

Social and emotional well-being at Burham CE Primary School

(statements taken from NICE guidelines)

(Also see school SEF – behaviour, safety and welfare)

Statement	School strategies
Create an ethos and conditions that support positive behaviours for learning and for successful relationships	Classroom based teaching reinforced during Worship; particularly sensitive topics covered in weekly 'Reflective Worship'; integrated activities support the development of social and emotional skills and well-being; all staff know each child as an individual and are quick to pick up distress and will spend time working through this with a child
Provide an emotionally secure and safe environment that prevents any form of bullying or violence	The school has a holistic approach to social and emotional well-being(see staff questionnaire about being a church school) There is a strong focus on prevention and there is an understanding that children's social and emotional well-being is influenced by a range of factors The school is invested in mental health issues and mental health promotion and takes a longer term view of this
Support all pupils and, where appropriate, their parents or carers (including adults with responsibility for looked after children)	Relevant policies are published on the school website Staff work hard with parents to engage them in the process; talking to them at the earliest opportunity and following up actions agreed promptly School provides a range of interventions, both group and individual, but will also divert financial resources in order to support a child The school has a range of services and processes that they can draw upon HT is a member of LIFT Exec board The school recognises that it is important to recognise and respond to issues relating to equality and to be culturally sensitive – Reflective Worship covers such issues as an example The school works in liaison with secondary schools in matters of transition and any vulnerable pupils are discussed in more detail and , if appropriate, additional visits (which may involve going with a Teaching Assistant) are arranged
Provide specific help for those children most at risk (or already showing	There are structures in place for referring to or recommending external

<p>signs) of social, emotional and behavioural problems</p>	<p>agencies such as – Early Help, ISSK, LIFT, therapist, time to talk person identified; time out cards, time out at lunchtime; eat outside of the hall; LEGO building</p> <p>The school buys into a resource – ELSA (which runs along the lines of a nurture group) which has been set up specifically for children with emotional distress or behavioural issues linked to mental health and well-being</p> <p>Data outcomes are tracked every term and pupil premium and vulnerable pupils are looked at closely</p> <p>Pupil Progress meetings are held 3 times a year, but vulnerable children are flagged up as soon as something has been noticed</p> <p>The school works in conjunction with local child protection and Kent Children’s Safeguarding Board and their procedures to safeguard them</p>
<p>Offer teachers [all staff] training and support in how to develop children’s social, emotional and psychological well-being</p>	<p>See list of relevant training courses undertaken by staff on the school website; training includes many topics, including attachment, de-escalation techniques; staff are skilled at recognising early signs of anxiety, emotional stress and behavioural problems</p>
<p>A curriculum that integrates the development of social and emotional skills</p>	<p>Problem solving, resilience within PSHE, conflict management and resolution; understanding and managing feelings</p> <p>Resilience within PSHE helps children to understand that both children and adults experience emotional and perhaps social difficulties during the normal course of childhood and life</p> <p>Working with the children through School Council and Reflective Worship, for example, is an effective strategy to promote emotional well-being education</p>