



The Robinswood Academy Trust

Robinswood, Waterwells, Hunts Grove Primary Academies

HOW WE SUPPORT OUR CHILDREN EMOTIONALLY

We believe that every child has the right to feel safe and be allowed to develop their learning, self-esteem and self-confidence in both a supportive and stretching environment. This can be achieved by constantly reviewing and developing the following areas.

LEARNING ENVIRONMENT

Everyone needs to:

- feel calm and safe whilst in school.
- feel emotionally secure so they are able to contribute to lessons without the worry of failure. They are learning and developing within an environment where they will not be 'shown up'. Children know that making mistakes and learning from them is part of an effective learning process.
- be praised for effort leading towards improved achievements.
- believe they are being supported. All children need to be provided with constructive feedback to enable them to take the next steps in learning.
- set up a learning environment to enable children to ask for help and provide support structures to help children achieve.
- provide time to think and talk.
- have access to a range of learning opportunities in order to develop as a 'whole child'.
- know when to give the whole picture.

EXPECTATIONS

All teaching staff:

- expect high standards in teaching and learning and therefore children expect and deserve high standards in both.
- stretch and encourage all children within a class, set or group to reach their potential.
- have high, but realistic, expectations for all children.

CONTROL

All staff and children need to be in control of their own learning. In order to achieve this an individual must:

- develop the drive to succeed and win.
- understand and believe that success breeds success.
- have a positive attitude and understand that positivity attracts positivity. This results in a positive outlook and positive people win.
- develop a high self-esteem and value small steps of learning and success. In order to achieve this, children need to be shown examples of their previous successes and achievements to demonstrate how well they can do.

In addition:

- all staff need to be focused and prepared for all teaching sessions.
- children need to begin to make their own choices and be aware of the consequences.
- staff focus on the actions and behaviour displayed and discuss these with the individual in order to be fair to everyone.

LANGUAGE

To ensure that everyone understands it is important to:

- say what should happen not what shouldn't happen.
- take yourself outside yourself - what are children/ parents / other staff hearing as you speak?
- value and praise the learning and effort made - not just the outcome.

EMOTIONAL SECURITY AND NEEDS

Crucial to an individual's development is the necessity for a child to feel emotionally secure.

Therefore it is essential:

- for everyone to develop the ability to empathise and be aware of others. Listen to what they say, consider what they say and then tell them in a positive way what is going to happen.
- that adults take the opportunity to stop and talk with children.
- staff to be aware of strategies to calm themselves and others and down and employ them effectively.
- to provide time for a child to talk about the 'real problem'. A little problem to us can be perceived as a 'massive' problem to a child.
- to remember that others may perceive things differently.

RESPECT

It is acknowledged that respect plays a pivotal role in a learning environment. In order to ensure that this occurs it is important:

- that everyone is able to develop a sense of shared ownership and values.
- to understand that children enjoy being in the know.
- to remember people must earn respect.

MEANING AND PURPOSE

Everyone needs to feel valued and enjoy a feeling of success. Therefore:

- the wider school environment must play a vital role.
- it is crucial for everyone to realise they are good at something.
- developing a sense of identity is based on accepting who you are as an individual.

ACTIVITIES

Activities need to be carefully planned and organised to ensure all children are involved. In order to achieve this:

- children who find communication and interaction difficult have a starting point in which they feel comfortable.
- use experiences as a starting point.
- Be aware that children may get engrossed in a task/discussion.

FAIRNESS

All children are treated fairly and equally so they believe and trust that life in school is fair.