

Birkenhead Primary School (BPS) Wellness Plan



Birkenhead
Primary School
FORBEAR AND PERSEVERE

RATIONALE

To provide a safe, positive, physical and emotional environment for our learners. It is essential that the wellness management procedures at BPS work towards the idea of self management where children accept responsibility for their own actions.

This means providing an environment where:

- Children have the opportunity to make decisions and choices.
- All behaviours are handled consistently using a known structured process.
- We have rules to protect children and ensure that children's behaviour (including online) is of an acceptable standard, so that the school environment can be a pleasant, secure place for all.

Bullying is a risk to all students and as such, best practice guidelines and procedures will be put in place to protect students. This is outlined in our wellness plan to ensure behaviour is supported in a positive and restorative manner.

Definition of Bullying (from *Bullying Prevention and Response: A Guide for Schools 2015*).

Bullying is one form of aggressive behaviour. It can be covert or overt in nature. Bullying behaviour is based around for characteristics of:

- Deliberate
- Involves an imbalance of power
- Has an element of repetition
- Is harmful

IMPLEMENTATION

1. The BPS Values/ wellness plan is available:

- to all new enrolments
- at the school office upon request
- in all classrooms

2. People's Rights

- Teachers have the right to expect and obtain standards of behaviour appropriate to everyone's needs
- Teachers and students have the right to work in a positive classroom atmosphere
- Teachers have the right to establish clear expectations and routines in their classroom
- Students have the right to expect firm, fair and consistent treatment from their teachers
- Parents have the right to expect firm, fair and consistent treatment for their children
- All parties have the right to have such expectations supported by their Principal and colleagues

Appropriate respect will be shown for ourselves and others:

- Good manners will be used at all times
- Fair play will be promoted at all times
- An awareness of the needs of others is to be actively encouraged

The use of inappropriate (Major) aggression is totally unacceptable. This includes:

- Kicking
- Hitting
- Spitting
- Throwing things
- Biting

The use of verbal aggression is totally unacceptable. This includes:

- Swearing
- Abusive language (including racial put downs)
- Insensitive language
- Obscene language

The following activities are unacceptable:

- leaving the school grounds or going into “out of bounds” areas during school hours without permission
- playing in classrooms, corridors or toilets during break times

Only those items needed will be brought to school.

For the guidance of students these items are specifically banned.

- Lollies / soft drinks
- Bubble gum or chewing gum
- Cell phones (must be handed to the office upon arrival at school and collected at home time)
- Knives
- Expensive jewellery (except sleepers / studs, watches)
- Clothing with inappropriate slogans
- Toys

Language tools- Children will be taught to deal with conflict and issues with other children. This will be the common language children will be asked by staff and will be displayed in classrooms and the playground.

- **Speak up-** If someone is annoying you or you see someone else if being unkind to another.
- **Move away-** From the situation that make you feel unsafe or the person you are frustrated with.
- **Get help-** From a trusted adult, peer mediator, duty teacher or friends.
- **Act with Integrity and Accountability-** Own your own actions and behaviour, owning up to your actions in the making it right conversation.

Children will be taught strategies to identify their own emotions, this will be done through wellness education and mindfulness activities. Common tools and language for teacher to use are:

- Mindfulness breathing- 5 finger breathing (take 5), tummy breathing, butterfly breathing, balloon breathing, bumblebee breathing, back to back breathing and arm breathing.
- Colours for emotion- **YELLOW – HAPPINESS, BLUE – SADNESS, RED – ANGER, BLACK – FEAR, GREEN – CALM, PINK – LOVE**

POSITIVE CONSEQUENCE

These will be known to the students.

Opportunity to reward students for their behaviour:

If students follow the school rules and behave in acceptable ways, they will be acknowledged and reinforced at three levels:

- Level 1 - within the individual class/playground
- Level 2 - within the syndicate
- Level 3 - across the whole school

Acknowledgments and reinforcements take the form of the following examples:

1. Verbal

- Individual recognition
- Praise
- Acknowledgments
- Visit to the Principal/AP/SENCO

2. Non Verbal

- Smile, nod, sign
- Displaying work
- Being able to choose a special activity eg. computer time
- Showing “work” or “behaviour” to another teacher, other students, the Principal, AP, SENCO or Parents
- School/Syndicate Assembly - presentation - acknowledgments

3. Collectables/Tangibles

- Stamps, stickers
- Certificates, award cards
- Letter home
- Note to students from teacher
- Whanau points
- Prizes

Important points about the use of reinforcers/rewards

- Need to be appropriate for the age group
- Need to be appropriate for the individual
- Need to be immediate and frequent

IN CLASS BEHAVIOUR

RESPONSIVE MANAGEMENT (Radar)

Purpose

Teacher considers and responds to underlying causes of undesirable behaviour and developmental stage of the child. Uses positive strategies e.g. redirection, proximal praise, verbal acknowledgement and

assigned responsibilities, task or environmental modification, positive forecasting, non-verbal reminders to encourage positive behaviour choices.

VERBAL WARNING (Blinking Light)

Purpose

An opportunity for the child to stop, reflect and refocus (What rules have I broken? What should I be doing instead?).

CHILL ZONE (Siren Stage)

Purpose

An area for students to calm down if the previous verbal warning (Blinking Light) has not resulted in a change of behaviour (Calm Down strategies will be taught during wellness sessions). A chance for the child to reflect on what they can change about their behaviour.

Time

- 5 minutes
- 2 minutes of the time the student needs to be calm
- If student is unable to self regulate - more time is needed in the Chill Zone

Making It Right Conversation

After the student is calm, a follow up conversation between teacher and student will occur as a response to any Chill Zone visits.

Making It Right Talking Frame (Between Teacher and Student)

SHORT VERSION

To Student (child who caused harm)

What happened? What did you want?

What were you thinking?

Who has been affected?

To Student (Affected child/ren)

How are you feeling/ what's your reaction to the incident?

What were you thinking?

How have you been affected?

Repairing the Harm (All children together)

What would you like to see happen to repair the harm?

Is this fair?

Is this realistic and achievable?

Thank you's

Repeated Behaviour (on the same day) (Alarm Bell)

If the same behaviour continues on the same day after the student has already been in their class Chill Zone, the student is sent to their Team Manager's Chill Zone.

Team Managers and Teacher will have a Making it Right Conversation with the student the same day.

If the same behaviour on the same day continues after the student has been to the Team Manager's Chill Zone the student will be removed to the AP/SENCo and their behaviour will be followed with appropriate consequences when the student is calm.

PLAYGROUND BEHAVIOUR

For Minor Behaviour issues (in the playground), student walks with the Duty Teacher until they can (calmly) go back into the playground.

Major Behaviour - Red card to the office and child is removed from the playground to the office

After lunch (daily), iPads will be checked and behaviours will be followed up by SENCo if indicated

Repeated behaviours are tracked in the and followed up by SENCo who will feed this back to the AP's and/or classroom teacher to discuss during circle time.

Minor Behaviour

Student removed from playground for 1 lunchtime.

Day 1 - Removed from playground. Children will come to the office at lunchtime to write their letter and will be supervised in the DP office. A letter is written explaining and apologising for his/her behaviour and given to the person concerned.

Making it Right conversation with SENCo

Minor behaviours will also be addressed through classroom Circle Time.

Major Behaviour

Student removed from playground for 2 lunchtimes.

Day 1 - Removed from playground. A letter is written explaining and apologising for his/her behaviour.

Letter taken home to be signed by the parent. It is accompanied by a school letter.

Letter to Parents/Caregivers

Dear

_____ is bringing home a letter today for you to read, sign and return to school tomorrow, to explain his/her behaviour at school.

As part of our Wellness Management Programme we would like you to discuss this behaviour with your child. Please trust that we will deal with the necessary consequences at school.

This letter is to inform you of the behaviour and give you the opportunity to talk it through with your child without it needing any further action.

Please do not hesitate to contact us if you would like to discuss the behaviour further.

Yours faithfully

Sandra MacLean

Day 2 - Removed from playground. Making it Right conversation with SENCo

If the letter is not returned within 2 days the parents/caregivers will be contacted by SENCo, Classroom teacher informed.

Extreme Behaviour

The Red Card system will be used in this situation.
Parents notified immediately.
Any other appropriate agencies will be notified (SENCo).

RED CARD

A crisis situation is where a student has total loss of control either verbally or physically and the student or other people are put at risk. When a crisis situation arises, a situation that is deemed to be unsafe for all parties, the teacher involved sends a student with the RED CARD to the OFFICE and an AP/ SENCO or Principal will come immediately. **Behaviour is recorded.**

The teacher must stay calm, verbally give options, allow the student to vent if possible and move either the audience or the person in crisis away from the scene or harm. Where there is a need for a student to be physically restrained, an AP/DP, SENCO, Principal or a person trained to correctly handle such a situation, will remove the student to a secure area. It is important to tell the student why he/she is being moved. All incidents are to be followed up with appropriate consequences when the student is calm.



PLAYGROUND iPads

The Duty Teachers will carry a tablet in which to record incidents of major or minor behaviour in their area. The tablet must be returned to the office at the end of lunchtime and plugged in on a Friday. SENCo to check whole school tracking sheet daily after lunch.

1. Unacceptable Behaviours:

- iPad - note name, room number, behaviour, duty teacher's name, indicate behaviour and if follow up is required.
- Consequences will be determined by SENCo
- Any students endangering others in fighting or other aggression harming themselves or others are to be immediately withdrawn from the playground to SENCo/DP/Principal.

2. Commendable Behaviour:

- Duty teachers to give out whanau points
- Select students for exceptional behaviour in the following areas - following the BPS Values
- Make entry in iPad - name, room number
- Reward at School Assemblies

Class Teachers

Class Teachers are to go over with the students the following process for reporting or self-managing "hassles".

If another person (adult or student) is doing or saying something to them they do not like, they need to follow the BPS Pathway: Speak Up, Move Away, Get Help (from a trusted adult). It will be reinforced with the students that what they say will be treated confidentially and that the teacher will do something to sort out the problem.

Duty Teachers

Duty Teachers are responsible for rewarding those students following 'The BPS Values' by the presentation of a whanau token.

All Staff

All staff are to be thoroughly familiar with our Wellness Plan.

Teacher Notes - AT ALL TIMES

Our goal as teachers is to teach 'The BPS Values', show and remind students of the acceptable and unacceptable behaviours for our school. It is a TEACHING role as we are wanting the students to LEARN appropriate behaviour patterns. This is not a punishment oriented plan. It is a process designed to teach students how to make the best choices regarding their behaviour.

In implementing this policy teachers must at all times be aware of and take into account:

- The sensitivity and needs of individuals
- The appropriateness of the setting in which negative or positive consequences are to be invoked.

Make It Right Meetings

When judged appropriate, a meeting may be set up between the students involved.

The student (affected) shares his/her feelings with the student (caused harm), who is thus better able to understand and apologise for the consequence of their negative actions. However, before taking this course, serious consideration must be given to the possible effects such a meeting could have on the student (affected).

CONCLUSION - Students are encouraged at all times to follow 'The BPS Values'. They are to be supported in this endeavour by all staff.