

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.

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.

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







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.



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.

**MY REGULATION =
MY REPUTATION**

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

Girton Grammar School Bendigo

**MY REGULATION
MY REPUTATION**

⇒ **TRIGGER**

⇒ **REACTION**

⇒ **PAUSE**

⇒ **VISUALISE**

⇒ **STRATEGISE**

= MY REPUTATION

PRIME AWARENESS

Developing self and social awareness

prime

ADJECTIVE

1. of first importance; main

PRIME

Prevent - an unwanted emotion like anxiety

Reduce - an unwanted emotion like anger

Initiate - a new emotion like inspiration

Maintain - an existing emotion like calmness

Enhance - or increase an emotion like joy

PRIME STRATEGIES

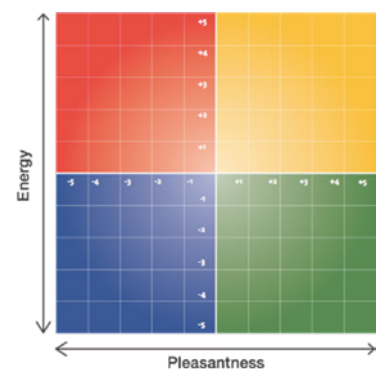
Are thoughts and actions that promote or positively impact your wellness, relationships and performance. These strategies help you when you are feeling a myriad of emotions.

Thought Strategies

- Positive self talk
- Positive reappraisal
- Acceptance
- Visualisation
- Humour
- Distraction (Short term)

Action Strategies

- Social Support
- Good Healthy Habits- sleep and eat healthy food
- Constructive activity
- Music
- Breathing and regulation



People who have an awareness of the Mood Meter and where they, or someone within their social construct may be checked in, are using their emotional intelligence to successfully navigate their interactions and relationships.

Throughout the year students will be introduced to two skill sets, Social Awareness and Self Awareness. At Girton Grammar School we see these two skills as very important parts of developing Emotional Intelligence.



SOCIAL AWARENESS

is an important Emotional Intelligence skill. It helps develop empathy and allows you to understand another person's emotions, needs and concerns. It allows you to look inside a social construct of peers, colleagues and friends. An awareness of social situations means you carefully consider what people want, and plan to communicate with them in a way that is intended to meet both yours and their needs. In simple terms, being socially aware is a natural response to people, taking their situation and needs into account as much as possible.

Building Your Social Awareness

- Watch body language of others closely
- Practise active listening
- Consider the needs of individuals and groups
- Greet people by name
- Be aware of your own body language and tone
- Listen with genuine interest and fight the urge to respond immediately

Self awareness doesn't stop you from making mistakes, it allows you to learn from them

SELF AWARENESS

Self-awareness helps students become focused on their own character, feelings, motives, and desires. The ability of students to think about their thinking increases with age. When teachers work with students to teach them to reflect, monitor, and evaluate themselves, students are able to become more self-reliant, productive, and flexible. Students improve their ability to weigh their choices and think about their options, especially when the correct answer is not obvious. Self awareness gives students tools to self-reflect and grow in their emotional and social lives.



Building your Self Awareness

- Keep a journal- write daily reflections
- Check in on the Mood Meter and map your week
- Be open to feedback-Ask a trusted friend to describe you
- Allow time for self reflection



EMPATHY



Deeper personal connections between people

At Girton we want students and staff to See, Listen and Feel from a range of perspectives to help develop empathy. A culture that encourages trust and friendship and develops empathy will support students and staff in relating to one another and in tackling challenges, especially disagreement.

Building empathy helps heighten awareness of emotions. Increasing self and social awareness is critical because emotions often drive thinking, decision making, and behaviour. When students reflect on their own feelings as well as the feelings of others, they are more able to understand, prepare for, and cope with many different emotion-laden situations. Too often, students (and adults) react to challenging circumstances in unproductive ways. When we take the time to reflect on context and consider perspective everyone benefits.

When we can understand and share the feelings of another person, deeper connections are made and positive relationships ensue, inside and outside the classroom.

Improved academic engagement

Another advantage of developing empathy and perspective is that it engages students more deeply in academic learning. Teachers can use the Blueprint questions to help students become emotionally connected to the characters they encounter in literature, history, and current events.

A reflective approach that accounts for context can help students to avoid repeating their mistakes. In essence, they become better thinkers and problem-solvers as they become more mindful of their reactions to various people and circumstances.

When students consciously consider diverse ways of handling conflict and generate ideas for alternative, more helpful approaches, they are building a repertoire of strategies for regulating their own emotions and for managing similar situations which they are able to draw on for the rest of their lives. We want to empower our students and our staff with these life-long skills.





The Blue Print is a tool that helps students and staff solve problems, make good decisions, and resolve conflicts or other challenges.

The Blueprint process can be enriched and extended by adding reflection questions to the basic series of Blueprint questions. These prompts can be especially helpful when used for a conflict between two people.

How helpful was the way I handled the situation? What went right? What went wrong? What did I do that was effective?

In what other ways could I approach the situation now or next time? Could I seek support from an adult, parents, House Tutor, Classroom Teacher or friend?

THE BLUEPRINT



Solve problems with The Blueprint

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

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Envision trying each of the new approaches in the given situation. As you envision each approach, ask yourself:

- What is likely to happen? Now? In the future? Do I want these things to happen? Would they be helpful?
- How will this way of handling the situation make me feel? Make others feel? Now? Later? Do I want to feel this way? Do I want others to feel this way?
- How easy will it be to try this approach? What kinds of things may stand in my way?
- Overall, what is the best solution to this problem?
- How will I follow up to make sure the problem is resolved?
- What can I do now to improve the outcome in this situation?





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IMAGINE

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MY REGULATION
MY REPUTATION

PRIME
AWARENESS

SEE • LISTEN • FEEL
EMPATHY



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