

IMAGINE

 **Girton** Grammar
School Bendigo



GIRTON GRAMMAR SCHOOL
EMOTIONAL INTELLIGENCE
CREATING THE ENDURING REALITY





THE GIRTON GRAMMAR WHOLE SCHOOL CHARTER

The Emotional Intelligence Charter is a vision developed jointly by Girton Grammar School students and staff. It includes ways we can learn together and interact positively by providing a catalogue of agreed-upon behaviours that everyone in the school aspires to uphold. Because it is a collaborative effort, this Charter helps everyone to connect genuinely with each other.

Ultimately, the Charter facilitates a sense of safety, comfort, belonging, and empowerment to all who contributed to its creation. Over 870 students and staff contributed to its development.

Accompanying the Charter are the cornerstone values we will be asking students to explore. These values take the form of badges and each child and staff member in our school has already received their own badge.



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Staff will work with students on these badge values so that students develop an age-appropriate understanding of what each badge represents.

There is no stipulation on wearing a badge every day but students must wear them at formal occasions such as Foundation Day, Carols Service and Speech Night.

Students will only ever receive one badge. However a unique quality of this badge is that it may be swapped with a peer or an adult once a year but with one stipulation. To swap a badge, a student must have a member of staff present and hear the student explain what it means to wear "Imagine Trust" or "Imagine Respect" as they hand it over to their friend.

From Week Two of Term One any lost or broken badges can be replaced via Morey reception or Junior School reception but will require parent permission for the badge cost to be added to the school account.



Our staff is committed to developing these values and we will work with students on the Charter and Badge values throughout the year. Students are asked to wear their badge with pride.

We encourage parents to openly discuss their child's badge with them. The badge will be a talking point and wearing a badge means staff, students and the community will ask students what it stands for. We expect students can,

in time, answer this confidently and give examples of behaviours that identify their badge.

Mr Paul Flanagan

Head of Emotional Intelligence Programs
Girton Grammar School



GIRTON SCHOOL CHARTER "IMAGINE" BADGES

**IMAGINE
RESPECT**

**IMAGINE
TRUST**

**IMAGINE
EXCELLENCE**

**IMAGINE
INCLUSION**

**IMAGINE
CONFIDENCE**



SCHOOL CHARTER

Imagine a school where emotional intelligence is deeply valued.

Where how we feel influences how we learn, who we are
and who we will become.

Where managing how we feel, empowers us to strive for excellence.

Imagine a place where everyone understands that emotions matter and people
are willing to be responsible for their own feelings and for the relationships with
everyone around them.

I want to feel happy, safe and respected at school and
I will help others to also feel happy, safe and respected.

I want to feel supported and valued
and will help others to feel this way too.

To feel trusted, I will earn trust.
To feel included, I will include others.

I want to feel appreciated, confident and motivated in everything I do and realise
I need to work hard to make these things an enduring reality.

Imagine if everyone took responsibility for developing emotional intelligence
within a School by committing to certain behaviours.

I can do that.

I can abide by the Golden Rule of treating others as I wish to be treated.

I can treat others with fairness and respect.

I can recognise when someone is trying their hardest and I can encourage them
to keep trying.

In all aspects of school life, I can invite participation from others, because
together, we can make a bigger difference than I can alone.

I can choose to be optimistic and enthusiastic in my daily interactions because I
know that when I am positive, great things happen to all of us.

When things go wrong, imagine a school where there is a commitment to
maintaining positive relationships.

Imagine if everyone committed to taking the time to acknowledge and genuinely
consider a range of other perspectives.

I can make a difference by referring to the values of this Charter in my
conversations and by asking questions that clarify the issues, especially from
someone else's point of view.

I can make a difference by adjusting my mindset and behaviours and apologising
when warranted, because saying sorry is so powerful.

**I want to work, learn and play at Girton Grammar School where
emotional intelligence is deeply valued.**



MY REGULATION= MY REPUTATION

Emotions can either help or hinder relationships, and we all have moments that get the better of us. Regulation strategies allow students and staff at Girton Grammar School to handle strong emotions so that they make positive decisions for themselves and their community.

Regulation is a brief step back from a situation where we pause and think before acting. We ask ourselves, how would my “best self” react in this situation? What strategy can I use so that my actions reflect my best self? Over time and with practice, students and staff replace ineffective responses with productive and empowering responses to challenging situations.



MY REGULATION = MY REPUTATION

Throughout the year students will be introduced to regulation skills, strategies and language at an age appropriate level. All students receive a regulation badge pictured below. Like their IMAGINE badge they are encouraged to wear it to school events and have an understanding of the message “My Regulation = My Reputation”



The six step Regulation teaching chart is adapted from the “Meta Moment” skills component of Yale University’s RULER programme.

Practising these steps allows teachers and students to build better relationships and create a classroom climate of connection, safety and trust.

Within seconds of experiencing an emotional trigger, stress hormones rush through our body preparing us for a “fight or flight” response which can result in physical changes such as: increased heart rate, muscle tension, perspiration, and other symptoms of physical distress. To assist in managing this response, Students are taught to use the six step “My Regulation” process in both Junior and Senior School with age appropriate language and content.

TRIGGER – You have been activated. Identify the source. What type of stimulus is it? Visual image, person, sound etc? Something has happened. Get to know your triggers.

REACTION – How is your body reacting? How can you tell you have been triggered? Quickly recognise what you’re feeling in your body...you have been activated. Do you have stomach knots, muscle tension, feeling hot, racing heart? Notice what you’re thinking and feeling; notice how you’re behaving and appearing to others. You need to be able to identify these responses. Your body is sending messages to you.

PAUSE and focus on calming your body. You need to build a space. Those body stress responses you noticed previously are your “cue” to pause, rather than automatically react and impact your reputation. Begin taking some slow, deep breaths (try thinking “calm” on deep inhale and “ease” on slow exhale) This is the hardest step but you can do it.

VISUALISE your goal for this situation. Once your body calms, you can think more clearly and consider the positive outcome you most want from this encounter: “See your best self”. A mental imagery of you at your best and how you want to be seen and perceived. You have a reputation to create, develop and protect. The activation of best self thoughts actually allows you to choose more effective strategies in the next step.

STRATEGISE – What strategy can you apply at this moment so you are not re-triggered or activated? Use positive self talk not negative, Instead of blaming you could reframe. Openly discuss that you require further time before discussion continues. This is your regulation step. You are controlling the emotions you are experiencing and not allowing the decision making part of your brain to be clouded.

REPUTATION – Success, you have completed the steps and ultimately protected, developed and enhanced your reputation. Perhaps it was your reputation as a student or a friend. Ultimately you used your skills to avoid further triggers and conflict and to make clearer decisions in the moment. Your regulation has helped your reputation, celebrate this, be proud of your ability to manage your emotions.

IMAGINE

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MY REGULATION =

MY REPUTATION

⇒ **TRIGGER**

⇒ **REACTION**

⇒ **PAUSE**

⇒ **VISUALISE**

⇒ **STRATEGISE**

= MY REPUTATION

IMAGINE

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