



SUSPENSION GUIDELINES

Respect • Responsibility • Tolerance

1. Understanding Suspension

Suspension from school may be used following serious breaches of school expectations where behaviour has:

- Impacted the safety and wellbeing of students, staff, or others participating in school activities
- Caused, or may cause, damage to property.
- Disrupted the learning environment and the ability of others to engage positively in their education.

At NSHS, suspension is viewed as an opportunity to support reflection, restoration, and positive change. It provides time for:

- Students and staff to regulate, reflect, and re-establish positive working relationships.
- Restorative conversations and processes to occur in line with our school values of Respect, Responsibility, and Tolerance.
- Parents/carers and school staff to work collaboratively to identify strategies and supports for the student moving forward.

Suspension also allows school staff to:

1. Re-establish a safe, orderly, and supportive learning environment.
2. Review the effectiveness of current behaviour supports and strategies.
3. Work collaboratively with internal and external support services where appropriate.
4. Seek further guidance and strategies to better support the student.
5. Plan adjustments, interventions, and supports to help the student successfully re-engage with school.

2. When to Apply a Suspension

Suspension cannot occur for:

- Truancy and non-attendance.
- Incidents that occur outside of school or a school activity, unless there is a clear connection to the school environment or the student's educational program.
- Breaches of the school dress code (uniform).

In line with Department of Education policy, automatic suspension and loss of Good Standing will apply to any student who:

- Physically attacks or initiates a fight with another student.
- Records, shares, uploads, or publishes videos or images of student fights or bullying, including on social media platforms.



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Suspension of a student must be for breaches that fall into the following categories:

Number	Category Name	Description of Behaviour	Days
N1	Physical aggression toward staff	Aggressive physical contact was committed intentionally against staff.	1-10 Days
N2	Abuse, threats, harassment or intimidation of staff	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.	1 – 10 Days
N3	Physical aggression toward students	Aggressive physical contact was committed intentionally against another student.	1 – 10 Days
N4	Abuse, threats, harassment or intimidation of students	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.	1 – 10 Days
N5	Damage to or theft of property	Direct or indirect damage to, or theft of, property.	5 Days
N6	Violation of your school's code of conduct or school or classroom rules	This covers student misconduct not addressed in other categories that violate the school's code of conduct.	1 – 5 Days
N7	Possession, use or supply of substances with restricted sale	This category covers the use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.	1 – 5 Days
N8	Possession, use or supply of illegal substance(s) or objects	The substances referred to in this category are those that are illegal under the Criminal Code Act Compilation Act 1913 (WA) . This includes weapons, vapes and illegal drugs.	1 - 10 Days
N9	Other		1 – 5 Days
N0	E-breaches	Breaches under the Students Online in Public Schools policy and procedures or personal use of mobile electronic devices requirements. This includes breaches of an acceptable use agreement, appropriate use of online services agreement, and recording, distributing or uploading of inappropriate images or messages of students, parents or staff with reasonable links to the school.	1 – 10 Days

3. Authority to suspend

Principals have the authority to make a decision to suspend a student for breaches of school expectations. This authority is delegated to school administrators (Associate Principals).

Suspensions are applied in line with Department of Education policy and procedures:

- The maximum period of suspension for a breach of school discipline is 10 consecutive school days.
- The period of suspension must conclude at the end of the school term.

If the period of suspension is for 3 or more consecutive days, the school is to ensure that educational instruction is made available to the student via Connect.



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Suspension Process Checklist:

The following actions form the suspension process.

Certain actions are consistently applied to all suspensions, while others are determined by the nature of the specific breach of school discipline.

Action	Who	Check
1. Information		
• Staff to inform HoLA or Student Services of incident in prompt manner	STAFF	☐
• Record all actions and outcomes in Compass Chronicle.	STAFF	☐
2. Investigate the Incident		
• Review available evidence such as CCTV footage, Incident Report Forms, and entries in Chronicle.	SSPC / SSO / AP	☐
• Gather statements and information from relevant staff (e.g., teachers, HOLAs) and any witnesses.	YC / SSPC / SSO / AP	☐
• Document all findings thoroughly to ensure procedural fairness	SSPC / AP	☐
3. Removal of Student from Class or School		
• If the breach requires urgent removal of the student from school grounds (e.g., violence, threats, or safety risks), the student must be removed from class and sent home promptly. • For all other breaches, the student should be removed from class and supervised in an appropriate space until collected.	SSPC / AP	☐
4. Present Findings and Recommendation		
• Review the evidence and present it to the Principal or Associate Principal.	SSPC / AP	☐
• Discuss the behaviour in the context of the student, school's behaviour management policy, and decide on an appropriate course of action.	SSPC / AP	☐
5. Determine Suspension Length		
• Decide the duration of the suspension based on the severity of the incident, the student's prior behaviour, and mitigating circumstances. Ensure alignment with Department of Education guidelines and school policy	PRINCIPAL / AP	☐
6. Notify Parents/Carers		
• Contact the student's parents/carers to inform them of the suspension and its details (e.g., reason, length).	SSPC / AP	☐
• Provide an opportunity for them to ask questions or provide additional information.	SSPC / AP	☐
7. Completion and Approval of Suspension Chronicle Entry		
• Record all details of the suspension in Chronicle: DOE Suspension	SSPC / AP	☐
8. Set and Conduct Return-from-Suspension Meeting		
• Schedule a meeting with the student and their parents/carers prior to the student's return.	SSPC / AP	☐
• Use Case Management Notes/Compass to record the meeting details and action points, including any agreements or behavioural expectations.	SSPC / AP	☐
9. Complete OINS (Online Incident Notification System)		
• For significant suspensions (e.g., involving violence, threats, or serious breaches), complete an OINS entry as per Departmental policy.	AP / PRINCIPAL	☐
10. Additional Actions or Referrals as Requested		
• Referrals to support services (e.g., school psychologist, chaplain).	SSPC / AP	☐
• Development of a Documented Education Plan.	SSPC / AP	☐
• Initiating restorative processes if applicable.	SSPC / AP	☐



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RETURN FROM SUSPENSION FORM

The purpose of this form is to support a collaborative approach between Student Services, the student, and their parent/carer in planning for a successful return from suspension. The focus is on identifying positive strategies, reinforcing expected behaviours, and supporting the student to re-engage positively within the school community. This form also outlines agreed expectations moving forward, in line with Narrogin Senior High Schools values and behaviour expectations, with the understanding that further consequences may apply if these expectations are not met.

STUDENT

Staff Member: _____

Date: _____

Student Name: _____

Year: _____

Has been suspended for: _____ days for _____

Student identifies corrective behaviours to be demonstrated when returning to school:

- _____
- _____
- _____

STUDENT RESPONSIBILITIES

The student is expected to demonstrate **Respect, Responsibility and Tolerance**. Upon returning to school, the student must:

- **Be Respectful:** Treat others kindly, use appropriate language and manners and follow instructions the first time.
- **Be Responsible:** Arrive at class on time and ready to learn.
- **Be Tolerant:** Be patient and understanding towards others, working positively with peers and staff

RETURN FROM SUSPENSION STAFF

Discussion of negative behaviour and corrective behaviour ☐

Explain to student Return to Good Standing process ☐

Appropriate plans and strategies are established, explained and agreed upon ☐

Student understands that future breaches of repeated behaviour will result in further suspensions ☐

SIGNATURES

Staff Member: _____

Date: _____

Student: _____

Date: _____

Parent/Guardian: _____

Date: _____

Expected date of return to good standing: _____

Date: _____

[illegible]

