



COLO HIGH  
SCHOOL

# Behaviour Support & Management Plan



2024

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# Colo High School Behaviour Support and Management Plan



## Overview

The school Behaviour Support and Management Plan at Colo High School, reflects the core values and Behaviour Code for Students. Fundamental to this plan is the concept of making our school a better place for everyone- students, staff, parents and the local community, by promoting a quality learning environment which is inclusive, safe and secure. 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.

### Aim

Student Wellbeing and Management at Colo High School encompasses all that is done to meet the learning, personal and social needs of the students in a safe, caring school environment. We will help young people reach their full potential by offering diverse learning opportunities that support the attitudes, values and skills necessary to engage in a productive career and lifelong learning.

The emphasis and ultimate aim is for student self-management:

- The school expects that parents will share the responsibility of shaping their children's understanding and attitudes towards acceptable behaviour and positive learning outcomes.
- The school expects that students have the opportunity to enjoy many opportunities to enjoy success, receive recognition for their efforts, make useful contributions in their life at the school, and derive enjoyment and satisfaction from their learning.
- Students who find it difficult to follow core values and school expectations will be supported and provided with opportunities to make positive changes to their behaviour before management and/or procedures are implemented. When applicable, these management procedures will be consistent with legislative and departmental policy, and incorporate the principles of transparency, equity and fairness.

### Background

This document contains information on the student well-being system at Colo High School. Colo is a comprehensive school that provides quality educational opportunities for students from our local community. We have a diverse range of students, ranging from the high-potential and gifted learners, to students requiring learning support. Our community supports the provision of broad ranging learning opportunities, with a strong focus on a well-rounded education. We foster high standards and have high expectations that every student will succeed in their learning.



## Promoting Positive Student Behaviour

In order to provide the students of Colo High School with quality education, a safe and happy learning environment is encouraged so that students become self-directed, life-long learners who can create a positive future for themselves.

At Colo High School we are focused on building and supporting educational outcomes for all learners by putting in place sustainable school - wide, classroom and individual systems of support.

- Positive Behaviour for Learning (PB4L) is a research validated behaviour practice, where quality learning environments are created, great teaching and learning occurs, as a whole school focus.
- We have an established proactive school wide system for defining, teaching and supporting appropriate student behaviours.
- The result of PB4L, is a positive school environment in which learning and student engagement is enhanced through increased quality teaching time and consistent expectations of behaviour.

The following strategies form the structure for building positive and engaging learning environments for all students:

1. Positively and regularly promote positive student behaviours
2. Help teachers effectively to manage behaviour in both classroom and non-classroom environments
3. Pro-active supervision in all areas of the school
4. Formal instruction in social skills
5. Help students to regulate their own behaviour
6. School-wide Behaviour Support Plan, including clear and fair interventions and support

Colo operates with The Wellbeing Framework for Schools:

- Quality relationships (Connect)
- Quality teaching and learning (Succeed)
- Quality systems (Thrive)

All students are expected to follow the CARE code of school and classroom behaviours.

## School-wide Expectations

### What's involved?

- Expectations for student behaviour are defined by a school-based team with all staff input
- Effective behavioural support is implemented consistently by staff and school executive
- Appropriate student behaviour is explicitly taught
- Positive behaviours are publicly acknowledged
- Problem behaviours have clear consequences
- Student behaviour is monitored and staff receive regular feedback
- Effective behavioural support strategies are implemented at the school-wide, specific setting, classroom, and individual student level
- Effective behavioural support strategies are designed to meet the needs of all students

### School-wide Positive Behaviour for Learners Goals

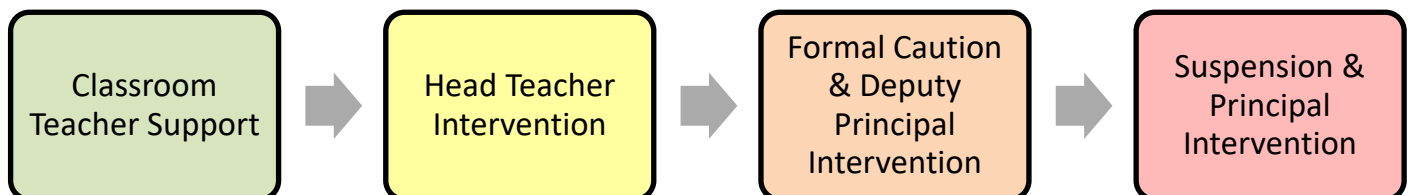
- Build systems that make it easier to teach
- Create environments that encourage (rather than discourage) pro-social behaviour
- Teach all students what is expected
- Provide a continuum of behaviour and learning support to students who need more support to be successful

## Strategies to promote positive behaviour & effective learning

Students who are not engaging with learning and not supporting the 'CARE' code of behaviours, will have consequences for their actions.

Behavioural concerns are far less likely to occur if a student feels that his or her needs are recognised and catered for. The broad curriculum, the support for the individual needs of students, the extra-curricular and leadership opportunities are coupled with the ongoing professional development of staff to support quality teaching and learning.

Students at Colo High School know that not meeting basic expectations or following the Behaviour Code for Students, will result in varying consequences. These consequences occur within a framework that initially involves the classroom teacher but with repeated infringements, involves other people in the school. At various stages of this process, or in response to the severity of the student's inappropriate behaviour, a "Formal Caution" of suspension or a suspension may be issued.





## CARE Code of Behaviours

At Colo High School, all students have the right to feel happy and safe at school and enjoy learning. The school's core expectations for all students and staff are set out below, this is the foundation of a safe, effective and encouraging learning environment.

<b>C A R E</b>	<b>CO OPERATE</b>	<ul style="list-style-type: none"><li>• Follow instructions</li><li>• Wear the school uniform correctly</li><li>• Are in the right place on time</li><li>• Act safely</li></ul>
	<b>ACHIEVE</b>	<ul style="list-style-type: none"><li>• Are engaged learners at school and at home.</li><li>• Are prepared for every lesson.</li><li>• Ask for help when we need it.</li><li>• Do our personal best.</li></ul>
	<b>RESPECT</b>	<ul style="list-style-type: none"><li>• Show courtesy to everyone</li><li>• Positively represent our school</li><li>• Look after our school environment</li><li>• Are responsible for our own actions</li></ul>
	<b>EVERY DAY</b>	





# BEHAVIOUR SUPPORT AND MANAGEMENT AT COLO HIGH SCHOOL

## CO-OPERATE - ACHIEVE - RESPECT - EVERY DAY!

COLO HIGH SCHOOL EXPECTATIONS	MINOR	MAJOR
<p style="text-align: center;"><b>CO-OPERATE:</b></p> <ul style="list-style-type: none"> <li>Follow instructions</li> <li>Wear the school uniform correctly</li> <li>Be in the right place on time</li> <li>Mobile phones off and away</li> <li>Act safely</li> <li>Use BYOD devices appropriately</li> </ul> <p style="text-align: center;"><b>ACHIEVE:</b></p> <ul style="list-style-type: none"> <li>We are engaged learners at school and at home</li> <li>Are prepared for every lesson</li> <li>Ask for help when we need it</li> <li>Do our personal best</li> </ul> <p style="text-align: center;"><b>RESPECT:</b></p> <ul style="list-style-type: none"> <li>Show courtesy to everyone</li> <li>Positively represent our school</li> <li>Look after our school environment</li> <li>Are responsible for our own actions</li> </ul> <p style="text-align: center; font-size: 1.5em;"><b>EVERY DAY</b></p>	<p style="text-align: center;"><b>CLASSROOM TEACHER MANAGED</b></p> <ul style="list-style-type: none"> <li>Late to class/truancy</li> <li>Distracting others</li> <li>Disrupting the learning of others</li> <li>Disruptive behaviour</li> <li>Harassment/bullying</li> <li>Repeated no equipment</li> <li>Off task/not completing work</li> <li>Inappropriate language</li> <li>Back chat</li> <li>Throwing objects</li> <li>Leaving class</li> <li>Taking others' belongings</li> <li>Refusal to follow instructions</li> <li>Inappropriate use of technology</li> <li>Not engaging in learning</li> </ul>	<p style="text-align: center;"><b>HEAD TEACHER/DEPUTY PRINCIPAL MANAGED</b></p> <ul style="list-style-type: none"> <li>Repeated minor behaviour</li> <li>Attendance issues/truancy</li> <li>Out of school grounds</li> <li>Fighting</li> <li>Forgery/theft</li> <li>Physical or verbal abuse of staff</li> <li>Deliberate damage to property</li> <li>Bullying</li> <li>Possession/use of illegal substance/weapon</li> <li>Cheating/plagiarism</li> <li>Continued defiance</li> <li>Threats</li> <li>Persistent or serious misbehaviour</li> </ul>
<p style="text-align: center;"><b>WHOLE-SCHOOL APPROACH</b></p> <ul style="list-style-type: none"> <li>Classroom and playground expectations, procedures, routines and rewards.</li> </ul> <p style="text-align: center;"><b>CLASSROOM TEACHER</b></p> <ul style="list-style-type: none"> <li>Effective Classroom Strategies</li> <li>Lead by Example</li> <li>Set Classroom specific expectations</li> <li>Task Difficulty/Differentiation</li> <li>Activity Sequencing &amp; Choice</li> <li>Active Supervision</li> <li>Opportunities to Respond</li> <li>Establish Trust</li> <li>Build rapport to gain Classroom</li> <li>Cooperation</li> <li>Tactical Ignoring</li> <li>Utilise Quality Teaching Framework to structure lessons</li> <li>Use of non-verbal cues</li> <li>Reward Positive Behaviour</li> </ul>	<p style="text-align: center;"><b>BEHAVIOUR SUPPORT STEP 1</b></p> <ul style="list-style-type: none"> <li>Colo High School expectations reminder</li> <li>Restate expectations</li> <li>Request change in behaviour</li> <li>Invitation to self-correct</li> <li>Restorative chat</li> </ul> <p style="text-align: center;"><b>BEHAVIOUR SUPPORT STEP 2</b></p> <ul style="list-style-type: none"> <li>Relocate Student within the classroom</li> <li>Take a break</li> <li>Restorative conversation</li> <li>Call home</li> <li>Negative Sentral entry</li> </ul> <p style="text-align: center;"><b>BEHAVIOUR SUPPORT STEP 3</b></p> <ul style="list-style-type: none"> <li>Recess/Lunch detention - 2x opportunities to attend</li> <li>Call home/organise a meeting</li> <li>Refer to Head Teacher</li> <li>Negative Sentral entry</li> </ul>	<p style="text-align: center;"><b>INDIVIDUAL INTERVENTION LEVEL 1 HEAD TEACHER</b></p> <ul style="list-style-type: none"> <li>Continued faculty monitoring</li> <li>Restorative conference</li> <li>Lunch or after-school detention</li> <li>Parent correspondence</li> <li>Isolation from subject</li> <li>Re-entry to class process</li> </ul> <p style="text-align: center;"><b>INDIVIDUAL INTERVENTION LEVEL 2 DEPUTY PRINCIPAL</b></p> <ul style="list-style-type: none"> <li>Formal caution</li> <li>After-school detention</li> <li>Isolation from playground or class</li> <li>Monitoring book</li> <li>Exclusion from School representation</li> <li>Suspension</li> </ul> <p style="text-align: center;"><b>INDIVIDUAL INTERVENTION LEVEL 3 DEPUTY PRINCIPAL</b></p> <ul style="list-style-type: none"> <li>RFS agreement/reflection</li> <li>Parent/Carer conference</li> <li>Level 3 Monitoring Book</li> <li>Exclusion from school representation</li> <li>Daily DP reflection/check-in</li> <li>Suspension</li> <li>Behaviour Support Plan</li> </ul> <p style="text-align: center;"><b>INDIVIDUAL INTERVENTION LEVEL 3+ DEPUTY/PRINCIPAL</b></p> <ul style="list-style-type: none"> <li>Long Suspension</li> <li>Parent/Carer conference</li> <li>Behaviour Support Plan</li> <li>Risk Management Plan</li> <li>External agency support</li> <li>Police Youth Liaison Officer</li> <li>Alternate pathways investigated</li> </ul>
<p style="text-align: center;"><b>BEHAVIOUR SUPPORT LEVEL 1</b></p> <ul style="list-style-type: none"> <li>Head Teacher Intervention</li> <li>After-school detention</li> <li>Home contact/meeting</li> <li>Faculty isolation/reflection</li> <li>Faculty Monitoring Book</li> <li>Documented Sentral Entry</li> </ul>		

# Roles & Responsibilities

<p><b>Principal:</b></p> <ul style="list-style-type: none"> <li>- Lead and manage the consistent implementation of the Behaviour Support &amp; Management Guide. This includes modelling expected behaviours &amp; supporting Snr Executive team in a timely manner</li> <li>- Be a role model</li> <li>- Disseminate DoE policy information and training to all staff</li> <li>- Ensure all procedures are in line with DOE policies and procedures</li> <li>- Oversee all suspensions and complex wellbeing and management issues</li> <li>- Liaise with staff, students, parents and relevant DOE personnel</li> <li>- Issue suspensions and manage RFS processes in line with the DOE Discipline Policy</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>- Are positive role models who teach explicit behaviours and expectations</li> <li>- Know their students and how they learn. Adapt and differentiate lessons to support student needs and plans.</li> <li>- Establish and maintain classrooms that have positive learning environments and routines</li> <li>- Liaise with Head Teacher re student issues and use notification in Sentral</li> <li>- Use the language &amp; structure of PB4L as a role model for staff &amp; students</li> <li>- Make contact with caregivers, parents where appropriate and necessary</li> <li>- Ensure positive student achievement is acknowledged and rewarded (incl. yellow awards)</li> <li>- Monitor and support classroom behaviour using the Behaviour Support &amp; Management Guide</li> </ul>
<p><b>Deputy Principals:</b></p> <ul style="list-style-type: none"> <li>- Lead and manage the consistent implementation of the Behaviour Support &amp; Management Guide. This includes modelling expected behaviours &amp; supporting Executive team in a timely manner</li> <li>- Facilitate training and development opportunities for staff in behaviour management and support</li> <li>- Liaise closely with Head teachers, HT Welfare and Welfare Teams</li> <li>- Investigate behavioural concerns and collect witness statements from students and staff for Major behaviours</li> <li>- Issue and monitor level 2 &amp; 3 Monitoring Booklets</li> <li>- Issue Formal Cautions in line with the DOE Student Discipline Policy</li> <li>- Investigate and discuss behaviour interventions (incl. suspensions) with the principal</li> </ul>	<p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>- Provide student with full uniform, sports uniform, and correct equipment</li> <li>- Provide relevant documentation to the school, where necessary</li> <li>- Encourage child to be a "CARE" learner at all times</li> <li>- Contact school, where necessary, if any issues need resolving</li> <li>- Read newsletter and school website to know about current activities</li> <li>- Provide feedback to recognise their child's achievement and engagement</li> </ul>
<p><b>Head Teacher Wellbeing:</b></p> <ul style="list-style-type: none"> <li>- Advocates for the importance of student wellbeing across the school</li> <li>- Assists with PB4L implementation, training and review</li> <li>- Provides clear, consistent, timely information dissemination to staff about high-level students</li> <li>- Works with complex wellbeing and management issues in a sensitive manner</li> <li>- Liaises with staff, students, caregivers and relevant DOE personnel</li> <li>- Coordinates referrals for funding and DOE support</li> <li>- Provides support to Year Advisers and acts as the next step for whole year-group behaviour strategies</li> <li>- Facilitates Welfare Meetings and actions any required interventions at these meetings</li> <li>- Develops the Wellbeing Scope and Sequence, and guides Year Advisors to implement year group events</li> <li>- Manages the Wellbeing budget and provides financial support to students in need</li> <li>- Coordinates with the SLSOs to provide in-class assistance to teaching staff</li> </ul>	<p><b>Year Advisers:</b></p> <ul style="list-style-type: none"> <li>- Support a student's academic and social progress</li> <li>- Are a positive role model for students</li> <li>- Provide mentorship to those in need</li> <li>- Act as students' first stop for support</li> <li>- Provide information and advice to parents</li> <li>- Disseminate information about students' wellbeing and learning needs to staff</li> <li>- Liaise with teaching staff, executive team, Learning &amp; Support, and the Wellbeing Team re: student concerns</li> <li>- Use the language &amp; structure of PB4L as a model for staff &amp; students</li> <li>- Assist caregivers, staff and students with wellbeing issues as they arise</li> <li>- Undertake this position in line with relevant role statements</li> <li>- Monitor Sentral data to identify issues with students' wellbeing</li> <li>- Request progress reports for students when required and summarise to provide feedback to stakeholders conduct meetings with parents when the need arises</li> </ul>
<p><b>Head Teachers:</b></p> <ul style="list-style-type: none"> <li>- Provide leadership and direction within faculty in wellbeing &amp; management. This includes modelling expected behaviours &amp; supporting their team in a timely manner</li> <li>- Scan into Sentral all relevant statements &amp; documentation. Including follow up actions.</li> <li>- Liaise with Senior Executive and the Welfare Teams re student issues</li> <li>- Use the language &amp; structure of PB4L as a role model for staff &amp; students</li> <li>- Make contact with caregivers and conduct interviews, where necessary</li> <li>- Demonstrate best practice of the implementation of the Behaviour Support &amp; Management Guide at Head Teacher level. This includes supporting and mentoring staff at all levels of experience</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Be a "CARE" learner at all times</li> <li>- Use the SRC and Leadership Team to bring up issues of concern</li> <li>- Participate in PB4L and welfare day activities with enthusiasm</li> <li>- Be familiar with the school expectations and follow them</li> <li>- Be familiar with the school reward system and work towards positive goals and achievements</li> </ul>



## Behaviour Support & Intervention Programs

Below is a list of Behaviour Intervention Programs that Colo High School may use, to support your child. Early Intervention, Targeted Intervention and Individual Intervention may be used if your child has had negative wellbeing entries on Sentral, are on a Monitoring Book, have received Formal Cautions or Suspensions.

Behaviour Intervention	Strategy or Program	Details	Audience
Raise Mentoring	Program	Professionals facilitate mentor sessions with students experiencing difficulties. The program runs for eight to ten weeks and students are withdrawn from class. They meet in the common room and work through a program of activities that encourage motivation, increased self-esteem and positive peer relationships. Referrals can be made via the school Welfare Team, Learning and Support Team and the school counsellor.	Students experiencing difficulties  External Agencies
Early Intervention	Explicit Teaching of Behaviour program	Colo High School will support PB4L and ensure students are explicitly taught Basic Expectations. Mini-lessons are regularly provided to students during Roll Call and Year Assemblies to support out students making positive choices and focusing on their learning.	Whole School
Early Intervention	PB4L Strategy	PBL Tier 1 Schoolwide and classroom systems of support brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Whole School
Targeted Intervention	Learning & Support Team Referral	The Learning and Support team work shoulder to shoulder with teachers, students and families to support those students who require personalised learning and support plans (PLPs) or pathways. Strategies include, instructional leadership, development of risk assessments and the development of short- and long-term goals.	All Teachers  Learning & Support Team





<i>Individual Intervention</i>	<i>Functional Behaviour Assessment</i>	<i>This Assessment guides the Learning and Support Team and helps staff understand how to conduct a functional behaviour assessment and identify the function of behaviour and implement appropriate interventions.</i>	<i>Classroom teachers Counsellor</i>
<i>Individual Intervention</i>	<i>Behaviour Support Plans</i>	<i>A Behaviour Support Plan is a document prepared in consultation with the Senior Executive their family, carers, and other support people that addresses the needs of the person identified as having complex behaviours of concern.</i>	<i>Learning &amp; Support Team Deputy Principal</i>
<i>Individual Intervention</i>	<i>Return From Suspension Conference &amp; Reflection</i>	<i>This problem-solving approach is used to assist students in identifying alternative acceptable behaviours. This will include students collaboratively developing goals with teachers and Deputy Principal to assist them in maintaining relationships while resolving conflict. It provides an opportunity for students to receive more support to learn and practice expected behaviours.</i>	<i>Deputy Principal Principal</i>

### Detention/Reflection Processes

At Colo High School, students may be required to be involved in a detention or reflection process as a support structure for students who don't comply with basic expectations. Below are the processes and actions for our school.

Action	When or How Long?	Who coordinates?	How are these recorded?
Class Detention	Recess/Lunch - This can only be for half of the break time to give students the opportunity to still have a break from the classroom	Classroom Teacher	Documented as actions on Sentral
Head Teacher Detention	Recess/Lunch - This can only be for half of the break time to give students the opportunity to still have a break from the classroom	Head Teacher	Documented as actions on Sentral
M6 Whole School Detention	Lunch 1 Head Teachers or Deputy Principal can issue a detention for uniform, truancy or whole school focus areas.	Head Teacher Deputy Principal Principal	Documented as actions on Sentral
After-School Detention	These are completed after-school and parents will be notified via telephone and/or letter	Head Teacher Deputy Principal Principal	These are documented on Sentral and parents are also notified via phone call and/or letter.

### School Anti-bullying Plan

Colo High School has a school Anti-Bullying Plan and this document is updated each year in consultation with our school community. You can access this plan on our website or at the below link:

<https://colo-h.schools.nsw.gov.au/about-our-school/rules-and-policies/anti-bullying-policy-.html>

The Department of Education also sets out their position on student bullying and the requirements for preventing and responding to student bullying. You can access their documents via the following link:

<https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>



## Wellbeing Support Structures

An integral part of our whole-school approach is that systems of support are necessary for both students and adults. Effective behavioral support strategies need to be implemented at the school-wide, specific setting, classroom, and individual student level. Effective behavioral support structures need to be employed to meet the needs of all students. This will provide a continuum of behaviour and learning.

### Learning Support Team

Students with complex additional needs in learning are supported by a team staff that have specialist training to work with these students. The students may have autism, behaviour problems, problems accessing the curriculum, language and communication problems along with those who have motor coordination difficulties. At Colo High School, the Learning Support Team meets to discuss programs and support available for students. Depending on agenda items, the Principal or Deputy Principal, a Year Adviser, Itinerant Support Teacher Behaviour (ISTB) may attend. Teachers may make a referral of a student they feel is experiencing learning difficulties via Sentral.

### Wellbeing Team

At Colo High School a Wellbeing Team has been established to coordinate the application of welfare policies and procedures. Meetings are chaired each fortnight by the Wellbeing Coordinator with Year Adviser's, ARCO, Girls Supervisor, School Counsellor, HSLO to discuss the welfare needs of individual students. The Principal or Deputy Principal may also attend these meetings. Students requiring support are highlighted by an evaluation of teacher entries on SENTRAL which is a data base on the school network. Referrals to the Wellbeing Team can also be made using Sentral.

### Peer Support

The Peer Support program focuses on developing communication skills, self-confidence and self-esteem. It can benefit most secondary students. Better communication between all sectors of the school community - students, their peers, younger students, older students, teachers and parents/caregivers is an important goal. The program usually includes a 'buddy program' where older students team up with younger students to offer them support.

All schools seek to empower students by teaching them the skills they need to resolve conflicts. This improves relationships and allows for the possibility that conflict can be productive and positive. The self-empowering aspect of mediation - students participating in decision-making about issues central to their lives - makes it an important tool for fostering self-regulation, self-esteem and self-discipline. It also contributes to the development of students who are self-governing and self-regulating members of the school and broader community.

## External Support Structures

### Local Welfare Agencies

This short list of some welfare agencies may be of assistance to students and their families who have specific welfare needs. Further advice and a more complete directory of local welfare groups, support groups, youth organisations and private counselling services may be obtained by telephoning the School Counsellor. Appointments with the School Counsellor may be obtained by calling the school on 4571 2011.

Agencies	Web
Department of Communities and Justice (DCJ) Child Protection Helpline: 132 111	<a href="https://www.dcj.nsw.gov.au/">https://www.dcj.nsw.gov.au/</a>
Lifeline: 131 114	<a href="https://www.lifeline.org.au/">https://www.lifeline.org.au/</a>
Kids Helpline: 1800 551 800	<a href="https://kidshelpline.com.au/">https://kidshelpline.com.au/</a>
Family Planning NSW: 1300 658 886	<a href="https://www.fpnsw.org.au/">https://www.fpnsw.org.au/</a>
Youth Beyond Blue: 1300 224 636	<a href="https://www.youthbeyondblue.com">https://www.youthbeyondblue.com</a>
Head space	<a href="https://www.headspace.org.au/">https://www.headspace.org.au/</a>
Stymie	<a href="https://stymie.com.au/">https://stymie.com.au/</a>

### Raise Mentors

Professionals facilitate mentor sessions with students experiencing difficulties. The program runs for eight to ten weeks and students are withdrawn from class. They meet in the common room and work through a program of activities that encourage motivation, increased self-esteem and positive peer relationships. Referrals can be made via the school welfare team, LST and the school counsellor.

### Youth Workers

Targeted students may benefit from regular contact with an outreach worker who focuses again on building self-esteem and working towards a smooth transition from school to work. Referrals can be made via the school counsellor.

### Pastoral Care

Year Advisor's perform a fundamental role for all students under their care. Individual students can either be mentored by an individual Year Advisor or a specific classroom teacher. Regular meetings are scheduled with the student so that a program of support can be implemented.



## Professional Learning

Professional learning should be ongoing, collaborative, meaningful, and evidence-based. At Colo High School, our staff engage in professional learning that is contextually relevant to ensure students behaviour and wellbeing outcomes are being met.

Program	Details	Audience
Classroom Management Back to Basics	This helps establish good classroom practice. Classroom Management Fundamentals has five modules: setting the scene, positive classroom environments, establishing your practice, active engagement and responding to student behaviour	All teaching staff
De-escalating Behaviour	This helps staff to understand behaviour, what factors may contribute towards inappropriate behaviour, and some simple strategies to respond to behaviour escalating in the classroom.	All teaching staff



School Behaviour Support and Management Plan	
<b>Date completed:</b>	Tuesday 14 <sup>th</sup> June 2022
<b>Completed by:</b>	Executive Team, P&C & all CHS Staff.
<b>Next Review date:</b> Our plan is reviewed each year and published on our website	Term 1, 2023.
<b>Next review date with school community input:</b> We will undertake a review that includes broad community consultation every four years (or earlier as needed) in line with the implementation of our school's school <i>Strategic Improvement Plan</i>	Review of Policy will occur in Term 4 2023 – Term 2 2024. This will occur at the same time as the development of the new Strategic Improvement Plan.
<b>P&amp;C Consultation</b>	Jennifer Majarres (P&C President)
<b>Principal Name:</b>	Tara Cullen (R/Principal)
<b>Principal approval date:</b>	05/08/2022 (Published)