

Credence High School



TEACHERS' CPD REPORT 2025-26

CPD Topic

Comprehending and
Implementing the School
Behaviour Policy

Venue

Auditorium

Date: 19 March 2025

Trainer:
Wellbeing Team

Department

Department of Counselling
and Wellbeing

Attendees

Teachers (KG - Grade 12)

Points Discussed:

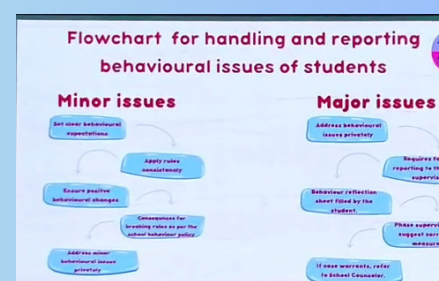
Behaviour Management Policy and
implications of non-compliance

Objective:

Enhance the importance of
wellbeing in educational
settings.

Intent:

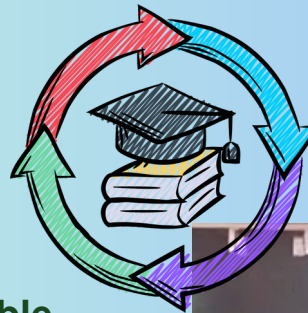
The Continuous Professional Development (CPD) session conducted by the Wellbeing Team aimed to reinforce the school's behaviour policy and ensure a cohesive approach to discipline across all grade levels, from early years to Grade 12. The session sought to clarify the objectives of the behaviour policy, establish clear expectations for staff and students and outline disciplinary procedures. Additionally, it aimed to familiarize teachers with prohibited items, mobile phone restrictions, search protocols and repercussions for non-compliance. The session also introduced tools for managing student behaviour, such as behaviour reflection sheets, counselling referral forms and the system of issuing yellow and red cards for behavioral offenses.





Experience:

The session was comprehensive and interactive, ensuring active participation from teachers. The Wellbeing Team elaborated on key aspects such as the role of the discipline committee, expectations regarding student conduct and the importance of attendance and punctuality. Teachers were guided through the process of handling and reporting behavioral issues using a structured flowchart. The session also emphasized the importance of using official passes (outpass, clinic pass and placard) when students leave the classroom. Case studies and real-life scenarios were discussed, allowing teachers to better understand the application of policies in different situations.



Insights:

The CPD session provided valuable clarity on the school's behavioral expectations and disciplinary procedures. Teachers gained a deeper understanding of their role in maintaining discipline and promoting a positive learning environment. The structured approach to handling behavioral concerns, including the use of reflection sheets and counselling referrals, was particularly appreciated. The reinforcement of a consistent disciplinary framework ensures that students receive fair and transparent consequences for their actions. Moving forward, continued training and discussions will ensure effective implementation and adherence to the behaviour policy across all grade levels.

