



**SHERBORNE HOUSE
SCHOOL**

Emotional Literacy Policy

This policy applies to all pupils in the school, including EYFS

Created **November 2016**

Revised **March 2017**

Date for revision **July 2018**

Emotional Literacy Policy

Emotional Literacy fosters the development of the school community. It is an essential part of the school curriculum. Emotional Literacy recognises that emotions are of great importance in both our best and worst behaviour. Negative emotions can prevent individuals from accessing the school's curriculum as well as reducing other pupils' access. Motivation, confidence and self-esteem are probably the most significant factor in raising standards.

At Sherborne House School, we aim to promote positive emotional well-being throughout the school. We aim for all pupils to feel valued and secure, to be able to achieve personal success through their own self development and awareness of the wider community.

At Sherborne House School, we aim to be an emotionally literate school, fostering a place where all children, staff and parents feel they belong and can take part in the whole community of the school. Children will know how they can contribute to the school ethos which continues to be developed through the school aims and values. All our staff have a sense of awareness of Emotional Literacy and aim to promote positive attitudes, values and behaviour throughout the school.

Teaching Staff:

Christine Pyle (Emotional Literacy Support Assistant)

Jacqui Carter (Special Educational Needs Coordinator/Line Manager)

Marc Bennet (Child Protection Officer)

Heather Hopson~Hill (Head Teacher)

Emotional Literacy Support Assistant (ELSA) Role:

1. To help children to learn and practise social and emotional skills.
2. To help children to feel valued and listened to (therapeutic aims). School ELSA's are not counsellors but use counselling skills and have a therapeutic role.
3. To advocate for the children in the school.
4. To advocate for Emotional Literacy in the school.
5. To liaise with teaching staff, parents and support agencies, supported by the Special Educational Needs Coordinator.

"Children are invariably trying to solve a problem rather than be one. Their solutions are often misguided because their conception of the problem is faulty or because their skills leave much to be desired." (Herbert M 1985 'Caring for your Children')

The ELSA will support children in solving their problem(s) and develop coping strategies for different situations both socially and emotionally within the wider context of the school community. This can be done through withdrawal lessons, support in class and on the playground.

Management of Emotional Literacy Support

A number of children may be considered to need Emotional Literacy support, with the most vulnerable taking priority. Parents and/or teaching staff may raise a child as a concern for their emotional/social well-being. Lessons will aim to address the following:

- ❖ Self-esteem
- ❖ Confidence
- ❖ Motivation
- ❖ Positive behaviour
- ❖ Anger management
- ❖ Bereavement
- ❖ Divorce
- ❖ Social skills
- ❖ Transition
- ❖ Self-awareness
- ❖ Self-regulation
- ❖ Resilience
- ❖ Empathy

Any children provided with withdrawal support will need to return a completed consent form signed by **all** individuals with parental responsibility. Only when the consent form has been returned may the child be withdrawn.

Withdrawal lessons will be arranged on a 1:1 basis, paired or group sessions depending on the areas of concern. Lessons will not take place during a child's core curriculum subjects and parents will be informed of the time of the lesson. The sessions will run on a 6-8 week basis, after which the school will review the progress made and will contact parents to discuss whether further lessons are necessary. The Boxall Profile may be used to monitor the progress of individual children. This will be discussed/shared with staff and parents as appropriate.

Any member of staff who has a concern regarding the emotional/social well-being of a child should carefully monitor the child to build up evidence to reflect their concern. These concerns are then documented on a referral form (Appendix 1) and then submitted to the SENCo and ELSA. The concerns list is available to all teaching staff, who will be able to access it within the Teachers Shared Drive (Mrs Carter – ELSA) in order to make them aware of those children who have been raised as a concern. Careful monitoring of these children will be completed by staff during lessons, transitions and playtimes.

Communication between the ELSA, the SENCo and teaching staff is key to support the children in the most beneficial way. Through discussion or email with the ELSA, staff should be made aware of the strategies suggested to individual children and, if possible, allow the

child to use them throughout the school day. Any strategies should be allowed a period of time to show any benefit.

All teaching staff are welcome to look through each child's individual folder (held in the Butterfly Room) containing evidence from the Emotional Literacy lesson. Parents are offered feedback explaining the progress their child has made in this area.

A child may discuss thoughts and feelings that may raise the ELSA's concern. The ELSA will follow the procedures outlined in the Child Safeguarding policy, supported by the SENCo.

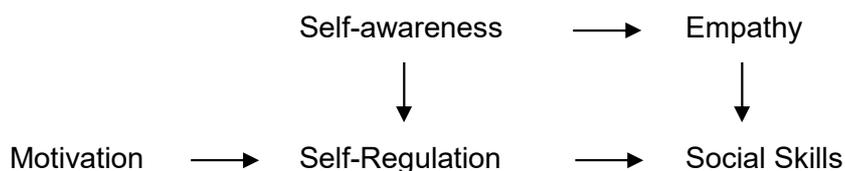
Lesson Content

Lessons aim to be fun and held in a calm and secure environment. Children are given opportunities to complete a variety of activities including:

- ❖ Games
- ❖ Stories/pictures
- ❖ Music
- ❖ Role play
- ❖ Developing thinking skills e.g. mind-maps
- ❖ Opportunities to talk
- ❖ Brain gym
- ❖ Emotional recognition
- ❖ Colouring/drawing
- ❖ Puppets
- ❖ Powerpoints
- ❖ Therapeutic stories
- ❖ Emotional literacy worksheets
- ❖ Social stories

Social stories are written personally for each child, written to promote or change current behaviours. They should be read daily, preferably alternated between the ELSA and class teacher. Copies may also be sent home for parents to share with their child. Social stories can be written on behalf of the child or written with them. Children can have a number of social stories to address a range of emotions and behaviours. They should be allowed a period of time to show benefit.

Lessons aim to promote the five dimensions of Emotional Literacy:



Contexts for Developing Children’s Skills

	Lesson context	Social context
Individual support	1:1 program of work; working to achieve individual targets. (withdrawal from class)	Individual support during social periods e.g. playground support.
Group support	Small group work e.g. anger management, self-esteem and friendship skills.	Small to medium group support during social periods e.g. playtime activities.
Class support	PCHE activities to address specific areas e.g. anti-bullying week etc.	

Planning, Monitoring and Assessment

Every lesson will be planned for and careful, relevant evaluations will be made either through the child’s own work or the ELSA notes. Evaluations will be used to guide the planning of future lessons. Children’s work and ELSA notes will be kept in the children’s individual folders.

Planning and monitoring time should be made available for the ELSA. The ELSA and her line manager (SENCo) will also meet once a week and used as a time for the ELSA to discuss her concerns, progress of children, further planning and her timetable.

Support Groups

Network meetings, provided through the Hampshire Psychology Service, supervision sessions and seminars are available once every half term for the ELSA to attend. These meetings provide an opportunity for the ELSA to improve her knowledge and skills. A certain number of these must be attended throughout the school year for the ELSA to continue to be registered with the Hampshire Psychology Service.

Policy written by:

Jacqui Carter (Special Educational Needs Coordinator)

Christine Pyle (Emotional Literacy Support Assistant)

Policy written: April 2016

Policy to be reviewed: April 2019

Related Policy Documents:

- ❖ SEN policy
- ❖ PCHE policy
- ❖ Child Safeguarding Policy
- ❖ Enrichment Policy

ELSA Referral form

Name of child _____ Class _____

Person/s referring _____

Briefly state your concerns:

What have you already done to address these issues?

How do you feel the ELSA could enhance the support you have already offered?

Do the parents know you are referring this child for support? Yes / No