



Education

School Behaviour Support Management Plan Cattai Public School



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Statement of Purpose

The following school discipline policy outlines the various strategies Cattai Public School uses to:

- Help reduce the amount of poor behaviour choices that students make.
- Provide systems to support students, staff and parents in the instance of poor behavioural choices.
- Increase the engagement and love of learning in all students.
- Identifies each strategy and where on the care continuum it is located.

What is the care continuum?

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the Care Continuum.

The care continuum includes interventions for:

- all students – creating a safe and respectful learning environment
- some students – providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students – supporting students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools to adopt a prevention focused approach and help to address the full spectrum of student needs including:

- prevention
- early Intervention
- targeted Intervention
- individual Intervention



Core Rules

Student discipline in NSW Government Schools

All students in NSW Government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Class Dojos "Gotchas"

Preventative

What: Class Dojo is an online behavioural rewards system where each student can receive 'Gotchas' for demonstrating positive choices about their behaviour.

How: Each time a student demonstrates one of the '6 learning dispositions' and it is observed by the teacher, they may have a gotcha added to their avatar. There are also opportunities for students to reward their peer's good choices with class dojos as well.

Why: To motivate students to make positive choices about their learning.

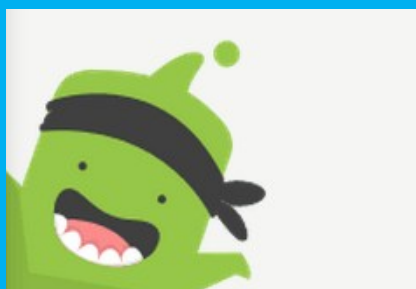
"Cattai's"

Students can also receive a 'Cattai'. A 'Cattai' is given to a student who does something that is outstanding. 'Cattai's' count towards their 'Gotcha' total but are worth 5 'Gotchas'!!!!.

After each student receives a certain amount of 'Gotchas' they receive a prize as follows:

100 gotchas: Bronze Award
200 gotchas: Silver Award
300 gotchas: Gold Award
400 gotchas: Platinum Award
(Presented at end of year Celebrations of Learning)

These awards will be presented at each parent assembly.



Learning Dispositions

Preventative

All classes engage with our 6 learning dispositions. These are essentially ways of thinking that help us learn. They have been created in consultation with students, staff and parents.

The 6 learning dispositions are as follows:

I am a **perseverer** if I keep trying and never give up. No matter how tricky the learning may seem.

I am a **strategist** if I plan, set goals and use strategies to help me solve problems.

I am an **exceeder** if I always think of ways to go above and beyond.

I am a **creator** if I think about things in a different way.

I am a **collaborator** if I learn well with others who think differently from me.

I am an **evaluator** if I know where I am on my learning journey and where to next.

The learning dispositions are also linked to our "gotchas"

Marble Bowl

Preventative

Each class also has a marble jar. Each day in class marbles may get placed into the marble jar if students work together well in groups, as a class or as a school. This rewards system is to encourage cooperation and team work.

At our Monday Morning Assembly the marble jars from each will be poured into our whole school marble bowl.

Once the marble bowl is filled, the school will receive a reward determined by the SRC each year. Some reward examples could be: Free ice block, School Disco, extended playtime, movie night.



Targeted Guided Groups

Preventative

Classroom teachers run guided groups daily in reading and numeracy. Guided groups allow teachers, learning support teachers and Student Learning and Support Officers to provide targeted learning. Lesson content is based on individual student assessment data to ensure the learning is not too easy not too hard but just what that individual student needs at that point in time.



May Dos and Must Dos

Preventative

All classes run what we call must do and may do activities. These are a series of ever evolving activities that students work on independently whilst the teacher works with their targeted guided group. The activities are designed to build fluency and reduce cognitive load. They are also designed to get the balance between repetition and engagement.

7 Habits of Happy Kids

Preventative

All students have undertaken 7 Habits training. This is with the intention to build students leadership and decision making capacity.

The 7 Habits are as follows:

Habit 1: Be proactive

Habit 2: Begin with the end in mind

Habit 3: Put first things first

Habit 4: Think win/win

Habit 5: Listen first talk later

Habit 6: Synergy

Habit 7: Sharpen the saw.



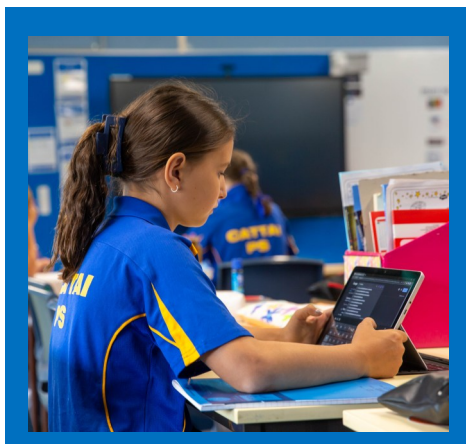
Celebration of Learning

Preventative

At the end of each year we celebrate with students their achievements throughout the year. Each student is awarded a Celebration of Learning Award. There are English Achievement and Progress Awards for each year presented as well as Mathematics Achievement and Progress Award for each year.

There are also sports awards, Year 6 graduation awards, A Citizenship award and Dux award.

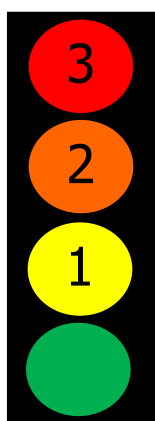
This is a great opportunity for students to showcase a range of performances in drama, dance and music. These performances are often linked to things the students have been learning about.



1,2,3 Magic

Early Intervention

1,2,3 Magic is a traffic light system for managing low level behaviours. All students will begin each session on green level. If they make a poor choice the teacher will state what the behaviour is and say "that's 1". The student will then move their name from green to yellow. If a second poor choice is made then the teacher will state "that's 2" and the name will be moved from yellow to orange. In the third instance it will be a "that's 3" and their name will be moved from orange to red and they will receive a 5 minute timeout or another level 4 consequence (see over page). Once reaching red students reset back to green and if needed go through the process again. On the second time through they will receive a 10 minute time out or another level 3 consequence. On the second time through they will receive a 20 minute time out or another level 3 consequence. Please note timeout times are added together.



Sample traffic light display

Play Time-Out

Early Intervention

Students who act in an unsafe manner, are disrespectful to others or are not productive in their learning habits may receive some time-out from their play depending on the incident. If it is due to being lazy in their work habits they may need to finish work during their play time.

Choices Chart

Early Intervention

'Choices Chart' (sample on following page) is a guide for teachers when choosing an appropriate strategy to help modify poor student behaviour. It can also be used to make behaviour choices, and the consequences of those choices clear and transparent to students. In the instance of a poor student choice, it is up to the teacher to decide which of the teacher strategies should be applied. This list is only to be used as a guide and teachers may see fit to use other strategies not listed below, depending on each individual student and circumstance. If students move down a level, they need to show above level 4 behaviour for a period of up to two weeks to move back up a level. Teacher strategies from a higher level for lower level student choices may also be implemented where appropriate. Repeated instances of a certain 'Student Choices' level can result in a lower level 'Teacher Strategies' being applied.

Bus Behaviour

Early Intervention

Cattai PS students are expected to travel to and from school in a safe manner, keeping their hands and feet to themselves, talking politely to others and sitting down and facing the front of the bus. Poor student choices on the bus will be followed up with consequences back at school. Parents are encouraged to contact the school if they hear of any poor behavioural choices on the school bus.



Learning Conversations

Early Intervention

The biggest impact we can have around student behaviour is developing the student skills to make better choices. One of the ways this can happen is in the form of a learning conversation.

If students receive some play timeout staff will ask the student the below questions to guide better choices for next time:

- 1) What choice did you make?
- 2) Why is that not the best choice?
- 3) How did the other person feel?
- 4) What are you going to do differently next time?

The below 'Choices Chart' is a guide for teachers when choosing an appropriate strategy to help modify poor student behaviour. It can also be used to make behaviour choices, and the consequences of those choices clear and transparent to students. In the instance of a poor student choice, it is up to the teacher to decide which of the teacher strategies should be applied. This list is only to be used as a guide and teachers may see fit to use other strategies not listed below, depending on each individual student and circumstance. If students move down a level, they need to show above level 4 behaviour for a period of up to two weeks to move back up a level. Teacher strategies from a higher level for lower level student choices may also be implemented where appropriate. Repeated instances of a certain 'Student Choices' level can result in a lower level 'Teacher Strategies' being applied.

Choices Chart	
Student Choices	Teacher Strategies
Level 5	
<ul style="list-style-type: none"> -Call out -Not following teacher instructions -Not completing work -Disrupt the learning of others -Back chatting 	<ul style="list-style-type: none"> -1,2,3 Magic -Verbal warning from teacher -Completing work during play time -Redirect -Non verbal warning
Level 4	
<ul style="list-style-type: none"> -Repeated 'Level 5' choices -Swear -Take other peoples property -Be disrespectful towards others -Verbal aggression -Physical intimidation -Minor property damage -Minor misuse of technology 	<ul style="list-style-type: none"> -5 minute play timeout -Student Behaviour Reflection Form' completed -Parent contacted -Apologise and provide some form of restitution <i>i.e. -carry students' school bag, put student's things away after a lesson</i> -Technology ban for the rest of the lesson/day -Student behaviour recorded in behaviour log -Student on a 'choices card' for up to two weeks
Level 3	
<ul style="list-style-type: none"> -Repeated 'Level 4' choices -Bullying -Misuse of technology -Threatening students -Stealing other peoples property -Unsafe behaviour 	<ul style="list-style-type: none"> -10 minute play timeout -Student on a 'choices card' for up to two weeks -Removal of privileges and/or extra curricular events -Technology ban for a period of up to a week
Level 2	
<ul style="list-style-type: none"> -Repeated 'Level 3' choices -Serious property misuse or damage -Highly disrespectful actions towards staff -Persistent disobedience -Major misuse of technology -Persistent disobedience and defiance -Intentionally hurting others 	<ul style="list-style-type: none"> -20 minute play timeout -Parent meeting arranged -Technology ban for a period of up to two weeks -Removal of privileges and/or extra curricular events -Warning of suspension -Short suspension -Risk Management Plan' put into place -Social stories
Level 1	
<ul style="list-style-type: none"> -Repeated 'Level 2' choices -Vandalism or major property damage -Possession or use of a weapon -Possession or use of illegal substances -Premeditated assault -Physical assault of teachers or staff -Making threats towards staff -Highly inappropriate use of technology 	<ul style="list-style-type: none"> -Parent meeting arranged -Student removed from playground -Long suspension -Assistant Principal Learning and Support involved -Behaviour Specialists Team involved -Social stories

Behaviour Log

Targeted Intervention

A student's behaviour that requires them to receive a play timeout is recorded in the School Bytes. This is with the intention of accurately recording data that can then allow staff and parents, to identify behavioural patterns to help gear student's choices back towards learning. At this stage a parent may need to be contacted and informed of the incident.



Social Stories

Individual Intervention

If students are needing extra support in engaging with their learning, staff in consultation with the parents, may create social stories. Social stories are a fantastic way of adding narrative to the target behaviours and showing positive examples of desired behavioural choices.

Student Behaviour Reflection Form

Individual Intervention

If a student has to sit out some of their playtime they may be required to answer reflective questions. This is to encourage deeper thought over a student's choice and provide them with strategies to avoid making similar poor choices in the future.











































Choices Chart

Individual Intervention

The 'Choices Card' (samples on following page) is one of the strategies teachers may use in the event of a student needing support in their behaviour choices. Students placed on a 'choices card' will usually be making repeated choices on levels 4 or below. This card is used to help teachers more closely monitor students behaviour choices and positive reward the good choices they are making. For each playtime and lesson through out the day, staff discuss with the student which of the thumbs up they can colour in linked to the 3 focus behaviours. Each set of three completed thumbs, then can be cashed in for reward time as negotiated with the classroom teacher.



Choices Chart	
Challenge 1 	
Speaking politely to others	
	
Challenge 2 	
Starting work with out a fuss	
	
Challenge 3 	
Being safe at all times	
	
Date:	
Lesson 1	  
Lesson 2	  
Lesson 3	  
Lesson 4	  
Lesson 5	  
Recess	  
Lesson 6	  
Lesson 7	  
Lesson 8	  
Lesson 9	  
Lesson 10	  
Lunch	  

Choices Chart	
Challenge 1 	
Keeping my hands and feet to myself	
	
Challenge 2 	
Starting work with out a fuss	
	
Challenge 3 	
Asking for help when unsure	
	
Lesson 0	  
Date:	
Lesson 1	  
Lesson 2	  
Lesson 3	  
Lesson 4	  
Lesson 5	  
Recess	  
Lesson 6	  
Lesson 7	  
Lesson 8	  
Lesson 9	  
Lunch	  

Behaviour Reflection Form

Name: _____ Teacher: _____ Wk: _____ Date: _____

What choice did I make?

Which habit should I have chosen?

- ☐ H1: Be Proactive
- ☐ H2: Begin With The End In Mind
- ☐ H3: Put First Things First
- ☐ H4: Think Win/Win
- ☐ H5: Listen First Talk Later
- ☐ H6: Synergise
- ☐ H7: Sharpen The Saw

What are the consequences of my choice?

How would it make others feel?

What should I do next time?

Student sign off: _____

Date: _____

Teacher sign off: _____

Date: _____

Effective people	Ineffective people
Habit 1	
Habit 1: Be Proactive. Proactive people do more than take the initiative. They recognise they are responsible for their own choices and have the freedom to choose based on principles and values rather than on moods or conditions. Proactive people are agents of change.	Be Reactive. Reactive people don't take responsibility for their own lives. They feel victimised - a product of circumstances, their past, and other people. They do not see themselves as the creative force of their lives.
Habit 2	
Habit 2: Begin with the End in Mind. Individuals, families, teams, and organisations shape their own future by creating mental vision and purpose for any project, large or small, personal or interpersonal. They identify and commit themselves to the principles, relationships, and purposes that matter most to them.	Begin with No End in Mind. These people lack personal vision and have not developed a deep sense of personal meaning and purpose. They have not paid the price to develop a mission statement, and they live life based on society's values instead of self chosen values.
Habit 3	
Habit 3: Put First Things First. People who put first things first organise and execute around their most important priorities. Whatever the circumstance, they live and are driven by the principles they value most.	Put second things first. These people are crisis managers who are unable to stay focused on high leverage tasks because of their preoccupation with circumstances, their past, or other people. They are caught up in the "thick of thin things" and are driven by urgent matters.
Habit 4	
Habit 4: Think Win/Win. People that think Win/Win have a frame of mind and heart that seeks mutual benefit and mutual respect in all interactions. They think in terms of abundance and opportunity - in terms of "we" not "me". They continually seek to build more trusting relationships with others by making deposits into the Emotional Bank Account.	Think Win/Lose or Lose/Win. These people have a Scarcity Mentality and see life as a zero-sum game. They have ineffective communication skills and make withdrawals from other people's Emotional Bank Accounts., resulting in a defensive mentality and adversarial feelings.
Habit 5	
Habit 5: Seek First to Understand, Then To Be Understood. When we listen with the intent to understand others, rather than with the intent to reply, we begin true communication and relationship building. Opportunities to then speak openly and to be understood come much more naturally and easily.	Seek First to Be Understood. These people first state their points of view, which are solely based on their autobiography and motives, without attempting to understand others first. They blindly prescribe without first diagnosing the problem.
Habit 6	
Habit 6: Synergise Synergistic people seek the third alternative with others - not my way, not your way, but a third way that is better than either of us could come up with individually. Synergy is the fruit of respecting, valuing, and even celebrating one another's differences.	Compromise, Fight or Flight. Ineffective people believe the whole is less than the sum of its parts. They try to "clone" other people in their own image. Differences in others are looked upon as threats.
Habit 7	
Habit 7: Sharpen the Saw Effective people constantly renew themselves in the four basic areas of life: physical, social/emotional, mental and spiritual.	Wear Out the Saw Ineffective people lack a program of self-renewal and self-improvement, and eventually lose the cutting edge they may have once had.

3 Suspension

Principals should use preventive, whole-school strategies and practices across the care continuum to support positive behaviour (see [section 2](#)). Suspension is the removal of a student from a school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risks to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour. In some situations, after considering the relevant factors in this section, a principal may decide that a suspension is the most appropriate response.

Suspension is not intended as a punishment. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school. To comply with the [Student Behaviour policy](#), principals should prioritise inclusive methods in managing behaviour.

Principals should only use suspension under certain circumstances (see the grounds for suspension at [section 3.3](#)). If required, a principal may consider a suspension in line with the procedures outlined below. Only principals (or delegated person when absent) have the delegated authority to suspend a student from their school.³

Principals should only issue a suspension after first considering all possible alternative behaviour support measures. In most circumstances, support for students' needs should be provided well before considering suspension as an action. Schools do not need to wait until a suspension is being considered to request or obtain support for students.

Subject to safety considerations, it is a priority to have the student back at school and engaged in learning as soon as possible. However, suspension can be a critical safeguard if student behaviour poses a risk to the safety, health, learning and wellbeing of others and allows time for schools to implement measures needed to ensure compliance with the [Work Health and Safety \(WHS\) policy](#).

Use the [behaviour management flowcharts](#) for a structured overview and to facilitate decision-making under this section.

3.1 Considering suspension as an action

Suspension is a serious action and principals should only consider suspension when other appropriate behaviour support options have been attempted or implemented and given time to be effective but have not been successful in resolving behaviours of concern. In some circumstances, the principal may determine that a student should be suspended as a first response to a behaviour of concern because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be mitigated with the student at school.

When deciding if suspension is an appropriate and proportionate action, principals need to consider a range of factors, including, but not limited to those set out in Table 1.

Table 1 Factors when considering a suspension

Factors to consider	Elements
The behaviour of concern	<ul style="list-style-type: none"> the nature of the behaviour for which suspension is being considered, including but not limited to: <ul style="list-style-type: none"> whether it is developmentally appropriate the context or circumstances in which the behaviour occurred functional analysis of the behaviour (what is the behaviour's purpose? What is driving the behaviour? What is the behaviour of concern trying to achieve for the student?) whether it meets the grounds for suspension (see section 3.3) whether it was required to issue a valid formal caution to the student for the behaviour of concern (see section 3.2) any previous incidents or interventions to address prior behaviour/s of concern.
The student	<ul style="list-style-type: none"> the student's educational and safety needs the student's individual circumstances, including but not limited to: <ul style="list-style-type: none"> disability and any reasonable adjustments already in place or required to be implemented in line with the Disability Standards for Education 2005 before deciding to suspend (see Inclusive Education Policy for students with disability and Legal Issues Bulletin – Disability Discrimination) trauma background cultural and linguistic background interactions with out of home care socioeconomic disadvantage the potential impact on the student's learning and wellbeing, or that of other students around them whether the student has been suspended before, and the circumstances of that prior suspension any child protection issues or considerations (see Child Protection Policy: Responding to and reporting students at risk of harm).
Additional principal responsibilities	<ul style="list-style-type: none"> ensuring the early involvement of appropriate support personnel available within the school system and externally considering whether the principal's intended action is proportionate to the behaviour of concern embedding procedural fairness and inclusive education principles.

If, after considering all factors in Table 1, a principal determines that a suspension is appropriate, the principal must also consider:

- the student's wellbeing, risk and potential vulnerability before implementing a suspension
- the timeframe of the suspension (see [section 3.5](#))
- where feasible, whether students may continue to attend alternate programs while on suspension (see [section 3.5.7](#)).

3.2 Providing a formal caution to suspend

Principals should provide a student and their parents or carers with a formal caution to suspend for a particular behaviour of concern before proceeding with a suspension. In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.

The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour/s of concern and engage them with positive behaviour supports. It is critical that this time is used by the school to implement any further supports or reasonable adjustments needed by the student. This may involve seeking assistance from external specialists or Delivery Support to provide further adjustments and tailor positive behaviour supports to engage the student with their learning.

Before issuing the formal caution, principals must attempt to contact the student's parent or carer to inform them of the formal caution and encourage partnership in the process of engaging supports for their child's learning.

In line with procedural fairness principles, a formal caution must:

- be in writing (for example, a letter or email). A [formal caution to suspend template \(DOCX 55 KB\)](#) is available on the [department website](#)
- detail the behaviour/s of concern
- provide clear behavioural expectations for the student
- advise the expiry date for the formal caution
- be provided to the student and their parents or carers
- highlight the importance of parental engagement in managing student behaviour and the potential to develop solutions together
- provide parents and carers the opportunity to meet with the school, principal and relevant services to respond to the caution and discuss how to better support the student in their behaviour. The meeting may be face-to-face, online, or over the phone
- advise that the student and parent or carer has the right to a support person in any meeting with the school
- be documented on the department's in-house data system or approved third party system.

Students issued with a formal caution to suspend will not automatically proceed to suspension, even if the behaviour of concern continues. Principals have the discretion to decide the appropriate next steps on a case-by-case assessment, including whether it remains appropriate to proceed to a suspension. Principals should consider the whole context of the student and the behaviour identified in the formal caution when determining next steps.

If a student attends more than one learning environment or has a shared enrolment, the principal issuing the formal caution must advise the principal of the other setting of the formal caution and the circumstances that led to the decision to issue the formal caution as soon as possible.

Students issued with a formal caution to suspend should not be marked as suspended.

3.2.1 Validity and timeframe of a formal caution

The formal caution allows for a focused period of collaboration between the student, school staff and parents and carers. This period should be used to apply a positive and strengths-based approach to ensure the student understands the impact of their behaviour/s of concern and provide enhanced opportunities to engage the student in their learning. A formal caution is valid for up to 50 school days from the date the caution is issued. This timeframe allows the principal, school learning and support team, student, parents and carers, and any other support persons and services to:

- meet to discuss the behaviour/s of concern, the interventions already in place and further actions to support the student. Principals must document any formal meetings and any agreed actions
- put in place further strategies and access supports where appropriate
- review or co-develop individual student support planning. Guidance on behaviour support planning and optional templates are available on the [Behaviour Support Toolkit](#)
- support the student to take steps to resolve their behaviour.

A formal caution is only valid within the same calendar year and cannot be carried over into the next calendar year, unless agreed with a Director, Educational Leadership.

Principals may only issue one formal caution to a student at a time. However, if a student displays a new or different behaviour/s of concern during the 50 school days, the original caution should be replaced and a new caution issued. The new caution can include all of the behaviour/s of concern or just the new behaviour/s of concern at the principal's discretion.

Timeframes for the validity of the formal caution will be calculated as up to 50 school days from the date the most recent caution is issued. No extension is available beyond the 50 school days.

3.3 Grounds for suspension

Principals may use suspension as a behaviour management response. Principals must consider factors in [section 3.1](#), including whether possible and appropriate alternative behaviour support measures have been implemented or attempted, and believe that a student's behaviour/s of concern:

- causes **actual harm** to any person; or
- poses an **unacceptable risk to health and safety, learning, and/or the wellbeing** of any person, including where such a risk is posed by
 - a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted
 - a student's behaviour that causes damage to or the destruction or loss of property.

Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting the behaviour/s of concern.

Behaviours of concern could include physical violence, verbal abuse or psychological abuse. Other examples may include:

- bullying (see [Bullying of Students - Prevention and Response policy](#)) and cyber-bullying (see [Cyber-bullying of staff Legal Issues Bulletin](#))
- drugs in schools (see [Drugs in Schools policy](#))
- weapons and knives in schools (see [Knives in schools Legal Issues Bulletin](#))
- assault (see [Assault harassment, stalking and intimidation of students and staff at school Legal Issues Bulletin](#))
- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity (see [Anti-Racism policy](#))
- mis-use of technology (see [Technology misuse in schools Legal Issues Bulletin](#)).

3.4 Proceeding with a suspension

If a principal decides to proceed with a suspension, they will:

- notify the relevant people ([section 3.4.1](#))
- provide the student and parents or carers the opportunity to meet with the school, principal and/or relevant services to respond to the decision and discuss how to better support the student in their behaviour. The meeting may be face-to-face, online, or over the phone. Principals must document any formal meetings and agreed actions
- advise that the student and parent or carer has the right to a support person in any meeting with the school. A support person may be someone who can provide the student, parent or carer with practical and/or emotional support
- record the suspension on the department's in-house data system within 24 hours of notifying relevant people, including where schools use a third-party system to manage student behaviour
- complete the [suspension checklist \(PDF 295 KB\)](#) as soon as possible (recommended)
- consider that the suspension will be at home (see [section 3.1](#))
- ensure that attendance is correctly marked for the student for the duration of the suspension
- complete or revise existing individual student support planning, in partnership with the student, school learning and support staff, parents and carers, and other persons providing support. This should incorporate a plan for the student returning to school (see [section 3.5.5](#)) and following their return, to ensure the suspension is resolved successfully (see [section 3.5.6](#))
- share a completed copy of individual student support planning with the student and parent or carer, or other relevant people
- ensure all documentation is retained on file at the school and made available to the Director, Educational Leadership on request.

Teachers, with support from learning and support staff and using the [learning remotely](#) resources, will arrange for the student to have an at-home learning program that covers the suspension period.

3.4.1 Notifying the relevant people of the suspension

The notification process is critical for procedural fairness. It is a mechanism for the school to open formal communication channels and encourage engagement in the return to school planning meeting.

Once the principal has formalised the details of the suspension, within 24 hours they must notify:

- the student, verbally where appropriate
- parents or carers in writing (email, express post, or printed and given to the parent or carer directly in person). Where principals are unable to provide the written notification to parents or carers within 24 hours, they must:
 - give a verbal notification within 24 hours
 - keep a file note of the conversation for best record keeping practices
 - follow up the verbal notification with a written notification as soon as possible
- Directors, Educational Leadership verbally and/or in writing (unless agreed with the Director, Educational Leadership that this is not required).

The suspension cannot begin until the principal has taken all reasonable steps to ensure that sufficient notification is delivered to the parent or carer.

Where possible and with student, parent or carer permission, principals should consider advising external services with which the student already has contact, including but not limited to psychologists, paediatricians, the Child and Adolescent Mental Health Service, and Outside School Hours Care providers.

Principals can use the [notice of suspension template \(DOCX 68 KB\)](#) for written notifications. The notification for all suspensions must include:

- the ground/s and any specific reasons for the suspension
- the timeframe of the suspension, including the duration, start and end dates, or any other details
- a learning program
- clear expectations that the student will continue a learning program while suspended
- contact details of a nominated person from the school
- information for students and parents and carers on accessing support services, where relevant
- expectations for parents and carers to positively engage with the school to manage student behaviour and develop solutions together
- the importance of parents' and carers' involvement with the student and school in resolving the suspension
- parent and carer information, which includes information concerning appeal rights and processes and an appeal template
- clear expectations that the student should not be on school grounds without the principal's prior permission
- notification that the school will not have duty of care for the student as the suspension is occurring at home, the parent or carer will be responsible for their child's care and safety.

The principal cannot release the student from school before the end of the school day, without having notified the parents or carers and reached agreement about arrangements for collecting the student from school. Until the arrangements are made, principals must ensure adequate supervision is provided for the student at school. When a student has special transport arrangements, the school must notify the transport provider of the suspension, following notification to the parents or carers.

3.5 Suspension timeframes and implementation

3.5.1 Maximum consecutive school days for a suspension

Principals must determine the appropriate number of school days for a suspension and will give the shortest number of days needed to implement supports for the student after considering the factors outlined in [section 3.1](#). The maximum number of days for any suspension are:

- for students in Kindergarten to Year 2, the maximum number of consecutive school days for a suspension is 5 school days
- for students in Year 3 to Year 12, the maximum number of consecutive school days for a suspension is 10 school days.

If the maximum number of consecutive school days are insufficient to implement appropriate supports for the student or to put in appropriate safety measures, the principal:

- must refer the matter to the Director, Educational Leadership who will support the school to consider a range of measures to resolve the issues
- may extend the suspension for a maximum of 5 additional school days, following consultation with the Director, Educational Leadership (see [section 3.5.4](#)).

Principals cannot impose on an individual student:

- 2 consecutive suspensions (where the student has not had the opportunity to return to school in the meantime)
- more than 3 suspensions per calendar year without the approval of the Director, Educational Leadership
- a suspension to carry over from one calendar year to the next.⁴

After 3 suspensions involving an individual student within a calendar year:

- Directors, Educational Leadership will review the school's processes, documentation and the supports given to the student, and collaborate with the principal, school learning and support team, and the Delivery Support team to determine alternate strategies to re-engage the student in learning and/or escalate for additional support for the student and school
- principals will need to consider other strategies to re-engage the student in learning. Principals can obtain further support from their local Delivery Support team
- principals should consult or seek advice from school counselling staff, where appropriate
- principals will provide the Delivery Support team and/or the Director, Educational Leadership any individual student support planning documentation, risk management plans, Personalised Learning Plans, completed Suspension Checklist, return to school meeting plans, and any other documents used in the suspension process.

⁴ In circumstances where the risk to student health and safety and wellbeing cannot be mitigated in the days left at the end of Term 4, the principal may negotiate with the Director, Educational Leadership to carry suspension days over into Term 1 of the following year.

Directors, Educational Leadership must consider each request to go beyond 3 suspensions for an individual student on its individual merit. This approval process should ensure that students and schools receive additional system support as needed and appropriate for the individual circumstances. Where requests are rejected, Directors, Educational Leadership must:

- communicate their reasons for the decision with the principal
- provide advice on next steps in managing the behaviour in the absence of the suspension
- escalate any needs for additional support.

3.5.2 Maximum days of suspension across a calendar year

In addition to the above requirements on consecutive school days for a suspension, there are restrictions on the total number of school days that a student can be suspended for in a calendar year:

- For students in Kindergarten to Year 2, the maximum number of school days in total for a calendar year, for any number of suspensions and extensions, is 30 school days.
- For students in Year 3 to Year 12, the maximum number of school days in total for a calendar year, for any number of suspensions and extensions, is 45 school days.

If a principal needs to impose more than the maximum days of suspension across a calendar year, they can request that their Director, Educational Leadership approve this action. The approval must be confirmed in writing by the Director, Educational Leadership after consultation with the Director, Delivery Support. The principal and Director, Educational Leadership must collaborate and take an active case management approach when considering alternate ways the system can support and engage the student.

Directors, Educational Leadership must consider each request to go beyond the maximum days for suspension on its individual merit. This approval process should ensure that students and schools receive additional system support as needed and appropriate for the individual circumstances. Where requests are rejected, Directors, Educational Leadership must:

- communicate their reasons for the decision with the principal
- provide advice on next steps in managing the behaviour in the absence of the suspension
- escalate any needs for additional support.

3.5.3 During a suspension

Suspension should not prevent a student from continuing their learning. The school must attempt to check in with the student, parent or carer regularly during the suspension period to ensure continuity of learning and wellbeing. The nominated person identified in the notification of the suspension should:

- confirm that continuity of learning provisions and learning support appropriate for the individual needs of the student have been established
- check on the student's wellbeing and progress with studies and arrange for more work to be provided, where practical
- initiate conversations regarding the student's return to school, including the return to school planning meeting.

3.5.4 Extension of time for any suspension

Where a principal originally issues a suspension with fewer days than the maximum consecutive school days for a suspension under [section 3.5.1](#), they are able to increase the length of the suspension up to those maximum days if required without it being considered an extension under this section.

If there is insufficient time to implement supports for the student or safety risks cannot be addressed within the maximum consecutive school days for a suspension under section 3.5.1, the principal may extend the suspension for up to 5 additional school days following consultation with the Director, Educational Leadership. This would extend the suspension to a total of:

- 6 to 10 school days for students in Kindergarten to Year 2
- 11 to 15 school days for students in Years 3 to 12.

The requirements in [section 3.5](#) on maximum days of suspension must be met.

The principal should consult the Director, Educational Leadership as soon as it becomes clear that the suspension period is not long enough to implement the necessary supports to mitigate the safety risks.

The principal must record the extension in the department's in-house data system as soon as possible or ensure that such recordings in a compliant third-party behaviour management system are regularly and accurately transferred to the department's in-house data system and notify the parents or carers in writing as soon as possible and before the end of the initial suspension. This does not preclude initial verbal communication.

The written notification of the extension must include:

- the reason for the additional days, the number of additional days and the new conclusion date
- any revisions to the supports in place for the student.

If a principal seeks an extension of more than 5 school days, the extension must be approved by the Director, Educational Leadership following consultation with the Director, Delivery Support. This would extend the suspension to a total of:

- 11 or more school days for students in Kindergarten to Year 2
- 16 or more school days for students in Years 3 to 12.

Directors, Educational Leadership must consider the request for an extension of more than 5 school days on its individual merit. This approval process should ensure that students and schools receive additional system support as needed and appropriate for the individual circumstances. Where requests are rejected, Directors, Educational Leadership must:

- communicate their reasons for the decision with the principal
- provide advice on next steps in managing the behaviour in the absence of the extension
- escalate any needs for additional support.

The principal should email the Director, Educational Leadership as soon as it becomes clear that an extension of more than 5 school days is necessary to implement supports and mitigate the safety risks. The email must:

- advise the number of additional days requested
- provide the reason/s for the request and what the additional time will be used for
- where applicable, advise of any suggested revisions to the supports in place for the student
- where applicable, advise of any further recommendations from specialists or Delivery Support.

The principal may provide the above information by pre-filling the [Suspension Extension Request Checklist \(PDF 880 KB\)](#) and emailing it to the Director, Educational Leadership.

The Director, Educational Leadership has the discretion to approve or decline the principal's request for an extension of more than 5 school days in part or in full. The director should:

- consider the principal's request as soon as possible and before the end of the initial suspension period
- use the [Suspension Extension Request Checklist \(PDF 880 KB\)](#) to guide their decision on the extension request
- email the principal with their decision
- advise the number of additional days approved
- provide any reason/s for their decision if the request is rejected in part or in full
- remind the principal to notify the parents or carers immediately.

3.5.5 Plan for return to school (including 'return to school planning meeting')

In all cases of suspension, it is important to consider the student's transition back into school and plans to minimise any further disruption to their learning and the learning of others.

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

In planning for the student's return to school, the following must occur as soon as possible after notifying the relevant people of the suspension (see [section 3.4.1](#)) and before the student's return to school:

- a 'return to school planning meeting' to plan the student's re-engagement with learning at school
 - should be held face-to-face, or alternatively, online or over the phone. Determination of the meeting environment should be based on what will be most conducive to a positive and productive conversation
 - may include the following attendees – principal or delegate, student, parent/carer or other support person nominated by the student (for example, a local or regional Aboriginal Education Consultative Group [AECG] support person), other support person for the parent/carer, school counsellor or psychologist, learning and support staff, and any other relevant persons involved in the student's wellbeing and support
 - must have outcomes documented from individual student support planning
 - must have a record of the meeting occurring. File notes of the meeting should be kept in school files
- principals should consider supports to address the underlying function of the student's behaviour as part of the planning for their return
- principals, with support from the school learning and support team, should undertake a risk assessment and develop strategies to minimise and manage the risks the student may pose to themselves, students, staff, or other persons, and incorporate these into individual student support planning
- staff who will have contact with the student should be informed of the risks and the strategies to minimise and manage them as outlined in the individual student support planning
- principals should consider the possible or ongoing involvement of the learning and support team, school counselling staff, and/or Delivery Support team
- principals should consider contacting their Delivery Support team as needed to develop strategies to safely return the student to school. Please see the [Return from suspension resource \(PDF 143 KB\)](#) for more guidance on returning a student from suspension.

The school must continue to engage with relevant internal and external services and staff before and during a suspension to ensure the suspension is resolved successfully and in a timely manner. For example, schools should engage with:

- an Aboriginal Education Officer, the department's [Aboriginal Education Team](#), Aboriginal medical services, Aboriginal organisations that support and celebrate a culturally sensitive and safe environment for Aboriginal students to feel a strong sense of belonging, and any other external agencies that support student engagement and wellbeing
- relevant personnel when supporting a student in out of home care, such as the Department of Communities and Justice
- relevant personnel when supporting a student with disability and/or participants in the National Disability Insurance Scheme (NDIS), such as learning and support teacher or team, assistant principal learning and support, transition support teachers, school learning support officers, and school counsellors or psychologists.

More guidance on returning a student from suspension is available in the [Return from suspension resource \(PDF 143 KB\)](#).

3.5.6 After the student returns to school

After a suspension, a student may need additional supports to transition back to the school environment. The school's processes and supports to ensure students feel known, valued, respected and cared for should be reinforced during the student's return from suspension.

Once a student returns to school following a suspension, teachers will:

- implement strategies from individual student support planning
- regularly review the student's progress
- attempt to re-establish the student's positive relationships with teachers, school staff and other students
- not restrict the student's access to school activities and learning, unless specifically identified in the risk management plan or in individual student support planning documentation.

More information is available in the [Return from suspension resource \(PDF 143 KB\)](#) on the department's website.

3.5.7 Alternate programs (suspension centres, tutorial centres and behaviour schools)

For some schools, it may be feasible for a student to attend an alternate program, as outlined below:

- **Suspension centres** provide structured programs to help students successfully return to school as soon as possible. Principals will need to decide if students placed on suspension would benefit from such a program.
- **Tutorial centres** provide an age-appropriate short-term intervention for students who have difficulty managing their behaviour in a mainstream setting. Tutorial centres/programs must be attached to a base school, which is generally a secondary school.
- **Behaviour schools** are educational settings established to provide intensive behavioural and educational support for students who have exhausted all other behaviour support provisions available to the school, and/or for whom a risk assessment indicates a behaviour school placement is appropriate. Behaviour schools will involve a shared enrolment with the home school with a view to gradually return the student back to the home school full time.

If a student is suspended from any learning environment they attend or has a shared enrolment, the principal issuing the suspension must advise the principal of the other setting of the suspension and the issues that led to the decision to suspend as soon as possible.

Suspension from one learning environment will not result in an automatic suspension from the other learning environment, including where a student who has a shared enrolment between two schools and is suspended from one of the learning environments.

For the purpose of a suspension where the student attends multiple learning environments, even if the suspension is only being served at one site, the consecutive school days of the suspension as decided under [section 3.5](#) should be counted as covering the school days a student would ordinarily spend at both sites.

In such circumstances, the principals of both learning environments must:

- consider whether to apply the suspension across one or both settings. The decision will be based on whether the same issues or risks are present in both settings
- negotiate and finalise arrangements for the duration of the suspension
- ensure that in all cases, the suspension is only applied for the maximum number of school days across either or both learning environments. This will require coordination between the principals of the 2 settings, if a suspension is imposed by both settings.



Education

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