



**OATLEY WEST PUBLIC SCHOOL**  
Learning to Live - Living to Learn

# Behaviour Support and Management Guidelines

Updated: Term 1 2025

# Behaviour Support and Management Guidelines

These guidelines were developed in consultation with;

- [2015 Wellbeing Framework for Schools NSW](#)
- [NSW Department of Education Behaviour Code for Students- NSW public schools](#)
- [Oatley West PS School Behaviour and Support Management Plan](#)
- [Oatley West Public School Anti Bullying Plan 2023](#)
- NSW Department of Education Inclusive, Engaging and Respectful Schools reform
- NSW Department of Education Student Behaviour Procedures Kindergarten to Year 12

In accordance with the 2015 Wellbeing Framework for Schools NSW Department of Education (DoE) and the NSW DoE Student Behaviour Policy, Oatley West Public School (OWPS) seeks to provide quality education for all students, taking account of their age, background, ability, and interest.

The OWPS Behaviour Support and Management Guidelines works towards creating an environment where all students, staff and community can work together in a safe, harmonious, and educationally productive environment. In this environment students are helped to be self- directed life-long learners who can create a positive future for themselves and the wider community.

OWPS sees the School Values as being central to developing and supporting our students. The values of Care, Co-operation, Excellence, Fairness, Respect, Participation, Integrity, and Responsibility are to guide our school's way of life. The school uses Restorative Practices as a way of ensuring our students learn from the experience when values are not followed and learn about acceptable and appropriate behaviours to adopt in the future.

The OWPS Behaviour Support and Management outlines the approach the school takes in developing and supporting students' personal conduct and responsibility.

## RATIONALE

Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people.

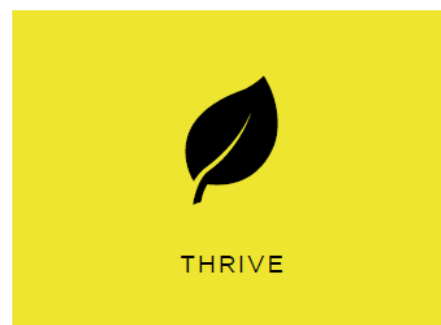
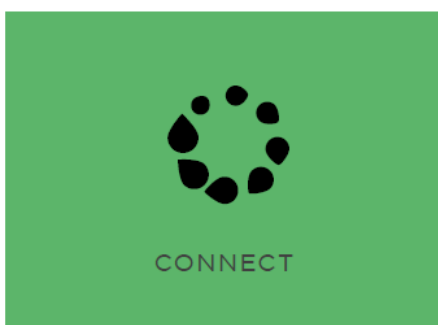
At OWPS, we focus on giving children and young people a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools. (The Wellbeing Framework for Schools, 2015)

This document approaches student welfare from the perspective of the School Values and uses the Restorative Practices Framework.

This policy is applicable to and supported by the entire school community. The OWPS Behaviour Support and Management Guidelines is implemented through all key stakeholders.

The Wellbeing Framework focuses on encouraging students to:



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Our students will be respected, valued, encouraged, supported and empowered to succeed.

Our students will grow and flourish, do well and prosper.

#### ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

[Wellbeing Framework for Schools Document Link](#)

#### PARAMETERS

Oatley West Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. The school adopts a prevention-focused approach to help address the full spectrum of student needs. Some students may require different types of intervention delivered in different ways along a continuum of care - from prevention to intensive individual support to best meet their needs. This care is provided through the delivery of programs, practices and services as outlined in the [Oatley West PS School Behaviour and Support Management Plan](#).

The OWPS Behaviour Support and Management Guidelines does not expressly refer to every single example of conduct or behaviour which might be deemed unacceptable in a given set of circumstances.

Teachers' judgement and professionalism is to be used when dealing with student behaviours- both positive and negative. Students will be called on to explain or justify why they acted in a particular way in a given circumstance which may/may not be specifically covered in our Behaviour Support and Management Guidelines.

## RIGHTS AND RESPONSIBILITIES

Rights of Students	To be respected and know what is expected of them in and by the school
Responsibilities of Students	To follow directions, respect school staff and peers and look after property
Rights of Staff	To be treated with respect by students, colleagues, and parents
Responsibilities of Staff	To treat colleagues, students, and parents with respect
Rights of Parents	To have their children educated to standards in accordance with their ability
Responsibilities of Parents	To get their children to school on time and make approved arrangements for their return home after school. To treat all staff and all students with respect

### **Oatley West PS Values**

Oatley West Public School has the following eight school-wide values. They suffice as a set of rules with which to live by at school and at home. OWPS Values were developed in consultation with the student body, staff, and the wider community. The points below are indicators that students, staff and the community aspire to live by at OWPS.

#### CARE

- Play Safely
- Show concern for the wellbeing of others
- Be friendly and make others feel welcome
- Consider the needs of everyone

#### COOPERATION

- Work together to achieve common goals
- Help each other succeed
- Work together to peacefully resolve conflict
- Listen to the views of others

#### EXCELLENCE

- Always try your personal best
- Celebrate your achievements and the achievements of others
- Be proud of your school
- Enjoy learning

#### FAIRNESS

- Everyone gets an equal opportunity
- Stand up for others who need help
- Play by the rules

#### RESPECT

- Be polite, cooperative, and sensible
- Treat people as you would like to be treated
- Accept and celebrate our differences

## PARTICIPATION

- Join in and enjoy school activities
- Support the activities at the school
- Contribute ideas to improve our school

## INTEGRITY

- Speak the truth
- Respect personal and school property
- Do what is right

## RESPONSIBILITY

- Take responsibility for your choices
- Provide a good example others
- Be in the right place at the right time

## POSITIVE BEHAVIOUR STRATEGIES

At OWPS we believe that Positive Behaviour is characterised by the School Values. Students will be encouraged, acknowledged, and rewarded for displaying these values.

Acknowledgement could be minor such as 'thank you' or individual or group praise, house or 'dojo' points can also be awarded for low level positive behaviours.

At times students' behaviours may warrant a symbolic token of recognition. At OWPS we follow the Values Leaf System for students demonstrating the School Values.

Positive, responsible behaviour, earnest and genuine effort and worthwhile achievements are actively promoted by all members of staff.

## VALUES LEAF SYSTEM

The Values Leaf Stickers are used to recognise and acknowledge those students who are following OWPS Values. These behaviours could be demonstrated in the classroom, on the playground or wherever students are representing our school.

### Values Leaf Sticker Procedure:

Every staff member will hand out a minimum of 10 Values Stickers each week. Other relevant school community members, including casual teachers will have stickers available to them. These supplementary Values Stickers will be available at the office. Additionally, 2 nominated staff members will hand out two values leaf stickers each at the weekly whole-school Monday assembly.

It is the responsibility of every staff member to hand out Values Leaf Stickers and ensure the students know which Value they are receiving the sticker for. Classroom teachers are required to keep a record on a class list or wall charts.

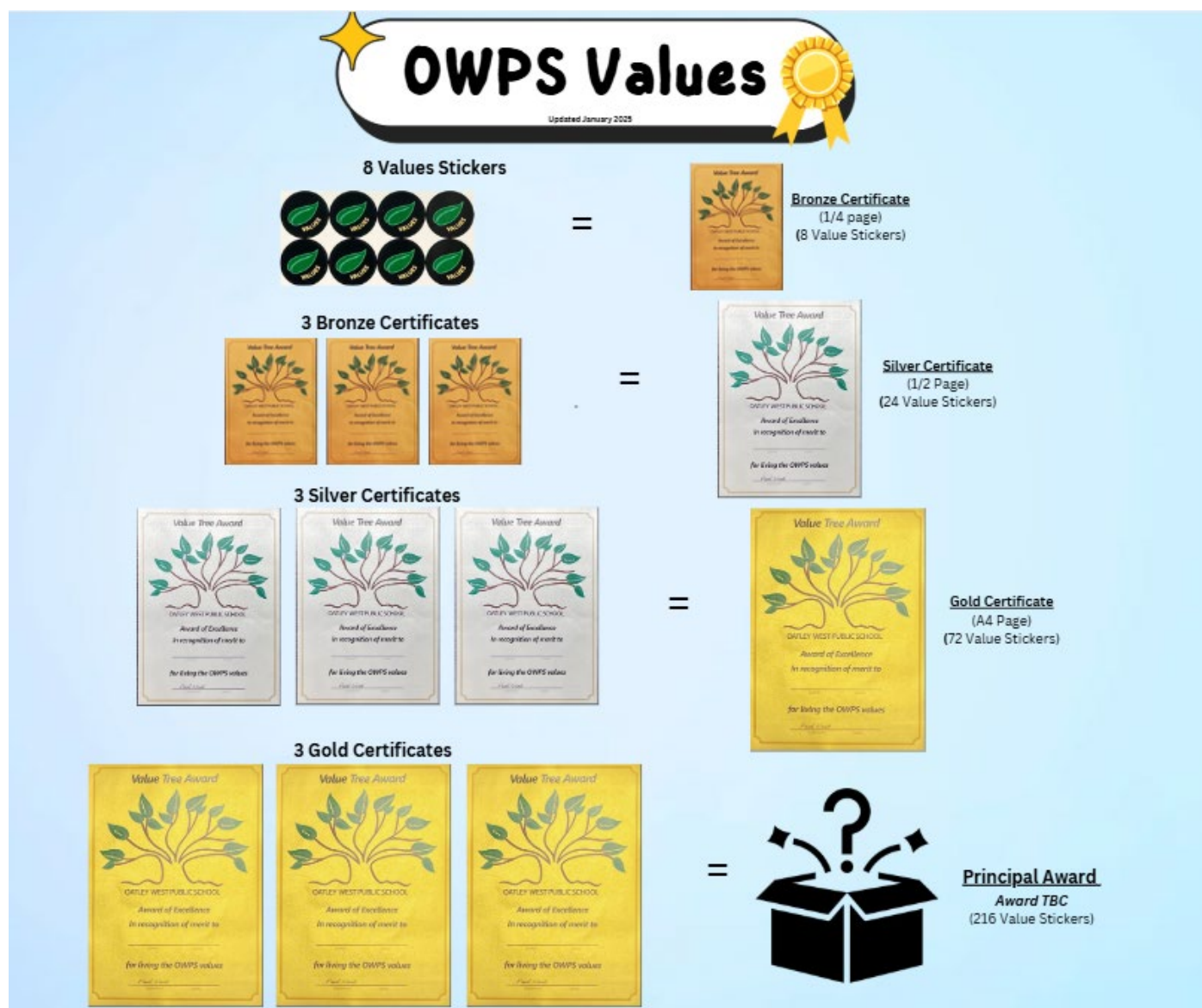
Values stickers are only valid for the year and do not carry over into the following year.

The values award system follows a tiered system recognising higher levels of achievement as a student gains values leaf stickers. For every 8 values leaf stickers achieved, students are awarded with a bronze. When a student has attained three bronze then a silver is awarded. Three silver equates to a gold award, while for every three gold awards a student is presented with a prestigious principal's award. Values awards (Bronze, Silver and Gold) carry over year to

year, and it is expected that students will take several years to attain a principal award. Students are responsible for keeping their awards and handing them to the teacher in order to receive an award of higher recognition.

While teachers will use individual class tracking systems for the achievement of values leaves, students are responsible for safe keeping their Values awards to give back to the teacher to achieve their next values certificate.

It is the teacher's responsibility to ensure Silver and Gold Awards are filled out and given to the Principal prior to the K-2 or 3-6 assembly. These assemblies are notified via the school newsletter and/or class communication platforms including Class Dojo. Bronze awards are distributed at the K-6 Monday assembly.



## WHOLE SCHOOL APPROACH ACROSS THEW CARE CONTINUUM

Using the Care Continuum Oatley West adopts the following strategies and/or programs to support a whole school approach to student wellbeing.



Care Continuum	Strategy or Program	Details	Audience
Prevention	Anti-bullying promotion	Regular promotion of anti-bullying initiatives including recognising the National Day Against Bullying each year	K-6
	Cyber Bullying/Safety	Visits by Police Youth Liaison Officers, includes discussions about Cyber bullying	3-6
	5Ls	Lips, Legs, Laps, Listen, Look and ready to Learn reminds early primary students how to listen respectfully and appropriately in the classroom	K-2
	School Values	In line with the identified values, the school recognises, teaches, and reinforces positive student behaviour and behavioural expectations	K-6
	Peer Support (Groups)	Program to empower students with practical skills and strategies to positively navigate life and relationships	K-6
	In class reward for positive behaviour	Class based systems including Dojo and House points to recognise and praise positive behaviour	K-6
	Trauma Informed Classrooms	Routines, consistency, choice, and regulation through use of classrooms visuals, binary choices, social stories, classroom behaviour and expectation charts	K-6
	Mindful Minute	Short mindfulness activities throughout the school day to increase focus, improve classroom performance and decrease levels of stress	K-6
Early Intervention	Zones of Regulation	Zones of Regulation is a colour coded framework that develops student awareness of their feelings, energy and alertness levels while utilizing a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness	K-6
Targeted	Peaceful Kids/Zen Kids	The 'Peaceful Kids' program is a Mindfulness and Positive Psychology based program to build skills and strategies which promote positive relationships with others. The Zen kids program is a modified Peaceful Kids program aimed at supporting Kindergarten students.	K-6
	Rock and Water	Developing student self-confidence and self-reflection through exercises and games	Identified students
	Learning and Support Team	The Learning and Support team will manage resources to support students and refer to additional services within the school (e.g. school counsellor), school network and/or allied health providers	Individual students, families and staff
Individualised	External providers	Individual case management as indicated by the Learning and Support Team	Individual students
	DoE Delivery Support	Georges River Network support services including Team Around a School (TAS)	Individual student

## STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

At OWPS we believe that students learn best in a safe, caring, and supportive environment in which values are taught and responsible behaviour encouraged.

Restorative Practices used at OWPS provide staff, students, and the wider community a way of communicating when values are not being reflected.

Students who are not following the OWPS Values will meet with a teacher in a restorative way.

### RESTORATIVE PRACTICE

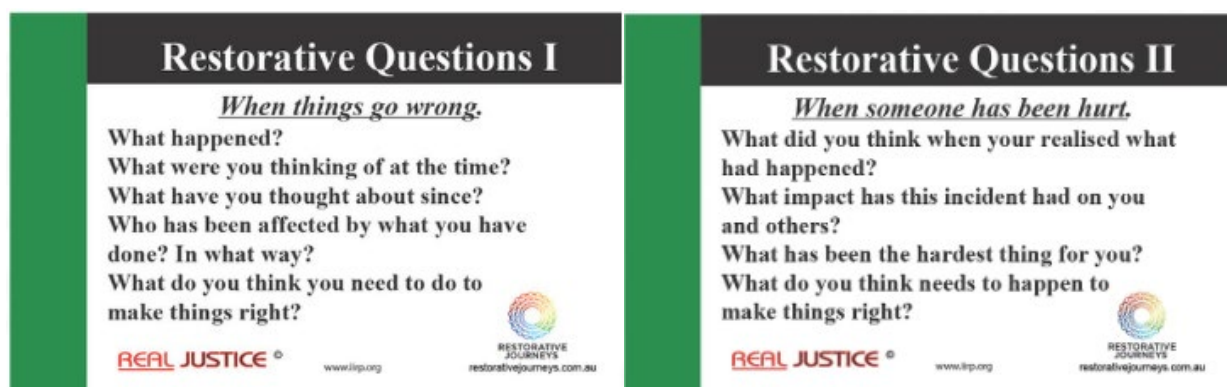
Restorative practice provides a general framework for a broad range of approaches for students and teachers to enable the successful resolution of conflict. This gives school community members the tools and principles needed to resolve problems and build positive and valuable relationships.

The underlying premise of Restorative Practice is that people are happier, more cooperative, more productive, and more likely to make positive changes when they play an active role in conflict resolution. Restorative Practice is based on a framework that helps to explain human motivation and social behaviour, from families and classrooms to workplaces and communities.

Staff, students, and the community at OWPS are trained in Restorative Practice Strategies to ensure consistency throughout the school. Kindergarten parents, new parents and students will be given a handbook explaining how Restorative Practice is used at OWPS.

### RESTORATIVE PRACTICE QUESTIONS

The following questions will be used by staff, students and the community when communicating with students who have not followed OWPS Values. It is a way to educate students to make positive choices. These strategies also educate students to approach situations more constructively to make better choices.



### PROCEDURES FOR RECORDING BEHAVIOUR INCIDENTS

At OWPS, students are expected to follow the School Values with all students starting each term on a neutral level. These Values apply to all members of the school community.



If a student chooses to disregard the OWPS Values; the teacher will follow the flow chart on the following pages. The key element in this is the process of Restorative Practice. In conjunction with this, teachers are to employ an in-class system of two warnings, followed by sending the student to a buddy class and after that, a Yellow Level.

Additionally, the following measures should be put into action if a student's behaviour is reoccurring, escalating, or deemed to be at an Orange level.

The student's name and the incident will be recorded in Sentral, and the stage executive will be notified. Parents or carers will be notified at the discretion of the classroom teacher, taking into account the individual needs of each student. Reflection time in the classroom or with the stage executive may also be utilised.

If a student displays violent or aggressive behaviour, assistance can be sought from the nearest available executive, and parents or carers will be notified.

A student whose name is recorded on Sentral at a Yellow Level **on three occasions** within a term, will be sent to the stage executive for counselling through Restorative Practice. Stage executives will notify the parents or carers at the executive's discretion. Further, teachers should:

- seek support and advice from colleagues at stage meetings
- seek advice from colleagues who have taught the student previously
- refer the student to the Learning and Support Team
- work with their stage supervisor and Learning and Support Teacher to devise/ revise an Individual Behaviour Plan and post this on Sentral
- in case of emergency, use the red emergency card to call for Deputy Principal or Principal.

Consequences of these actions could also include the student's privileges in representing our school or involvement in school leadership positions being withdrawn. (Including band, sport, excursions, SRC and other events representing our school.)

If unacceptable behaviour persists, the parents or carers will be called to discuss further options with the Principal or delegate.

In the case of violent or aggressive behaviour, the student or their class are removed immediately depending on the situation. They should wait with a teacher for the nearest available executive to arrive. At the executive teacher's discretion, parents or carers may be notified, taking into account the individual needs of each student. Incidents that compromise the safety and/or wellbeing of staff and/or students will be reported to the NSW Department of Education Incident Report and Support Hotline.

It is the responsibility of the teacher supervising students, at the time, to record incidents into Sentral in a timely manner. Teachers should use allocated time in stage meetings to discuss wellbeing concerns of students. Referral of student to the Learning Support Team for the development or refinement of a plan to support the student's behaviour will occur.

The procedures outlined above operate on a term cycle giving students who are experiencing behaviour challenges a fresh start at the beginning of each term.

## PLAYGROUND EXPECTATIONS

### **Before school**

- Playground supervision does not commence until 8:55am each day
- If students arrive before 8:55am they head straight to the Quiet Area with their school bags and sit on the silver seats. There is no playing with the large chess pieces, or any activity, at this time
- If students attend band rehearsals with a brother or sister, they need to remain in the hall or sit in the Quiet Area before 8:55am
- From 8:55am the Astroturf, Basketball Court, and lower playground (excluding SAIL area) are open
- Only hand ball games are to be played in the morning. Large ball games are only permitted at recess and lunch breaks
- Students are to remain in the playground where they are always visible to the teacher on duty (unless directed otherwise).
- Students are to place their bags outside their classroom and remove themselves from verandah areas outside classrooms

## **Recess**

- Recess is a time for a bathroom break, a bite to eat and a break from the classroom
- Verandas are out of bounds, except if the ground is wet including the library
- Games can be played once the students have eaten their recess
- Students should remain on the playground side of painted red lines. (Red lines indicate out of bounds spaces)
- When the music sounds, the students are to immediately stop playing and use the bathrooms if required
- All students should be lined up in their classes outside their classrooms, except on Monday when students line up for assembly under the COLA. Students should line up in the playground (as nominated by their teacher) if their classroom is a demountable in the lower end of the school.

## **1<sup>st</sup> lunch**

- All students are to sit and eat their lunch until the 10-minute bell has rung.
- Students are to place their personal rubbish into the bins
- Once the 10-minute end of eating bell has rung students can play in supervised playground spaces or use the canteen
- Students should remain on the playground side of painted red lines. (Red lines indicate out of bounds spaces)
- The Quiet Area is only for quiet activities e.g. chess, reading, board games, talking etc. Sitting and quiet play are only permitted in this area

## **2<sup>nd</sup> lunch**

- All supervised playground spaces open for play
- The Quiet Area is only for quiet activities e.g. chess, reading, board games, talking etc. Sitting and quiet play are only permitted in this area
- Students should remain on the playground side of painted red lines. (Red lines indicate out of bounds spaces)
- As soon as the music sounds, all games stop and are packed away. Students are to use the bathroom if required.
- All students should be lined up in their classes outside their classrooms. Students should line up in the playground (as nominated by their teacher) if their classroom is a demountable in the lower end of the school.










## OUT OF BOUNDS AREAS

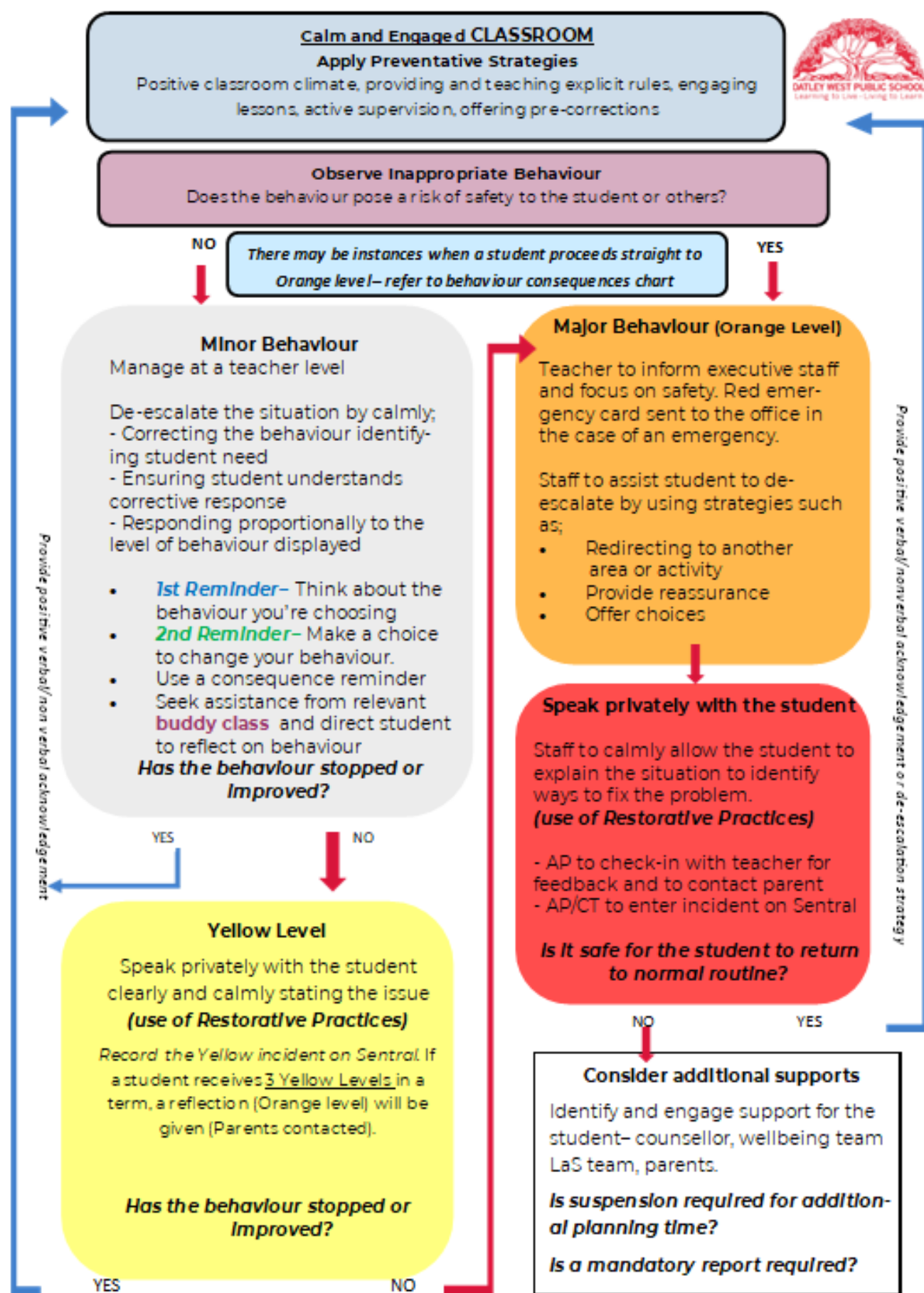
- Any areas outside a red line at all times. Dashed red lines indicate students need permission to cross and may be in those areas during learning time.
- All garden areas
- Buildings without teacher supervision
- Verandas except in extreme conditions

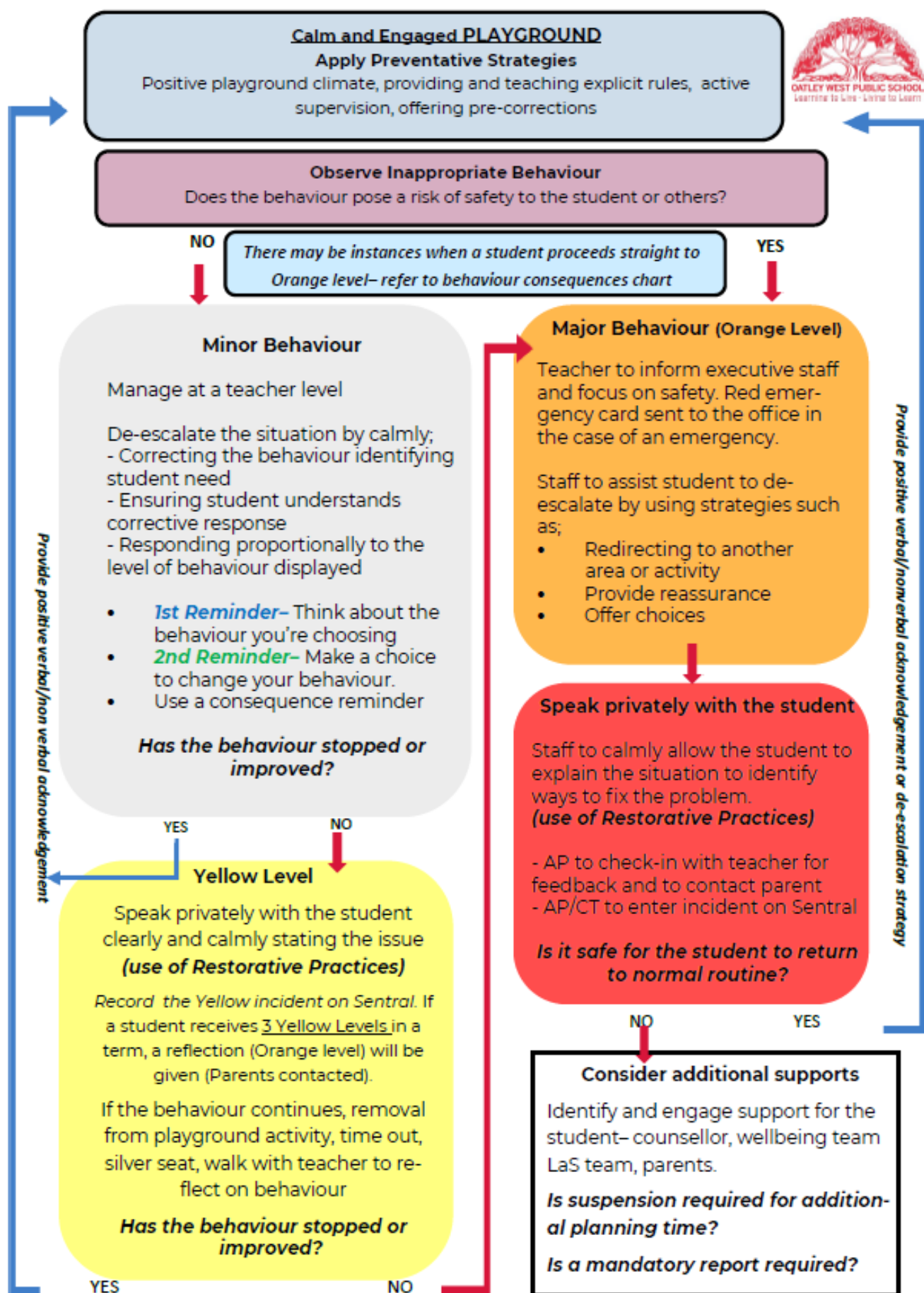
## Colour Level Behaviour Consequences

Purpose: This chart should be referred to when students choose not to follow the School Values.



Yellow Level		Orange Level	
Behaviours	Description	Behaviours	Description
Not following school uniform code	Inappropriate words or images on clothing		
Out of Bounds 	Student is in an area that is marked unsafe by red lines	Serious out of bounds	Leaving the school grounds without permission.
Verbal / Psychological harm 	Teasing, name calling, sarcastic chanting, low level swearing, language used inappropriately, disrespect, or gossiping	Verbal Bullying (Racial / culturally inappropriate and/or derogatory language)	Student continuously targets student/s with threatening behaviour, verbal/ psychological intimidation.
Unsafe behaviour 	Pushing, play wrestling or tackling	Verbal abuse against teachers	Refusal to speak with teacher about behaviour or verbally abuses teacher
Inappropriate display of affection	Inappropriate display of affection	Physical Bullying: Punching Head Lock Strangling Use of weapon	Student continuously targets student/s with threatening behaviour : - physical: e.g hitting, open hand slap, kicking, spitting  Any physical action against teachers
Property misuse/ damage 	Student engages in disrespect /misuse of property	Inappropriate touching	Inappropriate touching
Defiance/non-compliance/ disobedience 	Refusal to follow teacher direction (consistent with in class behaviour management)	Vandalism	Student participates in an activity that results in substantial destruction or disfiguration of property
Dishonesty 	Student delivers a message or gossip to a peer or an adult that is untrue.	Serious and continuous defiance Non-compliance Disobedience	Consistent refusal to follow teacher direction (consistent with in class behaviour management)
Disrespect for others and their belongings 	Touching property without permission	Habitual dishonesty	Consistent delivery of messages or gossip to a peer or an adult that is untrue.
Cheating	Student deliberately violates plagiarism rules. Copying other students work	Theft	Student steals from another student or an adult
Disruption 	Persistent, continuous behaviour causing an interruption to learning or game (consistent with in class behaviour system)	Plagiarism	Student signs for another person without their permission. Student copies another student in a major assessment task
Misuse of technology 	Using technology at the wrong time Using technology as a distraction	Consistent Disruption	Student engages in violent outburst resulting in the whole class having to be removed for their safety
		Misuse of technology	Looking up inappropriate sites/photos/recordings Cyber bullying / stalking Posting to sites without permission Deliberate and consistent breaking of the DoE code of conduct







# 1<sup>st</sup> Reminder

Think about the behaviour you're choosing



# 2<sup>nd</sup> Reminder

Make the choice to change your behaviour.

(Use a consequence reminder)



# Buddy Class

Think about the choices you will make in  
the future



# Yellow Level

Think about what you could have done  
differently

## **Teacher- directed time-out**

Teacher-directed time-out is a planned behaviour intervention that is implemented as part of that behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour skills, such as self-regulation. A student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced.

Staff should try other de-escalation strategies and teaching practices first, before using teacher-directed time-out.

When directing a student to teacher-directed time-out, ensure:

- the student is directed to a space within the classroom or nearby, where the student can be supported
- the teacher monitors the student
- it is for the shortest possible time.

## **Self-directed time-out**

Self-directed time-out enables a student to remove themselves from a situation or environment that causes stress or may be triggering. It is often used to prevent an escalation of behaviour or provide opportunities for students to regulate emotions and behaviour.

It is sometimes called time away, chill out time or cool down time. It is a planned informal behaviour support strategy that schools may use and document as an agreed strategy. Staff must monitor students while they are having self-directed time-out.

Self-directed time-out occurs when the student:

- recognises a situation may increase stress to them or lead to an escalation in their behaviour
- requests permission to use self-directed time-out from the classroom
- signals and leaves the classroom or educational activity without prompting or support
- goes to a prearranged room or area, for example a garden, quiet space or hallway
- chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed timeframe as part of their plan.

## **Reflection time- Guidelines**

***Taken from NSW Department of Education Student Behaviour Policy and the Oatley West PS Behaviour Support and Management Plan***

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.

Reflection is a planned consequence that involves a single student, or group of students. The purpose of this is to support the student to reflect on their behaviour and make positive choices. The student is always supervised by at least one adult and the student is not left alone at any time.

Reflection strategies include withdrawal within the student's classroom, another teacher's room, or with an executive member of staff, or the use of a dedicated reflection room/area.

Reflection Time lies within the continuum of interventions used to assist students to regulate and/or control their behaviour. It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on their actions. Reflection Time strategies are included by some schools in their school discipline policies for use when a student is behaving inappropriately and a temporary separation from that particular environment may assist in supporting the student to demonstrate appropriate behaviour. Reflection Time strategies are not to be used as punishment or as a means of removing students indefinitely from the classroom. Reflection Time may be teacher directed, or student selected, as a means of calming during a stressful situation within a safe and predictable environment.

A Reflection Time strategy should be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class.

Any use of a Reflection Time strategy must take into account factors such as the age, cultural background, individual needs, any disability, and the developmental level of the student.

The choice of Reflection Time strategy will depend upon:

- the seriousness or frequency of the behaviour
- level of disruption to learning
- risk of harm to the student or others
- risk of damage to property

Stage executive sends note home to parents or carers.

Student Reflection

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*What was my behaviour? What did you do wrong?*

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*What should I have done?*

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*How did I make \_\_\_\_\_ feel?*

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*Remember you are the only one in control of your behaviour.*

*Your behaviour can never be blamed on anybody else.*

### Orange Level Incident Notification

*Date*

Dear Parents/Carer

This letter is to confirm our conversation/ inform you that **student name** from **class** has not followed the school rules and this has resulted in his **first** lunchtime reflection time out this term. It will be on **date**.

Please find below the incident/s that have occurred during the term that have led to this consequence.

Incident/s:

A parent interview is not required at this time; however, it would be appreciated if you could discuss the above incident with your child.

Please sign the slip below and return it to me as soon as possible.

If you have any questions or concerns regarding this matter, please do not hesitate to contact me on 9580 5048.

Yours sincerely,

**Name**

Assistant Principal

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Please complete and return to **Mr/Mrs/Miss name**

**First Orange Incident Notification** – Parent Reply Slip Letter sent: **Date**

I understand that **my child** \_\_\_\_\_ has received a reflection time out and we have discussed the need for improved behaviour at school.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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 the *School Behaviour Support and Management Plan*.

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

If such behaviour persists, the principal (or delegate) can issue a formal caution of suspension, in writing, to the parents or carers.

The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.

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, that cannot be mitigated with the student at school.

A formal caution to suspend must:

- be in writing, via email or post, on school letterhead
- be provided to the student and their parents or carers
- outline the behaviour/s of concern
- provide clear behavioural expectations for the student consistent with the *Behaviour code for students*
- clearly outline the timeframe/expiry date for the formal caution
- highlight the importance of parents or carers in working with the school when managing student behaviour
- provide parents or carers the opportunity to meet with appropriate school staff and a key contact
- advise that the student and parent or carer has the right to a support person in any meeting with the school
- outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour
- indicate if the caution applies to more than one educational setting
- be documented on the department's in-house data system or approved third-party system.

## **Suspension**

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations. Student behaviour includes 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, where there is a clear and close connection between the school and students' conduct.

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.

## **Grounds for suspension**

Principals 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. When assessing grounds for suspension, the principal will consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

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 Kirpan, in line with guidance set out in *Legal Issue 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 principal will decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant.

The duration can be:

- up to 5 consecutive school days for students in Kindergarten to Year 2
- up to 10 consecutive school days for students in Year 3 to Year 12 (If a student is suspended for 3 days at a shared site that they only attend one day a week, then the period of the suspension is from the starting date for 3 consecutive school days. It is not for 3 weeks as they only attend one day a week).

## **What is required after a decision to suspend has been made?**

Once the principal has formalised the details of the suspension they will:

- immediately notify, or record attempts to notify, the parent or carer verbally, where possible, or within 24 hours
- advise the student verbally, where appropriate
- provide formal written notification, via email or post, on school letterhead to the parent or carer
- advise the principal of the other setting if a student has a shared enrolment and/or attends more than one setting.

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 will ensure adequate supervision is provided for the student at school.

The notification for all suspensions and extensions of suspension will 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
- outline of a learning program and 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 or carers on accessing support services, where relevant
- expectations for parents or carers to positively engage with the school to support positive student behaviour and manage behaviour or behaviours of concern
- the importance of parents' or carers' involvement with the student and school to support the student's safe and successful return to school following the resolution of the suspension
- parent or 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 and that the parent or carer will be responsible for their child's care and safety.

## **Resolving the Suspension**

The principal will 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. Other meeting formats may be appropriate in some situations. 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.

The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school. Depending on student factors, such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances, the principal or their

delegate may interview the student in the presence of their parent or carer and/or support person to ascertain that the student:

- has a clear understanding of the reasons for the suspension and how their actions did not meet the standards of the department's Behaviour code for students
- understands the impacts their behaviour had on others
- has reflected on strategies to avoid any repetition of this unacceptable behaviour in the future.

A successful return to school will involve:

- documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies
- where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons.

## **Formal Caution Letter**



Oatley West Public School  
Oatley Park Avenue, Oatley NSW 2223  
P 02 9550 5048  
E [oatleywest.pschool@nsw.edu.au](mailto:oatleywest.pschool@nsw.edu.au)  
W [oatleywest.p.school.nsw.edu.au](http://oatleywest.p.school.nsw.edu.au)

### Formal Caution of Suspension

(Parent / Carer name)

(Address / email address)

(Caseworker name) [if student is in out of home care, please forward a copy to caseworker]

(Address / email address)

Dear (Parent / Carer name)

This letter is to inform you that I have issued [student full name] a formal caution to suspend in accordance with the NSW Department of Education Student Behaviour Policy and the Suspension and Expulsion procedures. The ground for this formal caution is:

- [insert behaviour of concern]

This formal caution to suspend will remain in place for:

- [insert timeframe - up to 50 school days] to [insert end date]

The behaviour of concern has been discussed with your child. The formal caution of suspension was explained to your child prior to the sending of this letter. The formal caution of suspension allows time for you and your child to work together, and with the school, to understand the behaviour of concern and to develop positive behaviour supports and strategies.

In NSW public schools' students are expected to follow the Behaviour Code for Students [link], which is designed to promote safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students and involving you as a partner in this process is important in supporting your child to follow the Code.

I invite you to meet with the school team to discuss this formal caution of suspension so we can work together to plan support for your child. Your engagement with the school is very important in managing your child's behaviour, identifying any barriers, and developing solutions together.

Someone from the school will contact you to arrange a time for the meeting. If this is difficult, please let us know and we will work out how best to support you. Any meetings can occur face to face, by telephone or online.

If you wish, you can bring a support person with you to any meetings. A support person can provide you and/or your child with practical or emotional support. There is further information on the role of a support person at <https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated/documents/-information-about-support-persons-and-advocates/english-support-persons-and-advocates.pdf>

Further measures may need to be taken if this behaviour continues. This may include suspension from school, in accordance with the NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures.

These documents are available at the NSW Department of Education's website at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>.

You can access more information about student behaviour, including formal cautions at the Behaviour support toolkit parents and carers webpage [at <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents-for-printed-letter>].

If you need an interpreter to assist you to contact the school, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the phone number you want to ring, and the operator will get an interpreter on the line to help you with your conversation. You will not be charged for this service.

Yours sincerely

Paul Nash

Principal

(Date)

Formal caution to suspend response – please return via email or to school office.

Please tick:

- ☐ I have noted the formal caution to suspend and discussed it with my child.
- ☐ I will meet with the school team to discuss this formal caution to suspend and work together with you to plan support for your child.
- ☐ (optional) I will bring a support person to attend the meeting with me.

Student Name:

Parent/Carer Name:

Parent/Carer Signature:

Date:

Preferred contact method and details:

Please return this slip to: (Name of principal or delegate and school email details for return)

# Suspension Letter



## Oatley West Public School

Oatley West Avenue, Oatley NSW 2221  
 P.O. 630 2048  
 E: oatleywest.psc@nsw.edu.au

W: [oatleywest.psc.nsw.edu.au](http://oatleywest.psc.nsw.edu.au)

### Letter of Suspension

(Parent / Carer name)

(Address / Email address)

(Caseworker name) (If student is in out of home care, please forward a copy to caseworker)

(Address / Email address)

Dear (Parent/Carer Name)

This letter is to inform you that today I have made the decision to suspend your child in accordance with the NSW Department of Education Student Behaviour Policy and the Suspension and Expulsion procedures [link](#). The ground for this suspension is:

- Student name: [full name]
- Suspension ground: [insert ground]
- Suspension length: [insert number of suspension days] from [start date] to [end date]
- Date due back at school: [insert date student will return to school]
- [insert further details, if required]

Suspension allows time for the school to work in collaboration with you to plan appropriate support for your child and to assist with a successful return to school.

In NSW public schools' students are expected to follow the Behaviour Code for Students [link](#), which is designed to promote safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students and involving you as a partner in this process is important in supporting your child to follow the Code.

Please attend a resolution meeting with the school team, where we can work together to discuss next steps and plan for support when your child returns to school. We want to work in partnership with you to develop solutions to better support your child.

Someone from the school will contact you to arrange a time for the resolution meeting. If this is difficult, please let us know and we will work out how best to support you. Any meetings can occur face to face, by telephone or online.

If you wish, you can bring a support person with you to any meetings. A support person can provide you and/or your child with practical or emotional support. There is further information on the role of a support person at <https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents/information-about-support-persons-and-advocates/english-support-persons-and-advocates.pdf>

In the case of a suspension that is shorter in length, this meeting may occur on the morning your child returns to school.

It is expected that your child will continue to engage in learning while suspended. Your child will be provided with support to continue learning. The school may contact you or your child during the suspension to check on their learning progress.

The nominated person from the school is [name].

As school principal, I have the responsibility to:

- make sure the relevant staff work with you to review/develop individual student planning to support your child's appropriate behaviour, if required
- make sure that a meeting is held at the earliest possible time, or on the morning of return, for shorter suspension timeframes.
- arrange an interpreter for you if necessary.
- provide you with access to:
  - o learning materials
  - o the Student Behaviour Policy and Suspension and Expulsion Procedures
  - o wellbeing tip sheet including information about support services
  - o parent and carer information, including information about behaviour, suspension and appeal rights and processes
  - o an appeal form. **[hard copy attached for printed letter]**

Please contact the school office if you would like a printed copy of any of these documents.

As a parent or carer, it is your responsibility to:

- communicate with the school as soon as possible to confirm a time for the meeting.
- engage with the school to manage your child's behaviour and plan appropriate behaviour support solutions together, if required
- let the school know if you require an interpreter and we will arrange it.
- arrange a support person to accompany you to the meeting if you wish.
- provide adequate supervision, care and safety for your child while they are suspended as the school does not have duty of care during the suspension.
- ensure that your child does not enter onto school grounds without my permission, except to attend the meeting.

If you need an interpreter to assist you to contact the school, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the phone number you want to ring, and the operator will get an interpreter on the line to help you with your conversation. You will not be charged for this service.

Yours sincerely

(Principal name)

Principal

(Date)