



The SEAL Community Newsletter

No.7, January 2015

SEAL developments

In this issue...

News update

£3.5m DfE funding to improve character education in England ... Education Endowment Foundation offers funding to test ways of developing character... Apply for a £15000 character award for your school... Character, resilience and wellbeing now the government's biggest priority... SEAL in China...New evidence for schools on the link between pupil health and wellbeing and attainment... Children in the UK are among the least happy in the world, finds Children's Society... New DfE guidance on promoting fundamental British values... Survey of 30,000 pupils reveals that teenagers – especially girls – increasingly doubt themselves ... One marshmallow or two? Early Intervention Foundation host seminar on self-control

Resource roundup: New resources for Going for Goals and Keep on Learning SEAL themes... Advice for parents and carers on cyberbullying... Comic strips and animations... Dove Self-Esteem Project resources for Key Stage 3 ... Women's Aid Expect Respect resource... New technology for the SEAL emotional barometer?... Knightly Virtues ... Character course... The Chameleon's Game

Interesting new research

SEAL and academic success.... Teach children that intelligence is malleable - it works... Teacher well-being influences attainment... Emotional health in childhood is the key to adult life satisfaction... Feeling valued really matters... Going for the right goals - what kind of motivation should we seek to develop in schools?... Zippy's friends... ART - Aggression Replacement Training... Friends for life?... Does circle time work?... Catch it young...More evidence for the impact of mindfulness... Does childhood bullying have lasting effects?... Is it possible to overcome shyness?

Sharing practice: case studies

SEAL developments in Dorset

Practical tools:

Inspirational visitors to school

The KiVa Anti-Bullying Programme: training for schools

Welcome!

Welcome to the seventh newsletter of the SEAL Community. The theme is SEAL developments, with a case study from Dorset local authority and Downlands Community School. We've also lots of new resources to develop goal-setting, perseverance and resilience.

If you missed our earlier newsletters, you'll find them in the Newsletter archive on the SEAL Community members' pages. The theme of the first (Keeping SEAL alive and growing) 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.) The third is all about Ofsted/Estyn, the fourth is about SEAL and academic learning, the fifth focuses on SEAL and early years and the sixth on SEAL in secondary schools.

News Update

£3.5m DfE funding to improve character education in England



A multi-million pound push to place England as a “global leader” in teaching character, resilience and grit to pupils was announced by Education Secretary Nicky Morgan on 16 December. This is the DfE press release:

Schools and organisations that offer activities promoting character in pupils will see these programmes expanded through a new £3.5 million fund, designed to place character education on a par with academic learning for pupils across

the country. Announced as a “milestone in preparing young people more than ever before for life in modern Britain”, the move will see new and existing projects encouraged to develop the virtues in pupils that are vital to fulfil their potential and realise their aspirations.

The abilities and traits that help young people persevere with setbacks, confidently engage in debates, and contribute to the wider community have been recognised by Education Secretary Nicky Morgan as “equally important” to young people as securing good grades. Nicky Morgan said:

Today's announcement of a £3.5 million grant scheme for character education projects is a milestone in preparing young people more than ever before for life in modern Britain. It will provide a boost to those already doing great work, while also helping excellent projects get off the ground. Excellent teachers already produce well-rounded pupils, and today's news will give more schools the support, inspiration and resources to go even further. The move is a landmark step for our education system. It will cement our position as a global leader in teaching character and resilience, and will send a clear signal that our young people are being better prepared than ever before to lead tomorrow's Britain."

Examples of existing character efforts include those by London's King Solomon Academy, which fosters commitment, endeavour and resilience, as well as scholarship, in its inner-city pupils.

SEAL developments

Inspired by the US Knowledge is Power programme (KIPP), the headteacher has introduced character-based rewards for pupils, while unabridged Shakespeare plays are produced from year 7 onwards. School 21, a free school in Stratford, east London, places the 'growth' of the whole child at the centre of its education. It has developed a rich well-being curriculum that stresses the importance of self-control, humour and charity. The school day includes time for students to 'master' personal goals, such as grammar, an instrument or a language.

From early next year, projects can apply to the fund to expand their existing efforts or to set up new initiatives. All approaches of character education will be considered, including those based both in and out of school, but applicants must display evidence that their activities result in better grades, improved behaviour or improved job prospects.

Ensuring all pupils leave school ready for life in modern Britain is a key part of the government's plan for education. Creating a strong work ethic, along with raising educational standards and improving classroom behaviour, is also crucial for building a strong future for Britain's economy.

A further £1 million has also been announced to expand research into the most effective ways that character can be taught. The funding, to be matched by the Education Endowment Foundation, will test the work of non-profit character education projects through school-based randomised control trials. The evidence will be used to further develop approaches to character education. While evidence from across the world, particularly the US, already exists, today's announcement intends to secure England's place as a global leader by expanding the nation's provision and evidence base for character education.

Education Endowment Foundation offers funding to test ways of developing character

The Education Endowment Foundation (EEF) is asking for proposals from schools, local authorities, charities, universities and other non-profit organisations that want to test ways of developing a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as motivation, grit, resilience, self-control, self-confidence, social and emotional skills, and communication skills.

The EEF will prioritise applications that have the strongest evidence that they are likely to lead to improved engagement and attainment at school, or improved longer-term outcomes (e.g. employment). They are particularly interested in approaches that are likely to improve the outcomes of disadvantaged children and will consider both targeted interventions and universal approaches working with whole classes, year groups or schools.

Read more at <http://educationendowmentfoundation.org.uk/apply-for-funding/character-and-education-funding-round/>

Apply for a £15000 character award for your school



Education Secretary Nicky Morgan has announced new 'Character awards' which schools can apply for in January. Character, she said, 'can be developed in pupils in a wide variety of ways, through teaching values in personal, social, health and economic (PSHE) or citizenship lessons, through



SEAL developments

the full curriculum, or by competing on the playing field or taking part in extra-curricular activities such as the Duke of Edinburgh Award, the National Citizen Service or after school debating clubs. Applicants to the character awards, who can enter from January, will be judged on the extent to which they have been successful in promoting character education in children and young people, on the level of innovation demonstrated, on the extent to which success is shared with others to spread practice and on their future plans to spend any prize money attracted.'

Schools and organisations can apply, through an online application, to be recognised as a leader in character education. Applicants should be able to prove their programme develops character traits, attributes and behaviours that underpin success in school and work, including:

- perseverance, resilience and grit
- confidence and optimism
- motivation, drive and ambition
- neighbourliness and community spirit
- tolerance and respect
- honesty, integrity and dignity
- conscientiousness, curiosity and focus

Applicants should demonstrate outstanding practice of character education in the 2013 to 2014 academic year. The programme will be targeted at children of compulsory school age of 5 to 16, will have run for at least one year, and should be part of a long-term approach.

There will be 3 regional winners and one national winner. The closing date is the 30th January. Details and entry criteria can be found at: <https://www.gov.uk/government/news/dfc-character-awards-application-wind...>

Character, resilience and wellbeing now the government's biggest priority

In a speech at the Children and Young People Now Awards, Sam Gyimah, education and childcare minister, acknowledged the crisis in mental health services for children and young people and said "It's right that we renew our focus on the character, resilience, and wellbeing of children and young people – it's one of the department's biggest priorities over the coming months."

He added "So often it can feel like schools and teachers are judged purely on the results they achieve, on their standing in the league tables. But inextricably linked with academic successes are wellbeing, character, confidence – all of the ingredients that come together to create the whole child."

His speech launched a new schools-based initiative to improve the support and counselling available in primary and secondary schools. "I'm pleased to announce the development of a new departmental strategy that focuses on getting experts to distil what it is that makes for good counselling services in primary and secondary schools – and what the wider benefits can be, how we can unlock the potential of pupils, and work out when they need more specialist help."

SEAL in China

Regular readers of this newsletter will know that the primary SEAL resources have been chosen by the Chinese Ministry of Education as the basis for a pilot social and emotional learning curriculum in five provinces in China. Julie Casey and other members of the SEAL Community have been visiting China regularly to provide support. They recently went out to join a conference for a hundred schools from different regions, held over the course of three days at a large city school which catered for over 5000 students.



The focus was the practical use of interactive, experiential activities using a Circle Time format, and ten teachers had been invited to prepare and demonstrate Circle Time lessons based on

the (translated) SEAL materials for Y3+4 and Y5+6. This in front of an audience of 200 School Principals and Local Education Officials – daunting for any teacher, particularly as they had never met the classes they would be doing the lesson with until they arrived on the large stage which served as the ‘fishbowl’ classroom. Even more of a challenge when you consider that Chinese teaching is generally extremely didactic with teachers at the front and children chanting answers as a group!



Julie says ‘We were all moved and impressed by the demonstration lessons we saw. A class of forty children took to the stage, the teacher introduced themselves, introduced the SEAL learning outcome for their chosen session and they were off! We saw a range of check-ins, circle time starters and interactive activities taken from the materials, which were delivered to the letter.’

Despite being unused to being taught in this way, the children were incredibly well behaved and took great delight in having the opportunity to speak, talk about their feelings, discuss in pairs and groups and share their group’s thinking with the class – experiences in the main new to them and to the teachers.

Perhaps the biggest difference between the demonstration lessons and the teaching the UK team have observed in Chinese schools generally was the warmth of the relationship, the way that



SEAL developments

the activities allowed the teachers to relate positively to the children as individuals. ‘The beaming smile of one boy when his classmates and teacher showered him with positive feedback in the game of ‘Compliments’ will stay with me for the rest of my days’, says Julie.

New evidence for schools on the link between pupil health and wellbeing and attainment

Public Health England have produced a short briefing document for head teachers, governors and staff in education settings, summarising key findings which show that:

- Pupils with better health and wellbeing are likely to achieve better academically.
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.
- The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.

This briefing, written for PHE by Professor Fiona Brooks, head of adolescent and child health research, University of Hertfordshire, UK, is available at:

<https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>

Children in the UK are among the least happy in the world, finds Children’s Society

Despite having some of the highest living standards in the world, British children are less satisfied with life than their counterparts in developing countries such as Algeria, Brazil and South Africa, according to a global well-being chart published by the Children’s Society.

While they are less anxious about housing, money or friendship than children in many other countries they worry more about issues such as health and doing well at school than many elsewhere.

But it is in the area of body image that British schoolchildren stand out in comparison with most other countries.

The study contains the first analysis of findings from the “Children’s Worlds survey”, an ongoing study involving 16,000 children aged 10 to 13 in eleven countries chosen as a global cross-section: Romania, Spain, Israel, Brazil, USA, Algeria, South Africa, Chile, England, South Korea and Uganda.

Overall England was ranked ninth out of the 11 countries, based on children’s responses to a series of questions about happiness and sources of stress, with only South Korea and Uganda scoring lower on average.

But while in many countries appearance proved to be among the least of children’s worries, in England it was the top concern, with higher levels seen only in South Korea.

SEAL developments

In contrast with half of the countries surveyed, there was also a marked gender divide in England, with girls twice as likely to be concerned about their body than boys.

Overall one in seven 10 to 13-year-olds in England worried about the way they look – 18 per cent of girls and nine per cent of boys. The worries also increase with age.

The study also found that while poorer children were less happy overall than those who perceived themselves to be no worse off than others but noted that those who acknowledged they were more privileged than others were not necessarily happier.

Read more at www.childrensociety.org.uk/well-being

New DfE guidance on promoting fundamental British values

In November, on the back of the concerns about some Birmingham schools, the DfE issued new guidance on schools' responsibilities to promote fundamental British values as part of spiritual, moral, social and cultural development. Relevant to SEAL are the requirements that pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance, and:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- encourage respect for other people and understanding of the importance of identifying and combatting discrimination.

Read the guidance at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Survey of 30,000 pupils reveals that teenagers – especially girls – increasingly doubt themselves

The self-esteem of teenage girls has fallen significantly since the start of the economic downturn seven years ago and the boom in the use of social media and online communication, a major survey of 30,000 school pupils has revealed.



Analysts who compile the survey for schools across the country have reported a worrying drop in the number of 14- and 15-year-olds, particularly girls, who say they feel highly confident in their own worth.

After consistent year-on-year increases since the early 1990s in the number of young people scoring in the highest bracket of self-esteem, a sudden and dramatic change occurred after 2007, according to the Schools Health Education Unit, which works with local authorities to monitor the health and lifestyles of pupils.



The SEAL Community Newsletter

No.7, January 2015

SEAL developments

From a peak in 2007, when 41% of 14- and 15-year-old girls reported high self-esteem, that figure has fallen to 33%. There has also been a less significant drop in self-esteem among boys of the same age, from 55% in the highest bracket in 2007 to 50% in 2013.

Read more at <http://www.theguardian.com/society/2014/nov/09/teenage-girls-self-esteem-plunges>

One marshmallow or two? – Early Intervention Foundation host seminar on self-control

The Early Intervention Foundation welcomed US Professor Walter Mischel to talk about his well-known research and recent book, *The Marshmallow Test*, at a recent seminar in London. In his original research, Professor Mischel posed preschoolers with a dilemma – whether to eat one marshmallow now or wait an indefinite period of time so as to get two. Those who were able to wait were significantly more likely to achieve high grades in school later on and achieve greater success in life in early adulthood. The children who were not able to wait, however, were less likely to have completed a university education, more likely to have misused drugs and more likely to be obese. The seminar explored subsequent findings showing that children could be taught strategies to increase their self-control, the kinds of parenting that help, and school-based programmes that focus on self-control. Read a great blog summarizing all this research at <http://www.eif.org.uk/one-marshmallow-or-two/>

Resource round-up

New resources for Going for Goals and Keep on Learning SEAL themes

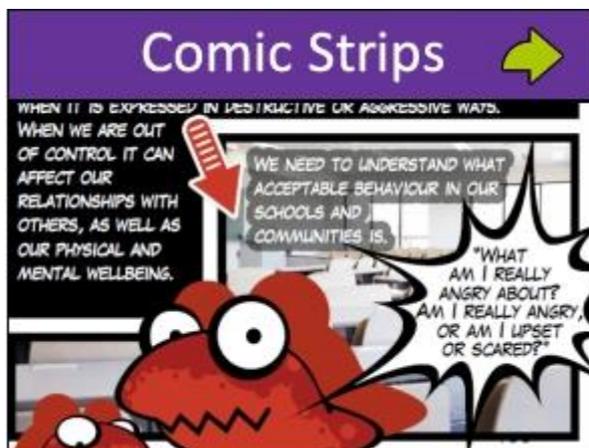
Check out the new resources on the SEAL Community website for work linked to the SEAL primary **Going for Goals** and secondary **Keep on Learning** themes. You will find them on the Members' pages at <http://sealcommunity.org/member-resources/307>. The newest ones are at the end. They include assemblies and lessons to help children understand that intelligence can be changed (growth mindset), goal-setting and perseverance/ how to keep new year resolutions, becoming an optimist, giving and receiving feedback and lots more. Do try out the pupil questionnaire to measure grit.

Over this half term we'll be uploading new resources for Good to be Me/Learning about Me, so do watch out for these.

Advice for parents and carers on cyberbullying

The DfE have published a really useful advice sheet for parents and carers about how they can protect their child from cyberbullying and how to tackle it if it happens. You can find it at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Comic strips and animations



There are some nice free resources to supplement your SEAL work at <http://www.smileinschool.org.uk/> - look for the comic-strips and animations about anger, loss, anxiety, bullying and mental health issues (self-harm, anorexia, phobias). Suitable for primary and early secondary.

Dove Self-Esteem Project resources for Key Stage 3

These free teaching resources are designed to enable teachers to run in-class workshops, helping pupils to understand more about self-esteem and body confidence. Topics include the media, social media and advertising and how they promote appearance ideals with negative consequences. The resources are designed to develop skills in young people including respect for individuality and diversity, confidence to be the best version of themselves and strategies to promote and protect their body confidence. Find them at

http://selfesteem.dove.co.uk/Teaching_resources.aspx?dm_i=HSS,2WM9V,BJ06JO,AI9FW,1

Women's Aid Expect Respect resource

These excellent free resources for key stages 1-5 focus on the issue of abuse in relationships. Through a comprehensive package of teaching materials the resource begins in key stage 1 with an understanding of healthy relationships and progresses to key stage 5 to explore issues such as the impact of domestic abuse. The lessons encourage open ended, active learning and enable pupils to explore the topic in areas that are relevant to their own lives.

Download the resources at

http://www.womensaid.org.uk/page.asp?section=00010001001400100004§ionTitle=Education+Toolkit&dm_i=HSS,2ZX8M,BJ06JO,ASIDW,1

New technology for the SEAL emotional barometer?



This free APP for Apple and Android allows users to keep regular track of their emotional states and to write down what conditions led to the perception.

SEAL developments

For more information, please visit
<http://www.beinghere.ch/>



Knightly Virtues

These free resources come from the Jubilee Centre for Character and Virtues. Designed for 9 to 11 year olds, they aim to help children explore the virtues of courage, gratitude, respect, honesty, and justice (fairness). They are based on classical stories like El Cid and the tale of Sir Gawain, and support topic work on knights and stimulate writing skills as well as character development. Find them at



<http://www.jubileecentre.ac.uk/417/projects/development-projects/knightly-virtues>

Character course

The Jubilee Centre for Character and Virtues has launched a Programme of Study – a taught course for teaching character in secondary schools. The course provides a wide range of resources and approaches that should enable teachers to guide students through both real and reconstructed moral dilemmas. The free resources are available to download at

<http://www.jubileecentre.ac.uk/531/programme-of-study/taught-course-resources>

The Chameleon's Game



This is an online emotions game designed to develop self-awareness, managing emotions, social awareness, making responsible decisions and interpersonal skills. The game is based on a story that introduces the play. You can download



and print free of charge from www.um.edu.mt/cres/publications

Interesting new research

SEAL and academic success

Banerjee, R. et al (2014) Working with 'Social and Emotional Aspects of Learning' (SEAL): associations with school ethos, pupil social experiences, attendance, and attainment. *British Educational Research Journal*, Volume 40, Issue 4

This study looked at how variations in the implementation of SEAL relate to key indicators of school success. A team of experienced school advisors used a semi-structured observation and interview protocol to rate various aspects of the implementation of SEAL in 49 primary and secondary schools. Pupils in 29 of these schools completed measures of social experiences and school ethos. School-level attainment and attendance statistics were collated for all participating schools. Analysis showed that ratings indicative of a whole-school universal approach to SEAL were significantly associated with school ethos, which in turn was associated with overall school attainment, and persistent absence. The key aspects of an effective whole-school approach included timetabled learning activities, often linked to a broader school focus on SEAL set out in assemblies (sometimes including a 'thought of the week'), SEAL learning outcomes incorporated in planning across the curriculum, whole-school systems for recognising and celebrating SEAL-related achievements, engagement of **all** staff in SEAL work, explicit modelling of SEAL skills by staff in interactions with each other and with pupils, incorporation of SEAL into school policies and strong distributed leadership of SEAL implementation in school.

The SEAL Community have developed a simple self-evaluation tool based on this research, for evaluating where your school is in its journey towards a whole-school approach. Log into the SEAL community website then click here <http://sealcommunity.org/member-resource/whole-school-approach-seal-evaluation-tool>.

Teach children that intelligence is malleable - it works

Gutman, I. and Schoon, I. (2013) *The impact of non-cognitive skills on outcomes for young people: a literature review*. London: Education Endowment Foundation and Institute of Education.

Growth mindset, as described by Professor Carol Dweck, is the fundamental belief is that "your basic qualities are things you can cultivate through your efforts". Intervention studies which have included before and after measures have found that young people can be helped to develop a growth mindset for academic success. In one study, seventh-grade students (age 12) were randomly placed in one of two weekly workshops for eight sessions which were led by trained undergraduate mentors. In the treatment group, students were taught that intelligence is malleable (growth mindset) rather than fixed – that the brain is like a muscle that needs training. In the control group, students were taught only study skills. After the eight-week intervention, the researchers found that students in the treatment group had a more malleable view of intelligence and endorsed a growth

SEAL developments

mindset more strongly after participating in the intervention. The researchers also found that their intervention promoting a growth mindset had a significant effect on students' grades. Before the intervention, both the treatment and control group had declining maths grades. After the intervention, the grades of students in the control group continued to decline, while this decline was reversed for the experimental group. At the end of the year, the students who took part in the intervention were significantly ahead of the control group in their overall attainment.

We have uploaded resources for teaching children about growth mindsets to the SEAL community website. Log in, then click here <http://sealcommunity.org/member-resource/go-it-intelligence-can-be-changed>

Teacher well-being influences attainment

Bajorek, Z. et al (2014) *Healthy teachers, higher marks?* Lancaster: The Work Foundation.

Teachers who are happy in their jobs achieve significantly higher academic results from their students than colleagues who are suffering from stress, academics have found. It can make an 8 per cent difference to students' exam grades in both primary and secondary schools, according to the research review from the Work Foundation at Lancaster University.

"This is an important finding," the study notes. "Unlike other factors, such as the social class of students, the rate of pupil absence and the number of children with special educational needs, teacher health and well-being may be more amenable to intervention and change."

Emotional health in childhood is the key to adult life satisfaction

Layard, R. et al (2014) What Predicts a Successful Life? A Life-course Model of Well-being. *Economic Journal*, Volume 124, Issue 580



After investigating the factors in a person's life that can best predict whether they will lead satisfied lives, Professor Richard Layard and his colleagues at the Wellbeing research programme at the London School of Economics' Centre for Economic Performance conclude that a child's emotional health is far more important to their satisfaction levels as an adult than other factors, such as if they achieve academic success when young, or wealth when older.

Layard and his team analysed data from about 9,000 people who were born over a three-week period in 1970 and then tracked by the British Cohort Survey, a study that asks them to complete an extensive questionnaire about their lives every five to seven years. They were also asked to rate their satisfaction at key periods through their lives. The team then examined factors including their income, educational achievement, employment, whether they had been in trouble with the law, whether they were single, as well as their physical and emotional health – to gauge how significant these were in determining satisfaction. In addition, a range of factors that affect a child's development – for example, intellectual performance, family socio-economic background and emotional health were

SEAL developments

also examined. Many people have assumed income is the most important factor in an adult's life satisfaction. But the academics say their data makes clear this is far less important than emotional health – both in a child and in an adult. "Income only explains about 1% of the variation in life satisfaction among people in the UK – one sixth of the fraction explained by emotional health," they note. Or, to put it another way, money really cannot buy you happiness.

Feeling valued really matters

Brummelman, E. et al (2014) Unconditional Regard Buffers Children's Negative Self-Feelings *Pediatrics*. Published online November 2014

Unconditional regard refers to the feeling that one is accepted and valued by others without conditions. Psychological theory suggests that experiences of unconditional regard lead children to feel that they are valuable despite setbacks. This study tested the hypothesis that reflecting on experiences of unconditional regard would buffer children's negative self-feelings (shame, insecurity, powerlessness) in the face of setbacks.

Pupils aged 11-15 were randomly assigned to reflect for 15 minutes on experiences of unconditional regard, conditional regard, or other social experiences. Three weeks later, after receiving their course grades, children reported their self-feelings.

Receiving low course grades represents a salient and painful real-world setback for children. Replicating previous research, children who received lower grades experienced more negative self-feelings. However, this was much less evident in those who had earlier reflected on experiences of unconditional regard. Reflecting on unconditional regard specifically reduced negative self-feelings after low grades, not after average or high grades.

Going for the right goals - what kind of motivation should we seek to develop in schools?

Wrzesniewskia, A. et al (2014), Multiple types of motives don't multiply the motivation of West Point cadets. *Proceedings of the National Academy of Sciences*, July 2014 vol. 111, no. 30

As we work on developing children and young people's motivation through SEAL activities, research suggests it is internal/ intrinsic motivation alone we should focus on – rather than a mixture of external/ instrumental and internal motivation.

An article in the New York Times describes these two kinds of motive for engaging in any activity: internal and instrumental. If a scientist conducts research because she wants to discover important facts about the world, that's an internal motive. If she conducts research because she wants to achieve scholarly renown, that's an instrumental motive. Often, people have both internal and instrumental motives for doing what they do.

What mix of motives — internal or instrumental or both — is most conducive to success? You might suppose that a scientist motivated by a desire to discover facts and by a desire to achieve renown will do better work than a scientist motivated by just one of those desires. Surely two motives are better than one. But research has found that instrumental motives are not always an asset and can actually be counterproductive to success.

Researchers analysed data drawn from 11,320 cadets at West Point, all of whom rated how much each of a set of motives influenced their decision to attend the military academy. The motives



SEAL developments

included things like a desire to get a good job later in life (an instrumental motive) and a desire to be trained as a leader in the United States Army (an internal motive).

How did the cadets fare, years later? And how did their progress relate to their original motives for attending West Point?

The results showed, unsurprisingly, that the stronger their internal reasons were to attend West Point, the more likely cadets were to graduate and become commissioned officers. Also unsurprisingly, cadets with internal motives did better in the military (as evidenced by early promotion recommendations) than did those without internal motives and were also more likely to stay in the military after their five years of mandatory service — unless (and this is the surprising part) they also had strong instrumental motives.

Remarkably, cadets with strong internal **and** strong instrumental motives for attending West Point performed worse on every measure than did those with strong internal motives but weak instrumental ones. They were less likely to graduate, less outstanding as military officers and less committed to staying in the military.

This study suggests that efforts should be made to structure activities so that instrumental consequences do not become motives. Helping people focus on the meaning and impact of their work, rather than on, say, the financial returns it will bring, may be the best way to improve not only the quality of their work but also — counterintuitive though it may seem — their financial success.

Rendering an activity more attractive by emphasizing both internal and instrumental motives to engage in it is completely understandable, but it may have the unintended effect of weakening the internal motives so essential to success.

Does circle time work?

Cefai, C., et al. (2014) Circle Time for Social and Emotional Learning in Primary School. *Journal of Pastoral Care in Education*, 32 (2)

This paper discusses the findings and implications of a semi randomised control trial study on the effectiveness of circle time on primary school children's social and emotional learning. A social and emotional learning programme was delivered through circle time by trained classroom teachers in some class groups in one primary school, with other classrooms serving as control groups. The classroom teachers completed the Strengths and Difficulties Questionnaire (SDQ) before and after delivering the programme, and filled in a questionnaire on their experience of implementing circle time in the classroom. Feedback was also sought from children. The SDQ scores suggest that the children who took part in circle time showed less internalized difficulties (anxiety, feeling low) when compared to their control peers, while the qualitative data from both teachers and students suggest that circle time also led to fewer behaviour problems and more prosocial behaviour.

Catching it young – the effects of early intervention to prevent violent and antisocial behaviour

Dodge, K. et al (2014) Impact of Early Intervention on Psychopathology, Crime, and Well-Being at Age 25 *American Journal of Psychiatry*, September 15, 2014.



SEAL developments

This randomised controlled trial tested the effects of an American early intervention programme (The Fast Track Prevention Program) on later adult psychopathology and well-being.

After screening almost 10,000 six-year-olds from disadvantaged areas, researchers selected around 900 children at 55 schools whose parents and teachers had reported violent or disruptive behaviour. Almost 70% of these children were male.

Half of the group received the intervention and half did not (the control group). This was achieved by randomly allocating their schools to each condition. The intervention was strikingly comprehensive and unusually long-running, comprising multiple strands implemented over more than 10 years and varying according to the children's age. The measures included boosting a child's social, educational, and decision-making abilities through one-to-one coaching; teaching them how to form friendships; training parents to interact more positively with their children; offering advice on the transition from one school to another; providing parents and children with information on adolescent development, alcohol and drugs; discussing vocational and summer employment opportunities; and helping young people plan their working lives after school.

Did all this effort make a difference? In order to answer that question, the project followed the children's progress right up to the age of 25. That analysis showed that 69% of the children in the control group had developed an adult psychiatric disorder. For those who'd received the intervention, the figure was 59%.

As well as being less prone to mental health problems, members of the intervention group were a third less likely to have a criminal conviction for violence or drug-related crime. They were happier, less prone to risky sexual behaviour, and less likely to smack their own children.

Zippy's friends

Clarke, a. et al (2014) Evaluating the implementation of a school-based emotional well-being programme: a cluster randomised controlled trial of Zippy's Friends for children in disadvantaged primary schools. *Health Education Research*, Vol 29

Zippy's Friends is an internationally used school-based emotional well-being programme. This randomised controlled trial evaluated its impact on 766 children from disadvantaged primary schools. Teachers reported emotional literacy outcomes using the Emotional Literacy Checklist, and emotional and behavioural outcomes using the Strengths and Difficulties Questionnaire. The researchers found that the programme had a significant positive impact on the children's emotional literacy scores including self-awareness, self-regulation, motivation and social skills. These results were maintained at 12-month follow-up. The programme, however, did not have a significant impact on children's emotional and behavioural problems. Analysis of programme fidelity indicated that high fidelity (that is, how far schools followed the programme to the letter) was directly related to improved emotional literacy scores at post-intervention.

ART - Aggression Replacement Training

Koposov, R. et al (2014) Efficacy of Aggression Replacement Training. *The International Journal of Emotional Education*, Volume 6, Number 1

Aggression Replacement Training is a small group intervention for primary and secondary children. This study looked at the impact of the 30-hour programme on social skills and problem behaviour, as

SEAL developments

assessed by the *Social Skills Rating Scale*, completed by parents and teachers and the children themselves. The sample consisted of 232 children. The researchers found a significant increase in social skills when assessed by children's self-reports, compared to a control group who did not take part, though the results were less clear when teacher and parent report was used. The most reliable effects of the intervention were demonstrated in two particular age groups - 6-9 and 10-14 year-olds.

Friends for life?

Stallard, P. et al (2014) Classroom-based cognitive behaviour therapy (FRIENDS): a cluster randomised controlled trial to Prevent Anxiety in Children through Education in Schools (PACES). *The Lancet Psychiatry*, Volume 1, Issue 3

This study investigated the effect of a classroom-based cognitive behaviour therapy programme called FRIENDS on anxiety symptoms in children. Pupils aged 9 and 10 in 45 primary schools were randomly assigned to receive either school-led FRIENDS (led by a teacher or school staff member), health-led FRIENDS (led by two trained health facilitators), or their usual school provision.

The authors found that training teachers to deliver the programme was not as effective as delivery by health professionals. After 12 months, there were significant improvements in the children's self-reported low mood and anxiety for those that had received the health-led intervention compared to the school-led approach. However, the school-led approach was more effective than normal provision.

More evidence for the impact of mindfulness

Elizabeth Costello and Margaret Lawler (2014) An Exploratory Study of the Effects of Mindfulness on Perceived Levels of Stress among school-children from lower socioeconomic backgrounds. *International Journal of Emotion Education* Volume 6, Number 2

Previous studies investigating the effects of mindfulness have found positive outcomes among children – enhanced well-being, school-based competence and decreased levels of stress and anxiety. However, these studies have typically examined teacher's perceptions of change or quantitative outcomes without consideration of children's experiences. This study sought to gain a greater understanding of children's experiences of mindfulness in dealing with stress. A 5-week school-based mindfulness program was undertaken with 63 primary school children at risk of social exclusion in education. Quantitative measures of children's perceived stress levels evaluated at baseline and follow-up revealed significant reductions post intervention. The findings, the authors say, offer support for the incorporation of mindfulness interventions into the school curriculum, as a means of empowering children to address stress in their lives and improving full participation in the education system.

Does childhood bullying have lasting effects?

Takizawa R, et al (2014) Adult health outcomes of childhood bullying victimization: Evidence from a 5-decade longitudinal British birth cohort. *American Journal of Psychiatry*, Volume 171 Issue 7

New research by a team at King's College, London shows that the negative social, physical and mental health effects of childhood bullying are still evident nearly 40 years later. The study is the first to look at the effects of bullying beyond early adulthood.

SEAL developments

The findings come from the British National Child Development Study which includes data on all children born in England, Scotland and Wales during one week in 1958. This study includes 7,771 children whose parents provided information on their child's exposure to bullying when they were aged 7 and 11. The children were then followed up until the age of 50.

Just over a quarter of children in the study (28%) had been bullied occasionally, and 15% bullied frequently – similar to rates in the UK today.

Individuals who were bullied in childhood were more likely to have poorer physical and psychological health and cognitive functioning at age 50. Individuals who were frequently bullied in childhood were at an increased risk of depression, anxiety disorders, and suicidal thoughts.

Individuals who were bullied in childhood were also more likely to have lower educational levels, with men who were bullied more likely to be unemployed and earn less. Social relationships and well-being were also affected. Individuals who had been bullied were less likely to be in a relationship, to have good social support, and were more likely to report lower quality of life and life satisfaction.

Is it possible to overcome shyness?

McKenna, A., et al. (2014). Prospective evaluation of the Pyramid Plus psychosocial intervention for shy withdrawn children: An assessment of efficacy in 7- to 8-year old school children in Northern Ireland. *Child and Adolescent Mental Health*, 19(1), 9-15

How much does shyness respond to early intervention? A Northern Ireland trial of the Pyramid Plus programme (www.uwl.ac.uk/pyramid/welcome). suggests that anxiety levels in shy children can be reduced with the help of weekly "clubs" that aim to create healthy peer groups, teach relaxation, and develop coping skills.

Pyramid Plus is a school-based program that targets shy children and aims to provide a safe environment for children to make friends, express their feelings, and learn social problem-solving skills.

The programme consists of ten, weekly sessions lasting 90 minutes each and aims to create a sense of belonging. Art activities are designed to encourage creativity and an expression of feelings. Cooperative games help develop problem-solving skills. Role-play allows the children to learn about passive, aggressive, and assertive responses. "Laughing yoga" is a stress buster that helps relaxation and adds a fun element to the sessions.

Researchers at the University of Ulster tested Pyramid Plus with children aged between seven and eight. They set up a treatment group of children who seemed likely to benefit from the program, along with a comparison group who seemed not to need it. Children were assessed before and immediately after the intervention, as well as 12 weeks later. Before the intervention, the shy children had higher levels of unhappiness and worry, and felt more excluded and victimized compared to the control group children.

The most notable improvements were in emotional symptoms and peer problems. For instance, about 33% of Pyramid children had heightened levels of emotional symptoms before the program. This dropped to 6% after the program – similar to that of the comparison group – but increased slightly to 10% at the 12-week follow-up. Results for peer problems were similarly encouraging.

SEAL developments

In terms of peer exclusion, children in the intervention experienced lower levels of exclusion following the workshops than before, although levels of exclusion for the Pyramid group were still higher than in the comparison group.

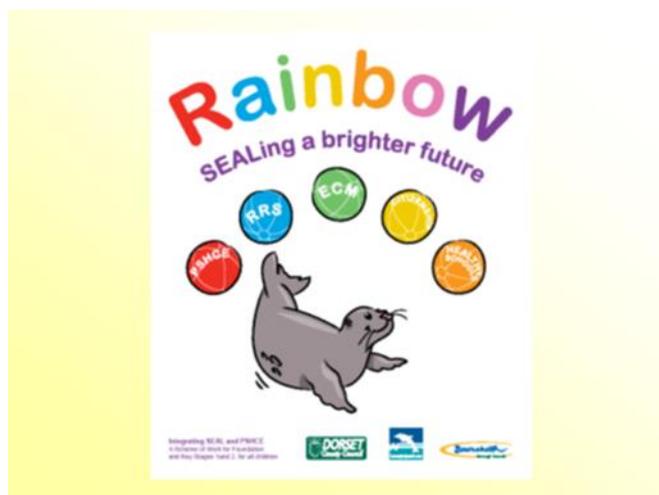
Interestingly, children in this study had, on average, a higher level of emotional symptoms than the UK average. The researchers speculate that this could be due to their exposure to sectarian and non-sectarian violence, including the continuing “Troubles” in Northern Ireland. This provides suggestive evidence that violence (whether sectarian or non-sectarian) may be directly or indirectly influencing emotional suffering in children.

Sharing practice: case studies

SEAL in Dorset

It is always interesting to see how SEAL has been developed in different areas of the country. Dorset is a case in point. Here, when support from the government’s National Strategies ceased in 2010, local authority SEAL consultants and a specialist educational psychologist worked out a plan to make SEAL sustainable. They identified schools in each district and asked these schools to lead the development of curriculum materials (called ‘Rainbow’ in primary schools, and ‘Kaleidoscope’ in secondaries) which built on SEAL with the aspects of PSHE and Citizenship that were not covered, such as SRE/Drug Education. The Rainbow packs provide a comprehensive scheme of work that is based on SEAL Themes, with six lesson plans and resources for each Theme and year group, including assessment materials.

Lead schools



Training in Rainbow and Kaleidoscope was at that time provided centrally, and the lead schools offered opportunities for other schools to visit and see good practice. There was also a programme to build a group of schools able to provide training to others on Family SEAL. The EP service developed training and support for school-based ELSAs (Emotional Literacy Support Assistants), who deliver individual and group interventions for children with social, emotional and mental health needs. Their five-day training is closely linked to SEAL concepts.

Now, with much-reduced local authority capacity, ELSA training and supervision continues, but the lead SEAL schools no longer meet as a county-wide network. They do however continue to coordinate and set the agenda for meetings for schools in their locality. Most primary schools are still following the Rainbow curriculum. For secondary schools, the picture is more varied.



SEAL developments

SEAL/Rainbow at Downlands Community School

Downlands Community Primary school provides a good example of how SEAL has developed over time in Dorset.

The school is on an army base and has very high pupil turnover. This means that the emphasis in SEAL on welcoming others and coping with change is particularly relevant. So too is Family SEAL; as Headteacher Susan Whitlock says, 'We have many parents settling in and new to us, so Family SEAL is a good way of getting to know one another.'

Assemblies and lessons

All staff use the Rainbow curriculum for weekly 30-60 minute sessions, with additional sessions if particular issues arise in class that need to be tackled.

Assemblies kick off each half termly SEAL theme, and at the end there is another assembly where children from each class share their work.

Given the pupil turnover, the need to refresh SEAL with new assemblies is not as pressing at Downlands as at other schools. Nevertheless, staff are inventive in using children's books with a strong moral dimension for their child-led assemblies, and for collective worship Susan draws on the Teachers Dozen assemblies that are aligned with SEAL Themes.

Susan is thinking of investing now too in new commercially available PSHE resources called Jigsaw, which reflect changes in PSHE and the National Curriculum

Transition

Transition is a particular whole-school focus. When children leave they take with them 'Pizza boxes' with a memory of a special person from Downlands – a picture and writing about what they loved and would remember about the person. There is a 'Hello and Goodbye' board in the corridor with photos of people who have arrived at the school and people who have gone. Children often stand and look at it and remember friends who have left. Every child new to the school has another child as a buddy in the earliest weeks.

Family SEAL

Family SEAL at Downlands is led by Rachel Waters, an HLTA who specialises in pastoral care and parental involvement. The courses run for parents of children in Reception, Y1/2 and KS2. Two seven-week courses run each term, each for 12-15 families. They are very popular, with families asking when they can get a place. 'Word of mouth', Rachel says, is the main reason. Fathers as well as mothers attend, along with grandparents, uncles, aunts and older brothers and sisters.

The school adapted the national Family SEAL materials to create bespoke courses for each key stage. They find that the Getting on and falling out materials, for example, are particularly useful for Y5 and 6.

Courses run just after lunch, with 45 minutes for parents on their own before children join them for activities. At the end parents have 15 minutes group reflection without the children. A crèche is



SEAL developments

always provided. At the end of the course parents share what they have learned by writing on post-its. 'There is always lots of laughter and tears at this session', says Rachel.

Taking part in Family SEAL has encouraged many parents to stay involved with education. Some have gone on to take adult education courses, while others volunteer in the school, or have become lunchtime supervisors and teaching assistants.

Impact

Susan feels that SEAL has had a significant impact on behaviour and learning at Downlands, though as always when an approach is embedded, it is difficult to draw out specific effects.

SEAL certainly helped the school achieve its Level 2 Rights Respecting School award in late 2013; when the assessors visited, they were impressed with the way all the children could describe their SEAL learning and draw on it to answer 'what would you do if' questions. They also noted in their report that 'Both children and adults commented on how positively people spoke to each other compared to other schools. When asked if they should listen to someone who didn't listen to them, children unanimously said 'Of course! They have a right to be listened to.' The class charters common to SEAL and Rights Respecting Schools were 'highly visible in each class and are unique to each class. For example, in the Reception class the charter has been designed to be interactive so that children can recognise rights respecting behaviours and put their photo against a right which they feel they have respected. Children interviewed could explain how they were involved in creating their charters and teachers said how they regularly referred to them. A member of the support staff explained, 'With day to day behaviour issues we refer to the charter that children have agreed to.'

Ofsted, too, have noted the school's strong and welcoming ethos. In July 2013 inspectors rated the school as 'Good' with behaviour, safety and links with parents and the local community as 'Outstanding'. OFSTED also commented on the 'exceptionally positive relationships' in lessons in which pupils' moral development is reflected by the 'very high levels of respect shown to adults and their peers.'

To find out more

Information about the Jigsaw curriculum is available at <http://www.jigsawpshe.com>. Jigsaw includes SEAL learning outcomes, wider PSHE learning and also mindfulness - through 'Calm Me' time in each lesson, which consists of breathing techniques, awareness exercises and visualisations.

The Teachers Dozen SEAL-linked assemblies are available from <http://www.teachersdozen.co.uk>

For more information about SEAL at Downlands, or if you would like to visit, contact Susan Whitlock or Rachel Waters on 01258 453 348

Practical tools

Inspirational visitors to school

Want a world-class athlete to work with a group of students to help them develop motivation, resilience and perseverance? Sign up for the Sky Sports 'Living for Sport', a free secondary school initiative that uses sport stars and sport skills to boost confidence, change behaviours, increase



The SEAL Community Newsletter

No.7, January 2015

SEAL developments

attainment and improve life skills. Athlete mentors visit schools to share their life story with students and talk about the barriers they had to overcome along the way. Find out more at <https://livingforsport.skysports.com/>

Another great option is the 'Be the Best you can Be!' programme. This goes beyond sport, enabling young people to 'be the best that they can be' in whatever area they choose. The programme has been evaluated by Bath University and found to raise aspirations and increase self-confidence. It can work with a whole year group or whole school, or as a targeted intervention. It starts for the students with the inspirational visit and builds on this with coaching, using a GROW model that enables students to develop action plans through Dream Folders and Workbooks. The programme draws on charitable funding but schools also make a contribution. Find out more at <http://www.21stcenturylegacy.com/>

The KiVa Anti-Bullying Programme: training for schools

KiVa (www.kivakoulu.fi/there-is-no-bullying-in-kiva-school) is a school-based bullying prevention program from Finland. It includes an annual child on-line survey, whole school activities and materials, class lessons, online games for children, a parent's website, and materials for a parent's evening. It also has an intervention for a school-based KiVa Team for use in dealing with accepted referrals of bullying.

Results from a large randomised controlled trial showed that 98% of bullying incidents stopped completely or were reduced and children's reported levels of bullying and victimisation have reduced year on year in KiVa schools.

Training on the KS2 programme is now available in the UK, with courses in March. This will be a two-day training. Ideally two staff from each participating school should attend the training. The cost is £600 per school, which includes detailed lesson plans and materials. Schools also have to register with KiVa Finland in order to access the additional teacher material, the KiVa online games and activities, and to enable the children to participate in the online pupil survey. The annual cost of KiVa registration for a school is £200 for the first 70 pupils and £2.50 per KS2 pupil thereafter. See <http://www.kivaprogram.net/certified-kiva-trainers> for details.

Upcoming newsletters

The next newsletter will have news, research and ideas about relationships and changes. 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 on these or any other issues. 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.