

BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

Overview

Rowena Public School operates with the belief that every student is known, valued, and cared for.

We are constantly striving to support students achieve at least twelve months growth in learning from each academic year.

Our performance reflects the core values of the NSW Department of Education

- Excellence
- Service
- Accountability
- Trust
- Equity
- Integrity

The following three focus areas best describes our overarching priorities. These are:

🏠 Totally student focused - Every decision made is based upon the guiding principle of how the proposed action will positively impact our students.

🏠 Committed to improving professional performance - All staff are on a constant journey of professional development - seeking improvement at all times.

🏠 Relationship focused - Our team are relentless and disciplined in the pursuit of and maintaining the strongest possible relationships with all stakeholders.

Our goal is to inspire every child to participate proactively in the school community and beyond. We promote the long established school motto of 'Respect for All' on a daily basis. These values underpinning student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, a key program is prioritised and valued by our school community. This program is:

- Switch for Learning (a program tailored by the needs of our school combining elements of resilience and overall wellbeing improvement and monitoring)

This program prioritises social and emotional learning which supports good mental health, positive relationships

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

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

Rowena Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Respectful	Responsible	Resilient
Be kind and value others	Be safe	Ask for help
Use appropriate language	Be on time	Overcome challenges
Work co-operatively	Be ready to learn	Be your best
Accept diversity	Be prepared	Celebrate the success of others

Behaviour Code for Students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- ✓ stating and explicitly teaching classroom expectations
- ✓ establishing predictable routines and procedures that are communicated clearly to students
- ✓ encouraging expected behaviour with positive feedback and reinforcement
- ✓ discouraging inappropriate behaviour
- ✓ providing active supervision of students
- ✓ maximising opportunities for active engagement with learning
- ✓ providing carefully sequenced engaging lessons that provide options for student choice
- ✓ differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention & Early Intervention	Grow Your Mind	The program is built upon four pillars to promote mental health and wellbeing: positive psychology, social and emotional learning, public health and neuroscience. The program draws on the Collaborative for Academic, Social and Emotional Learning's (CASEL) model of the 5 social and emotional learning competencies (self-awareness, social awareness, self-management, responsible decision-making, and relationship skills) to help children. The Early Years Learning Framework (EYLF) underpins the pre-primary and primary school curriculum.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Individual students

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual intervention	Team Around a School https://education.nsw.gov.au/inside-the-department/student-management-and-wellbeing/student-wellbeing-support	The Team Around a School is committed to delivering efficient, effective and easy-to-access support. The Team Around a School model consists of non-school-based and school-based staff with a range of specialist skills and expertise. School based and non-school based Team Around a School roles work in partnership with schools to tailor support for students with additional learning and wellbeing requirements.	Targeted individual students
Targeted / individual intervention	<u>Attendance</u> support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carers, LAST, AP

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Planned responses to behaviour that does not meet school expectations are either teacher or Leadership Team managed. Staff use their professional judgement in deciding whether a

behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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 inappropriate or developmentally appropriate behaviour. See Appendix 1.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Leadership Team managed – behaviour of concern is managed by school executive. Corrective responses are recorded on Behaviour / School Bytes wellbeing system. These include:

Classroom	Non-classroom setting
rule reminder	rule reminder
re-direct	re-direct
offer choice	offer choice
error correction	error correction
prompts	prompts
reteach	reteach
seat change	play or playground re-direction
stay in at break to discuss/ complete work	walk with teacher
conference	detention, reflection and restorative practices
detention, reflection and restorative practices	communication with parent/carer.
communication with parent/carer.	

Rowena Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. *Grow Your Mind* consists of evidence-based strategies used daily by teachers to teach to promote mental health and wellbeing: positive psychology, social and emotional learning, public health and neuroscience.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<i>It is important to note that underpinning prevention, early intervention, targeted and individualised responses is a need for all teaching staff to be diligently documenting observed behaviours at an early stage. This practice forms a critical component of analysing and interpreting behaviours and informing appropriate steps. Rowena Public School utilises School Bytes for Wellbeing.</i>		
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Grow Your Mind) weekly.	4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively

	(ARCO) or anti-bullying co-ordinator.	developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

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

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

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

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

Incident Notification and Response Policy

Incident Notification and Response Procedures

Student Behaviour policy and Suspension and Expulsion procedures.

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

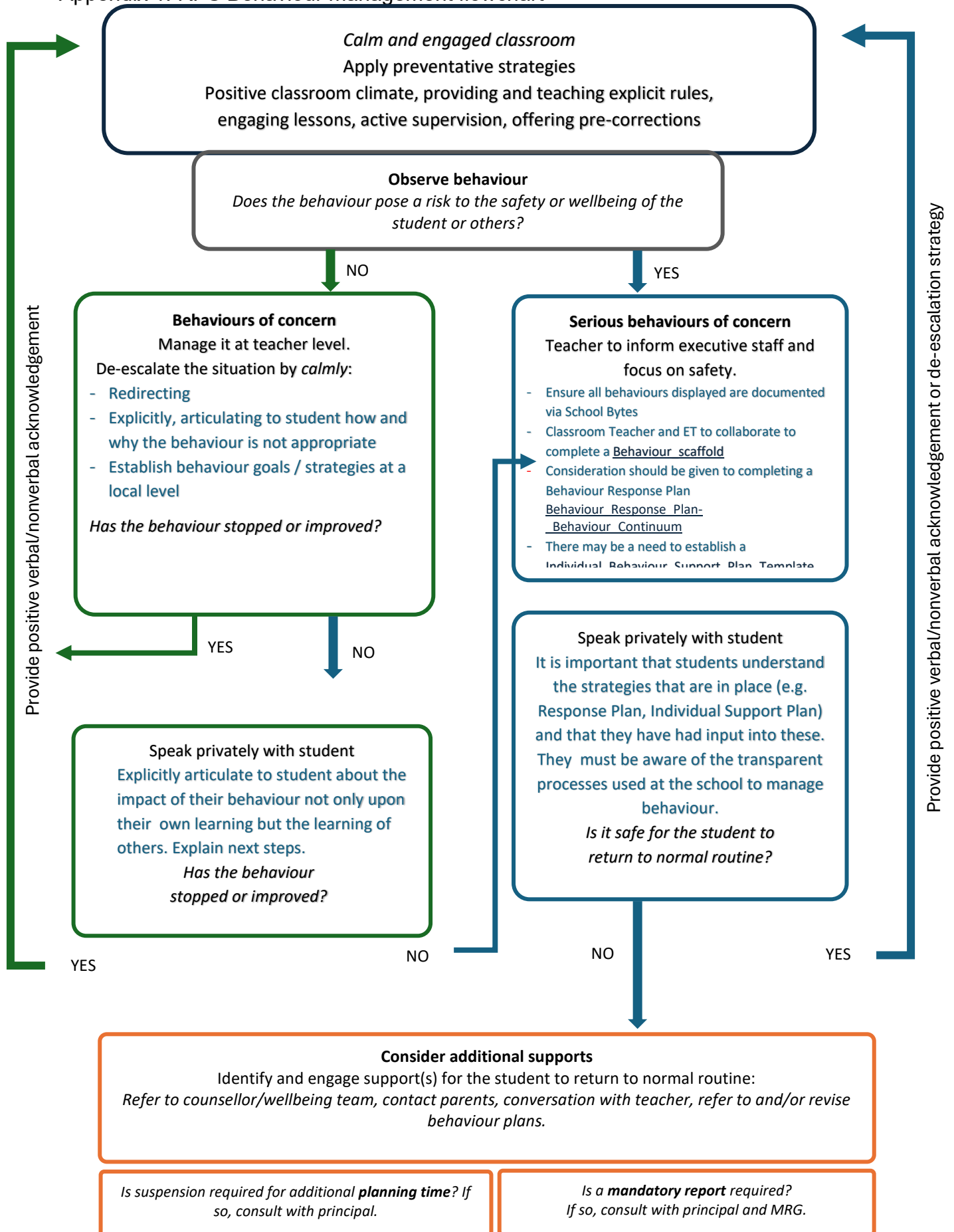
Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age / developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) or small group of students as required. Dependent upon the severity of the situation, WPS operates an allocated number of times that a student must attend the reflection room (e.g. Level 1 = 1, Level 2 = 3, Level 3 = 5)	As soon as practical – during recess or lunch as determined by the Assistant Principal	Assistant Principal	All details including incident, students involved and resolution / actions in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention). This may also include the opportunity for the student to role play or be explicitly taught behaviours involved in the incident	As soon as practical – during recess or lunch as determined by the Assistant Principal	Assistant Principal	All details including incident, students involved and resolution / actions in School Bytes
Alternate Playground Plan – there may be occasions where a students behaviour and / or actions may pose a possible risk to themselves and / or their peers. An example of this may be where two students are frequently becoming hostile toward one another in the unstructured environment of the school playground. In such an instance, a playground plan may simply allow for a student to still engage with their peers in a play environment but by following a plan (negotiated with the student) as to where they will be or what activity they will participate in.	As soon as practical – during recess or lunch as determined by the Assistant Principal	Assistant Principal in negotiation with the students involved and the parents	All details including incident, students involved and resolution / actions in School Bytes
Restorative practice – peer mediation or circles in groups	As soon as practical –	Assistant Principal	All details including

Strategy	When and how long?	Who coordinates?	How are these recorded?
	during recess or lunch as determined by the Assistant Principal		incident, students involved and resolution / actions in School Bytes

Appendix 1: RPS Behaviour management flowchart



Appendix 2: Bullying Response Flowchart



Appendix 3: The Care Continuum



What is the care continuum?

The care continuum is a whole-school system that helps schools to put in place a positive and prevention-focused approach 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.

Review dates

Last review date: 5th June 2025

Next review date: 5th June 2026

Student Behaviour Policy

Direction and guidance on supporting and managing safe, responsible and respectful student behaviour in NSW public schools.

Audience

All NSW public schools (excluding preschools).

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.

1. Policy statement

1. 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](#).
2. The department rejects all forms of bullying behaviour including online (or cyber) bullying.
3. 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.
4. 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.
5. 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](#).
6. 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.
7. 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. Director, Behaviour and Student Participation
02 7814 3809
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.

Implementation date

08/05/2006

Reference number

PD-2006-0316-V05.0.0

Publicly available

Yes

Policy cluster

Student support and management

Policy Documents

- [Behaviour code for students](#)
- [Detention and time-out procedures](#)
- [Suspension and expulsion procedures](#)
- [School behaviour support and management plan](#)

Behaviour Code for Students

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

In NSW public schools students are expected, to the best of their ability, to:

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

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning

All students have a right to:

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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

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

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

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

Safety

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

Engagement

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

Guidelines for behaviour management decisions made under the previous policy and procedures

The revised [Student Behaviour Policy](#) and new [Suspension and Expulsion Procedures](#) are in place from Term 1, 2024. These replace the previous Student Behaviour policy, Student Behaviour Procedures Kindergarten to Year 12, and Bullying of Students - Prevention and Response policy.

While this change is effective from Term 1, 2024, some documents, decisions and records made before this date may still need to be administered in Term 1 and beyond. These fall under the following three categories:

Schools transitioning from the use of their existing school discipline policy, School Behaviour Support and Management Plan (developed in 2023) and anti-bullying plan to a revised [School Behaviour Support and Management Plan](#) to manage behaviour at the whole-school level by Term 1 2025.

Managing the legacy effects of behaviour management decisions made in Terms 4, 2023 that have consequences extending into Term 1, 2024.

Maintaining correct records and data over the change period.

This document seeks to guide schools and staff in managing these situations. This document will be in use until the end of Term 2, 2024 and should be read in conjunction with the policy.

This document is not intended to help schools understand the revised [Student Behaviour Policy](#) and new [Suspension and Expulsion Procedures](#) or understand what ongoing changes they need to make to implement them into the future. Guidance on these topics can be found in the [Student Behaviour Policy familiarisation session resources](#) and [Student Behaviour Policy and Procedures School readiness roadmap](#). Further information and resources are available through the Behaviour support toolkit [Leaders - Information and policies page](#). Delivery Support is also supporting the change with guidance on the Team Around a School model and ensuring easy access to support (including a QR code to make it easy to access the 'School Support Contacts' database).

School Behaviour Support and Management Plan (SBSMP)

The [Student Behaviour Policy](#) requires principals to develop a [School Behaviour Support and Management Plan](#) (SBSMP) in consultation with the school community for implementation and monitoring by Term 1, 2025. Subsequently the SBSMP will need to be finalised by the end of Term 4 each year for implementation from the beginning of the next school year (commencing 2025). Some schools have been early adopters and may already have an SBSMP in place which aligns to the previous Student Behaviour Policy during 2024.

The SBSMP now also includes strategies to prevent and respond to student bullying behaviour and replaces existing school anti-bullying plans from Term 1 2025. If a school develops an SBSMP during 2024, they may publish it prior to Term 1 2025, and supersede all previous plans in place until that point.

Until a school has finalised and published its new or revised SBSMP (by Term 1 2025), schools should update their existing school discipline policy/2024 SBSMP and school anti-bullying plans to ensure any sections clearly inconsistent with the revised Student Behaviour Policy and new Suspension and Expulsion Procedures. Schools should check that their existing school discipline policy/SBSMP and school anti-bullying plan does not include:

references to short, long or immediate suspensions, or references to any superseded grounds for suspension from previous policies and procedures.

behaviour management strategies that are inconsistent with the Detention and Time-out Guidelines, such as using teacher-directed timeout as a punishment.

Managing decisions made in Term 4, 2025

Change in policy and procedures between 2023 and 2024 means that some behaviour management decisions made in Term 4 under the Student Behaviour Procedures K-12 will still have an impact in Term 1, 2024. 2023 policy documents and resources are available for reference in a staff only sharepoint [here](#). Decisions made in these circumstances should be managed in the following ways:

Any suspensions issued in Term 4, 2023 but carried over into Term 1 2024 should be completed in line with the Student Behaviour Procedures Kindergarten to Year 12 rather than the new Suspension and Expulsion procedures.

If in Term 4, 2023 a school commenced the process to expel a student they should continue to follow the Student Behaviour Procedures K-12 until the process is complete.

Any appeals to decisions made in 2023 should follow the appeals process outlined in the Student Behaviour Procedures K-12. [Appeals resources for 2023 are in sharepoint](#).

Data collection and record keeping

Upgrades to ERN and approved third-party systems have been implemented to align to the revised Student Behaviour Policy and new Suspension and Expulsion procedures.

As part of these changes:

all suspension-related notifications to DELs and Delivery Support will be system generated originating from the department's ERN system

DELS and Delivery Support will receive system generated individual email notifications for:

Kindergarten student has been suspended for the first time.

A student in Years K-2 has been suspended for more than 30 days or a student in Years 3-12 has been suspended for more than 45 days

A notice of potential expulsion for serious behaviour of concern has been issued to a student and their family.

In addition, DELs will receive non-priority information notifications grouped together in one daily email for each school only when a suspension is created or extended.

Detention & Time-Out Procedures

Direction and guidance to support NSW public school principals and school staff to understand the department's position on detention or reflection, and teacher-directed and self-directed time-out.

What needs to be done

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.

Seclusion

Seclusion is the sole confinement of a child or young person in a setting from which they are physically unable to leave, or reasonably believe that they cannot leave, for any length of time and where there is no supervision.

Seclusion is not permitted, except in response to an emergency or crisis where there is an immediate risk of harm to a student, staff or other students. Schools must ensure that detention, teacher-directed time-out and self-directed time-out are used in line with the guidance set out below, to ensure these strategies are not used in a way that may be considered seclusion.

Detention and reflection

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 should enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices.

A staff member must always supervise the student. Detention and reflection should never take place in rooms that can be chained, locked or closed in any way that prevents a student from freely leaving the space.

Principals make informed decisions about using detention and/or reflection as a response to student behaviour. This should be reflected in the School behaviour support and management plan by the beginning of **Term 1 2026** to align with the [Student behaviour policy](#).

The School behaviour support and management plan should include the following information about detention and reflection processes:

- details of when and how long they will occur
- the maximum length of time appropriate to the student's age or developmental level
- food and toilet breaks
- the teachers authorised by the principal to coordinate them
- how the school will record them.

Time-out strategies

Before using time-out strategies, school staff should also consider the following:

- Positive and proactive behaviour management strategies must be employed before using time-out in all environments (applying the care continuum).
- Behaviour expectations must be clearly outlined and communicated to students and parents and carers through the [Behaviour code for students](#), [School behaviour](#)

support and management plan (by Term 1, 2025), existing School Discipline Plan (until replaced by School behaviour support and management plan and school expectations.

- Use local education supports, such as the Team Around a School which provides an additional layer of support and specialist expertise for students with additional learning or wellbeing needs.
- Time-out strategies are not the same as suspension. The Student behaviour policy, Suspension and expulsion procedures, and related supporting documents outline a range of interventions and alternative actions to support student behaviour. School staff must refer to these documents when addressing any behaviour of concern. The Detention and time-out procedures do not replace these documents and should be read alongside them.

Teacher-directed time-out

Teacher-directed time-out is a planned behaviour intervention implemented as part of a behaviour support plan. It aims to prevent behaviour escalation and support the teaching of appropriate behaviour and 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.

Teacher-directed time-out, paired with restorative conversations, form part of a student's behaviour support plan. The plan should include explicit goals, explicit instruction of replacement behaviours, measures to check progress and personalised student feedback to support the development of replacement behaviours.

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.

Teacher-directed time-out should never:

- be used to punish a student
- occur in rooms where doors are chained, locked or closed in any way that prevents a student from leaving the space or where a student reasonably feels they are unable to leave.

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.

Record-keeping requirements

- Schools record their processes for detention and time-out in their School behaviour support and management plan.

Student voice scaffold – behaviour response plan

When students actively participate in the development of their support plans, according to their age and stage of development, they are empowered to make decisions on actions that impact them and are more likely to engage in their plan.

This student voice scaffold supports teachers by providing:

a proactive and responsive way to include student voice as part of the behaviour support and behaviour response planning process

a social/emotional learning (SEL) tool to support student development of self-awareness and self-regulation.

Student agency and self-determination is the first principle of inclusive practice from the Inclusive Education statement for students with a disability. This scaffold supports school staff to:

meet the requirements of the [Inclusive Education Policy](#) for students with disability, the [Student Behaviour Policy](#) and the [Suspension and Expulsion Procedures](#)

use principles of good practice in behaviour support, including student voice, student participation, and explicit teaching of social and emotional skills.

When to use the student voice scaffold

The student voice scaffold should be used at any time to support a student to participate in the development of their behaviour support planning process. Collaboration with families and carers is an important part of the planning process. Informing parents about the tool before its use is consistent with best practice, and ensuring access to support services such as translation services are offered.

Parent and carer involvement may vary depending on the age and needs of the student. Some students have multiple plans, and this scaffold can be added to or used alongside existing plans. The student voice scaffold is most effective when the staff using it have a positive relationship with the student and are aware of their social/emotional and communication needs.

The student voice scaffold may be used in the following ways:

to facilitate input from students into their [behaviour response plan or individual behaviour support planning](#)

after an incident or during a resolution meeting to support re-entry into school and inform any plan updates

to build student's awareness and understanding of their own behaviours, and how they present along a continuum

as a tool to support students to reflect on their progress and contribute to adjustments, and set new goals as appropriate

to start a conversation with parents and carers or agencies who support the student.

How to implement the student voice scaffold

The following process can be completed over a number of sessions to meet the personalised learning and support needs of the student. All steps are to be a collaborative process involving the student and the information recorded to be inclusive of student voice.

Some students are non-verbal or may have difficulty expressing themselves. School staff are encouraged to make use of students' preferred mode of communication such as an assistive technology system or device communication systems. Staff are encouraged to use concise and clear language the student can understand. Staff can also support students to communicate their thoughts and feelings using tools such as [photovoice](#) or [body mapping](#).

Some English as an Additional Language or Dialect (EAL/D) learners may require an interpreter to support them in authentically participating in the process.

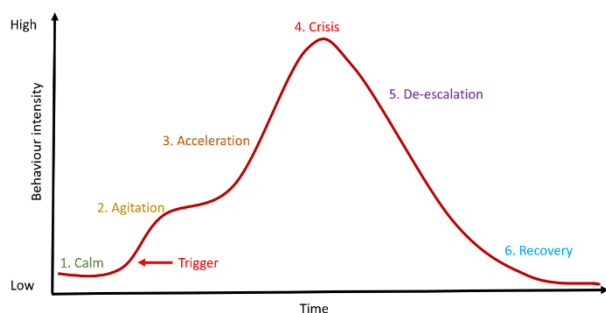
Step 1: Identify student preferences/strengths, dislikes, triggers, feelings about school and goals. Guide the student through each section. During this process, attempt to de-personalise person specific statements. For example, a comment such as “I dislike Mr Smith” could be de-personalised by asking “what does Mr Smith do that you dislike”?

Step 2: Engage in a discussion with the student about the behaviour escalation cycle graphic. Explain to the student that the graphic shows the behaviour patterns people may display in response to feeling anxious, angry or overwhelmed. Engage in a discussion with the student about their behaviour cycle, unpacking the language used. Possible discussion starters may include “What might your pattern/graph look like?” “Do you get to the point of crisis quickly or does it gradually build up?” “Do you recover quickly, or can it take a long time?”

Step 3: Identify and record what the student looks like/feels like when calm, agitated, in crisis and in recovery. Record in word, images or photos relevant to the student.

Step 4: Identify how teachers can help the student and how the student can help themselves at the different stages of their behaviour cycle. It is important that strategies recorded are negotiated, agreeable and able to be implemented. Throughout the process, prompting may be needed, but it is important that staff give the student time to think rather than populating the scaffold with what staff think might work. Record using plain English language that is fair and reasonable and relevant to the student.

Step 5: Include the information collected in the student’s behaviour response plan and share with all relevant stakeholders, including parents and carers, to ensure consistency of implementation. You may want to consider discussing with the student who will have access to the plan and what that may look like. Identify when to revisit and revise the plan to reflect on what has worked well, areas for improvement, and what challenges remain unsolved.



<u>I like/am good at:</u> • •	<u>I dislike/need help with:</u> • •
<u>Triggers:</u> • •	<u>School would be easier/more enjoyable if:</u> • -
<u>Goals:</u> • • •	

When I'm CALM I: 	When I'm AGITATED I: 	When I'm having a CRISIS I: 	When I'm RECOVERING I: 
I can help myself by:	I can help myself by:	I can help myself by:	I can help myself by:
Teachers can help me by:	Teachers can help me by:	Teachers can help me by:	Teachers can help me by:

Suspension & Expulsion Procedures

Direction and guidance on the requirements for the suspension and expulsion of students in NSW public schools.

Audience and applicability

All NSW public schools (excluding preschools).

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.

1. Decision to issue a formal caution

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 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. (See section 2.1 Grounds for suspension).

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.

For students attending special programs such as those offered by tutorial centres, behaviour schools and hospital schools that may involve attending their home school for part of the week, formal cautions automatically apply to both settings. If warranted, this can be negotiated between the principal of the home school and the principal supervising the special program and should occur as soon as possible before a formal caution is issued.

2. 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.

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.

2.1 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, principals should 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 Kirpans, in line with guidance set out in [Legal Issues Bulletin 22 – Knives in schools](#)) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. See definition.

2.2 Steps in the suspension procedures

2.2.1 Considering a decision to proceed with a suspension

The principal or the relieving/acting principal makes the decision for proceeding with a suspension. The principal's decision to proceed or not proceed with a suspension will be based on information gathered including, but not limited to:

- considering the cause and impact of the behaviour
- considering whether possible and appropriate alternative behaviour support management and intervention strategies have been implemented or attempted, including reasonable adjustments for students with disability
- considering student factors such as the developmental age, trauma, child protection concerns and cultural considerations, disability and individual needs and circumstances
- reviewing information including, but not limited to, written reports from staff, school data and other witness statements

- providing the student who has, or is alleged to have, engaged in the behaviour/s of concern with the opportunity to respond.

In line with duty of care obligations, the principal's decision to suspend can be made irrespective of any action by another agency, including NSW Police or the Department of Communities and Justice. This is to mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

2.2.2 Considering the length of a suspension

The principal must 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 (See section 2.3 Duration of a suspension).

Suspensions may be carried over into the next calendar year if the behaviour warrants it, in consultation with the Director, Educational Leadership.

2.2.3 Notifying the relevant people of the suspension

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

- 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.

Where possible, school counselling service staff should also be informed and be available to provide counselling support for the student during the suspension, with the permission of the principal at a pre-arranged time.

If a suspension is extended or, in the case of multiple suspensions, the principal may determine a report from the school counselling service staff or other relevant staff member is required to support the student's successful return to school.

Where possible, and with student and parent or carer permission, the principal should consider advising relevant external agencies with which the student already has contact.

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 and the Assisted School Travel Program, of the suspension, following notification to the parents or carers.

2.2.4 Notice of a suspension – written requirements

Principals can use the notice of suspension template for written notifications. The notification for all suspensions and extensions 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
- 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.

2.3 Duration of a suspension

The principal must 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).

Where a principal originally issues a suspension with fewer days than up to 5 for Kindergarten to Year 2 and 10 for Years 3 to 12, they may increase the length of the suspension up to those maximum days if required without it being considered an extension.

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

This would extend the suspension to:

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

The principal will inform the Director, Educational Leadership of their decision to extend the suspension. The principal and Director, Educational Leadership should discuss additional system support the school may require and escalate as necessary.

The Director, Educational Leadership will escalate the matter in consultation with the principal to gain additional system support for the student and school to allow the earliest possible successful return to school.

Students attending special programs such as those offered by tutorial centres, behaviour schools and hospital schools that may involve attending their home school for part of the week are not automatically precluded from attending the special program if they are suspended from their home school and vice versa. This is subject to negotiation between the principal of the home school and the principal supervising the special program. This negotiation must occur before the student is next due to attend the other locality. Subject to safety considerations, it is a priority to have the student back at school and engaged in learning as soon as possible.

2.4 Further extension of a suspension to allow delivery of system support

In serious circumstances, and if additional system support and resources are still required to be put in place, a principal can consider further periods of 5-day extensions, in consultation with the Director, Educational Leadership, with each 5-day period to be reviewed.

Director, Educational Leadership approval must be sought for any suspension and subsequent extensions beyond 30 days for students in Kindergarten to Year 2 or 45 days for students in Years 3 to 12, within a school year.

In these serious circumstances, system support must be an urgent priority to allow the earliest possible successful return to school.

2.5 Resolving the suspension

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

Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. 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.

A successful return to school may involve:

- referral to and assessments by the school's learning and support team
- referral to and ongoing support from the school counselling service staff.

2.6 Support for those impacted by behaviour or behaviours of concern

The duty of care and work health and safety law requires the department to do what it reasonably can to ensure the safety of students and staff. This obligation is met by assessing identified risks and identifying and implementing strategies to eliminate or minimise identified risks, including providing individuals with necessary support.

Principals should take what steps they reasonably can in undertaking this task and can rely on advice and support from the Director, Educational Leadership, Health Safety and Staff Wellbeing directorate, Delivery Support and, where applicable, external agencies or experts.

Staff and students directly impacted by the behaviour leading to the suspension are to be informed of a student returning prior to the student's return. Relevant staff must also be provided with copies of any current risk assessments and/or behaviour management plans.

3. Expulsion

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

In these circumstances a principal can consider expelling a student from the school.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

3.1 Grounds for an expulsion

The principal and Director, Educational Leadership can consider expelling a student from a particular school on the following grounds:

- serious behaviour or behaviours of concern where behaviour interventions and risk management strategies, including suspensions, have not been successful

- unsatisfactory participation in learning for students aged 17 years and over, where
 - a student is at risk of receiving an 'N' determination (non-completion of course requirements for this course) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course.

3.1.1 Considering an expulsion – serious behaviour/s of concern

The principal's and Director, Educational Leadership's decision on whether to proceed with an expulsion must be informed by:

- consideration of whether all possible and appropriate alternative behaviour support management, intervention and risk management strategies, including suspension, have been implemented or attempted, including reasonable adjustments for students with disability
- assessment of all possible alternative programs, strategies and educational settings such as different schools, support classes, schools for specific purposes and TAFE
- consideration of student factors such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances
- written advice from the school counsellor, where appropriate.

In line with duty of care obligations, the principal's and Director, Educational Leadership's decision to expel can be made irrespective of any action by another agency, including NSW Police and Department of Communities and Justice, to mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

When considering an expulsion due to serious behaviour or behaviours of concern, the duty of care and work health and safety law requires the department to do what it reasonably can to ensure the safety of students and staff. This obligation is met by assessing identified risks and identifying and implementing strategies to eliminate or minimise identified risks, including providing individuals with necessary support.

Principals should take what steps they reasonably can in undertaking this task and can rely on advice support from the Director, Educational Leadership, Health Safety and Staff Wellbeing directorate, Delivery Support and, where applicable, external agencies or experts.

3.1.2 Considering an expulsion – unsatisfactory participation for students aged 17 and over

The principal and Director, Educational Leadership may only expel a student for unsatisfactory participation in learning where a student is at risk of receiving an 'N' determination (non-completion of course requirements) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course. In these circumstances the principal must have:

- advised the student of the tasks or actions to be undertaken in time for the issue to be corrected and alerted the student to the possible consequences of receiving 2 written 'N' warnings or a final 'N' determination
- followed all NSW Education Standards Authority (NESA) requirements in relation to issuing 'N' warnings
- provided the student with a formal written notice of potential expulsion for unsatisfactory participation from the school
- following the written 'N' warning letters and notice of potential expulsion, provided the student with the opportunity, time and appropriate support to complete the course requirements.

3.2 Decision to proceed with an expulsion

Once the decision to expel a student is made jointly by the principal and Director, Educational Leadership, they must:

- advise the student and their parent or carer of the decision to expel verbally, where possible
- formally notify the student and their parent or carer in writing, via email or post, within 24 hours of the decision, and include:

- the implications of expulsion
- parent or carer information, which includes information concerning appeal rights and processes and an appeal template
- record the expulsion in the department's in-house data system or approved third-party system within 24 hours of notifying relevant people
- finalise the expulsion within 15 school days of the notice of potential expulsion being issued
- ensure all documentation is retained on file at the school.

If the principal and Director, Educational Leadership decide not to proceed with an expulsion:

- the principal will advise the student and their parent or carer of the decision not to expel, by phone where possible
- the principal will formally notify the student and their parent or carer in writing, via email or post, on school letterhead within 24 hours of the decision
- where expulsion was being considered for serious behaviour or behaviours of concern, the principal should return the student to school (see section 2.5 Resolving the suspension).

3.3 Placing a student on suspension pending expulsion

Once a decision has been made to proceed with the expulsion due to serious behaviour or behaviours of concern, if a student is not already on suspension, the principal should place the student on a suspension of appropriate length pending the outcome of the decision-making process.

3.4 Issuing written notice of potential expulsion

The principal can use the notice of potential expulsion template to provide written notice to the student and parent, carer or support person following the initial communications or meetings. The notice must:

- state that the principal and Director, Educational Leadership are considering expelling the student
- be in writing on school letterhead
- detail the behaviour or behaviours of concern and/or unsatisfactory participation in learning
- provide the student, parent, carer or support person the opportunity to formally meet with the principal and relevant support services
- advise that the student and parent or carer has the right to a support person in any meeting with the school
- notify the student and parent or carer that the student is suspended pending the outcome of the decision-making process (up to 15 consecutive school days) and include the same information as required for a notification of a suspension (see section 2.2.4 Notice of a suspension – written requirements)
- allow 7 school days for students and parents or carers to respond before making a final decision
- be documented on the department's in-house data system or approved third-party system.

3.5 Convening a formal meeting with student and parents or carers

The principal and/or Director, Educational Leadership should convene a formal meeting, within 7 school days, held face-to-face with the principal, student and their parent, carer or support person, to discuss:

- that expulsion from school is being considered
- the reasons or grounds for the possible expulsion
- the implications of proceeding with an expulsion
- the information and documentation on which the consideration to expel is based.

At the meeting, the principal will inform the student and parent or carer of the remaining days left from the original 7 school day notification to consider and respond to the information provided before the principal makes a final decision.

The principal will ensure all documentation, records of interventions, meeting minutes, formal communications and responses are stored securely at school.

3.6 Decision to re-enrol an expelled student

Students expelled from a particular school for a serious behaviour or behaviours of concern may only re-enrol in that school with the approval of the Executive Director, School Performance.

For students expelled from a particular school for unsatisfactory participation in learning, the principal has the discretion to re-enrol that student in their school.

3.7 Arranging an alternative educational placement

3.7.1 For students over 17 years of age expelled for unsatisfactory participation in learning

It is the student's and parents' or carers' responsibility to find a suitable alternative placement. While the principal has no further obligation to arrange an alternative educational placement, they can advise on possible options.

3.7.2 For students expelled for serious behaviour/s of concern

The principal and Director, Educational Leadership, with support from Delivery Support, will arrange an alternative educational placement appropriate to the needs of the student within 15 school days from the date the student and parent or carer were notified of the expulsion. Firstly, the principal must:

- conduct a risk assessment regarding the student's behaviour to help identify an appropriate placement where the student can access the curriculum while being safely accommodated
- suggest any appropriate support for the student in the new setting
- ensure that the student is provided with a learning program covering any period of time that the student is suspended
- where a suitable alternative cannot be arranged, refer the issue to the Director, Educational Leadership for resolution.

Where a principal has referred an issue with the student's alternative educational placement to the Director, Educational Leadership for resolution, the director may consider:

- directing, with approval from the Executive Director, Public Schools, the re-admittance of the student to the school, subject to intensive support and strict disciplinary arrangements, in consultation with the principal as necessary to ensure the safety and wellbeing of the student, other students and staff
- placing the student in an alternative education setting and/or employment
- enrolling the student in TAFE (if applicable)
- the student participating in other Minister-approved education or training
- a transition to work program
- enrolling the student in distance education where the distance education enrolment procedures have been fully considered
- recommending to the Executive Director, School Performance that another school be directed to enrol the student (subject to any issues that may have been identified by a risk assessment, having been addressed).

4. Submission not to re-admit a student to all or any NSW public school

Where the nature of the behaviour is so extreme that both the principal and Director, Educational Leadership, with support from Delivery Support, cannot find an alternative placement, the director in consultation with the principal may prepare a submission to the Secretary, NSW Department of Education, recommending to the

Minister that a student expelled for serious behaviour or behaviours of concern not be re-admitted to all or any government schools. The Director, Educational Leadership must:

- work in consultation with the principal to prepare the submission to the Secretary
- provide in the submission
 - the reasons for the recommendation
 - actions taken and attempts to manage and support the student's behaviour
 - the school counsellor's report, where appropriate
 - a copy of all documentation relevant in the decision-making process
 - any records or copies of responses from the student or their parent or carer
- forward the submission to the Secretary, through the Executive Director and the Deputy Secretary.

5. Appeals

Appeals against suspension and expulsion decisions can be made where a student or their parent or carer believe departmental policy and procedures have not been followed correctly and/or an unfair decision has been made.

Appeals should be in writing and clearly state the reasons for the appeal. If a parent or carer needs assistance in completing an appeal form, assistance should be provided (see section 5.3 Assistance with lodging an appeal).

An appeal can only be made against the original decision to suspend or expel. Formal cautions and/or a decision to extend a suspension cannot be appealed.

5.1 Decision makers

Suspension appeals

The Director, Educational Leadership will receive, review and decide on the outcome of a suspension appeal.

If the Director, Educational Leadership has been involved in the decision to suspend, the Executive Director, Public Schools will receive, review and decide on the outcome of a suspension appeal. The Executive Director, Public Schools may delegate this role to a Director, Educational Leadership not involved in the decision to suspend.

Advice managing a suspension appeal may be sought from other department areas, however the Director, Educational Leadership or Executive Director, Public Schools if deciding the review, is the final level of appeal and must make the final decision.

Expulsion appeals

The Executive Director, Public Schools will receive, review and decide on the outcome of an expulsion appeal. The Executive Director, Public Schools may delegate the management of the appeal to another suitable officer or seek advice from other department areas but the Executive Director, Public Schools is the final level of appeal and must make the final decision.

5.2 Review and decision

The decision maker must:

- acknowledge receipt of the appeal in writing within 2 school days and advise on next steps
- review all documentation and consider if [Student behaviour policy](#) and these procedure requirements were followed, including providing reasonable adjustments for students with disability
- ensure all appropriate materials have been provided to the student and parent or carer before deciding on the outcome of the appeal
- discuss relevant issues with the person lodging the appeal and any other parties, as appropriate, before deciding the outcome of the appeal
- resolve the appeal within 15 school days for suspension and 20 school days for expulsion, from receipt of the appeal

- advise all parties of the outcome of the appeal (upheld or denied) and the specific reasons for the decision
- record the outcome of the appeal in the department's feedback and complaints system.

5.3 Assistance with lodging an appeal

A school should help students and parents or carers who wish to lodge an appeal. Assistance should be provided in the following circumstances:

- if the school receives the appeal, the principal should refer the person lodging the appeal to the Delivery Support team, where staff should identify an appropriate support person. The support person should
 - not be involved, or appear to be involved, in making or assisting with the decision on the appeal, in line with procedural fairness principles
 - help the person lodging the appeal understand their rights and the appeal process
 - make sure that the person lodging the appeal has access to the appeal form and, if necessary, assist with completing it.

If the appeal is a verbal notification, the Delivery Support team should assist in lodging a written appeal.

The fact that an appeal has been lodged does not put on hold the principal's decision to suspend, or suspend prior to expulsion, from a particular school.

6. Alternative 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 high 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.

Data and record-keeping requirements

Schools must use data collection methods, as outlined in this section, to identify and monitor students who require targeted or individual behaviour support.

Principals, with support from school staff, must collect and retain information on student behaviour, including actions taken to support and manage individual student behaviour and any support strategies implemented or reasonable adjustments required. This helps schools monitor the impact of the support they are providing to students.

Principals must ensure effective data collection and record keeping practices are fulfilled, including:

- recording suspensions in either a department in-house data system or an approved third-party system within 24 hours
- record expulsions in the department in-house data system
- ensuring attendance is correctly marked for the student for the duration of the suspension
- ensuring staff complete written records of any related communications with parents or carers, and retain on file at the school
- completing written records of formal meetings with parents or carers and retain on a file at the school

- recording any appeals and outcomes in the department's feedback and complaints system)
- keeping records and documentation of behaviour support responses and interventions
- keeping individual student support planning documentation for students where their behaviour/s of concern require interventions and support
- documenting risk management plans
- documenting decisions made, the reasons for those decisions and processes followed
- documenting any considerations given to implementing reasonable adjustments
- keeping records of any consultation, or attempts at consultation, with students, parents or carers, and external agencies to discuss a student's behaviour.

Principals must, where permissible and appropriate, share individual student records with parents or carers, or with the Department of Communities and Justice or other authorised agency for students under Parental Responsibility of the Minister. [The Right to Access – Agency Information Guide](#) on the department's website provides more guidance on information sharing.

Requests for information should be provided to officers from Communities and Justice in response to a request for information under Part 16A of the *Children and Young Persons (Care and Protection) Act 1998* or where the release of such information is otherwise authorised, such as where the Minister for Communities and Justice has parental responsibility for the child. Relevant details must also be provided to agencies such as Centrelink upon receipt of any 'Notice to Produce Information' or similar directive.

Planning for a Suspension Resolution Meeting

To aid support for planning resolution meetings. Refer to [Suspension and Expulsion procedures and Resolving a suspension guide](#).

Student:

Suspension dates:

Policy ref	Considerations	Comments / notes
2.5	Has the school contacted the parent / carer to agree on a time and date for the resolution meeting? Has the school confirmed who will attend?	☐ Yes ☐ No ☐ N/A
2.5	Are parents/student advised that the resolution meeting is to plan the safe return of the student and may not the day of return (unless advised).	☐ Yes ☐ No ☐ N/A
N/A	Is an interpreter required? If so, has the school organised this?	☐ Yes ☐ No ☐ N/A
N/A	Are adjustments needed for the student or parent/carer to support them to fully engage with the meeting e.g. Augmentative Communication Device?	☐ Yes ☐ No ☐ N/A
2.5	Is a support person attending the meeting with the parent/carer?	☐ Yes ☐ No ☐ N/A
N/A	If the parent/carer is not attending the meeting, is the student aware they can nominate a support person to attend the with them?	☐ Yes ☐ No ☐ N/A
N/A	Has the school reviewed any formal caution in place prior to suspension (if relevant). Where the student's behaviour or behaviours of concern posed an unacceptable risk to others or to teaching and learning review: • previously issued written formal caution information • notes from previous meetings/discussions with parents/carers, including their responsibilities to work with the school, to collect the student from school if suspended, and actions if they don't (e.g. call emergency contacts, police if a safety risk exists, contact CWU)	☐ Yes ☐ No ☐ N/A
2.5	Is a referral to the school counselling service needed?	☐ Yes ☐ No ☐ N/A
2.5	Has the learning and support team gathered information/planned for	☐ Yes ☐ No ☐ N/A

Policy ref	Considerations	Comments / notes
	learning, attendance, behaviour, imputed or diagnosed disability, plans and/or previous school counselling service recommendations?	
2.5	Does Team Around a School need to attend?	☐ Yes ☐ No ☐ N/A
2.6	Is a risk assessment required? If yes, is a date set to complete it?	☐ Yes ☐ No ☐ N/A
2.6	Have the identified issues been addressed by the risk assessment? If not, contact the Incident Notification and Response Unit for assistance .	☐ Yes ☐ No ☐ N/A
2.5	Are outside agencies or education support staff needed at the meeting?	☐ Yes ☐ No ☐ N/A
2.5	Is the parent / carer aware of what to expect at the resolution meeting?	☐ Yes ☐ No ☐ N/A
2.5	Does the student know what is expected of them during the meeting?	☐ Yes ☐ No ☐ N/A
2.5	Has the school considered the positive behaviour support strategies the student will need on their return?	☐ Yes ☐ No ☐ N/A
2.5	Does the student have existing individual planning in place? Review it.	☐ Yes ☐ No ☐ N/A
2.5	Does the student require individual planning? If so, refer to individual behaviour support plan . Include parents in this process, where possible.	☐ Yes ☐ No ☐ N/A
N/A	Has the school planned who will regularly monitor and mentor the student's ongoing learning and wellbeing needs?	☐ Yes ☐ No ☐ N/A
N/A	Is the student voice scaffold – behaviour response plan needed?	☐ Yes ☐ No ☐ N/A
N/A	Has the school prepared an agenda with items, attached relevant documents, and distributed to appropriate confirmed attendees (if needed)?	☐ Yes ☐ No ☐ N/A

Conducting a Suspension Resolution Meeting

This checklist supports procedural fairness in resolving suspensions. It does not substitute referring to the [Suspension and Expulsion procedures](#). You may also refer to the [Resolving a suspension guide](#). Attach it to the resolution meeting minutes in your administrative system (ERN, 3rd party).

Student:

Date of Meeting:

Policy ref	Conducting the meeting	Comments / notes
Meeting introduction		
	The meeting convener has: ☐ identified the roles/responsibilities of all meeting attendees e.g. school counsellor, Team Around a School personnel, support person/advocate ☐ conducted the meeting in accordance with and respect to anti- discrimination practices, including but not limited to race, disability, gender, religion, or sexual identity. This includes the provision of adjustments to ensure the student, or their parents or carers, can participate fully in the meeting e.g. Augmentative Communication Device or access to a translator. ☐ appointed a note taker (the meeting may be face-to-face, online or by phone) ☐ advised the attendees that no permission is given to record the meeting unless by agreement with all involved.	☐ Yes ☐ No ☐ N/A
Agenda item 1 – Student strengths		
	Review of student strengths or what has gone well for the student generally at school e.g. enjoying music or metal work.	☐ Yes ☐ No ☐ N/A
Agenda item 2 - Review reasons/grounds for current suspension		
	Review behaviour or behaviours of concern that pose an unacceptable risk to others or to teaching and learning: ☐ continued / persistent disobedience and/or disruptive behaviour ☐ malicious damage to or theft of property ☐ verbal abuse ☐ bullying and cyber-bullying mis-use of technology ☐ discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity ☐ other _____ A student has engaged in serious behaviour or behaviours of concern that pose an immediate and/or significant risk of harm to others, and a formal caution was not appropriate: ☐ being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes ☐ being in possession of, uses or supplies a suspected illegal/restricted substance ☐ being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms ☐ using an implement as a weapon ☐ seriously threatening or engaging in physically violent behaviour engaging in serious criminal behaviour related to the school ☐ engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others (see definition) ☐ other _____ Attendees reflect on student behaviour and impacts / consequences. ☐ The student understands how their behaviour did not meet the student Behaviour Code and the school's expectations. If no, document reasons and context. ☐ The student understands the impact their behaviour has had on others. If not, document reasons and context.	☐ Yes ☐ No ☐ N/A
Agenda item 3 – Review current supports and consider new supports		
	<u>Review current supports</u> The meeting convener has:	☐ Yes ☐ No ☐ N/A

Policy ref	Conducting the meeting	Comments / notes
	☐ presented a learning and support team summary including learning, attendance, behaviour, imputed or diagnosed disability, plans and previous counsellor recommendations ☐ discussed and documented any previous successful/unsuccessful supports implemented by the school and family. <u>Consider additional/new supports</u> The meeting attendees have considered and discussed such things as: implementing any further school counselling service recommendations changes to behaviour support planning family actions to support change other	
Agenda item 4 – Planning, agreement and re-integration		
	<u>Resolving the suspension</u> The meeting convener has: ☐ ensured the student or parent/carer has time to process the information and a chance to voice their concerns ☐ documented agreed clear goals, strategies and actions, including regular monitoring and mentoring ☐ advised of return to school date and first day procedures ☐ provided (or committed to provide) copies of behaviour plan, meeting notes ☐ set a date to check back in with the family	☐ Yes ☐ No ☐ N/A
Post meeting actions: Arranging support for those impacted by behaviour/s of concern		
2.6	The principal or acting/relieving principal has taken all reasonable steps to ensure the safety of students and staff, and to eliminate or minimise identified risks, including providing individuals with necessary support.	☐ Yes ☐ No ☐ N/A
2.6	Staff and students directly impacted by the behaviour leading to the suspension are to be informed of a student returning prior to the student's return.	☐ Yes ☐ No ☐ N/A

Formal Caution to Suspend Correspondence

(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 [available at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01> for printed letter], 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/schooling/school-community/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

(Principals name)

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)

Notice of Suspension Correspondence

(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. 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 Behaviour Code for Students [available at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01> for printed letter], 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:
 - learning materials
 - the Student Behaviour Policy and Suspension and Expulsion Procedures [available on the Department of Education's website <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316> for printed letter]
 - wellbeing tip sheet including information about support services
 - parent and carer information, including information about behaviour, suspension and appeal rights and processes
 - 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's signature)

(Principal name)

Principal

(Date)

Notice of Extension of Suspension Correspondence

(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 extended the following suspension as more time is needed to work with you to return your child to school safely and successfully. This in accordance with the NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures. The new suspension timeframe is:

- Student name: [Full name]
- Additional days: [number of school days]
- New end date: [end date]
- Date due back at school: [insert date student will return to school]

Please refer to the notice of suspension letter for further details of the suspension. The extra days will allow the school more time to develop supports that will set your child up for success when they return to school. Please continue to engage your child with the learning materials provided.

We want to work in partnership with you to develop solutions to better support your child. [Someone from the school will contact you about the resolution meeting with the school team to plan for support when your child returns to school. If you would find this difficult, please let us know and we will work out how we can best 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>.

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.

I look forward to continuing to work with you to support your child's return to school.

Yours sincerely

(Principal's signature)

(Principal's name)

Principal

(Date)

Resolving a suspension guide

Table of contents

<u>Resolving a suspension guide</u>	31
--	-----------

<u>Purpose</u>	33
<u>Step 1: After the decision to suspend</u>	33
<u>The learning program</u>	33
<u>Nominated person</u>	33
<u>Shared enrolments</u>	33
<u>Incident notification</u>	33
<u>Step 2: During the suspension</u>	34
<u>Preparing for a return to school</u>	34
<u>Reviewing plans and supports</u>	34
<u>Reviewing school processes</u>	36
<u>Risk management for serious behaviours of concern</u>	36
<u>Support for students impacted by behaviour or serious behaviours of concern</u>	36
<u>Organising the resolution meeting</u>	37
<u>Timing and format of the meeting</u>	37
<u>Agenda</u>	37
<u>Attendees</u>	37
<u>Accessing additional support through Team Around a School</u>	38
<u>Step 3: The resolution meeting</u>	38
<u>During the resolution meeting</u>	38
<u>Resolution from suspension when student or their parent/carers does not engage</u>	40
<u>Step 4: Prior to the return date</u>	40
<u>Step 5: The first day back and beyond</u>	41
<u>Resource feedback</u>	42

Purpose

This resource provides school staff with guidance on supporting a student during and following a suspension to maximise a positive and restorative return to school. School staff are encouraged to use provide feedback using the [Resource feedback](#) QR code.

Step 1: After the decision to suspend

The learning program

An outline of a learning program and clear expectations that the student will continue to learn while suspended must be provided. The learning program should be appropriate to the student's age, be developmentally appropriate and be at the student's level of ability. Any learning program provided to a student must support student diversity including Aboriginal and/or Torres Strait Islander students, students with disability, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). This includes providing adjustments to the learning, where appropriate.

Nominated person

When issuing a notice of suspension, include contact details of a nominated person from the school. The nominated person should use a telephone interpreter when checking progress if the parent/carer does not speak English fluently. This person should attempt to check in with the student, parent or carer regularly during the suspension period to ensure there is continuity of learning and check on the student's wellbeing. A nominated person from the school is specifically identified in the suspension notification (Section 2.2.4, Suspension and Expulsion Procedures), and this person should:

check on the student's wellbeing and progress with learning and arrange for more, or adjusted work, be provided, as needed

act as a point of coordination regarding the student's return to school.

Shared enrolments

If the student has a shared enrolment, attendance at the alternate education program, School for Specific Purposes (SSP) or census school should be negotiated between principals? (Section 2.3, Suspension and Expulsion Procedures)

Students attending alternate education programs are not automatically precluded from attending if they are suspended from their census school and vice versa. This negotiation must occur before the student is next due to attend the other locality.

Incident notification

Staff must report the incident to the Incident Report and Support Hotline on 1800 811 523 if the student's behaviour resulted in safety and wellbeing related risks, in line with the [Incident Notification & Response Policy](#) and [Incident Notification & Response Procedures](#). This should have occurred as part of the suspension process outlined in the [Suspension and Expulsion Procedures](#).

Step 2: During the suspension

During the suspension the school must implement appropriate supports to address the complex and challenging behaviour or behaviours. This is to ensure a successful return to school.

Preparing for a return to school

The purpose of suspension is to allow the school to implement appropriate supports during the student's absence. The resolution meeting is to discuss the student's behaviour and discuss how supports and management strategies will be implemented to enable the student's successful return to school.

Reviewing plans and supports

Schools can use the behaviour support planning process outlined in the diagram below and the [Care continuum guide](#).

In preparation for the resolution meeting and a positive return to school the learning and support team gather information to develop or update supports and management strategies. This may include a behaviour support plan and/or a behaviour response plan where appropriate. Although planning for supports and management strategies must occur, not all students will need a separate formal or structured plan.

Where required, if the student doesn't already have an individual or personalised learning and support plan in place, the [individual behaviour support plan](#) template can be used. All strategies should be in line with department policies including the Inclusive Education Policy for students with disability.

Other relevant information relating to the student should also be gathered, including behaviour referrals (for appropriate and inappropriate behaviour), any previously issued or existing formal caution/s of suspension, academic data, attendance, previous school counselling service recommendations, information about imputed or diagnosed disability or other information that will help when developing the plan to return the student to school.

Planning for behaviour support should be student-centred and undertaken as part of a cycle of continuous planning, review, and refinement. It should include input from relevant stakeholders including the student, parents/carers, staff, and others who know the student well and their learning and wellbeing needs. A [Student voice scaffold - Behaviour response plan](#) can assist with behaviour planning for the suspension resolution meeting.

A copy of plans or planning documentation will be provided to the student and/or parent or carer on or after the resolution meeting. The details of the plan will be explained to parents/carers. Public Schools NSW staff are encouraged to use interpreters to assist in communicating with parents or carers who do not speak or understand English well or who are deaf or have a hearing or speech impairment during the resolution meeting. See [interpreting guidelines for schools](#).

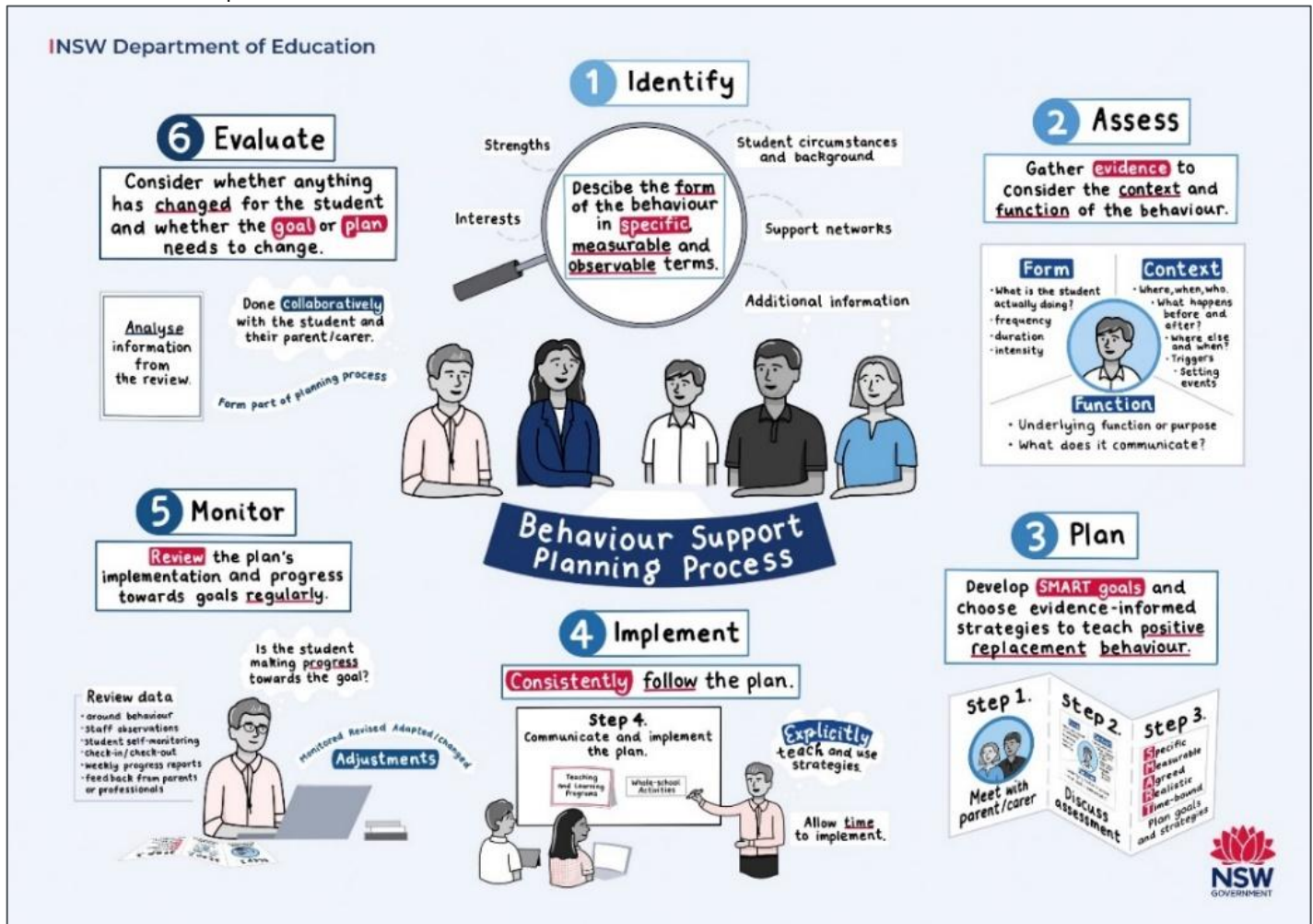


Figure 1: Behaviour support planning process

More information about behaviour support planning is available on the [individual student planning](#) web pages and in MyPL: [Understanding Behaviour Support Planning](#).

Where a student has additional learning and support needs, disability, is Aboriginal or has English as an additional language or dialect (EAL/D), consideration should be given to any additional supports, adjustments or resources that might be needed for both the resolution meeting and the student's successful return to school.

For example, a non-verbal student may require visual [supports](#) or a social [narrative](#) to help them to understand the type of behaviour the school wants to see once they return to school. The school learning and support team should facilitate the personalised learning and support process where appropriate adjustments are considered.

These adjustments may include the use of assistive technology to support the student's access and participation in their learning. The [Team Around a School](#) can support further with necessary adjustments.

Find your local Team Around a School staff using the [school support contact page](#).

For EAL/D learners, effective strategies may include chunking information into short sections, supporting with visuals such as checklists or flowcharts and checking for understanding by asking the student to repeat it in their own words what has just been said. A document written in plain English with clearly numbered steps, translated in home language, if appropriate, would support expectations around the student's return to school. For Aboriginal students, consider their Personalised Learning Pathway (PLP) and how, in consultation with the student, parents or carers and teachers, to identify, organise and apply personal approaches to learning and engagement. The PLP document is used by schools to ensure Aboriginal students and their

parents/carers are actively engaged in meaningful planning and decision-making in education. PLP conversations are of great importance as they identify and strengthen shared understandings of goals, expectations and responsibilities. These conversations need to be respectful and genuine. See [Personalised Learning Pathways Guidelines](#) and A [conversation guide to improve Aboriginal student retention](#).

Reviewing school processes

The leadership team and the staff involved should examine the incident which resulted in the suspension. Staff should discuss triggers and examine their own role in the incident - what were they doing/saying at the time? Could the staff response (or lack of) have contributed to the incident? While violent behaviour should not be excused, staff need to consider the environment at the time of the incident including sensory inputs and the actions of those around the student, including staff and other students.

Staff could also examine the school's whole school approach and universal support. This is the whole school approach identified in their School Behaviour Support and Management Plan (SBSMP). Does the school's Positive Behaviour for Learning (PBL) framework or universal system framework support students with disability? Is the Positive Behaviour for Learning or universal system represented in an inclusive way for all students, for example, supported by visuals, represented in multimodal ways, explicit and consistent language? Is the school's approach to positive behaviour support explicitly taught or is it assumed that all students know appropriate and inappropriate behaviours?

Risk management for serious behaviours of concern

Not every suspension will require a [student tailored risk management plan](#). This may be required for a student with serious behaviours of concern that impacts the health and safety of the student, other students, or staff, including students who exhibit violent and threatening behaviour. The principal should inform staff who will have contact with students who exhibit violent and threatening behaviour of the risks of their behaviour and the strategies to minimise and manage them as outlined in the individual student support planning.

The Leader, Complex Cases or the Complex Case Advisor can assist schools to develop a student tailored risk management plan. Schools can contact them through the [Incident Notification and Response Unit](#).

The school learning and support team, and, if necessary, other specialist staff, may undertake a risk assessment and develop strategies to minimise and manage the risks of the student's behaviour to themselves, other students, staff, or other persons, and incorporate these into the student's current student tailored risk management plan. The risk management plan is a school internal document outlining the risks of the student's behaviour, mitigation strategies and incorporating a risk matrix in line with the code of practice. The plan is a confidential document that is not shared with the student or their parent or carer as it may reference other students' names. It does not capture student voice and does not require input or endorsement from parents / carers or the student.

Further information on risk management can be found on the [Risk Management Procedure](#) pages.

Support for students impacted by behaviour or serious behaviours of concern

The school should provide support for students impacted by the student's behaviour of concern.

For students, this may include debriefing, support from relevant school learning and support team staff and/or school counselling staff and communication with parents and carers as required.

More information about how to support students who have been bullied, including cyber-bullying, is available in the [Anti-bullying resources](#).

The school may provide information for parents and carers about how they can support their child's [mental health and wellbeing](#).

Organising the resolution meeting

Where appropriate, schools should commence planning for the resolution meeting as soon as possible after notifying the parents or carers and student of the suspension.

Timing and format of the meeting

Principals or their delegate may choose to conduct this meeting prior to the actual date of return to assist in the preparation of any agreed supports. The principal may also decide that the meeting can be held in the morning of the day the student returns to school.

Where a suspension is for a short period of time, a student's return to school may be simplified. For example, a two-day suspension may only need a phone call the day before or a quick meeting with the student, their parent or carer and relevant staff on the morning that the student returns to school.

The nominated school person contacts the parents or carers to discuss the purpose of the meeting and agree on the time, date, location, and format (online, phone, face to face). Public Schools NSW staff are encouraged to use interpreters to assist in communicating with parents or carers who do not speak or understand English well or who are deaf or have a hearing or speech impairment. Parents and carers must also be given the opportunity to ask for an interpreter to be present at the meeting.

Determination of the meeting format should be based on what will be most helpful to a positive and productive conversation.

Agenda

The nominated school person, in consultation with the principal or delegate, may develop a short agenda for the meeting that can be discussed at the start of the meeting. Refer to Step 3: During the Suspension for more information about the agenda and the optional [Conducting a suspension resolution meeting checklist](#).

Attendees

Attendees should include the principal or their delegate, the student, and a parent or carer. Other key personnel may be invited by the principal. This may include school counselling staff, learning and support staff, an interpreter if required and any other relevant persons involved in the student's wellbeing, learning and support. If the school has concerns that the student will have difficulty engaging in the meeting, consider asking the student if they would like a member of staff with whom they have a positive and supportive relationship to attend the meeting. For students in Out of Home Care, the school should invite the student's caseworker as well as their carer.

Schools should carefully consider the number of people attending as too many people may be overwhelming to the student, parent or carer. The student and/or parents or carers may also invite a support person. The [role of a support](#) person is not to act as an advocate for the student or their parents/carers, or to become actively involved in any discussion which may take place. A support person provides comfort, emotional support and may assist in taking of notes, provision of advice on rights, suggesting a temporary pause in a meeting or suggesting seeking further advice. A support person does not act as a qualified interpreter.

An external advocate is someone 18 years or older who is authorised to speak for the student or parent to support a positive resolution for that person. This person is likely to be from a professional advocacy service. In most cases they will be involved when the person does not have the capacity to effectively communicate or

navigate the situation on their own. In addition to providing the same assistance as a support person, an advocate can also:

- provide any input into the discussions relating to the complaint, and
- agree to action being taken or not taken.

Schools should consider how they can support the student and their parent or carer to actively participate in the meeting. This will enhance the effectiveness of the meeting by ensuring student and parent or carer voice. Also consider cultural perspectives, disability, mental health, and any other individual support needs of the student, parent, or carer.

An optional [Planning for a suspension resolution meeting checklist](#) is available.

Accessing additional support through Team Around a School

In some suspension cases, the department's [Team Around a School](#) will receive an automatic system notification advising them that additional support from outside the school is required. The system will notify them when:

- it is the first suspension for a student in kindergarten.
- the suspension has reached the maximum number of calendar days allowed before Director Educational Leadership (DEL) approval is required. For students in K to Year 2 this is 30 school days and for students in Years 3-12 this is 45 school days.
- a notice of potential expulsion for serious behaviours of concern is given to a student.

Following notification, their Team Around a School staff will work alongside teams with a school to share specialist knowledge, skills and understanding to support identification and implementation of student-focused initiatives.

School staff can access the Team Around a School by directly phoning or emailing their Assistant Principal, Learning and Support or their Learning and Wellbeing Officer using the one call model. The [School Support Contacts](#) list may be used to identify the name and contact details for its Assistant Principal, Learning and Support and Learning and Wellbeing Officer.

Step 3: The resolution meeting

During the resolution meeting

The resolution meeting is led by the principal or their school delegate. The goal of the resolution meeting should be to assist the student in smoothly returning to the school by reviewing the behaviour of concern, re-teaching expectations, and identifying any necessary supports the student might need to be successful. An optional [Conducting a suspension resolution meeting checklist](#) is available.

Staff should document a written record of the meeting. The convenor may appoint a note-taker. The meeting minutes should include attendees, matters discussed and agreed outcomes. The minutes should be kept in school files and the agreed outcomes reflected in the student's individual support planning.

The meeting must be planned and conducted in accordance with and respect to anti-discrimination practices, including but not limited to race, disability, gender, religion, or sexual identity. This includes the provision of adjustments to ensure the student, or their parents or carers, can participate fully in the meeting e.g. Augmentative Communication Device or access to a translator.

The resolution meeting should focus on the following:

▲ Introductions, welcome, Acknowledgement of Country, and an overview of the agenda including identifying

the roles and responsibilities of attendees. The convenor may advise the attendees that no permission is given to record the meeting unless by agreement with all involved.

▲ Start the meeting off by talking about the student's strengths and let there be some discussion in this space before moving onto the behaviour of concern. Everyone in the meeting should be able to identify some of the student's strengths.

▲ Once everyone has had a chance to speak on strengths, the meeting can focus on why the student was suspended and reviewing the reasons or grounds for suspension. This should be a re-teach moment not a bring them down moment. The student has already had the consequence of suspension applied.

▲ If the student has a disability, or is an EAL/D learner consider if a social narrative, [visual activity schedule](#) or visual [supports](#) could be used. How will you [amplify student voice](#)?

▲ Schools should consider that the student may have a possible disconnect between the suspension incident and the resolution meeting, The student may not have the cognitive capacity to link the two or even see the incident as unacceptable behaviour. On the other hand, the discussion of the incident could be triggering if the student doesn't have coping strategies in place.

▲ Staff should discuss the meeting's purpose and proposed supports and strategies to assist the student on their return to school. Depending on individual student circumstances, the principal may discuss with the student (in the presence of their parent or carer and/or support person):

- the incident in relation to the Behaviour Code for Students and school expectations
- the impact the student's behaviour has had on others.

▲ Give the parent / carer and student time to process the information provided and a chance to voice their concerns. Students with disability may have an Augmentative and Alternative Communication (AAC) device and their processing time will need to be considered during the meeting.

▲ Spend time reviewing current supports and considering new supports, looking at what each party can do differently to help the student make a better choice moving forward.

▲ Staff may present a learning and support team summary including learning, attendance, behaviour, imputed or diagnosed disability, plans and previous school counselling service recommendations. Any previous successful or unsuccessful supports implemented by the school and family can be discussed and documented.

▲ Identify, in collaboration with the student and their parent/carers, some clear goals for the student.

▲ The school should identify available supports and explore how to put them into place so the student can achieve their goals. Emphasise explicit strategies and interventions to support the student to understand, learn and practice expected behaviours and how they will be reinforced. Strategies may also include those that help the student's educational, social and emotional needs, including a referral, assessment or ongoing support from the learning and support team or school counselling service staff as appropriate. Strategies can be in or out of the school.

▲ The parent identifies ways in which they can assist the student to display positive behaviour.

▲ Ask the student to provide strategies he/she/they can use to prevent the same situation from occurring again and to achieve their goals. Use the [Student voice scaffold - Behaviour response plan](#), if required.

▲ Incorporate agreed goals and strategies into the individual student support plan, as appropriate.

▲ Plan for the first day of the student's return to school to maximise opportunity for success. This includes the

return to school date and the first day procedures.

▲ Provide the student and their parent or carer with a written copy of the meeting outcomes to support the student's ongoing wellbeing and learning needs, including details of regular monitoring and mentoring, with clear goals and explicit strategies. If an interpreter is present, allow time for the interpreter to explain the meeting outcomes.

▲ Set a date to check back in with the family.

Resolution from suspension when student or their parent/carers does not engage

Principals must attempt to resolve the suspension and return the student to school on or before the concluding date of suspension. Behaviour support planning and return to school planning can occur even if parents or carers are unwilling to participate in planning processes. Planning without the student or parent / carer is not ideal. Subject to safety considerations, it is a priority to have the student back at school and engaged in learning in the classroom, as soon as possible.

When a student does not engage

Where the student's behaviour poses a risk or safety concern during the meeting the principal or their delegate should consider the benefit of continuing or rescheduling the meeting. If the student's behaviour poses an unacceptable risk, the principal should consider how to mitigate this risk. The principal should consider whether they need to increase or extend the current suspension or issue a new suspension if the student has displayed a new behaviour of concern.

When a parent or carer does not engage

Meeting can be held online or by telephone to assist the parent/carers to engage. If the school has made reasonable attempts to contact the parent/carers, and they do not engage or attend, the school can proceed with the meeting in terms of planning for the student's re-engagement with learning at school.

The student should be offered a support person to attend the meeting. This support person should assist with understanding, ensuring student voice is included in outcomes and plans. Outcomes and planning for the student's return to school should be documented and shared with the parent and student as soon as possible.

Step 4: Prior to the return date

The agreed, updated planning documentation or individual student support plan, which may include other individual plans already in place, is shared with parent or carers, student, relevant school, department, and external staff, as appropriate. Remember, not all students will require a separate or formal, structured plan, the important thing is that planning must occur.

Schools should inform staff and students directly impacted by the behaviour leading to the suspension of the student returning prior to the student's return. Schools must also provide relevant staff with copies of any current risk assessments and/or behaviour management plans.

Where possible, the plan for the student's first day of return to school should be communicated to the student and parent prior using an interpreter, if necessary. The nominated school person will contact the parent or carers and student for a final check in before the student returns to school, to confirm the plan for the day of return.

School leaders should support teachers and support staff around the student's return. They should discuss:

- how teachers will welcome the student back to their class
- how the relationship with the student will move forward in a productive, positive way.

- If the suspension was because of an incident with a particular staff member, resetting expectations and re-establishing a positive relationship with the student is important.
- The agreed plan for the first day of the student's return to school is communicated with relevant school staff. This can also be communicated the morning of the student's return to school, where the meeting is held the same day.

The principal should also contact [Assisted School Travel Program](#) on 1300 338 278, and the contracted driver if the student receives transport arrangements to advise them of the date of return.

Step 5: The first day back and beyond

Staff may use many possible strategies to set the student up for success on their first day of return to school, including:

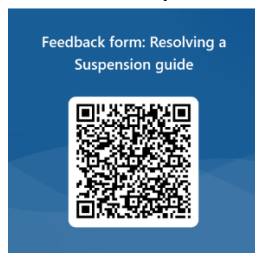
- ▲ Plan for the student to return on a day when school routines are not disrupted by events, such as carnivals or excursions where possible.
- ▲ Ensure the student has an identified person or school executive to support them initially.
- ▲ Discuss the structure of the day with the student, for example, timetable, absent teachers, lessons, work missed, social concerns. Ask the student for their completed learning program.
- ▲ Rehearse with the student how they might respond to different scenarios upon returning to the learning environment. This will help them better manage social stresses that might come after time away from school.
- ▲ Help the student to identify a "lifeline" they might use in case they need to take a short break upon their return.
- ▲ Talk through the support plan with the student, including any planned use of teacher-directed and self-directed time out.
- ▲ Advise relevant staff of the student's current state of mind and any commitments they've made. This will help to close the loop with the school staff involved so they can respond more effectively to the student's emotions.
- ▲ Teachers may have unrealistic expectations for students who have been away from instructional flow, assuming they will be able to pick up right where they left off.
- ▲ Offer the student a fresh start and a warm welcome when they return to the classroom. At the beginning of the day or lesson, make time to have a brief individual conversation with the student, letting them know that you are glad to see them back in class. If this isn't possible, you might choose to leave a positive message on the student's desk.
- ▲ Check in/check out – arrange for the student to meet with the identified staff member or mentor for support at specific times of the day. Make sure staff members adhere to them.
- ▲ During check out conversation with the student, the identified staff member plans any necessary adjustments for day two and the following week.

To support the student's ongoing learning and wellbeing needs, key staff should continue to monitor and mentor the student, adjust the individual student support plan and/or Personalised Learning Pathway (PLP), (or other individual plan already being used) over the next few weeks, and include regular feedback to the student and family. Families with refugee backgrounds, and their children may require explanation of processes and

procedures. Schools should not assume knowledge or understanding. Consideration to language and social and emotional factors, including trauma should be planned for and use of interpreter should be sourced, if necessary.

Resource feedback

Please complete this short 2-minute survey: [Resolving a suspension guide - feedback form](#)



[\[back to top page\]](#)

Suspension checklist

This checklist is a prompt to support procedural fairness and is not mandatory. It is not a substitute for referring directly to the procedures. Refer to the [Suspension and Expulsions Procedures](#) for details and additional information.

School:

Student:

Date:

Behaviour/s of concern:

Reference	Action	Comments	Yes	No
	This process has been conducted in accordance with and respect to anti-discrimination practices, including but not limited to race, disability, gender, religion, or sexual identity (for more information, please refer to the NSW Anti-Discrimination Act 1977).			
Decision to issue a formal caution				
1	Where the student's behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning, the principal or acting/relieving principal has: ☐ had prior formal communication with the student's parents or carers ☐ previously issued a written formal caution to the student's parents or carers, with information outlined in Section 1 of the Procedures, where appropriate.			
Reference	Action	Comments	Yes	No
Grounds for suspension – choose option				
2.1	A student has engaged in behaviour or behaviours of concern that pose an unacceptable risk to others or to teaching and learning: ☐ continued / persistent disobedience and/or disruptive behaviour ☐ malicious damage to or theft of property ☐ verbal abuse ☐ bullying and cyber-bullying mis-use of technology ☐ discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity ☐ other.			
2.2	A student has engaged in serious behaviour or behaviours of concern that pose an immediate and/or significant risk of harm to others, and a formal caution is not appropriate: ☐ being in possession of, uses or supplies tobacco, vaping devices, alcohol and e- cigarettes ☐ being in possession of, uses or supplies a suspected illegal/restricted substance ☐ being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms ☐ using an implement as a weapon ☐ seriously threatening or engaging in physically violent behaviour engaging in serious criminal behaviour related to the school ☐ engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others (see definition) ☐ other			
Reference	Action	Comments	Yes	No
Considerations for proceeding with a suspension				
3.1	The principal or acting/relieving principal has:			

	☐ considered the student's learning and wellbeing needs, including appropriate alternative behaviour supports and adjustments, disability, developmental age, trauma, child protection and cultural considerations. ☐ reviewed reports, data, and witness accounts provided the student with the opportunity to respond followed the principles of procedural fairness			
3.2	The principal or acting/relieving principal has considered the student's eligibility for alternative programs in their local area. This may include suspension centres, tutorial centres or behaviour schools. If an option, principal to initiate referral/access request.			
Reporting serious incidents or unsafe behaviour				
4.1	The principal or acting/relieving principal has referred to the Incident Notification and Response Procedures and called the Incident Report and Support Hotline on 1800 811 523, as required			
4.2	The principal or acting/relieving principal has used the Mandatory Reporter Guide to help decide if a child is suspected to be at risk of harm or significant harm, and reported this to the Child Wellbeing Unit on (02) 9269 9400 or the Child Protection Helpline on 132 111, as required			
4.3	The principal or acting/relieving principal has reported to NSW Police, as required.			
4.4	The principal or acting/relieving principal has consulted with the DEL for guidance, support and direction where the behaviour relates to problematic or harmful sexualised behaviour.			
Reference	Action	Comments	Yes	No
Deciding the length of a suspension				
5.1	The principal or acting/relieving principal has issued the appropriate suspension duration to implement supports for the student and appropriate safety measures. ☐ K-2 (up to 5 consecutive school days) ☐ 3-12 (up to 10 consecutive school days).			
5.2	The DEL has approved the suspension, if the student has already exceeded or will exceed the maximum suspension days in this calendar year: ☐ K-2 (max. 30 school days) ☐ 3-12 (max. 45 school days). Note: An automatic notification will go to Delivery Support.			
5.3	Where a 5-day block extension is required, the principal or acting/relieving principal has: ☐ informed the DEL for the first 5-day block ☐ consulted with the DEL for further 5-day blocks.			
Notifying the relevant people of the suspension				
6.1	The principal or acting/relieving principal has: ☐ verbally informed the student and their parents or carers, where possible; and arranged collection from the school, where appropriate ☐ advised the principal of the other setting if a student attends more than one setting ☐ informed relevant staff and other external agencies with parents' or carers' permission, if required.			

6.2	The principal or acting/relieving principal has issued a formal written notification using the Notice of Suspension template , or if not, followed the requirements under 2.2.4 including providing a learning program for the student while suspended.			
6.3	Where possible, school counselling service staff should be informed and be available to provide counselling support for the student during the suspension, with the permission of the principal at a pre-arranged time.			
6.4	The principal or acting/relieving principal recorded the suspension in ERN or the school's approved third-party provider within 24 hours.			
Reference	Action	Comments	Yes	No
Resolving the suspension				
7.1	The principal or acting/relieving principal has: ☐ determined a Student Tailored Risk Management Plan (STRMP) is required ensured school staff have appropriate support to complete the STRMP. ☐ If support is required, contact the Complex Case Team for assistance in developing a STRMP.			
7.2	A meeting to resolve the suspension has occurred where: ☐ the student and a parent or carer were present (a support person or observer may also be present) ☐ the student was given 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 ☐ a copy of any behaviour support plan, where required, and documented outcomes were provided to relevant staff, the student, their parents or carers ☐ principles of procedural fairness were followed			
7.3	Where appropriate referrals have been made to school learning support team and/or for ongoing support from school counselling service staff.			
7.4	The principal or acting/relieving principal has accessed the Resolving a suspension guide			
Arranging support for those impacted by behaviour/s of concern				
8.1	The principal or acting/relieving principal has taken all reasonable steps to ensure the safety of students and staff, and to eliminate or minimise identified risks, including providing individuals with necessary support.			
8.2	Staff and students directly impacted by the behaviour leading to the suspension are to be informed of a student returning prior to the student's return.			

Appealing a Suspension Fact Sheet

What do I need to know if I want to appeal a suspension or expulsion?

What is an appeal?

An appeal is when you ask for a decision to be looked at again. This happens because you are not happy with a decision that has been made.

How do I appeal a suspension or expulsion?

You can appeal a suspension or expulsion if you believe that the principal made an unfair decision or didn't correctly follow the policy and procedures. Students, parents and carers can fill out an [appeal form](#).

Appeals can be lodged with the local [Education Office](#). The local Education Office can help you understand the process. They can also help you write the appeal. Your child's school can provide contact information for your local Education Office.

A decision about the appeal will be made by a Director, Educational Leadership or Executive Director, School Performance and will take between 15 and 20 school days to process. You will be contacted when the appeal is lodged and a decision is made. If you need further information you can contact the local Education Office where the appeal was lodged.

Outcome from a suspension appeal

If the appeal about a suspension is upheld, and the decision maker agrees with your request, the principal will contact you to make sure your child returns to school as soon as possible. The appeal decision will be noted on your child's records and the suspension will be removed from your child's record.

If the appeal about a suspension is not supported, and the decision maker does not agree with your request, your child will stay on suspension until the agreed date.

Outcome from an expulsion appeal

If the appeal about an expulsion is supported, and the decision maker agrees with your request, the principal

will need to work with you to resolve any serious safety concerns and put in place support measures so that your child can return to school. The appeal decision will be noted on your child's records and the expulsion will be removed from your child's records.

If an appeal about an expulsion is not supported, and the decision maker does not agree with your request there may be a range of other options available to your child. The principal will work with you to arrange an alternate setting more appropriate to your child's needs.

If the appeal about an expulsion is not supported and your child is 17 years or older, you and your child should look for options to continue learning or transition to work.

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.

How do I make a complaint?

Information on [advocating for your child](#) is available for parents. Information on [making a complaint](#) is also available if you still have concerns about the suspension or expulsion appeal process.

Information on communicating with schools is provided in the [School Community Charter](#).

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.

Suspension Factsheet - What do I need to know if my child is suspended?

Parent/carers 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.

Sample Correspondence from School

Dear Mr & Mrs _____,

Your child has been involved in the following incident:

[Insert factual details of behaviour/s of concern here].

The behaviour/s of concern have been discussed with.

We would like to support to engage in more positive behaviour and we will continue to work together with you and _____ to help them to succeed at school.

This letter is to advise that member of the Leadership Team has been placed on Level 1 and as a result, will complete 1 Time-Out with a

It is important to note that students who are on a Level will not be included in an excursion or be permitted to represent the school. Students may still attend curriculum based activities at the discretion of the schools Leadership Team. If this behaviour continues to escalate, further measures may need to be taken, such as suspension from school, in accordance with the NSW Department of Education's Student Behaviour Policy and Student Behaviour Procedures Kindergarten to Year 12. These documents are available at the NSW Department of Education's website at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>. Please contact the school office if you would like a printed copy.

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

You may also wish to contact the school on 6729 1131 to discuss this matter further with an Assistant Principal. Yours sincerely,

Assistant Principal

Rowena Public School 20th June 2024

Level 1 Letter Response – please return via email or to school office

Please tick:

I have noted the Level 1 Letter and discussed it with _____.

Parent/Carer Name:

Parent/Carer Signature:

Date:

Parent/Carer's preferred contact method and details:

Please return this slip to: Rowena-p.school@det.nsw.edu.au