

## Engagement for learning agreement

### Hampstead's Wellbeing Vision

At Hampstead Primary School, we value wellbeing as there is a strong relationship between a student's positive wellbeing and improved learning outcomes. This approach allows students to develop the skills needed to self-regulate and become powerful, self-directed learners.

### Wellbeing strategies

All classes incorporate a range of daily wellbeing strategies including:

- Interoception
- Brain breaks, positive primers, movement breaks
- Calm down corners
- Whole class check-ins
- Ready to learn plans
- Zones of regulation
- Berry Street Education Model
- Positive behaviour approach
- Circle time
- Unconditional positive regard
- Process praise
- School values
- Breakfast club
- Assembly awards
- Positive incentives
- Predictable transitions
- Break time activities
- Golden statements
- Class culture through expectations
- Restorative justice

## *Overview*

At Hampstead Primary school, we recognise the strong relationship between students having a strong sense of wellbeing and improved academic outcomes. Wellbeing is crucial for all students to be able to access their education to the fullest and develop into powerful, self-directed learners. This is further highlighted through DfE policies and current educational research.

Positive wellbeing for students allows them to manage situations and function successfully, both in and out of school settings and achieve their full potential. This is why all classrooms at Hampstead Primary begin the year by focussing on targeted wellbeing concepts and skills to help set students up for success throughout the year. These concepts and skills are continually revisited and taught in a variety of formal and informal ways throughout the year to help students build on their previous knowledge and further improve wellbeing outcomes.

Our staff are committed to developing all student wellbeing outcomes, as well as using a team around the child approach, in order to build consistency and improved wellbeing outcomes at school and home. All staff receive ongoing training and development around the latest wellbeing research and practices, including the Berry Street Education Model and Trauma Informed Practice. This knowledge allows staff to develop their classroom settings, practice and pedagogical approach to cater for and support student's wellbeing outcomes. Hampstead Primary School further focusses on building consistency across the school through a common language approach, agreed upon programs and visuals throughout learning spaces across the school. This consistency allows students to continue to build upon their knowledge and skills throughout all learning areas and year levels.

Staff support students in developing their emotional awareness, relationships, physical wellbeing and ability to self-regulate through targeted lessons and interventions. This is achieved through explicit teaching of wellbeing skills and concepts, with identified students receiving intervention support to further develop successful wellbeing outcomes.

### **Interoception**

Interoception is an important factor in student's ability to self-regulate their emotions as it provides them with the sense of how their body is feeling. Every class will engage in at least one interoception activity daily in order to strengthen their self-regulation ability. SSOs further run interoception intervention lessons within the Hampstead's interoception room in order to provide further support to identified students.

### **Scheduled classroom breaks**

All classes will engage in scheduled breaks throughout the day, specifically between transitions of lessons and extended periods of learning. Throughout the day, student's will engage in a range of movement, brain and de-escalation breaks, as well as interoception and positive primer breaks. This results in sustained periods of learning and increased self-regulation.

### **Calm down corner**

Learning spaces throughout the school all have dedicated calm down corners. These are specifically designed to support student's self-regulation through the use of sensory materials and tools. When students are feeling upset, sad, tired, angry, anxious, stressed and a range of other emotions, they can spend up to 10 minutes in the calm down corner regulating their emotions before being ready to learn.

### **Whole class check-ins**

To further support student's awareness of their emotions, teachers conduct whole class check-ins after at the start of the day, after recess/lunch and NIT lessons. This helps the teacher and student be aware of their emotions and use strategies to regulate emotions when necessary.

### **Child Protection Curriculum**

All students will engage in lessons around the Child Protection Curriculum throughout the year. This will explicitly teach students about relationships, protective strategies, rights to be safe and self-awareness.

### **Ready to learn plans**

To further support identified students, ready to learn plans will be developed and maintained. This focusses on understanding student's triggers, needs and agreed successful strategies to support their emotions in the classroom.

### **Zones of regulation**

All classes specifically teach the Zones of Regulation in order to support students in recognising their emotions and how to regulate them. This is done at the start of Term 1 and revisited throughout the year. All classes have Zones of Regulation posters and language displayed to further support students.

### **Positive behaviour approach**

Staff at Hampstead Primary School will use a positive behaviour approach to support students. This is focussed around school wide expectations and re-directing, re-teaching and modelling positive behaviours for students who need further support.

### **Circle time**

Classes will begin every morning with circle time, where the teacher will lead students in a discussion around daily expectations, attendance, What Went Well yesterday, any announcements and a positive primer to help start every day with routine and positivity. In the afternoons, students will further engage in circle time where they will discuss and reflect on What Went Well today.

### **Restorative practice**

When an incident occurs, staff will lead students through a restorative conversation in order to solve the problem. This allows students to reflect on what has occurred, how they felt, how the affected party felt, what can be done to make things right and what strategies can be used next time to be more successful.

### **Bounce Back**

All teachers will explicitly teach the Bounce Back curriculum to help develop student's resilience every term. This provides students with the skills to bounce back when a problem has occurred, how to prevent problems and their emotions.