



Overview

Colo Heights Public School is 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 the three principles of RESPECT, RESPONSIBILITY and PERSONAL BEST.

Partnership with parents and carers

Colo Heights Public School has high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

RESPECT	RESPONSIBILITY	PERSONAL BEST
Be Kind	Be prepared for school and class.	Strive to achieve personal best.
Treat others as you yourself would like to be treated.	Model best behaviour.	Be on task.
Listen to and follow teacher instructions.	Clean up after yourself	Effort and Integrity

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Learning Programs	CHPS utilises the PBL principles of teaching positive behaviour in our students. We have designated expectations across the three areas of Respect, Responsibility and Personal Best in the areas of <i>'All Settings', Classroom, Playground and Bus travel.</i>	Students, Teachers and Parents
Early intervention	Behaviour Lessons (PBL)	School reinforces PBL principles through class lessons, morning and school assemblies as well as	Students and Teachers
Targeted intervention	School CHPSY program	Reinforcing biweekly positive behaviour with the school's reward systems. Points are earned through positive behaviour and work practices. Students receive a reward at 10 points as well as 20 points where they are recognised with a certificate and reward.	Students, Teachers and Parents
Individual intervention	Individual Learning Plans	Individual Learning Plans are devised by Principal/staff/parents/students for those students who require revised and attainable goals towards achieving better behaviour.	Student, Teachers and Parents

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

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
PBL principles are always reinforced in a variety of settings such as classroom, playground, bus and generally across all areas of school.	Identified students are entered into the School Bytes (Wellbeing-Incidents) that collate against the individual as well as keeping records of all negative behaviours.	Individual students who have been identified over time with two/three entries. Parents contacted and the student is placed on a behaviour card as well as detention for a week to monitor behaviour.
		Should student continue negative behaviour an 'in school' suspension be issued that removes student from the playground for two days.
		Suspension

Responses to serious behaviours of concern

- 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 Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Class Interaction	Once a day for ten minutes of lunch (allowed)	Classroom Teacher	Teacher diary

Strategy	When and how long?	Who coordinates?	How are these recorded?
	to eat, toilet etc), CRT to initiate refection and issue restorative practices.		
Detention	Once a day for ten minutes of lunch (allowed to eat, toilet etc). Principal to initiate refection and issue restorative practices.	Principal	School Bytes Entry
Behaviour Card	10 minutes recess and lunch. Principal to initiate refection and issue restorative practices.	Principal, Class teacher	School Bytes Behaviour card sent home each day for parents to sight.
IN school Suspension	Student removed form playground (as well specific school activities). Given opportunities to eat and toilet. Principal to initiate refection and issue restorative practices.	Principal	School Bytes Formal Parent Letter/phone call. Behaviour card sent home for parent to sight.

Review dates

Last review date: 17th December 2024

Next review date: June 2025