

Wellbeing

We believe that wellbeing is at the forefront of educating students at Glen Osmond Primary School as it involves the teaching of the “whole child” and incorporates mental, social, physical, intellectual and emotional factors. How a child feels about themselves, and their life is strongly connected to their ability to thrive and succeed in a school setting. We support the Department for Education’s, *Wellbeing for Learning and Life* framework which encapsulates the link between student wellbeing and their ability to learn. At GOPS we provide a variety of strategies to cater for the unique needs of all students throughout their educational and life journey. These include:

- Whole school implementation of the **Zones of Regulation** curriculum (see outline below).
- **SSO Support** for students for learning, behaviour,
- **Buddy System** which pairs older students with younger students to support and develop social skillsets.
- **Child Protection Curriculum**, teaching all students to recognise harm and develop strategies to keep themselves and others safe.
- **Student Support Services**, working with the Department in offering specific supports such as social workers, behaviour support coaches, psychologists, special educators, speech pathologists where required.

Zones of Regulation

We teach The Zones of Regulation curriculum across all classes at GOPS to provide each student with coping and regulation strategies to use when they experience anxiety, stress and lack of focus. In the classroom, students are faced with an array of emotions, including tricky social situations and learning challenges. By teaching them how to cope with these feelings we allow them to become more proficient at tackling learning challenges and work together to build resilience and emotional intelligence. We want all students at Glen Osmond Primary School to grow into successful teenagers then adults. Teaching children at a young age about managing their feelings supports them in developing positive coping strategies, emotional competence, resilience and confidence to enable them to achieve positive mental health and wellbeing.

Zones of Regulation teaches students to:

- Develop emotional literacy to notice, share and articulate their emotions.
- Develop skills in recognising other’s emotions and builds empathy.
- Gain an awareness of internal body sensations- interoception/warning signs.
- Develop strategies and skills to move from one zone to another to assist themselves in regulating their emotions and readiness to learn.
- Understand that emotions, environment and sensory experiences such as lack of sleep or hunger might influence which zone they are in.
- Develop problem-solving skills and resilience.
- Identify and practice a range of calming, organising and alerting strategies for regulation (personal ‘toolkit’).

What are the different Zones?

Blue Zone: low level of alertness; brain is moving slowly; feeling sad, sick, tired, bored, lonely; feeling sluggish.

Green Zone: calm state of alertness; optimal level to learn; feeling happy, calm, focused, content.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, starting to feel less in control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels angry, terrified, panicked, devastated, overwhelmed or elated.

The ZONES of Regulation®			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control