

Panaga School
Policy: Student Wellbeing
 (Reviewed: September 2022)



Purpose

The Student Wellbeing Policy forms overarching guidance to manage the many different facets of Student Wellbeing.

The school believes that the overall well being of a child has a direct correlation to their happiness both in childhood and later in life. The purpose of this policy is to promote learning and development for all students.

Background

This policy has been considered and works in conjunction with a range of other school policies. The evolving Panaga School community, research and curriculum needs have all been reviewed when developing our Student Wellbeing Policy.

Policy Coverage

This policy will address:

1. Student Code of Conduct
2. Curriculum Initiatives
3. Child Health
4. Child Safety
5. Positive Relationships
6. Responsible Behaviour Management Plan for Students
7. School Support Roles
8. Admissions Policy, Special Education Needs

This policy supports the **Shell Schools Mission Statement**: *'Shell Schools will, through excellent teaching and organisation, maximise children's learning in a way which enables them to achieve high social, personal and academic standards, enjoy learning, adapt to other education systems and develop both a national and international perspective.'*

This policy enacts BSP's values of:

- Honesty
- Integrity
- Respect
- Excellence

1. Student Code of Conduct

The school's Code of Conduct promotes positive behaviour and sets explicit standards of behaviour for all members of the school community. Panaga School's whole school values system is based on **respect**.

- I **respect** myself
- I **respect** others
- I **respect** the environment

We also recognise that the Code of Conduct must be appropriate and relevant across the school site or year group and as such a further definition may be agreed upon in class/year groups in addition to these.

2. Curriculum Initiatives

At Panaga School, we teach and learn adhering to principles contained in the IPC Personal Goals of **Respect, Communication, Cooperation, Adaptability, Resilience, Thoughtfulness, Values (Morality) and Enquiry**.

Such teaching is embedded in the whole school curriculum, with specific lessons about IPC Personal Goals conducted in small groups and whole school assembly sessions. **You Can Do It!** is a social and emotional curriculum resource that informs teaching and learning at Panaga School also.

Positive reinforcement and rewards:

Panaga School has a school-wide reward system (House Points – see more information below) that complements the positive reinforcements used by individual teachers within their classrooms. Children exhibiting positive behaviours will receive these rewards so that they, and other children in the same class, recognise the emphasis placed on such behaviours by a member of staff.

House Points (P1-P7):

Each child at Panaga School is a member of one of the schools' four Houses – Red (Fire), Yellow (Wind), Green (Earth) and Blue (Water). When a child joins the school, they will either be placed in the same House as an older sibling, or allocated a different House to maintain a balance within a year group.

House Points are awarded individually by class teachers, Learning Support Assistants (LSAs) and specialist teachers. During the week, they will give them out to children for a variety of reasons. Emphasis is placed on the promotion of positive behaviour, for the achievement of a Personal Goal target and for outstanding effort or work. House Points distributed are tallied. Children will receive achievement certificates when they have achieved a specific number of House Points.

- Bronze Certificates will be awarded upon receipt of 25 House Points.
- Silver Certificates will be awarded upon receipt of 50 House Points.
- Gold Certificates will be awarded upon receipt of 75 House Points.
- Platinum Certificates will be awarded upon receipt of more than 100 House Points.

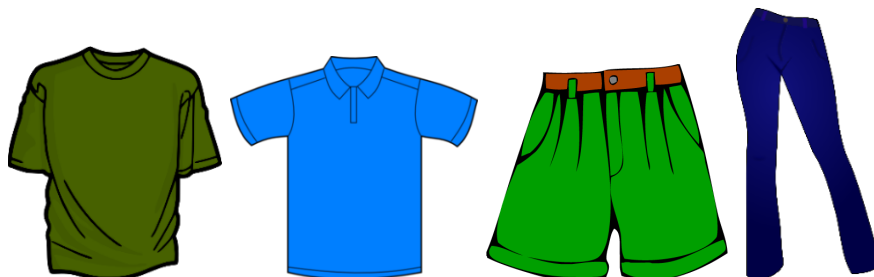
3. Child Health

Illness	Minimum Exclusion Periods Please download from the following link: https://drive.google.com/file/d/1SBh8ISOPuYSOWF0zFLxiLg_grqtTXUK7/view?usp=sharing Both the Ministry of Health (MOH) and Panaga Health Centre (HML) govern responses to infectious conditions and Panaga School must accommodate any such directives.
Health Promotion	Periodically, in response to infectious conditions, MOH or HML may intervene with health promotion responses presented to students by their teams. This could include inspections and guidance on school cleaning practices or presentations to students. Periodically, MOH child health nurses are made available to conduct child health clinics at Panaga School. When this is available, parents request appointments.

	Through curriculum studies in IPC, opportunities are created to promote health and wellbeing.
Hand Hygiene	Education and promotion of hand washing is conducted throughout Mendaram and Rampayoh. Students are directed to wash their hands during key moments, such as: before eating and returning to class after play. Posters are on display in bathrooms, reinforcing taught hand washing strategies that are presented throughout the year at assemblies and class group sessions.
Sun Protection	Panaga School practises a 'No hat, no play in the sun' policy. Children are encouraged to wear a sun protection swim shirt during swimming lessons or class-related water activities where swimming clothes are worn. Sunscreen is encouraged. For children in Mendaram, parents are able to supply named sunscreen to be applied with the assistance of adults prior to outdoor playtime. Children from P1 and above are able to apply their own sunscreen, which can be kept in school bags. Roll on versions of sunscreen are encouraged for younger students to promote independence of application. Dress code requires covered shoulders and upper thighs.
Environmental Hazards	Panaga School, as an owned and operated facility of BSP, is part of the BSP HSSE system of Pakats and Fountain reporting. Such reports are used in conjunction with regular facilities meetings and inspections conducted and overseen by our School Facilities Officer. <u>Insects:</u> Insects such as mosquitos, red ants and hornets are treated as required by HML. Children in Mendaram are able to leave named insect repellent at school for application prior to outside playtime. Children are encouraged to wear insect repellent bracelets or patches. Students in P1 and above are able to keep non-aerosol repellent in their bags for application throughout the day. Roll on versions are encouraged for younger students to promote independence of application.

4. Child Safety

Road Safety	Students from Pre-Nursery to P3 are to be delivered to school (no earlier than 7.30am) by an adult. Children in Pre-Nursery and Nursery are to be signed in by an adult at, or after, official arrival times. All children from Pre-Nursery to P3 are to be collected from their class teacher by an adult at the end of their school session. For children in P1 to P3, a drop-off zone operates at the undercover area beside the Rampayoh kitchen. Parents are to wait in the car, with children exiting from the right hand side of the vehicle. This area is staffed by teachers between 7.30am and 7.40am. Parents are responsible for ensuring their child is met by a staff member and are unable to drop off children in the absence of a staff member in this area. Children from P4 and up are able to arrive and depart school independently. Teraja has a signed drop-off zone at the back of the school building beside the library. This is the only area children are able to be dropped off for Teraja and Melilas students. Children from Teraja and Melilas who are picked up in a vehicle, must be collected from the school foyer, with adults parking in designated areas. All vehicles are to park in designated parking areas only.
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Swimming and Water Safety	Swimming is conducted by swim teachers at Panaga Club. See Swimming Teacher Guidelines and Swimming Parent Volunteer Guidelines for further information.
Curriculum Risk Assessments	Curriculum risk assessments are conducted throughout teacher planning. Where a level of risk demonstrates further consideration, teachers complete documented risk assessments that are reviewed and endorsed by the school leadership team. The BSP HSSE Department is periodically referred to where the scope of activity exceeds usual school operations.
Student's Mobile Phone Use	Students are permitted to carry mobile phones in their school bags. Devices must be turned off and not used during the school day. Panaga School accepts no responsibility for student's personal belongings, including mobile phones. Students are reminded of our Student Wellbeing Policy when using personal social media sites, as any content that negatively impacts the good order of the school or relationships will be responded to by school leaders.
School Dress Code	To be sun safe and ensure clothing acts protectively in various subjects, please ensure shoulders and upper thighs are covered, with a hat required daily. Melilas Students have a specific uniform. Hats are always to be worn in the sun.  Shoes for all students (daily requirement): - Back ankle strap required, no flip flops. - For students in Teraja and Melilas Design and Technology, Art and Science lessons, require closed shoes at all times.
Jewellery	Earrings are to be studs or sleepers only. Where sports require, watches and earrings are to be removed. All other jewellery is to be avoided. In the event that jewellery is required for religious, cultural or medical reasons, please consult with class teachers and/or school senior leaders about this. Panaga School takes no responsibility for students' personal belongings.

5. Positive Relationships

Bullying	What is not Bullying? Bullying is not a once off conflict, or “falling out” with a close friend. Students are taught that respectful conflict is a natural part of life and are referred to Resolving Problems with Respect strategies to manage such situations. What is Bullying? Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include: • An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm
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	others. Power imbalances can change over time and in different situations, even if they involve the same people. • Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group purposefully. All students are expected to maintain a Zero Tolerance approach to bullying at Panaga School. In the event that a situation has been classified as bullying, see this policy's 'Responsible Behaviour Management' section which will be referred to in the management of such a case.
Child Protection and Protective Behaviours	See Panaga School's Child Protection Policy , which is available at: https://docs.google.com/document/d/1elivBz8idifID3niQe-5RNNFo5HAsnQ4fUxQ_69BHs/edit?usp=sharing
Inclusive Behaviours & Promotion of a Positive, Harmonious Learning Environment	Panaga School does not condone party invitations given through school systems that are not inclusive of the whole class. In the interest of maintaining a harmonious learning environment, parent communication groups are to be used for information giving and remain positive in nature. Any messages which are exclusive (invitations for individuals within a group) or negative in nature (putting down a process or person) are to be avoided. Please see Parent Rep Guidelines. Parents are invited to speak directly to the class teacher (if the matter is class-related) or a relevant member of the school's leadership team if a situation arises that requires resolution or further consideration. In the event that parents would like to pursue a situation requiring resolution, please refer to Parental Complaints Management Procedure.

6. Responsible Behaviour Management Plan for Students

All students are expected to adhere to Panaga School's Code of Conduct.

Where a student's behaviour falls short of the school's Code of Conduct it may be necessary for teachers and the school's leadership team to reinforce appropriate behaviour through a range of strategies aimed to modify behaviour concerns.

The individual circumstances and actions of the student will be considered alongside the needs and rights of the school community members, when deciding and applying consequences. Consistency will be achieved in responding to the behaviour, but not necessarily in the nature of the response.

Consequences for breaching Panaga School's Code of Conduct may vary according to a number of factors:

- Age of the child
- Previous behaviour record
- Quantity and reliability of evidence
- Intent of the action
- Honesty and remorse shown
- Parent engagement and support
- Emotional wellbeing (of individual and peers)

- Context of incident
- Family circumstances
- Culture
- Safety

For behaviour incidents considered low level, the class teacher or specialist teacher will manage the situation in the first instance, with consideration given to the need for parent involvement. Teachers will use their professional judgement and discretion, with consequences that could include:

- Verbal warning
- Pupil(s) to be given supervised time out or thinking time away from class.
- Pupil(s) to lose break time where appropriate.
- Confiscation of inappropriate items.

Where behaviour concerns are either repeated or considered higher level in nature, a member of the school's leadership team will be involved in the response. Responses could include:

- Parent meetings
- Withdrawal from class or school for a period of time.
- Individual Behaviour Management Plan
- Parent-generated external support for students in relation to behaviour needs.
- Modified school timetable.
- Cancellation of school enrolment.

7. School Support Roles

To assist pupils who experience difficulties with behaviour management or who find they lack personal, social and emotional skills, the Additional Needs Department may offer the following assistance:

- Intervention and support
- Withdrawal of identified pupils to participate in PSHE programmes
- Developing social, emotional and behavioural skills
- Supporting teachers and parents
- Parental workshops

8. Admissions Policy, Special Education Needs

Parents are reminded of the following Global Shell School's Policy and Panaga School Admissions Policy, which includes "behaviour" as a form of special education need:

'It is unlikely that schools will have specialist facilities, expertise in all the possible areas of special educational needs, and/or easy access to specialist advice and support. Schools will not always be able to meet the needs of a particular child and this has implications on admission policy.'

- Shell Handbook Section 2.04 Special Educational Needs

'Where a child has been identified with a SEN before admittance / on admittance / after admittance, due to the limited resources, both within the school and locally, the school reserves the right to recommend alternative educational provision, if the needs of the child cannot be met within the mainstream classroom.'

- Panaga School Admission Policy