

Caulfield Primary School Wellbeing Framework 2022

Respectful Relationships (RR)

What is it?

The Respectful Relationships program supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. We guide and encourage our students to apply skills that they learnt during Respectful Relationships lessons to different situations of everyday life.

<https://www.vic.gov.au/respectful-relationships>

Time Allocation:

Respectful Relationships is a timetabled program at Caulfield Primary School and a lesson is delivered a minimum of one hour every fortnight, or thirty minutes every week, using the Resilience, Rights and Respectful Relationships (4Rs) year level resource booklet. Both English and Japanese classroom teachers are responsible for the delivery of RR lessons and each year level team needs to plan RR lessons as a team for consistency.

Scope and Sequence:

For 2022, each year level will review Topics 1-6 in Semester One, and Topics 7 & 8 will be focussed on in Semester Two. For 2023, students will go through activities of Topics 1-4, in conjunction with other wellbeing activities.

Topic 1: Emotional Literacy

Topic 2: Personal Strengths

Topic 3: Positive Coping

Topic 4: Problem Solving

Topic 5: Stress Management

Topic 6: Help Seeking

Topic 7: Gender and Identity

Topic 8: Positive Gender Relations

Area Newsletter:

In every area newsletter, parents will be informed about Respectful Relationships or wellbeing, which allow our teachers to communicate the contents that the students are learning in the classroom. Parents are welcome to contact the school or their teacher, if they have any questions.

Commitment Statement:

To demonstrate our commitment to the program and to promote respectful relationships, we display our commitment statement on the iPads used for visitor sign-in and it is included in every newsletter.

“Caulfield Primary School is committed to respectful relationships amongst all community members”

Zones of Regulation

What is it?

The Zones of Regulation is the original framework (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This framework provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four colored Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. <https://zonesofregulation.com/index.html>

Developmental Implementation of ZOR

- At Prep level, the different zones are introduced and teachers co-regulate with students
- Yr 1/2 students become more aware of their own zones and how they are feeling
- Yr 3/4 students are becoming more independent choosing their own preferred strategies to change zones and are beginning to articulate their emotions more effectively
- Yr 5/6 should be able to seek help independently based on their emotional needs and become more independent using individual strategies that work for them.

All teachers model labeling their own Zones, how they are feeling and what they do to change their zones.

Activities:

- At the beginning of the school year, as a class, students work on sorting emotions into each zone
- At the beginning of each term, ZOR needs to be revisited with students.
- Teachers discuss and come up with appropriate strategies for each zone with the students and write them down on the Toolbox display.

Pulse Check:

- We regularly refer to Zones to check in with students and support them to use self regulation strategies from the Toolbox, if needed. A good strategy to get students thinking about their 'zone' is 'regular pulse' checks.

Physical Toolbox

- Introduce the physical Toolbox and explain the purpose of these tools to support students to be in the green zones while in the classroom
- The physical toolbox should include items, based on the need of the class **e.g. weighted toys, fiddle toys, sensory toys.**

Safe Space in the classroom

At Caulfield Primary School, each classroom has a safe space where students can go when they need to regulate their emotions. This is not a "Time-out" corner. This could be the reading corner used as Safe Space.

In this space there should be the **School Values posters** and **ZOR/toolbox displayed.**

Daily mindfulness and brain breaks

Mindfulness:

We practice Mindfulness each day in the classroom. This is explicitly planned within each year level.

Some examples include but not limited to:

- mindfulness colouring with relaxation music
- guided meditation
- deep breathing
- yoga
- progressive muscle relaxation (ice to water)
- gratefulness exercise,
- journaling feelings

Helpful Apps include ***Smiling Minds, Insight timer, Calm, Headspace, Think, Breathe, Do, Breathing Bubbles etc.*** **GoNoodle** (<https://app.gonoodle.com/>) **Youtube** also has many great guided meditations for all age groups.

Brain Breaks:

Movement breaks regularly happen throughout the day to help students regulate and concentrate during lessons. This may take only a few minutes. Examples are: ***dancing, running/walking outside, Japanese Radio exercise, stretching, breathing, getting a drink of water, a quick game like Simon Says etc.***

Wellbeing in the Playground and Classroom

We have procedures in place for students to raise issues when they feel their wellbeing has been adversely affected. We encourage students to approach their classroom teachers, or a member of staff they feel comfortable with, and staff will speak to students in their preferred language.

In the classroom, we ensure that children have any wellbeing concerns from the previous lesson addressed before they go out to play.

In the playground, yard duty teachers are available to assist students with incidents, concerns and selecting appropriate strategies to regulate their emotions. Information will then be shared with the classroom teachers when it is considered appropriate.

Classroom & Teacher Work Space Displays

To promote a safe and healthy working space for students and teachers, we display the following items in the classroom, shared space and/or our staffroom.

School Values in both languages

At Caulfield Primary School, we have six values which we refer to every day. Our students and staff members are very familiar with those values and we strive to demonstrate them in all that we do. Our values are displayed in each classroom and around our school ground. Our School Values are:

Excellence	優秀さ	Respect	尊重
Responsibility	責任	Kindness	優しさ
Honesty	正直	Diversity	多様性

Zones of Regulation

At Caulfield Primary School, in each classroom and in the playground, we display;

- Colour coded zones with emotion cards in both languages
- Visual toolbox with strategies as decided by students



5Ls in both languages (each classroom should have a copy) for P- 4

5Ls are our listening protocols mainly displayed in Prep to Year 4 classrooms. 5Ls are:

- Listen with our ears
- Look at the person who is talking
- Legs crossed (or legs touching the floor)
- Lips closed
- Hands in Lap



Classroom Expectations and Consequences: At the beginning of each year, teachers discuss with their students to jointly come up with classroom expectations and consequences. These may look different in each Year Level and has been shared with parents in Term 1. This should reflect the Student Code of Conduct and should also be approved by the principal before displaying in each classroom. Please see Appendix for an example.

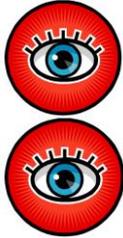
Student Code of Conduct (School expectations)

Student Code of Conduct is our school expectations for student behaviours. Our overarching expectation is for our students to demonstrate our School Values at all times. Therefore, our Student Code of Conduct has been developed based on those values.

Speaking and Listening Protocols

Speaking and listening protocols are displayed in Prep to Year 6 classrooms.

- When someone is speaking, we look at the person and give them our attention
- When we speak to other people, we think about what we say and how it will affect their heart.
- When we listen, we take the message to our brain and try to understand how the person speaking feels.
- Respectful listening means that only one person should speak at a time.



Kids Helpline poster

Kids Helpline is Australia's only free, confidential 24/7 online and phone counselling service for young people aged 5 to 25. A poster containing their phone number has been displayed in Year 3-6 classrooms. <https://kidshelpline.com.au/>

Staff Agreement

Just like students, our staff members are expected to demonstrate behaviours that are aligned with our School Values. A copy of the staff agreement is kept in each staff member's workspace and our staffroom.

Appendix A - Example of classroom expectations

Value	Expectations	Restorative Practice	Positive Consequence
Excellence 優秀	We will always strive to do our best, believe in ourselves and our classmates, and never give up! あきらめずに、がんばります！	Continuing or finishing work in our own time. じかんに、タスクをおわらせませす。	Overcome challenges チャレンジをのりこえます。 Improve our skills and knowledge. スキルやちしきがのびます。 Develop a growth mindset. こうじょうしんがうまれます。
Respect 尊重	We will respect the classroom and school rules, and show respect to one another. こうそく、きょうしつのみまりをまもって、おたがいをそんちょうします。	Reflect on our actions and apologise/act to fix the problem. じぶんがしたことをかंगाえて、あやまったり、もんだいをかいけつするにはどうしたらいいか、かंगाえて、こうどうします。	We'll make friends. ともだちをつくります。 It'll help when you grow up. おとなになったとき、やくだちます。
Responsibility 責任	We will be responsible for our own actions, monitor roles, belongings, the classroom and our learning. じぶんのもちものや、きょうしつのものを、たいせつにつかいます。	If we keep losing our items, will have to bring them from home. ものをなくしたら、いえからもってきます。 Clear up messes we have made. あとかたづけをちゃんします。 Reflect on our actions and apologise/act to fix the problem.	We'll learn to take care care of our belongings. じぶんのものをだいじにするこをまなびます。
Honesty 正直	We will be truthful to ourselves and others, and about what we do. じぶんにしょうじきになります。 Share our problems with our teachers and/or trusted adult.	Apologise for our actions and accept the consequences. じぶんのしたことをみとめて、あやまります。	People will show forgiveness. ともだちがゆるしてくれまます。 We won't feel bad or worry about things. しんぱいしないですみます。 We'll be trusted by others. ほかのひとにしんらいされまます。
Kindness 優しさ	We will be kind, and polite with our words and actions. やさしいことばをつかい、やさしいこうどうをこころがけます。	Apologise to the person and have a discussion with our teachers and/or trusted adult. あやまって、せんせいやしんらいしているおとなとはなしあいます。 Ask the affected person if they are okay. きずつけたあいてに、だいじょうぶかきまます。	You will get kindness in return. やさしさをもらうことができます。 You'll make new friends. あたらしいともだちができません。
Diversity 多様性	We will appreciate all people and include them in our games and learning. (だれでもなかまにいらまます。)	Write a note to the person to say sorry あやまる てがみ を かきまます。 Include the person/spend time with them/ make sure they're ok. いっしょに あそびまます。	We'll make new friends. あたらしいともだちができません。 You'll have an appreciation of different, countries, people and cultures. ちがうくに、ひと、ぶんかにたいして、かんしゃのきもちをもちまます。

Steps of negative consequences

5	<p>Restorative conversation with the teacher or a principal at lunchtime, or a reflection. Parents are called and notified. ランチタイムに、せんせいかこうちょうせんせいとはなしあいます。または、リフレクションです。おとうさん・おかあさんにれんらくします。</p>
4	<p>Time out in a different classroom for 15 minutes. Finish your work there. 5ふん、ほかのクラスにいきます。そこでワークをします。</p>
3	<p>Time out in the classroom for 5 minutes. Think how you can fix the problem. きょうつのなかで、5ふんタイムアウト。どのように、ばんかいできるかかんがえます。</p>
2	<p>Second warning and move away from the spot/ situation that is distracting you. 2かいめの「けいこく」をうけます。そのばからはなれます。</p>
1	<p>Verbal warning from a teacher so that you can think about your actions. せんせいから「けいこく」をうけます。じぶんがしたことをかんがえます。</p>
0	<p>Everyone is working well, following and demonstrating the school values. House points are given out. こうくんをまもって、べんきょうしています。ハウスポイントをもらうことができます。</p>