

# Thornton Public School

## Behaviour Support and Management Plan



### Overview

Thornton Public School is dedicated to the explicit teaching and modelling of positive behaviour, as well as to supporting all students in their engagement with learning.

Our mission is to inspire every child to contribute positively to the school community and beyond. We prioritise the promotion of excellence, opportunity, and success for every student, every day. We are committed to fostering resilient, responsible, and respectful learners within a nurturing educational environment.

Our daily practices are grounded in the principles of positive behaviour support, trauma-informed practice, inclusive practices, and social-emotional learning. We establish and uphold high expectations for student behaviour through effective role modelling, explicit instruction, and planned responses.

To achieve our objectives, we prioritise key programs and approaches that are valued by our school community, including:

- Berry Street Education Model
- Zones of Regulation – Social and Emotional Learning and Emotional Regulation Program
- Positive Behaviour for Learning (PBL)
- Aboriginal Cultural Programs

These initiatives emphasise social and emotional learning, which promotes positive mental health, fosters strong relationships, and aids in the prevention of bullying.

Thornton Public School categorically rejects all forms of bullying behaviour, including cyberbullying, and is committed to providing a safe, inclusive, and respectful learning environment that promotes student well-being. We identify bullying behaviour through three key characteristics: the intentional misuse of power in a relationship, ongoing and repeated actions, and targeted behaviours that can cause harm. Our staff is dedicated to implementing evidence-based strategies that cultivate a positive climate where bullying is less likely to occur.

All members of the school community actively participate in fostering a welcoming culture that values diversity and nurtures positive relationships. A crucial element of a supportive school culture is the development of respectful relationships and the establishment of an ethos where bullying is unequivocally rejected, both online and offline. All school staff are proactive in responding to instances of bullying behaviour among students.

## Partnership with Parents and Carers

Thornton Public School acknowledges that effective schools benefit significantly from high levels of parental and community involvement, which are closely linked to improved student learning, attendance, and behaviour. We actively collaborate with parents and carers to establish expectations and implement student behaviour management and anti-bullying strategies through the following methods:

- **Respectful Interactions:** We maintain respectful interactions with all staff members, in alignment with the School Community Charter (refer to Appendix 3).
- **Direct Communication:** We ensure direct and regular communication with families via platforms such as Seesaw and Dojo, as well as through phone calls or face-to-face meetings as needed for individual students.
- **Whole School Communication:** We provide updates through School Bytes and at Parents and Citizens (P&C) meetings regarding school-wide expectations, celebrations, and any relevant changes.
- **Feedback Invitation:** We invite feedback from parents, carers, and students through both formal and informal means, including surveys, individual parent meetings, and consultations with the P&C.
- **Continuous Improvement:** We utilise concerns raised through parent and carer feedback and complaints procedures to regularly review school systems, data, and practices, making improvements when opportunities are identified.

Thornton Public School communicates its expectations to parents and carers through various channels, including the school's Facebook page, School Bytes, the school website, and individual phone calls or meetings as necessary.

We encourage our parents and carers to collaborate with us by:

- Supporting and encouraging their child to adhere to the Behaviour Code for Students (included below).
- Modelling and promoting positive and respectful behaviour.
- Addressing instances of unacceptable behaviour with their child.
- Actively engaging in and supporting the development of individual student plans when required.
- Monitoring their child's online activity and addressing instances of online bullying or conflict with peers.

Our school is committed to proactively establishing positive and collaborative relationships with families and communities to foster a shared understanding of how to support student learning, safety, and well-being.

## School-wide Expectations and Rules

Thornton Public School has the following school-wide Learning expectations and values:

**Thornton Public School students, staff and community are  
Respectful, Resilient and Responsible learners.**

Respectful	Resilient	Responsible
<ul style="list-style-type: none"> <li>- I follow the Lizzie 5</li> <li>- I listen to others' points of view</li> <li>- I am kind and considerate towards others</li> <li>- I keep my hands and feet to myself</li> </ul>	<ul style="list-style-type: none"> <li>- I try new things, even when they challenge me.</li> <li>- I learn through my mistakes</li> <li>- I always show a positive attitude</li> <li>- When I make mistakes I own it, fix it, learn from it and move on</li> </ul>	<ul style="list-style-type: none"> <li>- I follow the Lizzie 5</li> <li>- I always do my best</li> <li>- I wear my full school uniform with pride</li> <li>- I take responsibility for my actions</li> </ul>

## 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 NSW Department of Education 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

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Professional Learning for teaching and executive staff	Staff members receive continuous professional development that equips them with evidence-based strategies to promote and teach positive social and emotional well-being. This training also focuses on discouraging, preventing, identifying, and effectively responding to disruptive, inappropriate, or bullying behaviour among students. All staff have engaged in training based on the Berry Street Education Model, which emphasises the importance of supporting students in developing socially acceptable, safe, and positive behaviours.	All teaching and non-teaching staff
<b>Prevention</b>	Professional Learning for staff (SLSO's)	Student Learning and Support Officers (SLSOs) receive ongoing professional development that equips them with evidence-based strategies to assist teaching staff in promoting and fostering socially acceptable, safe, and positive behaviours among students.	SLSOs

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	Building strong relationships between teachers and students is crucial for creating a positive classroom environment where effective learning and teaching can take place. Proactive teaching staff establish high expectations and consistently address behaviour in a clear manner. During the initial weeks of school, consistent routines and explicit instruction on behaviour expectations are implemented through the "Set Up for Success" strategy at Thornton Public School. This approach helps to set clear expectations and ensures uniform management processes both in the classroom and across the school.	All
Prevention	Teaching and Learning Handbook	The Teaching and Learning Handbook has been created to ensure consistency in all school expectations and procedures. This includes guidelines for behaviour expectations, responses, and processes that help maintain a safe and supportive environment. The handbook works in conjunction with the "Set Up for Success" strategy.	All executive and teaching staff
Prevention	Casual Folders	Each class has a folder that contains information to help casual teachers manage specific behaviours and routines. This folder also ensures that there is consistency in the behavioural expectations and responses for students.	Casual teachers and Classroom Teachers
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is a research-based framework that engages the entire school community in fostering a positive, safe, and supportive learning environment. PBL lessons are conducted weekly, with content tailored to the specific needs of students based on data analysis. Decisions about what to teach, how to present it, and the rationale behind it are made collaboratively by the staff.  Every two weeks, we have an affirmation that highlights the positive behaviours being taught. Students are recognised for their positive behaviour through a PBL Recognition system, providing all students with opportunities for acknowledgement throughout the year. PBL recognition days are held once each term, where all students are invited to celebrate positive behaviour across the school.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Social and Emotional (SEL) Lessons.	Explicit Social and Emotional Learning (SEL) lessons are taught every two weeks. The content of these lessons is guided by the Berry Street Education Model and specific directions from the whole school, based on data collected. The goal of the SEL lessons is to help students develop and apply the knowledge, attitudes, and skills they need to understand and manage their emotions, set and achieve positive goals, show empathy towards others, build and maintain respectful relationships, and make responsible decisions.	All
Prevention	Rock and Water Program	In this 10-week small group program, selected students learn important skills such as standing strong, using "rock" or "water" verbal strategies to negotiate, walking away from conflict, considering non-aggressive alternatives, and understanding their own feelings and personal direction. Students engage in various activities and complete journaling exercises designed to build resilience and foster respectful relationships. The Rock and Water program aligns with the school's Positive Behaviour for Learning (PBL) expectations and the Personal Development, Health, and Physical Education (PDHPE) curriculum.	
Prevention	PDH Lessons	Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught in Personal Development, Health and Physical Education, and incorporated into other explicit lessons ie PBL and SEL lessons.  Child protection and drug education are a mandatory part of the syllabus. These programs contribute to learning about respectful relationships, boundaries and personal safety.	Students K - 6
Prevention	Strong connection with families	We promote parent involvement by maintaining open two-way communication about school expectations, recognising positive behaviours, and addressing behaviours of concern. Parents are encouraged and invited to participate in supporting students to meet the school's expectations for behaviour and social interactions.	Staff and families
Targeted Intervention	Student-Specific Plans	Students who require additional behavioural and self-regulatory support will have individualised plans that incorporate specific goals designed to facilitate their success in the school environment. These plans may include, but are not limited to, behaviour support plans, personalised learning and support plans, playground plans, and Ready to Learn plans.	Classroom teachers, Assistant Principals, students, LST, Students and families

Care Continuum	Strategy or Program	Details	Audience
<b>Individual intervention</b>	Learning and Support Team	The Learning and Support Team collaborates with teachers, students, and families to assist students who require personalised learning and support. The team also engages with external agencies to provide necessary guidance and assistance.	Individual students and families
<b>Individual intervention</b>	Attendance support	The Learning Support Team (LST) and Assistant Principals will assist students, families, and teachers in addressing barriers to improved attendance and establishing growth objectives. The attendance team convenes weekly with the Home School Liaison Officer (HSLO) to analyse attendance data and identify specific students who may benefit from targeted interventions aimed at enhancing attendance.	Individual students, and families
<b>Individual intervention</b>	Individual Behaviour Support Planning	Students who require additional support in behaviour regulation are identified by the Behaviour Support Team (BST). The BST convenes biweekly to review individual cases and determine appropriate directions on a case-by-case basis. The team can collaborate with regional support staff, including the Assistant Principal for Learning and Support (APLaS) and the Learning and Wellbeing Officer (LWO).  Fostering strong relationships, maintaining consistency, and establishing explicit boundaries and expectations are essential in helping students set and achieve behavioural goals, thereby enhancing their self-esteem and sense of self-worth.	Individual students, parent/carer, LST, Assistant Principals

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

Staff at Thornton Public School model, explicitly teach, recognise, and reinforce positive student behaviour and behavioural expectations. Positive behaviour is acknowledged and celebrated through the following methods:

- An in-class positive reinforcement system that allows students to progress through levels of Ready to Learn, Accomplishing, and Outstanding.
- Students who exemplify the values of Respect, Responsibility, and Resilience are awarded the annual PBL Lizzie Legend Badge. All students are supported and encouraged to earn this badge by the end of the year.
- A PBL Ribbon acknowledgement system wherein students can exchange awards earned to advance through a ribbon attainment system, ultimately aiming to earn a PBL medallion.
- Weekly affirmation awards are presented to students who demonstrate the positive affirmation focus for the fortnight. These awards can be collected and traded for ribbons.



Green PBL Ribbon & certificate	Orange PBL Ribbon & certificate	Purple PBL Ribbon & certificate	Bronze PBL Ribbon & certificate	Silver PBL Ribbon & certificate	Gold PBL Ribbon & certificate	Platinum PBL certificate	PBL Medallion
5 PBL Affirmation Awards OR  A combination of PBL, Merit and AP/DP Awards	Another 5 PBL Affirmation Awards OR  A combination of PBL, Merit and AP/DP Awards	Another 5 PBL Affirmation Awards OR  A combination of PBL, Merit and AP/DP Awards	Another 5 PBL Affirmation Awards OR  A combination of PBL, Merit and AP/DP Awards	Another 5 PBL Affirmation Awards OR  A combination of PBL, Merit and AP/DP Awards	Another 5 PBL Affirmation Awards OR  A combination of PBL, Merit and AP/DP Awards	Another 5 PBL Affirmation Awards OR  A combination of PBL, Merit and AP/DP Awards	Another 5 PBL Affirmation Awards OR  A combination of PBL, Merit and AP/DP Awards
<b>Total= 5 awards</b>	<b>Total= 10 awards</b>	<b>Total= 15 awards</b>	<b>Total= 20 awards</b>	<b>Total= 25 awards</b>	<b>Total= 30 awards</b>	<b>Total= 35 awards</b>	<b>Total= 40 awards</b>

See also:

- **APPENDIX 2 - Bullying Response flow chart.**
- **APPENDIX 3 - Bump It Up Positive Choices Chart**

## Responses to Serious Behaviours of Concern

Responses to serious behavioural concerns, including instances of bullying, are documented within the school. Potential responses may include:

- Discussing, reviewing, and documenting the incident
- Determining appropriate responses, including support for affected staff or students
- Communicating and collaborating with parents and carers via phone, email, or meetings
- Engaging in reflective and restorative conversations with the Assistant Principal or Principal
- Developing or reviewing individual student support plans, which may involve making adjustments to learning and the environment
- Conducting stakeholder meetings
- Referring and monitoring the student through the school's Learning and Support team
- Implementing formal cautions, suspensions, or expulsions as necessary
- Collaborating with the Team Around a School for additional support or guidance

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 may apply to student conduct that occurs:

- On school premises
- During travel to and from school
- During school-endorsed activities conducted off-site
- Outside of school hours and off school premises, where there is a clear and direct connection between the school and the student's behaviour
- While using social media, mobile devices, or other technology that involves interactions with another student or staff member

- Students and parents are encouraged to report incidents of bullying to any staff member. When appropriate, principals of NSW public schools are empowered to implement disciplinary measures to address student behaviours that occur outside of school hours or off school premises, including instances of cyberbullying. Students who experience bullying will receive the necessary support.
- When reporting and documenting behaviours of concern, staff will adhere to the established reporting and response procedures outlined in the:

- [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](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

## Reflective and Restorative Practices

Each of the responsive strategies outlined below enables the school to deliver timely support to students, assisting them in achieving desired behaviours, reflecting on their actions, and making positive choices. Students are continuously supervised by a staff member. During any planned withdrawal from free choice play at lunch or recess as a behavioural response, toilet and food breaks will always be provided. The maximum duration of withdrawal will be appropriate to the student's age, developmental level, and the specific context of the incident.

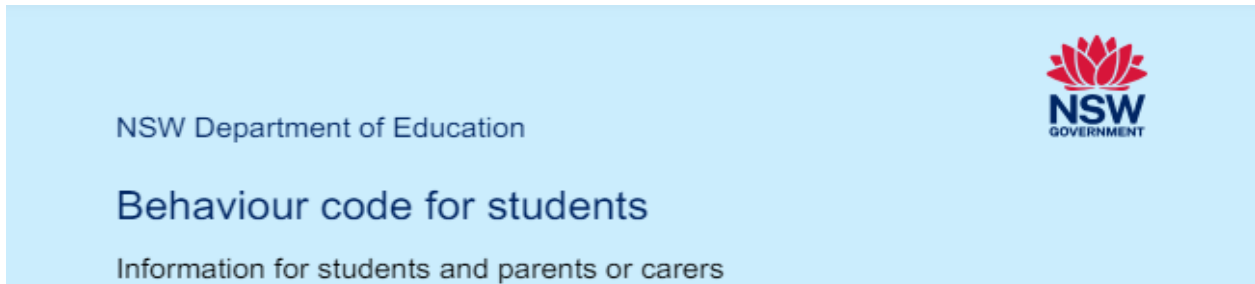
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Redirect</b> - Teacher will give an expectation reminder to student.	As required for student.	Classroom Teacher	Not recorded unless frequently required – then on School Bytes
<b>Reset</b> - The student will be directed to relocate to the designated "buddy class" for a duration not to exceed 10 minutes. The teacher will engage in a restorative conversation with the student during the next break.	5-10 minutes as required for the student. After the above behaviour and strategy has not been successful.	Classroom Teacher buddy class teacher and/or Assistant Principal	Not recorded unless frequently required – then on School Bytes.
<b>Reflect</b> - The student will be assigned to the "reflection room," where an executive staff member will engage in a conversation with them to develop a plan for a successful reintegration into the classroom or playground. This plan will be communicated to the classroom teacher and other relevant staff members.	The next lunchtime after the above behaviour and strategy has not been successful.	Individualised - Coordinated by the classroom teacher, executive or guided by LST	Documented on School Bytes
<b>Suspension and Resolution</b> - The aforementioned behaviour and strategy have proven ineffective, resulting in a negative	As required, as per policy: <a href="#">Suspension and Expulsion Procedures</a>	Executive staff	School Bytes, ERN and formal written communication with parents/carers

impact on the safety and learning of other students.

**Review dates**

Next review date: 13/12/2025: Week 9 Term 4, 2025

## Appendix 1 – Behaviour Code For Students



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

**In NSW public schools students are expected, to the best of their ability, to:**

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

**All students have a right to:**

- safety 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 principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

**Behaviour code for students: Student actions**

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

**To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

**Respect**

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

**Safety**

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

**Engagement**

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

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If this is a printed document, refer to the department's Policy Library for the most recent version.

## APPENDIX 2 - Bullying Response Flowchart

The following flowchart outlines the actions that staff at Thornton Public School will take upon receiving a report of student bullying, including incidents that may have occurred online or outside the school environment. The timeframes for these actions will vary based on the professional judgement of the staff handling the bullying complaint and their assessment of the immediate risk to the involved students



**Appendix 3 - School Community Charter**



# School Community Charter

**Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

### What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with Our Plan for NSW Public Education.



### Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise** the wellbeing of all students and staff

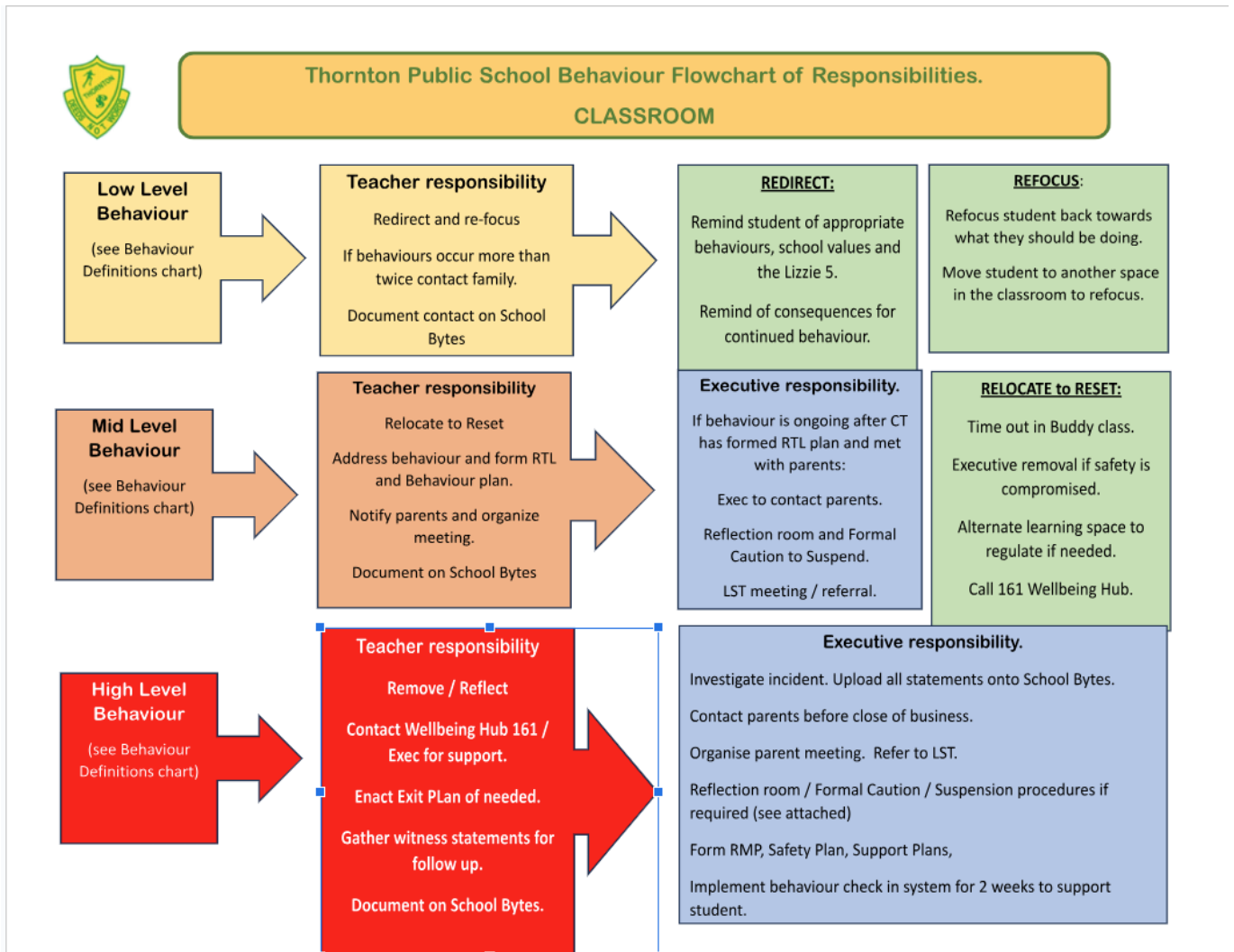
**Unsafe behaviour** is not acceptable in our schools







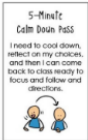


We work **together** with the school



**Ensuring respectful learning environments for all members of NSW Public Schools communities.**

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**Appendix 4 – Behaviour Flowchart**



   		
Behaviour	Response	Consequences
<p><b>REDIRECT</b></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Silly behaviour</li> <li>• Distracting others with words or actions</li> <li>• Rude manners to students and staff</li> <li>• Not following instructions</li> <li>• Arguing</li> <li>• Refusing to follow a direction</li> <li>• Refusing to do work</li> <li>• Annoying others</li> <li>• Inappropriate use of equipment</li> <li>• Non-compliance</li> </ul>	<p></p> <p>Your teacher will talk to you and give you the chance to re-set. This is a way to tell you that if the behaviour continues there will be further actions. Own it, Fix it, Learn from it, Move on</p> <p>1.Expectation Reminder 2. Relocate to reset 3. Move to Buddy Class</p>	<p>Reminder of expected behaviour</p> <p>If you Own It, Fix It and Move On there will be no need for further actions.</p> <p>If you choose not to Own It, Fix It and Move On there will be further consequences.</p>
<p><b>RESET</b></p> <ul style="list-style-type: none"> <li>• Continuing the behaviour you received the warning for</li> <li>• Swearing</li> <li>• Disrupting learning</li> <li>• Unsafe behaviour like running in the room, tossing things (not at people)</li> <li>• Standing on furniture</li> <li>• Being disrespectful to any staff member</li> <li>• Calling out over someone,</li> <li>• Being unfair or unkind</li> <li>• Ongoing non-compliance or refusals</li> <li>• Being aggressive with your words</li> </ul>	<p></p> <p></p> <p></p> <p></p> <p>This is your time to RELOCATE, RESET, and Return Ready to Learn</p>	<p>Walk with your teacher on duty.</p> <p>Parent / family contacted.</p> <p>Recorded to track behaviour.</p> <p>Your teacher may have you miss out on something.</p>

Behaviour	Response	Consequences
<p><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>• Returning from Buddy Class and continuing the behaviour</li> <li>• Rudeness in Buddy class</li> <li>• Refusals to go to Buddy Class for a reset</li> <li>• Aggressive behaviour</li> <li>• Absconding</li> <li>• Ongoing disruptions to learning</li> <li>• Swearing at people or unnecessary swearing</li> <li>• Continually displaying <u>anti-social</u> behaviors</li> </ul>	<p></p> <p>Your behaviour choices are impacting the learning, safety and wellbeing of yourself and others. You will come and talk with your stage AP about how we can help you get back on track. There will be consequences.</p>	<p>You will attend the Reflection Room.</p> <p>Talk with the Assistant Principal or Deputy.</p> <p>Parents <u>contacted</u>.</p> <p>Loss of privileges eg excursions, incursions, sports representatives,</p> <p>Behaviour monitoring card for 1 week.</p> <p>Loss of 2 points.</p>
<p><b>SUSPENSION AND RESOLUTION</b></p> <ul style="list-style-type: none"> <li>• Continually displaying</li> <li>• Physical violence</li> <li>• Ongoing disruptive and defiant behaviour</li> <li>• Behaviour that puts the health, safety and wellbeing of yourself and others at risk</li> <li>• Bullying and intimidation- either in person or online</li> <li>• Racism</li> <li>• Inappropriate use of technology</li> <li>• Verbal abuse</li> <li>• Malicious damage to or theft of property</li> <li>• Discrimination</li> <li>• Threats and intimidation</li> <li>• Serious criminal behaviour</li> </ul>	<p></p> <p>Your behaviour has significantly impacted the learning and routines of the school. You have created an environment that was / is unsafe for yourself and others. The school needs time to plan how best to support you. You will be given a formal caution or you may be suspended.</p>	<p>Speak with the Deputy Principal.</p> <p>Parents will be contacted.</p> <p>You may receive a Formal Caution or Suspension.</p> <p>Formal Caution = loss of 4 points Suspension = loss of 6 points.</p> <p>If the incident is very serious, you may progress straight to a suspension.</p> <p>Loss of privileges and honour of representing the school.</p> <p>Loss of leadership / representative roles within the school.</p> <p>Return to school agreement with your family and the school executive.</p>