



BNW Wellbeing Menu 2020

Here are some elements of a calm classroom community. The statements in **brown** are our BNW non-negotiables, the remaining statements are actions that will positively support these non-negotiables. For extra support, please refer to the [Elements of a Good behavioural Classroom](#)

ENVIRONMENTAL	WHOLE CLASS INSTRUCTION	POSITIVE REINFORCEMENT	INDIVIDUAL STUDENTS
<ul style="list-style-type: none"> ● Our classroom and resources are <u>clearly labelled</u> and accessible to all students. ● Our wall displays are relevant, student-centred and clear. <ul style="list-style-type: none"> ○ <u>Maths</u> ○ <u>Literacy</u> ○ <u>Wellbeing Strategies</u> ● We have systems in place to keep our classrooms organised and tidy 	<ul style="list-style-type: none"> ● We use a range of proactive strategies in the classroom to promote safety and community. These are explicitly taught and visible. <ul style="list-style-type: none"> ○ <u>Friendship Saver Program</u> ○ <u>Classroom Agreement</u> ○ <u>Zones of Regulation</u> ○ <u>Learning Pit</u> ○ <u>Growth Mindset</u> ○ <u>Visual Timetable</u> ○ <u>Visual Timer</u> ● We use consistent Reactive strategies when problems occur <ul style="list-style-type: none"> ○ <u>Restorative Practices</u> ○ <u>Reflective Sheet</u> ○ <u>Consequence Pathway</u> <ul style="list-style-type: none"> ■ <u>Classroom version</u> ● We are clear and distinct when delivering group instructions <ul style="list-style-type: none"> ○ Learning Intentions/ Success Criteria ○ Task Expectations ● We use different strategies to gain/maintain the attention of students when needed <ul style="list-style-type: none"> ○ <u>Brain breaks</u> 	<ul style="list-style-type: none"> ● The interactions we have with our students focus more on positive rather than corrective strategies: We catch them being good. ● We use whole class token systems to <u>reinforce positive behaviours</u>. 	<ul style="list-style-type: none"> ● We have strategies in our classrooms for individual students who have additional needs. <ul style="list-style-type: none"> ○ <u>First/then</u> ○ <u>Individual Timetable</u> ○ Individual token system ○ Individual timer ○ Individual Learning Plan ○ <u>Behaviour Support Plan</u> ○ <u>To-do list</u> ○ <u>Additional resources here</u> ● We actively and consciously work to build trust and community with each student through the use of regular <u>Circles</u>. To do list - blank ● We work with <u>ESS in partnership</u> to support individual students.



2020 Wellbeing Structure

Week 1	Introduce Non-negotiables (1 a day) <ul style="list-style-type: none">- Classroom agreement/ Consequence Pathway (Both sent home)- Zones of Regulation- Learning Pit- Restorative Practices
Week 2	Friendship Saver Program - Whole body listening
Week 3	Friendship Saver Program - Whole Body Listening 2
Week 4	Friendship Saver Program - Working in Groups
Week 5	Friendship Saver Program - Emotions
Week 6	Friendship Saver Program - The Science of Anger
Week 7	Zones of Regulation/Mood Meter
Week 8	Friendship Saver Program - Making and keeping Friends and the Onion of Friendship
Week 9	BNWPS Bubbles - Appropriate Touch
Term 2 Week 1	5 Safe People - RRRR
Week 2	Friendship Saver Program - Friendship Styles
Week 3	Friendship Saver Program - Drama Triangle
Week 4	Friendship Saver Program - The Strength Triangle - 'I notice my feelings'
Week 5	Friendship Saver Program - The Strength Triangle - 'I am Assertive'



Week 6	Friendship Saver Program - The Strength Triangle - 'I am Caring'
Week 7	Friendship Saver Program - The Milkshake Dramas
Week 8	Friendship Saver Program - Milkshake Dramas 2
Week 9	Expo prep
Week 10	Expo Prep
Week 11	Expo?
Term 3	RRRR Topics 3 POSITIVE COPING / 5 STRESS MANAGEMENT / 6 HELP-SEEKING
Term 4	RRRR Topics 7 GENDER AND IDENTITY & 8 POSITIVE GENDER RELATIONS