

NSW Department of Education

Willoughby Girls High School - School Behaviour Support and Management Plan

Overview

This School Behaviour Support and Management Plan provides a safe, challenging, and creative environment for all members of our school community. It aims to increase student engagement and learning through safe and inclusive positive behaviour support.

At Willoughby Girls High School, we educate young women who share a passion for learning. It is an inspired place of opportunity and discovery supported by a truly collaborative community. Fostering growth and curiosity, we equip learners with diverse abilities and the knowledge and skills they need to thrive in a world of possibilities. Guided by integrity, curiosity and courage, they will grow into creative and critical thinkers. We strive to develop students who are confident, capable and compassionate contributors to society. Role modelling, explicit teaching and planned responses are intentional and maintained, ensuring high expectations for student behaviour.

Fostering accountability among students is paramount to our behaviour support and management plan. We have implemented a series of structured processes designed to empower students to take ownership of their actions. Through regular discussions, workshops and reinforcement of expectations, we ensure that both students and staff are well-versed in these processes. Staff members are trained to recognise opportunities for positive reinforcement and provide guidance when students may falter, ultimately fostering a culture of responsibility and accountability throughout our school community.

The following key approaches and programs are prioritised and valued by our school community:-

- Peer Support Program (Year 7 and Year 10)
- Year 11 Life Ready
- Year 7 Camp
- Year 11 and Year 12 Student Mentoring Program
- Year Group Wellbeing Days
- Year group-specific Wellbeing Programs, including YAM, RAISE, Police Liaison visits, Brainstorm production
- PDHPE curriculum supporting student health, safety and wellbeing
- Year 10 Subject Selection and Validation Interviews
- Staff Professional Learning (Youth Mental Health First Aid training)
- Year 7 Transition Program
- SSO Early Intervention programs (e.g. Meditation, Seasons of Growth)
- Learning Support early intervention strategies
- Student-led lunchtime clubs
- QuickSmart
- Student Focus Groups
- Parent Focus Groups
- SRC and Prefect Team Initiatives

These programs prioritise social and emotional learning to promote student mental health, positive relationships, a sense of belonging and the prevention of bullying.

Objectives - Guideline Statement

The School Behaviour Support and Management Plan is underpinned by:

- A student-centred, positive, strengths-based approach
- A care continuum involving a strategic whole-school approach to explicitly teaching social and emotional skills and behaviour expectations that are proactive and prevention-focused.
- Collaborative partnerships between schools, students, parents, carers and community members
- Expectations of a high standard of behaviour from students to create a safe, inclusive and respectful school environment

The School Behaviour Support and Management Plan must:

- Communicate a strategic, integrated whole-school approach
- Incorporate a multi-tiered care continuum to support all students
- Establish and maintain high expectations for students through effective role modelling, explicit teaching and planned responses
- Establish expectations for parents and carers to engage with the school to develop and implement individual behaviour management strategies
- Embed inclusive and equitable practices to promote positive student behaviour
- Include strategies that recognise, reinforce and teach inclusive and safe behaviours
- Ensure that all students can access and participate in education with reasonable adjustments.

Context

Willoughby Girls High School and its community work together to provide quality learning environments. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

When parents enrol their children at Willoughby Girls High School, they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of behaviour support at Willoughby Girls High school.

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural, and academic curriculum that caters to students' individual needs.

In implementing the School Behaviour Support and Management Plan, no student will be discriminated against, harassed or victimised on any grounds as required by legislation.

This management plan is to be implemented consistent with the [Work Health and Safety \(WHS\) Policy](#) obligations to ensure a safe and healthy working and learning environment for staff, students, and visitors at schools.

The School Behaviour Support and Management Plan may 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.

Partnership with parents and carers

Parents and carers play an important role in our school community. The [School Community Charter](#) informs parents/carers about how to engage with NSW public schools.

Willoughby Girls High School partners with parents/carers through the Parents and Citizens Association to establish expectations for parent engagement in developing and implementing student behaviour management strategies.

Willoughby Girls High School communicates these expectations to parents/carers via:

- Information Evenings
- Newsletters
- School Website
- Sentral parent portal
- Emails and/or phone calls
- Level System
- Gold and Silver Merit Assembly
- Presentation Day
- Parent Teacher Interviews
- Resources in the [Behaviour Support Toolkit](#)

Parents/Carers can provide feedback through the following channels:

- Telephone and/or email
- P&C Meetings
- Meetings with School Staff
- Parent/Carer focus groups
- Parent/Carer surveys, including Tell Them From Me survey

School-wide expectations and rules

At Willoughby Girls High School, all students have the right to:

- be safe at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate

The following school-wide expectations are shared with the whole school community and displayed in every classroom.

Expectations – Respect	Expectations – Empower	Expectations – Learn
Communicate positively and collaboratively with other students, staff, and local community members.	Take responsibility and care for how your actions impact yourself and others.	Prepare for and actively participate in all learning opportunities.
Value the interests, abilities, opinions, and culture of others.	Strive for your personal best and show initiative.	Bring equipment necessary for learning, including a fully charged laptop and all subject-specific equipment.
Show care towards our school environment and the property and belongings of other students.	Build your and others' sense of belonging by embracing the available school and community opportunities.	Take and model learning actions that meet the school/classroom rules and expectations.
Act and work cooperatively with other students, school staff and internal/external activity providers and follow our school procedures.	Advocate for your own safety and the safety of others by being an active bystander.	Attend school every day possible to enhance your learning and wellbeing opportunities.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The [Behaviour Code for students](#) has been translated into multiple languages, is available here: [Behaviour code for students](#).

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Anti-racism

[The Anti-Racism Policy](#) commits the department to eliminating all forms of racial discrimination in NSW public schools. It applies to all employees, students attending NSW public schools, parents, carers, volunteers, and contractors and has implications for each school community.

The Anti-Racism Contact Officer (ARCO) is a teacher or executive member of staff who has been nominated by the principal to support anti-racism education in the school. The ARCO should be a full-time, experienced teacher or executive member trusted by students, staff, parents/carers, and the school community. The ARCO is Mr Simmonds.

Willoughby Girls High School staff complete anti-racism training as part of ongoing mandatory professional learning and implement the department's anti-racism policy and procedures.

Whole school approach across the care continuum

At Willoughby Girls High School, our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based, effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced, engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience	Staff Involved
Prevention	Professional Learning	Targeted professional learning for wellbeing initiatives (e.g. Peer Support training and Supporting Students with YAM).	Students Parents/Carers Staff	Wellbeing Team Staff
Prevention	Classroom	Strong student-teacher relationships. Systems and structures in classrooms that support positive behaviour.	Students Parents/Carers	Classroom Teachers Head Teachers
Prevention	Attendance	Compulsory attendance and the importance of attending everyday are communicated to parents via the school website and newsletter.	Students Parents/Carers	Staff
Prevention	PDHPE Programs	The delivery of the PDHPE curriculum develops the knowledge, understanding, skills, and attitudes necessary for students to take positive action to protect and enhance their own and others' health, safety, and wellbeing in varied and changing contexts.	Students	PDHPE Teachers
Prevention	Student Wellbeing Hub	Online Hub with resources and links to support services for students. https://sites.google.com/education.nsw.gov.au/wghs-student-hub/home	Students	Wellbeing Team

Care Continuum	Strategy or Program	Details	Audience	Staff Involved
Prevention	Year 7 Transition Program	Year 7 Transition program incorporates an introduction to high school, WGHS, curriculum and wellbeing support.	Year 7 Students Parents/Carers	Wellbeing Team Staff
Prevention	Peer Support Program	Year 7 and 10 Peer Support Programs run in Terms 1 and 2 to support student transition to high school.	Year 7 And 10 Students	Wellbeing Team Teacher Librarian
Prevention	P&C Meetings	Parents and Citizen Association hold meetings on school premises to discuss events, activities and information.	Parents/Carers Staff	Executive Staff
Prevention	School Newsletter	Newsletters shared throughout the year, featuring school information, events and links to support services.	Students Parents/Carers Staff	Staff
Prevention	Year 7 Camp	Wellbeing camp builds students' capacity to collaborate effectively to achieve their personal best and develop friendships.	Year 7 Students	Wellbeing Team Staff
Prevention	Senior Mentoring	Students in Year 11 are allocated to groups alongside Year 12 students to discuss success in Senior school.	Year 11 And 12 Students	Year 11 And Year 12 Year Advisers Executive Staff
Prevention	Year 10 Interviews	Executive and key staff members host interviews with each Year 10 student and parents/carers to discuss student subject selection for Year 11 and future education options.	Students Parents/Carers	Year 10 Year Adviser Executive Staff Classroom Teachers
Prevention	Life Ready Program	The Life Ready course is designed to prepare and support senior students as they encounter situations related to health and safety, allowing them to become more independent and gain more responsibilities.	Year 11 Students	PDHPE Teachers Classroom Teachers
Prevention	Year Group Specific Wellbeing Programs	Specific programs for each year group include Wellbeing Days, Anti-bullying programs, Drug Education programs, police seminars, and work experience and careers programs.	Students	Wellbeing Team Staff

Care Continuum	Strategy or Program	Details	Audience	Staff Involved
Prevention	Wellbeing Activities	Student-run events such as National Day of Action Against Bullying, RUOK? Day, Wellbeing Weeks.	Students	Wellbeing Team SRC Student Organiser
Prevention	Student Representative Council	Student team provides student voice and advocacy to inform whole school wellbeing initiatives and priorities.	Students	Wellbeing Team
Prevention	Assessment & Subject Selection	Assessment Handbooks, Parent/Carer Subject Selection Sessions and Individual Interviews.	Students Parents/Carers	Staff
Prevention	Check-in Assessment	NAPLAN, Minimum Standards, 7-9 Check-in assessments and internal assessments are used to provide data to support students.	Students Parents/Carers	Staff
Early Intervention	Student Support Officer Programs	SSO runs small group programs with selected students to promote emotional and social skills (eg. Seasons For Growth and Study Without Stress).	Identified Students In Small Groups	SSO Wellbeing Team
Early Intervention	Student-led Lunch Clubs	Lunchtime clubs, such as the Media Club, Craft Club, Philosophy Club, and Environmental Club, are alternatives to the playground.	All Students	Supervising Staff
Early Intervention	Year 7 Transition Sessions	Selected Year 7 students are offered additional school transitional visits before Orientation Day. These visits assist students with developing a sense of belonging to a new environment.	Identified Year 7 Students	Head Teacher Wellbeing Learning And Support Teacher
Early Intervention	Learning and Support Programs	The Learning Support Team offers guidance and support to students referred by classroom teachers.	Identified Students Parents/Carers	Classroom Teachers Learning and Support Teacher
Early Intervention	Wellbeing Strategy (time out passes)	Identified students are offered time-out passes to assist with external support recommendations for a quiet space to self-regulate for 15 minutes.	Identified Students External Supports	Wellbeing Team
Early Intervention	Career and Transition Team Meeting	Fortnightly meetings to identify and support students who may benefit from various school and post-school pathways.	Students	Deputies Careers Teacher

Care Continuum	Strategy or Program	Details	Audience	Staff Involved
Targeted Intervention	Leadership Programs	Student Voice groups, including elected groups such as SRC and Prefects. Informal student voice groups, including student-led lunch clubs. Extra and co-curricular groups, such as sports and music.	Identified Students	Principal Deputies Supervising Teachers
Targeted Intervention	Learning and Support Check-Ins	The Learning and Support Teacher works with classroom teachers, students and families to support students who require personalised learning and support.	Identified Students Parents/Carers Classroom Teachers	Learning and Support Teacher
Targeted Intervention	Year Group Meetings	Year group meetings and assemblies to address specific issues, such as bullying and cyber safety.	All Students	Wellbeing Team
Targeted Intervention	Wellbeing strategy (student check-ins)	Regular check-ins with students who have specific behavioural and/or emotional needs by Wellbeing Team members.	Identified Students Parents/Carers	Wellbeing Team
Targeted Intervention	Wellbeing Team Meetings	Year Advisors meet with the Deputy Principal and HT Wellbeing every fortnight to monitor attendance, discuss wellbeing concerns, monitor identified students, and devise intervention strategies. Whole cohort proactive strategies are implemented. Referrals to further internal support, including the Learning Support Team, Counsellors, SSO, EALD team, or external supports, are made.	Identified Students	Wellbeing Team
Targeted Intervention	School Learning Support Officer	Funds are allocated for students needing specific support.	Identified Students	SSO
Targeted Intervention	School Liaison Police	SLPs are responsible for forging and maintaining links with all high schools throughout NSW. These officers develop and present programs in conjunction with teaching staff and act as a central point of contact on police, community and school issues.	Identified Students Parents/Carers	Senior Executive
Individual Intervention	Adjustments For Students with Disability	Adjustments are made for students with learning support, independent education, and disability provision plans. Adjustments to Assessment for Students with Disability HSC Specific See ACE 8029 , ACE 8072	Identified Students	Deputies Learning and Support Teacher

Care Continuum	Strategy or Program	Details	Audience	Staff Involved
				Head Teacher Wellbeing
Individual Intervention	EALD Support	EALD support is implemented, monitored, and evaluated in reference to EALD progressions.	Identified Students	EALD Teachers Learning and Support Teacher
Individual Intervention	Individual Student Support Plans	Learning Support plans are created in consultation with students, parents/carers and classroom teachers to support student learning.	Identified Students Parents/Carers	Classroom Teachers Learning and Support Teacher
Individual Intervention	Referral To School Counsellors or External Support Services.	Students are referred or can self-refer to counselling services.	Individual Students	SSO School Counsellor Wellbeing Team
Individual Intervention	Risk Management Plans	RMPs are developed for students needing significant safety measures (physically, mentally or emotionally). Risk Management Plans	Identified Students Parents/Carers	Senior Executive Head Teacher Wellbeing
Individual Intervention	Behaviour Support Plans	Behaviour plans are devised in consultation with parents/carers to provide strategies and adjustments for identified behaviours at varying levels to keep all students safe. They are designed to support improvement in regulation. Behaviour Response Plans	Identified Students Parents/Carers	Senior Executive Head Teacher Wellbeing
Individual Intervention	Attendance Monitoring	The wellbeing team monitors individual student attendance. If a concern is indicated, parents and students are counselled, and if necessary, an attendance plan is created with assistance from the Home School Liaison Officer.	Identified Students Parents/Carers	Wellbeing Team
Individual Intervention	Home School Liaison Officer	The Department of Education & Training employs home school liaison officers to monitor school attendance and provide a supportive resource for students, parents, and schools.	Identified Students Parents/Carers	Senior Executive

Care Continuum	Strategy or Program	Details	Audience	Staff Involved
Individual Intervention	NESA Warnings	Head Teachers and Deputy Principals follow NESA N warning information. See ACE 4020	Identified Students Parents/Carers	Executive Staff

Planned responses to positive, appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Planned responses to behaviour that does not meet school expectations are either teacher or executive-managed. Staff use their professional judgement in deciding whether a behaviour is teacher-managed or executive-managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – the behaviour of concern is managed by the school executive.

A behaviour of concern is challenging, complex, or unsafe behaviour that requires more persistent and intensive interventions. It does not include low-level inappropriate or developmentally appropriate behaviour.

Willoughby Girls High School has developed and implemented an anti-bullying plan, (integrated into the WGHS Bullying Response Flowchart page 20) consistent with the [Student Behaviour Policy](#). As per the policy, bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm.

At Willoughby Girls High School, appropriate corrective responses by class teachers may include:

- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with the teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer
- level 1
- refer to the Head Teacher

At Willoughby Girls High School, appropriate corrective responses by Head Teachers may include:

- conference, detention, reflection and restorative practices
- communication with parent/carer
- level 2
- refer to Deputy Principal

At Willoughby Girls High School, appropriate corrective responses by the Deputy Principal may include:

- conference
- detention, reflection and restorative practices
- communication with parent/carer
- level 3
- refer to Principal

The level system is a progression of planned, appropriate interventions. At each level, students have the ability to reflect on inappropriate behaviour and behaviours of concern, implement strategies to meet school expectations and demonstrate positive, appropriate behaviour.

Responses to positive appropriate behaviour

Recognition and reinforcement of positive, inclusive and safe behaviour	Responses to positive behaviour are teacher-managed	Whole school recognition of positive behaviours are executive-managed
Students are acknowledged for meeting school-wide expectations and rules in and outside the classroom.	Teachers issue Bronze Merit awards, recognising effort and achievement in the classroom.	Silver Merit awards are awarded to students who have received five Bronze Merit Awards.
Students are acknowledged for participation in extra-curricular activities in school communication.	Students are acknowledged for participation in extracurricular activities in academic reports.	Gold Merit awards are presented at Presentation Day to students who have received three Silver Merit Awards.
Programs, such as the Duke of Edinburgh, recognise and reinforce positive, appropriate behaviour.	Parents/Carers events to recognise and celebrate positive behaviour in the classroom.	Students are recognised for positive behaviours at whole school assemblies.

Responses to inappropriate behaviour and behaviours of concern

Level	Inappropriate Behaviour or Behaviour of Concern	Process and Referral/Reporting
The school explicitly communicates expected behaviours for students. All teachers explicitly define class rules and expectations for students.		
Classroom Behaviour General Management <i>Classroom Teacher</i>	Minor observed behaviours that are not meeting the school-wide expectations and rules of Respect, Safety and Learning or not meeting the Behaviour Code for Students.	1. Classroom teachers implement behaviour support strategies (see corrective responses prior) to redirect, minimise and prevent behaviours of concern. 2. Classroom teachers may consult with Head Teachers for advice on strategies. 3. Classroom teachers record behaviours and strategies on Sentral Wellbeing. 4. The Classroom Teacher may contact the parent/carer in consultation with the Head Teacher.
Level 1 Breaches in Classroom <i>Classroom Teacher Intervention</i>	Continued observed behaviours that are not meeting the school wide expectations and rules of Respect, Safety and Learning or not meeting the Behaviour Code for Students.	1. The Classroom Teacher meets with the student to notify them of being placed on Level 1 Monitoring. The classroom teacher consults with the Head Teacher before making a phone call to the parent/carer and sending a follow-up letter. The Classroom Teacher continues to implement behaviour support strategies. 2. The student meets with the Classroom Teacher to complete the Level 1 Monitoring Card, identifying areas for improvement to meet behaviour expectations and rules. Level 1 Monitoring Card signed by Parent/Carer. 3. Level 1 Monitoring commences with the student presenting the card to the Classroom Teacher at the beginning of each subject lesson. The Classroom Teacher signs the Level 1 Monitoring Card at the end of the lesson. The student then presents the Level 1 Monitoring Card to the Parent/Carer for their signature after school on the lesson day. 4. At the end of two weeks, the student independently completes their Level 1 Monitoring Card reflection. The student and classroom teacher have a review meeting to complete the restorative practice reflection questions and determine if the student's behaviours have improved and whether the student will remain on monitoring. Parents/Carers are contacted by telephone to discuss the outcome of the Level Card and reflection. 5. The Classroom Teacher records and resolves the Level 1 Monitoring process on Sentral Wellbeing as the student is demonstrating school-wide expectations and behaviours. Note: If the student is on Level 1 for more than one subject, the following may occur: - Year Adviser requests a progress report - Classroom Teacher liaises with colleagues - All Classroom Teachers meet to discuss strategies for managing student behaviour.

Level	Inappropriate Behaviour or Behaviour of Concern	Process and Referral/Reporting
Level 2 Repeated Breaches in Classroom <i>Head Teacher Intervention</i>	Continued observed behaviours that are not meeting the school wide expectations and rules of Respect, Safety and Learning or not meeting the Behaviour Code for Students.	1. The Head Teacher and Classroom Teacher meet with the student to notify them of being placed on Level 2 Monitoring. The Head Teacher makes a phone call to the parent or carer in consultation with the Deputy Principal. A Parent/Carer/Student meeting may be held with the Head Teacher. 2. The student and Head Teacher meet to complete the Level 2 Monitoring Card, identifying areas for improvement to meet behaviour expectations and rules. The parent/caregiver signs the Level 2 Monitoring card. 3. Level 2 Monitoring commences with the student presenting the card to the Classroom Teacher at the beginning of each subject lesson. The Classroom Teacher signs the Level 2 Monitoring Card. After the subject lesson, the student presents the Level 2 Monitoring Card to the Head Teacher for their signature. The student then presents the Level 2 Monitoring card to the Parent/Caregiver for their signature after school on the lesson day. 4. At the end of four weeks, the student independently completes their Level 2 Monitoring Card reflection. The student and Head Teacher have a review meeting to complete the restorative practice reflection questions and determine if the student's behaviours have improved and whether the student will remain on monitoring. Parents/Carers are contacted by telephone to discuss the outcome of the Level Card and reflection. 5. The Head Teacher records and resolves the Level 2 Monitoring process as the student is demonstrating school-wide expectations and behaviours.
Level 3 Significant Breaches (Across faculties and/or whole school) <i>Deputy Principal Intervention</i>	Continued observed behaviours that are not meeting the school wide expectations and rules of Respect, Safety and Learning or not meeting the Behaviour Code for Students. Observed behaviour escalates or may pose a risk to students or staff and/or teaching and learning.	1. The Deputy Principal, Head Teacher, and Class Teacher meet with the student to notify them of being placed on Level 3 Monitoring. The Deputy Principal makes a phone call to the parent/carer in consultation with the Principal. A Parent/Carer/Student meeting is held with the Deputy Principal, and Behaviour Support Planning may be implemented if required with the Deputy Principal and/or Head Teacher Wellbeing. 2. The student and the Deputy Principal meet to complete the Level 3 Monitoring Card, identifying areas for improvement to meet behaviour expectations and rules. This may also include negotiating restorative practices. Level 3 Monitoring card signed by Parent/Carer. 3. Level 3 Monitoring commences with the student presenting the card to the Deputy Principal at the beginning of each day. The Deputy Principal reviews the previous day's monitoring in the context of areas for improvement. If required, the student may present the Level 3 Monitoring Card to the Classroom Teacher for their signature. The student also presents the Level 3 Monitoring card to the Parent/Carer for their signature daily.

Level	Inappropriate Behaviour or Behaviour of Concern	Process and Referral/Reporting
		4. At the end of four weeks, the student independently completes their Level 3 Monitoring Card reflection. The student and Deputy Principal have a review meeting to complete the restorative practice reflection questions and determine if the student's behaviours have improved and whether the student will remain on monitoring. A parent/Carer/Student meeting is held to discuss the outcome of the Level Card and reflection. 5. The Deputy Principal records and resolves the Level 3 Monitoring process on Sentral as the student is demonstrating school-wide expectations and behaviours.
Level 4 Serious Discipline Breaches <i>Principal Intervention</i>	Continued observed behaviours not meeting the school wide expectations and rules of Respect, Safety and Learning or not meeting the Behaviour Code for Students. Observed behaviour escalates or may pose an immediate or significant risk to students, staff, and/or teaching and learning.	1. The principal contacts the Parent/Carer by phone and by follow-up letter to organise a meeting with the Principal and Deputy Principal 2. Behaviour Support Planning implemented if required with DP/HTSW, including accessing Team Around a School support staff. 3. Suspension and expulsion procedures followed as required. The purpose of the suspension 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. There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern. In these circumstances a Principal can consider expelling a student from the school. In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness. The Department of Education's Behaviour support toolkit provides advice and support for Parents/Carers on strategies to help them work with the school.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are documented on Sentral Wellbeing. Responses may include:

- review and document incidents, with students providing written statements
- determine appropriate response/s, including support for staff or other students impacted
- refer/monitor the student through the school learning and support team and wellbeing team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or on school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example, through their year advisor or school counselling service.

Reporting and recording behaviours of concern

Staff will comply with the reporting and responding processes outlined in the following:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#). The reporting links for most sites, games and apps can be found in the [eSafety](#) Guide.

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the student's age/developmental level.

Strategy	When and how long?	Who coordinates?	How are these recorded?	How is this communicated to the Parent/Carer?
Classroom management and/or restorative practices – Appendix 1	As the need arises	Classroom Teachers	Sentral	As required
Student Reflection – Appendix 1	Lunch (15 minutes at most)	Classroom Teachers	Sentral	As required
Faculty Detention	Lunch 1 or 2 (15 minutes at most)	Head Teacher	Sentral	Detention Permission Letter requesting Parent/Carer signature
Deputy Principal Detention	Lunch 1 or 2 (15 minutes at most)	Deputy Principal	Sentral	Detention Permission Letter requesting Parent/Carer signature

Review dates

Last review date: 26/06/2024, including student, staff and parent/carers consultation

Next review date: 03/2025

Appendix 1 – Classroom Management Restorative Practices Proforma

Willoughby Girls High School Restorative Practice Encouraging Self-Regulation and Supportive and Respectful Behaviour

1. What happened?

2. What were you thinking about at the time?

3. What have your thoughts been since?

4. Who has been affected by what happened?

5. In what way have you been affected?

6. What do you think needs to happen to make things right?

7. If the same thing happened again, what would you do differently?

Appendix 2 – Bullying Response Flowchart

The following flowchart explains Willoughby Girls High School staff's actions when they receive a report about student bullying, including bullying that may have occurred online or outside the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. Bullying can happen in person or online via various digital platforms and devices, and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated or has the potential to be repeated over time (for example, through the sharing of digital records).



Appendix 3 – Communication Focus for 12 Months

Communication Focus	How	When	Coordinating Staff
Student familiarisation with SBSMP, emphasis on Behaviour Code and School-wide expectations and rules	Presentations at Year Meetings, Whole School Assemblies	Term 3 2024	Deputy Principals, HTW, YAs
Behaviour Code for Students	Posted in each learning space	Term 3 2024	DPs
School-wide expectations and rules	Posted in each learning space	Term 3 2024	DPs
School-wide expectations and rules/Behaviour Code for students	Enrolment Meetings, Year 7 Orientation Day	Term 4 2024	Principal, DPs, HTW, YA 7
	Year 7 Transition Program	Term 1 2025	Principal, DPs, HTW, YA 7
Responding to positive behaviours	Year Meeting	Term 4 2024	YAs
	Silver Merit Assembly	Term 2 2025	Principal
	Newsletters, Daily Notices, Facebook	Ongoing	Principal, DP
Bullying Response Flowchart	Year Meeting Presentations, Whole School Assemblies	Term 1 2025	Principal, DPs, HTW, YAs
Staff professional learning for SBSMP	Executive Meetings, Faculty Meetings and Staff meetings	Ongoing	Principal, DPs, HTW, HT T&L

Willoughby Girls High School

Learning and Support Procedures

Willoughby Girls High School's learning and support team plays a vital role in fostering a collaborative whole-school approach to meet the specific needs of students with additional learning and support requirements, including disabilities, while also supporting classroom teachers to ensure quality educational outcomes for all students. We acknowledge that various barriers can make navigating school life challenging for some students. Our Learning Support Team is expertly trained to assist those students who may be facing difficulties in their learning school experience.

Learning Support at NSW public schools is well-equipped to assist students with disabilities and additional learning and support needs, and our staff are here to answer any questions you may have. For further information, please visit our [Inclusive Learning Support Hub](#)

Learning Support Team Members include:

- Learning and Support Teacher
- Head Teacher Wellbeing
- Deputy Principals
- Disability Provisions Coordinators
- Student Support Officer (SSO)
- EAL/D Teacher
- Student Learning and Support Officers (SLSO)
- School Counsellors
- Wellbeing and Health In-Reach Nurse (WHIN)
- Outside agencies – when required/appropriate

Our Learning Support Program:

- Supports teachers in identifying and addressing the additional learning needs of our students.
- Facilitates and coordinates a whole-school approach to enhancing the learning outcomes for every student.
- Designs and implements the support necessary to build teacher capacity, ensuring all students have access to quality learning.
- Develops collaborative partnerships with the school, parents and carers, as well as other professionals and the broader school community.
- Provides advice and resources on time management, study skills, and stress management techniques for students upon request, particularly for senior students navigating their HSC.
- SLSOs are available to support all students and individual learning needs in the classrooms.
- Coordinates a range of support services for students who require comprehensive disability and special needs assistance.
- Provides adjustments/disability provisions for assessments, e.g. in in-class tests, hand-in tasks and examinations.
- Coordinates and develops Personalised Learning Support Plans and General Information Plans on Sentral that personalise learning and support. These plans aim to maximise students' learning outcomes and wellbeing and involve:
 - Consulting and collaborating with the student and their support network;
 - Assessing individual student needs;
 - Providing reasonable adjustments to meet the student's assessed needs;
 - Monitoring and reviewing the impact of adjustments.

These plans are continuous, cyclical, and will be reviewed as required.

For more information on programs and services to help students with additional learning and support needs, visit [Students with disability and additional learning and support needs](#)

Willoughby Girls High School

Learning Support Team Referral Process

The student is identified by the class teacher as having additional learning and support needs.

Step One - Instructional Adjustments

The teacher makes instructional adjustments to class programs and teaching and learning activities. These may include:

- Chunking information
- Prompting/cues
- Corrective feedback
- Grouping students with similar instructional needs
- Peer support in the classroom
- Additional practice of skills
- Reflect on classroom routines
- Explicit teaching

Step Two

Collaborative problem-solving:

- Teacher meets with colleagues (HT/DP/LaST/YA/EALD) to collaborate/problem-solve
- Teacher uses ideas and strategies for supporting the student

Contact parents/carers as appropriate

Step Three

Learning Support Team Referral:

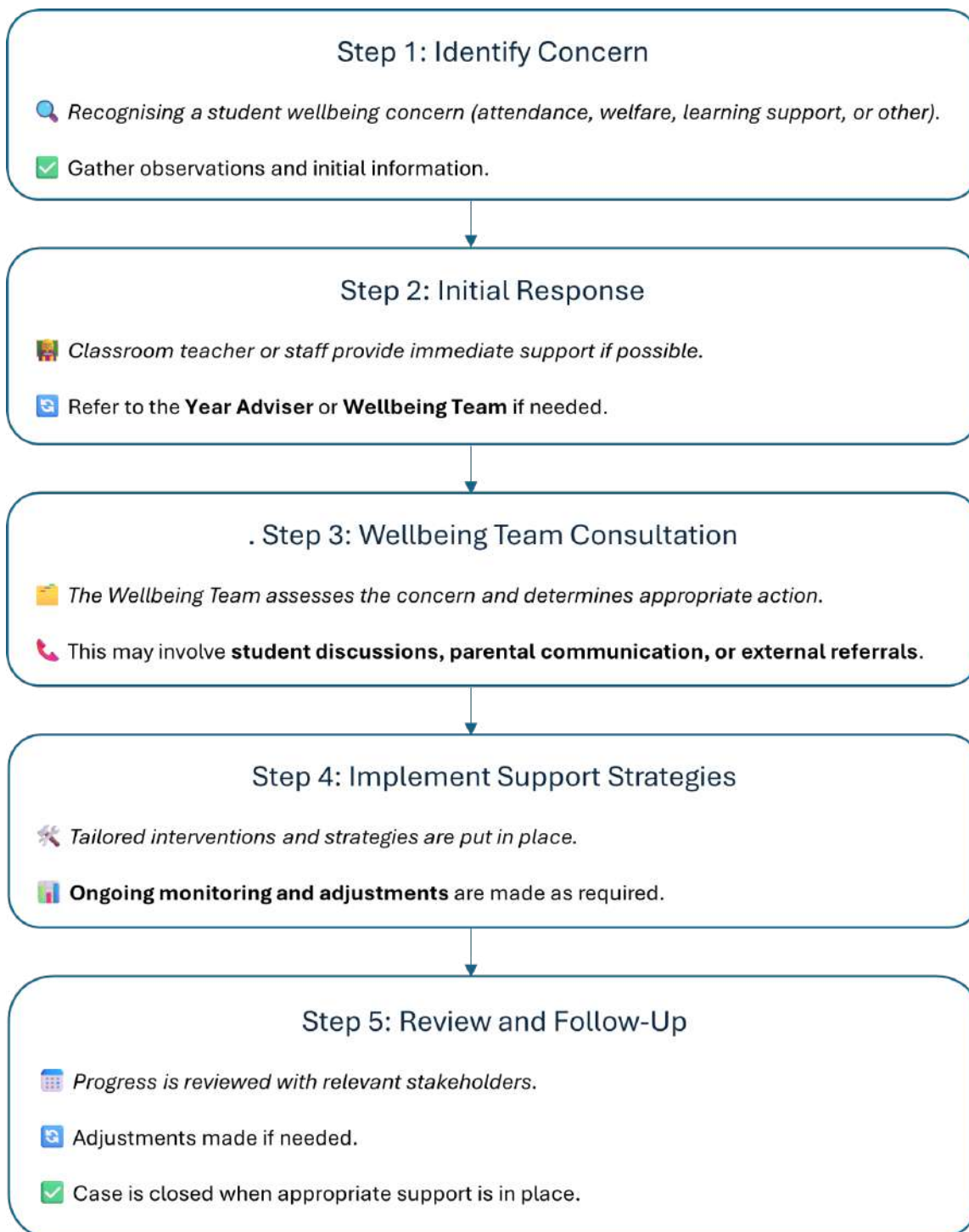
- After steps 1 and 2 have been implemented and the student still has learning and support needs, teachers will refer the student to the LaST.
- Complete a referral form (Sentral: Communication/Documents/LST referral form).
- The LaST will coordinate a response to the referral utilising school resources.
- PLSP and/or General Information Plan created and shared with teachers – Plan Flag on Sentral.
- Teachers will provide reasonable adjustments as per the student's plan to meet their learning needs
- SLSO support implemented if required
- Teachers and SLSOs monitor and review the impact of adjustments

Step Four

Support from External Agencies or Regional Support

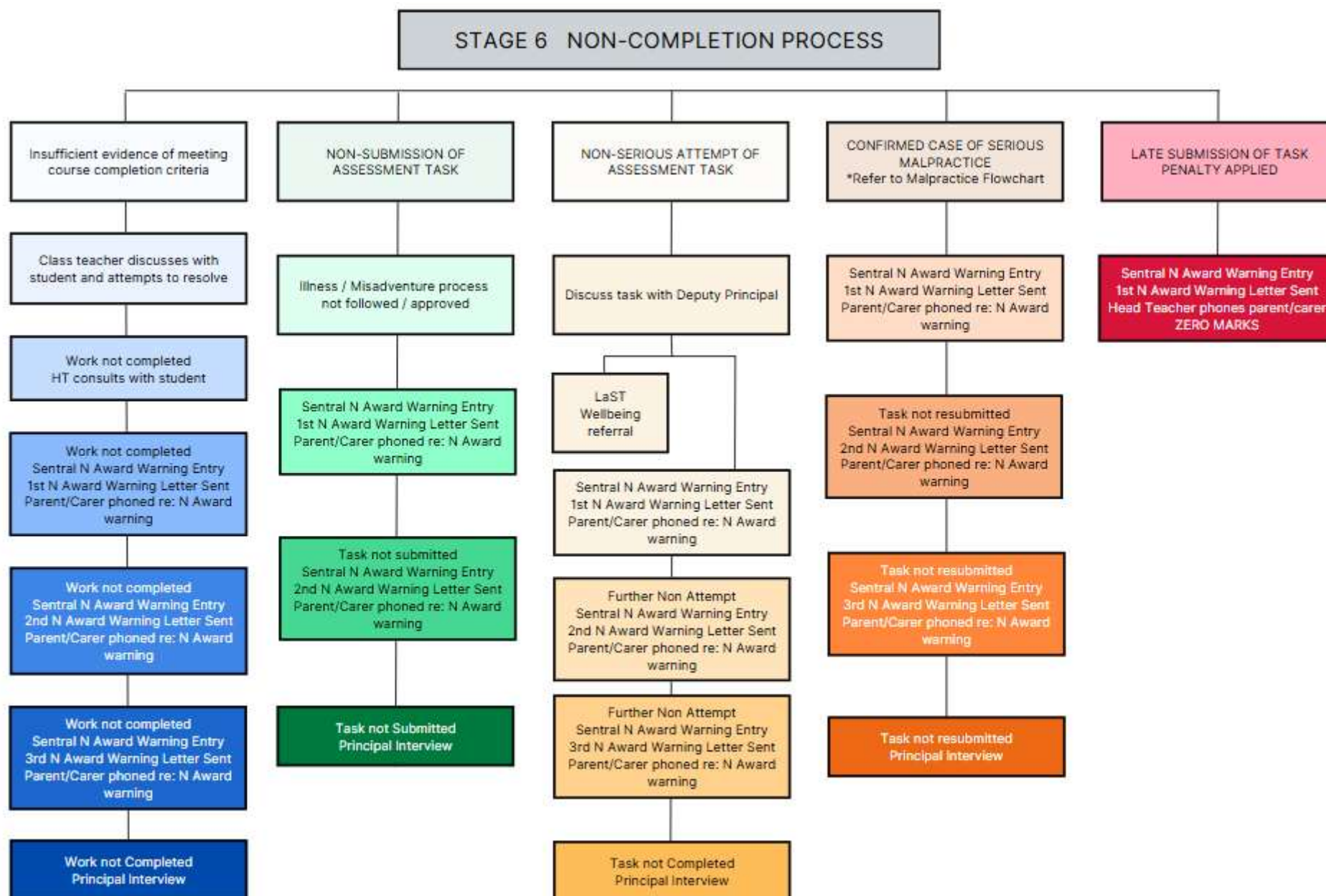
- If a student has support needs that cannot be met by school resources, the LaST will seek support from regional or statewide resources
- Students are only referred for support after extensive intervention by the class teacher and school resources
- It is important that parents/caregivers are involved in the decision-making process at this stage of intervention and that communication and collaboration exist between specialists and school personnel.

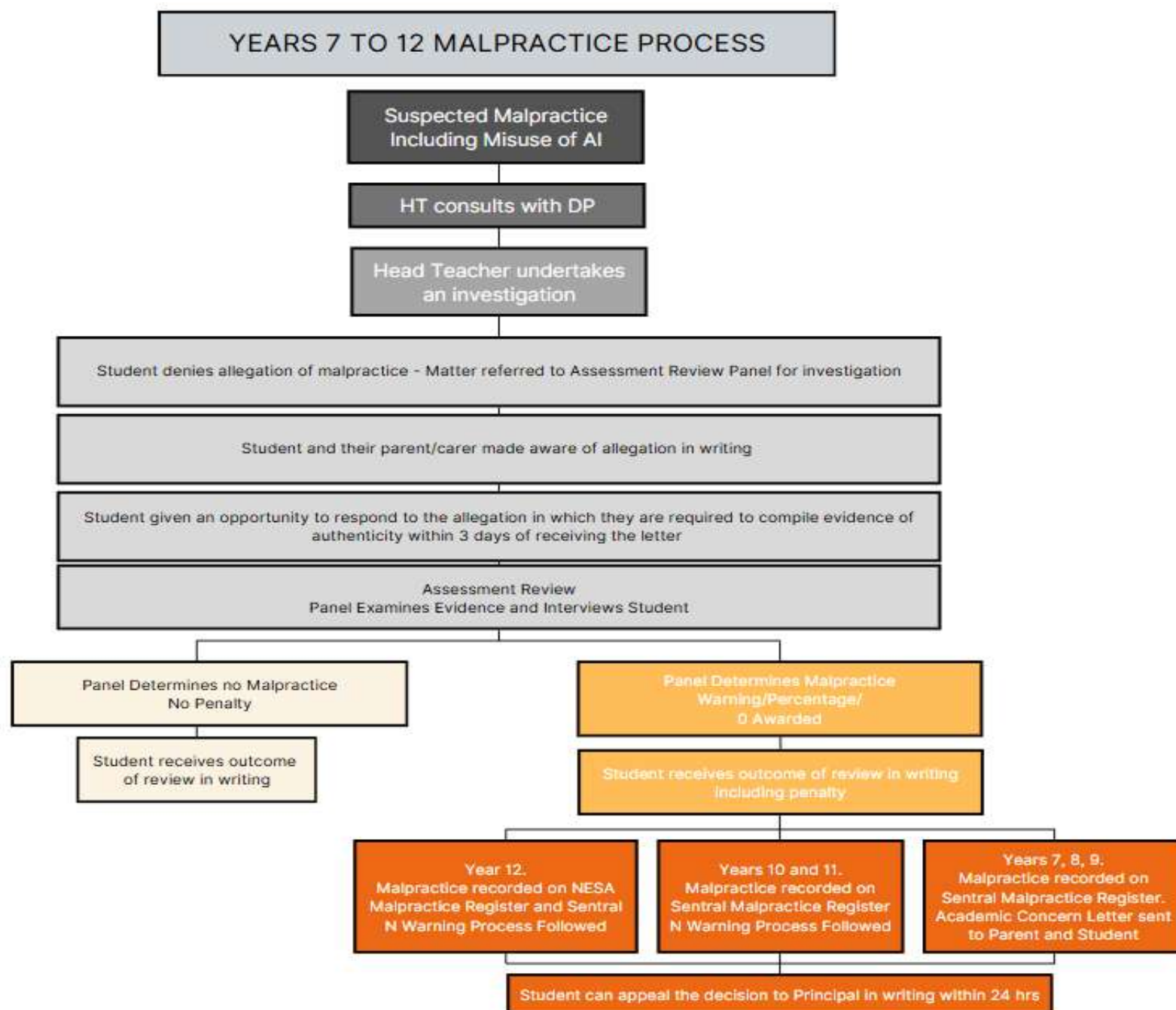
Willoughby Girls High School Wellbeing Flowchart



Additional Notes:

- Urgent concerns should be escalated immediately** to the HT Wellbeing or Senior Executive.
- Confidentiality must be maintained** while ensuring duty of care.
- Further guidance is available through the Wellbeing Team.**





Willoughby Girls High School Merit Award Scheme

Bronze Merit Awards recognise the outstanding achievements of students in Years 7 to 12 throughout the year. These awards honour those who exhibit exceptional effort or accomplishment, fostering excellence both within the classroom and beyond, including in extracurricular activities. We encourage all students to pursue excellence and take pride in their achievements!

Merit certificates are issued to students by staff for following the school values and expectations either inside or outside the classroom.

Bronze, Silver and Gold Award certificates are presented at Year and Whole School Assemblies.

Silver assemblies are run each semester, pending the number of Bronze Awards issued. Gold Awards are presented at the end of year Presentation Day.



Behaviour Response Plan – Behaviour Continuum

Adapted from Autism Spectrum Australia



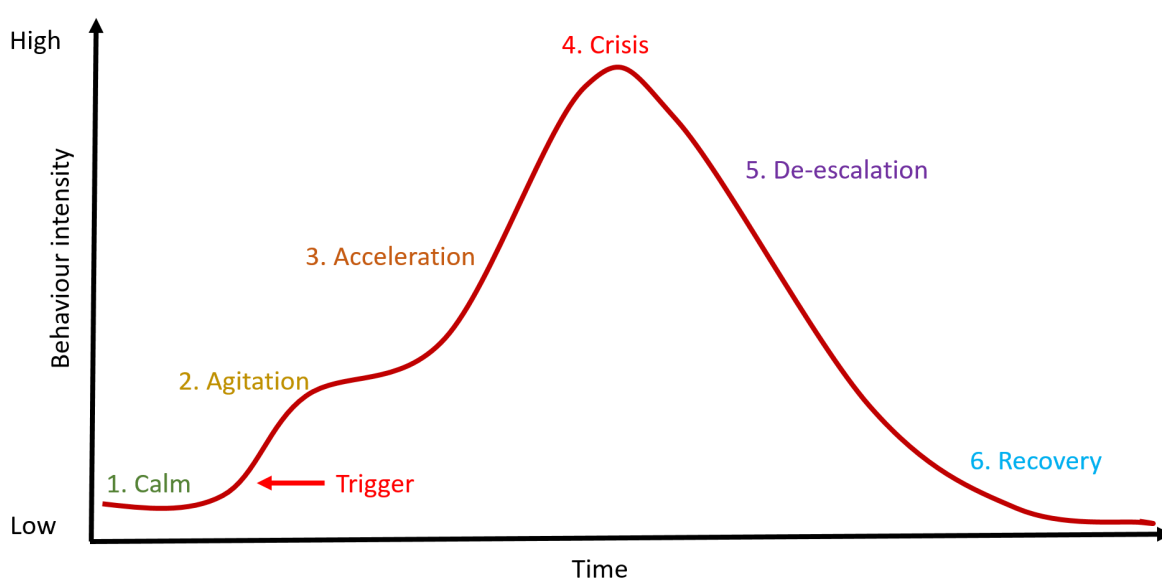
When planning to address challenging or complex behaviours, it is important to start putting individualised preventative supports and strategies in place based on the knowledge of the student, their strengths, experiences and their interactions with the people around them. If the behaviour continues, targeted strategies and plans should be developed.

These proactive preventative strategies will promote long-term positive changes in behaviour and reduce the likelihood of challenging behaviour occurring.

A behaviour response plan is to be used when a student's behaviour escalates to crisis point and interferes with the safety of staff, the student themselves and those around them. The response plan will guide the actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe.

The behaviour response plan should be developed with all people relevant to supporting the student. It is divided into 3 columns and 6 rows, with each colour-coded row representing each stage of an escalation behaviour across a continuum:

- when the student is calm (Green)
- early warning signs of upset (Yellow)
- low level challenging behaviours, when the student is more in control (Orange)
- severe loss of control challenging behaviours (Red)
- de-escalation, when the student is starting to regain some control (Purple)
- recovery (Blue)



How to complete the Behaviour Response Plan

1. Start with the left column. This outlines the course of a student's typical pattern of challenging behaviour from beginning to end (even though situations are often quite different).

The Behaviour Response Plan prompt sheet (which is found on the back of the plan) will help you work through each of the boxes to complete the plan.

When filling out the boxes on the left-hand side of the plan, it is important to limit the information only to what people will actually see when the behaviour is at this level (as if you are describing the student to someone who has never met them before) so that the document remains a practical resource.

For example, 'yells and throws objects around the room' is better than 'tantrum' as a description.

2. (a) On the near right column, write strategies matched to each level of escalation in the course of challenging behaviour.

Green strategies are the 3 or 4 key strategies that should be put into practice every day to support the student (link implementation)

Yellow strategies look to help the student to problem solve and communicate or otherwise engage in other activities via redirection and distraction.

Orange strategies are similar to yellow and consider the purpose of the behaviour (being careful not to reinforce inappropriate behaviour)

Red strategies are very different and only about keeping everyone as safe as possible by reducing the severity and duration of the incident.

Purple strategies are about trying to de-escalate the situation and helping the student to recover.

Blue strategies are about maintaining calm and rebuilding relationships.

Note: No strategy will work perfectly every time

(b) On the far-right column, write strategies for yourself. When faced with persistent challenges all people naturally experience their own stress and distress. We need to be aware of, and able to manage our own physical and emotional reactions to respond in a calm, planned way.

Emotional strategies are often personal, and each support person may need to develop their own plan for coping with the emotional impact of dealing with the challenging behaviour.

Remember: Long term positive behaviour change only happens using proactive preventative strategies that build happiness, develop environments and teach new behaviours and skills. It is okay to 'give in', walk away or ignore behaviour sometimes as long as you have a long-term plan.

Implementing the plan: Once you have developed a behaviour response plan, it is important that everyone who interacts with the student is familiar with the plan and agrees to implement the plan in the same way. The plan can be reviewed and updated as you learn and strategies develop.

Behaviour response plan

Calm When _____ is fine	Prevention strategies for _____	Prevention strategies for me
Early Warning Signs (agitation) When _____ starts	To prevent challenging behaviour for _____	To prevent challenging behaviour for me
Low level challenging behaviours (acceleration) When _____ starts	To de-escalate the situation and prevent challenging behaviours for _____	To de-escalate the situation and prevent challenging behaviours for me
Severe challenging behaviour (crisis) When _____ starts	Safety strategies for _____	Safety strategies for me
Drop off in behaviour (de-escalation) When _____ starts	De-escalation strategies for _____	De-escalation strategies for me
Recovery Recovery starts when _____	To speed the recovery for _____	To speed the recovery for me

Behaviour response plan prompt sheet

Calm When _____ is fine Write in what the student is usually like. For example, chatty and interactive.	Prevention strategies Write in prevention strategies. For example, daily check-in, positive instructions. for _____	Prevention strategies Write in what you will do when the student is fine. For example, follow plan, praise, reward, have fun. for me
Early Warning Signs (agitation) When _____ starts Describe the observable behaviours that show that the student is beginning to feel distressed, anxious or agitated. This could include; withdrawal, talking louder or faster, red face etc.	To prevent challenging behaviour Write in the strategies you are going to use to help the student calm down and feel more comfortable. Preventative strategies could include; giving them space, distraction and redirecting. for _____	To prevent challenging behaviour Write in what helpful thoughts you are going to use for yourself or other staff involved. For example; show empathy, look at the situation from their perspective, for me
Low level challenging behaviours (acceleration) When _____ starts Describe the observable low-level behaviours. At this stage the student is still rational, therefore can still make decisions. These behaviours may look like; swearing, threatening, shoving, etc	To de-escalate the situation and prevent challenging behaviours Write in strategies you will use to help de-escalate the behaviour. Strategies might include; redirecting, distracting, setting limits, giving simple clear instructions, saying "no" differently. for _____	To de-escalate the situation and prevent challenging behaviours Write in what strategies you or other staff will use to stay calm. For example, think positively, deep breaths, remind self that student is not doing on purpose, 'I can do this' for me
Severe challenging behaviour (crisis) When _____ starts Describe the observable severe behaviour. At this stage the student is not rational and has no control over behaviour. There are safety issues. Behaviours include hitting, fighting, etc.	Safety strategies The main goal is to reduce the severity and duration of the episode. Write in safety strategies such as; respecting their space, avoiding verbal interaction, removing other people from area. for _____	Safety strategies Write in what strategies you or other staff will use to remain calm. For example; deep breath, take a break, call for help. for me
Drop off in behaviour (de-escalation) When _____ starts Describe the observable drop off in behaviour. At this stage the student may be confused, lack focus, show signs of denial and withdrawal. This could include: blaming others, denial etc.	De-escalation strategies Write in strategies you will help to de-escalate the behaviour and help the student recover. Strategies might include: use concrete directions and simple statements, provide reasonable choices to redirect, use calm voice/tone. for _____	De-escalation strategies Write in what strategies you or other staff will use to remain calm. For example; deep breath, take a break. for me
Recovery Recovery starts when _____ Describe the observable behaviours you see when the student has calmed down. For example; re-engages in communication, cries, asks for a drink.	To speed the recovery Write in strategies to re-establish the relationship and avoid re-escalation. For example; go on with the day as planned. for _____	To speed the recovery Write in strategies to recover yourself. For example; debrief with someone. for me