



MALEK FAHD
ISLAMIC SCHOOL

MFIS Student Behaviour Policy

(formerly known as Discipline Policy)

Version 4.0

3 November 2025

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Policy Owner

Deputy Principal (Wellbeing & Community)

Version Control

Version No	Date	Details	Approved by
V1.0	3 April 2019	Revised	Principal (Bruce Rixon)
V2.0	22 January 2021	Updated	Principal (Bruce Rixon)
V3.0	27 November 2023	Revised	Principal (Dr Zachariah Matthews)
V4.0	3 November 2025	Revised in line with updates made by the NSW Department of Education to its Behaviour Policy. Renamed from Discipline to Student Behaviour Policy. Deputy Principal Wellbeing & Community (Mr Aiyub Ahmed)	Principal (Dr Zachariah Matthews)

Policy Review

This policy will be reviewed every three years if not earlier to take account of any changed technology, legislation, expectations, or practices.

The next review date is November 2028.

Related Policies

- Behaviour Education Policy
- Anti-Bullying Policy
- Work Health and Safety (WHS) policy.
- Complaints Handling policy.

Relevant Graduate Qualities

- Taqwa (God-conscious)
- Self-disciplined

Islamic Worldview

Islam teaches us discipline through self-control. While we have free will, we must use this in a responsible way, and treat others with the respect and dignity that we expect for ourselves. With our free will we should practice self-control; this will promote a healthy relationship with Allah (SWT). We practice self-control through praying, fasting, zakat (obligatory charity), Hajj (pilgrimage), etc. For example, at the time of Fajr prayer, we may like to sleep, but we get up to pray. While fasting, we feel hungry and thirsty, but we practice self-control and refrain from eating or drinking from dawn to sunset.

Discipline through self-control is explicitly taught in the Quran. We are taught to observe and obey the Will of Allah SWT and forbid our lower self from doing what is wrong and harmful to us. This can only be possible when we practice self-control. *“But he who feared to stand before his Lord and restrained himself from evil desires.”* (Quran 79:40)

Behaviour Expectations

Supporting and enabling positive student behaviour is essential for effective learning, as well as the wellbeing and safety of all students and staff. Inclusive practice must be embedded in all aspects of school life and be supported by school culture and everyday practice.

Our school’s high expectations (standards of behaviour) and aspirations are designed to foster respect and responsibility as well as the value of self-discipline in our students.

Our school is committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

At MFIS students are expected to:

- Respect themselves, other students, their teachers, school staff and community members.
- Follow school and class expectations (standards, procedures) and follow the directions of their teachers.

- Strive for the highest standards in learning.
- Show courtesy to all students, teachers, and community members.
- Resolve conflict respectfully, calmly, and fairly.
- Proudly wear the school's uniform and meet dress code expectations.
- Attend school every day (unless legally excused).
- Safeguard all property.
- Not be violent or bring weapons, illegal drugs, alcohol, or tobacco to school or school events.
- Not bully, harass, intimidate, or discriminate against anyone.

MFIS will take appropriate action in response to behaviour that is detrimental to self or others or to the achievement of effective teaching and learning.

Responsibilities and Delegations

All staff will work collaboratively with students, parents and carers, service providers and the community to promote and manage positive, inclusive, and safe student behaviour. All staff promote, model, and embed positive, inclusive, respectful and culturally responsive practices in school.

The principal or delegate

- leads and oversees school staff compliance with this policy.
- ensures that all behaviour support measures, including school withdrawal (suspension) or enrolment cancellation (expulsion) from school, are consistent with the procedures in this policy.
- ensures that implementation of this policy is consistent with obligations to ensure a safe and healthy working and learning environment under the Work Health and Safety (WHS) policy.
- ensures that students, parents, and carers can access appropriate complaint processes and that complaints relating to student behaviour are handled promptly, in line with the Complaints Handling Policy.
- implement and embed systems that retain and report on records of formal action taken in relation to the implementation of this policy and its supporting procedures and implementation documents.

Teachers and school staff:

- support school leaders in implementing this policy.
- will be supported to implement this policy.
- support the development and implementation of the school's Behaviour Education Policy to enhance student learning and wellbeing.
- model and promote behaviour that values diversity, demonstrates respect for and inclusion of all students, and promotes a positive school climate.
- participate in professional learning to progress skill development, knowledge and confidence and provide purposeful and personalised responses to behaviours of concern.
- will ensure that they comply with their obligations under the Work Health and Safety (WHS) policy.

School learning and wellbeing support teams:

- provide support for all students requiring additional and targeted learning and wellbeing supports across the care continuum, considering any specific needs of individual students.
- develop, implement, monitor, and review individual student support planning.
- evaluate, analyse, and monitor student learning and communicate relevant student information to teachers for better classroom support.
- will ensure that they comply with their obligations under the Work Health and Safety (WHS) policy.

School counselling staff:

- work collaboratively with students, school leaders, teachers, learning and wellbeing support teams, parents and carers, other agencies, and services providers to develop appropriate school-based student support.
- provide specialist advice and services to support targeted and individual interventions for students who consent to and require support to be safely included in education settings.
- undertake culturally responsive cognitive, emotional, and behavioural assessments to enable development of appropriate school-based support for students.
- provide students with therapeutic interventions when appropriate.
- collaborate with key stakeholders to develop, implement, monitor, and review student support plans as needed.
- refer students and/or their families to other agencies or services that will support student learning and wellbeing, and positive behaviour outcomes.
- will ensure that they comply with their obligations under the Work Health and Safety (WHS) policy.

Parents and carers are expected to:

- work in partnership with the school, service providers and the wider school community to support their child's behavioural development and successful engagement in learning.
- understand the Behaviour Expectations outlined above and the importance of maintaining high standards of behaviour to create a positive, safe, inclusive, and respectful school environment.
- support the school to implement the school's Student Behaviour Policy and Behaviour Education Policy.
- proactively engage with the school to resolve concerns around behaviour when incidents occur, including discussing issues as soon as possible, in accordance with the school's Behaviour Education Policy.

Procedural Fairness

Procedural fairness will be afforded to all students and staff in implementing this policy.

Essential elements of procedural fairness include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

- know why the action is happening.
- know how issues and decisions will be determined.
- know the allegations in the matter and any other information the decision maker considers.
- respond to any allegations made against an individual.
- appeal the decision to withdraw (suspend) or de-enrol (expel) and be informed of their right to do so.
- impartiality and an absence of bias in the investigation and decision-making processes.

Responding to Behaviour

There are a range of support measures to help students who struggle to meet the school's behaviour expectations. These may include support plans, referral to outside services, regular mentoring, lunch reflection, after-school reflection, in-school reflection, withdrawal, or enrolment cancellation.

Before deciding on the most appropriate way to respond to behaviour, principals, heads of campuses, teachers, and school staff need to:

- identify the form, nature, and function of the behaviour,
- understand the context in which the behaviour occurred and any previous incidents,
- establish whether the behaviour is developmentally appropriate,
- consider any other relevant circumstances or information.

Principals, heads of campuses, teachers, and school staff should go beyond observing behaviour, and seek to understand the underlying and/or unspoken purpose or reason for the behaviour.

In identifying and understanding student behaviour, principals, teachers, and school staff must consider the student's individual circumstances and whether these are impacting their ability to positively engage with their learning. Such circumstances may involve but are not limited to:

- disability
- trauma background
- cultural and religious background
- interactions with other systems such as out of home care, Juvenile Justice or Mental Health
- socioeconomic disadvantage.

Behaviour of Concern

A behaviour of concern is defined as a challenging, complex, or unsafe behaviour that requires more persistent or intensive interventions. This aligns to Tier 2 and 3 as outlined in the school's Behaviour Education Policy.

A behaviour of concern does not include low-level, developmentally appropriate behaviours, such as testing boundaries and standards which can be redirected and minimised through universal behaviour support strategies. This is Tier 1 in the school's Behaviour Education Policy.

Formal Caution

To maintain high standards of student behaviour, the school should communicate regularly to the school community the behaviour expectations articulated in this policy and the school's behaviour support and plan.

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the Head of Campus can issue a formal caution of school withdrawal, in writing, to the parents or carers.

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.

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Deputy Principal Wellbeing & Community.

There will be circumstances where a Head of Campus may determine that a student must be withdrawn from school (suspended) without first issuing a formal caution to due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school. (See section 2.1 Grounds for school withdrawal).

A formal caution to withdraw must:

- be in writing, via email or post, on school letterhead
- be provided to the student and their parents or carers
- outline the behaviour/s of concern

- provide clear behavioural expectations for the student consistent with the Behaviour Expectations for students
- clearly outline the timeframe/expiry date for the formal caution
- highlight the importance of parents or carers in working with the school when managing student behaviour
- provide parents or carers the opportunity to meet with appropriate school staff and a key contact
- advise that the student and parent or carer has the right to a support person in any meeting with the school
- outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour
- be documented on the school's in-house data system.

Out of School Withdrawal

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Withdrawal from school is an action available to the Head of Campus in these situations.

The purpose of the withdrawal 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.

Grounds for Withdrawal

Heads of Campus can use out of school withdrawal as a behaviour support intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for withdrawal, the Head of Campus should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

The Head of Campus can withdraw a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important the Head of Campus consider issuing an immediate school withdrawal to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused spiritual, physical, psychological or emotional harm to others.

Steps in the school withdrawal procedures

The Head of Campus makes the decision for proceeding with a school withdrawal. The decision to proceed or not proceed with a school withdrawal will be based on information gathered including, but not limited to:

- considering the cause and impact of the behaviour
- considering whether possible and appropriate alternative behaviour support management and intervention strategies have been implemented or attempted, including reasonable adjustments for students with disability
- considering student factors such as the developmental age, trauma, child protection concerns and cultural considerations, disability and individual needs and circumstances
- reviewing information including, but not limited to, written reports from staff, school data and other witness statements
- providing the student who has, or is alleged to have, engaged in the behaviour/s of concern with the opportunity to respond.
- In line with duty of care obligations, the principal's decision to suspend can be made irrespective of any action by another agency, including NSW Police or the Department of Communities and Justice. This is to mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

Length of Withdrawal

The Head of Campus must decide the duration of the school withdrawal with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures (See section below Duration of a school withdrawal).

School withdrawals may be carried over into the next calendar year if the behaviour warrants it, in consultation with the Director, Educational Leadership.

Notifying relevant people of the withdrawal (school withdrawal)

Once the Head of Campus has formalised the details of the school withdrawal they must:

- 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
- advise the principal of the other setting if a student has a shared enrolment and/or attends more than one setting.

Where possible, school counselling service staff should also be informed and be available to provide counselling support for the student during the withdrawal, with the permission of the Head of Campus at a pre-arranged time.

Where possible, and with student and parent or carer permission, the Head of Campus should consider advising relevant external agencies with which the student already has contact.

The Head of Campus cannot release the student from school before the end of the school day, without having notified the parents or carers and reached agreement about arrangements for collecting the student from school. Until the arrangements are made, the Head of Campus must ensure adequate supervision is provided for the student at school. When a student has special transport arrangements, the school must notify the transport provider and the Assisted School Travel Program, of the withdrawal, following notification to the parents or carers.

Written Notice of Withdrawal

The Head of Campus should use the notice of withdrawal template for written notifications. The notification for all

withdrawals and extensions must include:

- the ground/s and any specific reasons for the withdrawal
- the timeframe of the withdrawal, including the duration, start and end dates, or any other details
- outline of a learning program and clear expectations that the student will continue a learning program while withdrawn
- contact details of a nominated person from the school
- information for students and parents or carers on accessing support services, where relevant
- expectations for parents or carers to positively engage with the school to support positive student behaviour and manage behaviour or behaviours of concern
- the importance of parents' or carers' involvement with the student and school to support the student's safe and successful return to school following the resolution of the withdrawal
- parent or carer information, which includes information concerning appeal rights and processes
- clear expectations that the student should not be on school grounds without the Head of Campus's prior permission
- notification that the school will not have duty of care for the student as the withdrawal is occurring at home and that the parent or carer will be responsible for their child's care and safety.

Duration of a withdrawal

The Head of Campus must decide the duration of the withdrawal with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant.

The duration can be:

- up to 5 consecutive school days for students in Kindergarten to Year 2
- up to 10 consecutive school days for students in Year 3 to Year 12

Where a Head of Campus originally issues a school withdrawal with fewer days than up to 5 for Kindergarten to Year 2 and 10 for Years 3 to 12, they may increase the length of the school withdrawal up to those maximum days if required without it being considered an extension.

However, if the number of consecutive school days are insufficient to implement appropriate supports for the student, the Head of Campus can extend the withdrawal for up to 5 additional school days.

This would extend the school withdrawal to:

- 6 to 10 school days for students in Kindergarten to Year 2
- 11 to 15 school days for students in Years 3 to 12.

The Head of Campus will inform the Deputy Principal Wellbeing & Community of their decision to extend the withdrawal.

Resolving the withdrawal

The Head of Campus must attempt to resolve the withdrawal and return the student to school on or before the concluding date of the withdrawal.

Wherever possible, a face-to-face meeting should be held to resolve the withdrawal and return the student to school. Other meeting formats may be appropriate in some situations. This must include the Head of Campus or their delegate, the student and a parent or carer. The Head of Campus, 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 Head of

Campus 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 withdrawal and how their actions did not meet the Behaviour Expectations of the school
- 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 spiritual, 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.

Support for those impacted by behaviour or behaviours of concern

The duty of care and work health and safety law requires the school 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.

The Head of Campus should take what steps they reasonably can in undertaking this task and can rely on advice and support from the Deputy Principal Wellbeing & Community, where applicable, external agencies or experts.

Staff and students directly impacted by the behaviour leading to the withdrawal 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 support plans.

Enrolment Cancellation

There may be some serious circumstances where behaviour supports, including school withdrawals and risk management strategies have not been successful in managing significant behaviours of concern.

In these circumstances the Deputy Principal Wellbeing & Community and Head of Campus together can consider cancelling the student's enrolment.

In all cases where consideration is being given to cancelling the enrolment of a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

Grounds for enrolment cancellation

The Deputy Principal Wellbeing & Community and Head of Campus together can consider cancelling the enrolment of a student from school on the following grounds:

- serious behaviour or behaviours of concern where behaviour supports and risk management strategies, including withdrawals, have not been successful
- unsatisfactory participation in learning for students aged 17 years and over, where
 - a student is at risk of receiving an 'N' determination (non-completion of course requirements for this course) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each

course.

Considering cancelling enrolment

The Deputy Principal Wellbeing & Community's and Head of Campus's decision on whether to proceed with a cancellation must be informed by:

- consideration of whether all possible and appropriate alternative behaviour support management, intervention and risk management strategies, including withdrawal, have been implemented or attempted, including reasonable adjustments for students with disability
- assessment of all possible alternative programs, strategies and educational settings such as different schools, support classes, schools for specific purposes and TAFE
- consideration of student factors such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances
- written advice from the school counsellor, where appropriate.

In line with duty of care obligations, the Deputy Principal Wellbeing & Community's and Head of Campus's decision to cancel enrolment can be made irrespective of any action by another agency, including NSW Police and Department of Communities and Justice, to mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

When considering an enrolment cancellation due to serious behaviour or behaviours of concern, the duty of care and work health and safety law requires the school 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.

The Head of Campus should take what steps they reasonably can in undertaking this task and can rely on advice support from the Deputy Principal Wellbeing & Community, and where applicable, external agencies or experts.

Considering an enrolment cancellation – unsatisfactory participation for students aged 17 year and over

The Deputy Principal Wellbeing & Community and Head of Campus may only cancel the enrolment of a student for unsatisfactory participation in learning where a student is at risk of receiving an 'N' determination (non-completion of course requirements) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course. In these circumstances the Head of Campus must have:

- advised the student of the tasks or actions to be undertaken in time for the issue to be corrected and alerted the student to the possible consequences of receiving 2 written 'N' warnings or a final 'N' determination
- followed all NSW Education Standards Authority (NESA) requirements in relation to issuing 'N' warnings
- provided the student with a formal written notice of potential enrolment cancellation for unsatisfactory participation from the school
- following the written 'N' warning letters and notice of potential enrolment cancellation, provided the student with the opportunity, time and appropriate support to complete the course requirements.

Decision to proceed with an enrolment cancellation

Once the decision to cancel the enrolment of a student is made jointly by the Head of Campus and Deputy Principal Wellbeing & Community, they must:

- advise the student and their parent or carer of the decision to cancel enrolment verbally, where possible
- formally notify the student and their parent or carer in writing, via email or post, within 24 hours of the decision, and include:

- the implications of enrolment cancellation
- parent or carer information, which includes information concerning appeal rights and processes
- record the cancellation in the school's in-house data system within 24 hours of notifying relevant people
- finalise the enrolment cancellation within 15 school days of the notice of potential cancellation being issued
- ensure all documentation is retained on file at the school.

If the Head of Campus and Deputy Principal Wellbeing & Community decide not to proceed with an enrolment cancellation:

- the Head of Campus will advise the student and their parent or carer of the decision not to cancel, by phone where possible
- the Head of Campus will formally notify the student and their parent or carer in writing, via email or post, on school letterhead within 24 hours of the decision
- where enrolment cancellation was being considered for serious behaviour or behaviours of concern, the Head of Campus should return the student to school (see section Resolving the school withdrawal).

Placing a student on withdrawal from school pending enrolment cancellation

Once a decision has been made to proceed with the cancellation due to serious behaviour or behaviours of concern, if a student is not already on withdrawal, the Head of Campus should place the student on a withdrawal of appropriate length pending the outcome of the decision-making process.

Issuing written notice of potential enrolment cancellation

The Head of Campus should use the notice of potential enrolment cancellation template to provide written notice to the student and parent, carer or support person following the initial communications or meetings. The notice must:

- state that the Head of Campus and Deputy Principal Wellbeing & Community are considering cancelling the enrolment of the student
- be in writing on school letterhead
- detail the behaviour or behaviours of concern and/or unsatisfactory participation in learning
- provide the student, parent, carer or support person the opportunity to formally meet with the Head of Campus and relevant support services
- advise that the student and parent or carer has the right to a support person in any meeting with the school
- notify the student and parent or carer that the student is withdrawn pending the outcome of the decision-making process (up to 15 consecutive school days) and include the same information as required for a notification of a withdrawal (see section Notice of a withdrawal – written requirements)
- allow 7 school days for students and parents or carers to respond before making a final decision
- be documented on the school's in-house data system.

Convening a formal meeting with student and parents or carers

The Head of Campus should convene a formal meeting, within 7 school days, held face-to-face with the Head of Campus, student and their parent, carer or support person, to discuss:

- that enrolment cancellation from school is being considered
- the reasons or grounds for the possible cancellation
- the implications of proceeding with a cancellation
- the information and documentation on which the consideration to expel is based.

At the meeting, the Head of Campus will inform the student and parent or carer of the remaining days left from the original 7 school day notification to consider and respond to the information provided before the Head of Campus and Deputy Principal Wellbeing & Community makes a final decision.

The Head of Campus will ensure all documentation, records of interventions, meeting minutes, formal communications and responses are stored securely at school.

Decision to re-enrol or cancel enrolment

Students whose enrolment has been cancelled for a serious behaviour or behaviours of concern may only re-enrol with the approval of the Principal.

For students expelled from the school for unsatisfactory participation in learning, the Head of Campus and Deputy Principal Wellbeing & Community have the joint discretion to re-enrol that student in the school.

Arranging an alternative educational placement

Unsatisfactory participation for students aged 17 years and over: It is the student's and parents' or carers' responsibility to find a suitable alternative placement. While the Head of Campus has no further obligation to arrange an alternative educational placement, they can advise on possible options.

Appeals

Appeals against school withdrawal and enrolment cancellation decisions can be made where a student or their parent or carer believe school policy and procedures have not been followed correctly and/or an unfair decision has been made.

Appeals should be in writing and clearly state the reasons for the appeal.

An appeal can only be made against the original decision to withdraw or cancel. Formal cautions and/or a decision to extend a withdrawal cannot be appealed.

Decision makers

Withdrawal appeals: The Deputy Principal Wellbeing & Community will receive, review and decide on the outcome of a school withdrawal appeal.

Enrolment cancellation appeals: The Principal will receive, review and decide on the outcome of an enrolment cancellation appeal.

Review and decision

The decision maker must:

- acknowledge receipt of the appeal in writing within 2 school days and advise on next steps
- review all documentation and consider if Student behaviour policy and these procedure requirements were followed, including providing reasonable adjustments for students with disability
- ensure all appropriate materials have been provided to the student and parent or carer before deciding on the outcome of the appeal
- discuss relevant issues with the person lodging the appeal and any other parties, as appropriate, before deciding the outcome of the appeal
- resolve the appeal within 15 school days for withdrawal and 20 school days for enrolment cancellation, from receipt of the appeal

- advise all parties of the outcome of the appeal (upheld or denied) and the specific reasons for the decision
- record the outcome of the appeal in the department's feedback and complaints system.

Assistance with lodging an appeal

A school should help students and parents or carers who wish to lodge an appeal. Assistance should be provided in the following circumstances:

- The school should identify an appropriate support person. The support person should
 - not be involved, or appear to be involved, in making or assisting with the decision on the appeal, in line with procedural fairness principles
 - help the person lodging the appeal understand their rights and the appeal process
 - if necessary, assist with completing it.

The fact that an appeal has been lodged does not put on hold the Head of Campus's decision to withdraw, or withdraw prior to enrolment cancellation, from school.

Data and record-keeping requirements

The school will use data collection methods, as outlined in this section, to identify and monitor students who require targeted or individual behaviour support.

The Head of Campus, with support from school staff, must collect and retain information on student behaviour, including actions taken to support and manage individual student behaviour and any support strategies implemented or reasonable adjustments required. This helps the school monitor the impact of support provided.

The Head of Campus must ensure effective data collection and record keeping practices are fulfilled, including:

- recording withdrawals in the school's in-house data system
- record enrolment cancellations in the school's in-house data system
- ensuring attendance is correctly marked for the student for the duration of the school withdrawal
- ensuring staff complete written records of any related communications with parents or carers, and retain on file at the school
- completing written records of formal meetings with parents or carers and retain on a file at the school
- recording any appeals and outcomes in the school's feedback and complaints system
- keeping records and documentation of behaviour support responses and interventions
- keeping individual student support planning documentation for students where their behaviour/s of concern require interventions and support
- documenting risk management plans
- documenting decisions made, the reasons for those decisions and processes followed
- documenting any considerations given to implementing reasonable adjustments
- keeping records of any consultation, or attempts at consultation, with students, parents or carers, and external agencies to discuss a student's behaviour.

The Head of Campus must, where permissible and appropriate, share individual student records with parents or carers, or with the Department of Communities and Justice or other authorised agency for students under Parental Responsibility of the Minister. Check with AISNSW for guidance on information sharing.

Requests for information should be provided to officers from Communities and Justice in response to a request for information under Part 16A of the Children and Young Persons (Care and Protection) Act 1998 or where the release of such information is otherwise authorised, such as where the Minister for Communities and Justice has parental responsibility for the child. Relevant details must also be provided to agencies such as Centrelink upon receipt of any 'Notice to Produce Information' or similar directive.