

Anti-bullying Plan

Nashdale Public School





Bullying:

Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

School staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school’s Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

Our School Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

Statement of purpose

This plan aims to address all forms of bullying that may occur in the school environment and to provide positive strategies for preventing, reporting and managing all forms of interactions that are not acceptable in the school environment.

Protection

Nashdale Public School is committed to creating a safe and caring environment in which all students can achieve success, socially, emotionally and academically. As a school community we do not tolerate bullying or harassment. Any bullying incident which comes to the attention of students and staff should be dealt with according to the policy and procedures outlined below. Incidents will be dealt with in a timely and consistent manner.

It is important to remember that the welfare of students at Nashdale Public School is a concern for all members of our community and we all share a responsibility in regard to this issue. It is important to work together to prevent and respond to any bullying behaviour.

Bullying behaviour can be:

- verbal eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical eg hitting, punching, kicking, scratching, tripping, spitting
- social eg ignoring, excluding, ostracising, alienating, making inappropriate gestures

- psychological eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Conflict or fights between equals and single incidents are not defined as bullying.

Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- isolated episodes of nastiness or random acts of aggression or intimidation

Prevention

The valuable classroom programs and engaging playground ensure students are individually catered for academically, physically socially and emotionally.

Parental involvement is encouraged & the school's promotes the development of quality relationships between staff, students & parents with an environment that is positive and consistent. We believe that all members of the school community, be they students, staff, parents or visitors have a responsibility to act as positive anti-bullying role models.

Anti-bullying lessons are dealt with in PDHPE & child protection lessons and also as the need arises in the form of discussions with individual children, small groups or whole school.

The reinforcement of appropriate social skills, including conflict resolution, are an integral part of resolving any issue that arises. We follow the process of Procedural Fairness where all parties are given an opportunity to respond to issues. Students are given opportunities to discuss and implement ideas for effective use of the playground, rules for games and procedures for resolving conflict in situations such as team games.

Class rules and expectations are negotiated with the teaching staff and students and the NSW DEC Behaviour Code for students is communicated and upheld.

Computer Usage Agreement is in force. Students are aware that Principal and staff have access to all student emails and online activity at any time.

Early Intervention

All members of our school community are encouraged to report bullying incidents.

Staff will be active, involved and visible in the classroom and on the playground. Staff is required to supervise students actively in all situations and deal with any inappropriate behavior promptly by restating our expectations and the appropriate social behavior.

Parents are encouraged to contact the school if they become aware of a problem.

Students are recognized for positive behaviours.

Students are taught a range of early intervention strategies to use including:



The High Five Anti Bully Hand

Talk friendly - Politely let them know you don't like it

Ignore – Don't respond to the situation

Talk firmly – Be assertive. Tell them to STOP

Walk away – leave the person or situation if you can

Report – If it continues, you MUST report

The school is involved in the Bullying No Way campaign and students are involved in activities that teach them how to recognize and respond appropriately to bullying, informs them of strategies to deal with bullying and what it means to be a bystander. At Nashdale Public School students use this campaign to create and display posters for all students at our school. Anti-bullying lessons are also taught annually as part of the Personal Development and Health curriculum.

Response and Intervention

The school encourages a climate of 'It's OK to tell someone'. Whenever members of the school community feel bullying is occurring in the school setting they are encouraged to stop their involvement, walk away from the act and tell someone in authority.

Any incident that is reported to the Principal or teaching staff will be dealt with immediately. If the incident is considered to be less severe, the matter will be dealt with immediately, with the instigator being removed from further contact with the victim for a time deemed appropriate by the teacher on duty.

Investigation of reported or observed incidents will follow principles of the Restorative Justice program. Procedural fairness will be followed allowing all parties to have the opportunity to present their point of view, using the following questions:-

What happened?

What were you thinking at the time? / How did it make you feel?

Who has been affected by your actions? / What did you do to solve the problem?

What can you do to make things right? / How can it be put right?

Consequences

Students are aware that if they bully someone, one or more of the following will occur:

They will talk to teachers or the Principal about their behavior. Incidents will be documented for future reference.

Their parents will be informed.

They may be removed from the classroom/playground.

They may lose privileges, such as participating in special activities, representing the school etc.

They will need to offer apologies.

They may lose their own time off the playground.

They may be suspended.

Bullies and victims are offered support and counselling.

Where an incident is considered serious, or the same students are involved in repeated incidents of bullying, the principal will be asked to investigate further. Written records of more serious incidents will be kept. The principal will contact the parents of students involved in these incidents. These meetings form part of our formal process and if bullying or violent behavior persists, suspension procedures will be followed.

A monitoring process will be implemented and if necessary, counseling may be sought.

Where the bullying is persistent and/or violent, steps will be taken towards suspension. The school will adhere to a three strikes policy – that is three warnings (including formal meetings) and suspension will result.

Parents/Carers will be contacted by the Principal to discuss the incident and identify ways to support the student and suspension procedures will be followed. Strategies for reporting intervening, accessing help and support; communicating Department appeal procedures; teacher professional learning; are part of the DEC's "Student Discipline in Government Schools" and "Suspension and Expulsion of School Students – Procedures" (2011).

Where the bullying has been committed via cyber space then parents will be informed & computer privileges will be removed as per *Computer Usage Agreements*

Where the bullying has been committed via cyber space then parents will be informed & computer privileges will be removed as per *Computer Usage Agreement*.

Communication and Evaluation

All families will receive a copy of the Anti-Bullying Policy after it has been reviewed. A copy of the Anti-Bullying Policy will be included in all School Information Handbook. A copy of the Anti-Bullying Policy is uploaded to our school website. Links to the policy will be sent out with the school newsletter. All staff will be aware of the procedure and be able to explain the procedures to any community member as required.

The school uses the data collection software "Sentral". The Learning and Support Team will use this data to provide feedback on all student welfare issues, including bullying behavior. Reports can be analysed in relation to particular students, areas and frequency of incidents. This will be done each term and more frequently if required.

The Annual School Report will include a report on student welfare and any relevant information regarding The Anti-Bullying Policy will be reported in this section. The Anti-Bullying Policy will be reviewed in 2018 by all stakeholders including staff, students, parents and community members.

Additional Information

<http://bullyingnoway.gov.au/>

<http://www.ncab.org.au/>

<http://friendlyschools.com.au/fsp/>

www.bullying.org

www.kidshelp.com.au

www.schools.nsw.edu.au/news/technology/index.php

<http://www.schoolatoz.nsw.edu.au/wellbeing/behaviour>

Telephone

Kids Help Line 1800 551 800 (24 hours toll free)

Principal's comment

This plan has been developed in collaboration with school and community members. The team included:

Students of Nashdale PS

Nashdale P&C

Kylie Toberty, Principal

Teaching and Support Staff, Nashdale Public School

School contact information

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Information for Parents

1. INTRODUCTION

This document provides summary information for parents on the Department of Education and Communities' *Suspension and Expulsion of School Students - Procedures*. A full version of these procedures can be obtained from the Department's policy website at:

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml

Further assistance is available from your local office of the Department of Education and Communities.

2. CONTEXT

- All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.
- There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.
- In such cases of unacceptable behaviour, parents should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program.
- In implementing these procedures, the principal must ensure that no student is discriminated against on any of the following grounds:
 - ❖ race, including colour, nationality, descent, and ethnic, ethno-religious or national origin
 - ❖ sex
 - ❖ marital status
 - ❖ disability, including HIV/AIDS
 - ❖ homosexuality
 - ❖ transgender, or
 - ❖ age.
- The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.
- Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents with a view to assisting a suspended student to rejoin the school community as quickly as possible.

- Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as an Aboriginal community liaison officer or learning and support teacher. In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.
- The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognised as having two essential elements. These are:
 - ❖ the right to be heard, and
 - ❖ the right of a person to a fair and impartial decision.
- These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. This includes the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues.

3. SUSPENSION

a. General Principles

- In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students.
- Before a suspension is imposed, with the exception of the cases outlined in dot point 4 below or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will ensure that appropriate learning and support strategies and discipline options have been applied and documented.
- In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited, to reasons such as the safety of students or staff.
- When consideration has been given to factors such as age, disability and developmental level of students (amongst others), principals must suspend immediately and consistently with these procedures, any student who:
 - ❖ *is physically violent*: Any student who is physically violent, resulting in injury, or whose violent behaviour

seriously interferes with the safety and well being of others is to be suspended immediately.

- ❖ *is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause).*
 - ❖ *uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.*
 - ❖ *engages in serious criminal behaviour related to the school.*
- Schools should ensure that in meetings with school personnel, in cases where communication difficulties arise due to a lack of understanding of English, parents have access to the use of an on-site or telephone interpreter and receive translated letters notifying of suspension or expulsion. Consideration may also need to be given to cultural issues and the intellectual capacity of the parent to understand what is occurring and what is being said. For details on arranging an on-site or telephone interpreter, refer to:
<http://www.schools.nsw.edu.au/languagesupport/language/index.php>
 - In all cases of suspension:
 - ❖ a formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing.
 - ❖ a suspension resolution meeting must be convened by the principal at the earliest opportunity. The principal, in conjunction with the parents, should utilise the school, regional and other available resources in seeking a means of assisting the student to modify his or her behaviour.
 - Should parents require a support person in order to participate fully in the suspension resolution or expulsion meeting, a person acceptable to both the parents and the principal may be involved, e.g. a member of the local Aboriginal Education Consultative Group (AECG) or an interagency support worker. The responsibility for organising a support person rests with the student or parents.

b. Short Suspension

- In cases where a range of appropriate learning and support strategies have been implemented and been unsuccessful in resolving the inappropriate behaviour or the principal determines the behaviour of the student is of a type that warrants immediate suspension, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:
 1. **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance;

disrupting other students; use of alcohol or repeated use of tobacco.

2. **Aggressive Behaviour.** This includes, but is not limited to hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students; bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

c. Long Suspension

- If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:
 - ❖ the safety of students and staff
 - ❖ the merit and circumstances of the particular case
 - ❖ factors such as the age, individual needs, any disability and developmental level of students.
- Subject to factors outlined in the dot point above, principals will impose a long suspension for:
 - ❖ **Physical violence:** Which results in injury, or which seriously interferes with the safety or well being of other students and staff (including sexual or indecent assault).
 - ❖ **Use or possession of a prohibited weapon, firearm or knife.** When the student:
 - uses or possesses a weapon which is listed in Schedule One of the *Weapons Prohibition Act*. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
 - uses a knife or possesses a knife (without reasonable excuse as defined by the *Summary Offences Act**);
 - uses or possesses a firearm of any type (including live ammunition, and replica firearms).
*Note – "reasonable excuse" includes Kirpans carried by Sikhs for religious purposes.
 - ❖ **Possession, supply or use of a suspected illegal substance.** This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
 - ❖ **Serious criminal behaviour related to the school.** This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises.
- Subject to factors outlined in the first dot point in this section (section c), principals may also impose a long suspension for:
 - ❖ **Use of an implement as a weapon.** When a student uses an implement as a weapon to assault or injure

another person (including use of an offensive implement, which is any implement made, or adapted to cause injury to another person).

❖ **Persistent or serious misbehaviour.** This includes, but is not limited to:

- repeated refusal to follow the school discipline code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
 - making credible threats against students or staff;
 - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.
- In the formal disciplinary interview, the student must be able to have an appropriate observer of their choosing present at the interview.
 - The principal will not impose any more than two long suspensions on an individual student in any twelve month period without the approval of the Director, Public Schools NSW.
 - If, after two long suspensions, the matter has not been resolved other strategies must be considered including alternative educational placements, expulsion from the school or expulsion from the school with a recommendation to the Minister that the student not be re-admitted to all or any government schools.

4. DECIDING ON, NOTIFYING AND RESOLVING A SUSPENSION

- The decision to suspend must be taken by the principal, or in the principal's absence, the person performing the principal's role (relieving principal).
- A student will not be sent out of the school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school.
- Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification.
- The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents, to discuss the basis on which the suspension will be resolved.
- If parents are unable or unwilling to attend a suspension resolution meeting, the principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period.
- Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension.

- The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed. If the issues cannot be addressed before the final day of the suspension, the principal must refer the matter to the Director, Public Schools NSW, who will consider a range of measures to resolve the issues. While this is occurring it may be necessary to impose a second long suspension.

5. EXPULSION

a. General Principles

- In serious circumstances of misbehaviour the principal may expel a student of any age from their school. The principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning.
- In all cases where expulsion is being considered the principal must:
 - ❖ notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action
 - ❖ organise an interpreter or cultural assistance and/or translated documents, or other assistance for disability issues as appropriate, in order to allow parents to participate fully in the process
 - ❖ obtain and consider a report from the learning support team or school counsellor, as appropriate, that includes recommendations for further action
 - ❖ provide the parents with a copy of all documentation on which the consideration of expulsion is based
 - ❖ allow seven school days for students and parents to respond
 - ❖ consider any response from the student and parents before proceeding further
 - ❖ discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal.

b. Expulsion from a Particular School for Misbehaviour

- When considering expelling a student for misbehaviour, the principal must:
 - ❖ ensure, except as a result of a most serious incident, that all appropriate learning and support strategies have been implemented and documented
 - ❖ convene a formal disciplinary interview with the student. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For very young students or students with certain disabilities it may be advisable to have a parent present at the meeting
 - ❖ place the student on a long suspension pending the outcome of the decision making.
- Having reached a decision to expel a student from the school, the principal will:

- ❖ inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision
- ❖ arrange, within 10 school days, and with support from regional staff, an alternative educational placement appropriate to the needs of the student.
- If a suitable alternative cannot be arranged the principal must refer the issue to the Director, Public Schools NSW, for resolution.
- In the resolution process the Director, Public Schools NSW, may consider a range of options including:
 - ❖ directing, with approval from the Executive Director, Public Schools NSW, the re-admittance of the student to the school, subject to strict disciplinary arrangements as necessary to ensure the safety and welfare of the student, other students and staff
 - ❖ placement in an alternative education setting
 - ❖ enrolment in TAFE
 - ❖ participation in other education or training approved by the Minister
 - ❖ enrolment in distance education, or
 - ❖ recommending to the Executive Director, Public Schools NSW, that another school be directed to enrol the student (subject to any issues that may have been identified by a risk assessment, having been addressed).
- In the majority of cases, expulsion from a particular school for misbehaviour will be finalised within the 20 school day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed provided approval is given by the Director, Public Schools NSW.
- If the student's behaviour has been so extreme that a suitable alternative placement cannot be found, the Director, Public Schools NSW, in consultation with the principal, may forward a submission to the Secretary, Department of Education and Communities through the Executive Director, Public Schools NSW and the Deputy Secretary, Department of Education and Communities, recommending to the Minister that the student who has been expelled for misbehaviour not be re-admitted to all or any government schools.

C. Expulsion from a Particular School of a Student over 17 Years of Age for Unsatisfactory Participation in Learning

- This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.
- Prior to giving consideration to expulsion the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student to assist them to improve their participation in learning. The student must also be provided with a reasonable period in which to demonstrate improvement.
- When considering expulsion in these circumstances, the principal will notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action. There is no necessity to

place the student on long suspension pending the decision making process in these circumstances.

- Having reached the decision to expel the student from the school the principal will inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision.
- The arrangement of an alternative placement is the responsibility of the student and the student's parents. Advice for students and parents in these circumstances is available from the appropriate regional office.

6. Appeals

- Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached.
- Some students or parents will require assistance in lodging an appeal. Students or parents requiring assistance should be referred in the first instance to their local office for the Department of Education and Communities. Local office personnel should identify appropriate support people for the student or parents if this type of assistance is requested. Appeals can be made to:
 1. **The Director, Public Schools NSW** about the imposition of a suspension or a decision to expel a student from a particular school.
 2. **The Executive Director, Public Schools NSW**, where a Director, Public Schools NSW, has been so involved in a decision to suspend or expel a student from a particular school as to prevent him or her, on the grounds of procedural fairness, from deciding an appeal.
 3. **The Executive Director, Public Schools NSW** about the decision of a Director, Public Schools NSW, to decline an appeal relating to a suspension or an expulsion from a particular school.
 - The Director, Public Schools NSW or the Executive Director, Public Schools NSW, will:
 - ❖ deal with the appeal within 20 school days of its lodgement
 - ❖ ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal
 - ❖ review all relevant material
 - ❖ ensure that appropriate material has been made available to the student and his or her parents
 - ❖ discuss relevant issues with the person(s) making the appeal and any other parties, as appropriate
 - ❖ advise all the parties of the decision and the specific reasons for reaching the decision.
 - Where an appeal or a component of an appeal is upheld, the person determining the appeal will decide what further action is to be taken. Further action will be determined by the findings of the appeal.
 - The fact that an appeal has been lodged does not put on hold the principal's decision to suspend or suspend prior to expulsion from a particular school.

NOTE: In these procedures, the term "parent" or "parents" includes any person or persons having the custody or care of a child.