Emotional Health and Resilience Charter

for Early Years

**Vision**

**As a school, we recognise that our children have to thrive emotionally before they can thrive academically and achieve.**

**Our school is committed to:**

* **Having an inclusive ethos and culture which promotes emotional wellbeing**

We value all children equally. We aim for all children to feel loved and valued. We promote a sense of belonging. Our environment provides spaces for quiet as well as spaces for outdoor play and sreative activities.

* **Recognising our strengths and weaknesses in the area of emotional health and identifying development opportunities with partner agencies**

We review our provision annually and work with partners to make impact on outcomes for children

* **Having knowledge and understanding of local support services and how to refer**
* **Working alongside support services and assisting them to support children in our school in an appropriate environment**
* **Having arrangements in place in order to support transition, coping with change and loss**

We have a suitable space for parents, staff and partners to meet and for one-to-one work with the children. Involvement with

* **Measuring wellbeing of our staff and children through using nationally recognised measures/tool kit**

Simple smiley faces can be used to measure wellbeing or questionniares for parents/carers to complete

* **Providing opportunities for children to develop responsibility, build confidence and self-esteem**

Build confidence and se;f-esteem in children through acknowledging and affirming their contributions to show that they are valued and feel that they belong

* **Promoting the willingness to talk and build positive relationships**
* **Listening to children when they have concerns or worries**
* **Engaging and responding to ‘The Child’s Voice’**

Time and space for one-to-one conversations between children and adults. Ensuring that the views of the children are listened to and acted on where appropriate.

* **Teaching social/emotional skills and how to manage and expressing feelings**
* **Teaching strategies to build and maintain emotional wellbeing and resilience**
* **Providing appropriate emotional health and resilience resources to support staff and children**

Being able to name feelings and then find a solution with the help of an adult. Opportunities for outdoor play and creative play. Activities like mindfulness and yoga.Use of reading books using emotional language.

* **Knowing what emotional health training and resources are available nationally/locally**
* **Ensuring staff have access to training in awareness of emotional health and resilience**
* **Enabling staff to be positive and resilient role models by supporting them to maintain their own emotional health and wellbeing**

Staff know how to look after their own emotional health and wellbeing and also how to support each other. They work as co-explorers with the children to share their interests and enthusiasm therby role modelling positive wellbeing.

* **Offering opportunities for parents to engage and access information, learning and advice around emotional and mental health of their children and how they can help**

Good communication with parents/carers about their children and providing support for parents.

**Produced by a partnership of services in Nottingham supporting universal emotional health and resilience in schools.**