





The Emotional Intelligence Charter is a vision developed jointly by Girton Grammar School students and sta. It includes ways we can learn together and interact positively by providing a watabaguleanhagmettd-upon so

Sta 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 stap 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 sta 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 sta , students and the community will ask students what it stands for. We expect students can, in time, answer this con dently and give examples of behaviours that identify their badge.

## Mr Paul Flanagan

Head of Emotional Intelligence Programs Girton Grammar School

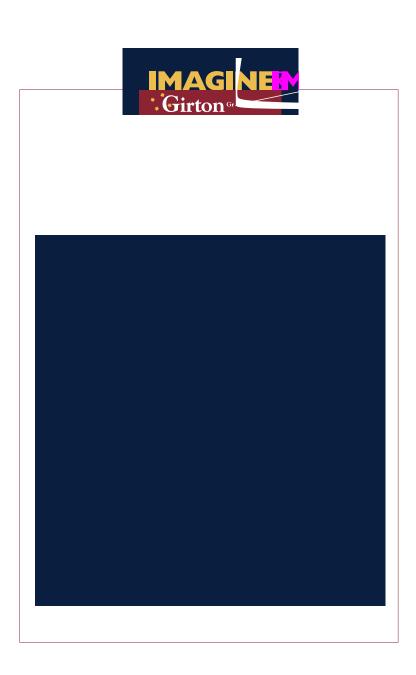


Imagine a school where emotional intelligence is deeply valued.	
Where how we feel in uences how we learn, who we are and who we will become.	
and who we will become.	

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

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 re ect my best self? Over time and with practice, students and sta replace ine ective responses with productive and empowering responses to challenging situations.







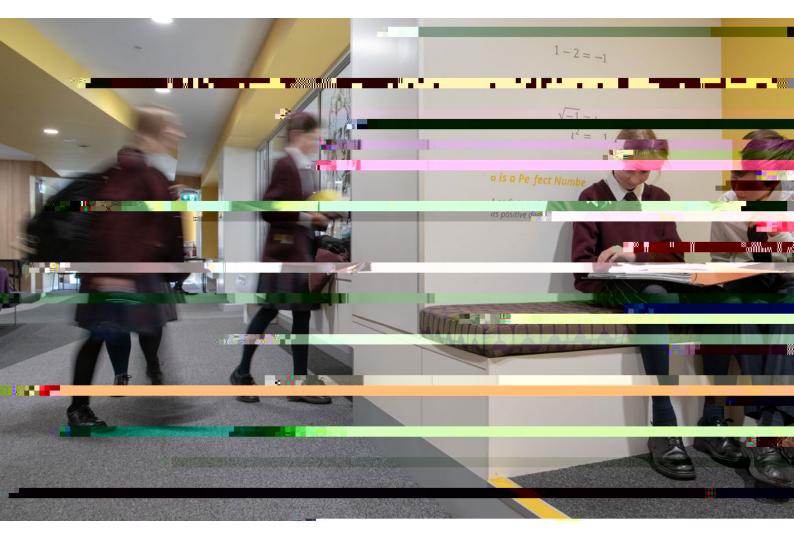
## **SOCIAL AWARENESS**

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.

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 re ect, monitor, and evaluate themselves, students are able to become more self-reliant, productive, and exible. 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-re ect and grow in their emotional and social lives.



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- Keep a journal- write daily re ections
- · 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 re ection





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At Girton we want students and sta 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 sta 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 re ect on their own feelings as well as the feelings of others, they are more able to understand, prepare for, and cope with many di erent emotion-laden situations. Too often, students (and adults) react to challenging circumstances in unproductive ways. When we take the time to re ect on context and consider perspective everyone bene ts.

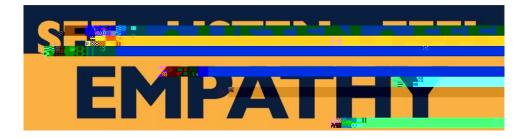
When we can understand and share the feelings of another person, deeper connections are made and positive relationships ensue, inside and outside the classroom.

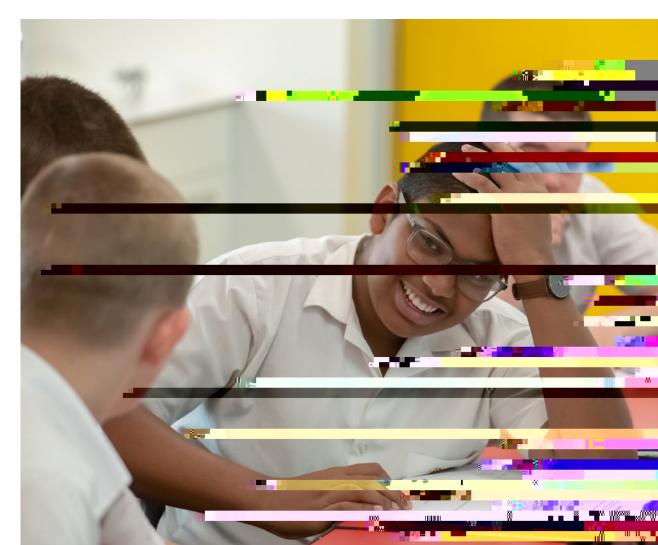
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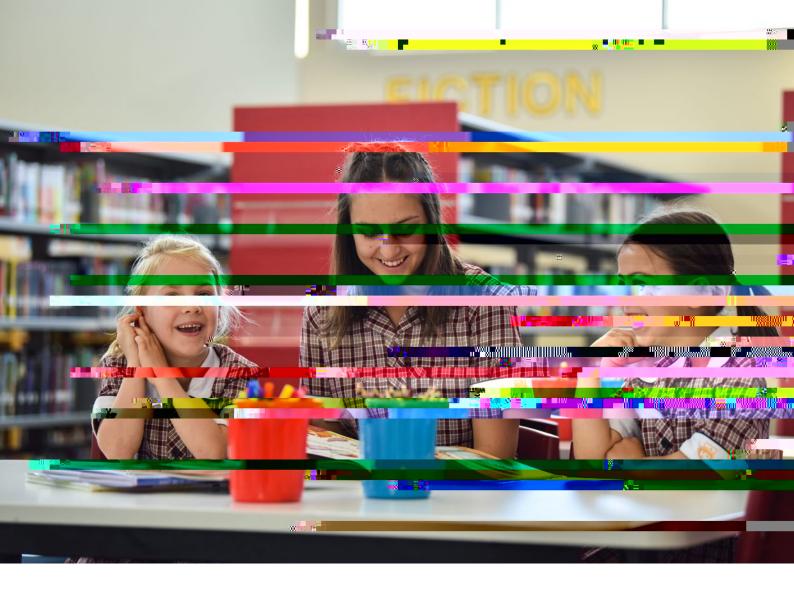
Another advantage of developing empathy and perspective is that it engages students more deeply in academic learning. Teachers can use the Blueprint questions to help students become emotionally connected to the characters they encounter in literature, history, and current events.

A re ective 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 con ict 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 sta with these life-long skills.







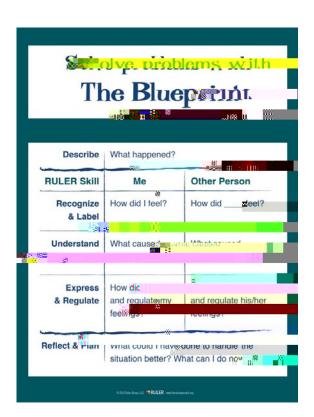
The Blue Print is a tool that helps students and sta solve problems, make good decisions, and resolve con icts or other challenges.

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

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

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?





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?



