



**Catholic Education**  
SOUTH AUSTRALIA

# **Procedures for Dealing with Suspension and Expulsion**

(Replaces 2006 Procedures)

South Australian Commission for Catholic Schools October 2012

# CONTENTS

1.	BACKGROUND.....	1
2.	INTRODUCTION.....	1
3.	LEGAL ISSUES.....	2
4.	PROCESSES: SUSPENSION.....	4
5.	PROCESSES: EXPULSION.....	7
6.	STUDENT NEGOTIATED ENROLMENT IN A NEW SCHOOL.....	9
7.	USEFUL REFERENCES.....	9
8.	APPENDICES AND SCHEDULES.....	

Appendix 1: Checklist for Principals - Suspension Process

Appendix 2: Checklist for Principals - Expulsion Process

Schedule 1 - Proforma letter - Suspension

Schedule 2 - Proforma letter - Proposed Expulsion

Schedule 3 - Proforma letter - Confirmation of Expulsion

# 1. BACKGROUND

*“We create an educational environment which matters to students and their families and which resonates culturally and deeply for them. In each learning area, across the whole life of the school, and in partnership with families, each of us discovers in the Spirit, the love of God which is revealed in Jesus Christ, proclaimed by the Church, presented in the scriptures celebrated in the sacraments and lived by all people of good will. (Catholic Education South Australia Mission, Values and Vision Statement, 2012)*

- 1.1. These procedures are framed within the Catholic Education South Australia Mission, Values and Vision Statement, 2012 and have been written as an adjunct to the SACCS Policy Behaviour Education and Personal Responsibility Policy 2010.
- 1.2. The Catholic schools' ideal is one of responsibility and self determination, lived out in a community context. Catholic schools value:
  - respect for the dignity of each person
  - commitment to processes of learning that are formative, challenging, engaging, life-long and life-wide
  - inclusivity
  - sensitivity, justice and compassion
  - that each person is made in the image of God
  - being human is to be called into right relationship with God and with those around us.
  - our compassionate and life giving God graces us to seek authentic relationships, mutual recognition and respect, reconciliation and restorative justice
  - leading each learner to realise their full potential by developing a love of learning and moving into wholeness in the spiritual, intellectual, social, physical, emotional and moral domains
  - communities in which the innate human need for connection and relationships is honoured and supported (see Kent Hoffman’s work within the [Circle of Security International](#))
  - the principles of restorative justice and recognise that relationships can break down even in an environment of respect, reconciliation and care, and that sometimes the most mutually beneficial options as a last resort are those outlined in these guidelines.

# 2. INTRODUCTION

- 2.1. Catholic schools are places where the development of personal responsibility and behaviour management processes are formulated in the light of the Gospel, ensuring the rights of teachers to teach and students to learn in a safe and caring Christian environment.

- 2.2. By their very nature the procedures that follow are legalistic and bureaucratic. Nevertheless any actions that are taken must be based on the deep respect for the dignity of each individual student in our care.
- 2.3. The procedures are divided into four parts:
1. Legal issues
  2. Processes: Suspension
  3. Processes: Expulsion
  4. Appendices and Schedules
    - Appendix 1 - Checklist for Principals - suspension
    - Appendix 2 - Checklist for Principals - expulsion
    - Schedule 1 - Proforma letter - suspension
    - Schedule 2 - Proforma letter - proposed expulsion
    - Schedule 3 - Proforma letter - confirmation of expulsion.

### **3. LEGAL ISSUES**

#### **3.1. Definitions**

- 3.1.1. Suspension means that a student is precluded from attending school and school activities for a specified period of time. Suspension in these procedures does not include internal withdrawal of students from class.
- 3.1.2. Expulsion means that the school terminates the contract between the school and the enrolling parents/guardians, concerning the education of a particular student.

#### **3.2. Enrolment**

- 3.2.1. Principals need to be aware that when a child is enrolled, the school is entering into a contractual relationship with the enrolling parents/guardians of the student. [For students who no longer live with a parent/guardian, see paragraphs 3.2.3 and 3.2.4 below.]
- 3.2.2. The right to suspend or expel needs to be expressed in clear, unambiguous language in the enrolment contract so that the enrolling parents/guardians clearly understand that the school has the right to terminate the contract.

The school needs to have a contractual basis for implementing suspension and/or expulsion of a student. A clause on enrolment forms, such as 'The school reserves the right to suspend or expel a student for serious or continued breaches of school rules' is likely to be sufficient to allow suspension and expulsion in the circumstances described in these procedures.

3.2.3. While contracts cannot normally be made with minors (i.e. a person under 18 years) there are exceptions, one being if it is for the benefit of a minor. Education is considered to be a benefit. Hence, if an independent student under the age of 18 years enters into an enrolment contract then:

- the enrolment contract between the school and the student is binding and
- the contract can be terminated by the school if the student is in breach of the contract eg by repeatedly breaking school rules.

3.2.4. If the original contract is made with the parents/guardians and the student subsequently moves out of the parental home, the contract continues to be binding on the enrolling parents/guardians and the school's obligation to the parents/guardians endures. In these situations contact with the CEO is important.

### 3.3. Natural Justice

3.3.1. The rules of natural justice are principles which developed from common law to ensure the fairness of decision making. The expression in Australia is used interchangeably with 'procedural fairness'.

3.3.2. In the school context, a decision regarding the suspension or expulsion of a student could have a significant impact on the student's future. Rules of procedural fairness apply to these situations.

3.3.3. The rules consist broadly of two principles:

- The 'hearing rule' requires that the decision maker gives a person whose interests will be adversely affected by a decision an opportunity to present his or her case.
- The 'bias rule' requires the decision maker to bring an unprejudiced, impartial mind to the matter. Thus for example, where the student conduct was directed at or involves the decision maker personally, the decision maker should disqualify him or herself from making the decision.

Principals in any doubt should contact their Principal Consultant.

Hence, in a school setting:

- the student, against whom allegations have been made, has a right to know the matters alleged against him or her
- the student must be given an opportunity to respond to the allegations
- the student has a right to hear what evidence there is to substantiate the allegations against him or her (if the school intends to rely on that evidence) and to respond to that evidence, and

- the decision maker must base the decision to suspend or expel, only on the evidence that is relevant to the matters alleged against the student, and not on unrelated and/or extraneous information.

### **3.4. Anti-discrimination legislation**

Please seek advice via the Principal Consultant.

- 3.4.1. When deciding to suspend or expel a student, should anti-discrimination legislation be considered and should legal advice be sought about its impact.
- 3.4.2. As a general principle, it is unlawful to suspend or expel a student for a reason which falls into any one of the grounds covered by the various South Australian and Federal Anti-discrimination Acts, if this causes any detriment to the student. A student who is suspended or expelled normally would be able to show detriment. However, suspension and/or expulsion may become appropriate when the behaviour of the student is so extreme that it cannot be managed in the school community without compromising the learning and / or safety rights of others.
- 3.4.3. It is also discriminatory to limit or deny access of a student to any benefit provided by the school if the reason relates to one of the prohibited grounds.
- 3.4.4. The prohibited grounds include disability, age, race, sex, chosen gender, sexuality, pregnancy and marital status (some very limited exceptions apply). Disability is very broadly defined, and includes a disorder or malfunction that results in a person learning differently from a person without the disorder or malfunction, and a disorder illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour. This means that a diagnosed behavioural disability, for example, constitutes a disability under the anti-discrimination legislation.

## **4. PROCESSES: SUSPENSION**

- 4.1. Suspension should not be applied in an unreasonable or arbitrary manner.
- 4.2. A student should only be suspended from a Catholic school when serious or exceptional circumstances exist and/or after other reasonable methods have been used to modify that student's behaviour.

These methods may include but are not limited to:

- a family meeting
- in-class strategies and support facilitated by the teacher
- out-of-class action involving the teacher and Principal/designated staff member

- counselling by school counsellor or by Principal/designated staff member
- withdrawal from yard and/or class
- involvement of a Behaviour Education Consultant in the development of an individual student management plan (see CESA Online>CESA Services>Behaviour Education>Behaviour Management Plans for a proforma and guideline <http://online.cesanel.adl.catholic.edu.au/docushare/dsweb/View/Collection-2532>). The plan may include:
  - a family meeting
  - counselling
  - small group intervention (for example social skills/anger management program) and
  - school-home agreement

#### 4.3. Reasons for suspension

It would be appropriate for a Catholic school to consider suspension where:

- The student is, or has been, guilty of gross insolence(s), serious irresponsible behaviour(s) or any other serious breach(es) of school rules.
- The presence of the student is prejudicial to the learning environment, and/or the safety and wellbeing of other students or staff at the school.

#### 4.4. Process for suspension

If suspension is being considered, it is essential that:

- the student and the enrolling parents/guardians of the student are fully informed of the matters alleged against the student. (It may be necessary, in some cases, to organise interpreter services).
- the student and the parent/guardian of the student have had ample opportunity to respond to the allegations against the student
- the Principal (or delegate) is accompanied in any interviews with the student and/or with the enrolling parents/guardians
- the student should be accompanied by his or her parent/guardian or other support person
- the enrolling parents/guardians are informed by the Principal (or delegate):
- that the Principal proposes to suspend the student
- of the behaviour which has led to the proposed suspension and
- of the evidence upon which the Principal has relied
- the relevant staff members have been consulted

- where applicable a new learning program will be negotiated
- the student's parent/guardian is advised in writing (Schedule 1 Proforma Letter - Suspension).

4.4.1. Note: In cases where there exists a risk of injury to students or staff from the student concerned, it may be necessary to preclude the student from the school for a short time pending the implementation of the above procedures. However, no student should be sent home without prior notification to the enrolling parents/guardians. Parents/guardians need to acknowledge that they have received the notification.

#### 4.5. Before suspending

The school must ensure that it makes a written record:

- of the events leading up to the suspension,
- of the evidence on which the decision was based, and
- of the in-school interventions tried by the school prior to making the decision to suspend.

#### 4.6. Duration of suspension

4.6.1. Suspension of a student should be of minimum duration so that a learning program can be maintained.

4.6.2. Normally suspension should not exceed 5 days. Suspension beyond a total of 5 school days is at the Principal's or the delegate's discretion and requires careful consideration by the Principal (or Principal's delegate) after consultation with the Principal Consultant and/or the Senior Education Adviser in Behaviour Education as to:

- the purpose of the extended suspension
- its duration
- likely influence of the extended suspension to effect change in student behaviour and learning opportunity
- a clear and documented intervention plan that:
  - involves ongoing liaison with the enrolling parents/guardians and student
  - involves negotiation of a learning program with the family
  - involves ongoing discussion with and, where feasible, support from Catholic Education Office personnel
  - involves personnel from appropriate agencies which may include Centacare, Child Adolescent Mental Health Service (CAMHS) and Families SA

- documents the expectations and responsibilities of all parties (student/parent/guardian/school) during the period of suspension and
- documents a review and return-to-school date.

## 5. PROCESSES: EXPULSION

5.1. Expulsion is a serious measure and to be used only as a last resort and in extreme circumstances.

5.2. There is no common law justification for expulsion of a reasonably conscientious student on the grounds that the student's academic performance is poor.

### 5.3. Reasons for expulsion

Expulsion may be exercised in the case of:

- a serious and intentional breach of a major school rule; or
- repeated acts of disobedience which separately are insufficient to warrant expulsion and for which suspension has been tried and has been ineffective; or
- a persistent disregard for school rules and repeated unacceptable conduct following warnings and suspensions; or
- student conduct of such a serious nature that the student can no longer be permitted to remain at the school without danger to the school community; or
- student conduct of such a serious nature that there is a well-founded concern regarding the safety and welfare of other students or staff at the school.

### 5.4. Processes for expulsion

5.4.1. If expulsion is being considered, it is essential that prior to expulsion:

- the student and the enrolling parents/guardians of the student are fully informed in writing of the matters alleged against the student. (It may be necessary, in some cases, to organise interpreter services).
- the student and the enrolling parents/guardians of the student have had ample opportunity to respond to the allegations against the student
- the Principal (or delegate) has been accompanied in any interviews with the student and/or with the student's enrolling parents/guardians
- the student has been [given the opportunity] encouraged to be accompanied by his or her parent/guardian or other support person at formal interviews

- the relevant staff members have been consulted
- if the school is a parish school, the Parish Priest has been consulted
- if the school is a Diocesan school, the Diocesan Director through the Principal Consultant, has been informed and the Director has given permission for the expulsion to proceed
- if the school is a Congregational school, that consent for an expulsion has been obtained from the governing body and that the Director of Catholic Education has been informed (this can occur via the Principal Consultant for the school)
- the process has been thoroughly documented. Written records of the interviews that have taken place with the student, the enrolling parents/guardians, staff and any other witnesses should be kept confidential and stored in a secure location. If at all possible, the notes should be signed by the participants as an accurate record. Relevant documentation should be provided to the enrolling parents/guardians. Specifically, this should include notes of any meetings at which the student or parents were present. These need to have been dated, signed and record the names of those present at the meeting.

5.4.2. When a decision is made that expulsion is the likely outcome, the Principal (or Principal's delegate) should inform the enrolling parents/guardians in writing:

- that the Principal proposes to expel the student
- of the reasons for the proposed expulsion and of the evidence upon which the Principal has relied
- that the family has 48 hours (or more, but clearly specify a deadline up to 5 working days) to put to the Principal any information or materials which they consider to be relevant to the student's conduct and which they consider may change the Principal's mind regarding expulsion
- that during this period, the family has the option of voluntarily withdrawing their child from the school by informing the school of their intention to withdraw the child from the school prior to the specified deadline, thus avoiding expulsion (See attached Schedule 2 Proforma Letter - Proposed Expulsion)
- that where possible (at the Principal's discretion) during this period, the Principal would be willing to try to arrange enrolment at another Catholic school for the student rather than expel (See below Student Transfer)
- that if the Principal has not heard from the family within the stipulated time, or if the Principal is not persuaded by the material provided, the Principal should confirm the expulsion in writing (see Schedule 2 Proforma Letter - Confirmation of Expulsion) upon the expiry of the stipulated deadline and

- that the Principal (or delegate) should ensure that assistance is provided to the family regarding schooling options for the student's ongoing education as well as options regarding counselling services.

5.4.3. Note: In cases where there exists a risk of injury to students or staff from the student concerned, it may be necessary to preclude the student from the school for a short time pending the implementation of the above procedures. However, no student should be sent home without prior notification to parents/guardians. Parents/guardians need to acknowledge that they have received the notification.

## 6. STUDENT NEGOTIATED ENROLMENT IN A NEW SCHOOL

In situations where suspensions have been ineffective and there is a real possibility of expulsion, the Principal could explore with their Principal Consultant, the Senior Education Adviser (Behaviour Education), and/or Principal of another school, the feasibility of placement of the student at another Catholic School.

In such cases:

- discuss the feasibility of a re-enrolment of the student at an alternative Catholic school with parent/guardian and student
- consult with the Principal of the proposed new school and seek his/her support
- consult with the Senior Education Adviser, Behaviour Education to develop a transfer plan with the Principals of both schools detailing goals for student learning, support structures to be put in place and outlining the responsibilities of the student and the consequences of adhering or not adhering to these responsibilities.

## 7. USEFUL REFERENCES

- 7.1 CESA Strategic Plan 2010 - 2014  
[http://web.ceo.adl.catholic.edu.au/SACCS/vision\\_.html](http://web.ceo.adl.catholic.edu.au/SACCS/vision_.html)
- 7.2 Catholic Education South Australia Mission, Values and Vision Statement,  
<http://online.cesaneet.adl.catholic.edu.au/docushare/dsweb/Get/Document-1923/DevPersRespPolicy.pdf>
- 7.3 Circle of Security International  
<http://circleofsecurity.net/about-us/originators-and-trainers/>

## 8. APPENDICES AND SCHEDULES

### Appendix 1:

#### CHECKLIST FOR PRINCIPALS SUSPENSION PROCESS

1. Is it necessary to preclude the student immediately pending the implementation of the process?	Yes/No	Note: See clause 4.4.1
2. Are the student and parent/guardian fully aware of the matters alleged against the student?	Yes/No	Note: Preferable to provide the allegations in writing.
3. Has the process been explained to the student?	Yes/No	Note: Student needs access to information about process and advocacy.
4. Has the student been interviewed and provided with an opportunity to respond to allegations?	Yes/No	Note: Student/parent/guardian has a right to the notes from this interview. If the student admits to alleged conduct you do not need to obtain statements about that conduct from witnesses.
5. Has the parent/guardian been interviewed and provided with an opportunity to respond?	Yes/No	Note: Parent/guardian has a right to the notes from this interview. Principal or delegate should be accompanied at this interview.
6. Have witnesses been interviewed?	Yes/No	Note: Interview witnesses individually, not in groups. You can only rely on witness evidence of a student's poor conduct if those allegations have been put to the student concerned for comment.
7. Before deciding to suspend, have you considered alternative strategies?	Yes/No	Note: Suspension should only be used when all other strategies have been tried unsuccessfully, or in extreme circumstances.
8. Have you considered the anti-discrimination legislation?	Yes/No	Note: Special care must be taken to ensure that a student is not suspended for a reason which is a prescribed prohibited ground in anti-discrimination (including behavioural disability). Legislation applies even if the disability (or other prohibited ground) is only ONE of the reasons. It is suggested in these cases that advice be sought from the CEO.
9. If you decide to suspend, have you provided the student/parent/guardian with the reasons?	Yes/No	Note: These reasons can be included in the written notification (see proforma).
10. Is the duration of the suspension longer than 5 days?	Yes/No	Note: If yes, have you discussed the matter with the Principal Consultant and/or Senior Education Adviser - Behaviour Education?
11. Have arrangements been made to arrange a learning program for the student during the time s/he is suspended?	Yes/No	Note: Arrangements should be in place to minimise educational detriment to the student.
12. Has formal written notice of suspension been provided to parent/guardian?	Yes/No	Note: Proforma (Schedule 1). No essential details should be deleted from proforma but it can be supplemented with additional comments at the school's discretion.

## Appendix 2:

### CHECKLIST FOR PRINCIPALS

#### EXPULSION PROCESS

1. Is it necessary to preclude the student immediately pending the implementation of the process?	Yes/No	Note: See clause 5.4.3
2. Are the student and parent/ guardian fully aware of the matters alleged against the student?	Yes/No	Note: Provide the allegations in writing.
3. Has the student been interviewed and provided with an opportunity to respond to allegations?	Yes/No	Note: Student/parent/guardian has a right to the notes from this interview. Note: If the student admits to alleged conduct you do not need to pursue that admission further with witnesses.
4. Has the parent/guardian been interviewed and provided with an opportunity to respond?	Yes/No	Note: Parent/guardian has a right to the notes from this interview. Note: Principal or delegate should be accompanied at this interview.
5. Have witnesses been interviewed?	Yes/No	Note: Interview witnesses individually, not in groups. Note: Notes of witness interviews only available to witness. Note: You can only rely on witness evidence of negative conduct by the student concerned if those allegations have been put to the student and parent for comment. Note: If the student raises an issue that can be investigated or names a witness who the student says can provide evidence favourable to the student's case, those issues should be pursued if possible.
6. In forming a conclusion about the allegations, have you considered all relevant evidence?	Yes/No	Note: Can only consider <ul style="list-style-type: none"> <li>▪ admissions by the student</li> <li>▪ allegations which have been put to the student for comment.</li> </ul> Note: Avoid taking into account in your conclusions irrelevant information, or matters which have not been specifically put to the student.
7. Has the process been thoroughly documented?	Yes/No	Note: Keep all documentation confidential and in a secure location.
8. Before deciding to expel, have you considered alternative strategies?	Yes/No	Note: Expulsion should only be used as a last resort or in very extreme circumstances.
9. Have you considered the anti-discrimination legislation?	Yes/No	Note: Special care must be taken before expelling a student on a prescribed prohibited ground in the legislation such as behavioural disability. Legislation applies even if the disability is only ONE of the reasons. It is suggested that advice be sought from the CEO.

10. Do you wish to offer negotiated student transfer?	Yes/No	Note: If yes, discuss with parent/guardian.
11. Have you consulted with the Parish Priest?	Yes/No	Note: Applicable to diocesan schools only. Congregational schools should ensure that they have consulted with the relevant Order.
12. Have you consulted with relevant staff members?	Yes/No	
13. Have you sought the Director's permission to expel?	Yes/No	Note: Applicable to diocesan schools only. Non diocesan principals are requested to inform the Director in case parent/guardian contact CEO.
14. Have you put the expulsion to student/parent/guardian as a proposal only?	Yes/No	Note: This should be done in writing (proforma - Schedule 2) which should include: <ul style="list-style-type: none"> <li>▪ evidence relied upon</li> <li>▪ reasons for proposed expulsion</li> <li>▪ statement that the family has 48 hours or more (specify deadline up to 5 days) to put to Principal any additional relevant material or mitigating factors</li> <li>▪ statement that the parent/guardian have the option of voluntarily withdrawing their child from the school by informing the school prior to the specified deadline</li> <li>▪ where possible, a statement that the Principal would be willing to try to negotiate a student transfer if the parent/guardian so wishes</li> <li>▪ statement that if the Principal has not heard from the enrolling parents/guardians within the stipulated time, or is not persuaded by additional information, or mitigating factors, the Principal will formally confirm the expulsion upon the expiry of the stipulated deadline.</li> </ul>
15. Has the expulsion been confirmed in writing?	Yes/No	Note: Proforma - Schedule 3
16. Has the parent/guardian been provided with educational options for future schooling and counselling options or other assistance as appropriate?	Yes/No	This may be details such as the names and phone numbers of other appropriate schools. Phone numbers of Centacare Counselling Service etc. Crisis family counselling may be available by contacting Catholic Education Office - Behaviour Education Team.

# Schedule 1

## Proforma letter - Suspension

(School letterhead)

Name

Address

Dear \_\_\_(name)\_\_\_

I refer to our discussion on \_\_\_(time and date)\_\_\_ regarding \_\_\_(name of student)\_\_\_  
behaviour in relation to \_\_\_(give details)\_\_\_.

I am writing to formally confirm that he/she will be suspended from \_\_\_(name of  
school)\_\_\_ from \_\_\_(date)\_\_\_ until \_\_\_(date)\_\_\_ inclusive.

The following measures have been taken to assist (name of student) \_\_\_\_\_  
with his/her education while this suspension is in force. (Detail arrangements for student  
work during absence).

An appointment has been made to meet with you and (student name)\_\_\_\_\_ at \_\_\_(time  
and date)\_\_\_ regarding re-entry. If this time is not suitable, could you please contact  
\_\_\_\_\_ as soon as possible to arrange an alternative time.

Yours sincerely

PRINCIPAL

Date

.....

We ..... acknowledge receipt of the school letter dated .....

We are able/not able to attend the proposed meeting.

..... signature  
(parent/care giver)

..... date

## Schedule 2

### Proforma letter - Proposed expulsion (School letterhead)

Name  
Address

Dear \_\_\_(name)\_\_\_

I refer to our previous discussion with you and \_\_\_(student name)\_\_\_ regarding \_\_\_(name of student)'s\_\_\_ involvement in \_\_\_(set out details of the allegations)\_\_\_.

I have considered this matter at length, including yours and \_\_\_(student name)'s\_\_\_ responses and all of the evidence available to me.

I have concluded in relation to the allegations that \_\_\_(state your conclusion in relation to each of the allegations)\_\_\_.

I now write to advise you that my proposal at this time is to terminate the enrolment of \_\_\_(student name)\_\_\_ at \_\_\_(name of school)\_\_\_ . I have taken this step because \_\_\_(state reasons why the behaviour is unacceptable)\_\_\_.

Before I make a final decision in relation to the expulsion, however, I would like to provide you with 48 hours (or longer time up to 5 days) until \_\_\_(time and date)\_\_\_ to put to me any further material which you consider relevant and which you think I should take into account before making my final decision. This period of time will also provide you with an opportunity to put to me any mitigating factors in relation to \_\_\_(student name)\_\_\_ and this matter.

Also, I wish to let you know that during this 48 hour (or longer) period, you have the option to voluntarily withdraw \_\_\_(student name)\_\_\_ from the school thus avoiding the issue of the formal notice of expulsion if that transpires. Please ensure that you inform the school prior to the specified deadline if you wish to take up this option.

*(optional)* If you choose the above option, please let me know if you would like me to try to arrange for \_\_\_(student name)\_\_\_ to be enrolled at another Catholic school.

If I have not received any communication from you by the stipulated deadline (or if any additional material which you may provide is not compelling), the expulsion will be confirmed in writing at that time.

If you wish to clarify any aspects of this letter, please do not hesitate to contact me as soon as possible.

If you or \_\_\_(student name)\_\_\_ think it would be helpful to discuss recent events with a trained counsellor, it would be possible to arrange this through Centacare. Please let me know if you would like me to organise this support.

Yours sincerely

PRINCIPAL

Date

.....

We ..... acknowledge receipt of the school letter dated .....

We are able/not able to attend the proposed meeting.

..... signature  
(parent/care giver)

..... date

## Schedule 3

### Proforma letter - Confirmation of Expulsion

(School letterhead)

Name

Address

Dear \_\_\_(name)\_\_\_

I refer to my previous letter to you of \_\_\_(date)\_\_\_ regarding the proposed expulsion of [student's name].

*(If family has provided additional information or has claimed mitigating circumstances)* I have taken into account the additional material which you have provided to me. After careful consideration of this additional material, I have formed the view that my earlier decision should stand. Accordingly, I wish to advise that \_\_\_(student name)\_\_\_ is expelled from this school with effect from \_\_\_(date)\_\_\_, for the reasons stated in my previous correspondence.

*(If NO additional information provided)* After careful consideration of all relevant factors, and for the reasons stated in my previous correspondence, I now wish to confirm that \_\_\_(student name)\_\_\_ is expelled from this school with effect from \_\_\_(date)\_\_\_.

I have enclosed information regarding schooling options and counselling options which I hope will be helpful.

Yours sincerely

PRINCIPAL

Date

This document will be reviewed in October 2017 and updated as regulatory or other matters associated with the document arise.

Replaces 2006 Procedures

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