

What is an Emotionally Friendly School?

At Lark Hill Community Primary School we value the importance of positive emotional health and wellbeing for our whole school community. We are working towards gaining our Emotionally Friendly School Bronze Accreditation. An 'Emotionally Friendly School' is a flexible whole-setting approach to improving children and young people's emotional health and well-being. An emotionally friendly school is able to effectively identify and respond to a broad range of emotional needs of children and young people, raising their well-being to enable them to achieve their full potential. We have a wide range of strategies, resources and initiatives to support emotional health and wellbeing.

What does this mean for your child?

- ⇒ We track the social and emotional needs of the children from when they start with us in Nursery so that we can spot potential issues early on and provide help.
- ⇒ We support behaviour positively with a 'restorative justice' approach to making things right.
- ⇒ We listen to children's thoughts and opinions through a variety of ways.
- ⇒ We prepare children for changes in their lives.
- ⇒ We help children to feel safe and secure whilst they are in school.
- ⇒ We understand that children learn and develop at different ages and stages.

What does this mean for you?

- ⇒ We aim to make all our families and members of our school community feel welcome.
- ⇒ We aim to work in partnership with our parents, carers and wider community.
- ⇒ We involve our families and community in our plans.
- ⇒ We update our families on personal, social and emotional progress in addition to academic progress.
- ⇒ We work with multiple agencies to provide support to our families.
- ⇒ We have a variety of ways that families can communicate with school and have an 'open door' policy as much as possible.

What does this mean for us?

- ⇒ We prioritise and promote staff well being throughout school.
- ⇒ Staff are included in the decision making process within Lark Hill.
- ⇒ Staff are able to access relevant training to support their own professional development.
- ⇒ Staff have access to supportive systems should they need to seek personal help or advice.
- ⇒ Staff feel respected, listened to, valued and supported.



Some of the things happening in school are:

- ✓ Strengthening children's resilience by using a Growth Mindset approach to help children believe that they can achieve and learn even when they are finding things difficult.
- ✓ Promoting and praising positive behaviour through our Dojo rewards and celebration assemblies.
- ✓ Fostering a whole school approach to kindness, good manners and what it means to be a good person.
- ✓ Promoting our whole school values consistently.
- ✓ Teaching children emotional vocabulary to be able to identify emotions.
- ✓ Having pastoral interventions in place to support social and emotional needs.
- ✓ Teaching a curriculum that embraces acceptance, tolerance and respect – all qualities that underpin understanding of emotional intelligence.
- ✓ Having sensory boxes and calm spaces throughout school.
- ✓ Having Place2Be working within school.



We asked the children what the six principles of nurture meant to them - they told us:

- ✓ Everybody learns in a different way.
- ✓ Our classrooms are safe places to be.
- ✓ It is important to be able to share your feelings and be listened to.
- ✓ Everyone should speak to each other in a kind and respectful way.
- ✓ All behaviour is a way of telling us how someone is feeling.
- ✓ Children are affected in many ways by changes in their lives.

Ways you can work with us to support your child:

- ✓ Attend parent meetings and keep in touch with school about any changes that may affect your child in school.
- ✓ Celebrate your children's success in school. They tell us they are proud when they share their certificates and achievements with you.
- ✓ Support your child with home learning and encourage them to talk about what they have been learning.
- ✓ Encourage your child to talk about feelings and emotions with you.