



BULLI PUBLIC SCHOOL

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www.bulli-p.schools.nsw.edu.au

School Behaviour Support and Management Plan

Statement of Purpose

Bulli Public School's purpose is, in partnership with the family and community, to educate students so that they are inspired to participate positively in the school community and beyond. The staff, students and parents/caregivers at Bulli Public School work collaboratively to create a supportive environment that is safe, positive, encouraging and rewarding.

The core goal of this plan is to implement a planned system linked to community values that allows all students to progressively develop the skills, understandings and self-discipline required to be safe, respectful learners in a caring learning community.

At Bulli Public School our School Behaviour Support and Management Plan and associated policies, programs and practices are consistent with the NSW Department of Education's policies. Through the implementation of our School Behaviour Support and Management Plan, Bulli Public School aims to:

- develop highly professional relationships with students that demonstrate and model interest, empathy, a genuine and positive concern for each other and unconditional acceptance of diversity.
- promote the nine core values articulated at both State and Federal levels of Government.
- encourage accountability for one's own behaviour.
- support appropriate cooperation, courtesy and respect towards others.
- encourage students to recognise and respect the feelings, dignity, welfare, property and rights of others.
- consistently enhance students' self-esteem, self-discipline and self-control.

Bulli Public School Values

Achievement Friendship Respect Responsibility Safety

Bulli Public School Expectations and Rules

The Core Values and Core Rules for all students in NSW Public Schools are reflected in the Bulli Public School Rules:

Be respectful
Ensure politeness and honesty
Help others
Act responsibly
Value the school's reputation
Enjoy playing fairly and safely

School Behaviour and Management Plan Revision information

The 2025 Student Welfare and Discipline is a revision of the 2018 Policy. The revision was undertaken in Term 3, 2024 as part of a community consultation process involving information from the TellThemFromMe Survey and input from the P&C. The Policy is due for revision in 2026.

Core Values for all students in NSW Public Schools

The NSW Government recognises the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world views and are found in most cultures.

The core values are:

- **Integrity:** Being consistently honest and trustworthy.
- **Excellence:** Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
- **Respect:** Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
- **Responsibility:** Being accountable for your individual and community's actions towards yourself, others and the environment.
- **Cooperation:** Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
- **Participation:** Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
- **Care:** Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
- **Fairness:** Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
- **Democracy:** Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0131> *Values in NSW Public Schools 2024*

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW Public Schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- not bully, harass, intimidate, or discriminate against anyone in our schools

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-01-behaviourcodestudents.pdf>

Behaviour code for students Information for students and parents or carers 2024

The School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive. Ensuring respectful learning environments for all members of NSW Public Schools communities. The best education happens when parents and schools work together by:

- treating each other with respect
- prioritising the wellbeing of all students and staff
- ensuring unsafe behaviour is not acceptable in our schools
- creating collaborative learning environments
- working in partnership to promote student learning

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time-wasting communication.

<https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter>

School Community Charter Education NSW Government

Partnership with parents and carers

Bulli Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as TellThemFromMe surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Bulli Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families

and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Bulli Public School promotes positive student behaviour across the care continuum.

Bulli Public School embeds student wellbeing and positive approaches and strategies to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These practices include:

- stating and explicitly teaching classroom expectations
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- differentiating learning content and tasks to meet the needs of all learners
- communicate effectively and sensitively with respect to individual differences, gender and cultural background.

| Care Continuum | Strategy or Program | Details | Audience |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Prevention | Peer Support | The Peer Support program explores four key concepts: resilience, sense of self, connectedness, and sense of possibility. Peer Support equips students with the skills and tools to build strong relationships and positively navigate life. | All |
| Prevention | National Week of Action (NWA) | Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. | All |
| Prevention | Child protection | Teaching child protection education is a mandatory part of the syllabus. | Students K - 6 |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying | The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. | All |
| Early Intervention | Peaceful kids | Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school. | Individual students K - 6 |
| Targeted / Individual intervention | Learning and Support | The LST collaborates with teachers, students and families to support students who require personalised learning and support. | All |
| Targeted / individual intervention | Attendance support | The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. | Individual students, attendance co-ordinator |
| Individual intervention | Individual behaviour support planning | This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. | Individual students, parent/carer, LAST, AP |

Strategies and practices to promote positive student behaviour.

Empowering students to take responsibility for their own behaviour underpins Bulli Public School's School Behaviour Support and Management Plan with the specific goal being to assist students to adopt socially meaningful behaviours, avoid inappropriate behaviours and learn functional skills as a replacement for problem behaviour.

Class Rules

Each class has its own individual set of classroom rules displayed clearly in the classroom. Students should be involved in the development of these rules and parents/caregivers should be aware of them. The wording of class rules should be positive statements of acceptable behaviour. They should be based upon the needs and the developmental stage of students and should also reflect the Department's Core Values and Rules.

Classroom reminder system

A reminder system is used when a student repeatedly displays inappropriate behaviour. It is used to provide a self-checking system for students and provides a fixed boundary of the number of times a student will be warned before a consequence will be given. This system provides a framework for implementing a student self-monitoring and self-regulating form of intrinsic behaviour control for students.

Class teachers need to be considerate of the individual needs and emotional functioning of their students. In any cohort of students, there will always be students with exceptional needs and, in these instances, teachers should implement the framework in a judicious, flexible and thoughtful manner.

- When a student demonstrates an inappropriate behaviour that is disruptive to learning, the teacher issues a verbal warning.
- If the student continues to demonstrate the behaviour, the teacher uses a visual reminder.
- Once a student has received a total of 3 visual reminders a consequence as determined by the classroom teacher is implemented. A consequence may include time out within the classroom or a buddy classroom teacher. A message will be issued to inform the buddy classroom teacher of the reason and duration of the time out and if a reflection sheet is required.
- At the end of each morning, mid or afternoon class session the visual reminders are removed and the student start the next session afresh.

Note: Major incidents such as physical or verbal abuse will result in the student immediately being referred to an executive, reflection sheet completed, and parent/carers being contacted.

At the teacher's discretion, repetitive, persistent and/or major behavioural episodes will result in the student being referred to the relevant executive staff member with work and a reflection sheet. The executive staff member may place the student on a lunchtime reflection where the duty teacher (either an executive staff member or the classroom teacher) will implement appropriate interventions.

Whole School Reward System

Appropriate behaviours are acknowledged and reinforced on a regular basis. To complement the value of teamwork, individual students may receive a reward token when a positive display of behaviour or a social skill is observed. Reward tokens are designed by the students and reflect the school's values and/or social skills. Staff members and student leaders issue tokens on a 'spot check' basis. Spot checks may include wearing of school hat or correct uniform, manners, cooperation or demonstrating appropriate listening skills in the morning assembly. Students write their name on the back and deposit tokens in the collection jar. At each weekly assembly, 5 tokens are drawn to reward individual students. A small reward is given to these students. Once the tokens have reached the level indicated on the collection jar, a whole-school reward will occur. The nature of the reward will be negotiated with staff and members of the Student Representative Council.

Presentation Assembly

At the conclusion of each academic year, students have the opportunity to be recognised for their achievements throughout the year at the Presentation Assembly.

Each class will present an Academic Award, Citizenship Award and 3 Teacher Choice awards.

(Teacher choice awards are determined by the classroom teacher and may include specific academic achievement, application to study, outstanding improvement or all-round achievement.)

Special awards include:

- The William A. Bayley Award for Citizenship is awarded to a Year 6 student who has displayed outstanding citizenship throughout their time at Bulli Public School.
- The Bitz-Gibson Hook Stage 2 Visual Arts Award is awarded to a student from Year 3 or Year 4 who displays excellence in visual arts.
- The Premier's Sporting Challenge is awarded to a student who demonstrates commitment to the sporting arena and the appropriate values.
- The Heathcote Leadership Award is presented by the local State Member of Parliament to a Year 6 student who exemplifies outstanding leadership qualities.
- The Year 6 Academic Achievement Award.

Strategies and Practices to Manage Inappropriate Student Behaviour

Where positive behaviour interventions are ineffective at changing behaviour, further consequences for managing inappropriate behaviour may be implemented.

Reflection Sheets

A reflection sheet is a tool that enables a student to reflect on their inappropriate behaviour before entering into a conference with a staff member or the mediation process with other students involved. Reflection sheets outline the behaviour, its purpose and strategies to avoid the behaviour in the future. The teacher writes a comment with an executive teacher having the option to write a comment. Parents/ Caregivers, upon receipt of the reflection are invited to comment but must sign and return the sheet with their child on the following day.

Behaviour Monitoring Card

The monitoring of student behaviour serves to support individual students to achieve their personal best. Students may be issued a Monitoring Card because of their behaviour concerns. The support is put in place to guide the student in making positive choices.

The student will be provided with a Behaviour Monitoring Card to help support them in various areas of need such as to meet the school expectations and rules, comply with staff directions regarding appropriate behaviour, show respect to teachers and fellow students, complete work in a timely manner. The student is required to give the card to the teacher of the class each session and the playground teacher. The teacher will provide written feedback and discuss the students' progress. The card will be shared with the stage supervisor and parents/carer to reflect on their progress. The behaviour monitoring card will be assessed weekly by the executive and a decision will be made if a further week or weeks is required.

Playground Reminder System

The following flow chart outlines the hierarchy of strategies that may be used to manage inappropriate student behaviour in the playground. It should be noted that this is not an exhaustive list of strategies. More serious behaviours may require immediate executive support by sending an 'executive required card' or contacting executive/office via mobile phone.

- Students receive one verbal 'reminder' (warning) for LOW LEVEL inappropriate behaviour.

- If the student continues to behave inappropriately, the student is withdrawn from the playground and placed in full view of the duty teacher for a designated time. Incidents are recorded in the playground folder and reflection sheet may be issued, if warranted.
- If the student continues to behave inappropriately after returning to playground, the student will be directed to the Assistant Principal for the remainder of recess / lunch.
- Executive staff members monitor playground folders, noting patterns of behaviour to apply appropriate interventions and communicate with parents/carers, as necessary. (3 times in the Playground Folder within one term results in parents being contacted)
- If a reflection sheet is issued this must be returned the following school day to the issuing executive staff member or teacher. Non-return of the reflection sheet will result in verbal communication with the parent/carer.

Note: MAJOR incidents such as physical or verbal abuse will result in the student immediately being referred to an executive and reflection sheet completed. Physical or verbal abuse - parent/carer is rung.

Examples of Low Level and Major Behaviour

Teachers will make decisions about whether behaviour is a minor or major when investigating an issue. The following type of behaviours are a sample but does not include all behaviours.

| LOW LEVEL BEHAVIOUR | MAJOR BEHAVIOUR |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Running and rough games on asphalt areas • Not sharing playground space fairly • Low intensity instance of inappropriate language • Non-serious physical contact • Defiance - low level; brief or low intensity failure to respond to teacher instructions • Lateness - late to any class without a good reason • Out of bounds - playing in an out of bounds area | <ul style="list-style-type: none"> • Physical aggression <p>Abusive language - intentional abusive language of high intensity directed at teacher or student</p> <ul style="list-style-type: none"> • Defiance - students participate in behaviours such as: serious noncompliance, talking back to a teacher in an aggressive manner. • Harassment - student delivers disrespectful messages to another student/staff member that includes threats and intimidation • Theft/Vandalism - student participates in an activity that results in destruction of school property • Bullying - student participates in physical, cyber, emotional or verbal bullying of an ongoing serious nature • When safety to themselves or others is threatened |

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example, through the school counselling service.

Anti-bullying**What is bullying?**

Bullying is defined by three key features:

- it involves a misuse of power in a relationship
- it is intentional, ongoing and repeated
- it involves behaviours that can cause harm.

Having a disagreement with a friend, or a single incident or argument is not defined as bullying. These behaviours may be upsetting, and should be resolved, but they are not bullying.

Physical and verbal bullying, such as kicking or name calling can be easy to see (overt). Other types of bullying, such as social exclusion or spreading rumours are not as easy to see (covert).

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including being Aboriginal; they have a disability; their size or body shape; their schoolwork, hobbies or achievements; or other ways they may be different. [ARCO link?](#)

Bullying can also happen online using technology such as the internet or mobile devices. This is also called cyberbullying.

Strategies to deal with bullying.**Teachers and Executive**

Reported cases can be dealt with in several ways. It is recognised, however, that each case is different and may require an individual, case by case approach. In all cases it is important to ensure that:

- victims are believed and made safe
- the principles of natural justice and due process are followed in regard to students reported for bullying
- restorative practices are used to restore the relationship between the parties involved
- the situation is monitored by the Learning Support Team with School Counsellor intervention if required
- incidents are recorded
- parents/caregivers and school staff work together.

Strategies to deal with bullying.

Student behaviours

- Stay in sight of peers and adults.
- Stay calm and walk away without looking back.
- Show the person you are not upset. Practise this:
 - Look at the person and use their name if you know it. Speak in a firm but calm voice. Say something like: 'Cut it out,' 'No more' or 'Why are you doing this?'
 - If they repeat the behaviour, tell them again but more firmly.
 - Use an 'I' message. Express your feelings in an assertive way. For example, 'I want you to stop' or 'I don't like it.'
- Go to a safe place, for example, with other children or near a teacher.
- If the behaviour persists, talk to someone who can help you (a teacher or your parent/caregiver). Tell them what has happened, how you feel, how you tried to deal with it and what they can do to help. Asking an adult for support is not dobbing.
- Never keep bullying a secret.

Cyberbullying

Cyberbullying is when someone uses the internet to be mean to a child or young person, so they feel bad or upset. It can happen on a social media site, game, app, or any other online or electronic service or platform. It can include posts, comments, texts, messages, chats, livestreams, memes, images, videos and emails.

These are some examples of ways the internet can be used to make someone feel bad or upset:

Sending hurtful messages about them.

Sharing embarrassing photos or videos of them.

Spreading nasty online gossip about them.

Leaving them out online.

Creating fake accounts in their name.

Tricking them into believing you are someone else.

Australian online safety laws refer to the content sent to you, or posted or shared about you, must be likely to harm your physical or mental health because it is seriously:

- threatening (for example, when someone says they are going to harm you, or tells others to harm you) or
- intimidating (for example, when you stop doing something because someone makes you feel scared or bad about it) or
- harassing (for example, when someone keeps sending messages to you or keeps sharing posts or comments about you even though you do not want them to) or
- humiliating (for example, when someone teases or embarrasses you very badly).

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

eSafety Commissioner: <https://www.esafety.gov.au/report>

eSafety Guide: <https://www.esafety.gov.au/key-topics/esafety-guide>

Anti-Bullying Flow Chart

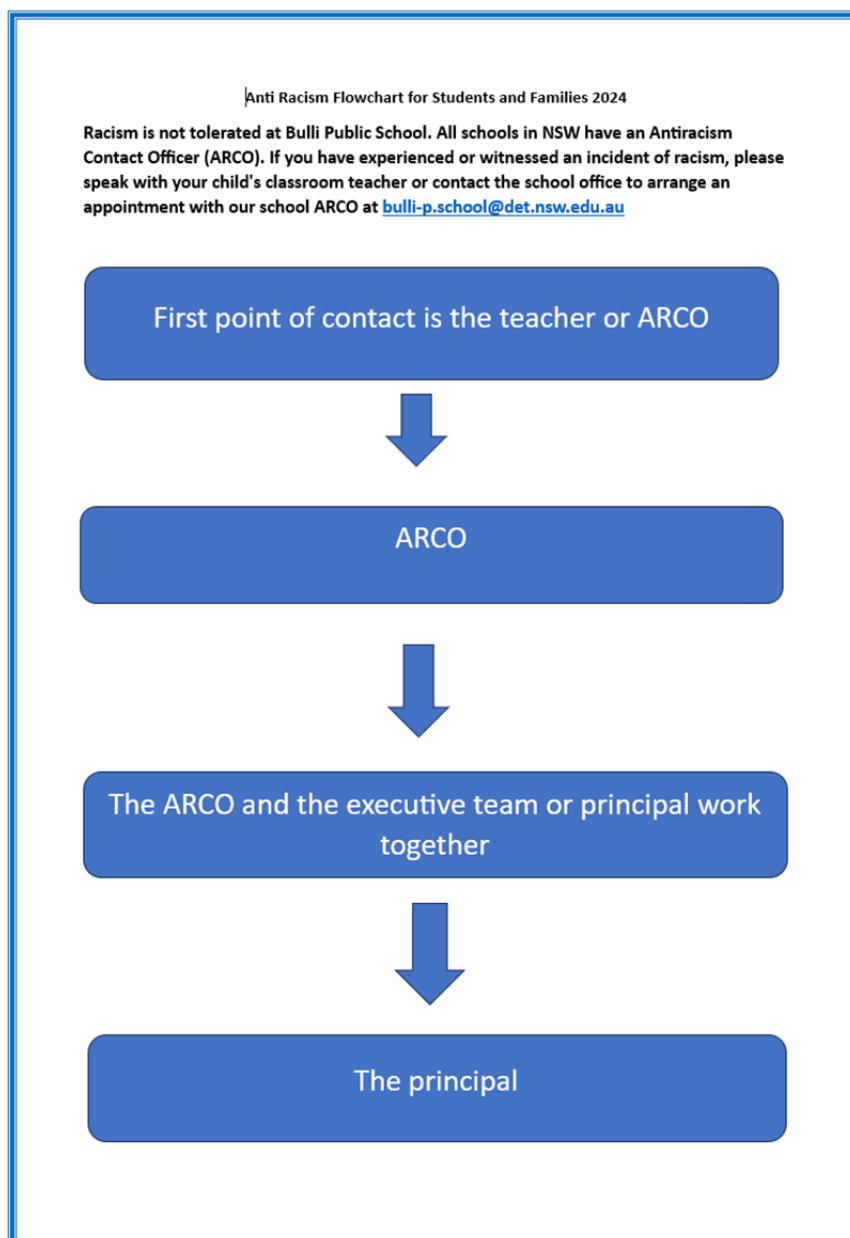


Anti Racism

The Anti-Racism Strategy Implementation Plan 2024–2025 identifies actions that will contribute to the elimination of all forms of racism in NSW public education. This plan is the first of a series of two-year plans that aim to collectively realise the intended outcomes of the Anti-Racism Strategy.

Racism and racist behaviour are not tolerated at Bulli Public School. Everyone in a NSW public school – learners, staff, parents, carers and community members – is expected to treat others fairly and with respect, and to behave in ways which do not promote racism in the school community. If your child is experiencing racism at school, you should encourage them to report it to a teacher or the school's Anti-Racism Contact Officer (ARCO), or alternatively you can report it on your child's behalf. School-related racism that occurs online, such as students directing racist comments or statements towards individual students or cultural groups, should be reported to the school. Parents/carers and students can report such incidents to the principal, Anti-Racism Contact Officer, or any member of staff.

<https://education.nsw.gov.au/content/dam/main-education/about-us/strategies-and-reports/anti-racism-strategy/Anti-Racism Implementation Plan.pdf>



Referral to Principal / Executive / School Counsellor

Students may be referred to the principal or executive staff member when positive behaviour interventions and low level consequences have failed to support the demonstration of appropriate behaviour. It may be necessary to involve the school counsellor but only with parental permission. Possible consequences include the following:

Parent/Caregiver conference

It may be decided that a parent/caregiver conference is needed to discuss the student's behaviour support needs. Parents/Caregivers will be made aware of current inappropriate behaviours and may have valuable insights into future planning to support the development of more appropriate behaviours. As an alternative, the reflection sheet may also be used to communicate with the parents/caregivers. That is, the sheet is sent home indicating the student's behaviour and requests the parent/caregiver to respond in writing to the information on the sheet.

Formal caution of suspension

To maintain high standards of student behaviour, schools should communicate regularly to the school community the expectations articulated in the department's Behaviour code for students and within this School Behaviour Support and Management Plan.

There may be circumstances where an individual student's behaviour is of such concern that formal meetings with parents or carers will be required.

A formal caution is valid for up to 50 school days from the date the caution is issued.

There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, which cannot be mitigated with the student at school.

Suspension

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour.
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms

- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

The duration of can be:

- up to 5 consecutive school days for students in Kindergarten to Year 2
- Up to 10 consecutive days for students in Year 3 to Year 6.

However, if the number of consecutive school days are insufficient to implement appropriate supports for the student, the principal can extend the suspension for up to 5 additional school days.

This would extend the suspension to:

- 6 to 10 school days for students in Kindergarten to Year 2
- 11 to 15 school days for students in Years 3 to Year 6.

Resolving the suspension

Principals must attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension.

Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. This must include the principal or their delegate, the student and a parent or carer. The principal, or their delegate, may invite other key personnel. The student and/or parents or carers may also invite a support person.

Expulsion

There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern.

In these circumstances a principal can consider expelling a student from the school. See Suspension and expulsion procedures for more information.

The NSW Department of Education School Behaviour Policy and Suspension and Expulsion Procedures apply to all NSW public schools.

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>
<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06>