

Supplementary  
Submission  
No 88a

**INQUIRY INTO CHILDREN AND YOUNG PEOPLE WITH  
DISABILITY IN NEW SOUTH WALES EDUCATIONAL  
SETTINGS**

**Organisation:** Australian Neurodivergent Parents Association (The ANPA)

**Date Received:** 30 May 2024

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Partially  
Confidential

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**From:** Sarah Langston  
**Sent:** Thursday, 30 May 2024 9:33 AM  
**To:** Portfolio Committee 3  
**Subject:** Re: Late submission  
**Attachments:** Gmail.PDF

On Thu, 30 May 2024, 9:32 am Sarah Langston, wrote:  
Good morning,

I would like to submit the following copy of an email to the Committee as late piece of evidence to support The ANPA.

I ask that all names and identifying details be redacted.

This is an example of how at risk Neurodivergent mothers are to reporting when they advocate for children in schools.

Sarah Langston



(no subject)

1 message

Wed, 29 May 2024 at 12:18 pm

Hi

is absent from school today. Please record this on our behalf as a justified absence against his attendance.

We would like him back at school ASAP and ask that you deal with the below rapidly so he can return.

has told myself, and his father by phone, that he does not want to go to school because of an incident that happened with Mrs on a recent Wednesday (it is not clear if he means last Wednesday or another Wednesday).

I have recounted the incident without interpretation or additions below, as told to me/ may prefer to contact you separately to relay his own recollection of what said to him, as well.

recounted the below to his and I this morning:

- he said (to us both) on Wednesdays at school they have Olympiad. Mr runs Olympiad. He said (to me) "I like Mr but not Olympiad"
  - he said (to me) he gets bored during this activity. (When he is bored he often becomes upset and stressed)
  - he said (to us both) he left Olympiad and tried to walk down to the office, entering via the Cola area. has pre-existing permission to walk down to the office if he is feeling dysregulated in some way (see attached notes of a phone call between and Mrs from May 7th).
  - he said (to us both) that when he entered the office area, there were "a bunch of people waiting for kids". He said these people were parents, not staff. He said he did not know which parents of which kids.
  - he said (to us both) that Mrs was in the office area
  - he said Mrs "pulled me back to class". We asked what does "pulled" mean? How did she pull you? He said "by my arms".
  - said (to me) that he challenged Mrs on pulling him by the arms as he knows this is not allowed. He said Mrs remarked that "Mrs doesn't mind". also remarked (to me) "there are no cameras".
- I do not know what this comment (re cameras) means - if it was said by him, Mrs or was just a remark by him. I have no view either way and will not seek to clarify as it is too close to potential leading. Someone else can clarify with him if they wish and he is comfortable.
- I told him it is unlikely to be true that Mrs doesn't mind children being pulled by the arms. And that I think Mrs would mind. I affirmed this is not allowed or okay.
- asked how far he was pulled. said "back to class". asked where was class. said he was pulled back to "the old Inkpen class". This refers to his original class, last at the end of the corridor, next door to his current classroom (Class Ovens). Inkpen was the name of his class in Kindy, and he was originally in that room.
  - We asked if any other staff saw Mrs pull him. He said no. I asked if Mr saw her pulling him by the arms when re entering the room. He said "no ne was too focused." (This is consistent for us - focuses very deeply/is very immersed while teaching, a great thing! But said he did not immediately notice him come into the room with Mrs
  - said eventually Mr noted he was in the room, looked up and said "hi"

- said he later left Olympiad again and walked back to the office to get his bag because "it was still at the office. Mrs forgot about it".

- indicated that when he returned to the office it was toward the end of the day.

This is the extent of what was said. We have allowed him to stay home as we are concerned it may happen again today, and would like planning around safety and intervention with Mrs prior to him returning.

We have chosen not to notify Mrs regarding this incident directly. This feels unsafe for our family.

It has been our experience of Mrs that she protects teachers and staff over children, and uses policy and procedure vexatiously to retaliate when complaints against teachers are made.

Last year, we raised a concern about a teacher declining access to the sensory space in mid August.

Mrs responded by making a false missing persons report to police regarding after we had left the book week cake stall for a scheduled appointment with advocate, Mrs was notified of where he would be, in writing, and several staff saw us calmly leave together via the office at 10.50am. We were let out via the locked gate, linked to CCTV. The camera switches on automatically and whoever buzzes you out sees you leaving.

Mrs called police at 11.05 am and sent them to his Advocates office, utilising the DOE's unusual circumstances/missing child procedure. I found this extremely intimidating. LSCON from Katoomba station found us calm, well and safe. He reported that Mrs had raised child protection concerns. He noted things seemed fine. Ms said she had no concerns to record re: risks in my care. I provided access to all of supports so he could do a comprehensive wellbeing check.

He made a detailed report of her (colourful) comments regarding myself and gave me the event number. I have a redacted copy of that report.

Mrs that day also:

- Called and reported missing to him, after calling police. This caused significant distress and concern for our child. She also raised risk concerns with him regarding in my care. became suspicious and challenged her to substantiate her comments. She did not and quickly hung up the phone.

- Mrs then made a notification to DCJ with a number of allegations about safety in my care which led to intervention with my family by DCJ Triage and Response, Penrith, with lead worker. Mrs allegations were found to be unsubstantiated, and the matter closed within 6 weeks, with a letter of closure provided to me indicating that the concerns were found unsubstantiated by DCJ Penrith.

I made a complaint regarding the above to PES, and the complaint was dismissed on the grounds that Mrs had not technically breached procedure.

I also made a vicarious complaint to the AHRC regarding Victimisation on the basis of complaint about disability discrimination, under s.58 of the DDA. This has been upheld by the Commission and is currently before them for conciliation.

Due to inaction by PES, I made a complaint directly to Minister Pru Car to request accountability for the above. This complaint was also dismissed. It should be noted that Pru Car, nee Guillaume, is long term friends with Mrs and her husband I noted this to the Minister's office.

For the above reasons, we will not be notifying Mrs directly.

We do not believe we are safe as parents to notify her, and there is a high risk to our family of retaliation on the basis of strong evidence that this is likely.

We would like to be able to be physically safe at public. Use of RP in the manner that has recounted to us falls outside of policy and has had the result of making him feel unsafe to attend.

We do not intend to leave the school. Public Schools belong to the children.

and I would like to meet with you as soon as possible via Zoom to discuss how to manage this situation so return to learning happens as quickly as possible. Last year, his attendance dropped to extremely concerning low levels due to a similarly stressful incident with a teacher. We wish to prevent this recurring.

Mrs did not handle last year's incident well, and chose a high-conflict and defensive approach with almost no risk management for which exacerbated the number of absences for

It is our wish that feels safe at school and is supported in eating at school so he has the capacity to attend school. Our ultimate goal is increased attendance.

He is a bright, social and academically high-achieving student with complex needs who needs to be at school. As parents, we have done our part to ensure this: the school must do more to meet us in this, with increased eating support, implementing strategies we have agreed upon together, engaging with his formal supports, and working together collaboratively - rather than in a hostile and reactive manner.

Thanks,