Overview

Chester Hill High School works in partnership with families and the community to support our students' high aspirations. Quality teaching and learning, based on creativity and integrity, empower our young people to face future challenges. A nurturing, inclusive, and safe environment inspires each student to become a creative lifelong learner and courageous global citizen.

Chester Hill High School is dedicated to fostering a positive and inclusive learning environment by explicitly teaching and modelling constructive behaviours. We are committed to supporting all students in actively engaging with their learning journey.

Our practices are grounded in the principles of positive behaviour support, trauma-informed approaches, inclusive education, and social-emotional learning. We set and maintain high expectations for student behaviour through effective role modelling, targeted instruction, and planned interventions.

To realise our mission, we prioritise the development of a trauma-informed school culture. This is achieved by integrating the Berry Street Educational Model and establishing universal, predictable, and consistent routines across all classrooms and the school. These practices are designed to create a supportive environment where all students can thrive and grow.

Partnership with parents and carers

Chester Hill High School is committed to fostering strong partnerships with parents/caregivers to establish and uphold expectations for student engagement while collaboratively developing and implementing behaviour management and anti-bullying strategies.

This partnership is supported through:
- Actively seeking parent/caregiver and student feedback via formal and informal mechanisms, including Tell Them From Me surveys, school surveys, parent forums, and consultations with local AECG representatives.
- Utilising insights gained from concerns raised through the complaints process to review and enhance school systems, practices, and data-driven approaches.

The school ensures clear and consistent communication of these expectations to parents and carers through the school newsletter, specific emails and website. Additionally, links to resources from the Behaviour Support Toolkit will be provided to support families in understanding and contributing to these initiatives.

All parents, carers, educators, and school staff in NSW public schools are expected to uphold the responsibilities outlined in the School Community Charter https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter fostering a learning environment that is collaborative, supportive, and cohesive.

Chester Hill High School proactively cultivates collaborative relationships with families and the broader community, fostering a shared commitment to supporting student learning, safety, and well-being.

School-wide expectations and rules

Chester Hill High School has the following school-wide expectations and rules:

At Chester Hill High School our students are respectful, responsible and engaged learners.

Respectful	Responsible	Engaged
We listen carefully and follow instructions	We arrive on time and line up responsibly	We have our equipment out and ready
We do not talk while others are talking	We sit where the teacher directs us to	We actively participate in all of our work
We wait to be dismissed by the teacher and not the bell	We take care of our learning spaces and equipment	We try our best and take pride in our work
We use respectful language		

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 in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

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:

- Stating and explicitly teaching classroom expectations assisted through explicit teaching of school values through the CHHS Wellbeing curriculum.
- Establishing predictable routines and procedures that are communicated clearly to students.
- Encouraging expected behaviour with positive feedback and reinforcement through our CHHS Recognition system.
- Discouraging inappropriate behaviour.
- Providing active supervision of 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.
- Ensuring students are able to access the curriculum on the same basis as their peers regardless of ability.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual Intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	Wellbeing Curriculum Scope and Sequence 2025	Promotes explicit teaching of prosocial skills and school values and is aligned to the School Excellence in Wellbeing and Inclusion and the ACARA Personal and Social Capability Learning Curriculum	Students 7-12
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Life Ready Curriculum	Enhances student's ability to think critically and creatively to take action to promote independence, health, safety and wellbeing of self and others.	Students Yr 11
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7 - 12, families
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention/ Early/Targeted intervention	Head Start to High School program	A program designed to help identified students become more familiar with the high school environment, teachers and procedures. Specific lessons aimed to help students feel prepared, reduce anxiety and make friends amongst their new cohort.	Individual incoming Year 7 students
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	All students 7 - 12
Prevention/ Early/Targeted /Individual intervention	Anti-bullying, cyber-safety and anti-racism Handbook	Designed to support, educate and streamline processes for staff, students and the entire school community in addressing all forms of bullying	Staff, students 7 - 12, families
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All students 7-12
Targeted/ Individual intervention	Staying Cool Program	Teaches students to recognise when they are becoming angry and how to manage their anger in a positive way.	Individual students

Care Continuum	Strategy or Program	Details	Audience
Targeted/ Individual intervention	Anti-vaping Program	Teaches students about the short and long-term impacts of vaping on their health - physically, mentally, socially and emotionally.	All individual students 7 - 12
Targeted/ Individual intervention	Top Blokes	Educates male students on a range of issues commonly impacting young men and equips them with the skills and knowledge to lead healthy lives	Male students 8 - 10
Targeted/ Individual intervention	Healthy Friendship Program	Teaches students about the foundations of having and maintaining healthy friendships - respect, positive interactions, empathy, and communication.	Individual students
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, Students 7-12
Targeted/ Individual intervention	Online Safety and kindness program	Teaches students about how they can protect themselves from dangers online and the importance of respectful online interactions and appropriate internet use.	Individual students
Targeted/ Individual intervention	Sparc Program	Supports students to build social skills, awareness, purpose, resilience and confidence.	Individual students
Targeted/ Individual intervention	Managing the Bull	Re-empowers students who are/have experienced bullying.	Individual students
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, HT Wellbeing, DP's
Individual intervention	Attendance monitoring	Addresses barriers to improve attendance and set growth goals.	Students, Year Advisor

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

Identifying behaviour of concern, including bullying and cyberbullying

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.

Chester Hill High 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. Students and parents can report incidents of racial discrimination to our Anti Racism Contact Officer.

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.

Corrective responses by teachers may include:
- Expectation reminder.
- Re-direct, offer choice or error correction.
- Reteach, correction conversation.
- Seat change or playground re-direction
- Stay in at break to discuss/complete work/walk with teacher.
- Detention, reflection and restorative practices.
- Communication with parent/carer.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour may include:

- Review and documentation of incidents.
- Determination of appropriate response/s, including support for staff or other students impacted.
- Referral/monitoring the student through the school's Student Services Team.
- Counsellor intervention.
- Referral to external support services/NGOs/community organisations including Police/ PCYC.
- Detention, reflection and restorative practices.
- Communication and collaboration with parents/carers.
- 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.

Detention, reflection and restorative practices

At times, it may be necessary to implement fair, reasonable, and proportionate disciplinary measures, such as detention or reflection, to address inappropriate student behaviour. These strategies allow the school to provide timely support, helping students develop positive behaviours, reflect on their actions, and make constructive choices. A staff member will always be present to supervise the student.

Review dates

Last review date: [05/02/2025: Day 4, Term 1, 2025]

Next review date: [30/01/2026: Day 1, Term 1, 2026]