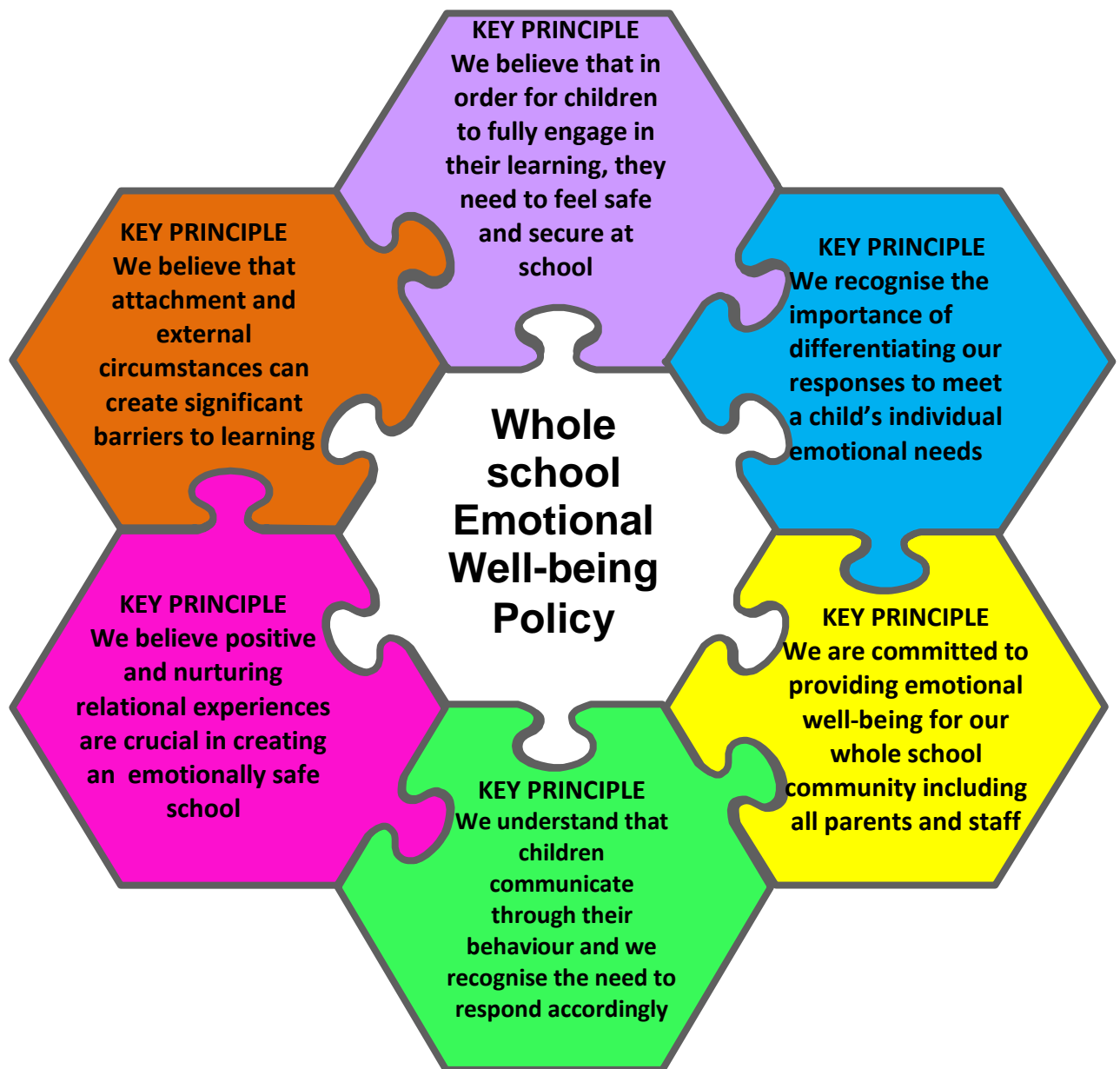


Ravensbury Community School



Ravensbury Community School

Whole School Emotional Well-being Policy

Rationale

*Ravensbury Community School. Is a principle led school. The **principles** are non-negotiable but the resultant practice will be varied and individual and reflect the expertise of all staff. We believe all of our children are important and we strive to develop their self-esteem, confidence and resilience, in order that they may reach their full potential. We believe that emotional well-being underpins children's learning, therefore the interventions and strategies we put in place enable each pupil to feel happy, safe and secure in school and remove any emotional barriers to learning.*

Our whole school approach to emotional health and wellbeing promotes school success and improvement by:

- Contributing positively to priorities such as enhancing teaching and learning
- Raising standards by promoting social inclusion and therefore improving behaviour and attendance
- Involving pupils more fully in the operation of the school
- Helping pupils and staff feel happier, more confident and more motivated
- Helping to meet legal, ethical and curricular obligations
- Implementing the Every Child Matters strategy.

Key Principles

- We believe that in order for children to fully engage in their learning, they need to feel safe and secure at school.
- We recognise the importance of differentiating our responses to meet a child's individual emotional needs.
- We are committed to providing emotional well-being for our whole school community including all parents and staff.
- We understand that children communicate through their behaviour and there is a need to recognise and respond accordingly.
- We believe positive and nurturing relational experiences are crucial in creating an emotionally safe school.
- We believe that attachment and external circumstances can create significant barriers to learning

We endeavour to provide the provision needed for every child to be included, to learn and to take part in daily school life. We recognise however, that some children may not always access the full curriculum without additional support and/or resources. They may have emotional or behavioural needs which require specialist help and assistance.

Purposes

This policy will:

- Ensure that the Key Principles of our vision for emotional well-being are visible throughout school and underpin our organisation.
- Be an agreed framework for practice and provide clear success criteria for monitoring and evaluation.
- Contribute to improving and developing the overall effectiveness of the school, by defining and promoting high quality interventions throughout.
- To create a supportive and reflective environment for all staff alongside a clear framework for emotional well-being, where staff have opportunities to develop their own knowledge, skills and understanding to create a culture of self-reflection and self-evaluation .
- Act as a resource for all staff in their role across the school.
- Be an essential supportive guide for NQT and RQT's .
- Provide a stimulus for discussion, collaboration and staff development in the process of improving emotional well-being.

Emotional well-being interventions

We offer a range of specialist interventions to staff parents and children to meet their emotional needs. The waves of intervention model describes how different levels of intervention can be implemented and the outcomes. (See Appendix A for further information).

	Children have access to:	Outcomes for children are:
Wave 1	<ul style="list-style-type: none"> Whole class Purposeful play sessions every half term Circle time once a week 	<ul style="list-style-type: none"> Children who feel valued, supported and safe Children who are emotionally articulate and resilient. Children who are engaged in learning and achieving well Children who have a say in what happens at school Fewer disaffected children, disengaged from learning Children who are attending daily and on time Children who have positive relational experiences Children who experience less bullying Raised attainment and achievement.
Wave 2	<ul style="list-style-type: none"> Paired and group work programmes for a range of emotional and social needs including self-esteem, resilience and friendship Gardening nurture group Connective Play sessions Mentoring from pastoral support worker to access learning. 	
Wave 3	<ul style="list-style-type: none"> I:I drama or play therapy Parent – child therapy Lunchtime drop in sessions 	

Staff have access to:

	Staff have access to:	Outcomes for staff are:
Wave 1	<ul style="list-style-type: none"> Whole school in depth training annually including attachment, reflective language, relationships and trauma. 	<p>Outcomes for staff are:</p> <ul style="list-style-type: none"> Staff who are reflective practitioners Staff who can easily identify children's differing emotional needs. Staff who feel confident at understanding and managing children's behaviour. Staff who can access a system of support to manage behaviour and develop their pupil's emotional health. Staff who feel listened to and emotionally supported. Staff who are better equipped and more confident at responding to needs. A system that highlights differentiated needs and subsequent provision and support.
Wave 2	<ul style="list-style-type: none"> Training of pastoral workers to deliver Wave 2 interventions. 	
Wave 3	<ul style="list-style-type: none"> Staff consultation slots on a weekly basis. In class child observations with follow up support and strategies. Access to informal discussions about children's behaviour and well-being. 	

Parents have access to:

	Parents have access to:	Outcomes for parents are:
Wave 1	<ul style="list-style-type: none">• Access to a highly supportive, responsive and proactive Parent Support Advisor.• Access to a highly qualified and experienced drama and play therapist.• Access to an SEN caseworker• Practical and emotional support to access outside agencies e.g. CAMHS.	<p>Outcomes for parents are</p> <ul style="list-style-type: none">• Parents feel included and supported by the school's resources.• Parents who are confident to approach school staff.• Parents who are better equipped to understand and manage their children's' behaviour.• Parents who are confident to emotionally support their children.• Parents who are more willing to engage in school life.
Wave 2	<ul style="list-style-type: none">• School based Parent groups for a range of parenting strategies	
Wave 3	<ul style="list-style-type: none">• 1:1 parent consultations with play therapist• Parent – child therapy sessions• Home visits from PSA	

Wider school implications:

- A school environment that nurtures and promotes positive relationships.
- School staff that understand and respond to emotional needs communicated through behaviours.
- Differentiated emotional responses according to their attachment styles within class and across the school.
- Strong links between home and school to support and develop pupils well-being.
- High level of parental engagement
- All staff engage in CPD opportunities to improve their understanding of children's emotional needs and the wider pastoral framework.
- An inclusion policy in place that promotes consistency of practice.
- An efficient system of the early identification and referral of children who present with barriers to learning.
- A rigorous monitoring and evaluation system to measure the impact of intervention and identify the need for any additional support,.

Appendix

1.1 Emotional Health and Wellbeing Interventions

1.2 Play Therapy Overview

1.3 Drama Therapy Overview

1.4 Purposeful Play Overview for Staff

1.5 Evaluation of Purposeful Play Sessions

1.6 Referral Form

