

### Fostering Emotional Health and Wellbeing within the School Setting

Range of needs	Desirable experiences	In school this might look like
<i>Physiological or survival needs</i>	Warmth <ul style="list-style-type: none"> <li>• Food</li> <li>• Shelter</li> <li>• Seeing, hearing and taking part in what's going on</li> <li>• Safe physical exploration</li> <li>• Getting to know your own body and its strengths and limits</li> </ul>	Comfortable classroom with well-positioned equipment <ul style="list-style-type: none"> <li>• Healthy meals and snacks; access to drinking water when needed</li> <li>• Breakfast club</li> <li>• Indoor and outdoor play areas</li> <li>• Sensory trails</li> <li>• Sport and challenge activities</li> <li>• Ponds and natural or wild areas</li> </ul>
<i>Safety needs</i>	Having boundaries <ul style="list-style-type: none"> <li>• Having basic needs met</li> <li>• Knowing you are in safe hands</li> </ul>	Secure, risk-assessed sites <ul style="list-style-type: none"> <li>• Consistent, caring supervision</li> <li>• Simple, clearly explained rules</li> <li>• Clear policies and procedures for tackling and minimising bullying</li> </ul>
<i>Love affection and belonging</i>	Feeling cared for <ul style="list-style-type: none"> <li>• Having others look out for you when you can't do it for yourself</li> <li>• Having responsibilities and opportunities to effect change</li> <li>• Recognising feeling states in yourself and others</li> <li>• Talking, listening, exploring and reflecting on experiences</li> </ul>	Positive relationships and interactions with staff and peers <ul style="list-style-type: none"> <li>• Diversity and difference is valued and celebrated</li> <li>• Places, times and people you can go to for help and support</li> <li>• Pupil involvement in setting rules and expectations</li> <li>• Work displayed on the wall</li> <li>• Coat pegs with individual names on</li> <li>• Opportunities for group work</li> <li>• Peer support programmes</li> </ul>
<i>Self esteem</i>	Being valued, accepted and celebrated <ul style="list-style-type: none"> <li>• Being noticed and listened to</li> <li>• Influencing outcomes</li> <li>• Being supported to take responsibility for outcomes with increasing independence</li> </ul>	'Star of the day'; events to be the focus of positive attention <ul style="list-style-type: none"> <li>• Use of praise</li> <li>• Use of appropriate language to correct behaviour</li> <li>• Rewards and recognition systems</li> <li>• Opportunities to have special responsibilities</li> </ul>
<i>Self actualisation</i>	Exploring ideas and learning new things <ul style="list-style-type: none"> <li>• Being creative</li> <li>• Developing talents and stretching yourself</li> <li>• Having an internal structure of values and principles</li> <li>• Recognising and using signs, symbols, image and metaphor</li> <li>• Being reflective</li> <li>• Developing shared meanings and a shared narrative (ways of talking about what happens)</li> </ul>	Lessons which provide stimulation, challenge and opportunities to use diverse talents <ul style="list-style-type: none"> <li>• Values and rights education</li> <li>• Taught courses of SEBS, including thinking and problem-solving skills</li> <li>• Time for reflection</li> <li>• Use of storytelling, language, literature and metaphor in the curriculum</li> <li>• Drama, art, music and movement that communicates feelings, meanings, experiences</li> <li>• Positive modelling by all school staff</li> </ul>