



Help for non-English speakers, if you need help to understand the information in this policy, please contact the school office.

POLICY STATEMENT

This policy outlines the guidelines and procedures for the suspension of students in Barton Primary School. The primary objective of this policy is to maintain a safe and inclusive learning environment that fosters positive behaviour, academic growth, and social development for all students, in accordance with Ministerial Order No. 1125.

PURPOSE

Barton Primary School has a clearly developed set of school rules, expectations and stepped process for managing challenging behaviours.

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days. Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response or when the transgression is at an extreme level.

AIMS

- To ensure the health, safety and wellbeing of all Barton Primary School staff and students
- To have a consistent, transparent process for managing challenging behaviours
- To ensure that there is no threat to the learning opportunities of all students

GROUNDINGS FOR SUSPENSION

Suspension may be considered in the following situations, but not limited to:

- A. Physical aggression or violence towards staff members or fellow students.
- B. Possession, use, or distribution of illegal substances or weapons.
- C. Repeated and serious defiance of authority or disruptive behaviour that hinders teaching and learning.
- D. Bullying, harassment, or intimidation of others.
- E. Significant damage to or destruction of property.
- F. Theft of property or attempts to commit theft.
- G. Possession, use, or sale of illicit substances or weapons, or assisting others in such activities.
- H. Failure to comply with clear and reasonable instructions that pose a danger to the health, safety, or wellbeing of any person.
- I. Consistent engagement in behaviour that vilifies, defames, degrades, or humiliates others based on various attributes.
- J. Consistent unproductive behaviour that interferes with the wellbeing, safety, or educational opportunities of other students.

IMPLEMENTATION

Only principals have the authority to make the final decision to suspend a student, and this authority cannot be delegated. School staff may provide advice to inform the principal's decision and assist in managing the

student's behaviour and communicating with parents or relevant persons. However, the principal holds ultimate responsibility for ensuring correct procedures.

Suspension may only be considered if the student's behaviour meets the grounds for suspension and occurs while attending school, travelling to or from school, engaging in school activities away from the school, or travelling to and from any school activity, as outlined in Ministerial Order No. 1125. Incidents between students that occur outside of school hours or off school premises may be considered in determining the response to an in-school incident if they are connected to behaviour that meets the grounds and location requirements for suspension, as stated in Ministerial Order No. 1125.

The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. For more information see [Bully Stoppers: Schools and Cybersafety](#) and [Step-by-step Guides](#)

PROCEDURE

A thorough investigation will be conducted to establish the nature of the behaviour, the student(s) involved, the context in which it occurred, and any other relevant circumstances.

When determining if suspension is appropriate for a particular student, consideration should be given to the behaviour for which suspension is being considered, the educational needs and any disabilities of the student, the student's age, and the residential and social circumstances of the student, including their cultural background or if they are in Out of Home Care.

Prior to implementing a suspension, the principal must ensure that the student has had the opportunity to be heard, any information provided by the student or relevant person has been taken into account, and other forms of action to address the behaviour have been considered.

Suspension may include in-school suspension or immediate suspension, and the period of suspension should be applied for the shortest time necessary, not exceeding five days, in accordance with Ministerial Order No. 1125.

Barton Primary School will ensure that students, including Aboriginal or Torres Strait Islander students, have a "relevant person" to participate in the process and support and advocate for them, as outlined in Ministerial Order No. 1125.

Prior to the suspension taking effect, or on the day of taking immediate action, the principal must complete all necessary steps, including

- Identify the 'relevant person'
- Notify the student (verbally) and the relevant person (via telephone or in-person) of the following information: the reason/s for suspension, the school days on which the suspension shall occur and where the suspension will occur
- Provide contact details for additional support services to the student and the relevant person as appropriate
- Arrange for appropriate school work to be provided to the student for the period of the suspension:
 - Where the student is suspended for three days or less, provide meaningful work
 - Where the student is suspended for more than three days, develop a Student Absence Learning Plan and Return to School Plan
- Provide the student and the relevant person with the following documentation

- Notice of Suspension
- Parent brochure
- Student Absence Learning Plan (if applicable)
- Return to School Plan (if applicable)
- Record the suspension in CASES21

After the suspension has been completed, Barton Primary School will provide an opportunity, where appropriate, for a post-suspension Student Support Group (SSG) meeting to support the student's reintegration into the school community. Alternatively, the school may organise a re-entry to school meeting with the student and family.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

ADMINISTRATION

STEP 1: Principal informed and makes the decision to suspend (AP to inform / Principal to approve)

STEP 2: Notice of suspension form completed (AP)

STEP 3: Notice of suspension form signed by Principal (Principal)

STEP 4: 2 x copies of suspension form (1 x for parent and 1 x for admin/student file) (AP)

STEP 5: Copy for student file given to Admin (AP)

STEP 6: Admin to enter suspension into Cases21 (Admin)

STEP 7: Student absent learning plan provided to parent (or teacher if internal) (AP)

STEP 8: Student return to school plan provided to parent if applicable (AP)

REFERENCE

- [DET Suspensions Policy](#)
- [Ministerial Order No. 1125](#)

RESOURCES

CHECKLISTS, TEMPLATES AND NOTICES

- [Map of key mental health and wellbeing support \(PDF\)](#)
- [Map of key mental health and wellbeing support \(DOCX\)](#)
- [Suspension process flowchart \(PDF\)](#) (staff login required)
- [Suspension process checklist \(DOCX\)](#) (staff login required)
- [Notice of suspension \(PDF\)](#) (staff login required)
- [Notice of suspension \(DOCX\)](#) (staff login required)
- [Application for approval of more than 15 days suspension days in a school year \(DOCX\)](#) (staff login required)
- [Application for approval of more than 5 consecutive days suspension \(DOCX\)](#) (staff login required)

SUPPORTING STUDENTS RETURN TO SCHOOL

- [Return to school plan template](#) (staff login required)
- [Student absence learning plan template](#) (staff login required)

DOCUMENTS TO ASSIST SCHOOLS IN NOMINATING OR APPOINTING A RELEVANT OR SUITABLE PERSON

- [Nomination and consent of relevant person form \(PDF\)](#)
- [Request to appoint a person from the suitable persons list form \(DOCX\)](#) (staff login required)

INFORMATION FOR PARENTS

- [Parent brochure — procedures following suspension \(PDF\)](#)
- [Parent brochure — procedures following suspension \(RTF\)](#)
- [What happens when your child is suspended Easy English \(PDF\)](#)
- [What happens when your child is suspended Easy English \(DOCX\)](#)

COMMUNICATION AND POLICY REVIEW:

This suspension policy will be communicated to the school community through various channels, including the school's website, staff induction processes, staff handbook/manual, transition and enrollment packs, parent information sessions, school newsletters, and upon request from the school administration.

This policy will be reviewed regularly to ensure it remains aligned with Ministerial Order No. 1125 and any other relevant guidelines or policies. The recommended minimum review cycle for this policy is 3 to 4 years.

Policy last reviewed	05/08/2024
Reviewed by	Wellbeing & Inclusion Team
Approved by	Principal
Next scheduled review date	03/09/2025