

Wellbeing Intervention Process

Use of wellbeing intervention within a School: Criteria and Emergency Definition

Definition of a critical incident:

Critical incidents are events or moments that have a significant negative impact on teaching or learning where normal practices cannot continue. This may include illness, injury or behaviour that compromises the safety of others.

Child Safe Standards – Standard 9:

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

1) Criteria for Wellbeing Intervention Process

When should the Wellbeing Intervention Process be used?

Safety Threats:

A student(s) behaviour has become an *immediate safety concern* for the rest of the class and the teacher in charge of the group. Including, but not limited to:

- Engaging in unsafe behaviour
- Physical or verbal interactions that are unsafe
- Unsafe use of equipment
- Unsafe use of IT and online behaviour (such as googling harmful content)

Failing to follow instructions:

Following teacher intervention to manage a student's behaviour, where the student has either refused or failed to follow instructions, will be considered an *immediate safety concern* for both staff and students.

Teacher intervention may include:

- Give the student a warning and refocusing on the work
 - **Examples:** 'Let's stay focused', 'Let's keep our hands to ourselves', 'Remember, no talking during instructions'
- Move the student to another area in the classroom
- Contact reception to arrange a member of the Wellbeing Team or Leadership Team to attend the class.

Health Emergencies:

Situations where a student's or staff member's health is at *immediate risk*. Including, but not limited to:

- Severe injuries
- Allergic reactions
- Asthma attacks
- Sudden illness
- Panic attack

2) During a critical incident

In the event of a critical incident, staff will send a student to, or contact Reception

1) Reception will locate one of the following:

- Relevant Pastoral Care Leader
- Director of Students/ Director of Learning/ Director of Identity, People and Culture
- Deputy Principal
- Principal

2) Information to be communicated:

- Description of the emergency
- Exact location
- Any immediate actions taken

3) Actions during incident:

Including, but not limited to:

- Student(s) removed from lesson
- Wellbeing responder to supervise class whilst staff member manages incident
- Emergency services called (where applicable)

3) Following incident

Where relevant, the following actions would need to be taken following a critical incident.

Teacher:

Including, but not limited to:

- Incident logged on Simon
- Parent contact
- Participate in restorative conversation (if/ where necessary)
- Incident logged on CompliSpace

Pastoral Care Leader:

Including, but not limited to:

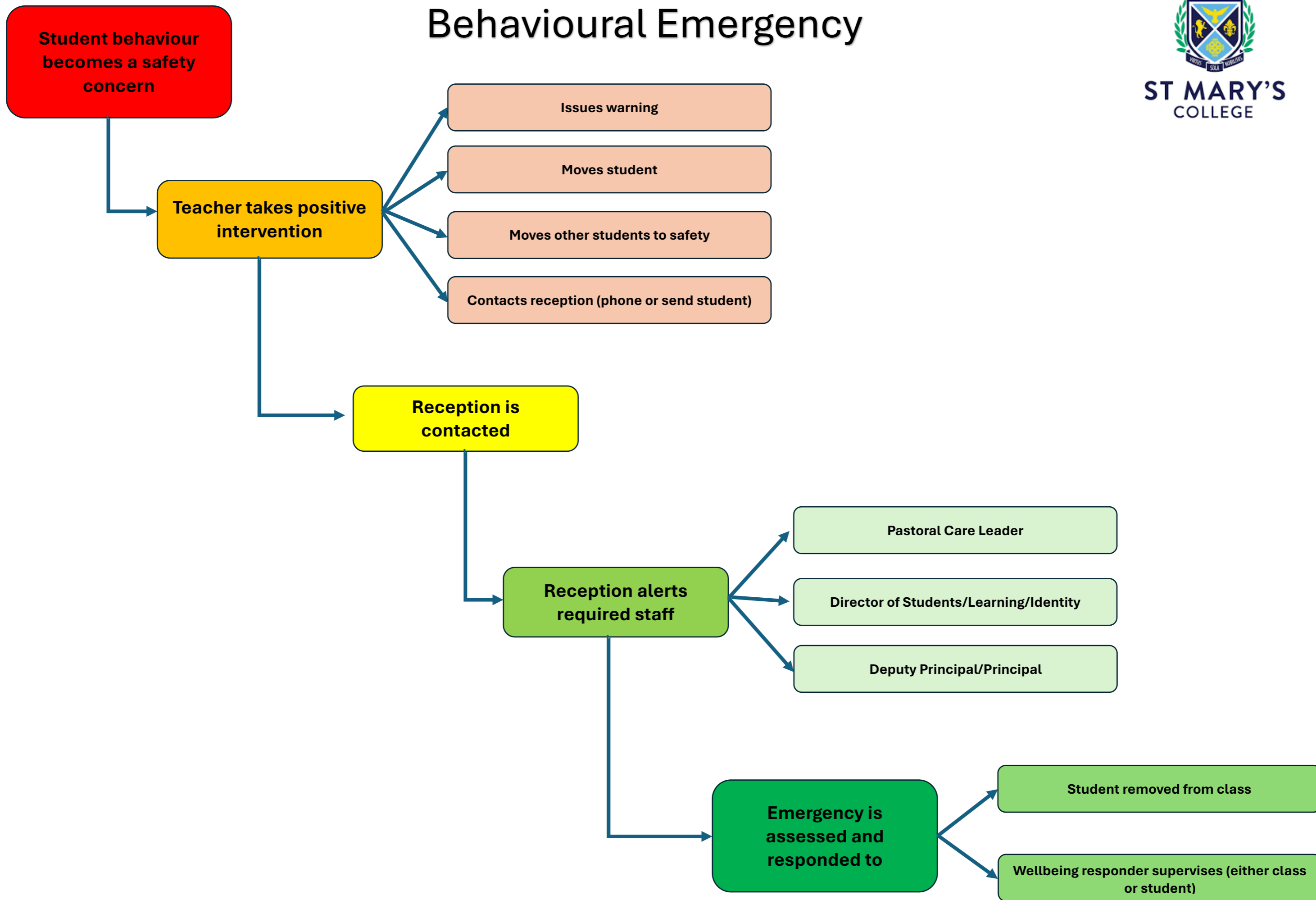
- Parent contact/ meeting
- Apply consequences where necessary as per Behaviour Formation Pyramid
- Manage restorative conversation
- Resolve incident on Simon
- Behaviour Management Plan created
- Referral to Director of Students/ Deputy Principal
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The College:

Including, but not limited to:

- Wellbeing check-in of staff member
- Check-in with students impacted by incident
- Monitoring of student(s) or analysis of behaviour patterns
- Conditional enrolment
- Professional Development or staff training opportunities implemented

Behavioural Emergency



Medical Emergency

