

Student Wellbeing at Bakewell Primary School

<p>Code of Conduct</p>	<p><u>Purpose</u></p> <ul style="list-style-type: none"> • Common disclosure, consistent language, clear expectations <p><u>Process</u></p> <ul style="list-style-type: none"> • Clearly displayed in all learning environments and referred to at all times • Explicitly taught using appropriate strategies and visual cues
<p>School Values – RECiPe For Success</p>	<p><u>Purpose</u></p> <ul style="list-style-type: none"> • To inspire students to action • Students take positive action and they aspire to live up to those core values • The School Values shape the student cultural <p><u>Process</u></p> <ul style="list-style-type: none"> • Clearly displayed in all learning environments and referred to at all times • Explicitly taught using appropriate strategies and visual cues
<p>Pyramid of Invention</p>	<p><u>Purpose</u></p> <ul style="list-style-type: none"> • Flow chart of Student Wellbeing Intervention <p><u>Process</u></p> <ul style="list-style-type: none"> • All staff to be familiar with the flowchart • Share with parent body and other community members
<p>Gotcha</p>	<p><u>Purpose</u></p> <ul style="list-style-type: none"> • Instant recognition of exemplar behaviour and students making ‘good choices’ <p><u>Process</u></p> <ul style="list-style-type: none"> • Used within the school environment to recognise exemplar behaviour and students making good choices • Used as part of individual reward systems (linked into IBP) • All Bakewell Staff can award a ‘Gotcha’ to students • Record Gotcha on Chart in the classroom • When a student receives 5 Gotcha’s email admin.office@ntschoools.net and they will be presented with a ‘Golden Gotcha’ at assembly.
<p>Parent Contact</p>	<p><u>Purpose</u></p> <ul style="list-style-type: none"> • Regular informative contact with parents on students’ academic and wellbeing progress <p><u>Process</u></p> <ul style="list-style-type: none"> • Term class letters, Parent Welcome Evening, Student Led Conferences • Regular emails and phone calls - All parents must be contacted at least once per term, celebrate successes <p><i>Parents are to be contacted when a student is receiving a Merit Award at Assembly</i></p>
<p>Wellbeing Choice Chart</p> <ul style="list-style-type: none"> • Working Hard • Ready to Learn (This is where all students are at the start of the day) • Make Better Choices • Think About It • Consequences • Reflection Zone 	<p><u>Purpose</u></p> <ul style="list-style-type: none"> • Consistent language and clear expectations in all learning areas regarding Student Wellbeing (Behaviour Management) <p><u>Process</u></p> <ul style="list-style-type: none"> • Wellbeing Choice Chart clearly displayed in all learning environments • Procedures explicitly taught to all students • Teachers (<i>not students</i>) are the only people who are able to move a student from area of the chart to another • Reflection Zone set up in all learning environments (classrooms) and where required Reflection sheets provided for students to complete • Students who require a ‘Consequence’ are to complete reflection at the Reflection Zone in the classroom • When students complete reflection in their classroom their name is immediately moved back to ‘Ready to Learn’ • Students who are required to complete a second reflection in one session are to complete this in the <u>FOCUS Room</u>
<p>FOCUS Room</p>	<p><u>Purpose</u></p> <ul style="list-style-type: none"> • Replace Wellbeing Buddy Classrooms • Provide a supportive environment where students can reflect on the poor choices they have made in the classroom • Students are supported to be ‘Solution Focussed’ <p><u>Process</u></p> <ul style="list-style-type: none"> • Refer to the FOCUS Room Protocols

Poor Choice Slip	<u>Purpose</u> <ul style="list-style-type: none"> • Inform students of poor choice made– clarification • Inform Pastoral Care Teachers of minor incidents students have been involved in • Record minor incidents • To be implemented as a constant tool to identify ongoing behaviours/trends • To inform parents of student choices • To inform leadership when the choices continue and are persistent <u>Process</u> <ul style="list-style-type: none"> • <u>Playground Incidents</u> - Teachers record incident on the Poor choice Slip and send the slip to the students Pastoral Care Teacher • <u>Classroom Incidents</u> - Pastoral Care Teacher records incident on the Poor Choice Slip • All teachers inform students that the incident is being recorded on a Poor Choice Slip
Behaviour Form <i>De-escalate and defuse to manage behaviour</i>	<u>Purpose</u> <ul style="list-style-type: none"> • To record major/extreme wellbeing incidents <u>Process</u> <ul style="list-style-type: none"> • Referring teacher completes Behaviour Form • Behaviour Form is referred to Team Leaders or Executive Leaders • Extreme behaviours referred straight to Executive Leaders • Team Leaders or Executive Leaders follow up on the incident, complete the Behaviour Form and inform Pastoral Care teachers of the outcome/consequences • Behaviour Form handed to front office for recording on SAMS
IBP – Individual Behaviour Plan	<u>Purpose</u> <ul style="list-style-type: none"> • To assist students in working effectively in all learning environments <u>Process</u> <ul style="list-style-type: none"> • In consultation, Pastoral Care Teacher, Team Leaders, parents/guardians and when required Special Education teacher work collaboratively to design and implement a behaviour plan to support the student both academically and socially • Individual Behaviour Plans are reviewed after three weeks of implementation and then reviewed every five weeks or when required
No Hat – No Play	<u>Purpose</u> <ul style="list-style-type: none"> • Students who do not have hats are required to go to the Multipurpose Area (near the canteen) at recess and lunch <u>Process</u> <ul style="list-style-type: none"> • At student hat is the ‘Ticket out of the Door’ at recess and lunch. • If a student does not have a hat teachers are required to walk the students to the Multipurpose Area
Out of Play <i>Out of Play is in the office area</i>	<u>Purpose</u> <ul style="list-style-type: none"> • For major/extreme behaviours where it is required to totally isolate and remove a student from the general school environment (Classroom and Playground) <u>Process</u> <ul style="list-style-type: none"> • Major/extreme incidents are referred to Team Leaders/Executive Leaders with a completed Behaviour Form • Team Leaders/Executive Leaders will determine if Out of Play consequences are required and will inform all parties of the outcome
Duty Boards <ul style="list-style-type: none"> • Red card with Assistance required written on it • White card with red cross on it for medical 	<u>Purpose</u> <ul style="list-style-type: none"> • To receive support for medical incidents and extreme behaviours while on duty <u>Process</u> <ul style="list-style-type: none"> • Duty teacher sends a student with the correct card to the front office when support is required
Sick Student Notification Form <i>Please ensure that the student does require medical attention when completing a Sick Student Notification Form</i>	<u>Purpose</u> <ul style="list-style-type: none"> • To support unwell students and clarification for First Aid officers on the wellbeing of a student <u>Process</u> <ul style="list-style-type: none"> • All students, unless it is a critical emergency, are required to have a completed Sick Student Notification form when attending the office for First Aid
In School Suspension School Suspension	<u>Purpose</u> <ul style="list-style-type: none"> • For major/extreme behaviours where it is required to totally isolate and remove a student from the general school environment <u>Process</u> <ul style="list-style-type: none"> • Executive leaders will make decisions related to In School Suspension and School Suspension in consultation with all parties working with and supporting the student