

Toronto Public School

Behaviour Support and Management Plan

This plan outlines the strategies, systems and practices used at Toronto Public School to support positive student behaviour, manage behaviours of concern, and create a safe, supportive and inclusive learning culture. It aligns with:

- The **NSW Department of Education Student Behaviour Policy**
- The **Behaviour Code for Students**
- The **Positive Behaviour for Learning framework**
- The school's core values of **Belonging, Collaboration, Opportunity, and Growth**

Positive Behaviour for Learning

PBL is an evidence-based, whole-school framework that promotes:

- Reduced inappropriate behaviour
- Increased time for teaching and learning
- Improved student wellbeing and engagement
- Positive, respectful relationships among students and staff
- Consistent expectations and language for all staff and students
- Consistent systems for teaching, modelling, and responding to behaviour
- Predictable learning environments where expectations are clear and consistently reinforced

Through PBL, our school develops shared expectations, explicitly teaches behaviour and social expectations to students, strengthens staff capacity, and uses school-wide data to guide decisions that enhance both learning and wellbeing outcomes.

School Behaviour Expectations

At Toronto Public School, our behaviour expectations are directly linked to our core values:

- **Belonging:** We include, respect, and care for others.
- **Collaboration:** We work together to solve problems and build positive relationships.
- **Opportunity:** We take responsibility for our learning and behaviour.
- **Growth:** We reflect, learn from mistakes and strive to improve.

These expectations are explicitly taught in classrooms, reinforced in the playground, and modelled by staff.

Systems for Teaching and Reinforcing Behaviour

1. Explicit Teaching

- Behaviour expectations are taught at the start of each year, revisited every week, with a purposeful focus, and reinforced through classroom lessons and assemblies.

2. Recognition and Acknowledgement

- Verbal praise, class rewards, school awards, and public acknowledgement are used to reinforce positive behaviour.
- Students demonstrating the core values are celebrated in newsletters, assemblies and certificates.

3. Consistent Routines

- Predictable classroom and playground routines reduce uncertainty and support students to make positive choices.

4. Staff Professional Learning

- Teachers and SLSOs receive training in PBL practices, classroom management strategies, and trauma-informed approaches.

Behaviour Support and Management Responses

When behaviour concerns arise, responses are matched to the level of need, ensuring fairness, equity and consistency:

- **Low-level behaviours**

- Non-verbal cues, redirection, proximity, restorative chats.
- Reflection time to regulate emotions and reset behaviour.
- Resilience Project values taught through PD.H.PE to support emotional literacy.
- Strategies implemented from trauma informed practices such as Berry Street Education Model.

- **Persistent behaviours of concern**

- Formal caution with parent/carer involvement.
- Individual behaviour support plan developed in collaboration with staff, student and parents.
- Access to wellbeing or external supports where appropriate.

- **Serious behaviours**

- Detention, timeout or withdrawal with planned support and reflection.

- Suspension, in line with departmental procedures, when behaviour poses unacceptable risk.
- Expulsion as a last resort, following due process and procedural fairness.

Use of Data

We strengthen our learning environment by collecting and analysing school-wide behaviour data:

- **Data sources:** School Byte entries, playground incident reports, attendance data, classroom monitoring.
- **Data use:**
 - Identify patterns of behaviour across students, classes and settings.
 - Inform teaching focus areas for expected behaviour.
 - Monitor student progress and evaluate interventions.
 - Guide decisions at staff meetings and PBL team meetings.

Wellbeing and Inclusion

- Support is tailored to the diverse needs of students, taking into account developmental age, trauma, disability, cultural background, and individual circumstances.
- Early intervention and collaboration with families are prioritised.
- Students requiring additional support may access targeted programs (social skills groups, mentoring, counselling, etc.).

Roles and Responsibilities

- **Students:** Follow the Behaviour Code, demonstrate the core values, and take responsibility for learning and relationships.
- **Teachers:** Teach, model and reinforce expectations, use effective classroom management, and provide fair interventions.
- **Support Staff:** Assist in implementing interventions and supporting students in classrooms and playgrounds.
- **Parents and Carers:** Support school behaviour expectations and work in partnership with staff.
- **Leadership Team:** Ensure consistent implementation, provide professional learning, monitor behaviour data, and engage external supports as needed.

Monitoring and Review

- Behaviour data will be reviewed at PBL team meetings on a fortnightly basis and communicated to staff.
- The plan will be reviewed annually in consultation with staff, students and the community, or earlier if departmental policy changes