

# PRIMARY SEAL

## NEWSLETTER

Issue 2  
Autumn Term 2008



A celebration of good practice, ideas and developments across Bradford schools

## SEAL – a success story

**W**elcome to the second SEAL Newsletter which is packed with a wide range of examples of good practice from primary schools across the district. Implementing the social and emotional aspects of learning is different for every school and what ever stage of the journey your school is on we hope this newsletter provides you with ideas and inspiration to take SEAL to the next level.

The DCSF continues to show their commitment to its implementation nationally and it is important that you are now all progressing SEAL development within your school. SEAL is central to the principles that underpin the Children's Plan. SEAL permeates all aspects of school life and all areas of learning.

The Educational Psychology Team continues to support schools through each school's link psychologist. Training on Family SEAL has taken place with foster carers. This was a collaborative piece of work between the SEBD and Educational Psychology Teams. Further developments include the monitoring and evaluation of the impact of SEAL in primary schools.

The SEAL audit, undertaken in January 2008, highlighted that schools clearly recognise the importance of incorporating SEAL into PSHCE and the National Healthy Schools Programme. The team continues to work with schools to identify links and enhance PSHCE/SEAL delivery in partnership with external agencies and organisations

We continue to receive requests from schools that are "New to SEAL" and will be running further workshops in the next academic year.

Throughout this year the SEBD Team have continued with developing resources alongside schools for:

- Small group work
- Family SEAL
- Lunchtime resource and training pack
- A transition pack for Year 6 -7
- Circle Time

In the Autumn Term we will be holding our second SEAL sharing practice conference. This will be held at the Hilton Hotel Bradford on 17 October 2008 and we envisage schools being actively involved.

Please put this date in your diaries, as you will meet colleagues who are at a variety of different stages with their implementation of SEAL, for networking and the sharing of ideas.

**Alison Geldart, Head SEBD Team,  
Behaviour Support Service**

### Primary SEAL Contacts

**Alison Geldart**, Head of SEBD Team – 01274 385833  
**Millie Clare**, PSHCE & Healthy Schools Advisor – 01274 385946  
**Nicola McGrath**, Specialist Senior Psychologist – 01274 385795  
**Carol Hallsworth**, Specialist Teacher, SEBD Team – 01274 385833  
**Katy Dunn**, Administration Officer, BSS – 01274 385913



## What is



For those of you new to SEAL or who just want to find out more then read on:

- SEAL, Social and Emotional Aspects of Learning, is part of the National Primary Strategy.
- The resource offers a whole curriculum framework for teaching social, emotional and behaviour skills to all children.
- There is built-in progression for each year group within the school, and the resource is organised into six themes which can be delivered through the school year (with a separate unit for anti-bullying).
- It should be seen as a stimulus or starting point, rather than a finished product. SEAL also links closely with the Emotional Health and Well-being themes in Healthy Schools.



## Themes

- 1 Getting on and Falling Out (September/October)
- 2 Going For Goals (November/ December)
- 3 Good To Be Me (January/February)
- 4 Relationships (March/April)
- 5 Changes (May/June)
- 6 New Beginnings (June/July)

Website: [www.bandapilot.org.uk](http://www.bandapilot.org.uk)

# What you should know about SEAL



## Skills



### Self-awareness

e.g. recognising feelings, thinking about thoughts, feelings and actions.



### Managing feelings

e.g. finding ways to manage feelings, how to respond to others.



### Motivation

e.g. understanding goals, keeping going when things get hard.



### Empathy

e.g. recognising how others feel, respecting other people's opinions, appreciating differences.



### Social skills

e.g. being a good listener, problem solving, how to say sorry.

## How is



## structured in the school?

- Staff room activities
- Whole school assembly – to introduce the theme
- Classroom follow up – explicit and/or cross curricular
- Whole school focused activities
- Celebration assembly – possibility to invite parents
- Family activities
- Small group activities

## Getting Started with SEAL

Are you a school who hasn't yet implemented Primary SEAL? Then the checklist below may help you get started. Please contact us if you require support.

SEAL has been discussed at SLT meetings
A member of SLT is leading on SEAL
An audit of SEAL skills/provision has taken place
A timeline for SEAL implementation has been established
SEAL is included in the school development plan
A SEAL working group has been established
Staff training has started to take place
A SEAL launch to whole school has taken place
The curriculum resources have been distributed to appropriate staff
Links between SEAL and the curriculum are being developed

# SEAL Focus schools 2006/07 evaluations

The first cohort of SEAL focus schools have evaluated the impact the programme has had in their schools and the elements of good practice that they could share with others. Common themes from the evaluations are that, in developing SEAL, impact can be seen in:

- Contributing towards ECM, National Healthy Schools and Investors in pupils.
- A shared understanding at a whole school level of language and approaches
- A “unity” within school ● Pupils’ personal development

The schools identified that they were willing to share the following elements of good practice:

- Displays
- Lunchtimes
- Videos and Photo stories
- Planning
- Presentations
- Small group work
- Assemblies
- SEAL and SEF
- Family workshops
- Getting started as a school
- Transition
- Playground friends
- Foundation stage planning and using circle time

## What impact has the SEAL programme had in moving your school forward?

● Support and reinforcement of the school ethos. Encouragement of children to choose and express their feelings. Helped as a vehicle for ECM.

● Raised awareness of the importance of developing the whole child in order to have best chance of becoming a good learner. Staff/school beginning to develop a common agenda e.g. use of language/terminology.

● We recognise that our children need support in their social and emotional learning. The SEAL programme has provided an opportunity to focus this support and develop this learning at a wider school level.

● It has provided structure and focus throughout the primary age range for PSHCE teaching and learning.

● The SEAL programme has helped to embed the philosophies and principles already practiced in our school.

● Assessing impact is a difficult area. However there is a definite ‘unity’ to the school, held together through a strong whole school assembly introduction and review practice. The current theme is also very careful in relating back pupils actions to whole school and class activities.

● Whole school working on common themes half termly to improve social and behavioural skills. Impact upon ethos. Linked to and supported PSHCE curriculum of ECM agenda. Home-school links enhanced as a result of use of resources used at home and in parent workshops. Pupils empowered to manage own behaviour, set and evaluate goals, consider learning styles.

● Behaviour is showing an improvement. Support assistants feel more confident in supporting children and working with them on SEAL related activities. The school feels unified by the shared themes/assemblies/initiatives. Children are becoming more confident at verbalising their emotions. SEAL themes are encouraging our pupils to be independent learners.

● School has started to introduce SEAL since September 2007. Whole-school approach. Currently reviewing awarding of SEAL merits/achievement assemblies and linking to behaviour policy.

● The development of a whole school programme for PSHCE means we have shared understanding, terminology and goals. We have also developed a successful playground friends group, which has improved our behaviour and enjoyment at playtimes.

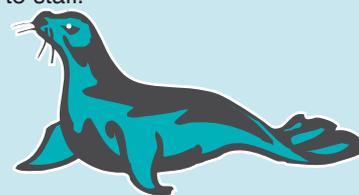
● We are now more confident to begin small group work following input from SEBD Team. SEAL has supported ECM alongside Investors in Pupils and has contributed to our achievement of National Healthy Schools award.

● Whole school impact. Calmer atmosphere throughout school – fewer discipline issues at lunchtime. Children seeing co-operative discussion with lunchtime supervisors favourable.

● Children have a greater range of strategies for dealing with their emotions. Children particularly enjoy SEAL lessons and like talking about their feelings. Children work better together as a result of SEAL.

● SEAL Co-ordinator and PSHCE Co-ordinator now work closely together to ensure teachers are planning, assessing and running sessions appropriately and have an impact on the children in their class. We have done this through staff meetings, meetings between two co-ordinators and sample planning and lesson observations.

● Significant impact. Excellent information and resources enabled SEAL Co-ordinator to deliver useful and meaningful information to staff.



Many of these schools also commented that they were still on a journey with the implementation of SEAL and were continuing to develop and embed good practice.

Please contact Katy Dunn on 01274385913 should you wish to visit any of the schools involved.

# Tackling change for children

**T**he Phoenix Centre is a behaviour unit committed to supporting children with behavioural difficulties back to mainstream. Supporting change is an integral part of this project and coping with change – be it school routines or more unsettling larger life changes – is always a major trigger for this vulnerable group of children. During their time with us we build up trust, through clear structures and routines, and by placing an emphasis on the safety of routines that don't change, we can lead children slowly towards the idea of coping with it.



## **Our friends in the Phoenix Centre helped us to think about moving to secondary school.**

We decided to use peer support from a mixed age range group (Year 1-Year 6) to give Year 6 children the chance to reflect on anxieties about the coming move to secondary. This was done by making all the children at the Phoenix Centre aware of the differences between primary and secondary school and how the thought of moving from primary to secondary could be both exciting and frightening. To enable the group to genuinely support their peers with worries about secondary we planned a trip to Tong Secondary School for the whole class.

The day of the trip dawned bright and sunny and 12 excited children clambered into the bus. Some of the younger ones whispered the word 'secondary' as if it were a magic castle or a far away land. We hoped they wouldn't be too disappointed! We need not have worried. On arrival we were greeted by Mrs Gurt, the Assistant Head who had a whole host of experiences ready for the children. We were treated to dancing in the hall where children were allowed to participate, a glimpse of the crowded dining room at break time, theatre workshops, bustling corridors, shrieking bells and the sheer overwhelming capacity for noise! These are some of the comments children made after their visit that were supported at Circle Time by buddies.

# en at the Phoenix Centre



**'I behave as I do when I am finding a change difficult'**

**SEAL materials changes Year 3 and 4.**

Much emphasis at the Phoenix Centre is placed on pre-empting behaviours. We are committed not only to ensuring that children understand their reactions to change but also that they accept change as normal and therefore less threatening. This transition project was part of our broader project **'The Feelings Tree'**, where adults and children share daily how they are feeling and why. Emphasis is placed on non-judgemental views expressed and group support offered for children and staff expressing unhappiness or anger at the beginning of the day. Children are often asked to look after a member of staff and as a result feel less threatened when they need looking after themselves.

On returning from Tong the children were asked to buddy another child and think about what was exciting about the school and what was frightening. Anything that might be a worry to a future pupil was then printed onto a blue worry apple. These were then presented for the group to solve at Circle Time and lots of solutions were found. Our worry circle looked a little bit like the one at the bottom of the page.

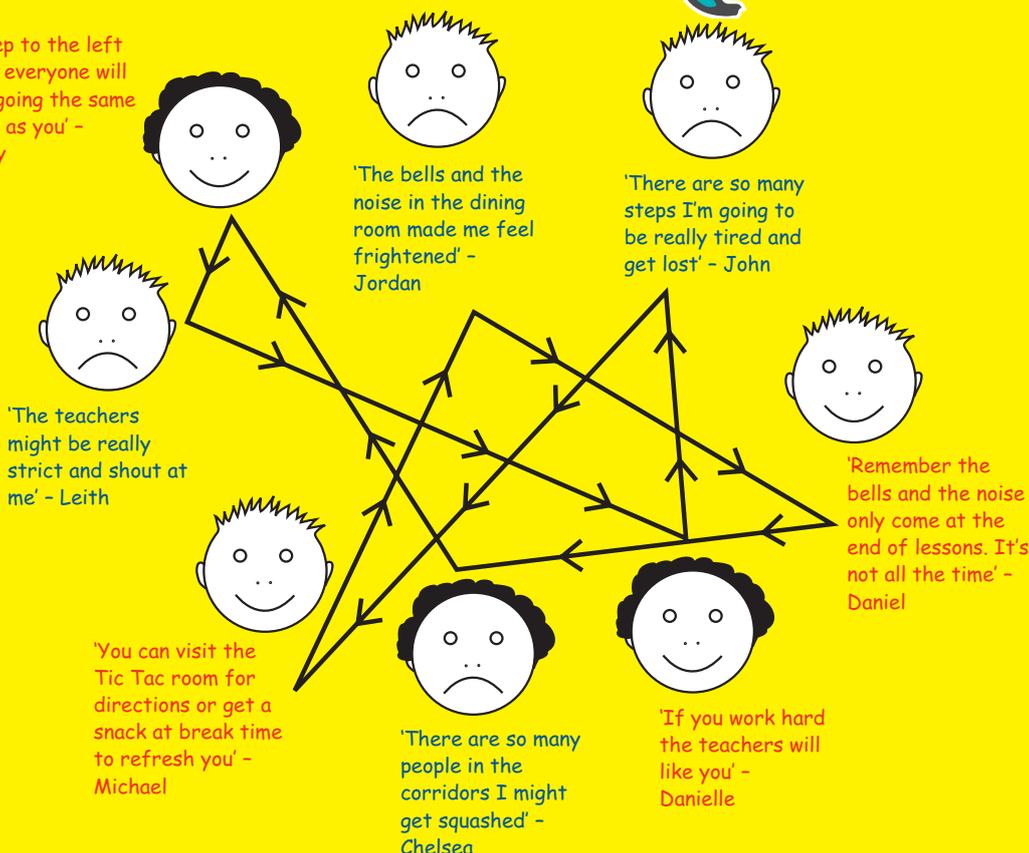
**We used string in Circle Time so that children could track back to the comments of others (a SEAL idea of course!).**

**'I know that everybody goes through many different sorts of change all the time'**

**SEAL materials – changes Year 3 and 4.**

Much work is done to support younger children with their problems by allowing older children in the group to talk through issues. For example, at the moment, Chelsea Year 6 is supporting Danielle Year 3 with settling at choice time and being able to stay at an activity for more than two minutes. However, in this exercise we wanted to give the message that younger members of the group might still support an older child with a concern. After all we are all subject to change and the worries that go with it.

'Keep to the left and everyone will be going the same way as you' - Amy



# SEAL at Harden Primary School

**S** SEAL at Harden Primary has got off to a flying start. We began earlier this year with a whole school assembly. Each class then took on the theme and integrated it into their planning. For example, in Year 5, the children did a local study about traffic in the village of Harden and they built this into the SEAL relationships theme. The children built relationships with local people in the community, including the community police and local residents. We had two projects. The first project involved inviting residents and parents to watch street plays around the village, celebrating Harden's history. The children then invited residents and parents to a work celebration, followed by a tea party.

The children also used their SEAL skills in trying to persuade the community police to introduce flashing speed signs in the village. The police were invited to a presentation by Year 5, where they used peaceful problem solving skills to negotiate a safer village for children to live. Children demonstrated using a conscience alley, holding public debates, powerpoint presentations and presenting posters.

Every time staff undertake medium term planning, we take the SEAL strand and weave it into the literacy topics and then look at how we can teach these skills alongside other curriculum areas. The children and staff love it. It has given them a whole new dimension to their learning. We are looking forward to more!

**Gillian Wilson, Year 5 teacher and SEAL Co-ordinator**



## Quality Circle Time for SEAL

**I**'ve been a fan of Circle Time for many years and used it both in my classroom in school, and now, in my current role as a teacher with the SEBD Team. I was delighted to be asked to attend the 'Train the Trainers' week-long course with Jenny Mosley down in Wiltshire last November. Jenny, as most people are aware, has pioneered the use of Circle Time in the classrooms of Britain and indeed the world. She also had a great deal of input into the creation of the SEAL curriculum, particularly in relation to the structure and content of small group work (Silver booklets).

The course was amazing: motivating; inspiring; emotional; tiring; surprising and, above all, fun! I returned from Wiltshire re-enthused and raring to go.

Since then, the SEBD team have offered Quality Circle Time training, centrally at Future House, to all SEAL co-ordinators. We also offer the package to individual schools (all staff) and, to date, thirteen schools have received training.

Circle Time is the perfect platform from which to deliver the SEAL message. Issues such as conflict resolution, low self-esteem, bullying, isolation or poor social skills can be addressed in a non-confrontational, non-threatening way. The Circle also enables and allows children (and adults) to celebrate skills, achievements and successes, both their own and those of others – and all in a familiar, relaxed environment.

The SEBD team continues to provide training for schools on all aspects of SEAL, including Circle Time. If you want any further details about this, please contact Alison Geldart at 01274 385833

**Pam Glennon,  
SEBD Teacher BSS**



# Going for Goals

## Thorpe Primary School

The children planned a surprise party for Zotty. They had to take it in turn to explain their ideas.

Some of their ideas were:

- Decorate a paper plate
- Design your own biscuit

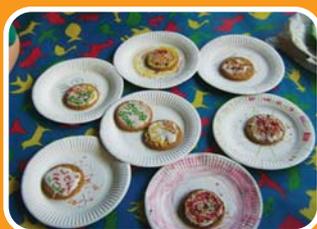
The 'I can' statements were:

- I can make a plan
- I can break down a task into small steps
- I know when I have reached my goal
- I can celebrate for reaching my goal

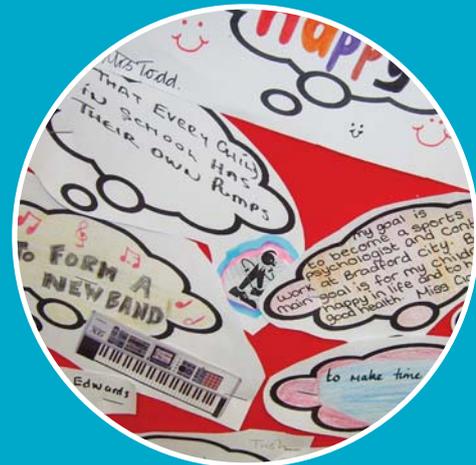
The six children were from Year 2. The Teaching Assistant joined the group from the class to follow through the good behaviour from the small group work to whole class.

Facilitators:

Evelyn Holmes,  
Lead Support Assistant  
Christine Lawrence,  
Support Assistant



## Lower Fields Primary School



I was looking for a whole school focus for SEAL, to raise its profile and create a very visual display with lots of impact.

For the theme 'Going for Goals', I asked all teachers to work with their classes to create a 'Dream Cloud' in words and/or pictures, stating one goal that they wished to aim for during the coming months. I also asked all adult members of our school community to complete their own cloud.

Clouds were distributed and display stands erected in the entrance hall. There was a terrific response and I was particularly pleased that many of our Lunchtime Supervisors completed a cloud, as well as members of the administrative team and our caretaker!

Gavin Sykes  
Deputy Headteacher and SEAL Leader

## Windhill C of E Primary School

Children and staff at Windhill C of E Primary School have continued to be involved with SEAL. This year during the 'Good to be Me' theme they worked with the Mentor, Carole Wood, to think about what they could do and why it was 'Good to be Me'. The display they made has been in the hall for everyone to see.



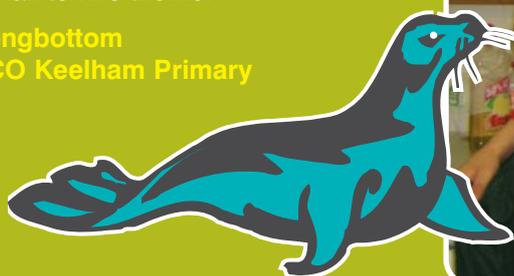
# SEAL at Keelham

**K**eelham enjoyed the benefits of being a SEAL Focus School 2006/7. SEBD Specialist Teacher Alison Smith modelled lessons and ran courses for Lunch Time Supervisors in order to promote SEAL topics and improve pupil relationships and interaction at lunch and playtimes.

Staff also enjoyed a staff meeting, run by Alison, which involved staff relationships with each other and how positive interaction boosted staff team functioning. Everyone came away with increased self esteem! Head teacher Debra Butler enthusiastically continues to promote the SEAL topics at Keelham via the assemblies provided in the SEAL resource pack. These are followed up in class and combined with PSHCE and Circle Times sessions to develop and discuss the SEAL themes during term. The SEAL assemblies serve as a reference point for promoting good citizenship during the term and link in with the Keelham School Care Code, Behaviour Policy and PSHCE work. They also provide a positive social start to each half term. We also had a member of Halifax Rugby Team at our anti-bullying assembly in October. Staff have enjoyed having access to quality resources including Assembly Stories, whole class follow up lesson plans, small group plans and Wave 3 Plans for individual children who need extra help with SEB challenges.”

The SEAL resources have also provided good home school liaison with ready made copiable resources to send home to parents during each half term's theme.”

**Jo Longbottom**  
**SENC0 Keelham Primary**



# SEAL at Lidget Green

In the lead up to anti-bullying week the School Council discussed what they would like to do to mark the event. Sean (our Vice Chair person) suggested a balloon release to mark a full stop to bullying.

The School Council voted unanimously for this and developed the idea further by organising **200 blue balloons to be released on Blue Friday** by the oldest pupils of school. All of the children from Nursery to Year 6 were out on the playground and made a giant full stop. The balloons were released whilst every member of the school community chanted together "Lidget Green says No to Bullying".

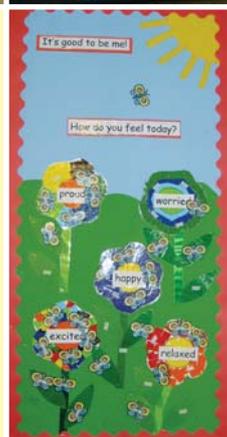
The School Council also worked extremely hard to stage a dramatic assembly on what bullying is and the effects it has on people. The assembly included drama, speaking and poetry reading.

There was a poetry and poster competition as well relating to bullying, with an incredibly high volume and standard of entries, the results of which have been made into a book.

We also had a **special display in the hall**. Every child had a jigsaw piece in which they drew their picture. The jigsaw then came together to read **Bullying is not acceptable in any language**. Around this the word "No" was scattered in many different languages.



We have a feelings board in every class from foundation stage to Year 6, and we also have a central staff one entitled "How the grown ups feel". This is for all members of staff and the children often ask why you are feeling a certain way.



# Nurture Groups are

**W**e are delighted that interest in nurture groups in Bradford is continuing to grow and that schools are working together so well.

There are now six primary nurture groups up and running in Bradford and one secondary group.

Two further primary schools are in the final stages of preparation and hoping to open their group very soon, while a further three primary schools are at an earlier stage – just beginning to think about how a nurture group might work for them.

A Nurture Group Network of SENCo's, teachers, support staff and learning mentors, who are all involved in the development of nurture groups in their schools, meet together half-termly in different nurture group venues across the city, to socialise, share experiences of good practice/difficulties, discuss new developments and offer support to those who are completing the Nurture Group Certificate course.

Of the groups that are running, all are different because school situations vary so much. Some schools are running a key stage one group and a key stage two group, while others are running one group that spans the two key stages. Some schools are able to run their group within their own identified space, while others share a space in school. Some

schools are able to run their group on most days a week, while others are running once or twice a week only. All, however, are making strong and significant contributions to the well-being of vulnerable young people in our schools.

The differences, though, have forced us to consider the essential characteristics of a nurture group carefully. In other words, what is it that makes a nurture group a nurture group and not something else?

This discussion is vital because nurture group provision is a very particular, inclusive response to the needs of the most vulnerable young people in our schools and the essentials of this type of provision are:

- The group is set up on the basis of a shared understanding, by staff in school, of the role of early attachment experiences in shaping children's expectations of themselves and of the world and of the importance of nurture for children's healthy growth and development
- A shared understanding that learning is developmental and that individual children's needs are the focus of effective teaching
- Careful identification of those children who might be most likely to benefit from nurture group provision using the Boxall Profile as a consistent means of understanding children's difficulties and of continuing to assess progress



# Growing In Bradford

- An understanding of the importance of balance within the nurture group e.g. girls/boys, children who act out/those who are more quiet and contained
- A maximum of 10/12 children in the group
- Two members of staff available to run the group and model appropriate behaviour to the children – ideally one of whom should have received Nurture Group Certificate training
- A teacher available to manage the group and support assessment and planning – even if they are not one of the staff team running the group on a session by session basis
- Children continuing to spend carefully managed time in their mainstream class right from the start of the nurture group placement
- Very careful liaison with mainstream classroom staff, throughout the placement in the nurture group, and as re-integration back to class extends and is looked to be completed within three or four terms
- The availability of an appropriate space in school where the nurture group can be held in a comfortable and welcoming environment, including: space for a kitchen and eating area; a carpeted area; sofa/soft chairs to relax in as well as space where more formal learning can take place

Many schools who have nurture groups, or who are interested in them, have now joined the national Nurture Group Network with whom we link locally and all the nurture groups in Bradford are beginning to look towards attaining the Nurture Group Quality Mark in the longer term.

One particularly encouraging aspect of all this nurture group excitement has been the development of the groups alongside the development of the SEAL curriculum (Social, Emotional Aspects of Learning) in some of the schools with nurture groups

As staff are informed by a better understanding of why a child's development might have been impaired, so the thematic, cross curricular, age appropriate SEAL curriculum stands out as the ideal vehicle for meeting the needs of the children in the group and for ensuring strong links with the work going on throughout school.

We hope that the links with SEAL will only get stronger!

For those of us who have been involved with the nurture group movement for some years, these are exciting and encouraging times and we want to spread our good news!

If you are working in a group at present then stick at it – there are likely to be difficult times, don't be discouraged and keep in touch with our local network - a problem shared and all that...

For those of you who might be thinking of moving towards developing a group, then do come to our next local network meeting if you can – (dates/venues available from Alison Smith, Carol Hallsworth or Alison Geldart at the SEBD Team, Future House).

If you can't make the meeting, then feel free to get in touch for support.

Be brave and take that first step!

**Alison Smith**  
**Specialist Teacher**  
**Education Bradford, SEBD Team**

*Pictures from Wycliffe CE Primary*



# Lister Primary School Nurture Room

SEAL has become an important part of our school curriculum and ethos.

In the nurture room we deliver literacy, numeracy and SEAL sessions according to the children's ability. We also provide specific activities which ensure the pupils' individual targets are achieved.

Currently, in the nurture room, we are learning about relationships and people who are important to us. Many of the activities are taken from the Silver strand materials for Year 1 and 2 group work.

The children attending the group sessions are from a mixed age range and enjoy the practical activities provided, ranging from simple jigsaws to baking.

Circle time is a very popular part of the sessions. Here we give the children the opportunity to share their emotions and feelings, as well as playing games such as the Memory game, "When I go to the shop I am going to buy," and 1-10.

**Nazia Mir and Saima Manzoor,**  
Teaching Assistants.



1



2



3



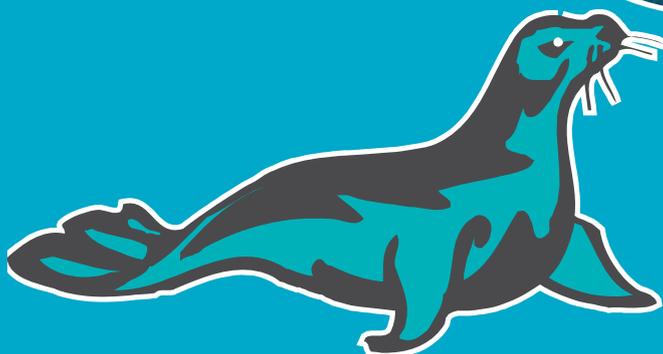
4

1 Circle time with younger pupils

2 Snack time

3 Circle time with older pupils

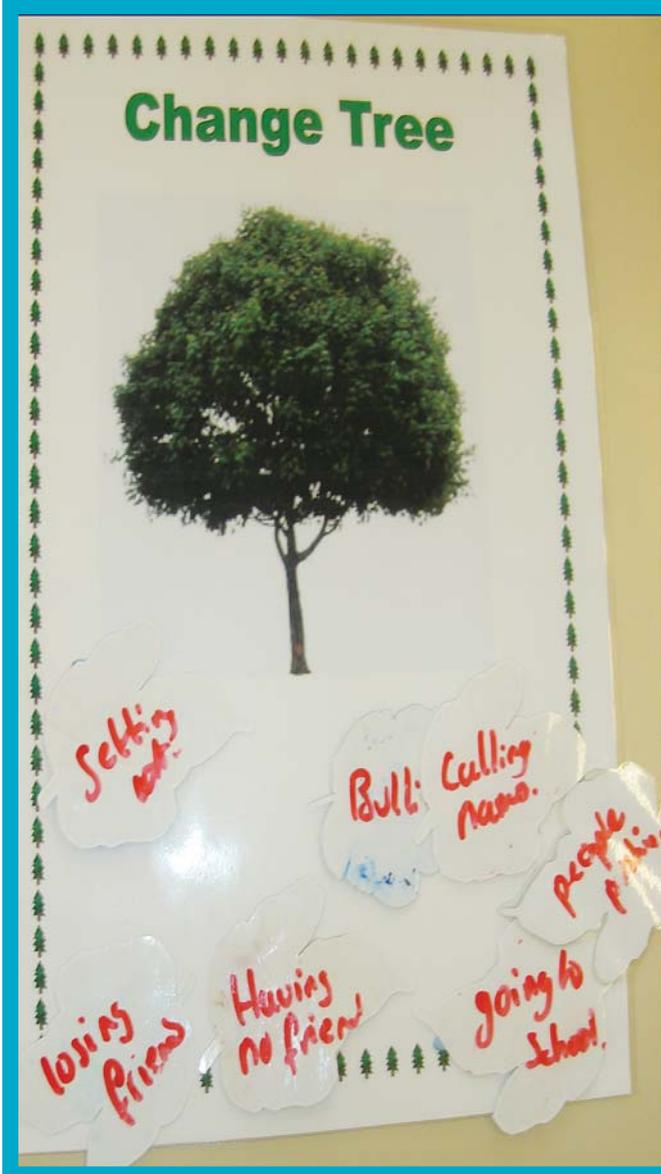
4 Our friends







# Primary School SEAL Small Groupwork



We discussed our worries around moving to secondary school and put them on the leaves on our 'change tree'.

We played a solution focused game in which we came up with solutions and strategies to help with these worries, while reminding ourselves of the positives of moving on to our new school.

As we came up with solutions, the leaves fell off the tree.

We also played 'Chinese Whispers' to show how gossip and rumours can grow and spread with each telling.

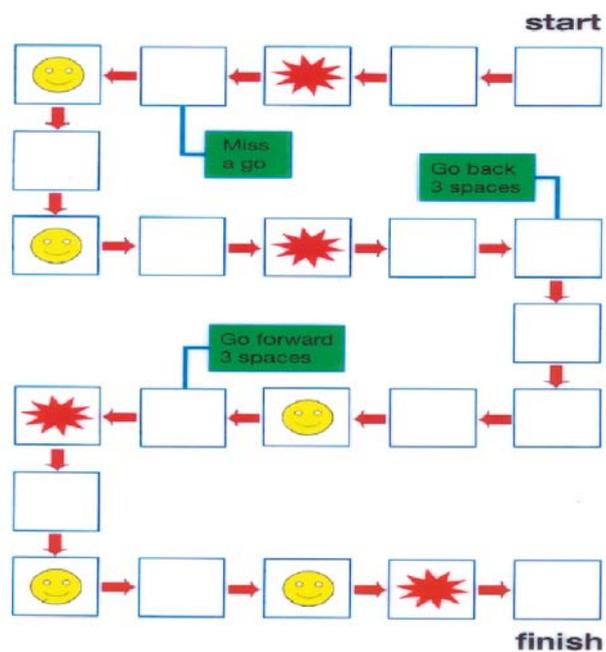
## Solution-focused Transition Worry Game

**Participants** to agree best way to decide who 'goes first'.

**Play** commences clockwise following the directions as follows in the game rules and as indicated on the game board.

**Smiley face** – player says what they are looking forward to about moving to secondary school.

**Star** – chose a leaf off the tree and say what they could do to help lessen/deal with that worry, others to have the opportunity to contribute and agree on whether the worry has been lessened – leaf to be discarded on the ground underneath the tree.



# SEAL at Ryecroft



## Getting on and falling out

**A**s part of the theme we decided to focus on team work. Children from across the school were asked to work together to plan a tea party for a significant adult in their life.

We began by looking at sample invitations and then completing our own designs. We then, as a team, decided on the menu for the party and completed a shopping list. The children were given a budget of £30 to spend at Asda. We then organised a trip for the children to purchase food and decorations. The next step was to prepare the food and decorate the room. The children also greeted the parents as they arrived and finally enjoyed a fabulous lunch together.



# SEAL at Peel Park Primary School

**S**EAL Buddies who were elected to help with any issues their classmates have.

We sold 190 Anti-Bullying Badges and had lots of activities linking to bullying through the week.

We have a graph showing how many SEAL tokens each class earns, everyone sees it on the Achievement Board.

A SEAL token is given to pupils who are showing positive qualities to make life in our school enjoyable, exciting and rewarding.

Every SEAL theme ends with a celebration assembly led by the Head and results in a corridor display relating to the work each class did during the theme.

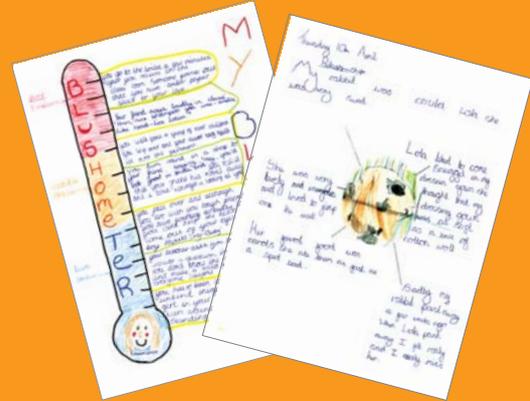


# SEAL at Low Moor Primary

**A**t Low Moor C of E Primary we dipped into the SEAL resources during anti-bullying week 2006. We then put SEAL on the school improvement plan to be implemented September 2007.



School assemblies focus on each SEAL theme the first week of every half term. At the end of that week we have a celebration assembly where each year group shows a sample of work that they have been doing in class. This work then goes on a display in the hall showing work from reception children to Year 6 children.



SEAL has had a positive impact on staff and pupils. Training has been given to all teaching staff and support staff, including small group work. KS1 and KS2 children have been developing their self esteem with the SEN team and have produced some fabulous work within small groups.



We are currently developing circle time throughout our school. Children in Reception look forward to circle time where the use of persona dolls are greatly enjoyed. Here we can see children learning about relationships and being 'fair' with the use of Ammena, a persona doll that visits our class on a regular basis where children learn about her family and culture.



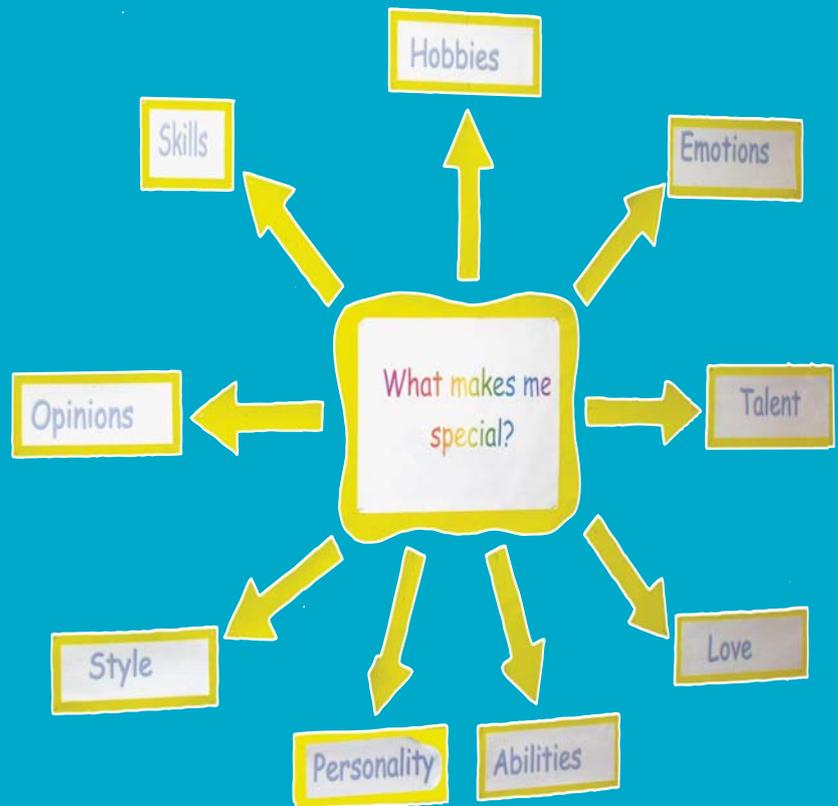
Our Parental Involvement Worker has implemented citizenship awards. All staff carry tokens and give them to children around school who demonstrate how to be good citizens. The class at the end of each week who collects the most tokens, gets presented with a trophy in good work assembly for their class.

**Debra Sarjeant**  
PSHCE/SEAL Co-ordinator

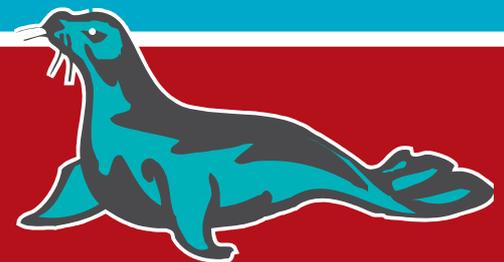
# SEAL at St Luke's CE Primary School

**S**t Luke's has recently become a SEAL focus school and we are gradually integrating the materials into our PSHCE curriculum.

Last half term we explored the "Good to be Me" theme. During the introductory assembly the children were asked to think about what makes a person special. They came up with lots of ideas and we used these as a focal point for the "Good to be Me" display on our designated SEAL board. Each class then explored the theme. The children were encouraged to think about their own good points and then to ask their friends and family for some positive input. In some cases they were surprised at the thoughts of others and this really boosted their self esteem. The information gathered was recorded in various ways, through ICT, drama, writing and artwork and presented at the celebration assembly before being displayed on the SEAL board. The children enjoyed the work and the striking display is a reminder to everyone that it is "Good to be me".



## SEAL helps Cavendish pupils make it to the top



**C**lass 3M self-evaluate their behaviour, attitude and effort in school each week. On Friday afternoon the children start at Base Camp and take their journey towards the ME3 Club at the top of the mountain. They stop at the place they feel they have reached that week.

SEAL materials are used to help support the children

on their journey. This is what some of our children think about SEAL.

Keon, Niamh and Annabel enjoy the breathing and relaxation exercises.

Keon thinks the calming strategies have helped him climb the mountain. "I use my calming strategies when I feel myself slipping."

Lucy took a while to reach the ME3 club but feels the weekly journey has really helped her. "I am managing to stay there most weeks. It helps me to be a good friend and to tell the truth. The breathing helps me to be calm and not to use bad language. I also like the praise tokens you give out."

Niamh says "SEAL has helped me because I wasn't putting as much effort into my behaviour then and every time I went to SEAL it helped me a little bit more. One time I thought I shouldn't do it at all so I stopped misbehaving. I like the breathing exercise!"

**Mrs Liz Thornton, Inclusion Manager,  
Cavendish Primary School**

# St Philip's 'Anti-bullying Week'

**W**e planned a whole school activities week. A special assembly was held to launch the event and we all held hands around the outside of the school and set off a firework to signal the start of our special week.

Throughout the week each class completed their own anti-bullying activities which were presented during an achievement assembly at the end of the week, a display of the activities is now in our school hall (pictures showing) Foundation - Circle games Year 1 - anti-bullying wrist bands and helping hands Year 2 - antibullying wrist bands & random acts of kindness Year 3 - Blue balloon launch and friendship packs Year 4 - Anti-bullying video Year 5 - Tree of friendship Year 6 - anti-bullying storyboards. We also took part in 11 million take over day. In each class a pupil applied for the job of teacher. Those chosen got to plan and deliver their own lesson for 1/2 an hour, and the deputy head, school administrator and headteacher roles were filled by children for the afternoon.

Parents also got involved. Each child and adult made their own anti-bullying textile as did some of our parents. Our parents group are at present busy sewing the pieces together so that we can display them as a banner in our corridor.

**Michelle Khambhaita (SEAL Coordinator)**



## 'Relaxation Week'

**S**t Philips "Relaxation Week", part of the "Good to be Me" theme, saw us decorate the staff room all week with relaxing lights, music etc and offered healthy drinks and snacks.

All week we have offered therapies for staff after school. These were provided by Helen Oates and Maurice Moody and we had a choice of Indian head massage, aromatherapy back massage, reflexology or acupressure massage.

Each child completed a "It's good to be me because ..." message and all were displayed in the hall.

These activities were in addition to our usual SEAL assemblies, parents activities and classroom activities.

**Michelle Khambhaita (SEAL Coordinator)**



# SEAL Themes – Co-ordinators' Workshops

**W**e have continued to seek to keep the 'Essence of SEAL', whole school ethos, cross curricular links, and staffroom activities high on the agenda. We continue to stress the importance of not viewing the SEAL materials as an 'add on' and 'yet another initiative' but as integral to everything that goes on in the whole school community.

Those who have attended a number of the workshops (and whose schools are further down the line on the SEAL journey) are feeding back that staff are becoming more confident in recognising that they are already addressing many of the outcomes in different ways. They are beginning to see the materials as a valuable resource to extend and inform their current good practice. The workshops aim for a balance of giving information and time for co-ordinators to feed back and discuss their experiences with others. Evaluations and feedback have been positive and tell us that coordinators greatly value this networking and sharing of ideas and experiences in informing their own planning. What has

become evident is the wide diversity of experience of the coordinators and the different stages of where people feel their schools are at on the SEAL journey. We are asking the question: "What would you like the workshops to look like next year?" Initial feedback tells us that there are still many schools who are starting up and would value workshops in the same format as those we have held this year. Please let us know what you would like and how we can best support you with SEAL next year. (Contacts on the front page).

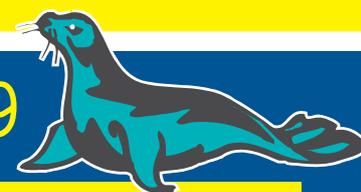
On a more personal note, a big 'Thank You' to the SEAL co-ordinators for the enthusiastic and positive way in which you have joined in with the staffroom activities, some of which have challenged all of our emotions. We have really enjoyed working with you. Hopefully, we've all had some fun along the way to balance the serious stuff.

**Carol Hallsworth, SEAL Team**

*Photographs show enthusiastic co-ordinators taking part in a recent workshop at Future House.*



## Primary SEAL Workshops 2008/09



<b>Bradford District:</b>	<b>(Venue – Future House)</b>		
Workshop 1:	Getting On and Falling Out	18 September 2008	9 am – 12 pm
Workshop 2:	Going for Goals	27 November 2008	9 am – 12 pm
Workshop 3:	Good to be Me	22 January 2009	9 am – 12 pm
Workshop 4:	Relationships	13 March 2009	9 am – 12 pm
Workshop 5:	Changes	7 May 2009	9 am – 12 pm
Workshop 6:	New Beginnings	19 June 2009	9 am – 12 pm
Workshop:	New to Primary SEAL	10 November 2008	9 am – 12 pm
Workshop:	Primary SEAL & Circle Time	10 November 2008	1 pm – 4 pm
Workshop	Introduction to Nurture Groups	12 January 2009	9 am – 12 pm
Workshop	Primary SEAL Small Group Work	12 January 2009	1 pm – 4 pm
Workshop	Primary SEAL & Circle Time	16 March 2009	9 am – 12 pm
Workshop	Primary SEAL in the Playground	16 March 2009	1 pm – 4 pm
Workshop	Primary SEAL & Transition Year 6 to 7	22 April 2009	9 am – 12 pm
Workshop	Primary Family SEAL	22 April 2009	1 pm – 4 pm
Workshop	Primary SEAL and Circle Time	21 May 2009	9 am – 12 pm
Workshop	Primary SEAL in the Playground	21 May 2009	1 pm – 4 pm
Workshop	Primary SEAL Small Group Work	26 June 2009	9 am – 12 pm
Workshop	Primary Family SEAL	26 June 2009	1 pm – 4 pm
<b>Keighley District:</b>	<b>(Venue – Worth Valley Primary School)</b>		
Workshop 1:	Getting On and Falling Out	2 October 2008	9 am – 12 pm
Workshop 2:	Going for Goals	4 December 2008	9 am – 12 pm
Workshop 3:	Good to be Me	5 February 2009	9 am – 12 pm
Workshop 4:	Relationships	26 March 2009	9 am – 12 pm
Workshop 5:	Changes	30 April 2009	9 am – 12 pm
Workshop 6:	New Beginnings	11 June 2009	9 am – 12 pm

Share good practice in the next SEAL update! These newsletters are a valuable opportunity to share good practice. Should you wish to include any material please send it electronically to:

[katy.dunn@educationbradford.com](mailto:katy.dunn@educationbradford.com)

Tel: 01274 385913 Fax: 01274 385624 Website: [www.bradfordschools.net](http://www.bradfordschools.net) and [www.bandapilot.org.uk](http://www.bandapilot.org.uk)