

EMOTIONAL INTELLIGENCE POLICY



ARTICLE 13: YOU HAVE THE RIGHT TO FIND OUT THINGS, AND SHARE WHAT YOU THINK WITH OTHERS BY TALKING DRAWING, WRITING OR IN ANY OTHER WAY UNLESS IT HARMS OR OFFENDS OTHER PEOPLE.

Board of Governor (Chair):

Date:

**"CHILDREN DON'T CARE HOW MUCH YOU KNOW,
UNTIL THEY KNOW HOW MUCH YOU CARE"**



Emotions are important, and they matter a great deal in the school environment.

An anxious, jealous, hopeless, or alienated child will have difficulty making good decisions, building friendships, and of course ultimately learning.

The Culture and ethos of our school is positive and emotional intelligence is an area of the curriculum in which we place high value. Emotions play a huge role in their ability to learn effectively. We believe that positive emotions and thoughts are central to effective learning.

We place high value on a child's emotional intelligence and positively seek to develop and enhance the emotional curriculum in several ways:

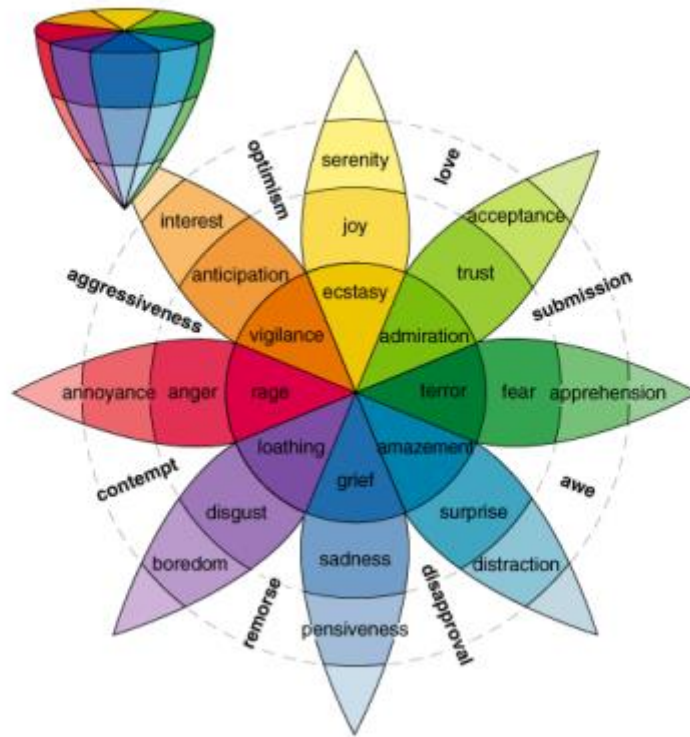
- Mutual Respect
- Teachers model the behaviour we expect from pupils, parents and carers.
- Positive self-esteem is key to our learning and teaching and is developed through: Weekly time tabled opportunities for Circle Time, PDMU Lessons, Focus on positive praise and rewards, Whole class rewards systems, Clear, known system of sanctions
- We teach positive strategies for responding to "put downs" - say something positive about self, say something positive about other children.

- Care – teachers and adults care;
- Parents relate to what happens at school through regular newsletters, school website and social media, social events organised by school and curriculum events;
- Trust exists between pupils, staff, governors, parents and carers;
- Genuine concern for others;
- Excellent systems of pastoral care;
- Integrated curriculum – PDMU and assemblies focus on emotion, self-awareness, relations skills and social awareness (Preventative Curriculum);
- Creativity, innovation, developmental learning are highly valued;
- Emotional traffic lights are used throughout the school to gain an insight in to how children are feeling; and
- The Language of emotion is used throughout the school – “how do you feel when...”



There are a number of pastoral systems throughout the school to enable children to feel emotionally supported: - Worry Boxes, Symbol Charts, Child Protection Visual Timetables, Buddy Systems, Whole School Circle Time etc.

- All classes focus on building children's vocabulary to express their emotions.



Emotional Intelligence increases pupil motivation and achievement through our whole school approach.

Children and Staff in St. Oliver Plunkett PS & Nursery Unit will:

- Be aware of the vocabulary of emotions
- Understand emotions in themselves
- Understand emotions in others
- Work towards regulating their emotions

As a Catholic Maintained school our faith is central to our valuing the emotions of ourselves and others. We believe that we are made in God's image and likeness. Everyone is equal and is highly valued.

