

Principal guidelines – Student discipline

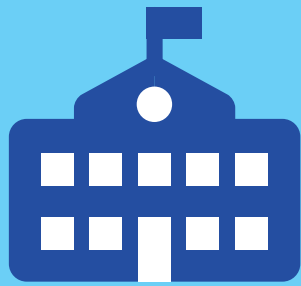

















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Introduction

The Department of Education is committed to ensuring that every day, in every lesson, every student in state schooling is learning and achieving within a safe, supportive and disciplined learning environment. Discipline in this context describes teaching and supporting students to follow established rules and expectations of behaviour in the school setting.

The [Education \(General Provisions\) Act 2006](#) explicitly makes principals responsible for controlling and regulating student discipline in the school. Principals are thus afforded a number of powers under the [Education \(General Provisions\) Act 2006](#) to support them to discharge this important responsibility, including the authority to decide to suspend, exclude or cancel the enrolment of a student at the school. These disciplinary consequences are ‘last resort’ options for principals when other strategies to assist students to understand and respond appropriately to the behavioural expectations have failed.

The *Principal guidelines – student discipline* provide detailed information on processes associated with implementing the following procedures:

- [Student discipline](#)
- [Refusal to enrol – Risk to safety or wellbeing](#)
- [Cancellation of enrolment](#)
- [Temporary removal of student property by school staff.](#)



Support for schools

In addition to resources available at each school through staffing allocations, additional targeted funding is provided each semester to regions as part of the Whole School Support — Student Learning Resource (WSS-SLR). Regions consult with school principals to determine the best use of these funds, which may include direct payments to schools.

A number of regional positions are funded directly by Central Office to provide support and assistance in school discipline and student behaviour, such as (but not limited to) Positive Behaviour for Learning Coaches, Autism Coaches and Success Coaches.

Central Office also allocates funds to 15 [Positive Learning Centres](#) (PLCs) across Queensland, providing \$30,000 per semester and two full-time equivalent staffing numbers to support their operation.

PLCs are a service for students enrolled at a Queensland state school who require complex, specialist support for their behaviour. The referral and access processes vary across regions, and principals are encouraged to contact the Regional Office for further information.

Key contacts

Principals should contact their assistant regional director in the first instance to discuss regional support available for school discipline and student behaviour matters.



Relevant legislation

Procedures provide step-by-step processes that should be followed in response to legislation, directives, standards or policy.

Legislation relevant to *Student discipline, Refusal to enrol – Risk to safety or wellbeing, Cancellation of enrolment, Temporary removal of student property by school staff* and *Restrictive practices* procedures include:

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commission for Children and Young People Act 2000](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019](#)
- [Information Privacy Act 2009](#)
- [Judicial Review Act 1991](#)
- [Right to Information Act 2009](#)
- [Police Powers and Responsibilities Act 2000](#)
- [Working with Children \(Risk Management and Screening\) Act 2000](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011.](#)



ABC

Acronyms

Acronym	Title
ADG	Assistant Director-General
DDA	Disability Discrimination Act
DDG	Deputy Director-General
FBA	Functional Behaviour Assessment
NAATI	National Accreditation Authority for Translator and Interpreters
PBL	Positive Behaviour for Learning
PLC	Positive Learning Centre
QCAT	Queensland Civil and Administrative Tribunal
QPC	Queensland Police Commissioner
QPS	Queensland Police Service
SDA	School Disciplinary Absence



Definitions

Appropriately authorised	Deputy principal, Head of School or Head of Campus who has been authorised to communicate the principal's decision about school disciplinary absences. The Instrument of Authorisation must be used to record this authorisation.
Approved form	Approved form for a school disciplinary absence (SDA) located in OneSchool.
Charge-related ground	As outlined in s.282 of the Education (General Provisions) Act 2006 (Qld) (EGPA), a charge-related ground is where the student is either charged with a serious offence or the student is charged with an offence other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
Compulsory participation phase	A young person's compulsory participation phase starts when the person stops being of compulsory school age; and ends when the person: <ul style="list-style-type: none"> • gains a certificate of achievement, senior statement, certificate III or certificate IV; or • has participated in eligible options for 2 years after the person stopped being of compulsory school age; or • turns 17 years.
Compulsory school age	A child is of compulsory school age if the child is at least six years and six months and less than 16 years of age. However a child is no longer of compulsory school age if the child has completed Year 10.
Conduct	Conduct refers to the behaviour of a student specifically described in section.282 (c) (d) and section.292 (c) (d) of the EGPA. Conduct of a student also includes that which does not happen on school premises, or during school hours. Conduct of a student includes an omission to perform an act by the student.
Dealt with	Dealt with in relation to a charge against a student for an offence means any of the following: <ul style="list-style-type: none"> • the student is acquitted or convicted of the charge • the student is convicted of another offence arising out of substantially the same acts or omissions as those constituting the charge • the charge is withdrawn or dismissed or a nolle prosequi (a prosecutor's decision to voluntarily discontinue criminal charges either before trial or before a verdict is rendered) or no true bill (the prosecution decides not to present an indictment against an accused person after the accused person has been committed by a Magistrates Court to stand trial in a superior court, thereby ending the prosecution) is presented in relation to the charge.



Disciplinary consequences and decision Disciplinary consequences and decisions may include suspension or exclusion of a student. They can also include other strategies such as detention, discipline improvement plans, etc.

Detentions, discipline improvement plans, drug and alcohol education programs and other disciplinary consequences are optional strategies that can be implemented by a principal. The range of possible disciplinary consequences should be discussed with the community during the consultation phase of the [Student Code of Conduct](#).

Discipline improvement plan A discipline improvement plan is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.

Eligible education and training options (and providers)

Eligible option	Provider
an educational program provided under the <i>Education (General Provisions) Act 2006</i>	a state school
an educational program provided under the <i>Education (Accreditation of Non-State Schools) Act 2017</i>	a non-state school
a course of study under the <i>Tertiary Education Quality and Standards Agency Act 2011</i> (Cwlth)	a registered higher education provider
a VET course under the <i>National Vocational Education and Training Regulator Act 2011</i> (Cwlth)	a registered training organisation
an apprenticeship or traineeship under the <i>Further Education and Training Act 2014</i>	a registered training organisation
a departmental employment skills development program under the <i>Further Education and Training Act 2014</i>	the chief executive administering the <i>Further Education and Training Act 2014</i>

Emergency circumstances Emergency circumstances may include where the life, health, safety or welfare of a student, staff member or other members of the school community or public are at immediate risk.

Last resort Means that evidence based positive and proactive approaches for reducing behavioural risk have failed to reduce that risk or the risk is increasing due to behavioural escalation. Last resort responses of suspension or exclusion are a final course of action when no other alternative is available and likely to reduce risk.



Natural justice	<p>There are generally considered to be three aspects of natural justice:</p> <ol style="list-style-type: none"> 1. The notice requirement <p>The notice to the affected person must identify the critical issues and contain sufficient information for the person to be able to participate meaningfully in the decision-making process.</p> 2. The fair hearing rule <p>A fair hearing means that the affected person is given a reasonable opportunity to 'speak or respond' and also that the decision-maker genuinely considers the affected person's submission in making the decision.</p> 3. The lack of bias rule <p>The person making the decision must act impartially in considering the matter. Bias is a lack of impartiality for any reason and may be in favour of or against the affected person. It may arise from the decision-maker having some financial or other personal interest in the outcome of the decision (conflict of interest), or giving the impression that they have prejudged the issue to be decided (prejudgement). Bias can be actual or apprehended. Apprehended (or the appearance of) bias is judged by whether a fair-minded observer properly informed as to the facts or the nature of the proceedings or process might reasonably apprehend that the decision-maker might not bring an impartial or unprejudiced mind to the resolution of the issue.</p>
Parent	<p>A child's mother, a child's father, a person who exercises parental responsibility and a person standing in the place of a parent of a child on a temporary basis. This may include the Office of the Public Guardian or a Child Safety Officer.</p>
Principal	<p>There is one principal appointed to a school, and this is the only staff person with the authority to make suspension, exclusion or cancellation decisions. This authority is not afforded to anyone who reports to the principal, such as principal senior school, campus principal, head of campus, head of department, head of junior school, deputy principal etc.</p>
Procedural fairness	<p>Procedural fairness comprises two elements:</p> <ul style="list-style-type: none"> • the right to be told the allegations against you, a reasonable opportunity to see and consider the evidence relied upon by the decision maker, and a reasonable opportunity to present your case and be given a fair hearing before the decision is made • the right to have a decision made by an unbiased decision maker.
Prospective student	<p>An applicant for enrolment at a Queensland state school.</p>



Reasonable time (in relation to temporary removal of student property)	<p>This is determined based on the nature of the item temporarily removed from the student, the risk to wellbeing to student and others, and the involvement of external agencies such as the Queensland Police Service. Factors that will inform a decision about what constitutes reasonable time will be:</p> <ul style="list-style-type: none"> • the condition, nature or value of the property • the circumstances in which the property was removed • the safety of the student from whom the property was removed, other students or staff members • good management, administration and control of the school.
Redact	<p>Redaction or de-identification is the process of obscuring information that cannot be disclosed. This is done by blocking out individual words, sentences or paragraphs or removing sections or whole pages from a document prior to its release or publication.</p>
Regional case manager	<p>Department of Education employee appointed by the regional director or delegate.</p>
Serious offence	<p>A serious offence as defined by section 15 of the <i>Working with Children (Risk Management and Screening) Act 2000 (Qld)</i>.</p>
State school staff	<p>A state school staff member employed by the chief executive at the school. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • principals • deputy principals • teaching staff • non-teaching staff. <p>The following positions are not state school staff members for the purposes of this procedure, and do not have the authority under this procedure to temporarily remove student property as they are not departmental employees:</p> <ul style="list-style-type: none"> • chaplains • pre-service teachers • school-based police officers • school-based youth health nurses • volunteers.



Delegations

Delegations support effective and accountable decision making across the department and promote an appropriate balance of risk management and efficiency.

The department has four domains to delegate decision making for key risk areas, including legislative powers and obligations, financial risk, legal and regulatory compliance risk, as well as work occupational health and safety risks.

- [Legislative delegations](#) – enable a range of officers to carry out legislated powers or functions under specific legislative provisions that would otherwise need to be exercised by the Minister or Director-General.
- [Financial and administrative delegations](#) – enable the Director-General to give authority to officers to carry out finance functions to support the department’s business.
- [Human Resources delegations](#) – enable the Director-General to give authority to officers to carry out a wide range of human resource management powers for the efficient and proper management and functioning of the department.
- [Procurement and purchasing delegations](#) – enable the Director-General to give authority to officers to approve the acquisition of goods and services, including capital works (building and construction) to meet the business needs of the department.

Principals are afforded a number of legislative powers under the [Education \(General Provisions\) Act 2006](#) and by the Director-General to support them to control and regulate student discipline. These provisions **cannot be delegated** to other staff who report to the principal, such as principal senior school, campus principal, head of campus, head of department, head of junior school, deputy principal etc.

Principals are the only staff who have the authority to make decisions about:

- suspension for up to 20 school days
- charge-related suspension
- exclusion for fixed period or permanently
- cancellation of enrolment
- referring to the Director-General a decision regarding refusal to enrol
- requests to the Director-General for information about student charges or convictions
- periodic review of decision to exclude permanently.

Notification authorisation

A principal is not able to delegate their authority to make decisions about suspension or exclusion, however they may authorise a deputy principal, head of school and/or head of campus to tell a student and their parent/s about the suspension or exclusion decision. Written notification, on the approved form, for the decision must still be signed and sent by the principal (or acting principal in their absence).

Principals must document authorisation they give to a deputy principal, head of school and/or head of campus for evidentiary purposes, should any challenge be made. An Instrument of Authorisation could be either a standing or one-off authorisation.

A copy of the [Instrument of Authorisation](#) can be found under the Appendix and the [Student discipline procedure](#).



Customer complaints

The Department of Education is committed to responding to customer complaints in an accountable, transparent, timely and fair way. Customer complaints are managed in accordance with the [Customer complaints management framework](#), [policy](#) and [procedure](#).

A customer complaint involves an expression of dissatisfaction about the service or action of the department, or its staff, when the customer is directly affected by the service or action.

For customer complaints about school matters, parents are encouraged to use the following three step approach:

1. **Early resolution:** raise concerns at the point where the problem or issue arose by making an appointment at the school to discuss the complaint with their child's teacher or the principal.
2. **Internal review:** if, after taking the early resolution step, parents are dissatisfied with the outcome of their complaint or how the complaint was handled, they can ask the [regional office](#) to conduct a review within 28 days of receiving the complaint outcome.
3. **External review:** if parents are dissatisfied after the internal review, they may seek an external review from an external agency such as the Queensland Ombudsman or Queensland Human Rights Commission.

Customer complaints and human rights

Under the [Human Rights Act 2019 \(Qld\)](#), if an individual believes the department has breached their human rights, they can make a human rights complaint. There is no stand-alone policy, procedure or process for managing human rights complaints. Instead, human rights complaints are managed within existing departmental customer complaints processes. The [Customer complaints management and human rights guide](#) provides further information about managing customer complaints that engage human rights.

A complainant must lodge a complaint with the department in the first instance, and the department has 45 business days to respond to the complaint. If the complainant has not received a response from the department within 45 business days, or is dissatisfied with the department's response, they can make a complaint to the Queensland Human Rights Commission (QHRC). Where exceptional circumstances exist, the QHRC may accept a complaint before the 45 business days have elapsed, including instances where a delay would deprive the complainant of an effective potential remedy. Complaints are only able to be made for breaches that occur after 1 January 2020.

In some cases, where a student has been suspended, excluded or had their enrolment cancelled and an appeal has been received, the student, parent or carer or their authorised representative may include a complaint about human rights in their appeal submission. An assessment must be made about whether the matter referred to is a customer complaint or is part of the appeal.

While people cannot make complaints directly to courts and tribunals for breaches of the *Human Rights Act 2019* (Qld), it is possible to raise breaches in the process of a hearing based on another cause of action (referred to as a 'piggy-back' action). For example, a human rights complaint could be heard at Queensland Civil and Administrative Tribunal (QCAT) if a person makes a claim under the *Anti-Discrimination Act 1991* (Qld). In this case QCAT would consider both the discrimination matter and whether or not the public entity gave appropriate consideration to human rights when making decisions and taking action.

External review avenues under the *Education (General Provisions) Act 2006* for school disciplinary absence decisions

School disciplinary absence decisions that are reviewable in the [Queensland Civil and Administrative Tribunal](#) include:



- A ‘review decision’ of Director-General (or delegate) – refusal to enrol – whereby an applicant can apply for external review under section 394 of the *Education (General Provisions) Act 2006*.
- A decision by Director-General (or delegate) to exclude prospective or current students from all state schools – whereby an applicant can apply for external review under section 402 of the *Education (General Provisions) Act 2006*.

Queensland Ombudsman

Students or parents that have a complaint about a state government department or agency, such as a state school, can also access the services of the Queensland Ombudsman. This includes complaints about handling of bullying incidents and decisions about suspension and exclusion.

The [Ombudsman Act 2001](#) provides special powers to support investigations, including powers to:

- make preliminary inquiries to decide whether a complaint should be investigated;
- investigate informally;
- investigate formally, using coercive powers.

Most investigations are completed informally and cooperatively. However, the Queensland Ombudsman has formal powers to obtain answers and access documents. They also have the power to enter and inspect premises.

The Queensland Ombudsman can make recommendations to rectify unlawful, unfair or unreasonable decisions and improve administrative practices.

While the majority of the investigations are based on complaints, investigations into serious systemic issues may be initiated by the Ombudsman. These investigations are often released publicly to bring these issues to the attention of parliament, the public sector and the general public.

To make a complaint, students or parents can use the [online form](#) or contact the Queensland Ombudsman

- In person: Queensland Ombudsman, Level 18, 53 Albert Street, Brisbane, QLD 4000; or
- By mail: Queensland Ombudsman, GPO Box 3314, Brisbane, QLD 4001; or
- By phone: 3005 7000 or 1800 068 908 (Toll free outside Brisbane only).

Queensland Human Rights Commission

The Queensland Human Rights Commission (QHRC) is an independent statutory body that handles complaints under the *Anti-Discrimination Act 1991* (Qld) and the *Human Rights Act 2019* (Qld).

If students or parents feel their human rights have been breached by a public entity (such as the Department of Education and its employees) they may be able to lodge a complaint with the QHRC.

Under the *Human Rights Act 2019* (Qld), a person may make a complaint to the QHRC only if the complaint has first been made to the relevant public entity, and at least 45 business days have elapsed since the complaint was made to the entity and the person has not received a response, or has received a response that the person considers to be an inadequate response. Where exceptional circumstances exist, the QHRC may accept a complaint before the 45 business days have elapsed.

To make a complaint, students or parents can use the [online form](#) or contact the QHRC:

- By email: enquiries@qhrc.qld.gov.au
- In writing to the appropriate QHRC office (locations available at www.qhrc.qld.gov.au/contactus)
- By phone: 1300 130 670 (to enquire about making a written complaint).



Translating and interpreting

All Queensland Government agencies, including state schools, are required to provide and pay for qualified interpreting services for customers (such as parents of students) who are hearing impaired or have difficulties communicating in English.

It is important all staff are aware of the requirements under the [Queensland Language Services Policy](#) and the [Queensland Language Service Guidelines](#).

These guidelines detail responsibilities and obligations regarding:

- when and how to engage qualified interpreters
- procedures to obtain interpreters in planned and unplanned (emergency) situations
- how to respond to and distribute the Queensland Interpreter Card
- budget considerations for the payment of interpreters
- the benefits and importance of working with qualified interpreters for effective communication in legal, health and other government situations.

Refusing to provide these services may be considered discrimination under the [Anti-Discrimination Act 1991 \(Qld\)](#).

Determine if you require a translator or interpreter

Check if the parent or student:

- has trouble communicating in English—refer to the [Queensland Language Services Guidelines](#) for help determining this
- presents a [Queensland Interpreter Card](#)
- is deaf or hearing impaired.

Find the right service

To help find the right type of service check:

- if immediate on-the-phone or onsite interpreting is required (video conferencing or Skype services may be available)
- the parent or student's language and dialect (indicated on their [Queensland Interpreter Card](#) if presented)
- if there are specific cultural requirements or sensitivities such as gender or ethnicity of the interpreter
- if the provider is appropriately qualified (certified or recognised by the certifying body National Accreditation Authority for Translators and Interpreters (NAATI)).

Service providers

A Standing Offer Arrangement has been established for the provision of interpreting and translation services. This is a statewide whole-of-government arrangement available to all Queensland Government agencies and other eligible Queensland Government-funded service providers.

In accordance with principle 5.3 of the Queensland Procurement Policy, common-use supply arrangements are mandated for use to achieve savings and benefits wherever practical. For more information, contact betterprocurement@hpw.qld.gov.au



Access the following list of service providers, depending on your customer's needs:

Translating and interpreting service providers

- [2M Language Services](#)
- [Auslan Connections](#)
- [Ezispak](#)
- [Translationz](#)
- [Language Loop](#)
- [ONCALL Interpreters and Translators](#)

Aboriginal and Torres Strait Islander languages interpreting

- [2M Language Services](#)

Telephone typewriter (TTY) services

- [The National Relay Service](#)



What you need to know

- Interpreters without NAATI credentials should only be used when the situation is an emergency and a qualified interpreter is unavailable. The potential for misinterpretation, addition of personal opinions or advice and/or misreading of language or cultural nuances is increased by using interpreters that are not qualified.
- [NAATI](#) provides an online resource to verify the NAATI credential.
- Bilingual/multilingual staff can support customers speaking their common languages, but they should not be used by agencies instead of qualified interpreters.
- Aboriginal and Torres Strait Islander languages are unique to Queensland. Make sure that interpreters are qualified in Queensland Aboriginal and Torres Strait Islander languages when using interstate language service providers.



Record keeping – OneSchool

OneSchool provides extensive [guidance](#) on recording behaviour incidents, school actions and school disciplinary absences (SDA). Under no circumstances, should non-departmental employees such as chaplains be given access to OneSchool records.

Using the hyperlinks provided below you can link directly to guidance on using OneSchool to record a:

- [contact with parent](#)
- [behaviour incident](#)
- [1–10 day suspension](#)
- [11–20 day suspension](#)
- [charge-related suspension](#)
- [suspension pending exclusion](#)
- [cancellation of enrolment](#).

Principals who make a request for access to information on student charges or convictions also have sole permission to use the [Confidential Attachment](#) to view such reports.

One of the most critical aspects all users of OneSchool must remain sensitive to when entering data or reports is the type of information they record, language used and potential audience who may access that record in the future – including students and parents.

To enable accurate record keeping, principals should ensure copies of all signed approved forms and attachments used in the decision-making process are saved in the student's OneSchool behaviour record.

Approved forms

Approved forms, which include letters and decision notices, must be used to record and communicate decisions about suspension, exclusion, cancellation of enrolment or refusal to enrol. The approved forms are located in OneSchool for suspension, exclusion and cancellation of enrolment. For refusal to enrol forms, please see the procedure on the [Policy and Procedure Register](#).

Only these versions of the forms should be used, and **under no circumstances should versions be saved onto local computers and reused**.

Approved forms have been through an official Department of Education approval process, and it is a legislative requirement to use these forms. Any alteration or out of date forms used may invalidate the decision being made.

Tone of language

Users of OneSchool need to manage the tone of their writing so messages will have the results they intended to convey, and avoid comments being misconstrued. Tone is the quality in writing that reveals an attitude towards topic and reader. It is easy for tone to slip from professional to casual. Records are permanent in OneSchool, so all staff must take great care when making an incident report. When writing your records, it is important to take care not to use language that is judgmental, condescending or inflammatory.

All records should be prepared clearly and with professionalism. Consideration to the following should be given:

- records in OneSchool remain the property of the Department of Education but may be shared with parents, students or other agencies
- avoid use of contentious, highly emotional or highly sensitive language
- data will be available to a wider Department of Education audience
- include concrete observations, without judgements.



Data entry

Electronic data entry affords the OneSchool user an opportunity to quickly add to a student record. With this capability, the following considerations are of note:

- accuracy of detail
- appropriate language
- electronically recorded information is permanent.

There is capacity to save emails in OneSchool, such as:

- recording a contact with a parent (if choosing email as the contact type)
- notification to users of behaviour referrals and the provision of additional information regarding a behaviour incident to other school staff.

With this capability, the following considerations are of note:

- appropriate response times
- use of only the department's email system to correspond
- emailing parents only when they have agreed that email is an appropriate form of communication and have volunteered their email address
- consistency with professional practices as with other correspondence – this includes grammar, formatting and salutation
- use of a signature block.

Content that might be considered **acceptable**:

- informing parents about their child's academic performance
- general information about class activities – homework, tests
- arranging a meeting or phone call regarding a student issue
- follow up of a non-sensitive issue.

Content that might be considered **unacceptable**:

- information relating to other students
- any sensitive student information
- negative discussion related to other staff, parents or community members
- personal information about the student, other students, or staff members.



What you need to know

- It is critical that staff only use the roles they are assigned to access OneSchool records.
- Login details and passwords should **never** be shared with other staff.
- **All information stored about a student in OneSchool may be provided to the parent or the student, including records about behaviour incidents.**
- All information in OneSchool is subject to a [Right to Information](#) request and may be accessed and published by the media.
- All contact with parents should be noted as soon as practical in the student's OneSchool record, with copies of any emails, reports or letters sent to the student or family also saved in this component of OneSchool.
- In the free text component of the Behaviour Wizard, it is vital that when staff are preparing a record of an incident that they take great care to enter concrete observations only, and avoid making emotional or judgemental statements.



Redacting records

Prior to releasing or sharing records, it is essential that every effort is made to redact sensitive or private information from documents. The department is required to provide a copy of all information used by the principal to make a disciplinary decision such as suspension, exclusion, cancellation of enrolment or refusal to enrol. This may include:

- OneSchool Student Profile
- OneSchool Record of Contact
- OneSchool Behaviour Records
- OneSchool Personalised Learning Plan
- emails
- student statements
- incident reports
- risk assessment — behaviour, safety and wellbeing.

What is redaction?

Redaction is the process of obscuring information that cannot be disclosed by blocking out individual words, sentences or paragraphs or removing sections or whole pages from a document prior to its release or publication.

There are a number of redaction methods, whichever method is used the end result must ensure that the text that has been removed from the document cannot be seen or 'guessed' by the reader. This means ensuring that the text in the document is sufficiently obscured so that it cannot be deciphered. In some cases it may be important to ensure that the length of the blocked out text does not allow the original text to be ascertained.

The type of information that may need to be redacted prior to release or sharing of records includes:

- names, initials and nicknames of other students
- social media account usernames
- school usernames (e.g. MIS ID)
- addresses
- signatures
- date of birth
- descriptions of student
- staff names
- handwriting (if that may identify a student)
- gender of individuals (e.g. he/she, boys/girls).

Following are explanations of some redaction methods.



Manual redaction

Manual redaction methods are those the department can use to physically obscure text on a paper copy of the document prior to publication or release. The original record must never be redacted. Redaction of physical records must always be carried out on a copied version of the document.

Cover-up — use of tape or paper to obscure the text

- Make a photocopy of the original document.
- On the copied document use tape or paper to cover up the areas of text to be hidden, ensuring that no parts of the hidden words are visible.
- Make a photocopy of the redacted document.
- Provide the copy of the redacted document to the student and family.
- Retain a copy as a record of what was provided.

Blacking/whiting out — use of black marker or correction fluid to obscure the text

- Make a photocopy of the original document.
- On the copied document use a black marker pen or correction fluid to block out the areas of text to be hidden, ensuring that no parts of the hidden words are visible.
- Make a photocopy of the redacted document.
- Provide the copy of the redacted document to the student and family.
- Retain a copy as a record of what was provided.

The same process should be followed when using correction fluid. It is important to make a photocopy of the redacted document when using correction fluid or black marker because the correction fluid can be removed or the redacted text may be viewed from the reverse side of the document.

Scalpel — use of cutting tools to remove the text

- Make a photocopy of the original document.
- Cut the information to be redacted from the photocopy.
- Make a photocopy of the redacted document.
- Provide the copy of the redacted document to the student and family.
- Retain a copy as a record of what was provided.



Electronic redaction

As with manual methods of redaction the original version of an electronic record must never be redacted. Redaction of electronic records must always be carried out on a copied version of an electronic document.

Records may be redacted electronically in their original format (e.g. MS Word) using deletion tools. However, staff must exercise caution if using this method. It is possible that deleted information may still be recoverable because there is a potential for information to remain hidden within non-displayable portions of the document. In addition, converting an MS Word document to Adobe Portable Document Format (PDF) does not automatically remove all of the document's metadata. (Metadata is the information about the document, e.g. filename/document creator/corrections made).

Documents that have not been redacted using specific redaction software (see below), should only ever be provided in hardcopy format. However, if the redacted copy is required in an electronic format, staff could use a scanner to scan a hardcopy of the redacted document into an appropriate format, such as PDF, and provide the applicant with a PDF version of the document.

Redaction software

Effective electronic redaction requires the actual removal of the text or image data from the electronic record. That is, the text and images are completely removed from the document to ensure the information cannot be recovered.

If staff wish to use redaction software they should seek advice from the appropriate Information Technology personnel in the department.



Guiding principles – disciplinary decision making

All state school employees are required to act in accordance with the [Public Service Act 2008](#) as well as departmental policies and procedures, including the [Student Protection procedure](#), the [Code of Conduct for the Queensland Public Service](#) and the department's [Standard of Practice](#).

In managing a student disciplinary matter, principals and other school staff will:

- interact with students, families and staff in a friendly, courteous and professional way
- protect student and staff confidentiality and privacy as much as possible
- act independently, impartially and in the public interest
- act fairly and observe the rules of natural justice
- conduct investigations into reported behaviour incidents in a timely manner without undue delays in the investigation process
- inform any person who is the subject of an investigation (at an appropriate time) of the substance of any allegations against them, and provide them with a reasonable opportunity to respond to the allegations
- inform any other person whose interests or legitimate expectations are, or are likely to be, adversely affected by an investigation finding, and provide them with a reasonable opportunity to respond before a report is issued
- gather all relevant evidence and information to establish the facts of the matter under investigation
- apply an objective investigation standard equitably to all parties
- evaluate the effectiveness of processes established within the department and at educational institutions
- base investigation findings on sound reasoning and relevant evidence.

Procedural fairness

Procedural fairness (or natural justice) applies to any decision that can affect the rights, interests or expectations of individuals, including students. Procedural fairness is an integral element of a professional investigation and acts as a safeguard for the individual whose rights are being affected. The rules of procedural fairness are:

- avoid bias
- give a fair hearing.

These rules have been designed to ensure that all decision-making is fair and reasonable.

The success of an investigation will often rely on the integrity and ability of the person conducting it to ensure that individuals are afforded the opportunity to provide their version of events. This enables an individual to comment on any facts that might be detrimental or adverse to them.

Balance of probabilities

The balance of probabilities test requires the decision maker to weigh up all the material gathered and decide, on balance, whether the evidence supports the allegation and can 'more likely than not' be capable of being substantiated.



Record keeping

Schools are strongly encouraged to use registered post when giving students and parents SDA notices. Registered post provides evidence that the physical documents have been received and the date this occurred.

International students (visa subclass 500)

Students on visa subclass 500 (schools sector) are subject to additional policies and procedures through Education Queensland International. Principals of state schools that are accredited by [Department of Education International](#) to deliver international student programs must comply with the requirements set out in these [policies and procedures](#) when addressing behaviour management of students on visa subclass 500.



School disciplinary absence decisions and human rights

The [Human Rights Act 2019 \(Qld\)](#) commenced on 1 January 2020 and aims to protect and promote human rights, and build a culture within the Queensland public sector that respects and promotes human rights.

Considering human rights when making decisions

The introduction of the [Human Rights Act 2019 \(Qld\)](#) means that human rights considerations need to become an inherent part of departmental decision-making.

The [Human Rights Act 2019 \(Qld\)](#) makes it unlawful for the Department of Education (and its employees, including school staff) to:

- act or make a decision in a way that is not compatible with human rights; or
- in making a decision, fail to give proper consideration to the human right/s relevant to the decision.

Acting ‘compatibly with human rights’ means a decision does not limit a human right, or **lawfully limits a human right only to the extent that is ‘reasonable and demonstrably justifiable’**.

Recording your consideration of human rights

Comprehensive and timely record-keeping is essential to good decision-making. The [Public Records Act 2002 \(Qld\)](#) requires public agencies, including departmental employees to make and keep full and accurate records of their activities.

In considering human rights, a human rights assessment must be documented to show how a decision was reached. The [School disciplinary absence decisions and human rights template](#) (Department of Education employees only) may be used for this purpose. This template is based on the factors that are relevant to determining whether a limit on a human right is reasonable and justifiable (as set out in section 13 of the *Human Rights Act 2019 (Qld)*).

Records must be made simultaneously or as soon as practicable after the decision is made. To enable accurate record keeping, principals should ensure copies of all signed approved forms and attachments used in the decision making process are saved in the student’s OneSchool behaviour record.

Human rights assessment

The School disciplinary absence human rights assessment process may be adopted when considering whether a disciplinary absence decision engages human rights. Please note this assessment may be useful in your decisions regarding school disciplinary absences and when the Director-General (or delegate) makes internal review (appeal) decisions in relation to the suspension, exclusion, refusal to enrol and enrolment cancellations of students.

School disciplinary absence decisions human rights assessment

The following steps can assist a decision maker to make a determination as to whether a limit on a human right/s is justified.

1 Are human rights engaged by the decision?

The [Human Rights Act 2019 \(Qld\)](#) contains 23 human rights. Each human right must be considered to determine what right/s are engaged by the decision. An act or decision will ‘engage’ a human right if the act or decision places limitations or restrictions on, or interferes with, the human rights of a person.

The [School disciplinary absence decisions and human rights template](#) (Department of Education employees only) contains examples of when a human right may be engaged in school disciplinary absence decisions.

2 Does the decision limit any of the human rights identified?

If human right/s are engaged, the decision-maker must then consider if the decision has limited those human rights. If human rights have not been limited, the decision will be compatible with human rights and this determination must be documented. If a decision does have an impact on a human right, that limit will need to be justified – refer to item 3 below.

Note: in the case of school disciplinary absence decisions, the right to education will always be impacted.



3 Is the limitation of human rights reasonable and justified?

Where an act or decision limits human rights, that limitation must be reasonable and justified.

A limitation will be justified and reasonable if the decision strikes a fair balance between the individual's human rights and what the department is trying to achieve by limiting the human right.

3.1 What is the purpose of the limitation?

Is there a good reason for the limitation? Generally, any measure that limits human rights must have a 'proper purpose' (i.e. it accords with the basic values of society) or a 'legitimate end'.

In some cases, a person's human right may be limited in order to promote the human rights of others. For example, the purpose of the limitation may be to maintain the good order and management of the school or to protect the safety and wellbeing of other students or staff and thus, by limiting one student's human rights, the human rights of others in the school community are protected.

3.2 Does the limit to the human right actually achieve the purpose?

The limit on the student's rights may be appropriate if it helps to achieve or advances the proper purpose. For example, if a Principal proposes to suspend or exclude a student based on conduct that 'adversely affects, or is likely to adversely affect, other students', the proper purpose is likely to relate to upholding standards of education and preventing disruption to other students' education. In this case, suspending the student will likely achieve this purpose because the conduct adversely affecting the other students can be avoided during the period of the suspension.

3.3 Is the limit necessary, or are less restrictive means reasonably available to achieve the same purpose?

Are there any less restrictive and reasonably available ways to achieve the purpose? If an alternative exists, then it cannot be said that the means selected are necessary because the same result may be obtained without limiting the human rights or limiting them to a lesser extent.

Under the [Student discipline procedure](#) principals should apply suspensions, exclusions and cancellations of enrolment as a last resort option. In making a decision about school disciplinary absences, principals should consider individual circumstances, the actions of the student and the needs and rights of other school community members.

The degree of limitation on the right should also be considered in this step. For example, in deciding whether to suspend a student, the decision maker can:

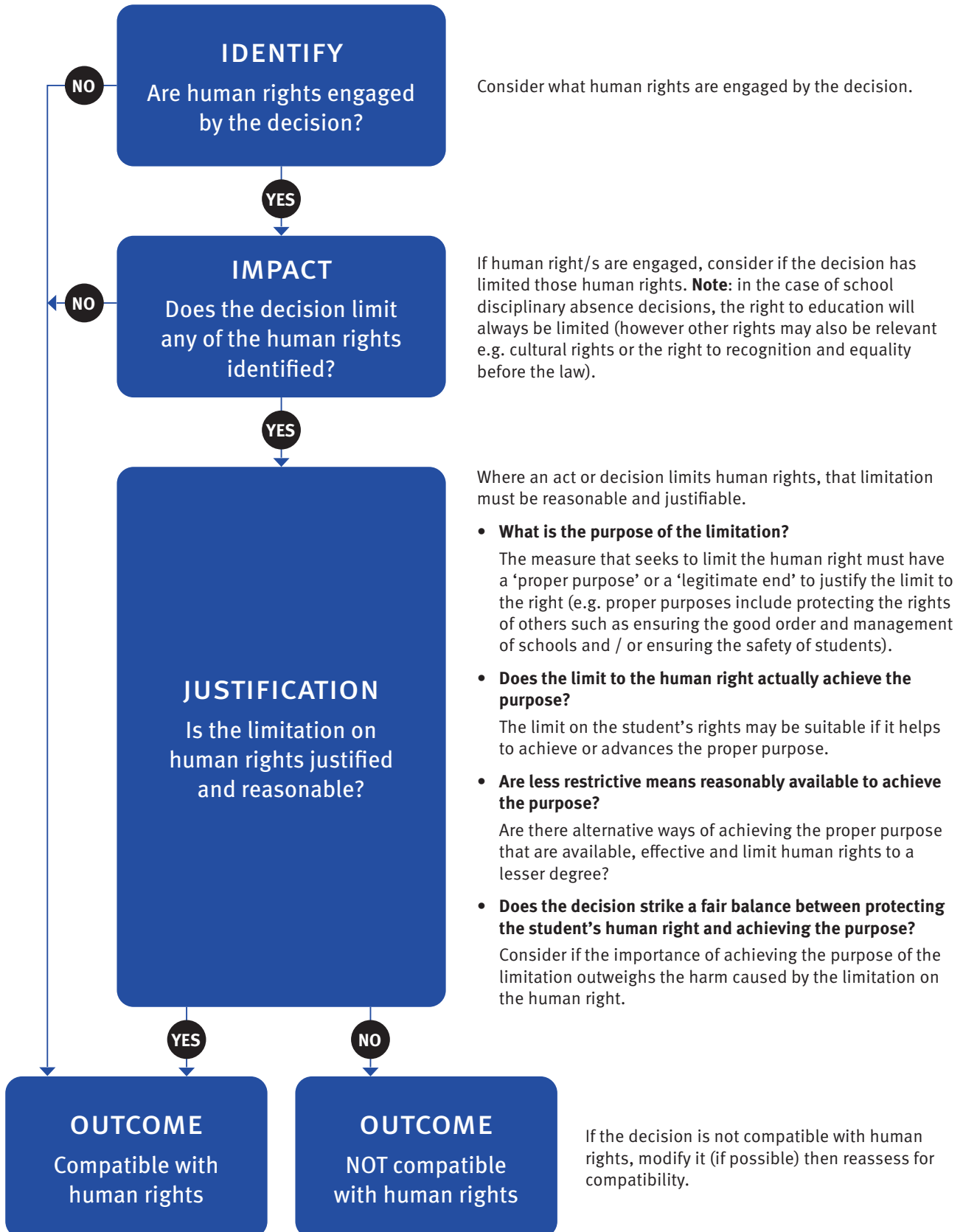
- determine a period of suspension which limits the student's right to education to the least extent necessary in the circumstances; or
- determine whether other disciplinary measures may be more appropriate and still achieve the intended purpose.

3.4 Does the decision strike a fair balance between protecting the student's human right and achieving the purpose?

Do the benefits gained from achieving the proper purpose outweigh the harm caused to the human right by the limitation?

The limit on the human right must strike a 'fair balance' between the rights of the individual (and preserving those rights) and the rights and interests of the wider community (including other students and school staff). For example, a Principal who suspends a student on the grounds of 'conduct that adversely affects, or is likely to adversely affect, the good order and management of the school' but takes reasonable steps to arrange for the student to access an alternative educational program during the period of the suspension, may be seen to have struck a fair balance between preserving the right of the student to an education and upholding the standard of education (for other students) by ensuring the good order and management of the school.

Flowchart: Human rights impact assessment — School disciplinary absence decisions





I've completed a human rights assessment but I'm unsure if my decision is compatible with the *Human Rights Act 2019* (Qld)

Where a limitation is **not** reasonable and justifiable, the act or decision is likely to be **incompatible** with human rights. If by working through your justification, the act or decision that limits human rights appears incompatible, modify it (if possible) then reassess for compatibility.

What happens if I do not consider or cannot provide evidence of my consideration of human rights in my decision?

The [Human Rights Act 2019 \(Qld\)](#) specifies that if a public entity does not follow their obligations to act compatibly with, and give proper consideration to, human rights, this does not make the act or decision invalid. There is also no offence committed by a person who acts or makes a decision without complying with the obligations under the [Human Rights Act 2019 \(Qld\)](#). However, please note that in accordance with section 59 of the [Human Rights Act 2019 \(Qld\)](#), that under a “piggy-back” action, even if a person fails in their substantive action (e.g. a judicial review application), the person may still be entitled to a remedy (other than an award of damages) for a failure to consider human rights.

What happens if someone believes their human rights have been breached?

Under the [Human Rights Act 2019 \(Qld\)](#), if someone believes their human rights have been breached by a public entity, they can:

- raise the issues directly with the relevant public entity (i.e. the Department of Education);
- lodge a complaint with the Queensland Human Rights Commission;
- include the human rights complaint as part of court action to protect another legal right. See also [Customer complaints and human rights](#).

Further information about the Human Rights Act 2019 (Qld) is available at:

- [Department of Education OnePortal Human Rights Act](#) (DoE employees only)
- [Queensland Government Human rights portal](#)
- [Queensland's Human Rights Act 2019: A guide for public entities](#)
- [Queensland Human Rights Commission](#)



Investigating incidents

This section provides suggested approaches to investigating reported behaviour incidents, including guidance on supporting vulnerable students in this process.

Following an incident, it is important that the information gathering process is thorough and provides all parties involved with an opportunity to present their version of events. Clear, consistent processes for gathering information can strengthen quality of the decision and better inform the responses of staff and the principal to the incident.



It is important that staff ensure procedural fairness (also known as natural justice) is provided to all students involved, this usually requires putting the facts to students and keeping an accurate record of their responses. Students have the right to hear allegations and respond.

To build an accurate picture of the event, staff may want to seek a statement or report from the student.

It is good practice for staff to have another adult present at an interview, if possible. This is particularly important if the student has complex needs or is considered a vulnerable student in terms of social, behaviour or communication, for example a student with intellectual disability or autism. In practical terms, seeking specialist staff support from a guidance officer, youth support worker or special education teacher is recommended to help support the discussion and information gathering. The emphasis here is on gathering details about the incident and hearing the student's side of the story not seeking to coerce an admission from the student.

The principal must have confidence in the evidence produced before making a decision about a school disciplinary absence. This can be afforded by considering the following and documenting a consistent process in the Student Code of Conduct to provide transparency to all members of the school community.

Stage 1

- How do we know that an incident occurred?
- How do we know who was involved, both directly and indirectly?
- How will we address any immediate safety issues for our students or school?
- Under what circumstances might emergency services need to be contacted?
- Are we adhering to departmental procedures (e.g. Temporary removal of student property by school staff)?
- Do any of the students involved require assistance or additional support (e.g. Out of Home Care, English as an Additional Language or Dialect) to participate in information gathering?
- Do we need to determine who our best people are to interview students (considering the individual needs of different students)?
- What is our plan for managing situations where students make admissions that may have legal implications?

Stage 2

- Did the behaviour involve one or more students? Did it involve bystanders, witnesses or electronic media such as the internet and/or mobile?
- Are there religious or cultural values to consider? Is a translator needed prior to speaking with students or families?
- Have we determined whether any other factors contributed to the student's behaviour?
- Emotional triggers? Family factors, peer relationships, health, mental health, trauma or personal tragedy? Medical conditions?
- Do we know the effect of the behaviour on the student/s involved, the school and the local community? Can we deal with this matter in another way?
- Where do we hold interviews with students? Are these places appropriate for privacy and safety reasons?



Stage 3

- How will we demonstrate that we have gathered all the facts?
- How have we demonstrated that we conducted a fair and thorough investigation and documented all the information gathered?
- Who has investigated the incident?
- Was an incident report (e.g. MyHR) completed?
- Are all teachers and school staff familiar with the school process for information gathering after an incident?
- What is our plan for managing situations where students are questioned by the Queensland Police Service at school? Are we adhering to the department's [Police and Child Safety Officer interviews and searches with students](#) guideline?
- How is our plan clearly communicated to all students and parents?
- How do we communicate key issues within our school, such as a communication plan? Do we have a nominated person/s to update school staff about incidents of student behaviour?
- Do we need to appoint one person to manage the details about an incident and act as a key spokesperson for the school?
- Who does the incident affect? Have we considered the wider implications of the incident? Have we thought about the implications for teachers, school staff, students, board of trustees, parents and the wider community?
- Do we have a crisis/emergency management plan which looks at short-, medium- and long-term planning?
- If we suspect abuse, how and when is this reported?

Schools decide when the Queensland Police Service may be called to assist with an incident of student behaviour where it appears the student may have broken the law.



Interview plan

- Record date/location/time.
- Ensure student knows your name and position in the school (e.g. deputy principal) before commencing interview.
- Remember you want to obtain facts – who, what, where, when, why and how.
- Don't assume anything – get clear, concise answers where possible. Begin the interview with open ended questions to get initial information; then closed questions to obtain details and to clarify any ambiguity.
- Avoid asking leading or multiple questions.

Open questions: allow the student to tell their story, provide details, their explanations and observations. For example, *“Tell me about what was happening when Ms Jones walked around the corner of J Block and found your group standing there?”*

Closed questions: call for a simple, informational answer. This type of question is useful to gather detail and clarify information but tends to restrict the person from articulating themselves and may elicit a yes or no answer. For example, *“Were you standing in an out of bounds area?”* These questions should be used to clarify information the student has already provided.

Leading questions: under no circumstances should students be asked leading questions, as these can misinterpret the information being collected, put words into the mouth of the student, and suggest a response. For example, *“Did you see the student pick up the stick?”* By asking this question, information may have been provided that the student was unaware of; such as not knowing the student picked up a stick.

Multiple questions: this is a question that contains two or more questions but is phrased as one. For example, *“Did you see the student pick up the stick and run around the playground and make verbal threats?”* Research shows that most people only answer the last part of a multiple question, therefore the information gathered may not be considered reliable.

Script suggestion

I would like to talk to you today about (something/an incident) that has been reported to me. It is important that while we are talking:

- If I say something that you don't understand or if I get something wrong, tell me so I do understand.
- It is also really important that while we are talking today that you only talk about things that really happened, things that you heard and saw, do you understand that?
- Let me know if you need a break, ok.
- Tell me everything about.....(incident) by starting at the beginning.
- Now let's clarify the details. Tell me as much detail as you can remember.
- Who else was there?
- What did you see?
- When did it happen?
- Where did it happen?
- Why did it happen?
- How did it happen?
- Did anything else happen?

Additional questions or prompts to clarify

- And then what happened?
- You told me about..... Tell me more about that part.
- I heard you(incident) tell me about that OR
- I have been told that you were/may have been present when this incident happened OR I believe that you may be able to provide some information about this incident.

Alternative questions

- Introduce any exhibits/statements (state that who provided the statement is to remain confidential).
- Corroborator – Any questions/clarification.
- Summarise disclosures.
- Ask the student “Have I got all that information right?”
- Validation – Have you told anyone else about this? If so, who?
- Have you spoken to anyone about this?
- Did anyone tell you not to say anything about this matter?
- Do you have any questions?
- Advise the student of your next steps, what they can expect.
- Do you need any support or help in regards to this matter or any other matter?
- Thank them for meeting with you.
- Close.



Requesting the Director-General to obtain information from the Queensland Police Commissioner for the purpose of student disciplinary decisions

A principal may request that the Director-General obtain information from the Queensland Police Commissioner (QPC) to inform disciplinary decision-making where it is reasonably suspected a student enrolled at their school may have been charged with, or convicted of:

- d. a [serious offence](#) as defined by section 167 of the *Working with Children (Risk Management and Screening) Act 2000*; or
- e. an offence other than a serious offence, and the principal is required to consider whether the student's attendance at school would not be in the best interests of other students or of staff.

The principal **may not** make a request about a young person not enrolled at the school, nor use any information obtained from the QPC for any other purpose, e.g. refusing the enrolment of a prospective student.

The principal must consider whether the behaviour meets a ground for suspension or exclusion, taking into consideration the level of risk the continued attendance of the student potentially poses to the school community.

An example of an offence, that is not a 'serious offence' in section 167, but where the student may pose an unacceptable risk to other students, could be a student who has been charged with a number of counts of arson and the charges involved setting fire to buildings while significant numbers of people were inside, without causing injury. In this instance, a principal may not be able to manage the potential risk the student poses to the safety of students and staff.

If it is reasonably suspected that a student at a state school has been charged with or convicted of an offence, the Director-General may:

- ask the QPC whether the student has been charged with, or convicted of, the offence and, if so
- for information about the charge or conviction, including a brief description of the circumstances of the charge or conviction.

Requests for information for the purpose of student disciplinary decisions must be made in accordance with the process outlined in this flowchart. Requests cannot be made directly to the Department of Justice and Attorney-General.



What you need to know

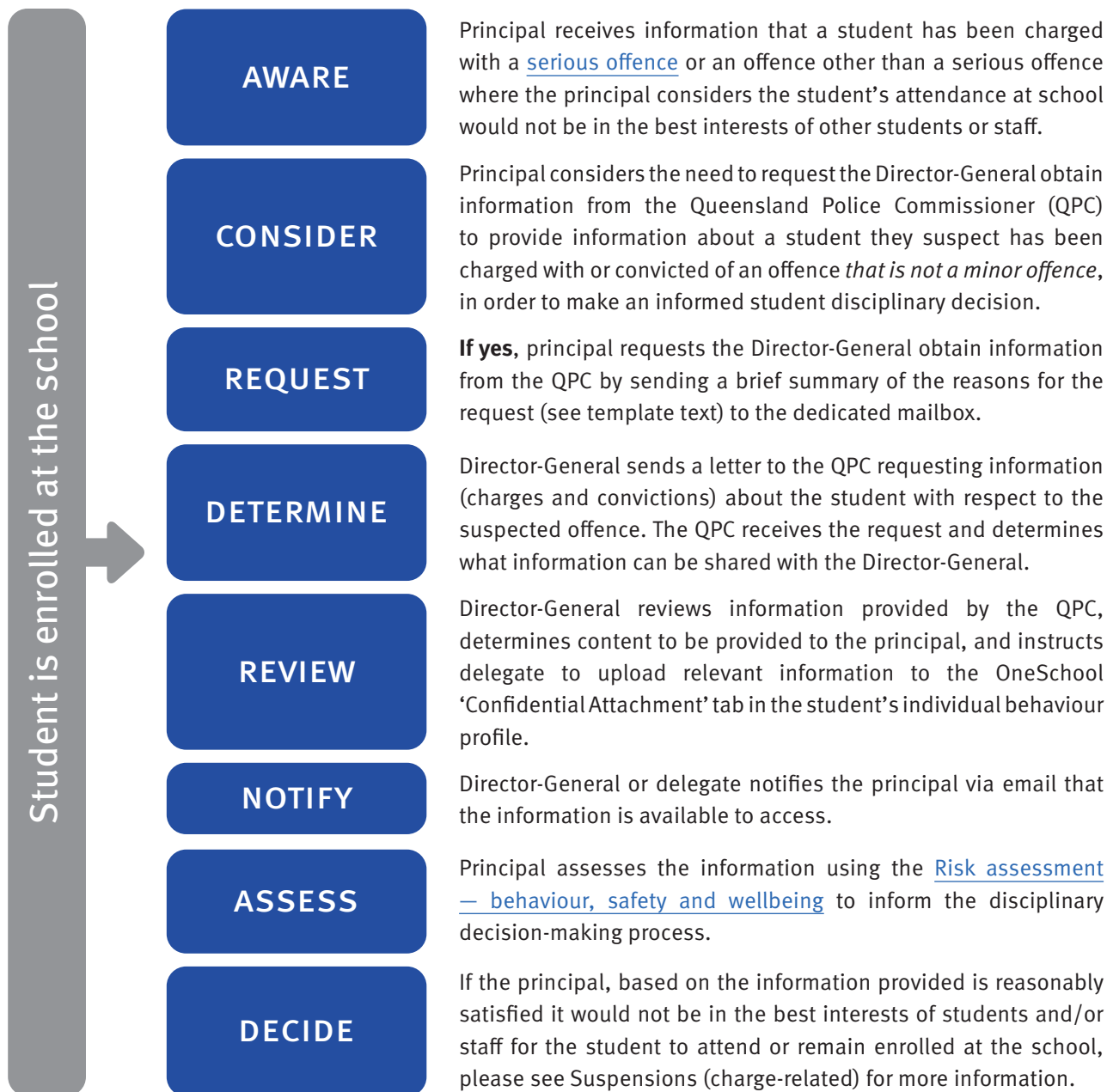
- Information obtained from the Queensland Police Commissioner is intended to inform a principal's decision in relation to charge-related suspensions and exclusions (per Chapter 12, Part 3 of the [Education \(General Provisions\) Act 2006](#)) and **cannot be used to inform any other decisions such as an enrolment decision.**
- Principals must follow strict procedures for requesting and using information obtained by the Director-General from the QPC.
- No hard copy of the information provided by the QPC is permitted to be created, except for the sole purpose of providing the information to the student or the student's parent as evidence relied upon in the principal's decision-making process.
- The flowchart on the next page outlines the steps principals must undertake to comply with legislative requirements.
- Principals must ensure no hard copies of the information received from the Queensland Police Commissioner are kept by the school or saved in OneSchool outside the 'Confidential Attachment'.
- The Director-General will not request information in relation to minor offences, e.g. graffiti, shoplifting or breaking and entering, where the student does not pose an unacceptable risk to other students or staff.



Requesting information from other states or territories

There are no legislative provisions for the Director-General to request disclosure of student charges or convictions from other states or territories through their relevant police commissioners. However, principals may follow the same process as used for requests to the QPC and the Director-General will make a determination about contacting the relevant law enforcement agency in other states or territories.

Flowchart: Obtaining information from the Queensland Police Commissioner



* No hard copy of the information provided by the QPC is permitted to be created, except for the sole purpose of providing the information to the student or the student’s parent as evidence relied upon in the principal’s decision-making process.



Template text: Obtaining information from the Queensland Police Commissioner

Principals should complete the template text below and email to studentdiscipline@qed.qld.gov.au:

Subject: [Request to the Qld Police Commissioner]

Re: [Student Name] DOB xx/xx/xxxx

I, as Principal of [school name], would like to formally request that information is obtained from the Queensland Police Commissioner to assist in a decision-making process regarding the continued enrolment of [student name and DOB].

I have received information that [student name] has been charged with, or convicted of, a serious offence and therefore require further information to consider whether their attendance at the school presents an unacceptable risk or requires specific risk assessment and planning.

The school has the following information regarding [student name]:

List some detail about the basis for the suspicion or verbal notification of the nature of the offending behaviour – advice received from..., documentation from... etc.

I am therefore requesting confirmation of [student name's] charges/convictions and information about the charge/conviction, including a brief description of the circumstances of the offence to inform a risk assessment, safety planning and possible disciplinary consequences for this student.

[INSERT PRINCIPAL'S SIGNATURE BLOCK]

Checklist: Obtaining information from the Queensland Police Commissioner

- Student is enrolled at the school
- Information received from a credible source that there are reasonable grounds to suspect the student has been charged with, or convicted of a [serious offence](#), or an offence other than a serious offence where the principal considers the student's attendance at school would not be in the best interests of other students or staff
- Template text: Obtaining information from the Queensland Police Commissioner completed
- Obtaining information from the Queensland Police Commissioner request sent to studentdiscipline@qed.qld.gov.au
- Information received from the Queensland Police Commissioner by Director-General
- [Risk assessment – behaviour, safety and wellbeing](#) completed by principal prior to identifying appropriate disciplinary response or intervention
- A copy of the completed [Risk assessment – behaviour, safety and wellbeing](#) has been documented in OneSchool
- No hard copies of the information received from the QPC have been kept by the school or saved in OneSchool outside the 'Confidential Attachment'.

If the decision is not to suspend or exclude the student:

- Email sent to studentdiscipline@qed.qld.gov.au to advise that the matter has been finalised.

If the decision is to suspend or exclude the student:

- Principal is reasonably satisfied it would not be in the best interests of students and/or staff for the student to attend or remain enrolled at the school
- See Charge-related suspension or Exclusion.



Risk assessment — behaviour, safety and wellbeing

The [Risk assessment — behaviour, safety and wellbeing](#) will assist principals to determine the:

- level of risk to the safety or wellbeing of members of the school community; and
- likelihood the behaviour will adversely affect the good order and management of the school.

A risk assessment process is required prior to identifying an appropriate disciplinary response or intervention for students charged with or convicted of an offence; or are being considered for exclusion from certain or all state schools.

A risk assessment should also be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others and the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

This process involves determining the level of risk associated with the behaviour and the potential impact or adverse outcome. In order to assess the level of risk, it is important to consider the available information including, but not limited to:

- information held by the school about the student and their previous disciplinary record;
- the known behaviour(s) of the student;
- the student's Individual Behaviour Support Plan (if they have one);
- the school's knowledge of the student's individual circumstances, including their family context;
- any information provided from the Queensland Police Commissioner to the Director-General; and
- the ability of the school to implement adequate controls and actions to reduce or manage the behaviour risk.

Managing risk

Where possible, controls and actions to mitigate the risk should be prioritised. An experienced specialist teacher may conduct a Functional Behaviour Assessment to identify appropriate control measures. Examples of controls are:

- one to one supervision
- differentiated instruction
- augmented communication strategy
- increased supervision of risk areas
- reduced access to specified school environment.

The risk level assessment should be determined **after** controls and actions to mitigate the risks that have been identified and put into place. For example, a control for a student who has charges pending regarding an offence involving sharing indecent images with others, might include restricted access to IT applications and one to one supervision out of class. The risk level without controls and actions might be assessed as 'High', however, once controls and actions are in place, the risk level may be assessed as 'Medium'.

RISK LEVEL	DEFINITION
Low risk	Behaviours that typically require a differentiated response Can be managed by routine procedures — mitigate and monitor, plan permanent controls in the long term
Medium risk	Behaviours that typically require a differentiated response Action by administration to mitigate risk — interim controls to be identified to reduce risk until permanent solutions are in place
High risk	Behaviours that typically require a focussed response Immediate action required by principal — prioritise behaviour management plan and risk assessment issues; monitor closely and review weekly
Extreme risk	Behaviours that typically require an intensive response Immediate action required by principal — emergency procedures in place e.g. call 000, school lockdown



Student discipline

The [Student discipline procedure](#) outlines the responsibilities and processes to promote safe, supportive and disciplined learning environments in Queensland state schools. It supports schools to understand and meet their legislative obligations to maintain good order and management of schools and to ensure all students can participate in and gain positive outcomes from schooling. This procedure includes guidance on:

- Student Code of Conduct
- disciplinary consequences (e.g. suspensions and exclusions).

Student Code of Conduct

Every Queensland state school is required to have a [Student Code of Conduct](#). The Student Code of Conduct details the local agreed procedures used by school staff to support students to meet behaviour expectations critical to an effective learning environment and includes information about school rules, consequences and processes for addressing bullying and the use of technology. The Student Code of Conduct replaces the Responsible Behaviour Plan for Students, Code of Behaviour and Statement of Expectations.



What you need to know

- Principals are accountable for the development and publication of their school's Student Code of Conduct.
- [Template](#) and [exemplar](#) for developing a Student Code of Conduct are online.
- The Student Code of Conduct must detail the behaviour of students that is expected and the types of disciplinary consequences that may be used to respond when behaviour does not meet expectations.
- There can be no mandatory consequences for student misbehaviour, the Student Code of Conduct should detail what the range of possible consequences are only (this is a principle of natural justice to ensure that every situation is considered on its unique circumstances prior to any disciplinary decision being made).
- The Student Code of Conduct must be revisited annually to ensure currency (e.g. staff changes) and a full review is expected every four years in line with the school review process
- Consultation with students, staff and families must form part of the development and feedback process for the Student Code of Conduct.
- A current, signed and dated copy of the Student Code of Conduct must be available on the *Quick Links* section of the school website home page or footer.
- Support must be provided by the school to translate the Student Code of Conduct into accessible language formats to meet the diverse language needs of the local community (e.g. plain language, English as an Additional Language or Dialect).
- A copy of the Student Code of Conduct must be provided with every school enrolment application.
- Induction programs for all new staff and volunteers must incorporate a review of the Student Code of Conduct.



Disciplinary consequences

In the context of school, staff have a key role in teaching students to act in accordance with school rules and practices. Supportive discipline is an important part of the work undertaken in schools each day and is an area of education that has an extensive evidence base to inform the preventative and responsive actions that are most likely to support students to meet behaviour expectations.

In developing a consistent plan of (re)action for problem behaviour, it is important to remember that the goal of discipline is to teach a student to act in accordance with the rules. This is different from punishment, which is not designed to teach but to subject a student to a penalty for breaking a rule.

There are general principles that should be taken into account when considering applying a disciplinary consequence. Principals should:

- undertake an assessment of the student's behaviour and the level of risk
- take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- consider:
 - procedural fairness in all decision making
 - the grounds for suspending or excluding a student apply to all students, including mature age students
 - the conduct of a student may include an omission to perform an act by the student
 - the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises or during school hours
 - an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland.
- apply a suspension, exclusion or cancellation of enrolment only as a strategy of last resort
- document disciplinary consequences and reasons in the individual student's OneSchool record.



Detention

Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Principals make a decision about what happens in their school in consultation with their school community, and if detentions are to be part of the disciplinary consequences used in the school then this must be clearly explained in the Student Code of Conduct.

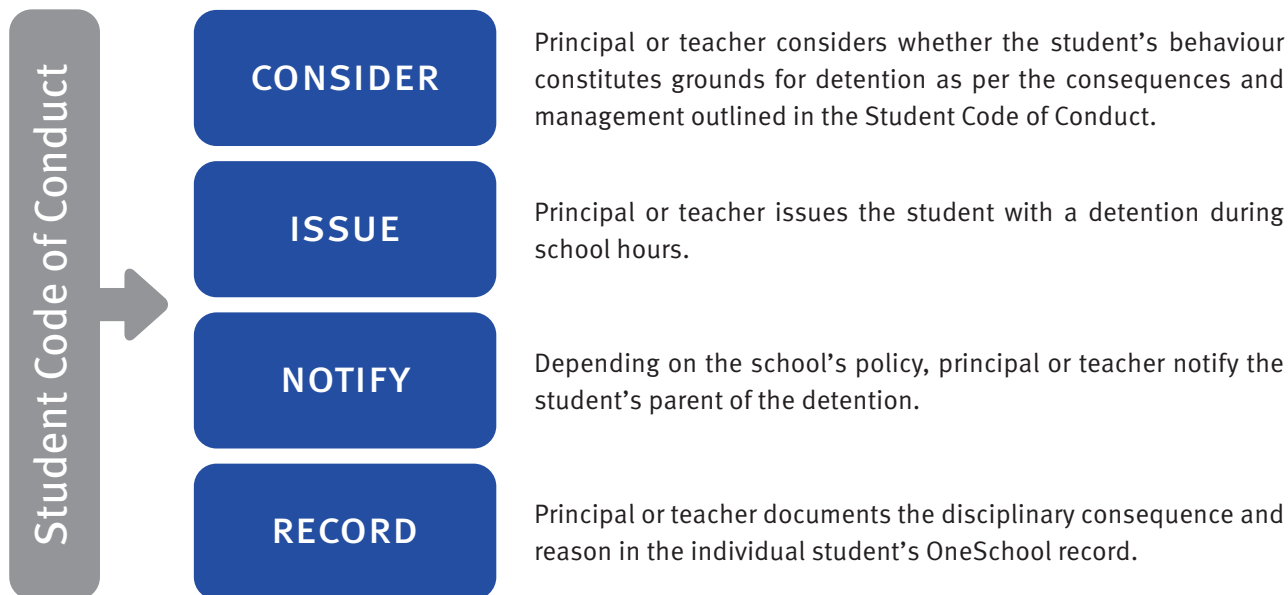


What you need to know

- Detentions may be issued by the principal or a teacher, provided this consequence and its management is clearly outlined in the Student Code of Conduct.
- The [Student Code of Conduct](#) must include details of when detentions will occur; the maximum length of detention dependent on age of student; food and toilet breaks; and which teachers are authorised by the principal to impose the various types of detentions.
- The Student Code of Conduct must also include the following for detentions issued for **outside of school hours**, including Saturday:
 - a **risk assessment** has been completed and a **risk management plan** developed
 - parents have been notified verbally and in writing of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
 - parents have been consulted about suitable times for the detention to be completed within the parameters set by the school and
 - parents have been informed of:
 - location and duration of the detention
 - their responsibility to arrange travel/supervision to and from the detention, where appropriate.
- Parents **may** be notified by the principal or teacher if a student is placed on detention during school hours, depending on the school's policy.
- If an out-of-school hours detention is considered an appropriate disciplinary consequence, the principal or teacher **must** notify parents to negotiate, within parameters, the day, time and duration of the detention and the responsibilities of the student, parent and school in relation to detention supervision arrangements.
- An optional [Out-of-school hours detention – consent form](#) is available.
- If a student fails to attend a detention, this may be considered disobedience and the school principal makes a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.
- All detentions must be recorded in OneSchool (keeping records in OneSchool enables them to be used to inform future decisions, e.g. it records that the student knew the expected behaviour and consequences and the support put in place by the school).



Flowchart: Detention (school hours)



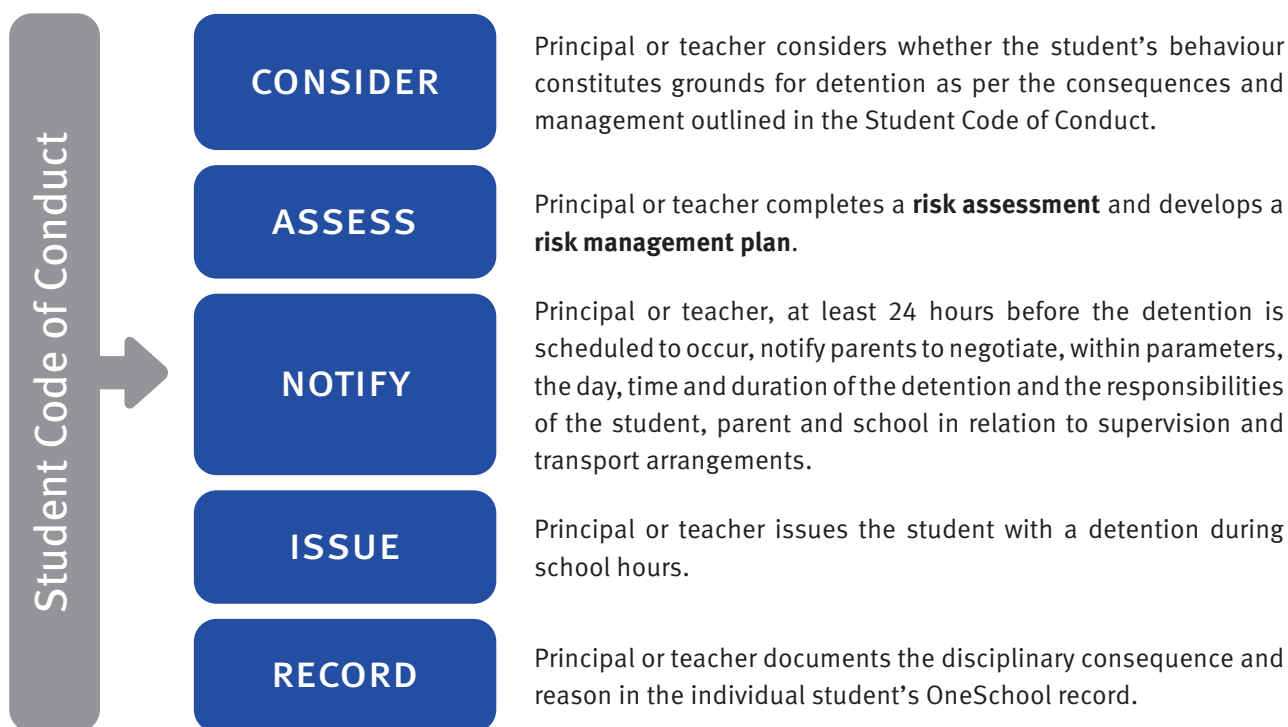
* If the student fails to attend the detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

Checklist: Detention (school hours)

- Student is enrolled at the school
- Assessment undertaken of the student's behaviour and the level of risk
- Student's individual circumstances have been considered
- Student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- Detention has been issued during school hours
- Depending on the school's policy, the student's parent has been notified of the detention
- Disciplinary consequence and reasons have been documented in the student's OneSchool record
- Student's attendance at the detention has been recorded.



Flowchart: Detention (out-of-school hours or on non-school days)



* If the student fails to attend the detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

Checklist: Detention (out-of-school hours or on non-school days)

- Student is enrolled at the school
- Assessment undertaken of the student's behaviour and the level of risk
- Student's individual circumstances have been considered
- Student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- Risk assessment** has been completed
- Risk management plan** has been developed.

At least 24 hours before the detention is scheduled to occur, parents have:

- been consulted about suitable times for the detention to be completed within the parameters set by the school
- been informed of the location and duration of the detention
- been informed of their responsibility to arrange travel/supervision to and from the detention, where appropriate
- provided consent for the student to participate in the out-of-school hours or non-school day detention.
- Detention has been issued during out-of-school hours or on non-school days
- Disciplinary consequence and reasons have been documented in the student's OneSchool record
- Student's attendance at the detention has been recorded.



Discipline improvement plan

A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour.

A discipline improvement plan is generally initiated by the principal with the support of staff in partnership with the parents and the student. A parent may also approach the school to request the process be initiated if they are concerned about their child's behaviour. Discipline improvement plans outline clear expectations of the student's behaviour for a fixed period (for example, regular attendance, following the school's behaviour rules, or attending a social skills program).

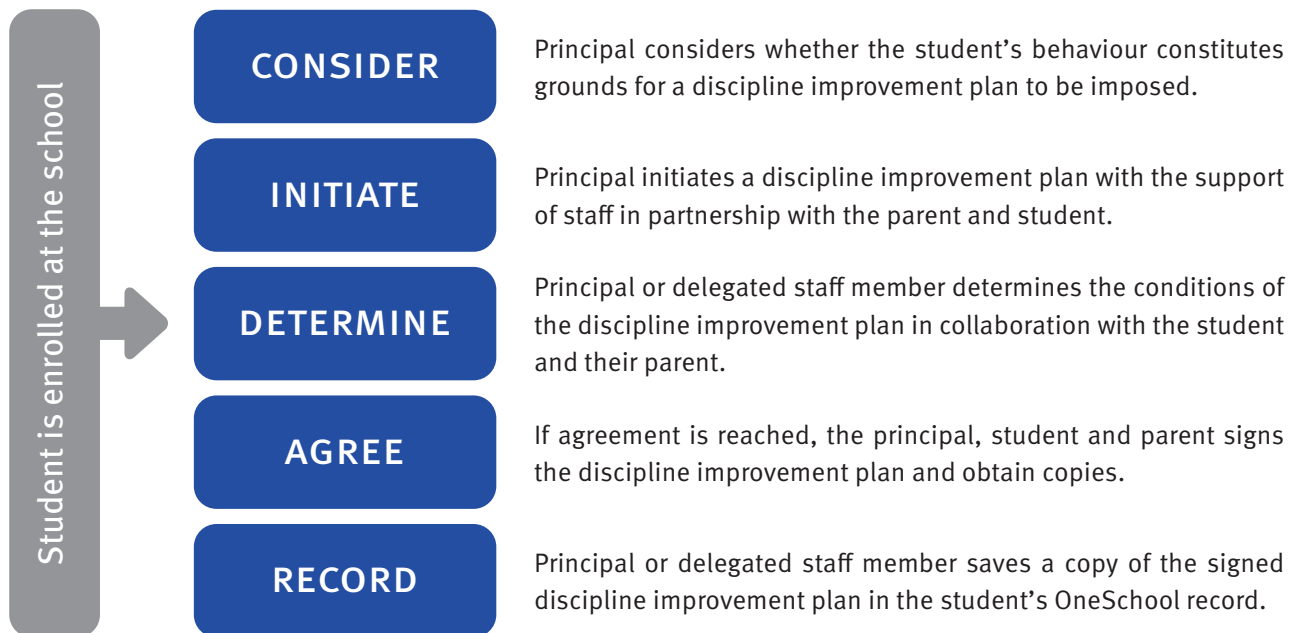
A discipline improvement plan usually involves the school, the student and the parents working together to support a student to improve their behaviour. It is flexible to prevent escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.



What you need to know

- Principals are responsible for determining whether a discipline improvement plan should be imposed on a student.
- The preparation and oversight of the discipline improvement plan can be delegated to another school staff member, however it must be approved and signed by the principal.
- The discipline improvement plan is developed in consultation with the student and the parent.
- If agreement is reached, the principal, student and parents sign and obtain copies.
- Failure to meet the conditions of a discipline improvement plan cannot be used as a ground for exclusion. However, a student may be suspended or excluded if their behaviour meets the grounds for suspension or exclusion.
- The conditions of the discipline improvement plan are established in collaboration with the student and their parent/s including:
 - behaviours expected of the student
 - consequences for not meeting the expected behaviours
 - participation in relevant programs to address inappropriate behaviour (where appropriate)
 - support to be provided by school (e.g. particular programs, support person) and
 - the duration of the plan.
- A copy of the discipline improvement plan is recorded in OneSchool.
- A [discipline improvement plan – template](#) is available for use by schools.

Flowchart: Discipline improvement plan



* Failure to meet the conditions of a discipline improvement plan cannot be used as a ground for exclusion. However, a student may be suspended or excluded if their behaviour meets the grounds for suspension or exclusion.

Checklist: Discipline improvement plan

- Student is enrolled at the school
- Assessment undertaken of the student's behaviour and the level of risk
- Student's individual circumstances have been considered
- Principal has considered whether the student's behaviour constitutes grounds for a discipline improvement plan to be imposed
- Principal has initiated a discipline improvement plan with the support of staff in partnership with the parent and student.

Principal or delegated staff member has determined the conditions of the discipline improvement plan in collaboration with the student and their parent, including:

- behaviours expected of the student
- consequences for not meeting the expected behaviours
- participation in relevant programs to address inappropriate behaviour (where appropriate)
- support to be provided by the school
- the duration of the plan.
- If agreement is reached, the principal, student and parent have signed the discipline improvement plan
- A copy of the signed discipline improvement plan has been given to the student and parent
- A copy of the signed discipline improvement plan has been saved in the student's OneSchool record.



Suspension 1–10 school days

Any decision to suspend a student from school, regardless of the length of time, is a very serious disciplinary action. This is one of the reasons that the authority to make these decisions is restricted to the principal.

Prior to making a decision about the suitability of a suspension as a disciplinary consequence, the principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

A short suspension is from 1 to 10 school days, and the student or parents are not able to appeal the principal's decision.

The Student Code of Conduct describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour. It goes against the principles of natural justice to mandate suspension for a specific behaviour, and principals and other school staff should take care not to claim or imply that this will occur.

Grounds for suspension

The *Education (General Provisions) Act 2006* provides authority for the principal of a state school to suspend a student from their school on the ground/s of:

- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student is charged with a [serious offence](#) (as defined in the *Working with Children (Risk Management and Screening) Act 2000*);
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending (refer to Charge-related suspension).

It is strongly recommended that principals select **one main ground** as the basis for a decision to suspend a student. Each ground selected must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground/s.

For example, if a principal selects the ground for suspension as *conduct that adversely affects, or is likely to adversely affect, the good order and management of the school*, then they must explain **how the behaviour** of the student adversely affected the good order and management of the school. This might be that a student set off the fire alarm causing all classes to stop and evacuate buildings, interrupting learning for more than two hours.

Or in a different example, if the principal selects the ground *misbehaviour* for a suspension, they need to provide an explanation of **how the behaviour** is considered misbehaviour. Such as, a student swearing repeatedly at a teacher while in a lunchtime detention. The swearing caused the teacher to have to remove the student from the lunchtime detention and call for additional staff assistance to manage the student's behaviour while continuing to provide supervision to other students in the detention. This behaviour is clearly identified as unacceptable in the Student Code of Conduct, and caused significant disruption to some staff as they were required to redirect their work to attend to the misbehaviour.

Principals who select multiple grounds as the reason for a suspension **must provide an explicit explanation and evidence** of how the student's behaviour meets each of the identified grounds.

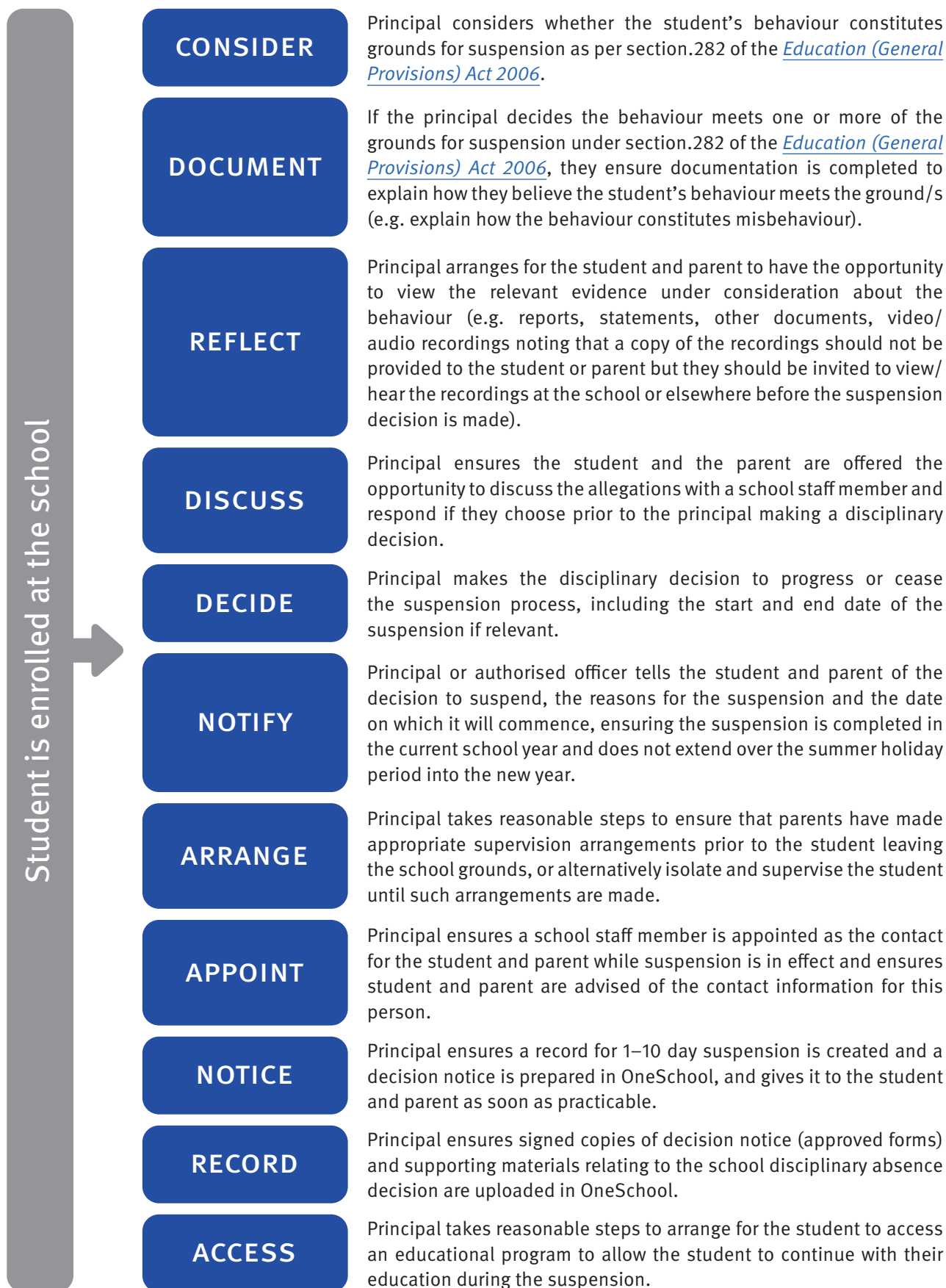


What you need to know

- Principals are the only staff members with the [power](#) to make a decision about the use of suspension for an enrolled student.
- The school must ensure the student and parent are offered the opportunity to discuss the allegations and respond if they choose **prior to the principal making a disciplinary decision**. For example reports, statements, other documents, video/audio recordings (noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).
- Only one ground for suspension should be used, and a clear explanation of how the behaviour meets the identified ground must be provided.
- The principal must ensure a school staff member is appointed as the contact for the student and parent while the suspension is in effect and ensures student and parent are advised of the contact information for this person.
- Principals may [authorise](#) a deputy principal, head of school or head of campus to tell a student and parent of their decision to suspend.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.
- This communication must provide information about the date on which the suspension will commence and its length (taking care to ensure the suspension will be completed in the current school year).
- Conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be a ground/s for suspension even if the conduct does not happen on school premises or during school hours.
- The principal is responsible for arranging as soon as practicable for a decision notice on the **approved form for 1–10 day suspension** to be given to the student and parent.
- Only the letters and approved forms available in OneSchool can be used for this purpose.
- Copies of the signed decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision must be uploaded in OneSchool.
- The principal must take reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
- If the parent advises that they are ending the enrolment of their child at the school, the principal must advise that the suspension (and therefore the enrolment) will remain in effect until the suspension has been completed.
- While on suspension, even when the parent has advised they are ending the enrolment of their child at the school, the enrolment must be maintained until the suspension has expired.
- A short suspension is from 1 to 10 school days and the student or parents are not able to appeal the principal's decision.



Flowchart: Suspensions (1–10 days)





Checklist: Suspensions (1–10 days)

- Student is enrolled at the school
- Assessment undertaken of the student's behaviour and the level of risk
- Student's individual circumstances have been considered
- Student's behaviour constitutes grounds for suspension under section.282 of the [Education \(General Provisions\) Act 2006](#)
- Principal or delegate have documented how the behaviour meets one or more of the grounds under section.282 of the [Education \(General Provisions\) Act 2006](#)
- Student and parent have had the opportunity to consider relevant evidence under consideration about the behaviour
- Student and parent have had the opportunity to discuss and respond to the allegations with a school staff member
- Principal has made the disciplinary decision to progress or cease the suspension process, including the start and finish date if relevant
- Disciplinary consequence and reasons have been documented in the student's OneSchool record
- Suspension will be completed in the current school year and will not extend over the state school holiday period into the new year
- Principal or authorised officer has told the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence
- Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
- School staff member has been appointed as the contact for the student and parent while suspension is in effect
- Student and parent have been advised of the contact information for the appointed staff member
- Record for 1–10 day suspension has been created in OneSchool
- Decision notice has been prepared on the **approved form for 1–10 day suspension** in OneSchool
- Signed decision notice on **approved form for 1–10 day suspension**, including material facts and evidence have been given to the student and parent as soon as practicable
- Copies of the signed suspension decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record
- Reasonable steps have been taken to arrange for the student to access an educational program to continue with their education during the suspension.



Suspension 11–20 school days

Any decision to suspend a student from school, regardless of the length of time, is a very serious disciplinary action. This is one of the reasons that the authority to make these decisions is delegated only to the principal.

Prior to making a decision about the suitability of a suspension as a disciplinary consequence, the principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

A long suspension is 11 to 20 school days. The student or their parent is entitled to appeal to the Director-General, Department of Education (or their delegate) for a review of a long suspension decision. It is important to consider that imposing the full period of 20 school days means the student will be out of school for four weeks, or nearly half a regular school term.

The Student Code of Conduct describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour. It goes against the principles of natural justice to mandate suspension for a specific behaviour, and principals should take care not to claim or imply that this will occur.

Grounds for suspension

The [Education \(General Provisions\) Act 2006](#) provides authority for the principal of a state school to suspend a student from their school on the ground/s of:

- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student is charged with a [serious offence](#) (as defined in the *Working with Children (Risk Management and Screening) Act 2000*) (refer to Charge-related suspension);
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending (refer to Charge-related suspension).

It is strongly recommended that principals select **one main ground** as the basis for a decision to suspend a student. Every ground selected must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground/s.

For example, if a principal selects the ground for suspension as *conduct that adversely affects, or is likely to adversely affect, the good order and management of the school*, then they must explain **how the behaviour** of the student adversely affected the good order and management of the school. This might be the student phoned in a hoax bomb threat to the school, causing immediate cessation of all lessons, emergency evacuation of the school and the involvement of the Queensland Police Service for more than two hours.

Or in a different example, if the principal selects the ground *misbehaviour* for a suspension, they need to provide an explanation of **how the behaviour** is considered misbehaviour. Such as, a student who engages in a physical fight with students from another school on a council bus service before the start of the school day. The misbehaviour of the student caused the bus service to cease immediately so the bus driver could preserve the safety and wellbeing of all passengers and other road users. The principal of the school the student was enrolled in was called and advised the student was no longer welcome on public transport. The behaviour expected of

students from the school while travelling on buses is clearly outlined in the Student Code of Conduct, and did not reflect the standards expected.

Principals who select multiple grounds as the reason for a suspension **must provide an explicit explanation and evidence** of how the student's behaviour meets each of the identified grounds.

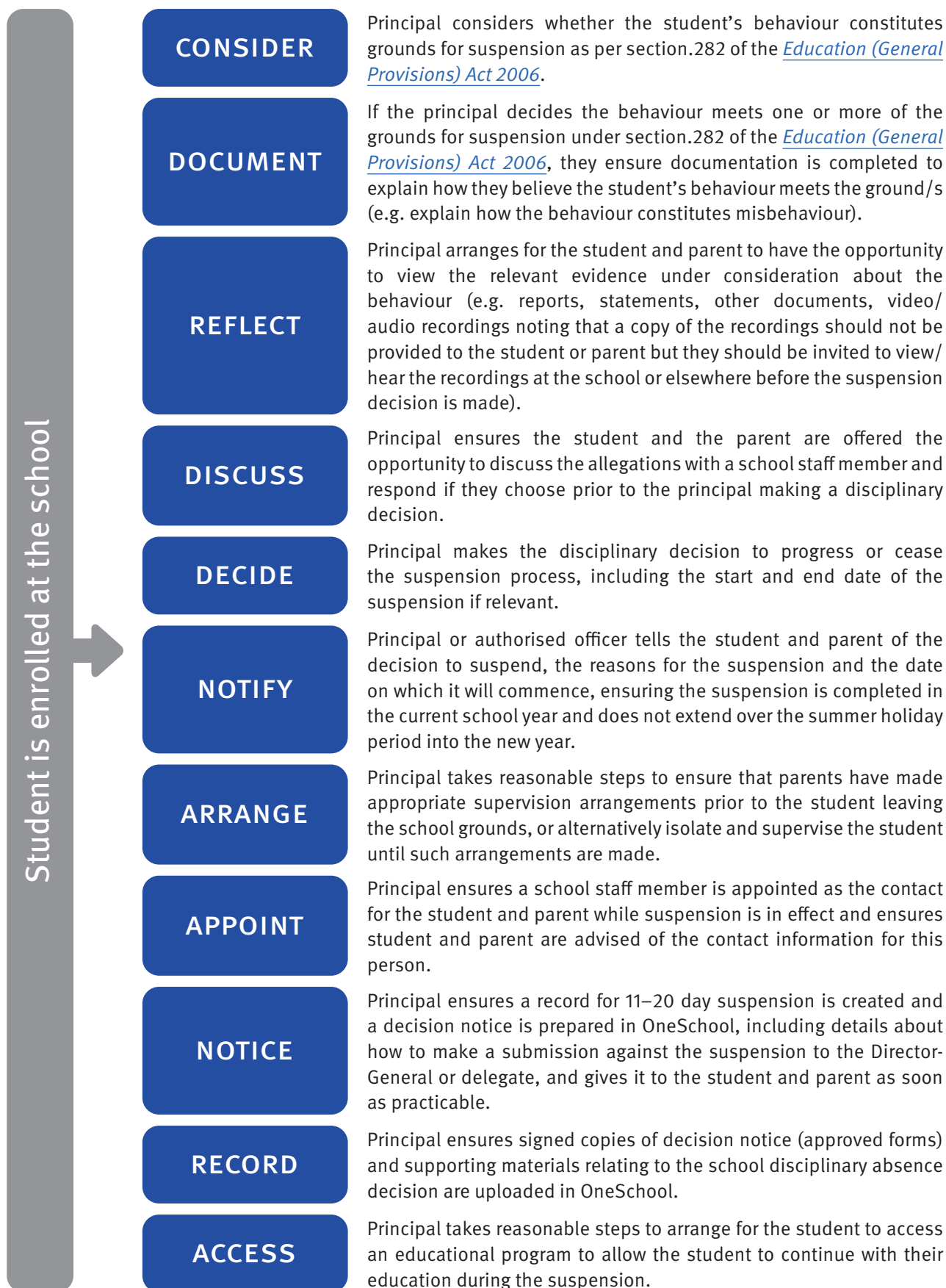


What you need to know

- Principals are the only staff members with the [power](#) to make a decision about the use of suspension for an enrolled student.
- The school must ensure the student and parent are offered the opportunity to discuss the allegations and respond if they choose **prior to the principal making a disciplinary decision**. For example reports, statements, other documents, video/audio recordings (noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).
- Only one ground for suspension should be used, and a clear explanation of how the behaviour meets the identified ground must be provided.
- The principal must ensure a school staff member is appointed as the contact for the student and parent while the suspension is in effect and ensures student and parent are advised of the contact information for this person.
- Principals may [authorise](#) a deputy principal, head of school or head of campus to tell a student and parent of their decision to suspend.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.
- This communication must provide information about the date on which the suspension will commence and its length (taking care to ensure the suspension will be completed in the current school year).
- Conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be a ground/s for suspension even if the conduct does not happen on school premises or during school hours.
- The principal is responsible for arranging as soon as practicable for a decision notice on the **approved form for 11–20 day suspension** to be given to the student and parent, including details about making a submission to the Director-General or delegate.
- Only the letters and approved forms available in OneSchool can be used for this purpose.
- Copies of the signed decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision must be uploaded in OneSchool.
- The principal must take reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
- If the parent advises that they are ending the enrolment of their child at the school, the principal must advise that the suspension (and therefore the enrolment) will remain in effect until the suspension has been completed.
- While on suspension, even when the parent has advised they are ending the enrolment of their child at the school, the enrolment must be maintained until the suspension has expired.
- A long suspension is from 11 to 20 school days and the student or parents are entitled to appeal to the Director-General or delegate for a review of the principal's decision.



Flowchart: Suspensions (11–20 days)





Checklist: Suspensions (11–20) days

- Student is enrolled at the school
- Assessment undertaken of the student's behaviour and the level of risk
- Student's individual circumstances have been considered
- Student's behaviour constitutes grounds for suspension under section.282 of the [Education \(General Provisions\) Act 2006](#)
- Principal or delegate have documented how the behaviour meets one or more of the grounds under section.282 of the [Education \(General Provisions\) Act 2006](#)
- Student and parent have had the opportunity to consider relevant evidence under consideration about the behaviour
- Student and parent have had the opportunity to discuss and respond to the allegations with a school staff member
- Principal has made the disciplinary decision to progress or cease the suspension process, including the start and finish date if relevant
- Disciplinary consequence and reasons have been documented in the student's OneSchool record
- Suspension will be completed in the current school year and will not extend over the state school holiday period into the new year
- Principal or authorised officer has told the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence
- Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
- School staff member has been appointed as the contact for the student and parent while suspension is in effect
- Student and parent have been advised of the contact information for the appointed staff member
- Record for 11–20 day suspension has been created in OneSchool
- Decision notice has been prepared on the **approved form for 11–20 day suspension** in OneSchool, including information about making a submission against the suspension to the Director-General or delegate
- Signed decision notice on **approved form for 11–20 day suspension**, including details about making a submission to the Director-General or delegate, material facts and evidence have been given to the student and parent as soon as practicable
- Copies of the signed suspension decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record
- Reasonable steps have been taken to arrange for the student to access an educational program to continue with their education during the suspension.



Re-entry to school following 1–10 or 11–20 days suspension

Prior to a student returning to school following a suspension, it can be effective for the school to arrange a meeting to plan for a successful re-entry into the education setting. The suspension period gives the school time to review the circumstances which contributed to the student's behaviour, discuss strategies that may be effective in preventing a reoccurrence of the problem and work with the family to develop an appropriate plan.

The school's approach to re-entry following suspension should be documented in the Student Code of Conduct, so that expectations are clear to the student, parents and staff. It is advisable to provide information about:

- request for a meeting with student and parents
- provision of OneSchool records to parents about student behaviour
- timing of re-entry meeting (before or on day of return to school)
- support provided to prevent reoccurrence of problem behaviour
- opportunities for ongoing monitoring and communication between school and family
- plan for support.

There is no legislative requirement for a re-entry meeting, it is a strategic option for schools to use to support rebuilding positive relationships between the student, family and school staff. The student has already received the punishment for the problem behaviour through suspension, so further criticism at a re-entry meeting is not advised. Students should not be penalised if the family does not engage with the re-entry process.

If school communities consider the use of re-entry meetings as part of a critical feature of the overarching approach to behaviour at their setting, then explanation of what and how re-entry meetings are conducted should be clearly described in the Student Code of Conduct.

The focus of the re-entry process should be on welcoming the student back to school and providing clear guidance on the supports available to assist their success moving forward. Principals should be cautious about applying a graduated return to school. The same caution should be placed on re-engagement conditions, such as requiring medical clearance.



Charge-related suspension

A charge-related suspension is separate from short or long term suspension. A charge-related suspension may be imposed if the principal is reasonably satisfied that the student enrolled in their school has been charged with a serious offence or an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

Grounds for charge-related suspension

The [Education \(General Provisions\) Act 2006](#) provides authority for the principal of a state school to place a student on a charge-related suspension if:

- the student is charged with a [serious offence](#), (as defined in the *Working with Children (Risk Management and Screening) Act 2000*), or
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

The ground selected must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground.

Examples of information sufficient to progress with a charge-related suspension may include information obtained from the Queensland Police Commissioner or a charge bench sheet supplied to the principal by the student or their parent.

Obtaining information from the Queensland Police Commissioner is used when the principal receives information that a student has been charged with a serious offence, or an offence other than a serious offence, where the principal considers the student's attendance at school would not be in the best interests of other students or staff.

Once the principal has a copy of the student's charges, they can assess this information using the [Risk assessment – behaviour, safety and wellbeing](#) to inform the disciplinary decision-making process. Utilising the [Risk assessment – behaviour, safety and wellbeing](#) will assist in determining whether the school can manage the risk of the student's attendance at a school level, or progress to a charge-related suspension.

A charge-related suspension does not have a pre-determined end date set. The charge-related suspension continues until the charge is dealt with or until the principal decides that the student can attend school. Dealt with, in relation to a charge against a student for an offence, means any of the following:

- student is acquitted or convicted of the charge
- student is convicted of another offence arising out of substantially the same acts or omissions as those constituting the charge
- the charge is withdrawn or dismissed or the trial is discontinued.

As soon as the student's charge/s have been dealt with the principal will need to decide:

- to propose to exclude the student and move directly to the proposal to exclude process; or
- not to propose to exclude the student and prepare a notice on the approved form in OneSchool stating that the charge-related suspension has ended.

Note: Exiting the student prior to finalising the charge-related suspension is not advisable.



Students cannot be **excluded** on the grounds of the charge/s — they can only be excluded if they are convicted of an offence **and** the principal is reasonably satisfied that it is not in the best interests of other students or staff for the student to attend the school. Principals may however, propose to exclude the student regardless of the outcome of the student’s charges if, through re-evaluation of circumstances, they are able to demonstrate that the student’s attendance at the school would pose an unacceptable risk to the safety and wellbeing of other students or staff.

The Student Code of Conduct should explain this category of disciplinary consequence clearly, and the authority of the principal to request the Director-General obtain information on student charges or convictions through the Queensland Police Commissioner.

The student or their parent may submit an **appeal to the Director-General** to request a review of a charge-related suspension decision by a principal.



What you need to know

- Principals are the only staff members with the [power](#) to make a decision about the use of suspension for an enrolled student.
- Charge-related suspensions do not have a predetermined end date; they continue until the charge is dealt with or until the principal decides that the student can attend school.
- Only the principal can determine if there is sufficient information to make a disciplinary decision in respect of a student suspected of being charged with an offence that is a [serious offence](#) or an offence other than a serious offence where they consider the student’s continued attendance at school would not be in the best interests of other students or of staff while the charge is pending.
- If necessary, the principal may request the Director-General obtain information from the Queensland Police Commissioner for the purposes of informing the disciplinary decision-making process.
- The school must ensure the student and parent are offered the opportunity to view the relevant evidence under consideration about the behaviour, discuss the allegations and respond if they choose **prior to the principal making a disciplinary decision**. For example the information provided through requesting the Director-General obtain information from the QPC.
- Principals should use the [Risk assessment — behaviour, safety and wellbeing](#) prior to identifying an appropriate disciplinary response or intervention (a copy of the completed risk assessment should be retained in the student’s OneSchool record).
- Principals may [authorise](#) a deputy principal, head of school or head of campus to tell a student and parent of their decision to suspend.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.
- This communication must provide information about the date on which the charge-related suspension will commence and that the end date will likely be determined once the charges have been finalised in the court.

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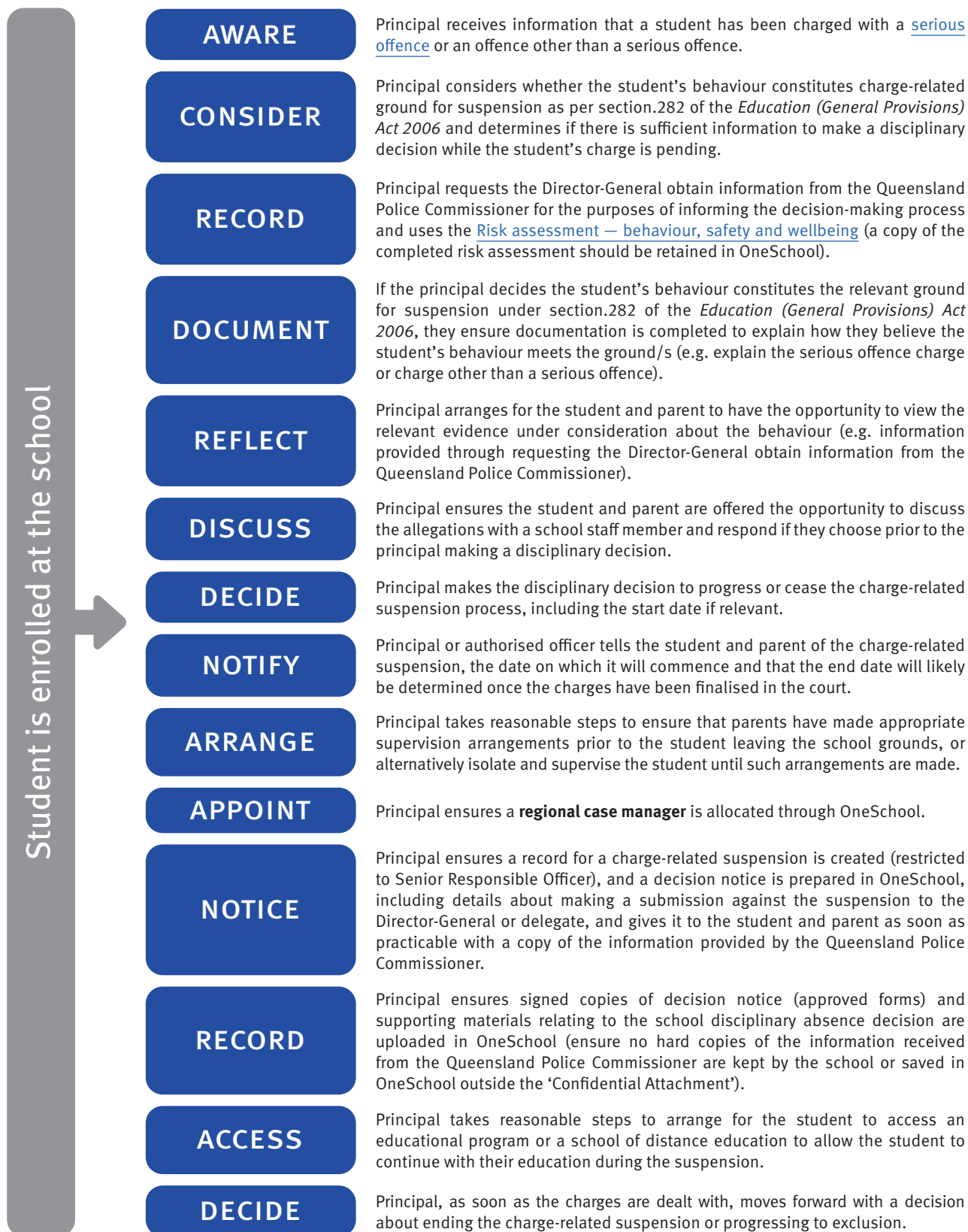


What you need to know continued

- The principal is responsible for arranging as soon as practicable for a decision notice on the **approved form for charge-related suspension** to be given to the student and parent, including details about making a submission to the Director-General or delegate and a copy of the de-identified information provided by the QPC. The information provided by the QPC must not be saved in the record for suspension, nor kept in hard copy/distributed.
- Only the letters and approved forms available in OneSchool can be used for this purpose.
- Copies of the signed decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision must be uploaded in OneSchool.
- The principal must take reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension (note: the student can access distance education on a fee-free basis if approved by the Director-General).
- The principal is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds.
- The principal ensures a regional case manager is allocated and recorded on OneSchool.
- The principal ensures a record for a charge-related suspension is created (restricted to Senior Responsible Officer) in OneSchool.
- As soon as the charge is dealt with, the principal moves forward with a decision about ending the charge-related suspension or **progressing to exclusion**.
- While on charge-related suspension, even when the parent has advised they are ending the enrolment of their child at the school, the student may not be enrolled at any other state school (other than distance education) in Queensland.
- The principal's ability to view the 'Confidential Attachment' record is removed once suspension on a charge-related ground has been finalised. However, the information is available for the purpose of appeals and kept until the student turns 24, when all rights of appeal have been exhausted. The information is then removed from the system in line with DoE's Retention and Disposal Schedule.



Flowchart: Charge-related suspensions



* At any time throughout the charge-related suspension, the principal may seek an update on the status of the student's charges through an additional request to the Director-General to obtain information from the Queensland Police Commissioner.



Checklist: Charge-related suspensions

- Student is enrolled at the school
- Information received from a credible source that there are reasonable grounds to suspect the student has been charged with a [serious offence](#) or an offence other than a serious offence where the principal considers the student's attendance at school would not be in the best interests of other students or staff
- Student's individual circumstances have been considered
- Student's behaviour constitutes grounds for charge-related suspension under section.282 of the [Education \(General Provisions\) Act 2006](#)
- Principal or delegate have documented how the behaviour meets a charge-related ground under section.282 of the *Education (General Provisions) Act 2006*
- There is sufficient information to make a disciplinary decision while the student's charge is pending
- Request sent to the Director-General to obtain information from the Queensland Police Commissioner
- [Risk assessment – behaviour, safety and wellbeing](#) completed prior to identifying appropriate disciplinary response or intervention
- A copy of the completed risk assessment has been documented in OneSchool
- Student and parent have had the opportunity to consider relevant evidence under consideration about the behaviour
- Student and parent have had the opportunity to discuss and respond to the allegations with a school staff member
- Principal has made the disciplinary decision to progress or cease the charge-related suspension process
- Disciplinary consequence and reasons have been documented in the student's OneSchool record
- Principal or authorised officer has told the student and parent of the charge-related suspension decision, the date on which it will commence and that the end date will likely be determined once the charges have been finalised in court
- Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
- Record for suspension on a charge-related ground created in OneSchool and restricted to Senior Responsible Officer
- Decision notice has been prepared on the **approved form for charge-related suspension** in OneSchool, including information about making a submission against the suspension to the Director-General or delegate
- Regional case manager has been allocated through OneSchool
- Signed decision notice on approved form for charge-related suspension, including details about making a submission to the Director-General or delegate, material facts and evidence, and a copy of the information received from the QPC (if any) have been given to the student and parent as soon as practicable
- Copies of the signed suspension decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision (excluding the copy of the information received from the QPC (if any)) have been uploaded in the student's OneSchool record
- Reasonable steps have been taken to arrange for the student to access an educational program to continue with their education during the suspension
- Requests from the Director-General or delegate for information have been responded to
- No hard copy of the charge-related suspension letters or attachments have been kept by the school
- No hard copy of the information received from the QPC have been kept by the school or saved in OneSchool outside the 'Confidential Attachment'.

As soon as the charge has been dealt with:

- [Risk assessment – behaviour, safety and wellbeing](#) has been completed to determine if the student's attendance at school would not be in the best interests of other students or staff
- Decision about ending the charge-related suspension or progressing to exclusion has been made.

If the decision is to exclude:

- Exclusion process will be followed, creating a new incident on OneSchool for the charge-related behaviour.



Exclusion

Principals have the authority to exclude a student from school for a period of not more than one year, or permanently. Principals can refer an exclusion decision to the Director-General for their consideration to exclude a student from certain or all state schools, however only the Director-General has the authority to exclude students from certain or all state schools.

Exclusion is the most serious disciplinary action that any school principal can take against a student, and must only be used if other disciplinary consequences are demonstrably inadequate to deal with the student's behaviour.

Prior to making a decision about the suitability of an exclusion as a disciplinary consequence, the principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

The Student Code of Conduct describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour. It goes against the principles of natural justice to mandate exclusion for a specific behaviour, and principals should take care not to claim or imply that this will occur.

Grounds for exclusion

The [Education \(General Provisions\) Act 2006](#) provides authority for the principal of a state school to exclude a student from their school on the ground/s of:

- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to remain enrolled at the school;

if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.

It is also ground for exclusion if:

- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

It is strongly recommended that principals select one main ground as the basis for a decision to exclude a student. Every ground selected must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground/s.

Principals who select multiple grounds as reasons for an exclusion **must provide an explicit explanation and evidence** of how the student's behaviour meets each of the identified grounds.

The student or their parent may submit an **appeal to the Director-General** to request a review of an exclusion decision. For permanent exclusions, a periodic review submission may be submitted to the Director-General or delegate in each calendar year until the student turns 24 years of age.

Principals must ensure the student and parent have at least five school days of receiving the proposed exclusion decision notice to provide relevant additional information or responses to allegations prior to making their final decision. Utilising registered post or courier to give the student and parent the decision notice ensures an accurate record of the date the notice was received.

Principals do not need to wait 20 school days before making a decision regarding exclusion. Once the five school days have lapsed, principals can consider all of the available information and finalise their decision within 20 school days after giving the student the proposed exclusion notice.

It is important to consider that imposing the full period of 20 school days for a suspension pending exclusion decision means the student will be out of school for four weeks, or nearly half a regular school term.

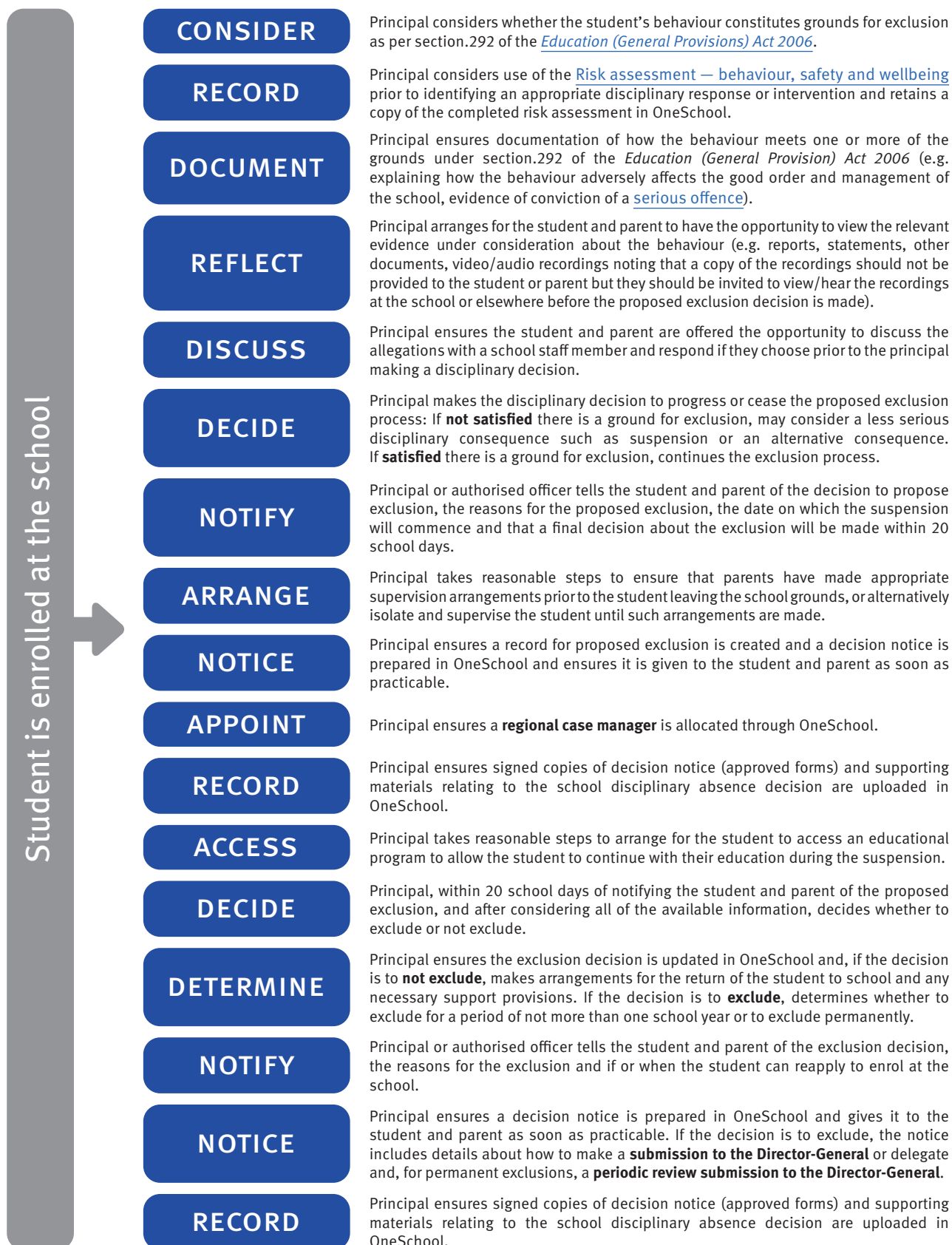


What you need to know

- Principals are the only staff members with the [power](#) to make a decision about the use of exclusion for an enrolled student.
- The school must ensure the student and parent are offered the opportunity to view the relevant evidence under consideration about the behaviour, discuss the allegations and respond if they choose **prior to the principal making a disciplinary decision**. For example reports, statements, other documents, video/audio recordings (noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the exclusion decision is made).
- Conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be a ground/s for exclusion even if the conduct does not happen on school premises or during school hours.
- Principals should use the [Risk assessment – behaviour, safety and wellbeing](#) prior to identifying an appropriate disciplinary response or intervention (a copy of the completed risk assessment should be retained in the student’s OneSchool record).
- Principals may [authorise](#) a deputy principal, head of school or head of campus to tell a student and parent of their decision to propose exclusion.
- The suspension pending final decision about exclusion takes effect from the time the principal or authorised officer tells the student and their parent about it.
- This communication must provide information about the date on which the suspension will commence and that the final decision about exclusion will be made within 20 school days.
- The principal is responsible for arranging as soon as practicable for a decision notice on the **approved form for proposed exclusion/exclusion decision** to be given to the student and parent (including, where the decision is to exclude, details about making a submission to the Director-General or delegate and information on making a periodic review submission for permanent exclusion decisions).
- Only the letters and approved forms available in OneSchool can be used for this purpose.
- Copies of the signed decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision must be uploaded in OneSchool.
- The principal must take reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
- The principal is mindful of the school’s duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds.
- The principal ensures a regional case manager is allocated and recorded on OneSchool.
- The principal ensures a record for a proposed exclusion is created in OneSchool.
- The principal must finalise their decision within 20 school days of providing the student and parent the proposed exclusion notice.
- The principal alone has the delegation to make the decision of whether to exclude a student for period of not more than one school year or to exclude permanently.
- While on suspension, even when the parent has advised they are ending the enrolment of their child at the school, the student may not be enrolled at any other state school (other than distance education) in Queensland.
- Exclusions do not need to be completed in the current school year – the 20 school day suspension continues into the next school period until the principal has made their final decision about exclusion.
- If the parent advises that they are ending the enrolment of their child at the school, the principal must advise that the suspension pending exclusion decision (and therefore the enrolment) will remain in effect until the exclusion decision has been finalised.
- Students who have been excluded from a Queensland state school are entitled to enrol as if in-catchment at a different state school, subject to the approval of the regional director. For more information please see the [Enrolment Management Plan](#) (EMP).
- Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.



Flowchart: Exclusion



* Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.



Checklist: Exclusion

- Student is enrolled at the school
- Assessment undertaken of the student's behaviour and the level of risk
- Student's individual circumstances have been considered
- Student's behaviour constitutes one or more grounds for exclusion under section.292 of the EGPA
- Principal or delegate have documented how the behaviour meets the ground for exclusion under section.292 of the EGPA
- Exclusion has been considered as a last resort, where suspension is demonstrably inadequate to deal with the student's disobedience, misbehaviour, conduct or risk
- [Risk assessment – behaviour, safety and wellbeing](#) has been completed prior to identifying an appropriate disciplinary response or intervention
- A copy of the completed [Risk assessment – behaviour, safety and wellbeing](#) has been documented in OneSchool
- Student and parent have had the opportunity to consider relevant evidence under consideration about the behaviour
- Student and parent have been offered the opportunity to discuss and respond to the allegations
- Principal, if **not satisfied** there is a ground for exclusion, has considered a less serious disciplinary consequence such as suspension or decided no further action is needed
- Principal, **if satisfied** there is a ground for exclusion, has continued the exclusion process
- Disciplinary consequence and reasons have been documented in the student's OneSchool record
- Principal or authorised officer has told the student and parent of the decision to propose exclusion, the reasons for the proposed exclusion, the date on which the suspension will commence and that the final decision about exclusion will be made within 20 school days
- Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
- Record for proposed exclusion has been created in OneSchool
- Decision notice has been prepared on the **approved form for proposed exclusion** in OneSchool
- Regional case manager has been allocated through OneSchool
- Signed decision notice on **approved form for proposed exclusion**, material facts and evidence have been given to the student and parent as soon as practicable
- Copies of the signed proposed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record
- Reasonable steps have been taken to arrange for the student to access an educational program to allow the student to continue with their education during the suspension
- Principal has finalised the decision within 20 school days of providing the student and parent the proposed exclusion notice and after considering all of the available information
- Exclusion decision has been updated in OneSchool
- If the decision is to **not exclude**, arrangements for the return of the student to school and any necessary support provisions have been made
- If the decision is to **exclude**, determined whether to exclude for a period of not more than one school year or to exclude permanently
- Principal or authorised officer has told the student and parent of the exclusion decision, the reasons for the exclusion and if or when the student can reapply to enrol at the school
- Decision notice has been prepared on the **approved form for exclusion** in OneSchool (including if the decision is to exclude, information about making a submission against the exclusion to the Director-General or delegate and, for permanent exclusions, a periodic review submission to the Director-General)
- Signed decision notice on **approved form for exclusion**, including details about making a submission to the Director-General or delegate, material facts and evidence has been given to the student and parent as soon as practicable
- Copies of the signed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record.



Exclusion from certain or all state schools by Director-General

Principals can refer an exclusion decision to the Director-General for their consideration to exclude a student from certain or all state schools, however the Director-General is the only individual with the authority to exclude students from certain (state schools in a particular area or region) or all state schools in Queensland (except schools of distance education). The Director-General can exclude a student for a period of not more than one year or permanently.

The Director-General can exclude a student from certain or all state schools on the following ground/s:

- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the schools (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the schools poses an unacceptable risk to the safety or wellbeing of other students or of staff;

if exclusion from an individual school is inadequate to deal with the disobedience, misbehaviour, conduct or risk.

It is also a ground for exclusion from certain or all state schools if the student attendance poses an unacceptable risk to the safety or wellbeing of any state school community because there is evidence of:

- convictions associated with assaulting and obstructing police officers, demonstrating a disregard for persons in a position of authority and a propensity for disobeying rules and requirements
- convictions for assault/possessing a dangerous weapon, demonstrating a propensity for violence and a disregard for the safety and wellbeing of others
- convictions for stealing/wilful damage/unauthorised dealing with shop goods, demonstrating a disregard for the property of others
- an extensive criminal history, demonstrating an ongoing disregard for the law/inability or unwillingness to follow rules and requirements.

A principal of a state school who considers the student's behaviour constitutes one or more of the above grounds for exclusion from certain or all state schools can refer an exclusion decision to the Director-General by completing the [SD-1 Principal referral](#) at the same time as the written notice of the proposed exclusion.

A regional director who considers the student's behaviour constitutes one or more of the above grounds can support the referral to the Director-General to exclude a student from certain or all state schools by completing the [SD-2 Regional Director referral](#).

It is strongly recommended that only one of the identified grounds is selected as the basis for a decision to recommend excluding a student from certain or all state schools. Every ground cited as the basis for the recommendation must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground/s.

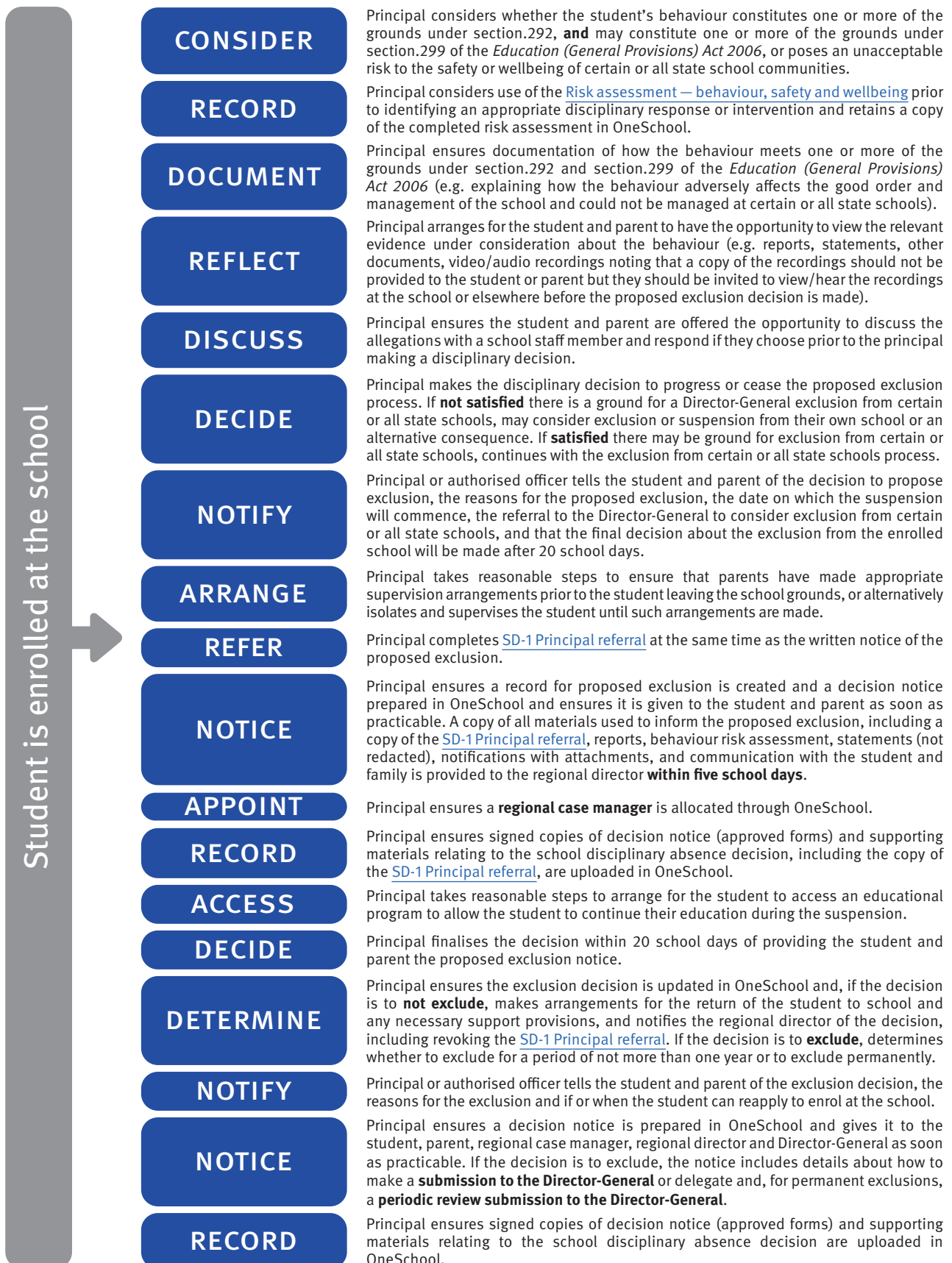
Where multiple grounds are selected as reasons for recommending exclusion from certain or all state schools, **explicit explanation and evidence must be provided** of how the student's behaviour meets **each of the identified grounds**.



What you need to know

- The decision to request the Director-General consider excluding a student from certain or all state schools is initiated by the principal of the state school at which the student is enrolled, and must be completed in conjunction with the normal exclusion process from the enrolled school.
- The [SD-1 Principal referral](#) must be completed by the principal at the same time as the written notice of the proposed exclusion.
- The regional director must progress the [SD-1 Principal referral](#) and [SD-2 Regional Director referral](#) within five school days of receipt of the [SD-1](#).
- A copy of the [SD-1 Principal referral](#) is to be provided to the student and parent with the proposed exclusion notice for the school at which the student is currently enrolled.
- Copies of the signed decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision must be uploaded in OneSchool. For example reports, risk assessment, statements (not redacted), notifications with attachments, a copy of the [SD-1](#), and communication with the student and family.
- The principal should use the [Risk assessment – behaviour, safety and wellbeing](#) to consider implications of enrolment in certain or all state schools and retain a copy of the completed risk assessment in OneSchool.
- Principals may [authorise](#) a deputy principal, head of school or head of campus to tell a student and parent of their decision to propose exclusion, the date on which the suspension will commence and that the referral has been made to the Director-General to consider exclusion from certain or all state schools.
- The principal must finalise their exclusion decision within 20 school days of providing the student and parent the proposed exclusion notice.
- If after submitting the [SD-1 Principal referral](#) the principal decides not to exclude the student, the principal must immediately notify the regional director of their decision and revoke the [SD-1 Principal referral](#).
- The regional case manager takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the proposed exclusion.
- Students on suspension pending final decision about exclusion may not seek enrolment at any state school (other than a school of distance education) in Queensland.

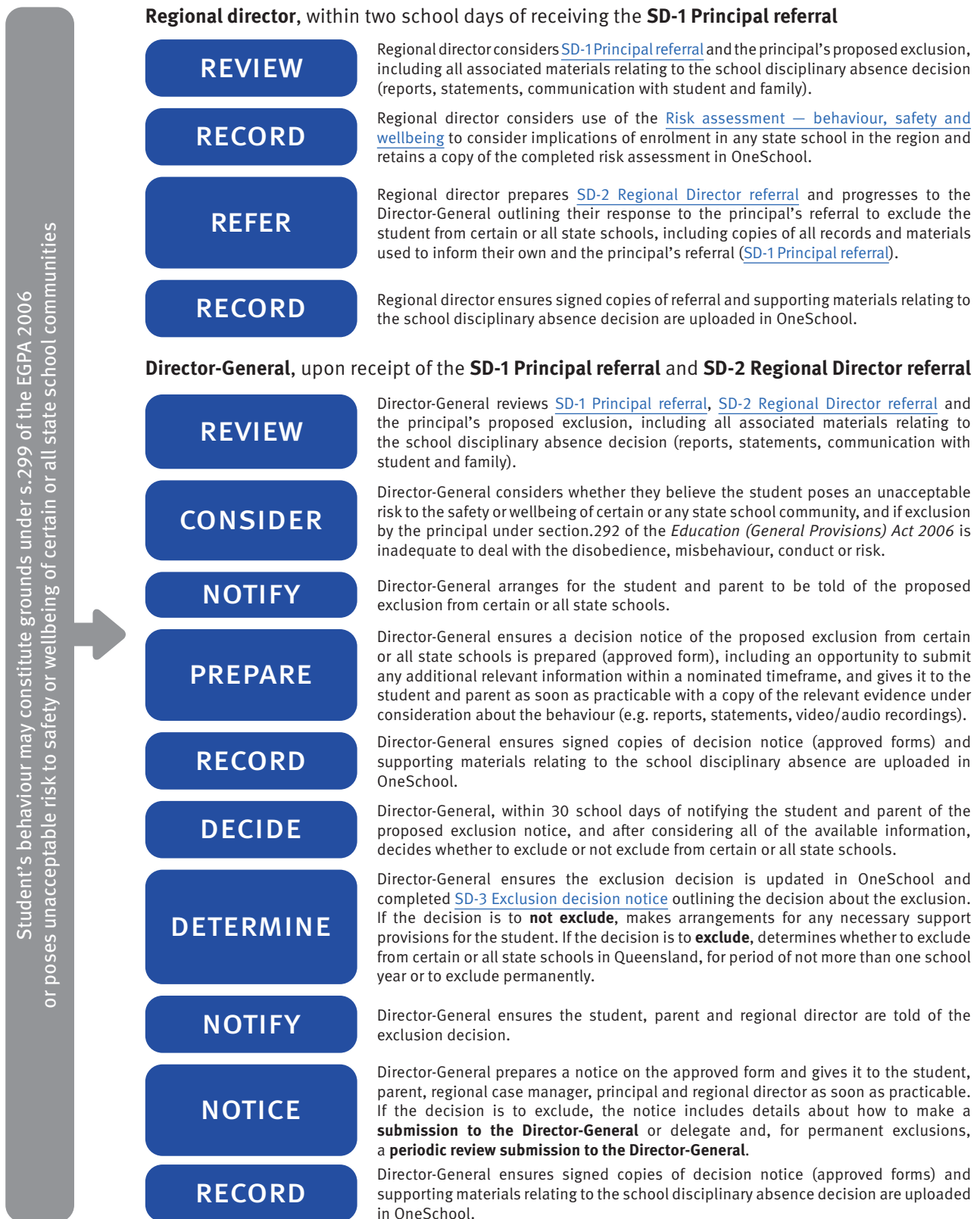
Flowchart: Exclusion: Certain state schools or all state schools by Director-General



* Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.

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Flowchart: Exclusion: Certain state schools or all state schools by Director-General continued





Checklist: Exclusion: Certain state schools or all state schools by Director-General

Principal (to be completed in conjunction with the normal exclusion process from the enrolled school)

- Student is enrolled at the school
- Assessment undertaken of the student's behaviour and the level of risk
- Student's individual circumstances have been considered
- Student's behaviour constitutes one or more of the grounds under section.292 of the EGPA
- Exclusion has been considered as a last resort, where suspension is demonstrably inadequate to deal with the student's disobedience, misbehaviour, conduct or risk
- Student's behaviour may constitute one or more of the grounds under section.299 of the EGPA or poses an unacceptable risk to the safety or wellbeing of certain or all state school communities
- [Risk assessment – behaviour, safety and wellbeing](#) has been completed prior to identifying an appropriate disciplinary response or intervention and includes consideration of implications around enrolment in certain or all state schools
- A copy of the completed [Risk assessment – behaviour, safety and wellbeing](#) has been documented in OneSchool
- Principal or delegate have documented how the behaviour meets the ground for exclusion under section.292 and section.299 of the EGPA
- Student and parent have had the opportunity to view relevant evidence under consideration about the behaviour
- Student and parent have been offered the opportunity to discuss and respond to the allegations
- Principal, if **not satisfied** there is a ground for a Director-General exclusion from certain or all state schools, has considered exclusion or suspension from their own school or decided no further action is needed/ If **satisfied** there may be ground for exclusion from certain or all state schools, has continued the exclusion from certain or all state schools process
- Disciplinary consequence and reasons have been documented in the student's OneSchool record
- Principal or authorised officer has told the student and parent:
 - of the decision to propose exclusion
 - the reasons for the proposed exclusion
 - the date on which the suspension will commence
 - the referral to the Director-General to consider exclusion from certain state schools or all state schools and
 - that the final decision about exclusion from the enrolled school will be made within 20 school days.
- Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
- Record for proposed exclusion has been created in OneSchool
- Decision notice has been prepared on the **approved form for proposed exclusion** in OneSchool
- [SD-1 Principal referral](#) has been completed
- [SD-1 Principal referral](#), written notice of the proposed exclusion with any relevant decision-making documentation have been provided to the regional director **within five school days**
- Regional case manager has been allocated through OneSchool
- Signed decision notice on **approved form for proposed exclusion**, material facts and evidence (including a copy of the [SD-1 Principal referral](#)) have been given to the student and parent as soon as practicable

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- Copies of the signed proposed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision (including a copy of the [SD-1 Principal referral](#)) have been uploaded in the student's OneSchool record
- Reasonable steps have been taken to arrange for the student to access an educational program to allow the student to continue with their education during the suspension
- Principal has finalised the decision within 20 school days of providing the student and parent the proposed exclusion notice and after considering all of the available information
- Exclusion decision has been updated in OneSchool
- If the decision is to **not exclude**:
 - arrangements have been made for the return of the student to school
 - any necessary support provisions have been made
 - the regional director has been notified of the decision to not exclude
 - the [SD-1 Principal referral](#) has been revoked.
- If the decision is to **exclude**, determined whether to exclude for a period of not more than one school year or to exclude permanently
- Principal or authorised officer has told the student and parent of the exclusion decision, the reasons for the exclusion and if or when the student can reapply to enrol at the school
- Decision notice has been prepared on the **approved form for exclusion** in OneSchool (including if the decision is to exclude, information about making a submission against the exclusion to the Director-General or delegate and, for permanent exclusions, a periodic review submission to the Director-General)
- Signed decision notice on **approved form for exclusion**, including material facts and evidence has been given to the student, parent, regional case manager, regional director and Director-General as soon as practicable. If the decision is to exclude, details about making a submission to the Director-General or delegate, and for permanent exclusions, a periodic review submission to the Director-General have been included
- Copies of the signed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record.

Regional director, within two school days of receiving the SD-1 Principal referral

- [SD-1 Principal referral](#) and associated materials have been reviewed
- Principal's proposed exclusion and all associated materials relating to the school disciplinary absence decision have been reviewed
- [Risk assessment – behaviour, safety and wellbeing](#) has been completed to consider implications of enrolment in any state school in their region
- A copy of the completed [Risk assessment – behaviour, safety and wellbeing](#) has been retained in OneSchool
- Considered whether the student may pose an unacceptable risk to the safety or wellbeing of certain or all state school communities
- [SD-2 Regional Director referral](#) has been prepared
- [SD-2 Regional Director referral](#) has been progressed to the Director-General, outlining their response to the principal's referral to exclude the student from certain or all state schools, including copies of all records and materials used to inform their own and the principal's referral ([SD-1 Principal referral](#))
- Signed copies of the referral and supporting materials relating to the school disciplinary absence have been saved in the student's OneSchool record.



Director-General, upon receipt of the SD-1 Principal referral and SD-2 Regional Director referral

- [SD-1 Principal referral](#) and associated materials have been reviewed
- Principal's proposed exclusion and all associated materials have been reviewed
- [SD-2 Regional Director referral](#) and associated materials have been reviewed
- Considered whether the student poses an unacceptable risk to the safety or wellbeing of certain or any state school community
- Considered whether exclusion by the principal under Part 12, Division 3 of the EGPA is inadequate to deal with the disobedience, misbehaviour, conduct or risk
- Student and parent have been told of the decision to propose exclusion from certain or all state schools
- Decision notice has been prepared on the **approved form for proposed exclusion from certain or all state schools**, including an opportunity to submit any additional relevant information within a nominated timeframe
- Signed decision notice on **approved form for proposed exclusion from certain or all state schools**, material facts and evidence have been given to the student and parent as soon as practicable
- Copies of the signed proposed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record
- Considered all of the available information
- Within 30 school days of notifying the student and parent of the proposed exclusion from certain or all state schools, principal has made the final decision to exclude or not exclude from enrolled school certain or all state schools
- Exclusion decision has been updated in OneSchool
- [SD-3 Exclusion decision notice](#) has been completed
- If the decision is to **not exclude**, arrangements for any necessary supporting provisions have been made
- If the decision is to **exclude**, determined whether to exclude from certain or all state schools in Queensland, for a period of not more than one school year or to exclude permanently
- Student, parent and regional director have been told of the exclusion decision
- Decision notice has been prepared on the **approved form for exclusion from certain or all state schools**. If the decision is to exclude from certain or all state schools, details about making a submission to the Director-General or delegate and a periodic review submission to the Director-General have been included
- Signed decision notice on **approved form for exclusion from certain or all state schools**, including material facts and evidence has been given to the student, parent, regional case manager, regional director and Director-General as soon as practicable. If the decision is to exclude, details about making a submission to the Director-General or delegate, and for permanent exclusions, a periodic review submission to the Director-General have been included
- Copies of the signed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record.



Cancellation of enrolment

The principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program provided by the school. This is the only ground for cancellation of enrolment under the EGPA.

If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first.

The principal must consider the individual circumstances such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. The principal must also consider whether another disciplinary strategy or consequence would be more appropriate.

If a young person is under 17 years of age, they are in the compulsory participation phase. If a student's enrolment is cancelled during this phase, they should be provided with information about eligible education and training options within the cancellation of enrolment notice.

The student or their parent may submit an **appeal to the Director-General or delegate** to request a review of a cancellation decision by a principal.

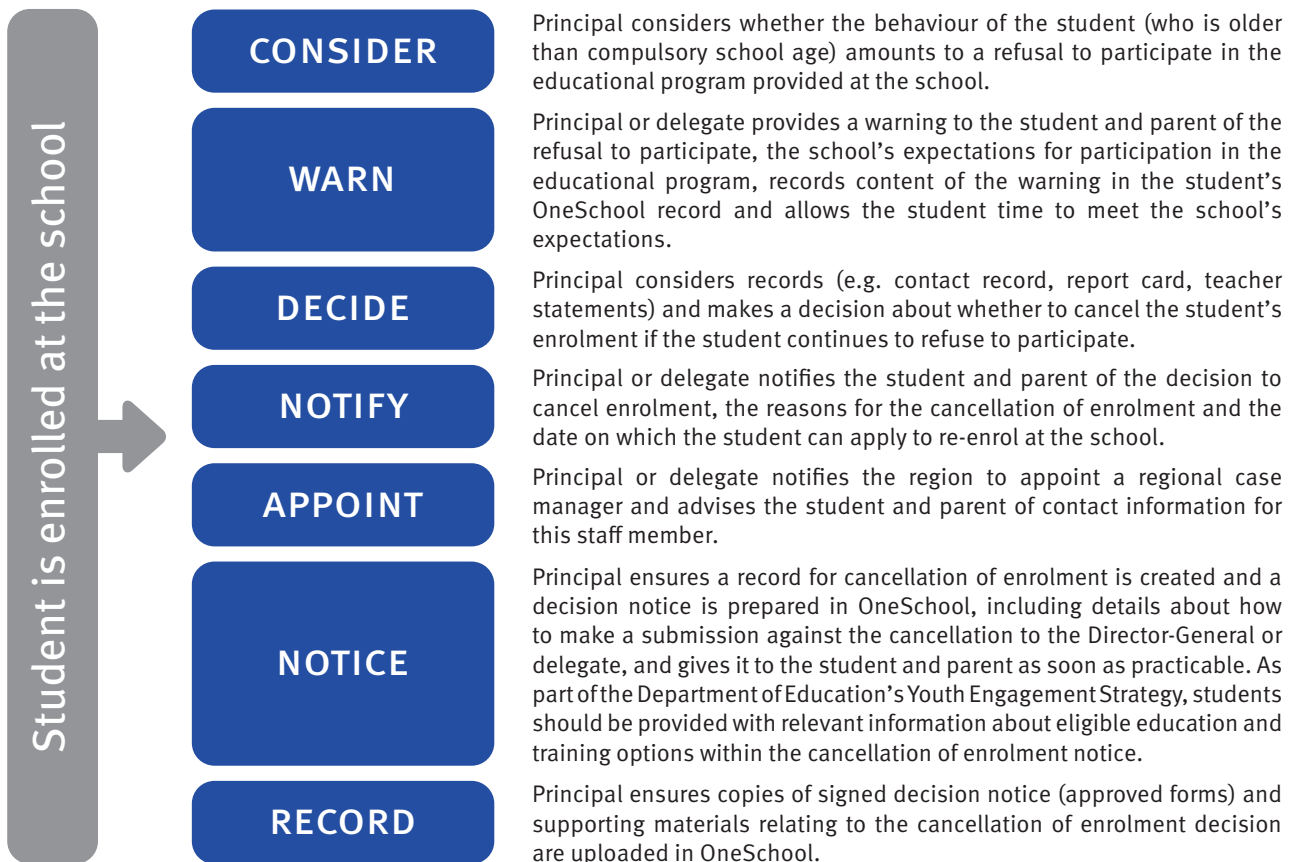


What you need to know

- The enrolment of a compulsory school age student cannot be cancelled.
- The ground for cancellation is restricted to student behaviour that amounts to a refusal to participate in the educational program provided at the school.
- Prior to any decision regarding cancellation, the principal should ensure the student and parent are provided with a warning of the refusal to participate and the school's expectations for participation in the educational program, then allow the student a reasonable opportunity to meet the school's expectations.
- A young person's compulsory participation phase starts when they stop being of compulsory school age; and ends when they:
 - gain a certificate of achievement, senior statement, certificate III or certificate IV; or
 - have participated in eligible education options for two years after they stopped being of compulsory school age; or
 - turn 17 years of age.
- A student's enrolment cannot be cancelled due to problem behaviour or a lack of academic progress.



Flowchart: Cancellation of enrolment



Checklist: Cancellation of enrolment

- Student is enrolled at the school
- Student is older than compulsory school age
- Student's individual circumstances have been considered
- Student's behaviour constitutes grounds for cancellation under section.317 of the EGPA (their behaviour amounts to a refusal to participate in the educational program provided at the school)
- Principal or delegate have documented how the behaviour meets the ground for cancellation under section.317 of the EGPA
- Principal or delegate has provided a warning to the student and the parent of the refusal to participate and the school's expectations for participation in the educational program
- Content of the warning has been recorded in OneSchool
- Student has had a reasonable opportunity to meet the school's expectations
- Evidence has been considered and principal has made a decision about whether to cancel the student's enrolment (if the student continued to refuse to participate)
- If the decision is to **cancel enrolment**, determined the date on which the student can apply to re-enrol at the school (not more than 12 months after giving the decision notice)
- Principal or delegate has notified the student and parent of the decision to cancel enrolment, the reasons for the cancellation of enrolment and the date on which the student can apply to re-enrol at the school
- Region has been notified to appoint a regional case manager
- Record for cancellation of enrolment has been created in OneSchool
- Decision notice has been prepared on the **approved form for cancellation of enrolment** in OneSchool, including details about making a submission against the decision to the Director-General or delegate
- If the student is in the compulsory participation phase, relevant information has been provided about eligible education and training options within the decision notice
- Signed decision notice on **approved form for cancellation of enrolment**, including details about making a submission to the Director-General or delegate, material facts and evidence have been given to the student and parent as soon as practicable
- Copies of the signed cancellation of enrolment notice (approved forms) and supporting materials relating to the decision have been uploaded in the student's OneSchool record.



Refusal to enrol – Risk to safety or wellbeing

Only the Director-General can refuse the enrolment of a prospective student if they reasonably believe that, if enrolled, the prospective student would pose an unacceptable risk to the safety or wellbeing of members of the school community.

A principal who reasonably believes that the enrolment of a prospective student poses an unacceptable risk to the safety or wellbeing of members of a school community must consider the following in relation to any charges or convictions listed in the prospective student's criminal history to determine the risk posed by the prospective student:

- whether the offence is a [serious offence](#)
- when the offence was committed or alleged to have been committed
- the nature of the offence and current age of prospective student
- for a conviction, whether a penalty was imposed and the nature of the penalty.

Principals should take care to properly document all sources of relevant information in OneSchool they have drawn upon to reach a belief that the prospective student poses an unacceptable risk to the safety or wellbeing of members of a school community. This documentation should ensure that their views on risk are clearly linked to relevant supporting evidence.

Principals who consider that a prospective student poses an unacceptable risk to the safety or wellbeing of members of a school community refer the enrolment application through the regional director to the Director-General for decision. **Within five school days** of receiving the enrolment application from the prospective student or parent, the principal must send them notice of a referral of application to enrol ([RTE-1](#)).

To access information in relation to a prospective student's prior convictions, principals require the consent of the student, or where the current or prospective student is a child, their parent. Other sources of information may be the media, police or admissions from the prospective student or parent.

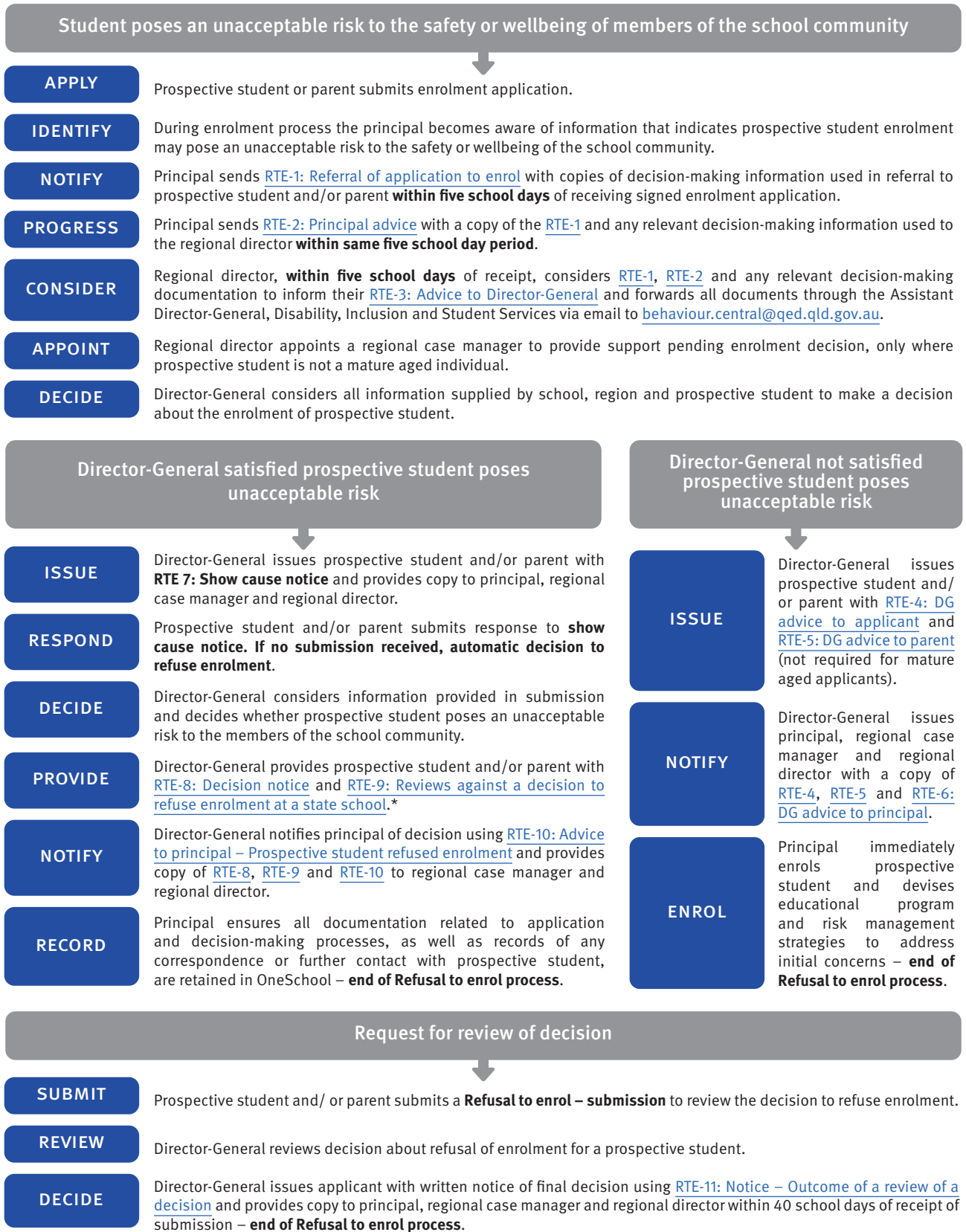


What you need to know

- Principals must send [RTE-1](#) with copies of decision-making information used in the recommendation to prospective student and/or parent **within five school days** of receiving the enrolment application.
- To assist principals to evaluate the circumstances of a student's enrolment, they may enter the prospective student on OneSchool as a *Future Student* or submit a **Student transfer note**.
- Deliberations about whether a prospective student poses an unacceptable risk to the safety or wellbeing of a school community must be based on evidence.
- This may include, for example, evidence the prospective student:
 - is a convicted child sex offender
 - has been charged or convicted of offences involving violence
 - has been charged or convicted of drug offences, such as selling drugs
 - has previously been excluded from a school or schools in Queensland or another jurisdiction because of matters identified above
 - has demonstrated a sustained pattern of directed, aggressive behaviour sufficient to cause harm to a person's health or welfare, despite appropriate intervention and support.
- A **regional case manager** is appointed by the regional director to assist the prospective student to access an educational program while the Director-General decision is pending.
- Only the approved forms published in the procedure can be used to notify parents and refer matters to the Director-General.
- A prospective student cannot be refused enrolment on the grounds that they have a disability – this is **unlawful** under the *Disability Discrimination Act 1992* (Cwlth).



Flowchart: Refusal to enrol – Risk to safety or wellbeing



* Where the Director-General is satisfied that a prospective student poses an unacceptable risk to certain state schools or all state schools, then the exclusion process outlined in the [Student discipline procedure](#) is used.



Checklist: Refusal to enrol – Risk to safety or wellbeing

Principal

- Prospective student and/or parent has submitted enrolment application
- Enrolment process outlined in [Enrolment in state primary, secondary and special schools procedure](#) has been followed
- Principal has become aware of information that indicates prospective student enrolment may pose an unacceptable risk to the safety or wellbeing of the school community.

Within five school days of receiving enrolment application:

- [RTE-1](#) has been completed
- [RTE-1](#) and copies of decision-making information used in referral have been sent to prospective student and/or parent
- [RTE-2](#) has been completed
- [RTE-2](#), copies of the enrolment application and any relevant decision-making documentation used to make the referral to refuse enrolment (including a copy of [RTE-1](#)) have been sent to the regional director.

If the Director-General is satisfied the prospective student does not pose an unacceptable risk to the safety or wellbeing of the school community (as per the received [RTE-6](#)):

- Student has been enrolled immediately
- An educational program and risk management strategies have been devised to address initial concerns.

If the Director-General is satisfied the prospective student does pose an unacceptable risk to the safety or wellbeing of the school community (as per the received [RTE-10](#)):

- All documentation related to the application and decision-making processes, as well as records of any correspondence or further contact with the prospective student, have been retained in OneSchool.

Regional director, within five school days of receipt:

- [RTE-1](#), [RTE-2](#) and any relevant decision-making documentation have been considered to inform [RTE-3](#)
- [RTE-3](#) has been completed
- [RTE-1](#), [RTE-2](#), [RTE-3](#) and relevant decision-making documentation has been forwarded through the Assistant Director-General, State Schools – Operations to the Director-General
- A regional case manager has been appointed to support the prospective student and their family pending a decision about enrolment (where the prospective student is not a mature aged individual).

Director-General

- All information used by school and region to make the referral to refuse enrolment, including evidence that the prospective student has criminal charges have been considered.

If the Director-General is not satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of the school community:

- [RTE-4](#), [RTE-5](#) (not required for mature aged applicants) and [RTE-6](#) have been completed
- [RTE-4](#) and [RTE-5](#) (if applicable) have been given to prospective student and parent
- A copy of [RTE-4](#), [RTE-5](#) (if applicable) and [RTE-6](#) have been given to the principal, regional case manager, and regional director.

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If the Director-General is satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of the school community:

- [RTE-7](#) has been completed
- [RTE-7](#) has been given to prospective student and parent
- A copy of the [RTE-7](#) has been given to the principal, regional case manager and regional director
- Prospective student and/or parent have submitted a response to the [RTE-7](#) (see Following the show cause period, Director-General)
- Prospective student and/or parent have not submitted a response to the [RTE-7](#) (see If the Director-General is satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of the school community).

Following the show cause period, Director-General:

- Information provided in submission by the prospective student and/or their parent during the show cause period has been considered
- After considering any representations made by the prospective student/parent, decision has been made whether the prospective student poses an unacceptable risk to members of the school community.

If the Director-General is not satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of the school community:

- [RTE-4](#), [RTE-5](#) (not required for mature aged applicants) and [RTE-6](#) have been completed
- [RTE-4](#) and [RTE-5](#) (if applicable) have been given to prospective student and parent
- A copy of [RTE-4](#), [RTE-5](#) (if applicable) and [RTE-6](#) have been given to the principal, regional case manager, and regional director.

If the Director-General is satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of the school community:

- [RTE-8](#), [RTE-9](#) and [RTE-10](#) have been completed
- [RTE-8](#) and [RTE-9](#) have been given to prospective student and their parent
- [RTE-10](#) has been given to the principal
- A copy of [RTE-8](#), [RTE-9](#) and [RTE-10](#) have been given to the regional case manager and regional director.

If the Director-General is satisfied the prospective student poses an unacceptable risk to certain or all state school communities in Queensland:

- Exclusion process outlined in [Student discipline procedure](#) followed.

Request for Review of Decision:

Director-General, within 40 school days of receipt of a Refusal to enrol submission from prospective student and/ or parent:

- Decision about refusal of enrolment for prospective student and submission have been reviewed
- [RTE-11](#) has been completed
- [RTE-11](#) has been given to prospective student and their parent
- A copy of [RTE-11](#) has been given to the principal, regional case manager and regional director.



Temporary removal of student property by school staff

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors. Prohibited items should be described clearly in the Student Code of Conduct for the school, along with explanation of possible consequences.

State school staff **do not have** the authority to open, examine or otherwise deal with the temporarily removed student property without the consent of the student or parent. For example, principals or state school staff who temporarily remove a mobile phone from a student **are not authorised** to unlock the phone or to read, copy or delete messages stored on the phone without the consent of the student or parent.

Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.

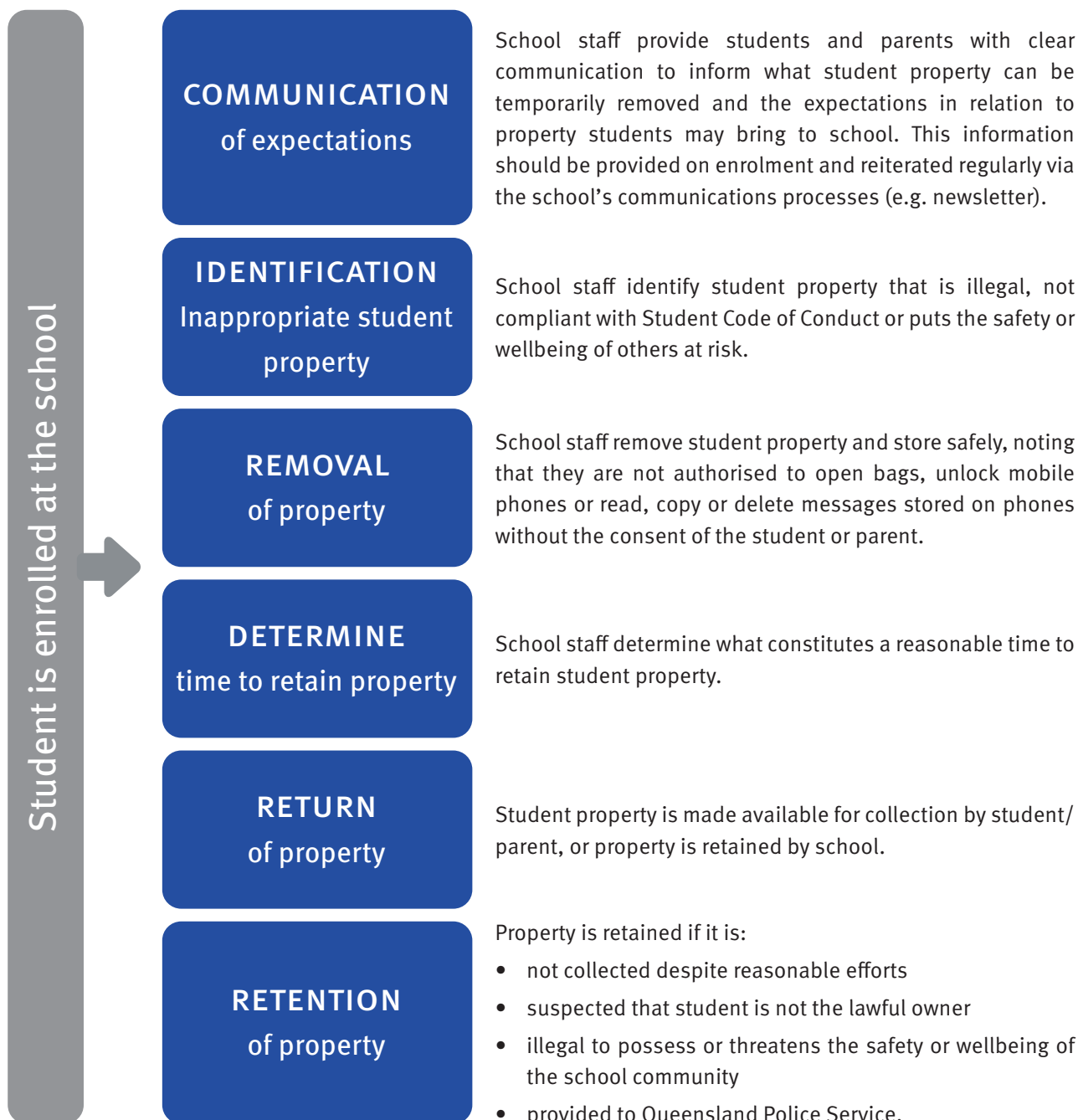


What you need to know

- Principals should take care to ensure all school staff are aware of their responsibilities with regard to removal of student property.
- Under normal circumstances, principals and state school staff members are not permitted to search student property (e.g. a student's school bag) unless they have the consent of the student or their parent.
- Under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- Principals or state school staff do not require the student's consent to search school property such as lockers or desks being used by the student.
- Principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.
- A state school staff member is employed by the chief executive at the school and includes, but is not limited to:
 - principals
 - deputy principals
 - teaching staff
 - non-teaching staff.
- The following positions **are not considered state school staff members** for the purposes of this procedure, and do not have the authority under this procedure to temporarily remove student property:
 - chaplains
 - pre-service teachers
 - school-based police officers
 - school-based youth health nurses
 - volunteers.



Flowchart: Temporary removal of student property by school staff





Checklist: Temporary removal of student property by school staff

- Student is enrolled at the school
- Parents and students have been provided with clear communication about what student property may be temporarily removed and the expectations in relation to property students may bring to school
- Property has been identified that is illegal, not compliant with the Student Code of Conduct or puts the safety or wellbeing of others at risk
- The removal of property in a student's possession is necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect within the school community
- State school staff member has removed student property or student bag in which item is located
- State school staff member has obtained student or parent consent to search the temporarily removed student property (not required for school property such as lockers or desks being used by the student)

If QPS involvement	If no QPS involvement
<ul style="list-style-type: none"> <input type="checkbox"/> Property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime <input type="checkbox"/> Property is retained by state school staff <input type="checkbox"/> QPS have been notified <input type="checkbox"/> If police decide to seize the temporarily removed student property, state school staff ensure student and their parent have been advised that the student's temporarily removed property has been seized by QPS under the <i>Police Powers and Responsibilities Act 2000</i> and that the property is no longer in the possession of school staff <input type="checkbox"/> If police decide not to seize the temporarily removed student property, see Return. 	<p>Retention</p> <ul style="list-style-type: none"> <input type="checkbox"/> If state school staff reasonably suspect that the student is not the lawful owner of the property, or the property is illegal to possess or threatens the safety or wellbeing of the school community, property has been retained by the school <input type="checkbox"/> Student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent it is available for collection. <p>Return</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reasonable time to retain student property has been determined <input type="checkbox"/> Temporarily removed student property has been made available for collection by the student or parent within a reasonable time period and in the same condition as when the property was removed.





Appendices



Out-of-school hours detention — consent form (optional)

Outline all relevant details about the out-of-school hours detention. Schools need to ensure that sufficient information is given to parents about the nature of the activities that will be undertaken so that they can give informed consent to their child's participation.

[Out-of-school hours detention — consent form Word template](#)

Department of Education	
	
<h3>Out-of-school hours detention — consent form</h3>	
Student's details	
Student name:	
Class:	
Reasons for detention	
<p>Outline the circumstances and behaviours that may warrant a detention (in line with Student Code of Conduct)</p>	
Activity details	
Day and date	
Times	
Location	classroom, office etc.
Description	what the student will be doing e.g. school work, revision of school rules and policies, restorative practices, etc.
Potential hazards	as appropriate
Transportation	detail how the student will be getting to the activity, e.g. parent transport
Dress code	e.g. uniform or other suitable clothing to be worn
Items to bring	e.g. school work, food or drink
Medical requirements	Information relevant to students with medical requirements e.g. due to conditions such as diabetes, asthma, travel sickness, allergies or anaphylaxis
 Queensland Government	



Department of Education

Principal's authorisation

- I have made this decision under section 276 of the *Education (General Provisions) Act 2006*.
- A risk assessment has been completed and a risk management plan developed where necessary
- Parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- Parents have been consulted about suitable times for the detention to be completed within the parameters set by the school
- Parents have been informed of:
 - location and duration of the detention
 - their responsibility to arrange travel/supervision to and from the detention, where appropriate

Principal's name:	
Principal's signature:	Date:

Parent's consent

- I have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- I have been consulted about suitable times for the detention to be completed within the parameters set by the school
- I have been informed of:
 - the location and duration of the detention
 - my responsibility to arrange travel/supervision to and from the detention (if necessary)
- I give consent for my child to participate in the out-of-school hours detention detailed above.

Parent's name:	
Parent's signature:	Date:





Discipline improvement plan – template (optional)

[Discipline improvement plan – Word template](#)

Department of Education

Discipline improvement plan for [Student Name]

Student problem behaviour/incident
[Insert description of behaviour(s)/ incident(s) that has led to the requirement for this plan.]

School support
[Insert description of support, resources, program/ strategies to assist the student's improvement.]

Expected behaviour
Examples

- You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.
- You will attend and participate in the [name of program] (e.g. drug and alcohol) run by [staff member name] for [number] weeks.
- You will meet with your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
- You will check in and check out daily with [staff member name] every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.

Consequences for non-compliance

- Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed).

People who can support you
Include name of school support people

Dates

Start date	
Review date	

Agreement
I/We agree to [student name's] plan outlined above and understand that this plan will begin on [day month year] and be reviewed on [day month year].

Student's signature	Date
Principal's signature	Date
Parent/s signature	Date
Other	Date

**Queensland
Government**



Instrument of Authorisation – Suspension

[Instrument of Authorisation – Word template](#)

Insert School Logo

Department of Education

NAME OF SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, **(NAME OF PRINCIPAL)**, Principal of **(NAME OF SCHOOL)**, **authorise** the persons who are from time to time the holders of the position of **(Deputy Principal, Head of School, Head of Campus)** at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A **(Deputy Principal, Head of School, Head of Campus)** who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a **(Deputy Principal, Head of School, Head of Campus)** tells the student about my decision, as per section 283(2) of the EGPA.

NAME OF PRINCIPAL

NAME OF SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

DATE



Instrument of Authorisation – Suspension pending final decision about exclusion

[Instrument of Authorisation – Word template](#)

Insert School Logo

Department of Education

NAME OF SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, **(NAME OF PRINCIPAL)**, Principal of **(NAME OF SCHOOL)**, **authorise** the persons who are from time to time the holders of the position of **(Deputy Principal, Head of School, Head of Campus)** at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of **(Deputy Principal, Head of School, Head of Campus)** to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A **(Deputy Principal, Head of School, Head of Campus)** who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a **(Deputy Principal, Head of School, Head of Campus)** tells the student about my decision, as per section 293(3) of the EGPA;
- when a **(Deputy Principal, Head of School, Head of Campus)** tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

NAME OF PRINCIPAL

NAME OF SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

DATE