

Charlestown Public School



**STUDENT
WELLBEING
PROCEDURES**

Revised: [March 2020](#)

STUDENT WELLBEING POLICY

Charlestown Public School

Endorsed by Staff: **March 2020**

Date for Review: **March 2022**

DEFINITION OF WELLBEING:

Wellbeing is functioning well and feeling good. In very broad terms, wellbeing can be described as the quality of a person's life. Wellbeing needs to be considered against a background of how we feel and function across several domains, recognising the multidimensional nature of wellbeing. These domains include cognitive, emotional, social, physical and spiritual wellbeing.

STUDENT WELLBEING AT CHARLESTOWN PUBLIC SCHOOL:

At Charlestown Public School (CPS) we believe that learning is a lifelong process. Within our school community each member is recognised as an individual with potential, skills, abilities and gifts that need to be shared and developed. The school environment is pivotal to the growth and development of our most important assets- our children and young people. Our school strives for excellence in teaching and learning, connecting on many levels and building trusting and respectful relationships for students to succeed.

The three domains of the new Wellbeing Framework are **Connect, Succeed** and **Thrive**.

Connect – our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Succeed – our students will be respected, valued, encouraged, supported and empowered to succeed.

Thrive – our students will grow and flourish, do well and prosper.

The School Student Wellbeing Policy will be distributed to all families of the school.

CONNECT

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Policies in our school to assist students in being actively connected to their learning include:

Anti-Bullying

CPS's anti-bullying policy is developed collaboratively with students, school staff, parents, caregivers, and the community, and is reviewed every two years.

At CPS we value respect and show tolerance of others in a safe and supportive environment. We foster positive relationships through strong welfare programs. Our Anti-Bullying Policy aims to deal effectively with, and prevent incidences of, bullying.

Bullying is not acceptable in any form. Students and staff have the right to expect that they will be safe at school and spend each day free from the fear of bullying, harassment and intimidation. Teachers, staff, students, parents, carers and members of the wider community have a responsibility to work together to address bullying.

<http://www.charlestow-p.schools.nsw.edu.au/our-school/rules-policies/school-policies>

School Uniforms

CPS believes a uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community and assists in developing pride in representing their school. Issues of equality, health and safety as well as expense are factors that contribute to the establishment of our uniform dress code. Wearing the school uniform at CPS reinforces the School Uniform as prescribed by the P&C Association.

<http://www.charlestow-p.schools.nsw.edu.au/our-school/rules-policies/school-policies>

Student Participation and Leadership

Student leadership at CPS provides an opportunity for students in Yrs 5 & 6 to actively participate in the decision-making processes at our school. Students are encouraged to take on leadership roles in an endeavour to increase their own leadership skills, act as effective role models for the student body and offer responsible service to their school and peers. Each term student forums are held to discuss current issues at school and allow students to have a voice.

<http://www.charlestow-p.schools.nsw.edu.au/our-school/rules-policies/school-policies>

School Attendance

Students at CPS are provided with a high quality education so that they can learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

CPS takes a positive approach to improving student attendance. Our attendance plan identifies and implements core practices and processes that support regular attendance and learning and encourages open communication between parents and their child.

<http://www.charlestow-p.schools.nsw.edu.au/our-school/rules-policies/school-policies>

Anti-Racism

Racism has damaging effects on individuals, school communities and society. All staff, at CPS play a critical role in developing understandings of racism, responding to incidents of racism and preparing students for responsible and effective citizenship in Australian society. Increased acceptance of the culturally and linguistically diverse character of Australian society is paramount to developing an anti-racist society.

Multicultural Education

CPS provides many programs which promote intercultural understanding and community harmony and those which meet the specific needs of students and families from culturally diverse backgrounds. Harmony Day and NAIDOC Week are celebrated each year and students are encouraged to be tolerant and respectful of other cultures.

Peer Support

CPS participates in Peer Support each year in Term 2. Trained Years 5 & 6 Peer Leaders facilitate sessions with multi-aged groups of about 8-10 students from Kindergarten to Year 4. The program empowers young people to support each other and contribute positively to society whilst providing students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to improve their mental, social and emotional wellbeing. It is hoped to develop key skills in resilience, assertiveness, decision making, problem solving and leadership and utilise a whole school approach to support positive cultural change.

Kinder Buddies Program

When a Kindergarten child comes to CPS, they are assigned a Year 6 buddy. The year before they begin their schooling at CPS, they come to an orientation day where they will meet their buddy for the following year. This allows the students to make a connection and begin their relationship before they even start Kindergarten.

On the first day of Kindergarten, the Year 6 buddies will also meet and greet their buddies and will spend recess and lunch with them. Throughout the first few weeks of school, the Year 6 students check up on the Kindergarten students at playtime to ensure they have someone to spend their recess and lunch with. Throughout the year, there are many opportunities for the buddies to be together such as at playtime in the first week of school, and in Term 2 there is Peer Support.

Guardian Angel Program

At the beginning of each year teachers who are not allocated a class, are given vulnerable students to watch over and take a special interest in. Each teacher will have no more than four students to care for. These teachers become the student's personal "Guardian Angel," and are there to assist the student throughout the year, touching base with them daily or several times a week. The students don't have any knowledge of their "Guardian Angel."

SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.

Student behaviour and wellbeing

The staff and community of CPS supports the learning, wellbeing and safety of all students. Collaboration between staff, students and parents/carers is fundamental to maintaining positive student behaviour and effective discipline in public schools. All staff encourage students to be safe, respectful and responsible towards all members of the school community. (The policy is enclosed in this document.)

Protecting children and young people (Child Protection)

Staff at CPS provide a protective and caring school environment that ensures student safety, welfare and wellbeing. They have participated in initial child protection induction and annual updates. Staff are aware of the indicators of abuse and neglect of children and young people, their obligations to advise the principal of any concerns about their safety, welfare and wellbeing, and the mandatory obligation to report suspected risk of significant harm and the procedures for doing so. In PDHPE students are taught Child Protection lessons giving them skills and strategies to keep them safe from harm.

Out of Home Care

Successful schooling contributes to an adult life that is personally rewarding, socially connected and economically sustained. Schools have an important role in supporting children and young people in out-of-home care to maximise their life outcomes. Students in Out of Home Care are able to access and participate in education on the same basis as all other students, regardless of their gender, disability, cultural and linguistic background, and religious or spiritual beliefs and access the full range of school activities. They have an individualised education plan and staff are aware of legislation relating to Children and Young Persons (Care and Protection) Act 1998.

Supporting students with disability

The primary responsibility for meeting the learning and support needs of students with disability lies with their school and the classroom teacher. The CPS Learning and Support Team plays a key role in coordinating and planning support for students with disability and additional learning needs.

Enrichment Programs

At CPS Enrichment programs are held during Terms 2 and 3 to maximise learning opportunities and outcomes for students with particular intellectual, creative, social and physical talent or strengths. The Assistant Principal co-ordinates the weekly programs for enrichment students.

You Can Do It

The You Can Do It program is implemented across the school through regular explicit lessons. The core purpose of this program is to develop students' social and emotional capabilities. Students are taught the importance of confidence, organisation, persistence, getting along and resilience in succeeding at life. The concepts and skills taught in this program are reinforced through discussions at assembly and information in the school newsletter.

Explicit Direct Instruction and Goal Setting

Explicit Direct Instruction (EDI) involves teachers checking for understanding, activating students' prior knowledge and providing clearly defined lesson design components; using learning intentions and success criteria to improve student learning. Teachers at CPS encourage students to be responsible for their learning, to set and achieve goals and to celebrate their success.

National School Chaplaincy Program

At CPS the chaplain's role is to support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community regardless of faith or beliefs. The school chaplain does not teach or advocate any religious beliefs. A chaplain has been self-funded by the school for 1 day per week. Our school chaplain works each Thursday and delivers the "Seasons for Growth" and "Shine" programs as part of her role.

Other Social Skills Programs

The Fun Friends and Playing and Learning to Socialise programs are also implemented in kindergarten to develop and improve friendship skills and understanding around appropriate expression of feelings and emotions.

Learning Support Team

CPS Learning Support Team monitors and supports students with identified learning, welfare, social and behaviour needs. This team includes the School Counsellor, Learning and Support Teacher, Assistant Principal and Principal and meets regularly during the school term. Parents, classroom teachers and regional support officers and community specialists may be invited to attend these meetings to make recommendations and ensure the best support for individual students.

The Learning Support Team prepares individual student plans; accesses support resources; and monitors students who have a disability, are on an individual learning program, have a special placement, are transitioning to or from another school or require a formal educational or health assessment. Students may be referred to the Learning Support Team by class teachers, school executive or parents.

Some students may never require a Learning Support Team meeting while others may need several during their school years

THRIVE

Our students will grow and flourish, do well and prosper.

Nutrition in schools

School nutrition plays a significant role in improving the health and wellbeing of students. The school provides a healthy canteen that follows NSW Healthy School Canteen Food and Drink Benchmark Strategy. (See CPS school website for complete policy.)

Crunch & Sip®

Crunch&Sip® is a set break for students to eat fruit or salad vegetables and drink water in the classroom. CPS has Crunch&Sip® to support students to establish healthy eating habits while at school. All students and teachers at CPS should enjoy a Crunch&Sip® break to eat fruit and vegetables and drink water in the classroom every day. (See CPS school website for complete policy.)

Sun Safety for Students

Schools have a responsibility to provide a safe environment for students, including providing adequate protection from the sun. All students and staff use a combination of sun protection measures throughout the day to ensure they are well protected. Particular care is taken between 10 am and 3 pm when UV levels reach their peak. The SunSmart policy is considered when planning all outdoor events, eg assemblies, camps, excursions and sporting events. Where possible, we have outdoor activities or events earlier in the morning or later in the afternoon, or we try using indoor venues. (See CPS school website for complete policy.)

Drug Education

Children and young people are influenced through many life experiences. Schools teach and guide children and young people to develop resilience, courage and self regulation in responding to social and environmental influences. Teachers follow the Drugs in Schools Policy and the Procedures which set out requirements for schools to plan and implement appropriate responses to drug related incidents, with an emphasis on prevention through drug education and safe and supportive school environments, and intervention and support for students who may be involved.

Road safety education, driver education and training

Schools contribute to students' knowledge, skills and understanding of being a road user who is personally and socially responsible. Road safety education is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10.

Kidsmatter

Kidsmatter is a flexible whole- school approach to mental health and wellbeing. It provides the proven methods, tools and support to help schools, parents and carers, health services and the wider community nurture happy, balanced kids. All CPS teachers are trained in Kidsmatter.

NSW 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.

In NSW Public Schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct

- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgement of principals and school staff at the local level.

SCHOOL RULES:

These are to be reviewed annually and every child in the school along with staff, will agree to abide by the School Rules. The School Rules are compiled by representatives of the students, staff and parents.

Guidelines for a safe and happy school:

At this school everyone is important. Everyone has needs. Everyone has a right to learn and a right to feel safe and the needs of the whole group come first. Think of others and you can't go wrong.

Three main questions govern our students' behaviour at CPS:

1. Could I hurt myself?
2. Could I hurt someone else?
3. Could I hurt the environment or school property?

The above questions lead to the students thinking of not only how their behaviours impact on their own wellbeing but also the wellbeing of others.

Each of the questions cover the main student behaviours:

- A. Being Safe
- B. Being Responsible and Respectful

C. Being a Learner

A Being Safe

Keep your hands and feet to yourself

- There is no place for violence in our school.
- Running is only allowed at the park and during supervised class activities.
- Sit before 9.00 am bell.
- We are not to climb at school.
- Remain in bounds when playing.
- Stay where a teacher can see you.
- Be in the right place at the right time.

B Being Responsible and Respectful

Keep the playground clean and tidy

- Take care of gardens.
- Place rubbish in bins.
- Keep the school clean and tidy.
- Use equipment properly – including bubblers.
- Return all borrowed sports gear.

Be polite, co-operative, responsible and respectful to staff, parents, visitors and students

- Use correct language when speaking to others – if you haven't anything nice to say, don't say anything.
- Co-operate with others.
- Treat others with respect just as you would like to be treated.
- Take responsibility for your own actions.
- Display integrity at all times.

C Being a Good Learner

The CPS school community decided on the following characteristics of good learners:

- Is active and committed
- Has a growth mindset
- Reflects on learning-is a goal setter
- Is curious and asks questions
- Thrives on a challenge-risk taker, mistake maker
- Uses self talk and shares

- Knows what to do when stuck-uses tools and strategies
- Seeks and uses feedback

SUSPENSION, EXCLUSION AND EXPULSION FROM SCHOOL:

All students and staff at CPS have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.

At CPS there will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a short period of time (suspension) or completely (expulsion). All Suspension and expulsion are the options available to the principal in these situations. When a student is suspended or expelled from school they are excluded from attending school.

Suspension highlights for parents the unacceptability of the student's behaviour and the parent's responsibility for remediation of that behaviour. There are short suspensions up to four days in length and also long suspensions up to twenty days. CPS will work in partnership with parents in assisting the student to rejoin the school community and follow the school's behavioural expectations.

Expulsion from school only occurs if all appropriate learning and support strategies have been implemented and documented. The Director of Educational Leadership must be advised prior to providing formal notification to the student and parents.

REASONS FOR SUSPENSION AND EXPULSION

- **VIOLENCE**

Any student **intentionally** causing injury or threatening serious **unprovoked** violence against another student or teacher may be suspended immediately.

- **PERSISTENT DISOBEDIENCE**

The relationship between student and teacher should be based on mutual respect.

Students who in their relationships with staff are persistently disobedient, insolent or engage in verbal harassment and abuse are to be suspended.

- **POSSESSION OF A SUSPECTED ILLEGAL SUBSTANCE**

- **POSSESSION OF A WEAPON**

- **CRIMINAL BEHAVIOUR**

The last three reasons for immediate suspension are stated in Department of Education Policy.

PARENTS/CAREGIVERS

At CPS parents/caregivers should:

- expect maximum learning opportunities to be available
- expect a safe learning environment

- enter into two way communication with the school
- receive feedback about students' attitude, behaviour and learning as required

It is the parent/caregivers responsibility to:

- share a commitment to provide opportunities for students to take responsibility for their actions
- ensure children have a positive attitude and understand appropriate school behaviour
- help promote respect for the school, staff and fellow students
- ensure children understand their responsibility in maintaining a safe school environment
- ensure children's punctuality and attendance
- notify change in circumstances
- assume responsibility for their children as they travel to and from school
- be punctual when children are arriving at school and picking up children after school

WELLBEING IN THE CLASSROOM

Rules

It is vital that the teacher and the class negotiate the class rules at the beginning of the school year. It is desirable that this be done in a supportive environment. Class rules will complement the school wellbeing policy and be sent home at the commencement of the school year.

Role Definition

At the beginning of the year, it is also extremely valuable to have a class meeting where roles are defined and clarified, with all members of the class having an opportunity for input.

- Ensure the boundaries have been clearly defined, not only showing what the teacher's and the student's role is, but also what the teacher's and student's role is not.
- Display these role definitions on a chart for all to see.
- Use this chart to help solve simple on the spot problems.

If there are repeated difficulties with a child, the teacher will discuss other options with the Assistant Principal.

Consequence Circle Chart

- 1 Awesome (All students' names start on this circle.)
- 2 Rule Reminder (Student's name is moved to this circle when either visual or verbal rule reminder is given.)
- 3 Time Out (If student still not following rule after being moved they are to move to the time out desk in the classroom to complete work sheets reflecting on what rule they were not following.)

- 4 Go to Buddy class (If student refuses to go to time out or is still being disruptive/non-compliant during or after time out then they need to go to a buddy class. When a student reaches Buddy class the class teacher completes the Sentral referral. The student attends Planning Room and parents are always informed.)
- 5 Assistant Principal's Room (This is the final step for consistent disruption/non-compliance. Student attends Planning Room and parents are informed.)

Examples of inappropriate behaviour in the classroom

- Rudeness
- Not following directions
- Not doing set work
- Not keeping hands and feet to ourselves
- Talking over others
- Making inappropriate noises
- Misuse of school property
- Leaving the room without permission
- Swearing
- Rude gestures
- Running around the room
- Rolling about the floor
- Teasing and name calling
- Throwing things

WELLBEING IN THE PLAYGROUND

Minor matters should be dealt with on the spot by the teacher on duty.

A short interaction should be effective for most situations. Consequences for the children may involve a talk with the teacher, mediation between students, a short time out from play accompanying the Duty Teacher or perform a service such as picking up papers.

For matters which involve the safety of children, eg hitting, fighting or throwing objects then the child or children are removed from the playground. The teacher sends for the Assistant Principal if necessary.

The child is dealt with as an individual. It is of paramount importance that the child owns their behaviour thus taking responsibility for their inappropriate choices. The child may be withdrawn from the playground to have time to think about a more appropriate way of behaving.

Counselling will be offered to the child on a one to one basis from the Assistant Principal.

PLANNING ROOM:

Students in Years 3-6 who spend time in the planning room for any reason more than three times in any term forfeit their right to attend excursions, camps or other extra curricula activities in that term. Students who are suspended throughout the year forfeit their right to attend any overnight excursion held throughout the year. Parents will be notified by the principal or school executive if this occurs.

At the discretion of the principal or school executive, students in K-2 may also be withdrawn from extra curricula activities if there are safety concerns.

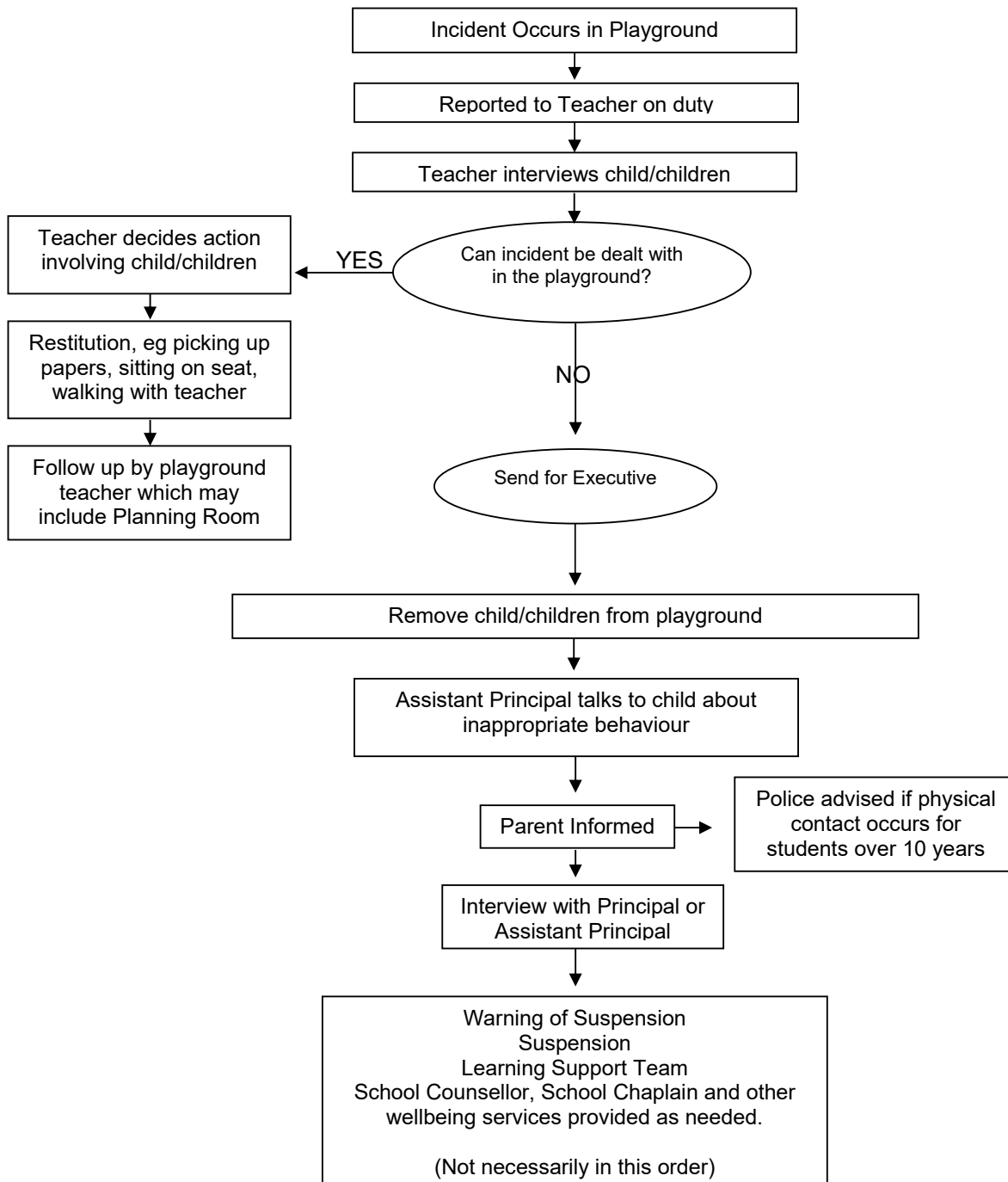
Examples of inappropriate behaviour on the playground:

- Being out of bounds.
- Swearing.
- Misusing equipment.
- Threatening others.
- Stalking.
- Bullying.
- Teasing and name calling.
- Physical aggression.
- Throwing projectiles.
- Refusing to follow the directions of the teacher.
- Verbal aggression.
- Riding bikes on school property.

The School is not responsible for socially unacceptable behaviour of students. This is a shared responsibility of parents and students in partnership with teachers.

Students at CPS are taught to make good choices; be SAFE, show RESPECT, accept RESPONSIBILITY for what they say and do and be LEARNERS.

BEHAVIOUR PROCEDURES



- Parents will be informed, at the discretion of the Principal/Assistant Principal, at any stage in the Behaviour Procedures.
- According to 2019 Child Protection Legislation, Principals are now required to advise Police if any physical contact or violence occurs for students over 10 years.

PLAYGROUND PROCEDURES:

Prior to 9.00 am (There is no supervision until 9 am)

All children put bags outside rooms and sit under the COLA (between Blocks A and B).
Remain seated until the teacher comes on duty at 9.00 am – no games.

9:00 am to 9:30 am

All children to play in area A – north of Block B and east of the Hall.
As children arrive at school they put bags outside rooms and move directly to the playground areas. Handball and basketball are the only ball games to be played. In wet weather children go directly to their classroom. (Supervision by class teacher.)

Lunch Eating 11:45 am to 12:00 pm

All children to sit in designated area. Students eat lunch and remain seated until teacher on duty tells them to leave.

Children with canteen orders that need to be filled are to assemble when instructed to by the teacher.

Lunch Play 12:00 pm to 12:30 pm

Each day students have the option to remain at school or play at the park. Students who are still being served at the canteen need to remain at school to eat. On Wednesdays and Thursdays children can also go to the Library.

Park:

Children line up at bottom gate and are walked to the park by teacher on duty.

All students are permitted on fixed equipment and supervised at all times.

Children on grassed area inside trees only.

Children not to use toilet in park under any circumstances.

Games to be sensible/safe.

Teacher brings children back at 12:20 pm for toilet and assembly.

School:

Children play at school

Teacher reminds children to go to the toilet and line up at 12:25pm.

Recess 1:55 – 2:15 pm

All children in school playground. Quiet play activities, including handball and skipping.

Bus Duty 3:15 pm

Line children up in appropriate place (weather permitting). A teacher supervises all children leaving the school gate. Similarly a teacher supervises the students leaving from the back gate.

Children left after 3:25 pm go to the office and a telephone call home is made.

The Principal or Assistant Principal is to wait with these children.

RECOGNITION OF STUDENT ACHIEVEMENT:

At CPS we recognise that all children have the right to be respected and trusted as responsible members of our School Community. While they remain responsible and choose to act within the School Rules they are able to participate in all manner of activities, excursions, happenings and any other special activity that is planned from time to time. In class students receive Class Dojo points to reinforce positive behaviour choices.

Students are recognised publicly through the following:

Ongoing regular contact with parents through newsletters, fostering positive relationships with local media to promote public acknowledgement of the school and individual achievements, participating in festivals, concerts and performances as School Representatives.

Individual Children's Behaviour

Teachers will hand out bronze awards to students seen playing safely, caring for others and showing co-operative behaviour. On Friday all tickets are placed in the draw for a free iceblock with the Principal.

Individual Merit Awards

Each Friday at Whole School Assembly, teachers award up to 6 merit awards. These are cumulative over a 2 year period and can eventually lead to a Principal's Award.

Thickshake Thursday

A student from each class is recognised for their wonderful efforts each Thursday by having a thickshake with the Principal.

MOBILE TELEPHONES:

Students and parents are reminded that students who bring mobile phones to the school do so at their own risk – the school will not accept any responsibility for any loss or damage to mobile phones.

If students need to carry a phone, it is to be left at the front office on arrival and picked up at 3.15 pm when leaving school.

SOCIAL MEDIA:

Staff, students and community members are reminded to be responsible and respectful when using social media at school or school events. Often there are legal reasons why students are unable to be photographed, videoed, placed on social media or have sound bites recorded. Please see the Digital Technology processes on the school website.

WORK HEALTH AND SAFETY PROCEDURES:

Staff and students at CPS maintain safety practices at school to ensure all are cared for and work in a safe environment. CPS has a separate Work Health and Safety Policy that is available upon request. Lockdown and Evacuation drills occur each semester. These drills are evaluated and changes made as needed.

Lockdown:

A series of short bells indicate a lockdown is occurring in the school. Lockdowns arise when there is disruptive behaviour within the school grounds that may result in harm to the students or staff.

Evacuation:

A long bell indicates the need to evacuate from the school premises.

Evacuations occur when there is a risk of harm to the school occupants from fire, bomb threats, gas leaks etc.

All occupants of the school must follow evacuation and lockdown plans in each room.

PROCESSES IN PLACE TO ENSURE CONSISTENCY IN STUDENT WELL BEING PRACTICES AT CPS:

- The school executive at CPS examines SENTRAL Wellbeing at the end of each day to look over behaviours from that day and monitor number of entries for each student. The executive meet with teachers to acquire more information on behaviours if necessary.
- Student Wellbeing is discussed at every weekly Administration meeting so that information is shared amongst staff and they are reminded of confidentiality when dealing with wellbeing issues.

- New staff (casual teachers included) are given a CPS Casual Teachers Folder which includes important student wellbeing information and processes in place for playground and classroom behaviours.
- Learning Support Team meetings are held regularly to keep open communication with parents and students re behaviours and academic performance.