



**MAITLAND**  
— PUBLIC SCHOOL —

Behaviour Support and Management Plan  
2024

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## Overview statement

Maitland Public School is committed to explicitly teaching and modelling positive behaviour, to support all students to be engaged with their learning. Our approach is guided by the New South Wales Department of Education Behaviour Policy. (appendix 1)

We believe in educating the whole child and developing great citizens, great people. We do this by providing innovative and engaging teaching and learning programs, enhanced by exceptional extra-curricular opportunities, delivered within a high quality, motivating learning environment and engaging our whole community in a partnership in educating our children. We deliver a quality learning experience through our values of respect, responsibility, and personal best. We do this by:

- providing innovative teaching and learning programs
- enhanced by quality extra-curricular opportunities
- delivered within a high quality, motivating learning environment and
- engaging our whole community in educating our children.

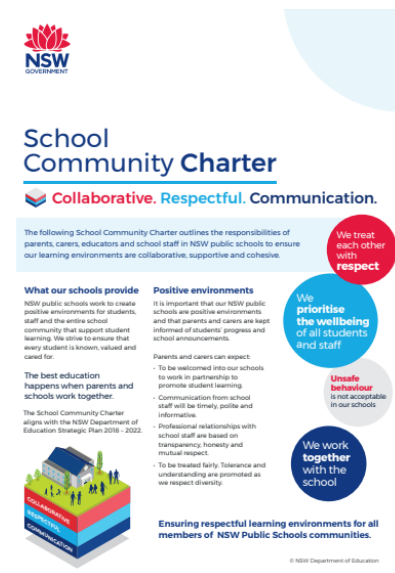
Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses which is critical to promoting engaging and effective classrooms and lifting student performance. We know positive behaviour support plays a critical role in a student's education. Supporting positive student behaviour requires a proactive, preventive, student-centred approach.

## Partnerships with parents and carers

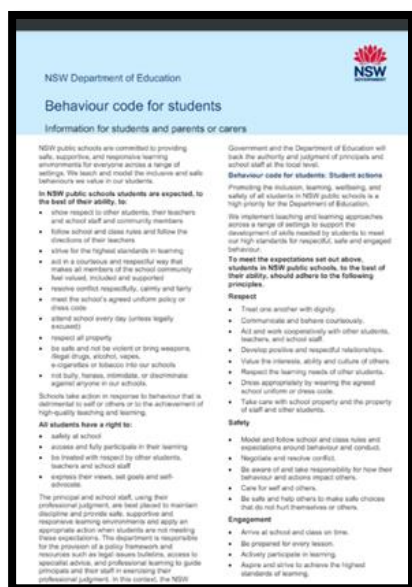
Maitland Public School communicates these expectations to parents and carers through established channels, including but not limited to scheduled parent/carers information sessions and assemblies, MPS Facebook page, School Bytes Parent Portal, and targeted communication relating to specific student behaviours. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

We embrace the School Community Charter to ensure we practice respectful, collaborative communication with all parents, carers and community members

Maitland Public School has multiple ways by which parents can work with staff to benefit their child. Our Learning and Support Team are here to **support, guide and advocate for families.**



NSW public schools are committed to providing safe, supportive and responsive learning environments. Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.



Maitland Public School implements the values and practices of the NSW Department of Education's **Behaviour code for students**, to support the development of skills required by students to ensure high expectations for respectful, responsible, safe behaviour so that students can achieve their personal best.

## Schoolwide expectations

Respect	Responsibility	Personal Best
Speak and act nicely	Be safe	Be honest
Stop look and listen	Follow Instruction	Do your best
Care for people and Property	Hands and feet to self	Be ready to learn

### School Acknowledgement System

Positive Behaviour for Learning (PBL) is a school-wide student wellbeing initiative. PBL is an evidence-based whole school program used to improve learning outcomes for all students and encourage positive behaviour choices, which has been shown to improve student self-concept and heighten their motivation to learn.

This initiative focuses on explicitly teaching and supporting positive behaviour for all students. It is a program which supports students' own personal development as well as helping them to understand what is required of them in order to create a peaceful, productive and harmonious learning community.

### School Award System

At Maitland Public School the recognition of student achievement is an integral part of our Student Behavior Support and Management Plan.

Students will:

- ✓ be respected and supported in all aspects of their schooling
- ✓ feel their efforts are appreciated
- ✓ develop a positive self esteem
- ✓ feel valued
- ✓ make responsible choices
- ✓ accept the consequences for their behaviour



### School Merit Awards

At our weekly assemblies, students from each class are recognised through the awarding of a merit certificate. Parents and carers are notified the week prior and invited to attend the assembly to celebrate their child's achievement.

When students have achieved 5 assembly merit awards their achievement is recognized by a gold merit award. When students have achieved 5 gold merit awards, they receive a banner of excellence.



## Maitland Public School Expectations

	Respect	Responsibility	Personal Best
<b>Universal</b>	Speak and act nicely Care for people and property Stop look and listen	Be safe Follow instructions Hands and feet to self	Be honest Do your best Be ready to learn
<b>Classroom</b>	Speak and act nicely Care for people and properly Show 6L's	Follow instructions Right place, right time Complete work on time	Be ready to learn Do your best Set learning goals
<b>Assembly</b>	Listen actively Know when to applaud Sing loud and proud	Hands and feet to self Show 6Ls Sing with pride	Shake, take and smile Know the words Walk safely
<b>Corridors and stairs</b>	Wait patiently Walk quietly Keep it clean	Pack bags safely Hands and feet to self Move sensibly	Right place, right time Get an indoor pass Bags packed and zipped up
<b>Warning bell</b>	Stop, look and listen Care for people and property Rubbish away	Right place, right time Walk on hard surfaces Use toilet safely	Wait your turn Straight lines End of play, pack away
<b>Canteen</b>	Be patient Use manners Use your own money	Line up quietly Know what you want Buy and leave	Make healthy choices Stand in a straight line Buy for yourself
<b>Toilet</b>	Wait your turn Use only what you need Keep the area tidy	Use the toilet safely Wash your hands Leave immediately	Play in the playground Take a buddy Report to teacher
<b>Bubblers</b>	Wait your turn Care for people and property Use and go	Hands and feet to self Drink and turn off Make a line	Use the bubblers correctly Walk on hard surfaces Make a line
<b>Buses</b>	Listen to the driver Speak and act nicely Be prompt	Stay seated with seatbelt secure Walk on hard surfaces Hands and feet to self	Tap on and off Know your stop Sit in your line
<b>Sportshed</b>	Use your manners Be patient Use equipment properly	Wait in a line Take it back Leaders only in the sport shed	Know what you want Return borrowed equipment Know the rules
<b>Office</b>	Speak and act nicely Care for people and property Use manners	Have your indoor pass Hands and feet to self Right place, right time	Know what to say Be prompt Wait patiently
<b>Playground</b>	Rubbish away Speak and act nicely Care and share	Right place, right time Cross the road safely Hat on head	Know the rules Fair and fun play Take turns

## Schoolwide approach across the care continuum

Maitland Public School uses the care continuum to facilitate the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

The care continuum includes interventions for:

- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions.



Care Continuum	Strategy or Program	Details	Audience
Prevention	<a href="#">Positive Behaviour for Learning</a>	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	<a href="#">National Day of Action (NDA)</a>	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students K - 6
Prevention	<a href="#">Child Protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> 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
Targeted / Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<a href="#">Attendance support</a>	Attendance co-ordinator and class teachers monitor student attendance and initiates strategies with students, families and teachers to address barriers to improved attendance and set growth goals, including phone calls, letters and meetings.	Individual students, class teachers, attendance co-ordinator
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing behaviour support strategies and responses, Individual Behaviour Support Plans and Student Tailored Risk Management Plans.	Individual students, parent/carer, LAST, AP, Principal, APLAS, Behaviour Support Specialist



Maitland Public School examines various data sets to source a variety of programs to best implement and maintain respectful and responsible behaviour and to encourage students to achieve their personal best.

Program or Team	Details	Frequency
School Bytes wellbeing incident data	Review of playground and class behaviours of concern, including planning room.	Weekly
School Bytes attendance data	Analysis of attendance data, identifying tier 1, 2 & 3 attendance concerns. Attendance report to award 100% attendance on a weekly basis.	Weekly and ongoing
NAPLAN data	Stage analysis of NAPLAN data to identify individual, stage and trends.	Annually
Learning and Support team	Weekly meetings with the team to identify, track and implement strategies and DoE processes to determine how best to meet student need. These include small group intervention, independent learning plans and referral to the school counsellor	Weekly
Work, Health and Safety	Review of log to identify areas of concern	Once a term
PBL Award System	The merit systems recognises consistent positive behaviour with a cumulative award system that is ongoing and celebrated at assemblies.  Parky rewards include end of term parties for selected students.	Weekly and ongoing
Learning awards	Awards based on school rules presented at assemblies and recorded in School Bytes.	Weekly
Incidental awards	Dojo points are awarded in line with the school rules and expectations for class and playground positive behaviours. When the school reaches the targeted number of Dojo points an end of term celebration is enjoyed.	Daily & end of term

## Responses to behaviours of concern

Behaviours of concern	
Minor Behaviours	Major Behaviours
Inappropriate swearing	Abusive Language
Swearing or using inappropriate words not directed at someone	Deliberate hurtful and or disrespectful words or messages towards someone in a harmful way (i.e. swearing, gestures)
Unwelcomed Touch	Physical Violence
Non-malicious but inappropriate physical contact (i.e. rough play, accidental, unwanted hugs)	Deliberate physical contact where injury may occur (i.e. hitting, punching, kicking, hair pulling/cutting, scratching, spitting, using weapons)
Teasing/Inciting Problems	Bullying/Harassment
A put-down or name calling (i.e verbal, gestures, written or digital forms) Deliberately causing issues between others (i.e. inciting problems)	Excessive or ongoing verbal attacks and negative comments with intent (i.e. involve intimidation, victimisation and harassment, including based on sex, race, religion, disability or sexual orientation- online and offline) Repeatedly and intentionally inciting problems
Mild Disruption	Major Disruption
Interrupting others in the classroom or in playground lines (i.e. talking, calling out) Blocking classroom exits (escalate to major after attempted intervention)	Repeated refusal to follow or respond to adult requests (i.e. talking back, socially rude interactions, lying to a teacher)
Non-compliance	Defiance
Low intensity damage of someone's possession/work Inappropriate use of technology (i.e. unapproved websites/mobile phone/smart watch) Taking and/or using another person's equipment without permission	Intentional destruction or damage caused to property by the person who is not the owner. This includes planned/intentional stealing and graffiti Use of a mobile phone or communication device, an image recording device or a voice recording device for social media, emailing, texting, recording or filming purposes without authorization Continued unauthorised, inappropriate use of computers ,or access to the internet
Property misuse/minor theft	Property damage/stealing/misconduct
Low intensity damage of someone's possession/work Inappropriate use of technology (i.e. unapproved websites/mobile phone/smart watch) Taking and/or using another person's equipment without permission	Intentional destruction or damage caused to property by the person who is not the owner. This includes planned/intentional stealing and graffiti Use of a mobile phone or communication device, an image recording device or a voice recording device for social media, emailing, texting, recording or filming purposes without authorisation Continued unauthorised, inappropriate use of computers or access to the internet

Behaviours of concern	
Minor Behaviours	Major Behaviours
Out of Bounds	absconding
Knowingly being in the wrong place Fractional truancy (i.e. veranda/hallway without permission)	Within school' grounds and or leaving school grounds/attempting to run away (i.e. leaving the classroom without permission, hiding, purposely not returning) Safety issues (i.e, climbing on roof)
Minor Physical aggression	Aggressive behaviour
Mock or play fighting (i.e. Physical aggression including shoving and pushing)	Excessive and ongoing escalated behaviour (i.e. kicking/upturning/throwing furniture or property) Threatening and intimidating others
Possessing inappropriate Items	Possessing prohibited items
Possession of items that are inappropriate for school (i.e. tools, glass/ceramic or other breakable items)	Possession of a knife or other weapon Possession and/or use of e-cigarettes, tobacco, drugs
Minor Anti-Social Behaviour	Anti-Social Behaviour
Non-direct spitting on the floor, away from others	Sexualised behaviour of any kind (i.e. kiss/touch/comments/inappropriate websites) Looking over/under toilet doors (i.e. Intentionally spitting at/on another person)

### Detention, reflection and restorative practices

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as detention and/or reflection, to address inappropriate student behaviour. Such strategies provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices.

Lunchtime talking and planning sessions are managed by the Assistant Principals on a rotational basis. Student behaviour that breaches the positive behaviour values of our school are recorded in School Bytes and scheduled for talking and planning with the Assistant Principal. These sessions may be one or more lunchtime sessions, depending on the severity of the incident and behaviour. They are held after eating time so that students can eat and toilet.

Restorative conversations are conducted so that triggering behaviours or situations can be identified, and solutions and outcomes established between the students and Assistant Principal. These outcomes are recorded in School Bytes.

Student behaviour is regularly tracked to determine individual improvement and or further planning.

Individual Interventions	
Classroom teacher	Student adjustment profile Individual Education Plan/ Personalised Learning Plan Data records (School Bytes, assessments) Parent/carers communication and consultation Hearing/vision recommendation to family Investigation of behaviour and learning at previous schools
Stage	Behaviour Support Plan Data collection- Zones monitoring, student behaviour log Meeting with family and or external supports Problem behaviour questionnaire Investigation of external medical and therapy reports Playground card Support letter for medical professionals
Team within the school	LST referrals NCCD- substantial or extensive School Bytes data analysis BSP or RMP development or modifications Functional Behaviour Assessment School Counsellor Referral Complex case referral (APLaS or LWO) External Agency referrals Part day exemption plan Paediatrician/ Psychologist referral NDIS application Form A/ WHS consultation HSLO/MRG/DCJ/CWU report and consultation Suspension

## 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. A formal caution tells a student that their behaviour caused or may cause harm or danger to themselves and other people or poses an unacceptable risk to teaching and learning.(appendix 2) A formal caution is valid for up to 50 school days from the date the caution is issued. 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. The Principal can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning.

# Maitland Public School

## ANTI-BULLYING PLAN

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

### Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour. Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

### School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

### Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Daily	Teachers refer to PBL values and expected student behaviour in daily talks
Weekly	PBL weekly focus explicably taught in weekly lessons
Fortnightly	PBL presentation at weekly assemblies (K-2, 3-6 alternative weeks)
Annually	Events to promote inclusion- Bullying No Way, Harmony Day, Reconciliation Week

### Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Ongoing	Stage and communication meetings- PBL weekly focus Incidental focus as per incidences
Fortnightly	PBL meeting- examination of data, planning content, playground patterns
Annually	Staff Development Days- review PBL
Annually	Professional Learning schedule to include wellbeing and inclusion

## New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

## Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

## Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Daily	PBL expectations and signage visible and easy to see
Weekly	PBL videos, events and expectation on FB
On-going	Parent/teacher conferences as required
Annually	Updated Anti-Bullying Plan and related Student Behaviour documents

## Review and evaluation of the plan

### Review dates

Last review date: 9/12/2024

Next review date: 26/09/2025

## NSW Department of Education Student Behaviour Policy

### 1. Policy statement

NSW Government schools embed positive behaviour approaches, safe practices and inclusive education. Schools implement inclusive and positive student behaviour support and management approaches aligned to the care continuum that establish support and maintain high expectations for student behaviour, in line with the [Behaviour code for students](#).

1. The department rejects all forms of bullying behaviour including online (or cyber) bullying.
2. Schools develop behaviour support and management plans, including anti-bullying strategies, that prioritise continuity of learning and facilitate whole-school, prevention-focused and positive approaches to behaviour support, to meet the needs of all students.
3. Promoting positive behaviour requires schools to access support as early as possible and for system-level support to be proactive and responsive to schools' needs.
4. Some circumstances exist where more intensive and persistent behaviour management interventions are necessary to respond to, manage and address behaviour or behaviours of concern. These may include the following:
  1. Detention and timeout are planned interventions to allow students opportunities to reflect on and regulate emotions and behaviour.
  2. Formal cautions provide an opportunity for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours. See the [Suspension and expulsion procedures](#).
  3. Suspension can be a critical safeguard that principals may use as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. The purpose of suspension is to allow the school to implement appropriate supports to address the student's complex and challenging behaviour or behaviours, mitigate any unacceptable risks to students and staff and enable the student's return as soon as is appropriate. See the [Suspension and expulsion procedures](#).
  4. In the most serious of circumstances, where behaviour management interventions including suspension and other risk management strategies have not been successful in managing serious behaviour or behaviours of concern, expulsion is an option available to schools. The gravity of the circumstances requires that particular emphasis be given to procedural fairness. See the [Suspension and expulsion procedures](#).
5. Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education in that they must



be fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

6. Procedural fairness will be afforded to all students and staff in implementing this policy (see [Legal Issues Bulletin 3 Procedural fairness](#)).

## **2. Context**

1. All children and young people have a right to an education where students can access and fully participate in learning.
2. Schools are calm and safe environments that support teaching and learning. Supporting positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff.
3. All students and staff have the right to be treated fairly and with dignity, both online and offline, in an environment free from intimidation, violence, harassment, victimisation and discrimination, including that based on sex, race, religion, disability or sexual orientation.
4. A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level, developmentally appropriate behaviour.
5. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm.
6. Principals, teachers and school staff acting in accordance with this policy (and related implementation documents) are acting with the authority of, and are supported by, the department.

## **3. Policy contact**

1. Leader, Behaviour Services  
02 7814 3809  
[studentbehaviour@det.nsw.edu.au](mailto:studentbehaviour@det.nsw.edu.au)

## **4. Monitoring the policy**

1. The Director, Behaviour and Student Participation, monitors the implementation of this policy, regularly reviews its contents to ensure relevance and accuracy, and updates it as needed.



## What do I need to know if my child gets a formal caution?

### Parent/carer information

#### What is a formal caution for a behaviour of concern?

A behaviour of concern is something someone does that might cause or has caused harm or danger to themselves or others. A formal caution tells a student that their behaviour caused or may cause harm or danger to themselves and other people or poses an unacceptable risk to teaching and learning. It is designed to let you and your child know that their behaviour needs to improve.

A formal caution is a letter in which your child's behaviour of concern has been recorded. Your child will not be suspended at this time.

#### What happens if my child gets a formal caution?

The school will discuss the behaviour of concern and explain the formal caution to your child. The principal will also provide you a written copy of the formal caution.

The purpose of the formal caution is to give you and your child time to understand the impact of their behaviour and agree on a support plan. The school will give you and your child the chance to meet with them to discuss the behaviour and to plan or review the supports your child needs.

You can bring a [support person](#) with you to any meetings with the school.

The formal caution is in place for up to 50 school days. During this time, your child may be suspended if the behaviour happens again or for other behaviour/s of concern.

#### What do I do if my child gets a formal caution?

Nearly every child will sometimes do things that do not follow school rules or the [Behaviour Code for Students](#). Sometimes, when this occurs, a formal caution will be given. More information on [what to do if your child is getting into trouble at school](#) is available.

If your child receives a formal caution, this means that there is a behaviour that needs attention. Your engagement with the school is very important in managing your child's behaviour and developing solutions together. Talk to the school principal about the formal caution and work with the team supporting your child to come up with some solutions.

#### What if the behaviour happens again?

If the behaviour of concern happens again, the principal may decide to suspend your child. The decision to suspend your child will happen only after the principal looks at the behaviour, and the individual needs of your child and other children. Information on suspending a student is available.

#### What do I do if I still have any concerns?

If you have concerns about your child's learning, behaviour or wellbeing at school, the best place to start is talking to the teacher, assistant principal or deputy principal. Most issues can be solved by talking to the people who know your child and the situation.

Sometimes you may need to talk to someone else. Your school can give you the contact information for your local education office who may be able to help. Also think about talking to your child's doctor if you think there could be medical reasons for your concerns.

More information on advocating for your child is available, as well as the School Community Charter that outlines ways to communicate with schools.

#### What information can I get from the school?

You can ask the school for more information about what has happened and why. The school should explain to you the reasoning behind any decisions, what actions will happen and what to do if you have an issue.

#### Telephone interpreter service

If you wish to contact the school and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.



## What do I need to know if my child is suspended?

### Parent/carer information

#### What is suspension?

A suspension is when the school asks a student not to attend school for a period of time. Students in Kindergarten to Year 2 may be suspended for up to 5 school days and students in Year 3 – 12 may be suspended for up to 10 school days.

Principals may suspend a student when the student's behaviour of concern poses an unacceptable risk to others or to teaching and learning.

Principals may suspend when they have already tried to manage the students' behaviour/s of concern in other ways and the school needs time to plan supports for the behaviour and plan how to keep everyone safe without the student being at school. Principals must consider the behaviour and the needs of the student when deciding to suspend. If the behaviour is serious or a safety issue, your child may be placed on an immediate suspension.

#### What happens if my child is suspended?

The principal must tell the student verbally where appropriate. They must immediately notify parents or carers verbally, where possible, or within 24 hours. You and your child must be given a chance to meet with the school to respond to the suspension. The school will work with you on strategies and supports that can be put in place to help your child.

The principal will also provide you a written notice of the suspension, which includes the reasons your child was suspended, the details and timeframe of the suspension.

During the suspension your child will not be allowed at school. The school will provide your child with support to keep learning during the suspension and will check in with you and your child. [Information about how to support your child's wellbeing during suspension](#) is available.

#### Extension of a suspension

If the suspension doesn't provide enough time to plan supports or there is an ongoing safety risk that is not yet managed, the principal can extend the suspension. Parents/carers will be notified before the end of the suspension if it is extended.

#### Can I appeal a suspension?

Yes, if you believe that the principal made an unfair decision or didn't follow the policy and procedures correctly. Refer to [Appeals resource](#).

More information on [advocating for your child](#) is available, as well as the [School Community Charter](#) that outlines ways to communicate with schools.

#### What is a suspension resolution meeting?

Your child will come back to school on or before the date the suspension ends. Your positive engagement with the school is very important in managing your child's behaviour and developing solutions together. Before your child returns the school will contact you by phone to arrange a resolution meeting with school staff who work closely with your child.

The meeting can be in person, on the phone or online in the format that will give the best chance of a positive discussion. The meeting will be about how you can work together to support your child when they return to school. You can bring a [support person](#) with you to the meeting. A support person may be someone who can provide you and/or your child with practical and/or emotional support.

For behaviours of concern which need more strategies and supports, the school will work with you and your child to develop a plan to support them and reduce any risks. Your child may already have one in place. If a plan is already in place, it will be adjusted to help support your child. This plan will be shared with you and with other staff in the school who support your child.

#### What if the behaviour happens again?

If the behaviour of concern happens again, the principal and school learning support team will try to identify ways to support your child's learning which may include another suspension. This may include asking experts from within the department to help provide support.

#### What information can I get from the school?

You can ask the school for more information about what has happened and why. The school should explain to you the reasoning behind any decisions, what actions will happen and what to do if you have an issue.

#### Telephone interpreter service

If you wish to contact the school and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.