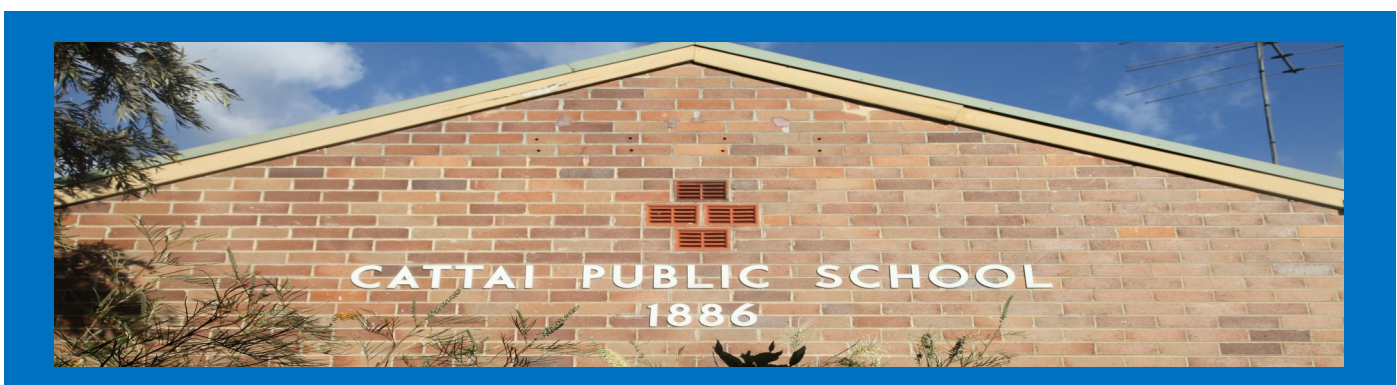
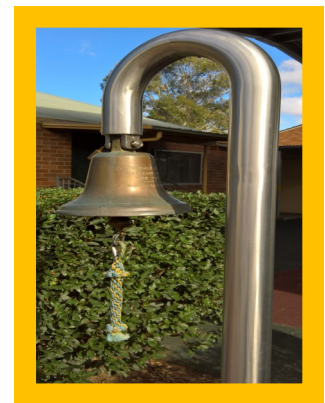
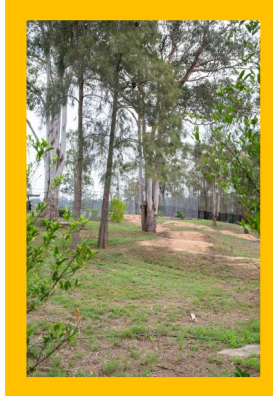




Education

Student Discipline Processes and Procedures Cattai PS



Contents

1. Statement of Purpose
2. Links to the wellbeing framework
3. Core Rules
4. Strategies For Promoting Positive Behaviour
5. Strategies For Reinforcing Student Achievement
6. Strategies For Managing Inappropriate Behaviour

Statement of Purpose

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

- Help reduce the amount of poor behaviour choices that students make.
- Provide systems to support students, staff and parents in the instance of poor behavioural choices.
- Increase the engagement and love of learning in all students.

Connect



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

Related information:

- Anti bullying policy
- School uniform
- Student Participation and leadership (7 Habits)
- School Attendance

Succeed



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

Related information:

- Student Behaviour and Discipline
- Out-of-home-care
- Supporting students with disability
- Positive Behaviour for Learning

Thrive



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

Related information:

- Nutrition in schools
- Sun safety
- Drug education

Core Rules

Student discipline in NSW Government Schools

All students in NSW Government schools are expected to:

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

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

Class Dojos "Gotchas"

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

How: Each time a student demonstrates one of the '7 Habits of Happy Kids' and it is observed by the teacher, they may have a gotcha added to their avatar. There are also opportunities for students to reward their peer's good choices with class dojos as well.

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

Cattai's

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

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

- 100 gotchas: Bronze Award
- 200 gotchas: Silver Award
- 300 gotchas: Gold Award
- 400 gotchas: Platinum Award

These awards will be presented at each parent assembly. Each time a student receives one of the above awards they will also be invited to the next Principal's Morning Tea.



7 Habits of Happy Kids

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

The 7 Habits are as follows:

- Habit 1:** Be proactive
- Habit 2:** Begin with the end in mind
- Habit 3:** Put first things first
- Habit 4:** Think win/win
- Habit 5:** Listen first talk later
- Habit 6:** Synergy
- Habit 7:** Sharpen the saw.

When students demonstrate one of the 7 Habits they may receive a gotcha.

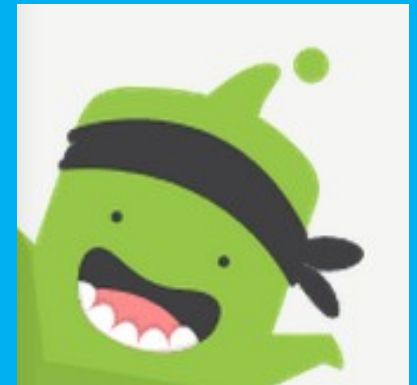
Note: For more detailed information regarding the 7 Habits see page 11 of this document.

Marble Bowl

Each class also has a marble jar. Each day in class marbles may get placed into the marble jar if students work together well in groups, as a class or as a school. This rewards system is to encourage cooperation and team work. Essentially Habits 4, 5 and 6 of the 7 Habits.

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

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



Learning Contracts

Students work on their learning contracts when they are not working with the guided teacher group during English sessions. The learning contract enables students to choose from a range of independent lessons. This is with the intention of teaching students valuable time management and prioritisation skills. It also allows students to self-monitor their work and proactively seek feedback from the teachers.



Tracking Sheets

Every student has a tracking sheet for writing, speaking, comprehension and numeracy.

Tracking sheets are based on the literacy and numeracy continuums. Each student has access to their tracking sheets and are aware of their own learning progress.

Open transparent discussion with each student help to guide the teaching and learning process.

Student achievements are celebrated and 'gotchas' can be rewarded when students achieve markers along the continuums.

Presentation Night

At the end of each year we celebrate with students their achievements throughout the year. A range of academic, sporting and social awards are presented.

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

Writing Contract Term:	WS1	WS2	WS3	WS4	WS5	WS6	WS7	WS8	WS9	WS10
Guided Writing Term										
Guided Writing WS1										
Guided Writing WS2										
Guided Writing WS3										
Guided Writing WS4										
Guided Writing WS5										
Guided Writing WS6										
Guided Writing WS7										
Guided Writing WS8										
Guided Writing WS9										
Guided Writing WS10										
Digital Publishing 2										
Health Teams										
Handwriting										
English Skills										
Independent Writing										
Thinking Maps										
Spelling										
P.C. Writing										
Journal										
Reading Contract Term:	RS1	RS2	RS3	RS4	RS5	RS6	RS7	RS8	RS9	RS10
Reading Skills 1										
Independent Skills 1										
Word Cards										
Self Reading										
R. Spoken Convers										
R. Spoken Present										
R. Spoken Library										
Response Reading Term										
Response Reading WS1										
Response Reading WS2										
Response Reading WS3										
Response Reading WS4										
Completed Work										
Spelling & Listening Prep										



Writing Tracking Sheet

Writing and Representing + Grammar, Punctuation and Vocabulary + Spelling: Syllabus Tracking Sheet

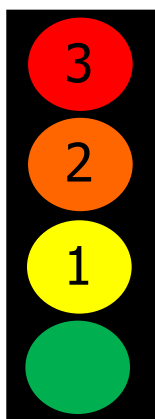
ES1 Writing and Representing 1 Objective A ENe-2A						Name:	
drawing on their experience of language and texts, begin to understand that writing and representing can be used to convey an idea or message	share writing with others for enjoyment develop an awareness of issues relating to the responsible use of digital communication	know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words	create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge	compose texts using some sight words and known words compose texts on familiar topics using pictures and graphics to support their choice of words	experiment with basic visual , multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences	use opportunities to write in their home language and dialect and make basic connections with English, including Aboriginal languages and Aboriginal English	participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops identify and use words around the classroom and in books during writing
ES1 Writing and Representing 2 Objective B ENe-7B							
discuss the possible audiences of imaginative and informative texts	understand that texts can take many forms, can be very short (for example an exit sign) or quite long (e.g. an information book or a film) and that stories and informative texts have different purposes	discuss the different purposes of drawing and writing in simple texts understand that some language in written texts is unlike everyday spoken language	identify some differences between imaginative and informative texts	identify that imaginative texts are about 'characters' that are represented by nouns and noun groups	demonstrate an awareness of written forms of communication, including labels, symbols , emails , letters and photographs	compose texts for known audience , eg self, class, other classes, parents compose texts using drawings and other visual media to create meaning	reread own texts with peers and known adults and explain the purpose for the writing
ES1 Grammar, Punctuation and Vocabulary Objective B ENe-9B							
begin to understand that grammar , punctuation and vocabulary are needed to achieve the purpose of the text	show a growing awareness of words that enrich their vocabulary recognise that texts are made up of words and groups of words that make meaning	recognise that sentences are key units for expressing ideas identify statements , questions , commands and exdations and their functions in texts	experiment with adverbial phrases in structured and guided activities to indicate when, where and how actions occurred, eg last week, at home	demonstrate an awareness of nouns , pronouns and conjunctions recognise simple pronoun references to maintain meaning	understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	identify features of sentence punctuation, eg question marks and exclamation marks , when reading and composing	demonstrate an awareness that some words have multiple meanings know the meaning of commonly used words begin to build personal vocabulary
compose effective sentences in writing using appropriate word order		begin to use statements and questions with appropriate punctuation		attempt to incorporate unfamiliar words in writing		use a growing vocabulary to describe everyday events and experience	

Numeracy Tracking Sheet

ES1 Whole Numbers Number & Algebra MAE-1WM MAE-2WM MAE-3WM MAE-4NA						Name:	
count forwards to 30 from a given number	identify the number before and after a given number	count backwards from a given number in the range 0 to 20	describe the number before as 'one less than' and the number after as 'one more than' a given number	read and use the ordinal names to at least 'tenth'	read numbers to at least 20, including zero, and represent these using objects (such as fingers), pictures, words and numerals	recognise numbers in a variety of contexts, eg classroom charts, cash register, computer keyboard, telephone	communicate the use of numbers through everyday language, actions, materials and informal recordings
estimate the number of objects in a group of up to 20 objects, and count to check	use 5 as a reference in forming numbers from 6 to 10, eg 'Six is one more than five'	use 10 as a reference in forming numbers from 11 to 20, eg 'Thirteen is 1 group of ten and 3 ones'	recognise the number of objects or dots in a pattern of objects or dots instantly,	recognise dice and domino dot patterns,	instantly recognise (subitise) different arrangements for the same number, eg different representations of five	recognise that the way objects are arranged affects how easy it is to subitise	count with one-to-one correspondence
recognise that the last number name represents the total number in the collection when counting	make correspondences between collections, eg 'I have four counters, you have seven counters. So you have more counters than me'	compare and order numbers and groups of objects	apply counting strategies to solve simple everyday problems and justify answers	use the term 'is the same as' to express equality of groups	determine whether two groups have the same number of objects and describe the equality, eg 'The number of objects here is the same as the number there'		
S1 Whole Numbers 1 Number & Algebra MA1-1WM MA1-2WM MA1-3WM MA1-4NA							
count forwards and backwards by ones from a given two-digit number	identify the number before and after a given two-digit number	describe the number before as 'one less than' and the number after as 'one more than' a given number	read and use the ordinal names to at least 'thirty-first', eg when reading calendar dates	count and represent large sets of objects by systematically grouping in tens	use and explain mental grouping to count and to assist with estimating the number of items in large groups	use place value to partition two-digit numbers, eg 32 as 3 groups of ten and 2 ones	state the place value of digits in two-digit numbers, eg 'In the number 32, the "3" represents 30 or 3 tens'
partition two-digit numbers in non-standard forms, eg 32 as 32 ones or 2 tens and 12 ones	represent two-digit numbers using objects, pictures, words and numerals	locate and place two-digit numbers on a number line	apply an understanding of place value and the role of zero to read, write and order two-digit numbers	use number lines and number charts to assist with counting and ordering	give reasons for placing a set of numbers in a particular order round numbers to the nearest ten	estimate, to the nearest ten, the number of objects in a collection and check by counting, eg estimate the number of children in a room to the nearest ten	

1,2,3 Magic

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



Sample traffic light display

Play Time-Out

Students who act in an unsafe manner, are disrespectful to others or are not productive in their learning habits may receive some time-out from their play depending on the incident. If it is due to being lazy in their work habits they may need to finish work during their play time. Note: all time-outs are implemented in alignment with the DEC's Guidelines for the Use of Time-out Strategies Including Dedicated Time-out Rooms

Behaviour Log

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

Choices Card

The 'Choices Card' is one of the strategies teachers may use in the event of a student demonstrating poor behaviour choices. Students placed on a 'choices card' will usually be on levels 4 or below. This card is used to help teachers more closely monitor students behaviour choices. For each playtime and lesson through out the day, staff sign off the card if the student has made good choices. In the event of a student making poor choices, they may need to stay on the card for an extra day or another consequence depending on the situation. 'Choices Cards' should be seen as an opportunity to support students in making better choices.

Student Behaviour Reflection Form/Questions

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

Bus Behaviour

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

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

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

Behaviour Reflection Chart

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

What choice did I make?

Which habit should I have chosen?

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

What are the consequences of my choice?

How would it make others feel?

What should I do next time?

Student sign off: _____

Date: _____

Teacher sign off: _____

Date: _____

Cattai PS Choices Card



Name: _____ Class _____

Day										
Date										
Before School										
Morning 1										
Morning 2										
Morning 3										
Morning 4										
Recess										
Middle 1										
Middle 2										
Middle 3										
Lunch										

Teacher comment:

Final sign off and date

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

Suspension and Expulsion of School Students - Procedures

Information for parents

1. Introduction

This document provides summary information for parents on the Department of Education and Communities *Suspension and Expulsion of School Students - Procedures*. A full version of these procedures can be obtained from the Department's policy website at:

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/implementation_2_PD20060316.shtml

Further assistance is available from Department of Education and Community offices. A full list is available at:

<https://www.det.nsw.edu.au/contactus/index.htm>

2. Context

- All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.
- There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.
- In such cases of unacceptable behaviour, parents should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program.
- In implementing these procedures, the principal must ensure that no student is discriminated against on any of the following grounds:
 - race, including colour, nationality, descent, and ethnic, ethno-religious or national origin
 - sex
 - marital status
 - disability, including HIV/AIDS
 - homosexuality
 - transgender, or
 - age.
- The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.
- Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student wellbeing and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents with a view to assisting a suspended student to rejoin the school community as quickly as possible.

- Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as an Aboriginal community liaison officer or learning and support teacher. In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.
- The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognised as having two essential elements. These are the right:
 - to be heard, and
 - of a person to a fair and impartial decision.
- These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. This includes the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues.

3. Suspension

a. General principles

- In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and wellbeing of the student, staff and other students.
- Before a suspension is imposed, with the exception of the cases outlined in dot point 4 below or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will ensure that appropriate school student welfare strategies and discipline options have been applied and documented
- In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.
- When consideration has been given to factors such as age, disability and developmental level of students (amongst others), principals must suspend immediately and consistently with these procedures, any student who:
 - **is physically violent:** Any student who is physically violent, resulting in injury, or whose violent behaviour

seriously interferes with the safety and wellbeing of others is to be suspended immediately

- **is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause)**
- **uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance**
- **engages in serious criminal behaviour related to the school.**
- Schools should ensure that in meetings with school personnel, in cases where communication difficulties arise due to a lack of understanding of English, parents have access to the use of an on-site or telephone interpreter and receive translated letters notifying of suspension or expulsion. Consideration may also need to be given to cultural issues and the intellectual capacity of the parent to understand what is occurring and what is being said. Contact the school if you require an on-site or telephone interpreter.
- In all cases of suspension:
 - a formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing
 - a suspension resolution meeting must be convened by the principal at the earliest opportunity. The principal, in conjunction with the parents, should utilise the school and other available resources including local Department of Education and Communities office staff in seeking a means of assisting the student to modify his or her behaviour.
- Should parents require a support person in order to participate fully in the suspension resolution or expulsion meeting, a person acceptable to both the parents and the principal may be involved, e.g. a member of the local Aboriginal Education Consultative Group (AECG) or an interagency support worker. The responsibility for organising a support person rests with the student or parents.

b. Short suspension

- In cases where a range of appropriate learning and support strategies have been implemented and been unsuccessful in resolving the inappropriate behaviour, or the principal determines the behaviour of the student is of a type that warrants immediate suspension, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:
 1. **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance;

disrupting other students; use of alcohol or repeated use of tobacco.

2. **Aggressive Behaviour.** This includes, but is not limited to hostile behaviour directed towards students, members of staff or other persons, including:
 - damaging the property of the school or students;
 - bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

c. Long suspension

- If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:
 - the safety of students and staff
 - the merit and circumstances of the particular case
 - factors such as the age, individual needs, any disability and developmental level of students.
- Subject to factors outlined in the dot point above, principals will impose a long suspension for:
 - **Physical violence:** Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).
 - **Use or possession of a prohibited weapon, firearm or knife.** When the student:
 - uses or possesses a weapon which is listed in Schedule One of the *Weapons Prohibition Act*. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
 - uses a knife or possesses a knife (without reasonable excuse as defined by the *Summary Offences Act*);
 - uses or possesses a firearm of any type (including live ammunition, and replica firearms).

*Note – "reasonable excuse" includes Kirpans carried by Sikhs for religious purposes.
 - **Possession, supply or use of a suspected illegal substance.** This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
 - **Serious criminal behaviour related to the school.** This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises.
- Subject to factors outlined in the first dot point in this section (section c), principals may also impose a long suspension for:
 - **Use of an implement as a weapon.** When a student uses an implement as a weapon to assault or injure

another person (including use of an offensive implement, which is any implement made, or adapted, to cause injury to another person).

- **Persistent or serious misbehaviour.** This includes, but is not limited to:
 - repeated refusal to follow the school discipline code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
 - making credible threats against students or staff;
 - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.
- In the formal disciplinary interview, the student must be able to have an appropriate observer of their choosing present at the interview.
- The principal will not impose any more than two long suspensions on an individual student in any twelve month period without the approval of the Director, Public Schools NSW.
- If, after two long suspensions, the matter has not been resolved other strategies must be considered including alternative educational placements, expulsion from the school or expulsion from the school with a recommendation to the Minister that the student not be re-admitted to all or any government schools.

4. Deciding on, notifying and resolving a suspension

- The decision to suspend must be taken by the principal, or in the principal's absence, the person performing the principal's role (relieving principal).
- A student will not be sent out of the school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school.
- Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification.
- The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents, to discuss the basis on which the suspension will be resolved.
- If parents are unable or unwilling to attend a suspension resolution meeting, the principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period.
- Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension.

5. Expulsion

a. General principles

- In serious circumstances of misbehaviour the principal may expel a student of any age from their school. The principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning.
- In all cases where expulsion is being considered the principal must:
 - notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action
 - organise an interpreter or cultural assistance and/or translated documents, or other assistance for disability issues as appropriate, in order to allow parents to participate fully in the process
 - obtain and consider a report from the learning support team or school counsellor, as appropriate, that includes recommendations for further action
 - provide the parents with a copy of all documentation on which the consideration of expulsion is based
 - allow seven school days for students and parents to respond
 - consider any response from the student and parents before proceeding further
 - discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal.

b. Expulsion from a particular school for misbehaviour

- When considering expelling a student for misbehaviour, the principal must:
 - ensure, except as a result of a most serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented
 - convene a formal disciplinary interview with the student. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For very young students or students with certain disabilities it may be advisable to have a parent present at the meeting
 - place the student on a long suspension pending the outcome of the decision making.
- Having reached a decision to expel a student from the school, the principal will inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision. The principal will also:
 - arrange, within 10 school days, and with support from local Department of Education and Communities office staff, an alternative educational placement appropriate to the needs of the student.

- If a suitable alternative cannot be arranged the principal must refer the issue to the Director, Public Schools NSW for resolution.
- In the resolution process the Director, Public Schools NSW may consider a range of options including:
 - directing, with approval from the Executive Director, Public Schools NSW the re-admittance of the student to the school, subject to strict disciplinary arrangements as necessary to ensure the safety and wellbeing of the student, other students and staff
 - placement in an alternative education setting
 - enrolment in TAFE
 - participation in other education or training approved by the Minister
 - enrolment in distance education, or
 - recommending to the Executive Director, Public Schools NSW 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).
- In the majority of cases, expulsion from a particular school for misbehaviour will be finalised within the 20 school day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed provided approval is given by the Director, Public Schools NSW.
- If the student's behaviour has been so extreme that a suitable alternative placement cannot be found, the Director, Public Schools NSW, in consultation with the principal, may forward a submission to the Secretary, Department of Education and Communities, through the Executive Director, Public Schools NSW recommending to the Minister that the student who has been expelled for misbehaviour not be re-admitted to all or any government schools.
- c. Expulsion from a particular school of a student over 17 years of age for unsatisfactory participation in learning**
 - This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.
 - Prior to giving consideration to expulsion the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student to assist them to improve their participation in learning. The student must also be provided with a reasonable period in which to demonstrate improvement.
 - When considering expulsion in these circumstances, the principal will notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action. There is no necessity to place the student on long suspension pending the decision making process in these circumstances.

- Having reached the decision to expel the student from the school the principal will inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision.
- The arrangement of an alternative placement is the responsibility of the student and the student's parents. Advice for students and parents in these circumstances is available from the appropriate Department of Education and Communities office.

6. Appeals

- Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached.
- Some students or parents will require assistance in lodging an appeal. Students or parents requiring assistance should be referred in the first instance to their local Department of Education and Communities office. Local office personnel should identify appropriate support people for the student or parents if this type of assistance is requested. Appeals can be made to:
 1. Director, Public Schools, NSW about the imposition of a suspension or a decision to expel a student from a particular school.
 2. Executive Director, Public Schools NSW where a Director, Public Schools NSW has been so involved in a decision to suspend or expel a student from a particular school as to prevent him or her, on the grounds of procedural fairness, from deciding an appeal.
 3. Executive Director, Public Schools NSW about the decision of a Director, Public Schools NSW to decline an appeal relating to a suspension or an expulsion from a particular school.
- The Director, Public Schools NSW or Executive Director, Public Schools NSW will:
 - deal with the appeal within 20 school days of its lodgement
 - ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal
 - review all relevant material
 - ensure that appropriate material has been made available to the student and his or her parents
 - discuss relevant issues with the person(s) making the appeal and any other parties, as appropriate
 - advise all the parties of the decision and the specific reasons for reaching the decision.
- Where an appeal or a component of an appeal is upheld, the person determining the appeal will decide what further action is to be taken. Further action will be determined by the findings of the 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.

NOTE: In these procedures, the term "parent" or "parents" includes any person or persons having the custody or care of a child.



Education

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