

Hartwell Primary School

STUDENT WELLBEING

- 'the whole child'



COGNITIVE



PHYSICAL



SOCIAL



EMOTIONAL



MORAL/CIVIC



HARTWELL PRIMARY SCHOOL 4055

Education should develop the whole child and not just their academic abilities. It should include processes that engage their feelings, physical development, moral education and creativity.

- Sir Ken Robinson



At Hartwell Primary School we are committed to developing the 'whole child' - emotionally, socially AND academically. In order to achieve this we develop and implement a teaching and learning program that includes:

- **Restorative Practices**
 - **Social Skills**
 - **Resilience**
- **Respectful Relationships**

The skills the children develop are:

- **self-awareness/emotional intelligence:** to recognise and manage emotions.
- **social awareness:** to develop care and empathy for others.
- **responsible decision making:** to show understanding and applying decision making skills.
- **self-management:** to handle challenging situations effectively; take increasing responsibility for their own health and physical wellbeing
- **relationship skills:** to establish positive and respectful relationships with peers and trusted adults.

HARTWELL VALUES

RESPECT

CO-OPERATION

EMPATHY

INTEGRITY

OPTIMISM

STUDENT WELLBEING - 'the whole child'



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Our Approach

Circle Time - promotes the development of positive relationships and complements our 'whole child' approach to student behaviour and wellbeing. Using circle time during our school week increases feelings of school connectedness and trust.

Circle Time involves activities which are conducted with all students and the teacher sitting in a circle. This enables all students to be seen and heard. No-one is left out – participants feel that they are equal and connected to one another. Circle time can be used for fun activities as well as for solving problems that may be occurring within the classroom or the school yard.

Social Skills

Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school, the community and a variety of cultures.

At Hartwell we have developed a '**Social Skills**' framework that reflects the school values of RESPECT, CO-OPERATION, EMPATHY, INTEGRITY and OPTIMISM.

Each year level focuses on key areas of:

Self-management, social awareness and learning skills.

Our developmental approach to teaching social skills ensures students have age-appropriate skills and strategies as they mature and develop into young adults.



Restorative Practices

Restorative Practices is a philosophy that builds communities of care around students whilst not condoning harmful behaviours. In other words, supporting people to take responsibility for their actions and repairing any harm that has been done.

Restorative Practices involves all those affected by the conflict to find a way forward, reducing anger and resentment. It recognises and encourages the contributions that staff, parents, carers and the community make in promoting positive relationships that improves behaviour and learning at school.

SO HOW DOES IT WORK?

1. The students involved agree that a conflict or argument has taken place and try to fix things up.
2. All those involved have a chance to tell their side of the story.
3. Each student has a chance to say how things can be fixed up.
4. An agreement is reached.
5. It may still involve discipline procedures.
6. Relationships are restored wherever possible.
7. Teachers follow up to see how things are going.

A Restorative Chat

1. What has happened?
2. Who has been affected/harmed?
3. How can we fix it?
4. How can we do things differently in the future?

By following the Restorative Practices approach our school is a safe, happy place where your child's talents can be recognised and rewarded. Restorative Practices reduces the opportunities for bullying by providing support and mediation when conflicts occur. Restorative Practices also provides a platform for learning; reflecting on what could be done differently or how a situation could be handled in the future.

Resilience Project

In 2015 Hartwell became an official partner with **'The Resilience Project'**.



We have become increasingly aware of the importance of developing strong mental health in our community. In 2014, The World Health Organization defined mental health as 'a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.' Through our work with The Resilience Project we have a focus on key attributes for our whole school - students, teachers and parents:

Empathy
Mindfulness
Optimism
Resilience
Gratitude
Emotional Literacy

Respectful Relationships

At Hartwell we build **Respectful Relationships** by modelling and

promoting respect, positive attitudes and behaviours. Our Health and Wellbeing curriculum enables teachers to develop skills that assist our students to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and express empathy
- Establish and maintain positive relationships
- Make responsible decisions
- Develop resilience to deal with change
- Create positive gender norms