



Succeeding with Ofsted through a whole-school or setting approach to SEAL

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Welcome!

Welcome to the third newsletter of the SEAL Community. The theme is succeeding with Ofsted (or Estyn, in Wales) through a whole-school or setting approach to SEAL.

We have case studies from two inspirational schools, practical tools for evaluating where your school is in its journey towards a whole-school approach to SEAL and making links between SEAL and the Ofsted inspection framework, lesson plans and ideas for the start of the school year and lots more.

If you missed the first and second newsletters, you'll find them in the Newsletter archive on the SEAL Community's members' pages. The theme (Keeping SEAL alive and growing) of the first may be of interest if you have been using SEAL resources for some years and are looking to refresh your approach. The second focuses on diversity – how schools and settings have adapted SEAL so as to meet the needs of different groups of learners (children with SEN, looked after children, boys who don't respond well to too much talking.)

News Update

PSHE and the new curriculum in England

After another short consultation over the summer, the government in England has issued the final National Curriculum guidance and programmes of study. There has been no shift on their position on PSHE – it will not be statutory and government will not provide programmes of study. The September 2013 announcement says:



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'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. Schools are free to use the organisations and resources they choose and we encourage organisations to develop guidance for schools in the areas of their expertise.'

The PSHE Association has produced a helpful briefing document for schools <http://www.pshe-association.org.uk/uploads/media/17/7822.pdf> which reminds readers that there are in fact still some statutory duties which PSHE helps them to meet. As section 2.1 of the new National Curriculum framework states:



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'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). PSHE education plays an important part in fulfilling all of these responsibilities. See later on in this issue for a practical mapping tool to help you fulfil them!

New programmes of study from the PSHE Association

Filling the gap left by government, the PSHE Association, in consultation with a wide variety of agencies and PSHE practitioners, has produced a revised programme of study based on the needs of today's pupils and schools. Their programme of study identifies the key concepts and skills that underpin PSHE education.

This programme of study covers key stages 1 to 4 and is based on three core themes:

- Health and Wellbeing;
- Relationships;
- Living in the Wider World.

You can find the programme of study at

www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495



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We will be doing some work to map the SEAL resources against the PSHE Association programmes of study so that if you decide to adopt them, you will know which elements will be fully covered through the SEAL curriculum resources and which elements you will need to cover using additional resources. We will put this on the SEAL Community website this autumn.

SEAL in China

SEAL continues to be developed in China with funding and on a scale that we can only dream about. In July this year, the team trained 150 Education officials alongside the Beijing Normal University team who are leading the development with UNICEF, over a five day period.



The UK team worked with the trainers from the university to develop a training package that modeled SEAL, using interactive activities, team building activities, group discussion, check-ins and warm-ups. This represented a real challenge to Chinese colleagues, as the general training approach (as with teaching) is profoundly didactic. However, the trainers really went for it and the participants seemed to enjoy a new way of working, even on Day 5 (which was a Sunday).

The photo shows a 'check out' activity, where participants hold up their fingers to show how they are feeling on a scale of 1-10. This was the final activity.

We couldn't help wondering how people would respond to a five day training course that took up our whole weekend in Britain!



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Those who have been trained are now cascading the training to provincial and county level trainers who will also be trained for five days. The next step will be for the provincial and county level trainers to work directly with school principals to roll out SEAL in their schools. There's a long way to go, as many Chinese schools still have large class sizes and use didactic methods of teaching, including a lot of class chanting, as well as some robust discipline procedures. But if the flexibility and joy of learning a new way shown by the education personnel we worked with are replicated in schools, it will move forward at a pace that might surprise us.

We'll be out there again in December – visiting schools that have started to implement a whole-school approach to SEAL, so we'll keep you updated

Schools should build 'character', say parents

In a recent survey 87% of parents said schools should play a wider role than just delivering academic results. More than 1,000 parents were questioned by Populus for the University of Birmingham's Jubilee Centre for Character and Values.

Most parents said they wanted schools to encourage values such as honesty and fairness in pupils. An overwhelming 95% said it was possible to teach a child values and shape their character in a positive way at school through lessons, team-building exercises or voluntary work.

Minister says young people lack skills for workplace

Nick Hurd, the minister for civil society, believes young people are not getting jobs because they lack the confidence, self-control and 'grit' needed in the workplace. In an August speech he said that a number of young people are out of work because schools are concentrating solely on education and ignoring the social skills employers look for.



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He said: "What we see in survey after survey is employers saying qualifications are important, but that just as important to us are so-called soft skills, character skills, the ability to get on with different people, to articulate yourself clearly, confidence, grit, self-control, these kind of qualities, and they are saying we are not seeing enough of this in kids coming out of school."

Rise in permanent primary school exclusions

The DfE has published statistics on permanent and fixed period exclusions from schools in England for the 2011/12 academic year. The figures show that permanent exclusions rose marginally, going from 5,080 in 2010/11 to 5,170 in 2011/12. The rate of permanent exclusion remained at 0.07% of the school population, which is equivalent to 7 pupils in every 10,000; this follows a steady decline in the permanent exclusion numbers and rate over recent years. While permanent exclusions in primary schools remain low, it is in primary settings where most of the rise is seen, with numbers going from 610 to 690 – a rise of 13.9%. The number of fixed period exclusions decreased, going from 324,110 in 2010/11 academic year to 304,370 in 2011/12 academic year, with the decrease being almost exclusively in secondary schools as there was relatively little change in primary and special school figures.

Dip in wellbeing

The happiness of children in the UK is in decline, with 15% of young teenagers reporting low well-being, a report from a children's charity says.

The Children's Society's Good Childhood Report says well-being has dipped since 2008 after a period of improvement from 1994. About 42,000 eight to 17-year-olds were quizzed about their well-being using a mix of extensively trialled questions.



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The report found that around four-fifths of children could be said to be 'flourishing'. This was defined as having scored on or above the mid-point for questions about their life satisfaction and psychological well-being.

But one in 10 children could be said to have low well-being, defined as scoring below the mid-point for the same questions. Such children are several times more likely than those with average to high well-being to experience family conflict, bullying, problems in their friendships and other negative experiences.

Teenagers aged 14 and 15 had the lowest self-satisfaction, with 15% reporting low well-being. Previous research has consistently found that well-being declined between the age of eight and 15. The new findings showed this age-related downward trend reversed at 16 or 17 for life satisfaction, psychological well-being and choice.

The areas with the greatest falls between eight and 15 concerned school, appearance, money/possessions and the future. The researchers note: "Appearance seems to be an aspect of life that is a particular issue for children in their early teenage years. There is a large drop in happiness with appearance between the ages of eight and 12, which continues at a low level for 13, 14 and 15-year-olds, and then increases again at 16 and 17 years old."

Children said that having loving and supportive family relationships was important for their wellbeing. Having a reasonable level of choice and autonomy - particularly for teenagers - was vital.

Chief executive of the Children's Society Matthew Reed said: "The well-being of our future generation in the UK is critical, so it is incredibly worrying that any improvements this country has seen in children's well-being over the last two decades appear to have stalled.



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"These startling findings show that we should be paying particular attention to improving the happiness of this country's teenagers. These findings clearly show that we can't simply dismiss their low well-being as inevitable 'teen grumpiness'.

"They are facing very real problems we can all work to solve, such as not feeling safe at home, being exposed to family conflict or being bullied."

MindFull: a new digital mental health and wellbeing service

Mind Full <http://www.mindfull.org/> is a free digital service for young people aged 11-17 who are looking to access real-time wellbeing and mental health support. They can access a range of self-help information and resources, expert mentoring support and professional counselling and psychotherapy in a safe and secure online environment. For schools, there are a range of downloadable and interactive resources that can be used with groups to help them develop their emotional literacy, resilience and positive coping mechanisms.

Interesting new research

Research suggests link between well-being and achievement

Miller, S., Connolly, P., and Maguire, L. (2013) Wellbeing, academic buoyancy and educational achievement in primary school students. International Journal of Educational Research Available online 18 June 2013

Researchers from Queen's University in Belfast have explored the relationship between well-being and academic achievement scores among primary school children, and found it to be statistically significant. These new findings were based on data on academic achievement and a range of well-being indicators gathered through a cross-sectional survey of 1,081 pupils aged 7–11 in Northern



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Ireland. The team used six of the most common measures of well-being, covering psychological factors, school engagement factors, and family and peer relationship factors.

The authors found that the positive relationship between well-being and achievement was the same for all children, regardless of their gender or socio-economic background. Therefore, they suggest that efforts to improve achievement that focus on well-being should not be targeted specifically at children in economically deprived areas or be modified in terms of gender. Instead, a more universal approach to promoting well-being across the population would be appropriate in order to improve educational achievement.

Mindfulness in schools

Kuyken, W. et al (2013) Effectiveness of the Mindfulness in Schools Programme: non-randomised controlled feasibility study. Published online ahead of print June 20, 2013, doi: 10.1192/bjp.bp.113.126649

A study of the Mindfulness in Schools Project (MiSP) has shown that it reduces depressive symptoms, lowers stress, and increases well-being in teenagers.

The MiSP programme is a complex intervention that includes elements for young people who are stressed and experiencing mental health difficulties, for those in the normal range of mental health, and for those who are flourishing. It consists of nine lessons given weekly. A non-randomised controlled feasibility study matched six secondary schools teaching the MiSP programme with similar schools. Pupils aged 12-16 took part in the programme and were tested before the intervention, after the intervention (two months later), and at follow-up (three months later). After the intervention, there was strong evidence of lower depression scores for those receiving the MiSP programme. At follow-up, there was evidence of increased well-being, lower stress, and lower depression scores.



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The authors say that the next step should be a randomised control trial, with longer follow-ups, to examine key processes and outcomes, and pay close attention to generalisability.

A review of anti-bullying strategies in schools

*Thompson, F. and Smith, P. (2011) The use and effectiveness of anti-bullying strategies in schools
London: DfE*

This review of anti-bullying strategies in schools asked teachers what strategies they had found to be successful in preventing bullying. The authors conclude that the starting point needs to be a long term and intensive in-school commitment to challenge bullying. The commitment needs to have sign-up from staff, students, parents and governors.

The report suggests that programmes that embed anti-bullying work into the curriculum are helpful. It notes that SEAL is seen by primary schools as an effective platform. Teachers rated staff training and the modelling of positive relationships and communication strategies as highly effective.

The neuroscience of social and emotional learning

A new video has been produced (https://learni.st/learnings/172109-the-heart-brain-connection-the-neuroscience-of-social-emotional-and-a?board_id=24353), showing how social and emotional learning changes the brain. The video, suitable for adults rather than children, is a quite technical but very interesting lecture about the latest neuroscience. It demonstrates how helping children and young people to learn to regulate their emotions changes their brain function in ways that increase physical health and academic performance.

An academic perspective on a whole-school approach to social and emotional learning

Click here http://sealcommunity.org/files/member_resources/Social-and-Emotional-Learning-in-Schools-From-Programs-to-Strategies.pdf to read *Social and emotional learning in schools: from programmes to strategies*. This special academic report from the US proposes that schools should



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integrate the teaching and reinforcement of SEL skills into their daily interactions and practices with students – a key and distinctive feature of our UK SEAL approach.

Does Philosophy for Children have an impact on social and emotional learning?

Cassidy, C. and Donald, c. (2013) Philosophy with children: talking, thinking and learning together. Early Child Development and Care, Vol 183, No. 8.

Philosophy for Children (www.sapere.org.uk) is one of the approaches recommended in the SEAL resources as a vehicle for SEAL learning. A study by Dr Claire Cassidy investigated the impact in seven Scottish primary and secondary schools.

Children were given age-appropriate vignettes and follow-up questions, such as 'Aileen's parents have offered to pay for her to go to the cinema with four friends as a birthday treat. They have said they cannot afford to pay for more than four friends to go. Aileen has five good friends she would like take with her. What would Aileen do? Why? Would you do the same as Aileen? Why?'

The children then took part in Philosophy for Children lessons for one session a week for eight to ten weeks. They were then given another series of vignettes and questions to answer. Results for the 'Why?' questions showed a significant improvement in the quality of children's responses, on a scale going from a basic explanation with no or minimal justification to a considered and elaborate explanation with justification and evidence of empathy and alternative perspective-taking.

When interviewed, children spoke of the way the philosophy sessions had influenced the way they made decisions, having become more questioning of themselves and others, and more likely to consider the consequences of their thinking or actions.



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Sharing practice: case studies from local areas, schools and settings

SEAL, behaviour and Ofsted at Bradley Stoke Community School

Bradley Stoke is a large, fairly new community secondary Academy on the northern outskirts of Bristol. The school has maintained a very high attendance rate and a low exclusion rate since it opened. Ofsted were very impressed with student behaviour and attitudes when they visited this year, saying *'Students' behaviour is outstanding and they feel very safe. They have an excellent understanding of the school's high expectations of behaviour and students' attitudes to others are first rate. Provision for students' spiritual, moral, social and cultural development is outstanding and ensures that students develop into highly informed and reflective young people.'*

The school's SEAL work is led by Susie Davis, Director of Student Support. Susie is a real expert in social and emotional learning, with a background in behaviour support and a postgraduate diploma in emotional literacy from the University of the West of England.

When she joined the school seven years ago there was a SEAL-supportive ethos but no explicit teaching of SEAL skills. She set out to develop multi-stranded layers of provision, from ethos to student voice, peer mentoring, support for parents and a taught SEAL curriculum.

Initially she embedded SEAL into transition activities. New Y7 students spend a day exploring how they feel on starting secondary school, what they are looking forward to and any worries they have. One term in they spend time reflecting on where they are now. There is also a summer project called 'My time to shine', when children present to each other things about themselves that make them who they are.



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SEAL and Anti-bullying became a focus of the school's 'Session 16' learning experiences, where student timetables are collapsed every 16th day. They were also incorporated into tutor time



activities and student-led assemblies.

Anti-bullying

The school's anti-bullying work is particularly strong. Last year anti-bullying week in November focused on student language – the words we use to each other and their impact. Students completed an anonymous on-line survey about their language use, which showed that the word 'gay' was

widely and inappropriately used to describe anything from trainers to pencil cases. The school worked on a range of initiatives with a Bristol-based group who tackle homophobia. One in particular caught Ofsted's eye: 'The school's openness and the strategies used to tackle harassment and educating students in the different forms of bullying are outstanding. One recent strategy involved all staff members wearing T-shirts highlighting homophobic bullying. The 'Good as You' shirts were highly effective in raising students' awareness of this form of bullying.'

Students used tutor time to design a student language charter and posters showing why it is important to use words in the right way.

Family SEAL



Family SEAL was introduced in 2010 with a programme that Susie devised. In a full evaluation report, Susie notes that 'the challenge of transferring learning and skills with students into everyday life outside of the classroom isn't easy.



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Expectations around behaviour, attitudes to learning and self can often be very different in the home context, and the need for a shared understanding with our parents that would ensure a consistent approach became highly apparent. Added to this was a strong desire to engage parents in a more positive and constructive dialogue that recognised their own needs in relation to SEAL and helped them to identify their child's strengths and weaknesses, as well as empower them to make changes and become confident, assertive and emotionally literate parents.'

As a pilot project, the school selected a small group of parents to target for the programme. They were parents who were struggling with relationships with their child, often had difficult meetings and conversations with the school due to behaviour issues, whose child appeared unmotivated, lacked resilience or had unsatisfactory school attendance. The first challenge was to get them through the door; Susie and her team spent a great deal of time encouraging them to attend, with a deliberately informal approach by letter and phone.

The programme (which is now available to buy) took parents on a journey through the five domains of SEAL – self-awareness, managing feelings, empathy, motivation and social skills. Activities helped parents understand the five areas and reflect on them in relation to themselves. Sessions aimed to equip them with the information and skills to support their child and enhance their own areas of SEAL, which they evaluated at the start of the programme.



Each evening session lasted approximately one and a half hours, although as the group became more confident and open with each other, sessions became longer. This was the content:

Session 1 Setting the scene

What exactly is SEAL and what has it got to do with me?

Session 2 Understanding the teenage brain

It's like an entertainment system that isn't wired up right!

Session 3 Self-aware and high esteem



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Knowing me and knowing you
Session 4 Talking to your teenager Tips on good and bad communication
Session 5 Assertive parenting The way to parent!
Session 6 Emotions: recognising and managing them How they feel? And, how they cope
Session 7 Sex, Alcohol and Drugs What, why and how?
Session 8 Getting motivated, feeling optimistic and bouncing back! What motivates your teen and how can you help? Programme review
Session 9 Student and Parent activity session Bringing it all together

The programme is a visually engaging, with a colourful and often humorous approach to the topic which included games such as the 'school bus stop' where parents reflected on their own likes and dislikes about their school experience, as well as interactive activities and opportunities to share experiences and ask questions. Each week parents had their own homework task to try out strategies they had learnt.

The impact of the programme has been huge. Students involved showed large gains on the PASS (Pupil Attitudes to School and Self) questionnaire, and improved academic progress. Two thirds showed improved attendance, and there were reductions in behaviour incidents for all those whose behaviour had been a concern at the start.

Every parent involved strongly recommended the programme and felt they benefited. They were able to report important changes: "A conscious effort to manage my own feelings and avoid



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reacting angrily”, “To talk more and understand better”, “Being more assertive and establishing consequences better”.

Parent became much more willing to share their thoughts and feelings over the course of the sessions and formed a strong bond. To this day they still meet as a group.

A SEAL refresh

SEAL at Bradley Stoke had been linked to the school’s core values, the 4Rs - Reflective, Resilient, Resourceful and Responsible, which form the basis of staff reports for parents and students. As with any development, the 4 Rs had become less of a driver over time, and needed a refresh.

A colleague of Susie’s, Jacqui Gallagher, had previously worked at a school where she had already been developing an approach to learning and development based on students’ strengths and with origins in Positive Psychology. This is now being implemented Bradley Stoke.

Positive Psychology has identified that when people are ‘thriving’ they are usually aware of their own strengths and are using these to support them across all other areas. Knowing and following one’s strengths provides a sense of direction, helps to develop confidence and helps achieve one’s goals. The development of certain strengths also helps build resilience and provides a buffer against depression and other mental health issues.

24 key strengths have been identified by researchers, and these form the basis of work at Bradley Stoke. They include enthusiasm, fairness, teamwork, creativity, self-control, courage and kindness.

These strengths have been highlighted to students in launch assemblies that used plenty of visual support and fun You Tube clips. Students have completed an on-line questionnaire which profiles the strengths of individuals and provides a baseline for tutor groups and the school as a whole.

Tutor groups will look at their collective profile and work on targets for improvement. Students are encouraged to use their particular strengths to help others in their group – for example, a pupil with a strength in enthusiasm might use this to help someone to improve their self-control.



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Tutor groups will look at a different strength each week in tutor time, using an online folder of activities which Susie and Jacqui have created. Students will design posters and 'strength postcards' to be given to students to celebrate particular achievements or progress. Existing peer tutors will be trained up in the strengths approach, so that they can provide support to peers.

Staff development

The strengths approach was launched at a staff meeting in the summer term. Susie and Jacqui have kindly shared the presentation and activities they used; you can find it here

<http://sealcommunity.org/member-resource/staff-training-strengths-approach-bradley-stoke-community-school>.

Staff were immediately enthusiastic and quickly began to use the language of strengths. This language will, it is hoped, create a consistent, whole school approach that students will experience in their subject lessons as well as tutor time.

What's worked?

Reflecting on the school's SEAL journey, Susie says how much she has valued the opportunity she has had to contribute to a cohesive ethos in a relatively new school that has been growing its intake year group by year group. She feels that what has worked in school has been a shared understanding of the strong links between social and emotional development and learning, as well as behaviour. 'What we often see in our school is poor learner confidence' she says. Addressing this through a focus on how learners **feel** has helped students to achieve. The new strengths approach promises to take this even further.

For further information about the work at Bradley Stoke, or if you would like to visit, contact Susie on 01454 868812/8840 or susie.davis@bradleystokecs.org.uk.

Training in using secondary Family SEAL is available from the school and The Family SEAL materials used at Bradley Stoke can be bought from Futurelink Publishing (www.futurelinkpublishing.co.uk)



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SEAL, achievement and Ofsted at Netherfield Primary School

Netherfield Primary is a unique and inspirational school. Just outside Nottingham, it serves a community of disadvantaged, mainly white British families – the children who national statistics show to be the hardest group in which to raise standards. The school also welcomes a number of children at risk of exclusion or already excluded by other schools. Yet Ofsted have recently judged pupils' achievement to be outstanding – as well as the quality of teaching, the behaviour and safety of pupils, and leadership and management.

Many things have contributed to these outcomes: inspirational leadership, brilliant work to engage families and raise aspirations in the community, a creative curriculum and great teaching. But one element that has played a key role in accelerating the school improvement journey has been a whole-school approach to SEAL

A key driver

SEAL is one of the four key 'drivers' in the school's vision for children. This, says subject leader Jo Mulligan ('SEAL lead innovator' is her job title), has helped a great deal. Netherfield is a busy school, full of exciting activities, so that it can be hard to find time for everything. But Jo is able to say to colleagues 'I need you to remember to do this please because it is one of our drivers.'

Support from the senior leadership team has given Jo the chance to make SEAL high profile and visible. SEAL is the second box on every report to parents/carers, for example, with teachers noting particular areas where children have experienced success.

There is an expectation that time will be dedicated to discrete SEAL teaching in every class – at least four to six sessions per half term. Jo has devised a curriculum map and directs staff to the national SEAL materials but also emphasises the need to respond flexibly to what she calls 'the feelings and mood of the school'. For example, at a time when children experienced a number of losses (the death of the much-loved school dog, and a number of adult deaths in the community) there was a particular focus on work on bereavement from the SEAL Relationships theme.



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SEAL and learning

Netherfield's approach is particularly interesting because of its innovative work to enhance the SEAL learning opportunities relating to motivation and resilience. The school has drawn here on Chris Quigley's work on the 'Secrets of Success'.

Chris proposes eight secrets of success: Finding your energy, Learning to concentrate, Working hard, Pushing yourself, Imagining forever, Improve a bit, Understanding others and Don't give up. Jo and the team have blended these with SEAL themes to create six half-termly blocks of work:

Understanding others	Work hard and concentrate	Push yourself to improve	Try new things	Don't give up	Imagine your future
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The September theme is Understanding others, with much of the planning drawn from the SEAL New Beginnings resources. Each class teacher creates a 'Welcome' book which hangs outside the class, with information about the children, the staff and general information about the school. This is used by any new child or adult. Each class develops its own class charter/contract, naming it themselves. One class called theirs the Fun Charter, as it was about how they would ensure that

learning was fun for everyone.



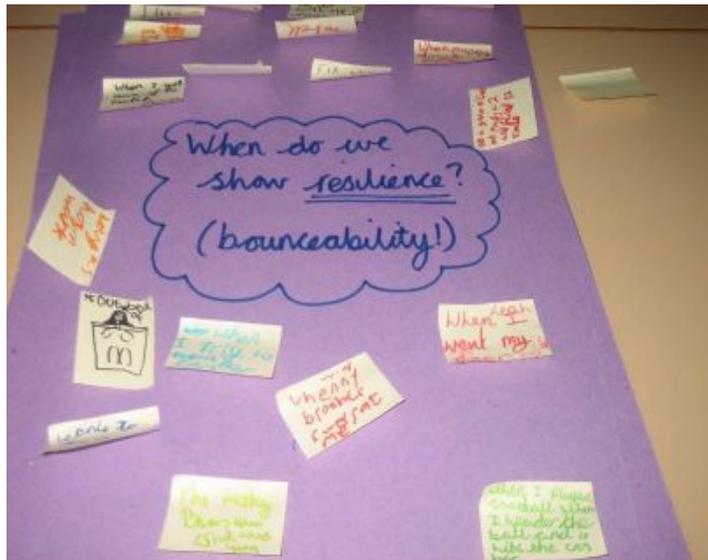
Also in the 'Understanding others' theme, Jo's Y4 class talked about how older members of the town community in Netherfield perceived the younger generation. Children predicted what they might say, and shared examples of anti-social behaviour that they had seen. They then constructed a questionnaire and went into the community to find out what people thought. There were so many skills in this activity alone - talking to people they didn't know,

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listening to opinions, understanding that they were building links with their community. The class then came back to school to discuss ways of building stronger links, and how their behaviour on the street when they are out playing impacts on residents' feelings.

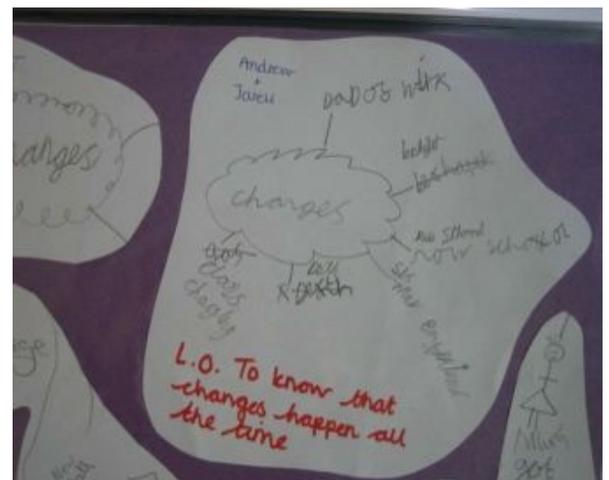
Ideas from SEAL theme Good to be me, which the children love, have been incorporated into the work on 'Try new things'. Jo put up a sheet in her Y4 class asking 'Who would like to teach the class something?' Children signed up to teach others skills like tap dancing and boxing. They then planned and led the learning over three afternoons.

Also popular was work on 'Thinking outside the box', focusing on how to think on your feet. Jo used You Tube clips (from The Cube game show) about problem solving, keeping going and trying a different way. Children watched the clips then had their own Cube session in class when they tackled puzzles and problems against a time limit. The learning transferred to other subject areas; now children might say, when struggling with their writing or maths, 'I'm thinking outside the box – I've got to change the way I'm doing this.'



Monitoring and evaluation

All subject leaders at Netherfield are expected to look at planning and monitor children's work. Jo found it easy to look at planning but it was harder to monitor work. After much thought she decided to ask each class to put together a SEAL Book containing at least three pieces of



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evidence for each half term's theme. Evidence can be photos, writing or things that children have said. Each entry is dated and shows what the learning objective was.

Children make the cover and decorate the books, which hang in a prominent place in each classroom. They can often be seen getting the book down to look through it and revisit their work.



Children are leaders at Netherfield, with a Children's Parliament and child 'Ministers' for every curriculum area. So Jo has help with her monitoring from a child in Y6 who is the SEAL Minister.

Jo and her SEAL Minister initially looked at some SEAL books together to assess the work. Now her Minister is able to monitor independently. She

also checks that each class has displayed its Investors in Pupils individual and whole-class targets – targets set by children in the first SEAL session each half-term. These targets might be academic or personal, and are very powerful. Jo describes for example how children who were high achieving set themselves a target about helping others, then off their own bat set up a handwriting club for those who needed support in this area.

The whole-school approach

SEAL at Netherfield is far more than discrete teaching and targets. Everything in the school ethos supports its key messages. The school's system for promoting positive behaviour is entirely based on helping children and adults recognise and manage the emotions that underpin behaviour. 'You never hear the word naughty', says Jo. 'It's all about feelings and choices.'



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There is no behaviour policy. Instead, there is a policy about Engagement and Mood Management. All classrooms have a retreat area where children can go if they need a quiet space to manage their emotions.

Everyone in school recognises the close links between academic and social and emotional learning. Every fortnight each year leader writes a report highlighting children who are showing accelerated learning, and children who have barriers to their learning. Very often the barriers are social and emotional – the child who is involved in lots of playground arguments, for example, or the child who has lost a grandparent. Where these barriers are identified, they can be quickly tackled, drawing on a whole range of light touch to more intensive pastoral interventions which include nurture group provision.

Social, emotional and behavioural achievements are regularly celebrated. One lovely idea is the Integrity Award. Each week children and staff nominate a child within the class who has shown integrity – doing the right thing even when nobody in authority is looking. The twelve nominated children are invited to sit in front of the whole school in a special assembly. They receive a badge and certificate and can choose to wear an integrity sash all week. Their name is entered on a Roll of Honour and their parents receive a letter in the post about the award. A recent development has been to involve the local community – shopkeepers and so on – in nominating children for awards.

Family SEAL

Family SEAL is strongly promoted to parents/carers as a way in which they can support their child's learning. An external agency (Life Education Centres Nottinghamshire and Derbyshire) comes in to co-run sessions with Lesley Balfe, the school's home-school liaison worker. Groups are open to all but Lesley, drawing on her excellent relationships with the community, encourages particular parents to attend. There is thus a good mix in the groups, and parents who need more support have the benefit of good role models.



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Netherfield's PE coordinator also organised special Family SEAL sessions at a local ice rink which runs an eight week programme to encourage parent-child bonding, with a free skating session as a reward.

Challenges

Nothing stands still at Netherfield and Jo is now working on plans to embed other key elements of PSHE, such as SRE and drug and alcohol education, more firmly into the SEAL work. Y5 are already enjoying SRE work as part of their Changes themes, and the school's annual anti-bullying week in November has a strong e-safety element. The school has a Healthy School award and works on healthy eating. But Jo envisages one big map linking all these strands together. Given her energy, there is no doubt she will succeed!

For more information about SEAL at Netherfield, or if you would like to visit, contact Jo Mulligan at jomulligan2004@yahoo.co.uk , tel: 0115 961 0580

Practical tools

Tools for evaluating where your school is on its journey towards a whole-school approach to SEAL

In last month's newsletter we summarised some research by Professor Robin Banerjee and others which found evidence that a whole-school universal approach to SEAL was significantly associated with school ethos, which in turn was associated with better social experiences for pupils, higher overall school attainment, and lower persistent absence.

The researchers identified the key elements that go to make up a truly whole-school approach to SEAL, and examples of school practice related to each element. We've used their work to develop a simple self-evaluation tool for evaluating where your school is in its journey towards a whole-school approach. You can find it **here** <http://sealcommunity.org/member-resource/whole-school-approach-seal-evaluation-tool>.



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There are other self-evaluation/monitoring tools on The SEAL Community website. These are based on National Strategies materials. One is a **School Self Review**

<http://www.sealcommunity.org/member-resource/school-self-review> which can be used to identify what you have already achieved in implementing SEAL, and where you might want to move on to next. The other **How well are we doing with SEAL? A learning walk**

<http://sealcommunity.org/member-resource/seal-monitoring-framework> provides ideas for a learning walk around the school, lesson observations and discussions with a group of children.

Succeeding with Ofsted

New on our website is a tool you can use to make the links between SEAL and the Ofsted inspection framework. The tool shows how SEAL contributes to key judgements in the framework, and signposts staff to SEAL themes and resources that will help them meet inspection criteria. You can find the tool **here** (primary) <http://sealcommunity.org/member-resource/seal-and-ofsted-primary> and **here** (secondary) <http://sealcommunity.org/member-resource/seal-and-ofsted-secondary>.

Resource round-up

Check out the new resources on the SEAL Community website for the start of the school year and the SEAL primary **New Beginnings** and secondary **Place to learn** theme. You will find the resources **here** <http://sealcommunity.org/member-resources/239>.

If you are planning now for work on SEAL themes **Getting on and Falling Out** (primary) or **Learning to be together** (secondary), try these resources

- A completely fabulous film about friendship, for any age. You need to have signed up to TES Pro to access it – there are other versions on You Tube but this is the best.

<http://www.tes.co.uk/teaching-resource/Friendship-The-dog-and-the-dolphin-6143364/>.



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- Unit 1 My Friends, from *My life*, a free KS2 teaching resources produced by The Children's Society. Using stories, animations and online activities, this unit helps children identify helpful ways of interacting with their peers and making friends, consider what makes a good friend, and understand the support children can receive from a good friend when things in their own lives are difficult. <http://www.mylife4schools.org.uk/teachers/making-friends>
- A brilliant short film about how cooperation helps , featuring ants/penguins/crabs – suitable for any age group <http://www.youtube.com/watch?v=jop2I5u2F3U>
- Some good activities at <http://dfuse.org.uk/teaching-resources/> to supplement work on conflict and anger in the national secondary SEAL resources.
- BT's free All Talk resource (www.bt.com/alltalk) where *Trouble Talk* and *Talk on Task* modules cover handling tense situations, and working effectively in groups using video and fun activities

And on The SEAL Community web site, at <http://sealcommunity.org/member-resources/233>

- A secondary lesson plan, card sort, worksheet and PowerPoint on the theme of friendship
- A secondary lesson about relationships, particularly romantic ones. It has some great pictures!
- A primary/early secondary assembly called Random Acts of Kindness
- A great Powerpoint for secondary or older primary called a Cherokee Indian story , which will get children thinking about whether to 'feed the monster' of anger, or take a different path.
- Assertive/passive/aggressive secondary Powerpoint, one of a series of lessons about relationships and communication
- A KS1 assembly about celebrating differences and working together as a team
- Some fun team-building activities for primary or secondary, which could be used to help children reflect on what we need to do to work effectively with others

PLUS



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Two all-new fabulous Powerpoints (one primary, one secondary) we've created to kick off lessons on friendship and conflict resolution. Find them *here* <http://sealcommunity.org/member-resource/fabulous-powerpoints-kick-lessons-friendship-and-conflict-resolution>

Looking ahead to **anti-bullying week**, check out

- The brilliant lesson plans on the Beat Bullying site
<http://archive.beatbullying.org/dox/resources/resources.html>

And on the SEAL Community website, <http://sealcommunity.org/member-resources/229>, you'll find:

- An antibullying assembly for primary or early secondary- Who wants to be a millionaire and beat bullying?
- A secondary PowerPoint on spreading rumours as a form of bullying
- A Y7 anti-bullying resource of fourteen short sessions, suitable for tutor group time
- The classic *Let's fight it* film about cyberbullying - with lesson plans- created for secondary but also good for older primary pupils.

Our Top Resource: reviewed by practitioners ...

Helping Children with Feelings – nine guidebooks and nine accompanying stories (or buy each separately) By: Margot Sunderland and Nicky Armstrong

Find at: www.speechmark.net Code: 0025449 **Cost:** £284.00 for all 18 books (from £19.99 for individual books)

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These books are invaluable – I can't count the number of times I have used and recommended them for staff with those really hard to reach children - the ones that keep us awake at night . Guidance and a beautiful story book on different topics to use with small groups or individuals. Thoroughly recommend these to every school! **SEAL COMMUNITY MEMBER Philomena Jordan Patrikios**

Helping children who are Anxious or Obsessional * Helping Children with Loss
Helping Children who Bottle Up their Feelings * Helping Children Locked in Rage or Hate *
Helping Children who have Hardened their Hearts of Become Bullies * Helping Children with Fear
***Helping Children with Low Self-Esteem * Helping Children Pursue Their Hopes and Dreams**
***Helping Children who Yearn for Someone They Love**

The titles in this extraordinary series are a vital resource. Nine practical guidebooks, each with an accompanying beautifully illustrated storybook, have been written to help children (aged 4-12) think about and connect with their feelings. These guides and stories enable teachers, parents and professionals to recognise the unresolved feelings behind a child's behaviour and to respond correctly to help. Each guidebook focuses on a key feeling and is written in very user-friendly



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language. The exercises, tasks and ideas for things to say and do are specifically designed to help children think about, express and process the feeling to the point of resolution.

Upcoming newsletters

The next newsletters will be themed around

- SEAL and PSHE
- Using drama and film in SEAL
- SEAL in the early years
- SEAL in KS4

Please contact us, using the 'Contact us' option on the website or email jean.gross@btinternet.com directly if you have interesting practice to share in these areas. Let us know the best phone number and times to contact you. or just email with useful resources you have found, or your top tips. We'd love to write your work up as a case study, too, so do get in touch.

We want to hear from you!