

# School Behaviour Support and Management Plan



## Lindfield Learning Village

### Overview

Lindfield Learning Village is a public school in New South Wales, Australia. Established in 2019, we are a comprehensive, co-educational school for students of all ability levels from Kindergarten to Year 12. Our innovative educational model is designed to create independent, resilient learners who possess the learning dispositions required for success in their life within and beyond school.

At Lindfield Learning Village every member of our community is embraced, valued, and known. We enable the voice of each member of the community and nurture imagination and creativity. We are not limited by boundaries, we will break stereotypes, forging new educational pathways to inspire and equip our community members to be a positive change in our world.

The village is based on empathy and trust. We treat every member of our community with respect and tread lightly in our environment. We will treat each other with care and kindness. The villagers are generous, brave, and tenacious. The village is transformative for all members of the community. We are inherently collaborative, with this value permeating all aspects of the curriculum and wellbeing dimensions of our school, including behavior support strategies.

### Code of Collaboration

- We will be *open to offers* made by others.
- We will *listen actively* and *challenge* each other's ideas to help them grow.
- We will *hold lightly* and *evaluate* ideas on their merits.
- We will *notice* what is not being said and *enable all voices*.

## Key programs underpinning positive student behaviour:

- Neighbourhood Structure
- Unleashed
- Beyond
- Thirdspace
- Raise Mentoring
- Brent Saunders - Consent Program (Years 9-12)
- Police Youth Liaison Officer Programs
- Got it! Program

## Partnership with parents and carers

Lindfield Learning Village is committed to active parent involvement to foster productive partnerships with our school to keep our young people safe. Changes in a student's physical or mental health can affect their schooling and relationships. Support is available for students experiencing either mental health or physical health concerns at Lindfield Learning Village.

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

## Promoting and reinforcing positive student behaviour and school-wide expectations

Underpinning all behaviour programs and initiatives are our six values that define our culture, shape our mindset and direct our actions and intentions:



Teacher interactions with students routinely incorporate the LLV values to create a common language to frame expectations around behaviours. Our values inform our actions and behaviours and create a learning environment of well, winning, willing and within!

## Well - positive physical, emotional and mental wellbeing



Are you....

- Moving around?
- Enjoying conversations with your friends, peers and teachers?
- Having time off your phone?
- Playing and making?
- Connecting with others?
- Asking for help before (or when) you need it?
- Taking time to have fun and explore your interests?
- Engaging actively in your learning?

## Winning - experiencing success



Are you....

- Thinking of how you might improve in your relationships and learning?
- Setting goals?
- Aware of your attitude to learning?
- Getting feedback to help you move forward?
- Asking relevant and helpful questions?
- Reflecting on your learning?
- Sharing relevant ideas with others?

## Willing - engaged in learning



Are you....




- Being active in co-constructing your learning?
- Putting relevant ideas forward as to what you might like to explore in your learning?
- Helping your peers with their learning through your behaviour?
- Trying your best?
- Asking for help/assistance when you get stuck?

## Within - a sense of belonging to the school community and culture



Are you....

- Including everyone?
- Connecting with other people's stories and perspectives?
- Willing to compromise?
- Thoughtful with your words and actions?
- Being compassionate?
- Contributing to the learning community?

Well - positive physical, emotional and mental wellbeing	Winning - experiencing success
<p> Looks like</p> <ul style="list-style-type: none"> <li>• Exercise, moving, being active</li> <li>• Talking, playing, socialising and connecting with others!</li> </ul> <p> Feels Like</p> <ul style="list-style-type: none"> <li>• Calm</li> <li>• Content</li> <li>• Confident</li> </ul> <p> Sounds like</p> <ul style="list-style-type: none"> <li>• Proactively talking to someone when you have a problem to solve</li> <li>• Speaking kindly to yourself and others</li> <li>• Saying something positive</li> </ul>	<p> Looks like</p> <ul style="list-style-type: none"> <li>• Setting learning goals</li> <li>• Making a 'body of work'</li> <li>• Helping yourself and others stay on track</li> </ul> <p> Feels Like</p> <ul style="list-style-type: none"> <li>• An attitude of curiosity and questioning to further your learning</li> <li>• A drive to take risks with your learning</li> </ul> <p> Sounds like</p> <ul style="list-style-type: none"> <li>• Listening and applying feedback</li> <li>• Speaking about your learning</li> <li>• Engaging in on-task discussion</li> </ul>
Willing - engaged in learning	Within - a sense of belonging to the school community and culture
<p> Looks like</p> <ul style="list-style-type: none"> <li>• Whole body listening</li> <li>• Trying your best</li> <li>• Taking ownership over your learning</li> </ul> <p> Feels Like</p> <ul style="list-style-type: none"> <li>• An optimistic approach to learning</li> <li>• Using internal (intrinsic) motivation to build a sense of achievement</li> </ul> <p> Sounds like</p> <ul style="list-style-type: none"> <li>• Building on you ideas and others'</li> <li>• Kind, specific and helpful feedback</li> <li>• Negotiating and co-constructing a task that you're interested in exploring</li> </ul>	<p> Looks like</p> <ul style="list-style-type: none"> <li>• Treating others how you would like to be treated</li> <li>• Finding compromises and negotiating the middle ground</li> </ul> <p> Feels Like</p> <ul style="list-style-type: none"> <li>• Compassion and understanding everyone is valued</li> <li>• Being genuine</li> </ul> <p> Sounds like</p> <ul style="list-style-type: none"> <li>• Being encouraging of others</li> <li>• Being thoughtful in what you say</li> <li>• Inclusive language</li> </ul>

## Specific Strategies and Systems:

Lindfield Learning Village employs the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Personalised Learning and Support Plans
- Behaviour Response Plans
- De-escalation Plans
- Risk Management Plan (including individual and systems level)
- Code of Collaboration
- Social and Emotional Learning Programs
- Behaviour Reflection Program
- Return from suspension behaviour monitoring booklets (Student Empowerment Program)
- Partnerships with regional level support

## Behaviour Code for Students

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

The Behaviour Code for Students can be found [here](#). This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

Wellbeing is critical to a student's ability to thrive. At LLV we believe that, in order to be learning at their best, students need the four "W's" of wellbeing:

Well - positive physical, emotional and mental wellbeing

Winning - experiencing success

Willing - engaged in learning

Within - a sense of belonging to the school community and culture

At LLV our priority is to meet the learning needs of every student. Every teacher is supported to meet the learning needs of students in the learning space through excellent differentiated practice.

Our SWAT team provide 'on-the-shoulder' coaching support to teachers and ensures that all appropriate internal and external resources are accessed to address the specific needs of our students.

Care Continuum	Strategy or Program	Details
<b>Prevention</b>	Teaching Expectations	Clearly define and teach behavioural expectations to students. Teachers break down expected behaviours for our school context and explicitly teach them to students, with clear connections to the school's values. This is done through our 'Commitment to Learning', which all students go through and sign at the start of the year. This outlines expectations and consequences as well allows students to set goals
<b>Prevention</b>	Police Liaison Talks	Our local Police Liaison Officer directly works with our students, addressing concerns prevalent to each age group that they are hearing about within the community, or that are highlighted as an area of concern by the school.
<b>Prevention</b>	Ubiquity of LLV's Values leading to a positive educational ecosystem	LLV's core values provides the lexical context for dialogue between students and teachers. Consistent, shared investment in our values creates the cultural frame, minimising incidents of negative behaviour. Values permeate the curriculum, thus leading to an educational ecosystem which promotes positive student behaviours.
<b>Prevention</b>	External specialist seminars	<p>We regularly have external organisations come in to give presentations to students about expected behaviours and the consequences of our actions. Some of these specialists are:</p> <ul style="list-style-type: none"> <li>• Brent Saunders</li> <li>• Kylie Captain</li> <li>• Ysafe</li> </ul>
<b>Prevention</b>	Neighbourhood Program	The Neighbourhood program ensures that wellbeing and pastoral care form part of a students curriculum structure. Created through a vertical student model, both students and staff are able to both mentor and be supported, thereby allowing agency and authentic, ongoing support. The Neighbourhood Program creates a structure which allows for delivery of Positive Behaviour programs.
<b>Early intervention</b>	Raise Mentoring	Raise (raise.org.au) is a 1:1 mentoring program that focuses on resilience, problem solving, peer pressure. Mentors with industry experience come to LLV once a week for 30 minutes to mentor targeted Year 8 students.

<b>Targeted intervention</b>	Got it! Program	The Got it! program delivers specialist mental health early intervention services for children in Kindergarten to Year 2 (K-2) of 5-8 years of age who display emerging conduct problems. Got It! is delivered in schools by NSW Child and Adolescent Mental Health Services (CAMHS) in partnership with the Department of Education (DoE).
<b>Targeted Intervention</b>	Counsellor, Psychologist	Specialised staff work with students to cater for and respond to their emotional needs.
<b>Targeted Intervention</b>	Taking Care of People Team (TCP)	<p>TCP team is focused on building individual and collective wellbeing. At LLV this is achieved through the development of collaborative partnerships with students, staff, families, communities and other organisations to support and develop students and the school community. The diversity of supports provided includes:</p> <ul style="list-style-type: none"> <li>- Coach and collaborate with Learning Guides to support complex case management</li> <li>- Respond to student wellbeing concerns at points of need</li> <li>- Develop Risk Management Plans</li> <li>- Develop PLASP - including reviews</li> <li>- Support Access Request funding applications</li> <li>- Collaborate with School Counselling Service and Senior exec to support learning and wellbeing</li> <li>- Liaise with all stakeholders in a students journey eg: Psychologists, OT's, Speech Pathologist etc</li> <li>- Organise student directed proactive programs (Police Liaison officer, external providers etc)</li> <li>- Investigate student wellbeing and behaviour concerns</li> <li>- Monitor Students Attendance - including late arrivals, early departures and whole day absences</li> <li>- Work with HT Neighbourhood to support attendance and wellbeing and behaviour concerns within the neighbourhood</li> <li>- Monitor and action progress reports</li> </ul>
<b>Prevention</b>	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.
<b>Prevention / Early Intervention / targeted / individual</b>	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.

<b>Prevention</b>	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school within the all-through model and Years 6-10 Beyond Cohorts. Knowledge Sharing or Portfolio sessions organised for year 7 only, allow for a smooth transition into high school.
<b>Prevention</b>	<a href="#">Peer support program</a>	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.
<b>Prevention / Early intervention/ Targeted</b>	<a href="#">Student support officer</a>	Supports the implementation of the school's approach to wellbeing.
<b>Targeted / individual intervention</b>	<a href="#">Learning and Support</a>	The LAST works with teachers, students and families to support students who require personalised learning and support.
<b>Targeted / individual intervention</b>	DP and Wellbeing Team Case Managed Approach	Case management, led by the Deputy Principal, involves assessing student needs and matching them to suitable programs and resources. Support and interventions may include: • Assistance from the TCP Team, Counsellor, or SSO • Access Requests and DoE Delivery Support Team staff • IFS/SLSO and Alternative Learning Providers

## Responses to serious behaviours of concern

Lindfield Learning Village is committed to responding to serious behaviours of concern in a way that prioritises the safety and wellbeing of all students and staff, as well as in a manner which promotes the opportunities for students to develop the guardrails to self regulate their own behaviour. In incidents of a serious nature, the NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) applies to all NSW public schools. This includes responses to all behaviours of concern apply to student behaviour that occurs:

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

## Reporting and recording behaviours of concern

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

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

## Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Sessions	When behaviour breaches LLV expectations. Reflective sessions focus on student development of empathy and self awareness of behaviours. Compared to traditional detentions, these 'time-out' sessions provide students and Learning Guides the opportunity to guide development of self-regulating behaviours.	Learning Guides AP/HT Deputy Principals	Sentral
Formal Caution to suspend	Valid for 50 school days	Senior Executive	Sentral  Soft copy letter issued to parents with Behaviour Code of Conduct
Suspensions	1-10 days (extensions possible following DET guidelines)	Senior Executive	Sentral  Soft copy letter issued to parents with Behaviour Code of Conduct

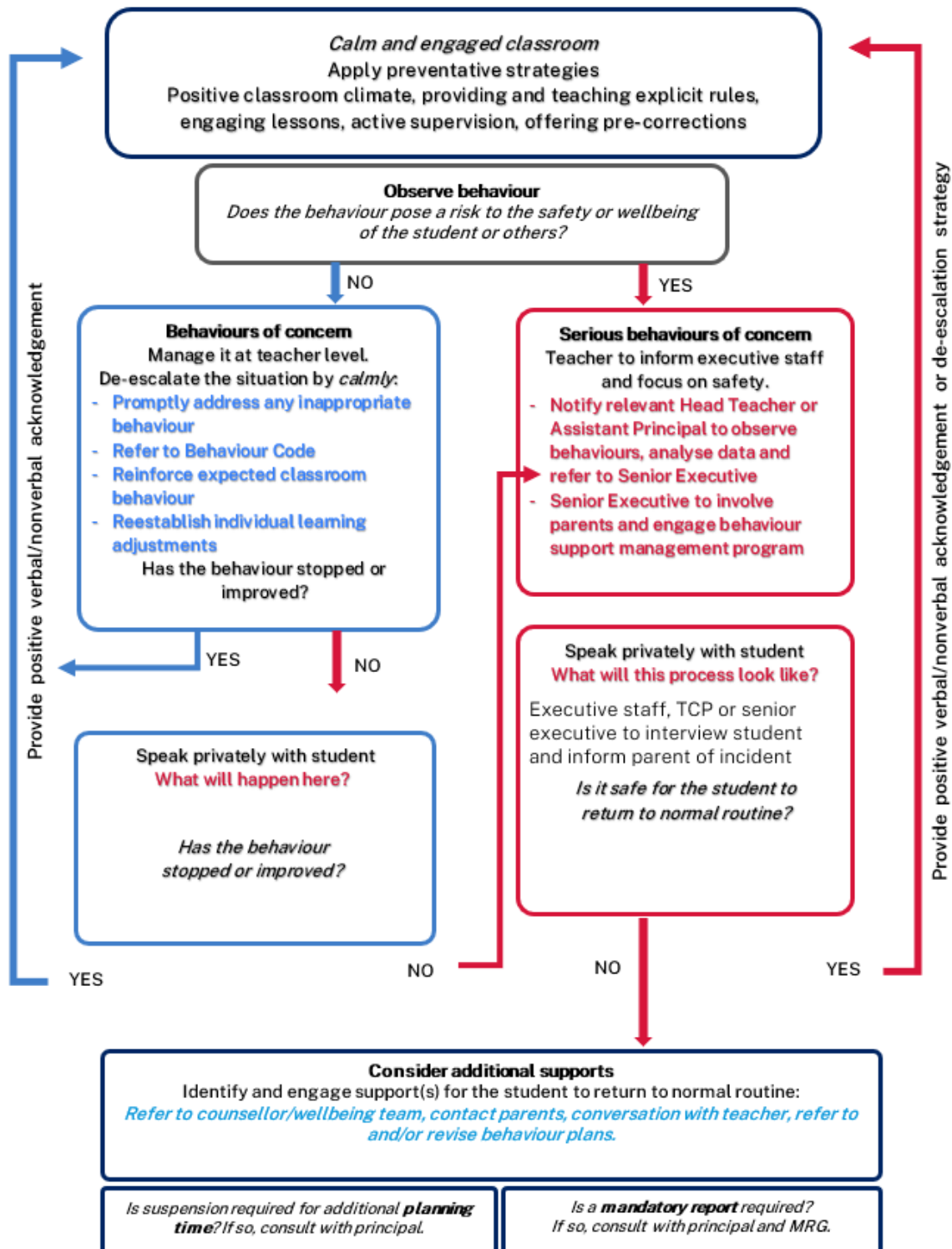
Suspension Resolution Meeting	First day back at school following a suspension. These involve the Deputy Principal, suspended student and their parent/caregiver.  Secondary students issued with return from suspension monitoring booklet (Student Empowerment Program)	Senior Executive	Sentral Suspension Resolution Proforma completed and signed and given to parents.  Student Empowerment Program booklet
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Review dates

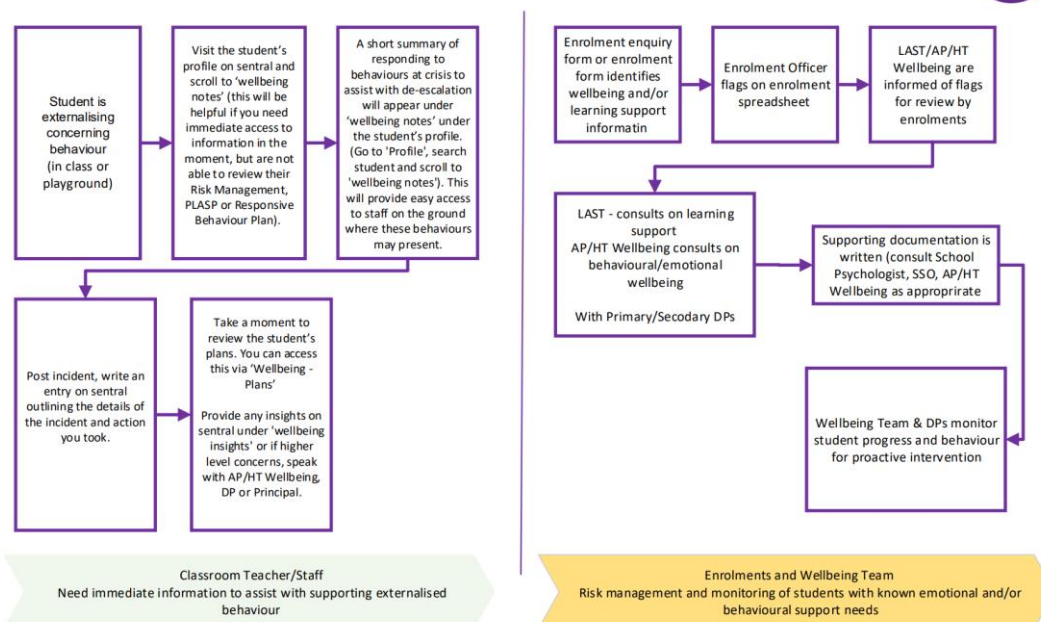
Last review date: [31/1/25: Day 1, Term 1, 2025]

Next review date: [31/1/26: Day 1, Term 1, 2026]

## Appendix 1: Behaviour management flowchart



## Emotional and Behavioural Regulation Support




Note: All teachers and staff are mandatory reporters. If you have a concern about a child's safety or their risk to themselves or others, report immediately to the Primary/Secondary Deputy Principal or Principal.

## Appendix 2: Bullying Response Flowchart



## Appendix 3: LLV Formal Caution to Suspend Process

### LLV Formal Caution to Suspend Process

Date process developed:	30/06/2024	
Process developed by:	██	
Process developed from:	<a href="#">Suspension and Expulsion Procedures (DOE)</a> <a href="#">School Behaviour and Support Management Plan (DOE)</a> <a href="#">Behaviour Code for Students</a>	
Student Involved:		

STEP #	ACTION:
1.	<p>A teacher has identified a behaviour of concern for a student:  <i>A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level, developmentally appropriate behaviour.</i></p> <p>Behaviour of concern - grounds for Suspension:</p> <ul style="list-style-type: none"> <li>• continued/persistent disobedience and/or disruptive behaviour</li> <li>• malicious damage to, or theft of, property</li> <li>• verbal abuse</li> <li>• bullying and cyber-bullying</li> <li>• mis-use of technology</li> <li>• discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity</li> <li>• other –behaviour of concern</li> </ul> <p>Serious behaviour of concern – consider Immediate suspension:</p> <ul style="list-style-type: none"> <li>• being in possession of, uses or supplies tobacco, vaping devices, alcohol, and e-cigarettes</li> <li>• being in possession of, uses or supplies of a suspected illegal/restricted substance</li> <li>• being in possession of, or using weapons including knives (excluding kirpans, in line with guidance set out in <a href="#">Legal Issues Bulletin 22- Knives in Schools</a>) and firearms</li> <li>• using an implement as a weapon</li> <li>• seriously threatening or engaging in physically violent behaviour</li> <li>• engaging in serious criminal behaviour related to the school</li> <li>• engaging in sexual harassment, sexual assault or sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others</li> <li>• other – serious behaviour of concern</li> </ul>
2.	<p>Deputy Principal refers to:</p> <ul style="list-style-type: none"> <li>• Immediate incident</li> <li>• Student/Teacher Incident Report Statements</li> <li>• Documentation on Sentral</li> </ul>
3.	<p>Deputy Principal checks to see what support has been offered:</p> <ul style="list-style-type: none"> <li>• Growth Commitment Plan</li> <li>• CPS Conversations</li> <li>• SCS Intervention</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiated Teaching and Learning</li> <li>• Behaviour Support Plan</li> <li>• External Support Services</li> </ul>
4.	<p>Deputy Principal informs Principal and a collaborative decision is made to issue a Formal Caution to Suspend</p> <p><i>The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.</i></p>
5.	<p>Deputy Principal to meet with student to discuss:</p> <ul style="list-style-type: none"> <li>• <a href="#">Student Code of Conduct</a></li> <li>• Behaviours of Concern</li> <li>• Provide clear behavioural expectations to student</li> <li>• Outline the timeframe for the Formal Caution</li> <li>• Outline the positive behaviour support strategies in place as a result of the unacceptable behaviour (<i>Presenting Behaviours, Positive Behaviours, Support Strategies, Useful Language and Phrases, Positive Reinforcement, Flexibility and Context</i>)</li> <li>• Indicate if the caution applies to more than one educational setting</li> </ul>
6.	<p>Deputy Principal to inform parents with the above information:</p> <ul style="list-style-type: none"> <li>• <a href="#">via writing, via email or post, on school letterhead and be provided to parents and/or carers (students must also receive a copy).</a></li> <li>• highlight the importance of parents or carers in working with the school when managing student behaviour</li> <li>• provide parents or carers the opportunity to meet with appropriate school staff and a key contact</li> <li>• advise that the student and parent or carer has the right to a support person in any meeting with the school</li> <li>• Include resource from <a href="#">DOE 'Formal Caution Fact Sheet'</a></li> </ul>
7.	Deputy Principal to document on Sentral and to inform teachers
8.	<p>Incident Report Hotline</p> <p>MRG - pending response - act on direction.</p>

| NSW Department of Education



# What do I need to know if my child gets a formal caution?

## Parent/carer information

### What is a formal caution for a behaviour of concern?

A behaviour of concern is something someone does that might cause or has caused harm or danger to themselves or others. A formal caution tells a student that their behaviour caused or may cause harm or danger to themselves and other people or poses an unacceptable risk to teaching and learning. It is designed to let you and your child know that their behaviour needs to improve.

A formal caution is a letter in which your child's behaviour of concern has been recorded. Your child will not be suspended at this time.

### What happens if my child gets a formal caution?

The school will discuss the behaviour of concern and explain the formal caution to your child. The principal will also provide you a written copy of the formal caution.

The purpose of the formal caution is to give you and your child time to understand the impact of their behaviour and agree on a support plan. The school will give you and your child the chance to meet with them to discuss the behaviour and to plan or review the supports your child needs.

You can bring a [support person](#) with you to any meetings with the school.

The formal caution is in place for up to 50 school days. During this time, your child may be suspended if the behaviour happens again or for other behaviour/s of concern.

### What do I do if my child gets a formal caution?

Nearly every child will sometimes do things that do not follow school rules or the [Behaviour Code for Students](#). Sometimes, when this occurs, a formal caution will be given. More information on [what to do if your child is getting into trouble at school](#) is available.

If your child receives a formal caution, this means that there is a behaviour that needs attention. Your engagement with the school is very important in managing your child's behaviour and developing solutions together. Talk to the school principal about the formal caution and work with the team supporting your child to come up with some solutions.

### What if the behaviour happens again?

If the behaviour of concern happens again, the principal may decide to suspend your child. The decision to suspend your child will happen only after the principal looks at the behaviour, and the individual needs of your child and other children. Information on suspending a student is available.

### What do I do if I still have any concerns?

If you have concerns about your child's learning, behaviour or wellbeing at school, the best place to start is talking to the teacher, assistant principal or deputy principal. Most issues can be solved by talking to the people who know your child and the situation.

Sometimes you may need to talk to someone else. Your school can give you the contact information for your local education office who may be able to help. Also think about talking to your child's doctor if you think there could be medical reasons for your concerns.

More information on advocating for your child is available, as well as the School Community Charter that outlines ways to communicate with schools.

### What information can I get from the school?

You can ask the school for more information about what has happened and why. The school should explain to you the reasoning behind any decisions, what actions will happen and what to do if you have an issue.

### Telephone interpreter service


If you wish to contact the school and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.

# Appendix 5: LLV Suspension Process

## LLV Suspension Process

### PURPOSE:

The purpose of the suspension is to allow the school to implement appropriate supports during the student’s absence to address the student’s complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

Date process developed:	31/08/2024	
Process developed by:		
Process developed from:	<a href="#">Suspension and Expulsion Procedures (DOE)</a> <a href="#">School Behaviour and Support Management Plan (DOE)</a> <a href="#">Behaviour Code for Students</a>	
Student Involved:		

STEP #	ACTION:
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1.	<p><b>Reason for Suspension:</b></p> <p>Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:</p> <ul style="list-style-type: none"> <li>• continued/persistent disobedience and/or disruptive behaviour</li> <li>• malicious damage to or theft of property</li> <li>• verbal abuse</li> <li>• bullying and cyberbullying</li> <li>• misuse of technology</li> <li>• discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.</li> </ul> <p>Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:</p> <ul style="list-style-type: none"> <li>• being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes</li> <li>• being in possession of, uses or supplies a suspected illegal/restricted substance</li> <li>• being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in <a href="#">Legal Issues Bulletin 22 – Knives in schools</a>) and firearms</li> <li>• using an implement as a weapon</li> <li>• seriously threatening or engaging in physically violent behaviour</li> <li>• engaging in serious criminal behaviour related to the school</li> <li>• engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others</li> </ul>
2.	<p><b>We have considered the following:</b></p> <p>The principal or the relieving/acting principal makes the decision for proceeding with a suspension. The principal's decision to proceed or not proceed with a suspension will be based on information gathered including, but not limited to:</p> <ul style="list-style-type: none"> <li>- considering the cause and impact of the behaviour</li> <li>- considering whether possible and appropriate alternative behaviour support management and intervention strategies have been implemented or attempted, including reasonable adjustments for students with disability</li> <li>- considering student factors such as the developmental age, trauma, child protection concerns and cultural considerations, disability and individual needs and circumstances</li> <li>- reviewing information including, but not limited to, written reports from staff, school data and other witness statements</li> <li>- providing the student who has, or is alleged to have, engaged in the behaviour/s of concern with the opportunity to respond.</li> </ul>
3.	<p><b>Length of the Suspension:</b></p> <ul style="list-style-type: none"> <li>• up to 5 consecutive school days for students in Kindergarten to Year 2</li> <li>• up to 10 consecutive school days for students in Year 3 to Year 12 (If a student is suspended for 3 days at a shared site that they only attend one day a week, then the period of the suspension is from the starting date for 3 consecutive school days. It is not for 3 weeks as they only attend one day a week).</li> </ul>
4.	<p><b>Notify the relevant People:</b></p>

- immediately notify, or record attempts to notify, the parent or carer verbally, where possible, or within 24 hours
- advise the student verbally, where appropriate
- provide [formal written notification](#), via email or post, on school letterhead to the parent or carer
- Provide the [Suspension Fact Sheet to parents](#)
- advise the principal of the other setting if a student has a shared enrolment and/or attends more than one setting.
- SCS
- Relevant external agencies

## 5. **Resolving the suspension:**

Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. Other meeting formats may be appropriate in some situations. This must include the principal or their delegate, the student and a parent or carer. The principal, or their delegate, may invite other key personnel. The student and/or parents or carers may also invite a support person.

The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school. Depending on student factors, such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances, the principal or their delegate may interview the student in the presence of their parent or carer and/or support person to ascertain that the student:

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

A successful return to school will involve:

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

A successful return to school may involve:

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

[Return to School Plan Template](#)

## 6. **Support for those impact by behaviour or behaviours of concern**

- The duty of care and work health and safety law requires the department to do what it reasonably can to ensure the safety of students and staff. This obligation is met by assessing identified risks and identifying and implementing strategies to eliminate or minimise identified risks, including providing individuals with necessary support.
- Principals should take what steps they reasonably can in undertaking this task and can rely on advice and support from the Director, Educational Leadership, Health Safety and Staff Wellbeing directorate, Delivery Support and, where applicable, external agencies or experts.
- Staff and students directly impacted by the behaviour leading to the suspension are to be informed of a student returning prior to the student's return. Relevant staff must also be provided with copies of any current

	risk assessments and/or behaviour management plans.
7.	Deputy Principal to document on Sentral and to inform teachers
8.	Incident Report Hotline MRG - pending response - act on direction.

## Appendix 6: Return from Suspension School Plan

### Lindfield Learning Village Student Return to School Plan - Suspension



1. Check Plan: [Planning for a Suspension Resolution Meeting](#)
2. Check Plan: [Conducting a Suspension Resolution Meeting](#)
3. [Student Voice Scaffold - Behaviour Response Plan](#)

The purpose of the meeting is to discuss the student’s behaviour and plan supports and management strategies to enable the student’s successful return to school. Depending on student factors, such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances, the principal or their delegate may interview the student in the presence of their parent or carer and/or support person to ascertain that the student:

Policy: [Suspension and Expulsion Procedures](#)

<b>Name:</b>	<b>Date:</b>	<b>In attendance:</b>
<p>1. Student strengths: What do you think/the people around this table believe your strengths to be?</p>		
<p>2. Do you have a clear understanding of the reasons for the suspension and how your actions did not meet the standards of the department's <u>Behaviour code for students</u>? Explain as best you can.</p>		
<p>3. Do you understand the impacts your behaviour had on others? What were these impacts?</p>		
<p>4. Have you reflected on strategies to avoid any repetition of this unacceptable behaviour in the future? What are these strategies?</p>		

<p><b>When I feel triggered it can be because..</b>  <i>Examples can be found <a href="#">here</a></i></p>	<p><b>My strategies for when I am triggered are...</b>  <i>Examples can be found here</i></p>
<p><b>Successful learning looks, sounds and feels like...</b></p>	<p><b>My learning needs are...(Explicit Strategies)</b></p>
<p><b>How can the school support me?</b></p>	<p><b>How can my family support me?</b></p>
<p><b>School offers to support wellbeing</b></p> <ul style="list-style-type: none"> <li>● Wellbeing Card</li> <li>● Safe Person Check in</li> <li>● SSO Support</li> <li>● SCS</li> <li>● Monitoring and mentoring by teachers</li> <li>● RMP</li> </ul>	<p><b>My main goals for the next five weeks are...</b></p>

Student Name:

Student Signature:

Parent Name:

Parent Signature:

Deputy Principal Name:

Deputy Principal Signature:

### Student Empowerment Program

**Student Name:**

**Grade:**

**Start Date:**

**End Date:**

This program aims to:

- Develop understanding of the impacts of behaviour
- Increase reflection on learning and strategies to avoid repetition of unproductive behaviours
- Strengthen student ability to carefully consider choice



**Parent Signature:**

**Executive Signature:**

<b>When I feel triggered it can be because..</b>	<b>My strategies for when I am triggered are...</b>
<b>Successful learning looks, sounds and feels like...</b>	<b>My learning needs are...(Explicit Strategies)</b>
<b>How can the school support me?</b>	<b>How can my family support me?</b>
<b>School offers to support wellbeing</b>	<b>My main goals for the next five weeks are...</b>
<ul style="list-style-type: none"> <li>• Wellbeing Card</li> <li>• Safe Person Check in</li> <li>• SSO Support</li> <li>• SCS</li> <li>• Monitoring and mentoring by teachers</li> <li>• RMP</li> </ul>	

**Date:****Session 1**

	Sub Characteristics					Educator Comment	What did you learn this lesson?
I am creative	<ul style="list-style-type: none"> <li>I can dare to be different</li> <li>I can play with possibilities</li> <li>I can critically reflect, question and evaluate</li> </ul>						
	Novice	Apprentice	Practitioner	Expert	Master		
I am empathic	<ul style="list-style-type: none"> <li>I can show emotional intelligence</li> <li>I can be curious and seek perspectives</li> <li>I can accept and meet the needs of myself and others</li> </ul>						
	Novice	Apprentice	Practitioner	Expert	Master		
I am self-aware	<ul style="list-style-type: none"> <li>I can take ownership</li> <li>I can self regulate</li> <li>I can recognise my impact</li> </ul>						
	Novice	Apprentice	Practitioner	Expert	Master		
I am resilient	<ul style="list-style-type: none"> <li>I can tolerate uncertainty</li> <li>I can craft, iterate and improve</li> <li>I can stick with difficulty</li> </ul>						
	Novice	Apprentice	Practitioner	Expert	Master		
I am collaborative	<ul style="list-style-type: none"> <li>I can co-construct</li> <li>I can make and express connections</li> <li>I can give and receive feedback</li> </ul>						
	Novice	Apprentice	Practitioner	Expert	Master		

**Student Signature:**