\*For trial during 2021\*

To be completed by principal.

Student suspension is a serious sanction that should only be considered when all other methods for managing student behaviour have been explored.

Section 91 of the *Education Act 2015* (NT) provides principals of Government schools with the authority to suspend students from school by issuing a written notice.

Prior to completing this form, principals should be familiar with [Suspension Guidelines](https://education.nt.gov.au/__data/assets/word_doc/0003/436845/guidelines_suspension.docx), [Detention and Internal Suspension Guidelines](https://education.nt.gov.au/__data/assets/word_doc/0003/438960/Detention-and-internal-suspension_Guidelines_2.docx), [Students with Disability Policy](https://education.nt.gov.au/__data/assets/word_doc/0018/731700/policy_students_with_disability.docx) and [Nationally Consistent Collection of Data on School Students with Disability (NCCD) Guidelines](https://www.nccd.edu.au/tools/nccd-guidelines-0).

Schools must consider the following when making a decision regarding suspension ([Section 90(1), Education Act](https://legislation.nt.gov.au/Legislation/EDUCATION-ACT-2015)):

* the age of the student
* the developmental stage of the student
* whether the student is a child with special learning needs
* the mental health and wellbeing of the student
* the physical health and wellbeing of the student
* any relevant religious or cultural considerations
* the student’s home environment and the arrangements in place for the student’s care.

| Student name: | DOB: |
| --- | --- |

| Statement | Yes | No |
| --- | --- | --- |
| 1. Are you familiar with the [Suspension Guidelines](https://education.nt.gov.au/__data/assets/word_doc/0003/436845/guidelines_suspension.docx), [Detention and Internal Suspension Guidelines](https://education.nt.gov.au/__data/assets/word_doc/0003/438960/Detention-and-internal-suspension_Guidelines_2.docx), [Students with Disability Policy](https://education.nt.gov.au/__data/assets/word_doc/0018/731700/policy_students_with_disability.docx) and [NCCD Guidelines](https://www.nccd.edu.au/tools/nccd-guidelines-0)*?* |  |  |
| 1. Does your school have an active approach to whole school student wellbeing and positive behaviour? |  |  |
| 1. Did the incident occur at a school related location?   If yes, please indicate below:   * at school * travelling to or from school * during a school activity at another location * travelling to or from a school activity based at another location * off-school grounds but continues to significantly impact other people at the school |  |  |
| 1. Does the behaviour have any of the features listed below?   If yes, please indicate:   * poses a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person at the school * causes significant damage to or destruction of property * involves the participation in, attempt or actual theft of any property * includes the possession, use or sale, or deliberate assistance to another person to possess, use or sell illicit substances or weapons * fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person including themselves * demonstrates a consistent behaviour that vilifies, defames, degrades or humiliates another person based on: age, gender, identity, impairment, employment or vocation, marital status, physical features, political beliefs, race, religion, sexual orientation * demonstrates consistent behaviour of an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student |  |  |
| 1. Has the family been consulted regarding the allegations and proposed sanctions against the student?   If yes, please indicate below:   * face to face * phone call * email * letter   If no, please detail why: |  |  |
| 1. Have you reviewed the student’s background information for factors relevant to suspension? Including:  * Enrolment and attendance records * Academic achievement * Behaviour records * English as an Additional Language or Dialect (EALD Status) * Education Adjustments required |  |  |
| 1. Have you actively implemented a variety of preventative and responsive [Alternatives to Suspension](https://education.nt.gov.au/__data/assets/word_doc/0007/731671/alternatives_to_suspension.docx)?   If yes, please indicate below:   | **Preventative**   * Individual Behaviour Plans * referral to appropriate service providers * mediation * consultation with parents, students and support services | **Responsive**   * mediation or restorative justice practices * in-school detention (in accordance with ([Detention and Internal Suspension Guidelines](https://education.nt.gov.au/__data/assets/word_doc/0003/438960/Detention-and-internal-suspension_Guidelines_2.docx)) * time-in or time-out * service to the school community | | --- | --- | |  |  |
| 1. Does this student’s presence at school constitute a risk of physical or psychological harm to others? |  |  |
| 1. Is the suspension fair and reflective of the context, nature and seriousness of the conduct? |  |  |
| 1. Is the suspension proportionate to the behaviour displayed? |  |  |
| 1. Are there suitable home arrangements for the period of suspension? |  |  |
| 1. Is appropriate work being provided to the student for the period of suspension? |  |  |
| 1. Is this student identified in NCCD?   If yes\*, please indicate below:  Category:  Level of Adjustment: |  |  |
| \*If the student is identified in NCCD, it is possible that the behaviour maybe a function of the disability and suspension should only be used in exceptional circumstances. This section of the checklist will assist you to minimise the risk of discrimination, harassment or victimisation against a student with disability (Disability Discrimination Act 1992 and [Disability Standards for Education](https://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes_0.pdf) 2005). | | |
| 1. Is this student a Student Wellbeing and Inclusion (SWI) client\*?   If yes, please indicate which team: |  |  |
| \* If ‘No’ the principal may consider a referral to SWI to support the school with ongoing behaviours of concern.  \* If ‘Yes’ the principal can consider a case conference with relevant SWI Advisor to review and update personalised learning plans to reflect the current needs of the student as part of post-suspension return to school planning.  \* If unsure, please refer to Support Services Information Database (SSID). | | |

| **Final decision to suspend? (please circle)** YES / NO |
| --- |
| Number of days: |
| Additional comment: |

| If a suspension is invoked, the principal must:   * Issue Notice of Suspension to Student (using [Student letter template](https://education.nt.gov.au/__data/assets/word_doc/0010/731674/template_notice_of_suspension_from_attendance_at_school.docx)) * Issue Notice of Suspension to Family (using [Parent letter template](https://education.nt.gov.au/__data/assets/word_doc/0011/731675/parent_template_notice_of_suspension_from_attendance_at_school.docx)) * Enter suspension on SAMS * Ensure all documentation (including this document) is confidentially stored in student record file | | |
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|  | | |
| Principal signature: |  | Date: |
|  |  | |
| Principal Name: |  | |
|  |  | |
| School Name: |  | |