SUSPENSION AND EXPULSION OF STUDENTS POLICY

1.0 POLICY

1.1 All students and staff have the right to procedural fairness and to learn and teach in an environment free from disruption, intimidation, harassment and discrimination.

1.2 There will be cases of unacceptable behaviour where it will be in the best interests of the School community and/or the student involved, for the student to be removed from the School for a period of time or completely. Suspension and expulsion are the options available to the Principal in these situations. In such cases of unacceptable behaviour, parent(s) or carer(s) should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program.

1.3 In implementing these procedures, the Principal will ensure that no student is discriminated against on any of the following grounds:

- race, including colour, nationality, descent, ethnic, ethno-religious or national origin
- sex
- marital status
- disability, including HIV/AIDS
- homosexuality
- transgender, or age.

The Principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.

1.4 Suspension and expulsion are strategies within the School’s student welfare and discipline policies. It highlights the parents’ or carers’ responsibility for taking an active role, in partnership with the School, to modify the inappropriate behaviour of their child. The School will work with parent(s) or carer(s) with a view to assisting a suspended student to rejoin the School community as quickly as possible.

1.5 The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognised as having two essential elements.

These are:

- the right to be heard, and
- the right of a person to a fair and impartial decision.

Grievances Disputes - Procedural Fairness - Students

1.6 In determining whether a student’s misbehaviour is serious enough to warrant suspension or expulsion, the Principal will consider the safety, care and welfare of the student, staff and other students in the class.

2.0 PROCEDURES

2.0 Suspension
The Principal may suspend immediately if a student:

2.1 Is physically violent.
2.2 Is in possession of a firearm, prohibited weapon, or knife.
2.3 Uses, or is in possession of, a suspected illegal substance or supplies a restricted substance.
2.4 Use of an implement as a weapon or threatening to use a weapon.
2.5 Serious criminal behaviour related to the School.
2.6 Persistent misbehaviour.
2.7 A formal disciplinary interview must be held with the student prior to making the decision to suspend. Principals will ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview should be taken down in writing.
2.8 The length of the suspension will vary according to the nature and severity of the student’s behaviour.

3.0 Expulsion

3.1 In serious circumstances of misbehaviour the Principal may expel a student of any age from the School. The Principal may also expel a student of post compulsory school age for unsatisfactory participation in learning.

3.2 In all cases where consideration is being given to expelling a student, the gravity of the circumstances require that particular emphasis be given to procedural fairness issues.

3.3 When considering the expulsion of a student for misbehaviour, the Principal will:

   3.3.1 Ensure, except as a result of a serious incident, all appropriate student welfare and discipline strategies have been implemented and documented.
   3.3.2 Arrange a formal disciplinary interview with the student (and observer/parent) and will ensure that the student is given explicit information about the nature of the allegations(s) and is given the opportunity to consider and respond to the allegations(s).
   3.3.3 Ensure that the key features of the interview are documented in writing.
   3.3.4 In writing, notify the student and parents that expulsion is being considered giving reasons for possible action.

3.4 Having reached a decision to expel a student from the School, the Principal will:

   3.4.1 Inform the student and the parent(s) or carer(s) in writing. This formal advice should also restate the right to appeal the decision.

3.5 It is not the policy of Lindisfarne Anglican Grammar School to exclude a student from other Schools.

Lindisfarne Anglican Grammar School expressly forbids the use of Corporal Punishment for the enforcement of discipline of the students by staff of the School.

Lindisfarne Anglican Grammar School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

Education Act 1990 No: 8 – Definition of Corporal Punishment

Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student).
This document should be read in conjunction with the Pastoral Care Student Management Plan Secondary-Student 7-12 and the Behaviour Management Discipline Policy- Primary for Years K-6.

### 4.0 POLICY ADMINISTRATION

This Policy will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

<table>
<thead>
<tr>
<th>Date of Policy Formulation</th>
<th>September 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Adoption</td>
<td>September 2006</td>
</tr>
<tr>
<td>Date of Last Review</td>
<td>December 2013</td>
</tr>
<tr>
<td>Date of Next Review</td>
<td>December 2015</td>
</tr>
<tr>
<td>Signature</td>
<td>Meg Ayers</td>
</tr>
<tr>
<td>Position Held</td>
<td>Head of Pastoral Care</td>
</tr>
</tbody>
</table>