

Woodberry Learning Centre School Behaviour Support and Management Plan

This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

This plan integrates proactive supports and responsive behaviour processes for a School for Specific Purposes (SSP). It aligns with NSW Department of Education requirements and reflects the complex needs of students.

Overview

Woodberry Learning Centre is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Choice Theory, the Berry Street Model for Education, the Neuro-Sequential Model in Education, and Trauma Informed Practice.

Partnership with parents/carers

Woodberry Learning Centre will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by actively engaging with families during the intake process (meeting), throughout the year (family events including family BBQ, graduation day etc) and during the transition process when exiting the program (surveys etc).

Woodberry Learning Centre will communicate these expectations to parents/carers by providing information at intake meeting and reiterating throughout the year using school communication channels including social media, text messages and school website.

Promoting and reinforcing positive student behaviour and school-wide expectations

Woodberry Learning Centre has the following school-wide rules and expectations:

- Right Thing
- Right Place
- Right Time

Woodberry Learning Centre implements a continuum of support:

- Prevention
- Early Intervention

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- Targeted Intervention
- Individual Intervention
- Behaviour Response

Woodberry Learning Centre uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

School-wide explicit teaching of the Choice Theory framework.

Embedded strategies from Berry St Education Model in all classroom practices.

Strong focus on emotional regulation and high quality teacher-student relationships (Regulate, Relate, Reason – Neuro-Sequential model in Education).

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

School Anti-Racism Plan

Refer to the [Anti-Racism policy](#)

CARE CONTINUUM (PROACTIVE SUPPORTS)

Care Continuum	Strategy or Program	Details	Audience
Prevention	Choice Theory	Students are explicitly taught internal control psychology (Dr. William Glasser).	All students
Prevention	Attendance support	SMS for unexplained absence; teacher call to family on third consecutive day of absence.	All students
Early intervention	Ongoing communication	Weekly communication between WLC staff, census schools and family ensuring a team-based approach.	All students
Early intervention	Berry St Education Model (BSEM)	Brain breaks, regulation strategies, positive primers embedded in practice	All students
Targeted intervention	Learning and Support	Daily meetings to design targeted interventions	Students with emerging needs
Individual intervention	Attendance case management	Case management for <60% attendance with HSLO	Students with attendance concerns.

SUPPORT SYSTEMS

- Functional Behaviour Assessment (FBA)
- Behaviour Support Plans (BSP)
- Regulation and social skills teaching (BSEM, Choice Theory)
- Strong relational approaches (BSEM, CPI)
- Learning & Support Team processes (LST)
- Staff Behaviour training (Crisis Prevention Institute (CPI))
- Evidence-based, trauma-informed, and person-centred strategies (CPI)
- Proactive and preventative interventions that are non-restrictive, promote safety, reduce escalation and dysregulation (BSEM, CPI)
- Crisis intervention strategies to de-escalate risk behaviours that aim to reduce or eliminate use of restraint (CPI)

BEHAVIOUR RESPONSE FRAMEWORK

Level	Behaviour Examples	Staff response	Who	Recording	Escalation
Tier 1	Swearing, disruption, out of bounds, absconding class (low risk)	Redirection, reteach, restorative conversation	Teacher	Sentral (as needed)	Repeated → Tier 2
Tier 2	Repeated behaviours, verbal abuse, threats, unsafe actions, vaping, property damage	Executive Support, parent contact, targeted strategies	Teacher And or Assistant Principal	Sentral and Learning Support Team meeting	Ongoing → Tier 3
Tier 3	Bullying, racism, aggression, assault, major damage	Executive response, risk assessment, parent contact, letter home	Executive And or Principal	Mandatory recording WHS incident hotline	Reflection Day Warning of suspension
Critical	Continued, repeated ongoing Tier 3 behaviours, serious violence, extreme risk	Parent contact, Letter home, DoE procedures, principal led response	Principal	Formal DoE processes	Suspension
Crisis	Ongoing severe risk All interventions exhausted	Letter home, DoE procedures, principal and DEL led response	Principal and DEL	Formal DoE processes	Expulsion

SUSPENSION

Suspensions occur as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning.

Suspension allows the school to address the student's complex and challenging behaviour, mitigate any unacceptable risks and enable a successful return. See the Suspension and expulsion procedures.

Suspension may occur when:

- Behaviour poses safety risk
- Persistent disruption
- Aggression or serious threats

Return from Suspension – Re-entry & Restorative Meeting

Following a suspension, a structured re-entry meeting is conducted to support a successful return to school.

Action	When and how long?	Who coordinates?	How are these recorded?
RE-entry / Restorative meeting	On Return from suspension	Principal / Executive, student, parent / carer, relevant staff	Sentral + behaviour plan documentation

Purpose of the Meeting:

- Restore relationships
- Review the incident and its impact
- Reinforce school expectations
- Identify supports and adjustments
- Develop or update Behaviour Support Plan (BSP)

Key Features:

- Occurs when the student is regulated and ready
- Focuses on learning and moving forward (not punishment)
- Ensures shared understanding between school and family
- Establishes a clear plan for success

EXPULSION

The principal's and Director, Educational Leadership's decision on whether to proceed with an expulsion must be informed by:

consideration of student factors such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances

consideration of whether all possible and appropriate alternative behaviour support management, intervention and risk management strategies, including suspension, have been implemented or attempted, including reasonable adjustments for students with disability

Expulsion considered when:

- Ongoing severe risk
- All interventions exhausted

(All processes align with NSW DoE policy)