

Willow Tree School

Behaviour Support and Management Plan – 2025

Overview

Willow Tree Public School staff explicitly teach and model positive behaviour and are committed to supporting all students actively engaged in their learning.

Our goal is that every child 'Aims High' to be respectful, caring learners. We focus on promoting excellence, opportunity and success for every student, every day through our high expectations for student behaviour.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through consistent role modelling, explicit teaching, and planned responses.

Our processes support students to learn to take responsibility for their own actions and to ensure all staff respond consistently.

To achieve our goals, key approaches and programs prioritised and valued by the school community are:

- The explicit and consistent teaching of the social and emotional wellbeing program 'Grow Your Mind'
- Understanding the Behaviour Code for Students
- Understanding Bullying
- Restorative Practice

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Willow Tree Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Partnership with parents and carers

Willow Tree Public School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.
- WT Public School will communicate these expectations to parents/carers at least once a term through P&C meetings, Sentral messages and notes home. Our school proactively

builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Willow Tree Public School will communicate these expectations to parents/carers through the school electronic means and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Willow Tree Public School has the following school-wide expectations and rules:

To 'Aim High' be respectful, caring learners.

Expectations		
We are learners	We do our best when learning at school.	<p>We strive for the highest standards in all aspects of our learning inside and outside of the classroom.</p> <p>We attend school every day (unless legally excused)</p>
We are respectful	We are considerate of everyone and everything in our school.	<p>We resolve conflict respectfully, calmly and fairly.</p> <p>We respect all property.</p> <p>We wear the school's agreed uniform</p>
We are caring	We are kind and look after each other and our school.	<p>We will not bully, harass, intimidate or discriminate against anyone in our school. We treat everyone with kindness and consideration.</p> <p>We are safe and will follow the DoE Behaviour Policy .</p>

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 can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

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
Preventions & Early interventions	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students & families
	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students
	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Staff, students & families
	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students & families
	Transitions to school	Focusing on a safe and successful movement from preschool to primary and primary to high school.	Incoming preschool students and outgoing Year 6 students
	Grow Your Mind	Grow Your Mind builds resilience and supports respectful relationships and consent education. Grow Your Mind is available as a quality-assured program in the NSW Department of Education's Student Wellbeing external programs catalogue.	Students
	School Counsellor	The NSW School Counselling Service plays a key role in supporting students, parents, teachers and school staff in NSW Public Schools.	Students
Targeted intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, students & families
	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Staff, students & families

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Staff, students & families

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Willow Tree Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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 school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

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.

Preventing and responding to behaviours of concern

- 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** – behaviour of concern is managed by school executive.

Proactive responses by teachers may include:

- rule reminder
- 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 teacher
- conference
- reflection and restorative practices
- communication with parent/carer

Willow Tree Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations.	Contact office to seek help from staff straight away if there is a risk. Otherwise notify principal as soon as possible and before the end of the school day.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Staff to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
Tangible reinforcers include those that are: - free and frequent - moderate and intermittent - significant and infrequent Intermittent and infrequent reinforcers are recorded on internal wellbeing system (Sentral).	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	Principal collects information and reviews the incident from multiple perspectives to determine the next steps. Staff to record incident on internal wellbeing system and contact parent/carer by email or phone. Principal may consider further action for e.g. formal caution/suspension.

<p><i>Teacher/parent contact</i> Parents are notified by staff when intermittent and infrequent reinforcers are recorded on the internal wellbeing system. Student awards for positive behaviour are given at assemblies.</p>	<p><i>Teacher/parent contact</i> Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p><i>Teacher/parent contact</i> Parent/carer contact is made by staff to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.</p>
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Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

review and document incident

determine appropriate response/s, including supports for staff or other students impacted

refer/monitor the student through the school learning and support team

develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments

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, 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.

Reporting and recording behaviours of concern

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

[Incident Notification and Response Policy](#)

Incident Notification and Response ProceduresStudent Behaviour policy and Suspension and Expulsion procedures.**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 age/developmental level of the student.

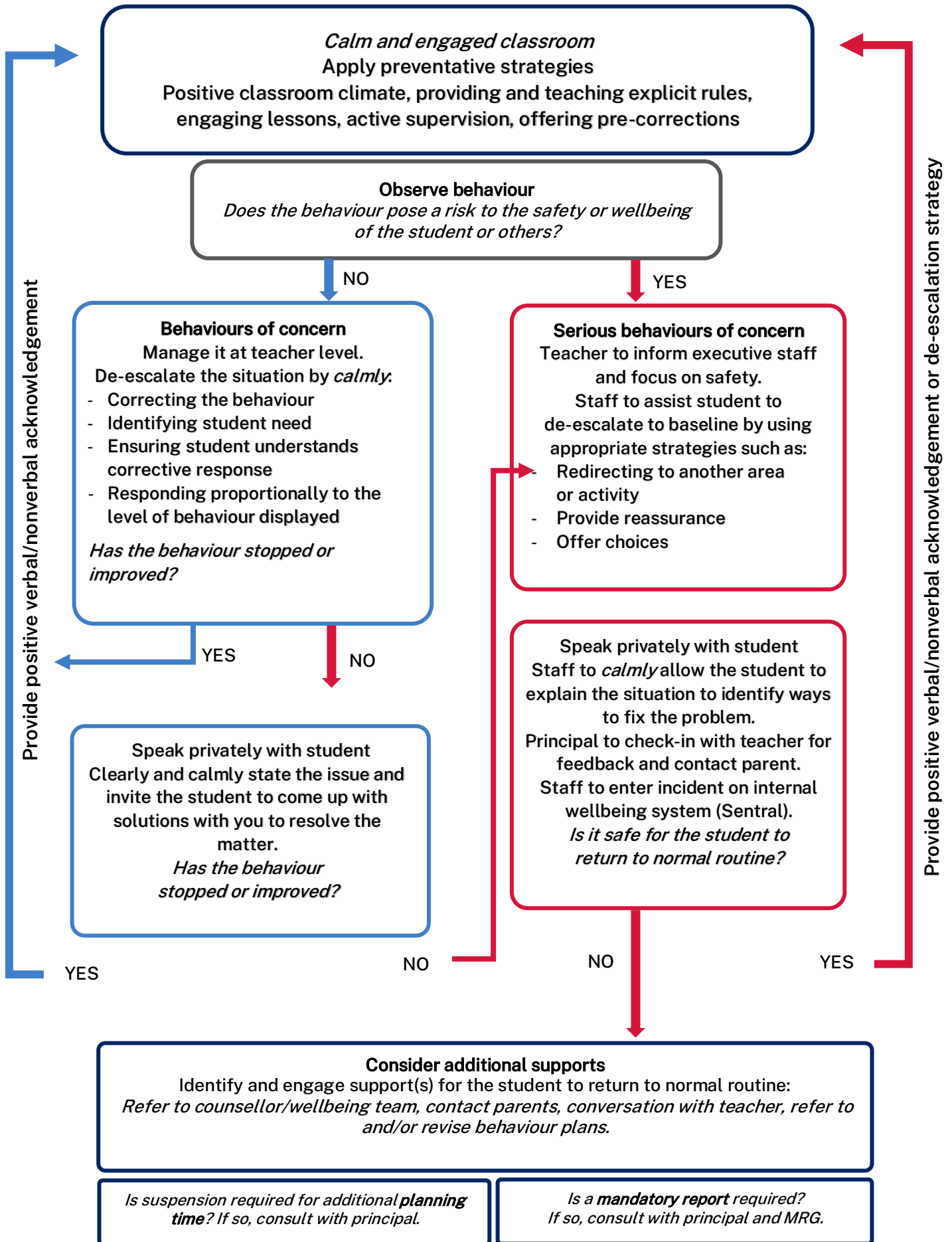
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Teacher or Principal	Internal wellbeing system (Sentral)
Restorative practice – restorative conversations in groups	Scheduled as soon as all involved are available	Teacher or Principal	Internal wellbeing system (Sentral)

Review dates

Last review date: Term 4, 2024

Next review date: End Term 1, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

