

United Against Bullying School Case Study: Building emotional literacy

How Kingmoor Nursery and Infant School built emotional literacy

Context of our anti-bullying work

We are an Infant School with 3 form entry from Reception to Year 2 and a 52-place nursery. We are a large school with 306 children in total.

Following analysis of the results from our own version of the ABA pupil questionnaire we found that an area of concern was children's relationships with each other. We recognised that if children have problems with their peers this can have a negative impact on their learning. We have a few children in school have SEMH needs and we felt we needed to offer additional support through universal, focussed and targeted support groups to develop children wellbeing and to offer support to those children who felt they had issues with friendships or bullying.

What we hoped to achieve

- To develop children's emotional literacy and resilience.
- To improve their emotional well-being and mental health.
- To develop children's friendships and relationships with their peers.
- To offer resources to parents to further support their child at home.

The action we took

- Through our weekly emotional ABC well-being tracker and through incidents logged on CPOMs we work with staff and parents to identify children who need additional support either in groups or 1-1.
- We employed an emotional well-being coach to work with children on a 1-1 basis depending on their needs. This is a bespoke programme for each individual and is reviewed half termly by the coach, class teacher and parents.
- We have trained 3 members of staff (1 in each year group) in ELSA (Emotional Literacy Support Assistant).
- Following our training we now run ELSA 1-1 and small group sessions to support children's SEMH needs.

- We trained 1 member of staff in Draw and Talk therapy who now offers targeted 1-1 sessions when needed. This is a 6 weeks programme which is reviewed at the end of the block sessions.
- We have 'Magic Mel' from Relax Kids come into school once a week for the full year to work with small groups of children to develop their resilience and self-esteem. She works on friendships, emotional literacy, building confidence and positive communication with their peers.
- We offer small group interventions for groups of children who have been having difficulties playing alongside each other. We also offer children use of our 'jungle' area which is a small play area separate from the main playground in which a TA will work with a small group of children at playtimes to develop friendships.
- Parents are given feedback following targeted support and offered further support through resources such as The Solihull Approach, to support their child at home.
- Our SENCO is a trained Solihull practitioner and supports parents further with any needs.
- On occasions we use the outreach agency Family Action to support children and families further.
- 12 members of staff completed Mental Health First Aid training and there are at least 3 members of staff in each year group to offer instant support when needed and can support the work the children do as part of their interventions.

Impact and outcomes of the work

We have had excellent feedback from our parents who have either taken part in any training themselves to support their child or had their child receive 1-1 or group support. Following our most recent parent questionnaire we had the following comments from parents, 'Additional support offered to my daughter for her mental health and well-being is second to none. The expertise from staff is exceptional.' 'I was very worried about my child starting but the staff picked up on my anxiety and have supported me and my daughter lots.' We have recently had a child change schools to our school due to hearing of the additional support we have on offer for children's well-being.

Children enjoy going to their 1-1 and group sessions and their feedback has been positive with a lot of children only needing support for a short period of time.

Children are now happier at school and from our final survey the percentage of children who had stated negative responses to the questions regarding pupil relationships in Section 2 had reduced in all areas. Children have reported less incidents with their peers.

We track our provisions that we have on offer through Provision Map and 91% of children who took part in any intervention to support their well-being showed improvements at the end of the intervention.

Through our commitment to improving children's well being we have been awarded gold AcSEED award. We were awarded the Leeds Beckett University, Carnegie School of Education gold level School Mental Health award.

What we have learned

We aim to offer more training to staff in ELSA and Draw and Talk Therapy to enable more group and 1-1 sessions to take place.