

ELSA (Emotional Literacy Support)

Intent

At Blowers Green Primary School, we are committed to nurturing the emotional development and wellbeing of every child. We recognise that emotional literacy—the ability to understand, manage, and express emotions—is essential for learning, positive relationships, and long-term wellbeing.

Our intent is that all children grow into emotionally literate, confident individuals who can:

- Recognise and articulate their feelings
- Demonstrate empathy and respect
- Develop resilience and self-belief
- Approach challenges with a positive mindset

Through high-quality teaching, consistent modelling, and targeted ELSA support, we aim to create a safe, inclusive environment where emotional wellbeing is valued as highly as academic achievement.

Skills, Knowledge and Vocabulary

How is emotional literacy taught and embedded?

Emotional literacy is embedded across the PSHE curriculum, assemblies, class routines, and the everyday language modelled by staff.

Weekly intervention sessions focus on emotional understanding, self-regulation, empathy and problem-solving, using approaches such as:

- ELSA sessions delivered by Miss Parks and Miss Bell
- Zones of Regulation
- Restorative conversations
- Nurture principles
- Social and emotional small-group work
- Visual resources—including emotion check-ins, Zones of Regulation displays, and class visual timetables—support children in understanding routines and expressing their feelings.
- Daily opportunities for emotional reflection are built into classroom practice through check-ins, structured discussions, and reflective time.

Which staff are involved?

Miss Parkes - ELSA

Miss Bell - ELSA

In addition, class teachers, teaching assistants and senior leaders work collaboratively to support children's emotional wellbeing.

Timetabling

Emotional literacy development happens daily, embedded into classroom culture.

Targeted ELSA sessions are delivered weekly, with bespoke timetables based on pupil need.

Impact and Assessment

How is impact measured?

Pre- and post-intervention questionnaires completed by teachers/parents.
ELSA session records and reviews.

Observations of behaviour, emotional regulation, and social interaction.

Trends in behaviour logs, attendance and engagement.

Pupil and parent voice feedback gathered to evaluate effectiveness.

How do we know children have made progress?

Children show greater awareness and understanding of their emotions.

Improvements in self-regulation, resilience and coping strategies.

Increased positive social interactions and empathy towards others.

Reduced incidents recorded on behaviour systems.

Children articulate their feelings more confidently and independently.

How do we challenge and support lack of progress?

Adapted or extended ELSA programmes when required.

Referral to additional in-school support, such as Nurture or pastoral interventions.

Collaboration with outside agencies when appropriate.

Discussion at pastoral/SEND meetings to ensure a joined-up approach.

Inclusion

ELSA support ensures that all children—including the most vulnerable—have access to structured emotional development opportunities.

Interventions explicitly teach emotional vocabulary, self-regulation strategies and social understanding, reducing barriers to learning.

Our approach promotes equity by ensuring that all pupils, regardless of background or need, feel understood, valued and supported.

This contributes to a whole-school culture of empathy, resilience and belonging.