

# Suspension and Expulsion of School Students - Procedures

Student Discipline in Government Schools PD 2006 0316

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## Good Practice Guide 2009

Updated February 2011



Education  
& Training

STUDENT WELFARE DIRECTORATE

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## Introduction

Principals and school executive need to follow relevant policies and procedures when implementing suspension practices. The guiding policy is *Student Discipline in Government Schools* (2006).

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discip\\_gov/PD20060316.shtml](https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml)

The *Suspension and Expulsion of School Students – Procedures* (2011) provides guidance when serious disciplinary action against a student is being considered.

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discip\\_gov/suspol\\_07.pdf](https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/suspol_07.pdf)

In this *Good Practice Guide*, ATTACHMENT refers to attachments in this document and APPENDICES refers to documents in the *Suspension and Expulsion of School Students – Procedures* (2011).

This *Good Practice Guide* supports the implementation of the *Suspension and Expulsion of School Students – Procedures* (2011). This document does not replace the *Procedures*.

The ATTACHMENTS are based on good practices being used in schools and are not mandatory. They will, however, provide support for managing these procedures and with developing school based documents to support the procedures. The *Good Practice Guide* will help ensure procedural fairness and minimise appeals based on the incorrect application of procedures.

## Good practice principles

1. Working in partnership with parents and the community.
2. Providing school work for students who are suspended.
3. Developing re-integration plans for return from suspension.
4. Adjusting the curriculum and teaching methods.
5. Engaging and working with external supports.
6. Developing and implementing support strategies for teachers.

## Ombudsman's Report

The Office of the NSW Ombudsman in the final report *Investigation into the Implementation of the Department's Policy and Procedures on Long Suspensions* (2008) made a number of recommendations to assist schools with the implementation of the policy. Some of these recommendations are addressed in this document.

1. The need to keep a record of disciplinary interviews
2. The need to keep a record of decisions at suspension resolution meetings
3. The need to check the accuracy of correspondence before sending letters to parents/carers
4. The appropriateness of work sent home during a long suspension
5. Parent/carer interviews which can be held via the telephone
6. Where appropriate, the need for a risk management plan for students returning following a long suspension.

## 1. Working in partnership with parents and the community

- a. Involve parents/carers when reviewing the Student Welfare Policy  
[www.det.nsw.edu.au/policies/student\\_serv/student\\_welfare/stude\\_welf/pd02\\_52\\_student\\_welfare.pdf](http://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/pd02_52_student_welfare.pdf)
- b. Involve parents at least every three years with the review of the school's Discipline Policy. The policy Student Discipline in Government Schools (2006) can be accessed at:  
[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discip\\_gov/PD20060316.shtml](https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml)
- c. Involve parents/carers when reviewing the school's Anti-bullying Plan. The Anti-bullying plan for schools can be accessed at:  
[www.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discip\\_gov/anti\\_bul07.pdf](http://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/anti_bul07.pdf)
- d. Arrange telephone interviews for parents/carers if they are unable to attend suspension resolution meetings at school.
- e. Utilise Aboriginal Education Officers (AEOs) and Aboriginal Community Liaison Officers (ACLOs) to assist parents of Aboriginal students by supporting them during the suspension resolution process. Information and advice can be also accessed from Regional Aboriginal Education, Senior Education Officers and Consultants and Aboriginal Education Consultative Group (AECG).
- f. Work in partnership with other government agencies such as the Department of Human Services: Aging, Disability and Home Care (ADHC) where the student has significant support issues
- g. Consider the involvement of Community Liaison Officers (CLO's) to support parents during the suspension resolution process where schools have access to these positions.
- h. Consider the involvement of regionally based Community Information Officers (CIOs) for facilitating communication and interaction between schools and communities from culturally and linguistically diverse backgrounds. They are not language or culture specific but may be of assistance to parents during the suspension process. They do not act as interpreters.

- i. Utilise the Telephone Interpreter Service. Telephone 131 450 to access support for parents with a language other than English who have difficulty with the English language. Information about interpreter services is available at:

<http://www.schools.nsw.edu.au/adminsupport/intertranslate.php>

- j. Provide display copies of [Parent Brochure](#) available for parents in school information packages, in a foyer pamphlet display. Include the brochure with the suspension letter.
- k. Access copies of the Parent Brochure in foreign languages at: <http://www.det.nsw.edu.au/languagesupport/index.htm> when required.
- l. Encourage parents to have discussions with their child around what the child can do about changing their behaviours. The 'I Can Work It Out' worksheet can act as a script for these discussions. **[\(ATTACHMENT K\)](#)**
- m. Encourage parents to talk with the school counsellor and members of the schools' learning support team or student welfare team about how to support their child change his or her behaviours. In high schools, the head teacher welfare may be able to provide support.
- n. Have the school counsellor provide titles of books suitable for the School Library that provide positive ideas about raising children for parents to borrow through their child and the Parents and Citizens Association (P&C).
- o. Involve parents and carers as part of the consultation process when developing a Risk Management Plan.

[https://detwww.det.nsw.edu.au/media/downloads/detoh\\_s/adminandmanage/ohands/safeworklearn/riskmanage/stndt\\_behaviour/beh\\_overview.doc#chart](https://detwww.det.nsw.edu.au/media/downloads/detoh_s/adminandmanage/ohands/safeworklearn/riskmanage/stndt_behaviour/beh_overview.doc#chart)

## 2. Providing school work for students who are suspended

- a. Establish a system for collection of meaningful work from teachers and for distribution to parents/carers. This work needs to be age appropriate, suitable for the student's ability and related to topics being covered in class. Keep a record of what is sent home and what is returned. The work needs to be marked with feedback given to the student on long suspension.
- b. Consider the advantages for faculties in secondary schools to develop modules of meaningful work at various levels within their Key Learning Area that are appropriate for students to complete independently while on suspension.
- c. Consider setting a research task with up to ten focus questions for students in Primary School.
- d. Consider developing a series of cross curricular meaningful tasks which have been collaboratively developed between faculties in secondary schools. This can be easier to monitor and mark once issued than collecting work from all faculties. Completed work can be presented to a cross faculty group of teachers (eg 3) on return or the learning support team or a sub set of the learning support team who will be in a better informed position to plan future support.
- e. Arrange a process for work to be returned to teachers and ensure that it is marked. Follow up work should be made available, where appropriate, for students on long suspension.
- f. Consider the usefulness of having modules of work prepared based on Blooms Taxonomy to accommodate different learning styles.  
**(ATTACHMENT L)**
- g. Consider preparing modules of meaningful work for each stage on a CD that can be an effective way for providing work at home. The CD is borrowed from the school with an indication of tasks to be completed. Work can also be returned via a CD and presented a teacher or learning support team.

### 3. Developing re-integration plans for return from suspension

- a. Consider the use of 'I Can Work it Out' ([ATTACHMENT K](#)) or a similar social skills worksheets to assist students with alternate ways of managing incidents that lead to suspension. These worksheets need to be followed up by year advisors, mentor teachers, school counsellors or a member of the school executive. Counsellors and support teachers behaviour will have similar examples for use in primary and secondary schools.
- b. Involve the learning support team in consideration of a referral to regional supports including Suspension Centres for students on long suspension.
- c. Schedule Suspension Resolution Meetings as soon as possible and prior to the end of the suspension so that learning support teams can plan appropriate support.
- d. Involve learning support team or student welfare committee meetings in considering how best to support the student to change behaviours when he/ she returns from suspension. A behaviour plan and/or individual learning plan will assist and can be presented at the Return from Suspension Meeting. ([ATTACHMENTS M & N](#)). For students with a disability who may have limited insight into their behaviour, investigate further adjustments to curriculum and classroom routine.
- e. Consider the use of a *Readmission Agreement*. ([ATTACHMENT J](#)). The term 'agreement is preferable to 'contract'.
- f. Plan and implement a successful suspension resolution meeting by involving all key stakeholders. Focus on a fresh start, rather than going over the past. ([ATTACHMENT I](#))
- g. Provide support for the student to change his or her behaviour. This could include, but is not limited to student counselling, having a mentor (possibly a Year Advisor, member of Executive or Aboriginal Elder for Aboriginal students), behaviour agreement (signed off by each teacher during the day, a parent at night and the Deputy Principal or Assistant Principal the next morning).
- h. Consider the use of *Crime Prevention Workshops for Secondary Schools* and *Crime Prevention Workshop Program for Years 5 & 6*. These have worksheets that can be used as part of an integrated program. The materials are available from Student Welfare Consultants and Police Liaison Officers. They are best used when facilitated jointly by schools and Police Youth Liaison Officers.



- i. Have explicit plans including behaviour plans developed to support the student to understand and then modify his or her behaviour. Remind him/her of the benefits of appropriate behaviour and the consequences for inappropriate behaviour. ([ATTACHMENT M](#))
- j. Adjust *Personalised Learning Plans* for Aboriginal students to address issues related to behaviour that resulted in suspension. (Key Action Plan 3.1 of *Aboriginal Education & Training Strategy 2006 to 2008*). ([ATTACHMENTS N and O](#))
- k. Use [ATTACHMENT E](#) prior to considering expulsion for misbehaviour as per section 8.2 of Suspension and Expulsion Procedures.
- l. Look at the behaviour that resulted in the suspension, teach and re-teach behaviour, planning for the return to the classroom and follow-up after the return to the classroom. Help the student with scripts that will assist him or her when in a similar situation to that which resulted in the suspension.
- m. Consider developing a Behaviour/Learning Improvement Plan (BLIP) that focuses on learning and behaviour. Set targets for learning that are monitored as part of a plan. These should include strategies and practices to:
  - ii. Promote positive achievement including climate and respect
  - iii. Recognise and reinforce student achievement
  - iv. Manage inappropriate behaviour.
- n. Send a positive letter home or make a phone call for when there is evidence that targets are being achieved for learning and behaviour.
- o. Issue an emergency card or time out card that enables the student to show to a teacher giving them permission to report to the nominated member of the teaching staff (usually an executive member) if they think they might reoffend. The nominated person confirms and records the use of the card.
- p. Review and modify the student's individual learning plan for student's with a disability. Ensure the plan includes explicit teaching of appropriate behaviours. ([ATTACHMENT N](#))

#### 4. Adjusting the curriculum and teaching methods

- a. Utilise the services of the Support Teacher Learning Assistance (STLA), English as Second Language (ESL) teachers, Regional Aboriginal Education, Senior Education Officer 2 and Aboriginal Consultants, Support Teachers Integration (STI), Support Teacher Vision (STV), Support Teacher Hearing (STH) and Disability Programs Consultant (DPC) to support identified learning difficulties. It may also be useful to assess the students' learning needs/abilities if this has not previously been done. The school counsellor can assist with formal assessments.
- b. Investigate different ways to support the learning style of the student.
- c. Investigate ways to adjust the curriculum to support successful learning.
- d. Review adjustments and accommodations for students with a disability. The Support Teacher Integration may be able to assist.

#### 5. Engaging and working with external supports

- a. Consider *Links to Learning and Gateways* (assists young people who have either left school early or who are students at risk of leaving school early, by providing them with a range of learning and personal support opportunities to re-enter or remain in education and training) for secondary students. Contact the local Regional Office for the appropriate contact personnel. See the website address  
  
[www.det.nsw.edu.au/contactus/index.htm#regional](http://www.det.nsw.edu.au/contactus/index.htm#regional)
- b. Have the Learning Support Team consult with the School Counsellor or District Guidance Officer as to whether a referral to Mental Health team is appropriate.
- c. Utilise support from other government agencies, such as the Department of Human Services: Disability, Aging and Home Care (ADHC), Community Services (CS) and NSW Health, where appropriate.
- d. Consider support through 'Shine for Kids' [www.shineforkids.org.au/](http://www.shineforkids.org.au/) for students who have a parent in prison.
- e. Utilise the Aboriginal Community Liaison Officer (ACLO) to facilitate relations between children, parents, teachers and the community for Aboriginal students.

- f. Utilise the support of Community Liaison Officers (CLOs), when available, to support parents during the suspension resolution process.
- g. Provide details of available appropriate websites that support young people:
  - i. Mood Gym <http://moodgym.anu.edu.au/welcome>
  - ii. Reachout <http://www.reachout.com.au/home.asp>
  - iii. Kids Help Line [http://www.kidshelp.com.au/home\\_KHL.aspx?s=6](http://www.kidshelp.com.au/home_KHL.aspx?s=6)

## 6. Developing and implementing support strategies for teachers

- a. Professional Learning for teachers:
- i. Research Digest No. 1 *Behaviour Management* from the NSW Institute of Teachers  
<http://www.nswteachers.nsw.edu.au/Content.aspx?PageID=218&ItemID=50>
  - ii. John Bayley videos addressing the management of student behaviour.  
<http://www.teachers.tv/search/node/bayley>
  - iii. Ensure teachers have an understanding of different disabilities and how the disability can impact on behaviour. This will ensure students are not being suspended because of their disability. Support can be sought through support teachers behaviour and disability program consultants.
  - iv. Investigate the use of systems change - Positive Behavioural Interventions and Supports  
<http://www.pbis.org>
  - v. Utilise MindMatters - Provides support for schools to promote and protect the mental health and wellbeing of school community members.  
[http://www.mindmatters.edu.au/about/about\\_landing.html](http://www.mindmatters.edu.au/about/about_landing.html)
  - vi. Utilise the materials in *Behaviour Learning and Teaching* - a professional learning program for teachers and schools. This program is based on a positive approach to behaviour, teaching and learning. For teachers who are accredited at Professional Competence with the NSW Institute of Teachers, this program of eight modules is registered professional development and will contribute towards maintenance of accreditation requirements  
<https://detwww.det.nsw.edu.au/lists/directoriesaz/stuwelfare/behaviourprgms/behaviourmgt/index.htm>
- b. Use The Employee Assistance Program (EAPs) which is available for teachers who would like counselling support following a traumatic incident that resulted in the suspension of a student.  
<https://detwww.det.nsw.edu.au/adminandmanage/ohands/eap/index.htm>

- c. Utilise regional student services teams and support staff for professional development activities needed to address positive reinforcement to manage student behaviour. This comprises whole school strategies such as actively teaching students about appropriate expectations on how to deal with matters such as anger, frustration, conflict and bullying.
- d. *Student Discipline in Government Schools – Support Documents* provides schools with materials to enhance procedures:  
[https://detwww.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discip\\_gov/disc\\_implement.pdf](https://detwww.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/disc_implement.pdf)
- e. NonViolent Crisis Intervention (NCI) and is recommended for staff in all education settings . NCI provides training and development with managing any anxious, aggressive and assaultive behaviours. More information about NCI training can be obtained from the Regional Student Support Coordinator, Student Counselling and Welfare.

## ATTACHMENTS

The following attachments are available for download as individual documents by clicking on the links below.

[A. Short suspension checklist](#)

[B. Long suspension checklist](#)

[C. Expulsion – from school for misbehaviour checklist](#)

[D. Expulsion – Unsatisfactory participation in learning checklist](#)

[E. Expulsion checklist - General](#)

[F. Formal caution letter](#)

[G. Formal disciplinary log – Short suspension](#)

[H. Formal Disciplinary log – Long suspension](#)

[I. Suspension resolution meeting – Action plan](#)

[J. Post suspension readmission agreement](#)

[K. 'I can work it out' worksheet](#)

[L. Bloom's Taxonomy and Multiple Intelligence Grid](#)

[M. Behaviour plan](#)

[N. Student's learning plan - Example 1](#)

[O. Student's learning plan - Example 2](#)

## Attachment A - Short Suspension Checklist

**Short Suspension Checklist:** \_\_\_\_\_ School: \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

	ACTION	Y/N	COMMENT e.g. date	REF *
1	The principal must ensure that there is no discrimination against a student.			4.0.4
2	The principal must ensure that the implementation of these procedures takes into account individual student needs, disability, age and developmental levels.			4.0.5
3	In most cases other than indicated in 6.1.4 a range of welfare and discipline strategies should have been implemented and documented before suspension is imposed.			6.1.2 6.1.3
4	For cases involving inappropriate behaviours a warning letter has been issued. <a href="#">ATTACHMENT F</a>			6.1.2
5	Student is given explicit information about the nature of the allegations. <a href="#">ATTACHMENT G</a>			6.2.2
6	Student is given an opportunity to consider and respond to the allegations. <a href="#">ATTACHMENT G</a>			6.2.2
7	Student's response considered prior to decision to suspend. <a href="#">ATTACHMENT G</a>			6.2.2 7.1.2
8	Key features of interview recorded. <a href="#">ATTACHMENT G</a>			6.2.2
9	The principal or relieving principal has taken the decision to suspend – cannot be delegated.			7.1.1
10	Suspension is up to four days.			6.2.1
11	Parent or carer given prior notification if suspended student is to be sent out of school before the end of the school day.			4.0.2 7.2.1
12	Agreement reached about arrangements for collection of student from school.			7.2.1

## Attachment A - Short Suspension Checklist

	ACTION	Y/N	COMMENT e.g. date	REF *
13	<p>Letter of suspension includes:</p> <ul style="list-style-type: none"> <li>• notice of suspension</li> <li>• the date and probable duration</li> <li>• the category and specific reasons</li> <li>• the clear expectation that the student will continue with studies while suspended</li> <li>• the importance of parental assistance in resolving the matter</li> <li>• carer responsibility for the care and safety of the student while under suspension</li> <li>• other appropriate government or community agencies available to provide assistance where necessary.</li> </ul> <p><b>Note:</b> Suspension notification letter checked for accuracy and provided to carers in writing (signed only by principal or relieving principal – cannot be delegated) within 24 hours.</p>			7.2.2 7.2.3
14	Reasonable steps have been taken to ensure notification has been delivered including any necessary alternative form. E.g. translations Appendix 10. In some cases registered mail may be required. DET support staff may assist.			7.2.2
15	Parents or carers provided with a copy of: <ul style="list-style-type: none"> <li>• school discipline code</li> <li>• <i>Suspension and Expulsion of School Students Procedures</i> information for parents</li> <li>• information regarding appeal rights .</li> </ul>			7.2.5
16	Special transport provider notified by the principal when a student is subject to special transport arrangements.			7.2.4
17	Principal attempts to ensure student returns to school on or before suspension conclusion date, even if carers unable or unwilling to attend a suspension resolution meeting. This can include use of telephone interviews.  <b>NOTE:</b> Suspension resolution meeting can be held prior to concluding date.			7.2.2 7.3.1 7.3.2 5.0.1 6.2.3
18	The student has been informed about the suspension resolution meeting and encouraged to nominate a support person if a parent is unavailable			7.3.3
19	Resolution meeting includes parents and personnel involved in the welfare and guidance of the student.			6.2.3 7.3.1



## Attachment A - Short Suspension Checklist

	ACTION	Y/N	COMMENT e.g. date	REF *
20	Appropriate interpreter organised by principal or delegate (if required). <a href="http://www.schools.nsw.edu.au/adminsupport/intertranslate.php">www.schools.nsw.edu.au/adminsupport/intertranslate.php</a>			6.1.6
21	Basis on which suspension will be resolved discussed at meeting.			7.3.1
22	Behaviour support resources utilised.			6.1.2
23	Parents involved in this process.			7.3.1
24	Use of these resources discussed at suspension meeting.			6.2.3
25	Alternative educational strategies could be considered and discussed with SED or nominee, if this has not already occurred.			6.2.4
26	SED advised when more than two short suspensions in any twelve month period (may not be a school year). <b>Appendix 5</b>			6.2.5
27	SED notified of non-resolution of suspension via meeting or telephone interview by its concluding date.			7.3.2
28	Principal has taken alternative steps to resolve suspensions not resolved by concluding date.			7.3.2
29	Full record of outcomes from suspension resolution meeting made. <b>Copy has been provided to students and carers.</b>			7.3.6
30	Suspension entered on Suspension Return. <a href="http://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwelfare/discipline_team/yr2008/schoolregister.xls">detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwelfare/discipline_team/yr2008/schoolregister.xls</a>			6.3.10
31	Adjust number of days on Suspension Register if suspension has been resolved earlier than original number of days imposed.			6.3.10
32	All relevant documents retained on a file at the school.			6.2.6 7.3.6

Signed: \_\_\_\_\_ Date \_\_\_\_\_

**Note:** REF\* *Suspension and Expulsion of School Students – Procedures (2011)*

## Attachment B - Long Suspension Checklist

### Long Suspension Checklist

School: \_\_\_\_\_ Student Name: \_\_\_\_\_

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

ACTION		Y/ N	COMMENT e.g. Date	REF*
1	The principal must ensure that there is no discrimination against a student.			4.0.4
2	The principal must ensure that the implementation of these procedures takes into account individual student needs, disability, age and developmental levels.			4.0.5
3	In most cases other than indicated in 6.1.4 a range of welfare and discipline strategies should have been implemented and documented before suspension is imposed.			6.1.2 6.1.3
4	A formal disciplinary interview is held prior to the decision to suspend. <a href="#">ATTACHMENT H</a>			6.3.5 7.1.2
5	The student has an opportunity to have an appropriate observer of his/her choosing present. <a href="#">ATTACHMENT H</a>			6.3.5
6	Student given explicit information about the nature of the allegations. <a href="#">ATTACHMENT H</a>			6.3.5 7.1.2
7	Student given opportunity to consider and respond to the allegations. <a href="#">ATTACHMENT H</a>			6.3.5 7.1.2
8	Student's response must be considered prior to decision to suspend. <a href="#">ATTACHMENT H</a>			7.1.2
9	Key features of the interview have been recorded in writing. <a href="#">ATTACHMENT H</a>			6.3.5
10	Short suspensions have not resolved the issue OR Misbehaviour is so serious as to warrant immediate long suspension. Short suspension is not required prior to a long suspension if behaviour is serious.			6.3.1 6.3.2
11	The principal or relieving principal has taken the decision to suspend. This responsibility cannot be delegated.			7.1.1
12	Suspension does not exceed twenty school days.			6.3.1

ACTION		Y/N	COM-MENT e.g. Date	REF*
13	Procedural fairness principles implemented. Appendix 2			6.3.4
14	Arrangements made with parent if the suspended student is to be sent out of school before the end of the school day. Adequate supervision is provided at school until these arrangements are made.			7.2.1
15	Agreement reached with parents/carers about collection of student from school arrangement.			7.2.1
16	Reasonable steps taken to ensure the notification is delivered, including any necessary alternative form e.g. translations. DET support staff may assist with this process. Registered mail may be required in some circumstances.			7.2.2
17	<p>Letter of suspension (<b>Appendices 6-12 provide standardised letters that must be used</b>) includes:</p> <ul style="list-style-type: none"> <li>• notice of suspension</li> <li>• the date and probable duration of the suspension</li> <li>• the category and specific reasons for suspension</li> <li>• the clear expectation that the student will continue studies while suspended and that a study program will be provided</li> <li>• the importance of parental assistance in resolving the matter</li> <li>• parent or carer responsibility for the care and safety of the student while suspended</li> <li>• clear expectations that the student should not be on school grounds without the permission of the principal</li> <li>• information concerning appeal rights and other appropriate government or community agencies available to provide assistance</li> </ul> <p><b>Note: Suspension notification letter checked for accuracy</b> and provided to parents in writing (signed only by the principal or relieving principal—cannot be delegated) within 24 hours following immediate verbal notification.</p>			7.2.3
18	<p>Parents or carers provided with a copy of:</p> <ul style="list-style-type: none"> <li>• school discipline code</li> <li>• <i>Suspension and Expulsion of School Students Procedures</i> information for parents</li> </ul>			7.2.5
19	Special transport provider notified by the principal when a student is subject to special transport arrangements.			7.2.4

## Attachment B - Long Suspension Checklist

ACTION		Y/N	COMMENT e.g. Date	REF*
20	School work to complete during suspension has been provided.			6.3.5
21	School Counsellor notified of suspension.			6.3.6
22	The SED has been advised of the probable duration within two days.			6.3.3
23	Principal has sought approval from the SED when imposing more than two long suspensions in any twelve month period on an individual student. Approval recorded and kept on file.			6.3.8 6.3.9
24	Where appropriate, principal utilises school, regional and other available resources to return the student to school following suspension.			6.3.6
25	Report proforma from school counsellor completed. Advice may be sought from the Learning Support Team.			6.3.6
26	The period of suspension has been minimised.			6.3.6
27	Principal convenes suspension resolution meeting at the earliest opportunity. Advice from the LST and school counsellor should be considered.			6.3.6 6.3.7 7.3.4
28	Principal attempts to ensure student returns to school on or before suspension conclusion date, even if parents unable or unwilling to attend a suspension resolution meeting.  <b>Note:</b> Suspension resolution meeting should be held prior to concluding date.			7.3.1 7.3.2 7.3.5
29	Appropriate interpreter organised by principal if required. <a href="http://www.schools.nsw.edu.au/adminsupport/intertranslate.php">www.schools.nsw.edu.au/adminsupport/intertranslate.php</a>			6.1.6
30	Acceptable support person organised by student, parents or carers. Guidelines <b>APPENDIX 3</b> .			6.1.7
31	Basis on which suspension will be resolved discussed at meeting.			7.3.1
32	Parents involved in this process.			7.3.1

## Attachment B - Long Suspension Checklist

ACTION		Y/N	COMMENT e.g. Date	REF*
33	The use of any recommended resources, including the School Counsellor, Learning Support Team discussed at the resolution meeting and kept on file.			7.3.4
34	A risk assessment is undertaken where an incident has evolved violence, weapons or where there is a risk to others.			7.3.8
35	Issues identified in the risk assessment addressed.			7.3.8
36	SED notified when a suspension is not resolved by the due date. This may lead to another suspension but the original suspension cannot be extended.			7.3.2
37	Suspension recorded in suspension register. <a href="http://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwellbeing/discipline_team/yr2008/schoolregister.xls">detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwellbeing/discipline_team/yr2008/schoolregister.xls</a>			6.3.10 7.3.5
38	Adjust number of days on Suspension Register if suspension has been resolved earlier than original number of days given.			6.3.10
39	All relevant documents retained on a file at the school.			6.3.10 7.3.6

Signed: \_\_\_\_\_ Date \_\_\_\_\_

REFER\* *Suspension and Expulsion of School Students – Procedures (2011)*

## Expulsion From a Particular School for Misbehaviour

School: \_\_\_\_\_ Student Name: \_\_\_\_\_

ACTION		Y/N	COMMENT e.g. Date	REF*
1	Ensure, except as a result of a most serious incident all appropriate student welfare and discipline strategies have been implemented and documented.			8.2.1
2	Formal disciplinary interview with student about allegation (s).			8.2.1
3	Observer of students choosing present at disciplinary meeting. A parent or carer may be suitable for a young child.			8.2.1
4	Student placed on a long suspension pending the outcome of the decision making process.			8.2.1
5	Student, parents notified in writing that expulsion is being considered. <b>Accuracy of this letter is checked. Appendix 9</b>			7.2.6 8.2.1
6	If required an interpreter or cultural assistant and/or translation of documents organised to allow parents or carers to participate in the process.			8.2.1
7	Parents or carers provided with a copy of documentation on which consideration of expulsion is based.			8.2.1
8.	School Counsellor Report with recommendations obtained.			8.2.1
9	Parents or carers informed of implications of expulsion and appeal process if expulsion proceeds. This can be at a meeting or by telephone.			8.2.1
10	Seven school days allowed for the student, parents or carers to respond.			8.2.1
11	Response from the student and parents or carers has been considered.			8.2.1
12	If the expulsion is not finalised in 20 days, a second long suspension may be approved by the SED.			8.2.6

ACTION		Y/N	COMMENT e.g. Date	REF*
13	<p>If a matter is unresolved after two long suspensions, other strategies to be considered could include:</p> <p>Alternative educational placement should be discussed with SED or nominee (if this has not already occurred).</p> <p>Recommendation for expulsion from the school.</p> <p>Expulsion from the school with a recommendation to the Minister that the student not be readmitted to any or all government schools.</p>			<p>6.3.9</p> <p>8.2.4</p> <p>8.2.1</p> <p>8.2.7</p>
14	<p>SED advised prior to formal notification if principal decides to proceed with expulsion. Parents are notified in writing.</p> <p><b>Appendix 11</b></p>			<p>8.2.2</p> <p>8.2.3</p>
15	Principal has arranged an alternative educational placement within 10 school days.			8.2.3
16	The SED must be notified if a suitable alternative placement cannot be arranged.			<p>8.2.4</p> <p>8.2.5</p> <p>8.2.7</p> <p>8.3.1</p> <p>8.3.2</p>
17	<p>Expulsion entered on Suspension Return.</p> <p><a href="http://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwelfare/discipline_team/yr2008/schoolregister.xls">detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwelfare/discipline_team/yr2008/schoolregister.xls</a></p>			6.3.10

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

REF\* *Suspension and Expulsion of School Students – Procedures (2011).*

## Attachment D - Expulsion for Unsatisfactory Participation Checklist

### Expulsion From a Particular School of a Student of over 17 Years of Age for Unsatisfactory Participation in Learning

**Note:** Previous long suspension not required.

**School:** \_\_\_\_\_ **Student's Name:** \_\_\_\_\_

ACTION		Y/N	COMMENT e.g. Date	REF*
1	Formal written warning issued to parents at least once. <b>APPENDIX 8</b>			8.4.2 8.4.3
2	If required an interpreter or cultural assistant and/or translation of documents organised to allow parents or carers to participate in the process.			6.1.6
3	Recommendations from Learning Support Team and Counsellor considered.			8.4.3
4	A program for improvement has been developed.			8.4.2
5	Parents have been provided documentation on which consideration for expulsion is based. <b>APPENDIX 10</b>			8.4.3
6	Seven school days allowed for the student, parents or carers to respond.			8.4.3
7	Implications of expulsion explained to student and parents/carers along with appeal procedures if expulsion goes ahead.			8.4.3
8	Response from student and parents has been considered.			8.4.3
9	SED notified prior to expulsion going ahead			8.4.4
10	Letter to parents/carer has been sent. <b>APPENDIX 12</b>			8.4.5
11	Alternative placement has been organised by student or parents/carers.			8.4.6
12	Expulsion entered on Suspension Return. <a href="http://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwelling/discipline_team/yr2008/schoolregister.xls">detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwelling/discipline_team/yr2008/schoolregister.xls</a>			6.3.10

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**REF\*** *Suspension and Expulsion of School Students – Procedures (2011).*



## Attachment E - Expulsion for Misbehaviour

School: \_\_\_\_\_ Name: \_\_\_\_\_

Expulsion from a Particular School for Misbehaviour (8.2)

Prior to the decision being made, have the following options have been used?

Action	Yes/No
<p><b>Has the student been referred to the Learning Support Team (LST)?</b> If yes, what are the recommendations of the LST?</p> <p>If no, what were the reasons for the LST not being involved?</p>	
<p><b>Has the School Counsellor been involved with an intervention?</b></p>	
<p>If yes, has school counsellor intervention been regular and ongoing?</p>	
<p>Has the school counsellor made recommendations about the student? If yes, what are these recommendations?</p>	
<p>Have the school counsellors recommendation been acted upon? If yes, what has the school done?</p> <p>If the school counsellor recommendations were not followed, what are the reasons?</p> <p>If no referral to the school counsellor, what are the reasons for this decision?</p>	
<p><b>Has an application for STB intervention been made?</b></p>	
<p>If yes, has the STB intervention developed a behaviour plan in collaboration with the school?</p> <p>What are the targeted behaviours the plan is seeking to change?</p> <p>Has this intervention made had any success in changing these targeted behaviours?</p> <p>If no referral for STB intervention, what are the reasons for not referring?</p>	

Action	Yes/No
<p><b>Has an application for RSSSP (Regional Student Services Support) funding been made?</b></p> <p>If yes, how has this funding been used to support the student and what success has there been with changing behaviours?</p> <p>If RSSSP funding was not applied for, what are the reasons for the school not referring?</p>	
<b>Students with Disabilities</b>	
Has the student a diagnosed disability?	
Is the student in a support class?	
Is the student in a regular class?	
Is the student in a School for Special Purposes?	
<b>Students with Disabilities in Support Classes (in regular schools of schools for special purposes)</b>	
If the student is in a support class has the school asked for the support of the Disability Programs Consultant?	
<p>If yes, has the Disability Program Consultant made recommendations relating to the student?</p> <p>If the Disability Program Consultant has made recommendations what were they?</p>	
<p>Has the school followed up on these recommendations?</p> <p>If the school has followed up on these recommendations, what has the school done?</p> <p>If the school has not followed up on these recommendations, what were the reasons?</p>	
If the school did not seek support from the Disability Program Consultant, what were the reasons?	

## Attachment E - Expulsion for Misbehaviour

Action	Yes/No
<b>Students with Disabilities in Regular Classes</b>	
If the student is in a regular class has the school asked for Funding Support through the Disability Program Consultant?	
If yes, has the application for Funding Support been successful?	
If the funding application has been successful how are the funds being used to support the student?	
Has the school sought the support of the Itinerant Support Teacher Integration or the Disability Program Consultant in developing a program for the student?	
<p>If yes, has either made recommendations relating to the student?</p> <p>If either has made recommendations what were they?</p> <p>If the school has followed up on these recommendations, what has the school done?</p> <p>If the school has not followed up on these recommendations, what were the reasons?</p>	
If the school did not seek support from the Itinerant Support Teacher Integration or Disability Program Consultant, what were the reasons?	
Does the school consider the level of funding for this student appropriate?	
If no, has the school sought to review of funding?	
If you did seek a review, what was the outcome?	
If you did not seek a review of funding what were the reasons?	
<b>Other agencies</b>	
Has the school sought the involvement of community agencies with the student?	
If yes, what agencies are involved?	

..... **School**

Date: .....

**FORMAL CAUTION**

This letter is to confirm our phone conversation about your son/daughter  
..... of Year ..... behaving inappropriately.

In particular he / she has breached the school discipline code (or school rules) by:

If this behaviour continues ..... may be suspended from school in accordance with the Department of Education and Training's *Suspension and Expulsion of School Students – Procedures*.

A copy of the *Suspension and Expulsion of School Students - Procedures* is available on the Department's "Our Policies Internet site at:

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/susp\\_expul/PD20020014.shtml](https://www.det.nsw.edu.au/policies/student_serv/discipline/susp_expul/PD20020014.shtml)

or by requesting a copy from the school.

This matter has been discussed with ..... and he / she understands what is expected in future. We will continue to work together to resolve these issues.

Please sign the slip below and return it to school with .....

Yours sincerely,  
Principal

-----  
**FORMAL CAUTION**

I have discussed this matter with ..... and noted the warning of suspension.

I would like an interview to discuss how to support .....  (Y or N)

Signed (Parent / Caregiver) .....

Name: ..... Date: .....

Return to: .....  
(Name)

**Formal Disciplinary Log**

The Principal may make a suspension decision after this interview.

Short Suspension (up to 4 days)	Continued Disobedience	Aggressive Behaviour
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Person conducting the interview: \_\_\_\_\_

Position: \_\_\_\_\_ Interview Date: \_\_\_\_\_ Time: \_\_\_\_\_

Student name: \_\_\_\_\_ Class: \_\_\_\_\_

**Details of the allegation:**

**Student response:**

**Recommendation to Principal:**

**Formal Disciplinary Log**

The Principal may make a suspension decision after this interview.

Long Suspension (up to 20 days)	Physical Violence	Prohibited Weapon	Illegal Substance
	Weapon	Criminal Behaviour	Persistent or Serious Misbehaviour

Person conducting the interview: \_\_\_\_\_

Position: \_\_\_\_\_ Interview Date: \_\_\_\_\_ Time: \_\_\_\_\_

Student name: \_\_\_\_\_ Class: \_\_\_\_\_

The student will be offered an appropriate adult observer of their choosing (not a student).

**COMPLETE THIS SECTION PRIOR TO INTERVIEW**

I was offered an observer for this interview. Yes \_\_\_\_\_  
(Student Signature)

I chose \_\_\_\_\_ as an observer.

OR

I chose not to have an observer \_\_\_\_\_  
(Student Signature)

**Details of the allegation:**

**Student response:**

**Recommendation to Principal:**

**Suspension Resolution Meeting**

Student: \_\_\_\_\_ Resolution Meeting Date: \_\_\_\_\_

Reason for Suspension: \_\_\_\_\_

Date of Suspension: \_\_\_\_\_ Last Date for Resolution: \_\_\_\_\_

No. of Previous Suspensions: \_\_\_\_\_ Short: \_\_\_\_\_ Long: \_\_\_\_\_

Present at meeting: (Insert names and titles)

Action	Who	Follow up date

Student's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Observer's signature  
(where relevant) \_\_\_\_\_

Principal's signature: \_\_\_\_\_

<b><i>Post Suspension Readmission Agreement</i></b>			
<i>Name:</i>	<i>Date:</i>	<i>Re-entry date:</i>	<i>D.O.B:</i>
<p><i>I have participated in a successful post suspension interview for return to school. I understand that I must accept responsibility for my learning and meet the school's expectations concerning learning, behaviour and attendance. I agree to support the Code of Conduct &amp; Anti-Bullying and Harassment Guidelines, copies of which have been provided to me.</i></p> <p><i>To help create and maintain a positive learning environment I need to:</i></p>			
<i>Always do my best</i>		<i>Respect others</i>	
<i>Show respect for property</i>		<i>Hands off to solve problems peacefully</i>	
<i>Be honest and respectful</i>		<i>Tell a teacher if something is wrong</i>	
<i>Follow directions – participate positively</i>		<i>Observe the safety rules</i>	
<i>Accept the consequences of my actions.</i>		<i>Arrive at school on time</i>	
<i>Be equipped for lessons</i>			
<i>Student:</i>		<i>Parent/s:</i>	
<i>Executive:</i>		<i>Date:</i>	



**Name:** \_\_\_\_\_ **School Year** \_\_\_\_\_

*I Can Work it Out!*

What happened?

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How did you feel?

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What are some different things you could have done that would not have got you suspended?

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What could you try next time?

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Who would you like to help you achieve this?

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**Note: Bring this work sheet to your Return from Suspension meeting at school.**

**Student Signature:** \_\_\_\_\_

**Parent/Carer Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Bloom's Taxonomy and Multiple Intelligence Grid

Unit of Study \_\_\_\_\_ Year Level \_\_\_\_\_

Multiple Intelligences	Bloom's Taxonomy: Six Thinking Levels					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
<b>Verbal</b> I enjoy reading, writing & speaking						
<b>Mathematical</b> I enjoy working with numbers & science						
<b>Visual</b> I enjoy painting drawing & visualising						
<b>Kinaesthetic</b> I enjoy doing hands on activities						
<b>Musical</b> I enjoy making and listening to music						
<b>Interpersonal</b> I enjoy working with others						
<b>Intrapersonal</b> I enjoy working by myself						

<b>Student:</b>		<b>School:</b>	
<b>Date of Birth:</b>		<b>Principal:</b>	
<b>Grade:</b>	<b>Class:</b>	<b>Teacher/Year Adviser:</b>	
<b>Date of suspension:</b>		<b>School Counsellor:</b>	
<b>Type of Suspension:</b> Short or Long		<b>Reason for Suspension:</b>	
<b>Planning team:</b>			
<b>Behaviours causing concern:</b>			
<b>Expected positive behaviours:</b>			
<b>Classroom strategies and resources:</b>			
<b>Playground changes and resources:</b>			
<b>Professional learning and support to be delivered:</b>			
<b>Student specific support:</b>			
<b>School support requested:</b>			
<b>Roles and responsibilities:</b>			
<b>What:</b>	<b>Who:</b>	<b>When:</b>	
<b>Prepared by:</b>		<b>Date:</b>	
<b>Review date:</b>		<b>Outcome of Review:</b>	

**Student's Learning Plan**

**Note:** Please record Semester 1 in black and Semester 2 in blue

**Aboriginal Student Profile for:** ..... Class: ..... Teachers: .....

Attendance for Semester 1: ..... (Days Absent) Semester 2: .....

Curriculum Area	Limited Achievement	Basic Achievement	Sound Achievement	High Achievement	Outstanding Achievement
Reading					
Writing					
Talking and Listening					
Mathematics					

Academic Performance (Refers to achievement of syllabus outcomes)

NAPLAN Test Results: (If applicable)

Literacy:

Reading: Year 3 \_\_\_\_\_ Year: 5 \_\_\_\_\_ Year: 7 \_\_\_\_\_ Year 9: \_\_\_\_\_

Writing: Year 3 \_\_\_\_\_ Year: 5 \_\_\_\_\_ Year: 7 \_\_\_\_\_ Year 9: \_\_\_\_\_

Lang. Con: Year 3 \_\_\_\_\_ Year: 5 \_\_\_\_\_ Year: 7 \_\_\_\_\_ Year 9: \_\_\_\_\_

Identified Strengths
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Areas of Concern
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Name of Program:	Yes	No	Notes
Support Teacher Learning Assistance			
Support Teacher Behaviour			
School Counsellor Service			
Attendance Concerns being monitored			
Reading Recovery			
Hearing/Vision/Speech			

## Attachment O- Student's Learning Plan (Example 2)

### Student's Learning Plan

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

<b>Background Information</b>	<b>Interests / Abilities</b>

<b>Learning &amp; Behaviour Support Currently Provided:</b>

Action Plan	Who	When	Ach.	Plan

Student	Class Teacher	Parent	STL	Counsellor