

RISSALAH COLLEGE



STUDENT BEHAVIOUR SUPPORT POLICY AND PROCEDURES - PRIMARY

(NESA MANUAL REFERENCES: 3.6.2 AND
3.7 – SAFE AND SUPPORTIVE
ENVIRONMENT)

POLICY REVIEW

This Policy was approved on 31st July 2025 and will be reviewed at least every two years. The next due date for review is Therefore 31st July 2027. Where any material change is deemed appropriate to be made to this Policy, it may be amended and submitted for review and approval at an earlier date.

Rissalah College Primary Student Behaviour Policy and Procedures

1. RATIONALE:

Rissalah College has developed and implemented an ongoing student behaviour policy and appropriate student management procedures in conjunction with staged consequences for inappropriate behaviours that may occur.

The underlying purpose of the Primary Student Behaviour Support Policy and Procedures is to provide students and staff with the right to work in a secure and orderly environment and parents with the right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

This policy aims to foster a healthy school culture in which high levels of achievement take place within a positive social environment and where high standards of behaviour based on cooperation, mutual responsibility and self-discipline are promoted. Rissalah College's policy has been developed with input from teachers, parents and students and sets out student behaviour standards and procedures for managing misconduct. It includes logical and consistent consequences for inappropriate behaviour, which are applied consistently across the Primary School.

Rissalah College is a community committed to equipping our students with the education, skills and values necessary to ensure a fulfilling future. The College is distinguished by a central belief that every student can reach his or her full potential and facilitates this by responding with numerous modern, vibrant and challenging opportunities and pathways, and through a curriculum that dynamically incorporates students' interests, abilities and future directions.

The College seeks to provide and maintain a harmonious, safe and orderly learning environment where students develop a sense of self-worth, a desire to achieve highly and a respect for the rights of all within the school and the community. Rissalah College is committed to providing such an environment and each student and every staff member has the responsibility of ensuring that it is maintained.

The College prohibits the use of corporal punishment in disciplining students attending the College and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to enforce discipline at the College.

2. GUIDING PRINCIPLES:

The following principles govern Rissalah College's approach to behaviour management:

- Rissalah College collaboratively develops and implements a fair and respectful whole-school behaviour management approach.
- Rissalah College's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Rissalah College will promote active student participation and provide students with a sense of ownership of their environment.
- Rissalah College will support families to engage in their child's learning and build their capacity as active learners.
- Rissalah College promotes active 'student leadership' and 'student voice' as avenues for improving student outcomes and facilitating school change.
- Rissalah College will establish social/emotional and educational support for vulnerable students and monitor and evaluate their progress.
- Rissalah College has processes in place to identify and respond to individual students who require additional assistance and support regarding behaviour management.
- Rissalah College has built strong links with the local community to gain access to an extended network of community members who can provide expertise and experience that will build the capacity of our College's students.

3. IMPLEMENTATION:

To realise the College's vision and goals about behaviour management, Rissalah College has in place a range of policies and strategies to promote student engagement, regular student attendance, positive student behaviour and respectful relationships for all members of the school community.

Furthermore, we recognise that some students, as a group or as individuals, may need extra social, emotional or educational support to flourish at school, and the College has in place strategies to identify these students and provide them with the additional support they need. The College works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships.

4. RIGHTS AND RESPONSIBILITIES WITHIN THE RISSALAH COLLEGE SCHOOL COMMUNITY

4.1 STUDENT RIGHTS AND RESPONSIBILITIES:

Students have the right to:

- Be treated with fairness, courtesy and respect.
- Personal safety and the protection of their property.
- Work and learn in a secure environment where they can fully develop their talents, interests and ambitions.
- Express themselves in a socially acceptable manner.

Students have a responsibility to:

- Display positive behaviours and model the school's core values that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Respect the rights of others to work and learn without interference.
- Participate fully in the school's educational program and to attend regularly except where prevented by illness or other special circumstances.
- Be punctual to classes and other school activities.
- Comply with all reasonable instructions of staff and obey school rules.
- Comply with the Student Dress Code.
- Regularly monitor their Google Classroom, attend Zoom Sessions, and submit their completed work as required – during remote learning.
- As they progress through the College, take greater responsibility for their own learning and participation, as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth.

4.2 PARENT/CARER RIGHTS AND RESPONSIBILITIES:

Parents/carers have the right to:

- Expect that their children will be educated in a secure and safe environment in which care, courtesy and respect for the rights of others are encouraged.
- Expect that teachers show interest in and concern for the education and welfare of all students.
- Be consulted about and informed of the progress of their child, and any other relevant issues.

Parents/carers have a responsibility to:

- Show an interest in their child's schoolwork, progress and home study program and engage in regular and constructive communication with school staff regarding their child's learning.
- Check parent portal and personal email in a daily basis for important notifications.
- Ensure their child is punctual and that regular attendance at school is consistent with the College's Attendance Policy even during periods of learning from home.
- Provide a suitable learning environment at home.
- Support the College in maintaining a safe and respectful learning environment for all students by supporting the school's policies and procedures.
- Promote positive educational outcomes for their children by modelling appropriate and positive behaviours.
- Check email/s and parent portal on a day-to-day basis for communication regarding student behaviour, as it is the College's direct form of communication.

4.3 COLLEGE STAFF RIGHTS AND RESPONSIBILITIES:

Staff have the right to:

- Teach in a safe and respectful environment, free from physical threat.
- Guide and correct students to promote correct behaviour.
- Set tasks, select resources and organise students to achieve the best learning outcomes.
- Develop and implement policies and processes/procedures in relation to curriculum and pedagogy, student behaviour and management, student attendance, student dress (uniform), and student safety.

Staff have a responsibility to:

- Fairly, reasonably and consistently, implement all School policies and procedures.
- Record breaches of any policy/procedure on Sentral.
- Know how students learn and know the content, plan and assess for effective learning.
- Create and maintain safe, supportive and challenging learning environments.
- Use a range of teaching strategies and resources to engage students in effective learning.
- Treat students with respect and offer encouragement and positive reinforcement to students.
- Promote a positive work environment, always emphasising co-operation.
- Return student work within a reasonable, agreed upon time.

5. REWARDING POSITIVE BEHAVIOUR:

Rissalah College uses positive discipline through the use of a number of award systems. The use of positive discipline aims to:

- Encourage students to cooperate through understanding
- Motivate students to act responsibly
- Help students to take initiative
- Develop positive discipline through mutual respect

The reward systems used by the College includes:

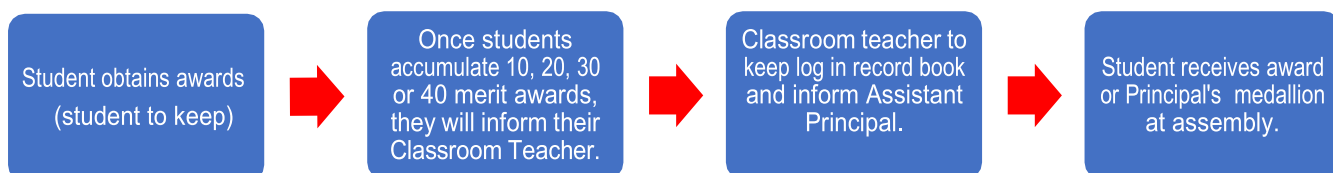
- Merit awards
- Weekly Achievement Awards
- Principal Badge Award Scheme
- End of year Academic Awards
- College Awards for Service

Students who consistently demonstrate pride, effort and excellence will be rewarded with the following:

5.1 MERIT AWARDS:

The Merit Award system recognises excellence and effort in a wide range of schooling activities including academic, sport and school services. The accumulation of 10 merit awards (Appendix 1) will earn the student their first Achievement Award. Forty-merit awards will result in a Principal's Medallion. Merit awards will be kept by the student and can be awarded by any staff member. Students will inform their classroom teacher who will also have a detailed list of Merit Award recipients in their record book.

5.2 MERIT AWARD PROCESS:



5.3 ACHIEVEMENT BADGE SYSTEM:

The accumulation of ten merit awards (Appendix 1) will earn the student their first Bronze medal and so forth. The Achievement Award recognises and encourages excellence and consistency in a wide range of school activities. The Achievement Awards play an important role in the Student Award scheme with students having to receive forty Merit Awards to qualify for the College's Principal's Medallion. The Achievement Awards will be presented by the Principal or his/her delegates during school assembly.



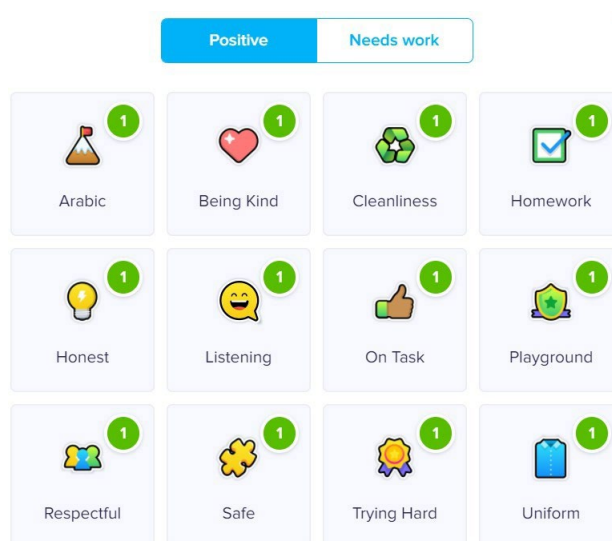
Note: the merits must be surrendered before collecting new set.

6. RESTORATIVE BEHAVIOUR INTERVENTIONS

Restorative approaches focus on resolving conflict and repairing harm by talking to everyone involved, getting them to explain their feelings and reasons for behaving the way they are. Restorative approaches is a mindset, providing the foundation to build, maintain and repair relationships.

Re-Enforcing Positive Behaviour

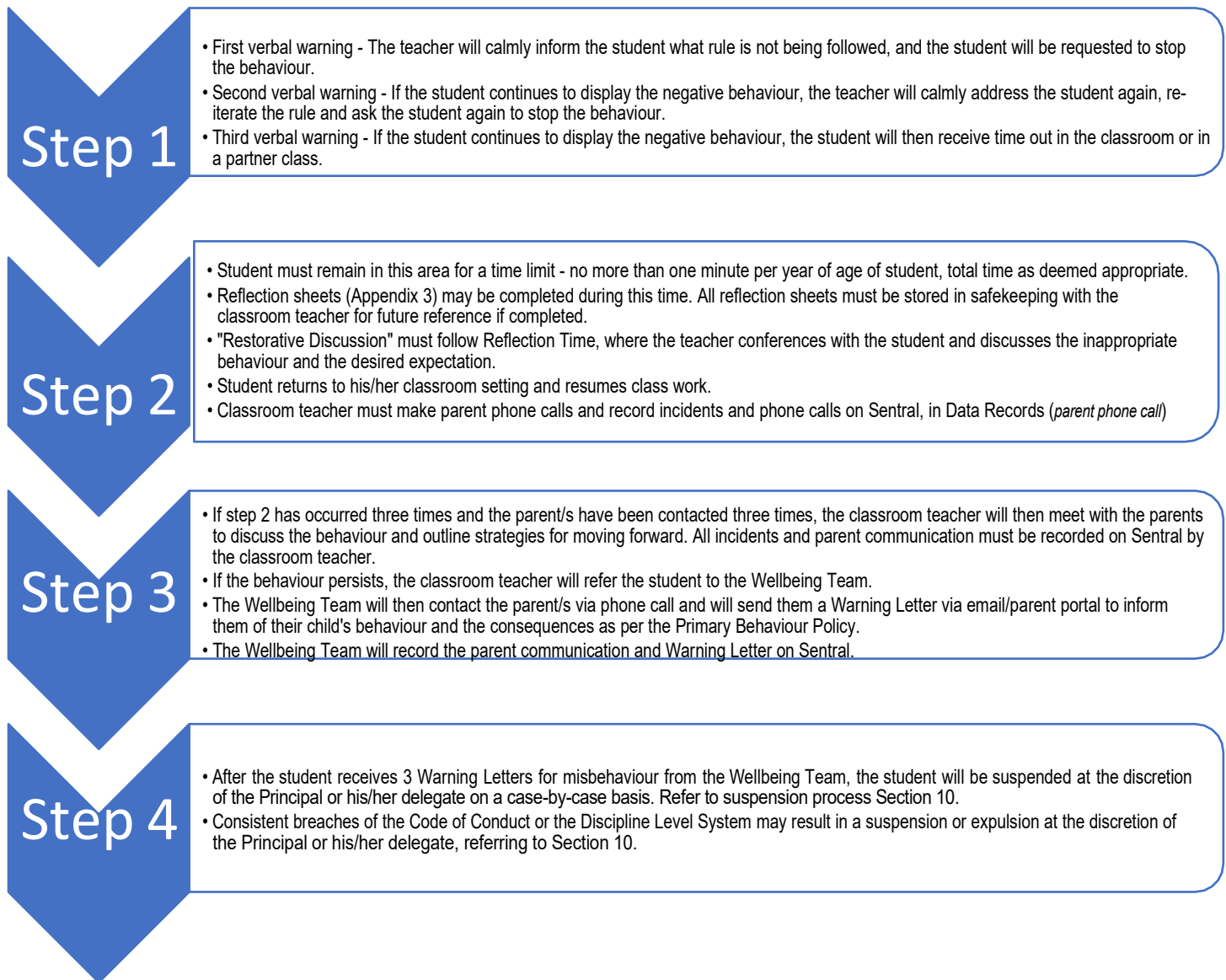
Rissalah College uses ClassDojo as a behaviour rewarding system to re-enforce positive behaviour in the classroom and playground. ClassDojo is an online behaviour management system intended to foster positive student behaviours and classroom culture. Students can earn 'Dojo Points' based on their classroom and playground conduct and parents will have access to their child's progress.



6.1 BEHAVIOUR MANAGEMENT PROCEDURE:

This policy is based upon the expectation that all students will fulfil their responsibility to adhere to the College rules, Student Code of Conduct (Appendix 2) and the College's expectations. Students are expected to respect the rights of others both within and outside the classroom.

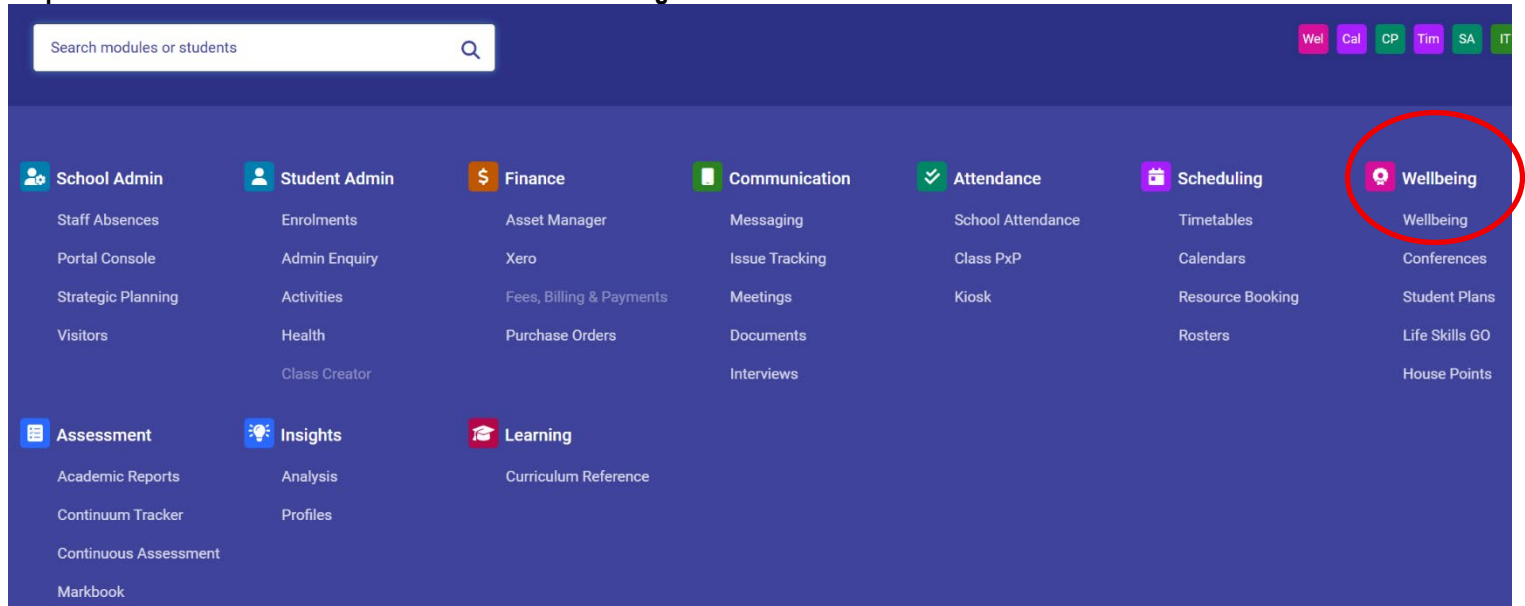
CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURE



NOTE: If above process is not followed then the Wellbeing Team are not able to act on any incident or consequences.

How to Record on Sentral

Step 1: Access the Sentral dashboard and select Wellbeing.



Step 2: Here you will find multiple options to select from, allowing you to record the relevant information. For example, to document behavioural concerns, select Negative Incidents, navigate through the prompts, and complete the appropriate sections with detailed descriptions of the incident.

Create an Incident

Positive Incident

Negative Incident

N-Award

Data Record

Assessment Extension Critical Incident

Legal Medical Incident

Homework not completed Meetings

General Occupational Therapist

School Counsellor LS Team

Parent Phone Call Referral Form

HS Coordinator LS Coordinator

Mentoring Email Attendance

Uniform

ICT Devices

Negative - Suspensions

Positive Incident

Academic Attendance Behaviour

Extra Curricular Sports Award

Badges Merit Awards

Uniform

Improper Uniform

Negative Incident: Behaviour

Save Cancel

This information is shared between all students involved in this incident.

Date: 29/01/2026

Period: Select Period...

Location: Select Location...

Confidential: ☒ Mark this incident as confidential

Teacher: * Select Teacher...

Reporter

Subject: Select Subject...

Link to Activity: ☐ Record the activity associated with the incident

PLAYGROUND BEHAVIOUR MANAGEMENT PROCEDURE

Step 1

- Restorative questions asked by the teacher. Questions can include but are not limited to: What happened? What were you thinking at the time? Who has been affected by what you have done? What do you think you need to do to make things right?
- Teacher on duty must issue a verbal warning.

Step 2

- Major breaches of the Code of Conduct on the playground will result in the student being sent straight to the Wellbeing Team.
- The teacher on duty will record incident on Sentral and notify the Wellbeing Team.
- The Wellbeing team will contact the parent/s to inform them of the incident and record the parent phone call in Data Records.

Step 3

- Extreme or repetitive behaviour may lead to the direct suspension or expulsion of a student at the discretion of the Principal or his/her delegate. See suspension and expulsion, Section 10.

CALM DOWN CORNER / REFLECTION TIME:

The students in Kindergarten to Year 2 can use 'Calm Down Corner' and Year 3 to Year 6 can use 'Reflection Time' as part of restorative behaviour intervention. As a guide, students will remain in the allocated calm down corner or partner class for a time limit of approximately no more than one minute per age of the student or less total time as deemed appropriate by the teacher.

Note: Other measures may be taken depending on the severity and the degree of the student's actions. This will be at the discretion of the Principal or his/her delegate and the Wellbeing Team.

6.2 REFERRAL TO OTHER DEPARTMENTS

Should the Wellbeing Team deem it necessary to refer the student to Learning Support another internal department such as, Counselling he/she will complete the appropriate referral forms (Appendix 4) and attach all supporting documentation before submitting to the respective department. This will be recorded on Sentral by a Wellbeing Officer.

6.3 SUPPORTING BEHAVIOUR OF STUDENTS WITH IDENTIFIED LEARNING DISABILITIES

Students with identified learning disabilities and behaviour needs who have breached the Student Behaviour Support Policy, are referred to the Learning Support Department. The Learning Support Department and Wellbeing Team work collaboratively in supporting these students' behavioural needs. Please refer to the College's Learning Support Policy for further details.

6.4 BREACHES OF BEHAVIOUR

If a student breaches the Student Behaviour Support Policy, the staff member present will record the incident on Sentral and report it to the Wellbeing Team. The matter will then be investigated by the Wellbeing Team, who will report their findings to the Principal or his/her delegate, when necessary. Rissalah College Primary Student Discipline Level System below outlines how the College will deal with different situations and which staff members and processes will take place.

Please also note that RISSALAH COLLEGE RESERVES THE RIGHT TO CIRCUMVENT SOME, OR ALL OF THE LEVELS OUTLINED BELOW AT THE DISCRETION OF THE PRINCIPAL, ON A CASE-BY-CASE BASIS.

6.5 OBLIGATION TO REPORT OFFENCES

Students from the age of 10 years old, may be charged with a criminal offence according to the [Young Offenders Act 1997](#). Should a student commit a criminal offence at school such as, but not limited to, sexual assault, theft, harassment or physical assault, only the Principal or his/her delegate/s are obligated to report the offence to NSW Police.

6.6 DISCIPLINE LEVEL SYSTEM:

The Discipline Level System at Rissalah College seeks to establish appropriate standards of behaviour and to reinforce the role of the student in taking responsibility for their own behaviour and actions.

LEVEL 1	
BEHAVIOURS	Including but not limited to: • Unsatisfactory classwork/homework. • Disruptive behaviour in class/talking/touching etc. • Cheating and/or plagiarism. • Fractional truancy (more than 7 minutes late to lesson) – leaving as a bus student during end of day transition whilst not being a bus student. • Truanting- Leaving the classroom without teacher permission. • Defacing furniture or school property (payment for damage may apply). • Chewing gum in class / school. • Persistent incidents of minor behaviour.
TEACHER ACTIONS	• 3 verbal warnings by classroom teacher • Teacher to record negative incident on Sentral • Teacher must make a parent phone call and record on Sentral (in Data Records – Parent Phone Call) • After 3 negative incidents are recorded on Sentral, teacher meets with parent/s to discuss what strategies to implement for behavioural improvement (example: parent teacher communication booklet, weekly dojo messages, etc.). • After meeting with parents, teacher records this in Data Records.
CONSEQUENCES	• Wellbeing Team will send a Warning Letter to parent/s via email.
LEVEL 2	
BEHAVIOURS	Including but not limited to: • Major insolence to staff - verbal abuse, back chatting, smart comments, etc. • Vandalism and Graffiti; deliberate and serious destruction of school property (payment for damage will apply). • Belligerence/fighting/physical violence, aggressive behaviour towards a student or a staff member • Bullying, derogatory remarks about others/putting others down. • Stealing • Behaviour that brings discredit to the College. • Accessing inappropriate material on the internet. • Repeated Level 1 offences
TEACHER ACTIONS	• Teacher to record negative incident on Sentral • Report behaviour immediately to the Wellbeing Team via email, who will investigate and report findings to principal or his/her delegates.
CONSEQUENCES	• External suspension at the discretion of the Principal or his/her delegate/s, on a case-by-case basis. (see section 10)
LEVEL 3	
BEHAVIOURS	Including but not limited to: • Persistent bullying/provoking other students. • Violence causing serious injury/harm to others and staff. • Selling, consuming or being in possession of illegal items such as vapes/cigarettes/drugs/alcohol/stolen goods/sharp objects, etc. • Sexual misconduct. • More than three suspensions. • Repeated breaches of level 2.
TEACHER ACTIONS	• Report behaviour immediately to the Wellbeing Team, who will investigate and inform the Principal or his/her delegate.
CONSEQUENCES	• At the discretion of the Principal or his/her delegates, an expulsion is issued, with the length determined on a case-by-case basis. • In these instances (Level 3) the matter may also be reported to the NSW police (see section 6.4)

7. PRINCIPLES OF PROCEDURAL FAIRNESS:

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- Know the allegations related to a specific matter and any other information will be taken into account in considering the matter.
- Know the process by which the matter will be considered.
- Respond to the allegations.
- Know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to impartiality in an investigation and decision making while also having an absence of bias by a decision-maker.

7.1 THE COLLEGE'S PROCESS FOR PROCEDURAL FAIRNESS

When the Wellbeing Team brings a matter or incident to the Principal's attention, the Principal or his/her delegate will investigate the matter.

The investigation may require any witness's privy to the incident, a fair and unbiased opportunity to provide a detailed account of the incident from their perspective. This will be recorded on an incident report (Appendix 5), which will be filed by the Wellbeing Team, in the respective student file.

If surveillance footage is available, it will be viewed by the Wellbeing Team during the investigation. All relevant footage will be saved for future reference on the School server by the IT Manager.

All findings will be reported to the Principal or his/her delegate, who will then make an unbiased decision based on the data provided. Decisions will be made on a case-by-case basis, at the Principal's or his/her delegate's discretion.

Parents/caregivers will be notified of the decision in writing via email. Parents/caregivers will be given the opportunity to respond to the allegations via written communication **ONLY**.

8. PROCESS FOR BREACH OF UNIFORM:

As stipulated in the Rissalah College Uniform Policy, students must be present at school in **FULL College Uniform**. The following process outlines what should be done if a student is not in uniform. ALL students **MUST** be in full school uniform, every day, including proper leather school shoes. Black leather sneakers are **NOT** permitted.

It is all **classroom** teacher's responsibility to perform a uniform and hair style check **EVERY** morning during Halaqa and roll call. Teachers must check for uniform, inappropriate hairstyles, false lashes, make-up, fake nails, nail polish, inappropriate jewelry and incorrect scarf style. If a student attends the College wearing incorrect uniform, the child should present written permission such as a parent note. If a student does **not** have written consent to wear the incorrect uniform, the following process shall take place:

- Classroom teacher to send parent/s a message on Class DOJO informing them of their child's incorrect uniform.
- The classroom teacher is to input parent communication into Sentral.
- If the student is out of uniform more than 3 times, classroom teacher must refer the student to the Wellbeing Team, which will issue a warning letter.
- 3 warning letters will result in an External Suspension at the discretion of the Principal's or his/her delegate's discretion.

9. NON-SUBMISSION / INCOMPLETE HOMEWORK:

Rissalah College has a documented approach to homework that considers the needs of the students and the phase of their development and reflects the context of the school. Accordingly, homework is aimed at being a positive experience for students and parents. Homework is a means of enhancing higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. Homework will relate directly to the learning and teaching programs appropriate to the needs of students.

If a student does **not** complete or submit homework, the following process shall take place:

- Classroom teacher to send parent/s a message on Class DOJO informing them of their child's incomplete / non submission of homework.
- The classroom teacher is to input parent communication into Sentral.
- If the student does not submit or has incomplete homework 3 times in a term, the classroom teacher must refer the student to the Wellbeing Team, which issue the student with a warning letter.
- 3 warning letters will result in a External Suspension at the discretion of the Principal's or his/her delegate's discretion.

10. MOBILE PHONES AND SMART DEVICES

First Offence

- Smart Device is immediately confiscated and taken to Wellbeing Team, who then will give to the Deputy Principal (DP)
- Wellbeing Team contacts parent/s via phone call to inform them to collect the device from the College
- Parent must meet with DP or his/her delegate in order to collect the device
- Incident will be recorded on Sentral by Wellbeing Team

Second Offence

- Smart Device is immediately confiscated and taken to DP
- Wellbeing Team contacts parent/s via phone call to inform them to collect the device from the College
- Parent must meet with DP or his/her delegate in order to collect the device
- Student is given a Warning Letter which is sent to parents via email/parent portal
- Incident will be recorded on Sentral by Wellbeing Team

Third Offence

- Smart Device is immediately confiscated and taken to DP
- Wellbeing Team contacts parent/s via phone call to inform them to collect the device from the College
- Parent must meet with DP or his/her delegate in order to collect the device
- Student is given a suspension and a letter is provided to parents at the time of the meeting
- Incident will be recorded on Sentral by Wellbeing Team

11. SOCIAL MEDIA

In the digital age, social media is a significant part of our students' daily lives. It is important to recognise that online behaviour can affect not only an individual's reputation but also the reputation and wellbeing of our broader school community. Accordingly, this policy outlines clear expectations for responsible social media use and appropriate online conduct for all students.

This policy is aligned with the requirements of the Online Safety Amendment (Social Media Minimum Age) Act 2024, under which social media platforms are restricted for students under 16 from December 2025. These changes highlight the need to limit unsupervised mobile device use during school hours.

By establishing these guidelines, the policy aims to maintain a safe and distraction-free learning environment, prevent cyberbullying and inappropriate device use, and promote a culture focused on learning and student wellbeing—consistent with approaches adopted across other Australian jurisdictions.

PARENTAL RESPONSIBILITY

Parents and guardians play a crucial role in guiding their children's online behaviour. We encourage families to engage in conversations about the appropriate use of social media and the potential consequences of inappropriate actions online. It is important for parents to monitor their children's social media activity and educate them about the impact of their online presence.

EXPECTED BEHAVIOUR:

All students are expected to:

- Use social media responsibly and respectfully.
- Refrain from posting or sharing content that is harmful, offensive, or disrespectful to others.
- Avoid engaging in behaviour that could be deemed cyberbullying or harassment.
- Understand that their online actions reflect not only on themselves but also on the reputation of our school.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Students identified as posting or commenting inappropriately on any social media platform, in a manner that could adversely affect the reputation of the College, will face disciplinary consequences. These may include, but are not limited to:

- Suspension from school.
- Expulsion from the College.

12. DAMAGE TO SCHOOL PROPERTY

School property encompasses a wide range of resources essential for the smooth functioning of educational activities. This includes not only physical assets like building, classrooms, playgrounds and equipment such as computers and laboratory tools, but also intangible assets like the reputation and ethos of the school community.

All members of the school community must take responsibility for the upkeep and maintenance of physical facilities, ensuring that equipment and resources are used appropriately and efficiently.

Any damage caused to school property by a student will prompt a thorough investigation into the incident. Subsequently, the expenses for repairs will be accurately calculated and billed to the student/parents involved. In addition, this will also apply to any damage/s caused to devices that are allocated to a student's name if found not to be responsible for the care of the device.

13. SUSPENSIONS AND EXPULSIONS

13.1.1 SUSPENSIONS

Suspension is the removal of a student from school for a period determined by the Principal or his/her delegate. Suspensions are imposed in cases of unacceptable behaviour in the interest of the student and/or the school community. Parents are responsible for the supervision, care and wellbeing of students while they are suspended. A student may not enroll in, or transfer to, another school/college whilst suspended.

13.1.2 PROCEDURE FOR SUSPENSION

The following procedure is to be followed for suspensions:

1. After an incident worthy of a suspension occurs or is reported, the Wellbeing Team will contact the parents and advise of will investigate the incident and collate data pertaining to it. College staff may provide advice to the Wellbeing Team during the investigation. Witnesses may complete incident reports (Appendix 5) and surveillance footage may be viewed.
2. The Wellbeing Team will inform the Principal or his/her delegate of their findings.
3. After reviewing the data provided, the Principal or his/her delegate will then make the final decision to suspend or not suspend a student. The duration of suspension is determined by the Principal or his/her delegate at their discretion, on a case-by-case basis.
4. The Wellbeing Team will contact the parent/s via phone call informing them of the reason for the suspension.
5. A letter is sent to parent/s via parent portal/email informing parents of the suspension in writing.
6. A copy of the suspension letter is to be filed in the student's individual file along with any evidence collated during the investigation.
7. If necessary, the Wellbeing Team will create a risk assessment (Appendix 6) on a case-by-case basis depending on the incident.
8. Upon student's return to school from the suspension, the student and parent will meet with the Wellbeing Team, classroom teacher and/or Deputy Principal. A Behaviour Contract (Appendix 7) will also be completed with the student and signed by the parent.

The Principal or his/her delegate has authority to make the final decision regarding the suspension of a student. The Principal or his/her delegate holds ultimate responsibility for ensuring that all processes are followed correctly.

PROCEDURAL FAIRNESS

In the event of a suspension, as stipulated within this policy, procedural fairness will be implemented as outlined previously in Section 7.

13.2.1 EXPULSION

Expulsion is the process of permanently terminating the enrolment of a student from the College. As the most extreme disciplinary measure available to the Principal or his/her delegate, it should only be used after other forms of behaviour management have been exhausted and the College can demonstrate evidence that this has occurred. It is recognised that, in very limited circumstances of the most serious kind, an **immediate expulsion** may have to be imposed. This is at the discretion of the Principal or his/her delegate.

13.2.2 PROCEDURE FOR EXPULSION

The following procedure is to be followed for expulsions:

1. Where a disciplinary issue arises, which may result in an expulsion, the Wellbeing Team will investigate the incident and collate data pertaining to an incident worthy of a potential expulsion.
2. The investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond.
3. The data/evidence will be provided to the Principal or his/her delegate and a preliminary decision will be made by the Principal or his/her delegate, on a case-by-case basis. The Principal or his/her delegate may decide to suspend the student from the College while the investigation continues to take place.
4. The Wellbeing Team will contact the parent/s via phone call to inform them of the incidents leading to the investigation and preliminary decision to expel the student. The parent/s will also be provided with a preliminary expulsion decision letter via parent portal/email and will be given the opportunity to respond to the preliminary decision via written communication **ONLY** within **7 days**.
5. If a parent response is received, the Principal or his/her delegate will review the case and based on the response from parent/s, will make a final decision. The parent/s will be informed of the final decision in a letter via parent portal/email.
6. A copy of the letters are to be filed in the student's individual file along with any evidence collated during the investigation.

The Principal or his/her delegate has authority to make the final decision regarding the expulsion of a student. The Principal or his/her delegate holds ultimate responsibility for ensuring that all processes are followed correctly.

PROCEDURAL FAIRNESS

In the event of an expulsion, as stipulated within this policy, procedural fairness will be implemented as outlined previously in Section 7.

13.3.1 STUDENTS WITH SEPARATED PARENTS:

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

PROCEDURAL FAIRNESS:

In the event of a suspension or expulsion, as stipulated within this policy, procedural fairness will be implemented as outlined previously in Section 7.

14. EXCLUSION:

Exclusion is the act of preventing the admission of a student to a number of schools. The legal authority to exclude any student from multi-campus or sister schools. Rissalah College does not implement exclusion at this stage.

LIST OF RESOURCES:

- Child Protection Policy and Procedures
- Code of Conduct
- Attendance Policy
- Enrolment Policy and Procedures
- Learning and Support Policy
- Uniform Policy