

The **Rainbow** Room is based in a central part of the school and is easily accessible from all classrooms. It provides a welcoming, safe and consistent environment where children can explore their emotional and social well-being, learn about themselves, develop and grow. It has a comfy corner which provides a homely atmosphere and has excellent resources for enabling pupils to feel calm and relaxed, stimulate children's imagination and develop speech and language. Our Learning Mentor and other support staff work with individual children or small groups to address socialisation issues. The sessions are fun and informative, using activities and equipment designed to motivate, engage and support the children.

What sessions happen in the Rainbow Room?

- One to one Drawing and Talking sessions take place daily, which is a gentle, non-intrusive method of working with children who need a little help to support their emotional and learning needs.
- Sometimes children around the school get angry or upset, they may be brought to the Rainbow Room to calm down, safely let off steam and discuss what has happened.
- Group sessions take place weekly to help children develop social skills and make new friends. We have a wide range of toys and equipment which all children get plenty chances to play with, as well as clear rules and coaching in basic social skills such as how to share and have a conversation. There is a great emphasis on communication whilst eating a snack together.
- We do a lot of talking about emotions in the Rainbow Room; one to one sessions take place daily to help children understand their emotions; we play games, watch programmes, draw, read books, crafts, story-time, complete worksheets and do role-play.
- If children are having a difficult day in the classroom they may come to the Rainbow Room to have a snack and a short break from learning, and then when they feel better they will return to their class.
- Weekly support sessions occur either with individual children or in a group. The topics covered include: emotional well-being, life skills, behaviour, anger management, learning skills, self-esteem, independent positive thinking, friendships, social skills and transition between year groups. We teach these programmes through a variety of experiences, opportunities, and resources to address these needs within a culture of trust and understanding.

Hello my name is Cheryl Metcalfe, I am the Learning Mentor at High Bank School. My role in school is to work with pupils to support their social and emotional development. I feel extremely lucky since I get to work in the Rainbow Room with all the children in our school and am not based just in one class.

A positive rapport is built with the pupils through supportive one to one and small group work sessions. These sessions address barriers to learning, which arise from social/emotional and behavioural difficulties, in an inclusive, supportive manner so that each child can reach their full potential. Children's learning is affected by many different life events and I can offer support when a child's learning is affected by:

- Friendship difficulties
- Lack of self-confidence
- Bereavement
- Managing strong feelings
- Behaviour
- Poor attendance
- Anxiety

This support helps children to develop coping strategies, enhance their motivation, raise their aspirations and re-engage with their learning. It is important as a Learning Mentor to work in partnership with other support staff, teachers and parents. My responsibilities include:

- One to one group support
- Lunch-time Clubs
- Breakfast Club
- Peer mentoring programmes
- Parental Liaison
- Networking with other learning mentors and sharing best practice
- Providing a listening ear for children who may have issues to discuss.
- Liaising with other outside agencies to provide a wide range of support for both parents and children
- Anger management programmes
- Self-esteem work
- Therapeutic work
- Transition to a new class or to Secondary school
- Social and emotional literacy programmes

I am always on hand to discuss any concerns you have about your child's behaviour, or any social and emotional problems they may have - either at school or at home.

Aims:

- To understand each individual child's needs
- To help the child realise their potential
- To provide strategies to help their child now and in the future

I may be assigned to help pupils if they:

- Need additional support to complete their school work
- Need help to make new friends or develop positive relationships with other pupils in the school
- Are having difficulties following the school behaviour policy
- Are having difficulties attending school
- Are at risk of being excluded
- Are new to the school

I work from a strengths- based, person centred perspective, which is first of all working with a child to help identify their strengths, what they can already do, but might not realise they can. Often, children can use these strengths to develop new skills.

Children are referred to the Rainbow Room by their class teacher but referrals can also be submitted by senior staff members or parents.