# Enrolment Cancellation Policy and Procedure

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| **Effective** | July 2026 |
| **Review** | July 2027 |
| **Owner** | Principal |
| **Approver** | The Sycamore School Governing Body |

## 1 Purpose

The purpose of this policy and procedure is to establish a fair, transparent, and consistent process for managing the cancellation of student enrolments at The Sycamore School. It ensures that all decisions are made in accordance with principles of procedural fairness, relevant legislation, and the best interests of both the student, parent/carer and the wider school community. The procedure outlines the School's commitment to early intervention, respectful communication, psychosocial wellbeing, and the provision of appropriate support and transition planning for students and families.

## 2 Applicability

This policy and procedure is to be followed by a person who fills the role with a ☒.

- ☒ Staff (all employees (full-time, part-time, permanent, fixed term, casual or relief), apprentices/trainees, host employees, people doing work experience or vocational placement)
- ☒ Directors
- ☐ Contractors
- ☒ Parents/Carers
- ☒ Students
- ☐ Visitors
- ☐ Volunteers
- ☐ Others

## 3 Definitions/Acronyms

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| **Board** | Directors of The Sycamore School Governing Body |
| **School** | The Sycamore School |
| **Enrolment cancellation** | The termination of a student's enrolment at the School. |
| **Procedural fairness** | The right to a fair and unbiased process, including a right to respond before a decision is made. |

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| **Psychosocial hazards** | Workplace or learning environment factors that may impact mental health and wellbeing. These include but are not limited to job demands, poor support, lack of role clarity, poor relationships, bullying, trauma exposure, or the stress caused by decision-making or exclusion processes. |
| **Psychosocial risk assessment** | A documented assessment that identifies risks to psychological health and implements controls to eliminate or minimise them. |

# 4 Policy

The Sycamore School is committed to providing a safe, respectful, and inclusive learning environment for all students, staff, and families. While enrolment reflects a shared commitment between the School and family, ongoing enrolment is subject to adherence to the School's Code of Conduct and the maintenance of a safe school environment.

In rare and serious cases, enrolment may be cancelled. Any cancellation decision must be made in line with principles of procedural fairness, including the right to be heard, the right to an impartial decision-maker, and consideration of all relevant circumstances. The School will take a supportive and staged approach wherever practicable and act in accordance with relevant legislation and School policies.

The related procedures of this policy outlines the framework used for staged response, procedural fairness, transition support planning, and psychosocial risk mitigation to support the student's ongoing access to learning and support for both the students and parents/carers for the transition.

### 4.1 Grounds for Enrolment Cancellation

Enrolment cancellation may be considered for:

- Ongoing or serious breaches of the Student Code of Conduct
- Violent, threatening, or unsafe behaviours
- Persistent disruption of learning or refusal to comply with reasonable expectations
- Damage to property or misuse of digital technologies
- Risk to physical or psychological safety of others.

The Sycamore School may cancel a student's enrolment contract if:

- *The School determines that it is not able to meet the needs of the student, with consideration to the needs of our student body and the School's human, financial and physical resourcing capacities.*
- *A breakdown in mutual trust and co-operation between the School and the parent/carer has occurred.*
- *Parent/Carers are in breach of the enrolment contract, and they fail to remedy the*

*breach within a reasonable time after notice from the School requiring them to do so.*

### 4.2 Recordkeeping and Privacy

Confidential records will be maintained securely in line with the Privacy Policy, which may include:

- Behaviour records and reports
- Correspondence
- Personalised Learning Plan, support plans and meeting notes
- Decision documentation.

### 4.3 Review and Right to Appeal

Parents/carers or student (where appropriate) may request a review of the decision within 10 school days of notification, and the Principal will conduct an impartial internal review and respond in writing. If not resolved, the matter can be escalated to the Board Chair under the Complaints Policy.

### 4.4 Work Health and Safety and Psychosocial Risk Management

In alignment with the *Work Health and Safety Act 2011 (*Qld) and associated regulations, the School, as appropriate, will:

- Conduct WHS risk assessments when behaviours pose a risk, including psychosocial hazards
- Identify and manage risks such as distress, uncertainty, role conflict, exclusion, or bullying
- Implement wellbeing supports for students, staff, and families
- Offer post-decision debriefs and referral to support services as needed.

### 4.5 Communication, Awareness and Access

This policy is:

- Provided to families at enrolment
- Available at Administration
- Reviewed annually with staff and updated, as needed.

## 5 Related Legislation

- *Education (General Provisions) Act 2006 (Qld)*
- *Education (Non-State Schools) Accreditation Act 2017 (Qld)*
- *Education (Non-State Schools) Regulation 2017 (Qld)*
- *Work Health and Safety Act 2011 (Qld) (including psychosocial hazards)*
- *Disability Discrimination Act 1992 (Cth)*
- *Anti-Discrimination Act 1991 (Qld)*

## 6 Related Documents

- *Student Safety and Wellbeing Policy*
- *Reporting Concerns of Harm and Abuse Policy*
- *Complaints Handling Policy*
- *Disability Discrimination Policy – Students*
- *Student Code of Conduct*
- *Enrolment and Fees Policy and Procedure*
- *Privacy Policy*

# 7 Procedures

## 7.1 Staged Response and Procedural Fairness Process

Where safe and practicable, the School will apply a graduated response to issues of concern:

**Step 1: Identification of Concern**

- Staff document concerns and incidents using the School's recording system.
- The CET and Behaviour Team reviews the concern and initiates support strategies.

**Step 2: Initial Support and Communication**

- A meeting is arranged with the student (where appropriate) and parent/carer to:
    - Share the concern(s)
    - Review the School's expectations
    - Discuss contributing factors and relevant psychosocial supports
    - Develop a student support or behaviour improvement plan.

**Step 3: Monitoring and Adjustment**

- The plan is implemented and monitored over a set period (e.g. 2–4 weeks).
- Adjustments are made as needed in partnership with the student and family.
- Referral to internal or external professionals (e.g. school behaviour support team, social worker, or the student's therapy support team, e.g. psychologist, speech-language pathologist, occupational therapist, etc) may be included.

## 7.2 Responding to Serious Misconduct

In cases of serious misconduct, including behaviour that poses an immediate risk to health or safety:

- The student may be suspended immediately pending a formal investigation.
- The parent/carer is notified verbally and in writing and offered a meeting to discuss the situation.
- Risk assessments (including WHS psychosocial hazards) are undertaken, as appropriate.
- The Principal ensures the student and family are given the opportunity to respond prior to a final decision.

## 7.3 Decision to Cancel Enrolment

Following reasonable investigation and attempts to support:

**Step 1: Final Meeting (Procedural Fairness)**

- A formal meeting is held (where safe and practical) with:
  - Principal
  - Student (where appropriate)
  - Parent/carer
  - Relevant staff or support persons.
- The student and parent/carer are given an opportunity to present their perspectives.
- No decision is made at this meeting.

**Step 2: Principal Makes Decision**

- The Principal reviews all available evidence, risk assessments, and past interventions.
- The Principal issues their decision. If enrolment is to be cancelled:
  - The decision is documented in writing with reasons
  - A formal Notice of Enrolment Cancellation is issued
  - The letter outlines the right to request a review and a transition plan.

**Step 3: Board Chair Notification**

- The Principal notifies the Board Chair as a matter of oversight of governance.
- The notification is confidential and for noting only, not for decision-making.

### 7.4 Transition Framework

To support student wellbeing and uphold inclusive practice, the School will assist families to:

- Identify alternative schooling options (e.g. mainstream, special schools, distance education or homeschooling)
- Provide a Transition Support Letter to the parent/carer which will include:
  - Educational adjustments provided
  - Curriculum access and achievements
  - Behaviour or wellbeing support strategies trialled
  - Neutral summary of the cancellation reason.
- With parent/carer consent, provide the following information upon request of the new school or education provider which may include:
  - Educational adjustments provided
  - Curriculum access and achievements
  - Behaviour or wellbeing support strategies trialled
  - Neutral summary of the cancellation reason.
- Offer referrals to wellbeing or community services, as appropriate.
- Ensure the transition to another education provider is safe, non-abrupt and student-centred.

## 8 Document History

| Version | Description of modification | Modified by | Date |
|---|---|---|---|
| **2.0** | Updating of school policies, removal of Appendices - sample letter templates | Toni Banfield | 28 June 2026 |
| **1.0** | New policy | Ronwyn Collier | July 2025 |