advice
- notify you verbally that a behaviour incident has occurred. They may inform you at this time that the suspension process has also been initiated
- inform you in writing of the incident and invite you to a meeting.

Meeting with parents and carers

- The purpose of the meeting is for the principal to outline the allegations and proposed expulsion, and to allow you and your child to respond.
- The meeting will be accessible and culturally safe.
- A support person is welcome to attend.
- Following the meeting, the principal may provide you with an opportunity to provide further information in writing.
- If you choose not to attend the meeting, the principal will continue the decision-making process without the benefit of hearing from you. A summary of the key points discussed at the meeting will be shared with you.
- Following receipt of further information, the principal will consider:
 - if the proposed expulsion is a reasonable and proportionate response to the behaviour
 - if the proposed expulsion is an appropriate or reasonable intervention
 - the behavioural history, age and educational needs of the student, and any vulnerabilities.

Outcome and next steps

- The principal will consult again with the MACS regional office prior to determining an outcome.
- The principal will communicate their decision to you in writing and include reference to:
 - the grounds for expulsion
 - the allegations
 - the information they have considered as part of the expulsion process
 - the behavioural history, age and educational needs of the student, and any vulnerabilities.
- If an expulsion decision is reached:
 - Your child will continue to receive **learning and wellbeing support** from the school until the enrolment contract is terminated.
 - The principal may support the student's transition by sharing relevant information with the new education setting.

How can I lodge a complaint about the procedural fairness of the decision to expel my child?

If you believe the principal has not provided procedural fairness as per the Suspension, Negotiated Transfer and Expulsion of Students Procedures, you may lodge a complaint via the [MACS Complaints Resolve Form](#).

For more information regarding the resolution process, refer to the [Complaints Handling Policy for MACS Schools](#).