



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

Welcome to the fourth SEAL newsletter

This school year has seen continued developments with SEAL across the district with more schools asking us for additional training and support. A key area that is being developed is around the personal, social, emotional development of children. This is vitally important if we are to enable children to achieve their maximum potential. Mental and emotional health is fundamental to good general health and well being. There are strong links between the emotional well-being of children, their personal, social, emotional development and academic performance.

- SEAL aims to develop the underpinning skills that help promote self esteem, positive behaviour and effective learning.

- SEAL supports the excellent work going on in many schools that give systematic attention to the social and emotional aspects of learning through their whole school ethos and curriculum.

Emotional Health and Well-being

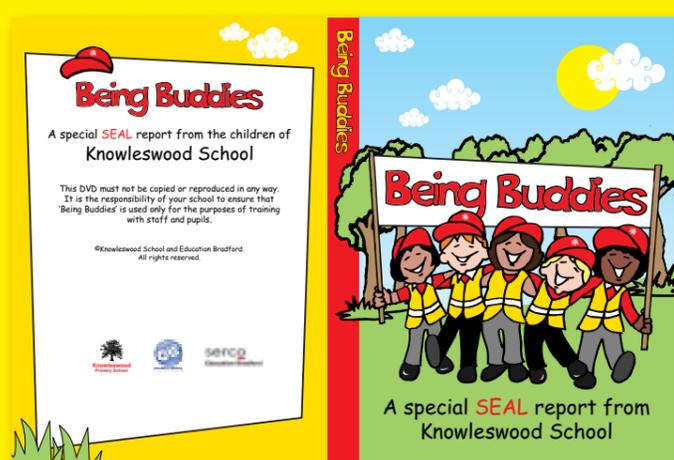
Schools that aim to develop social and emotional skills are finding that SEAL provides training and support to develop the necessary skills that contribute to a schools overall achievements.

- "Emotional health and well being contributes significantly to all five national outcomes for children: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being."
- "Promoting positive emotional health and well-being to help pupils to understand and express their feelings, and build confidence and emotional resilience and therefore their capacity to learn."

Increasing pupil participation is a key aspect of SEAL, the ethos statements within the resource involve pupil contribution. Schools now recognise that SEAL supports them in providing all children with the opportunities to voice their opinions on a variety of different issues. Circle time also provides an opportunity for developing active listening and speaking skills and a number of workshops that link to SEAL are planned for this year.

There are many benefits to pupils, schools, families and the community. Pupils develop their self esteem, confidence, social skills, problem solving, teamwork, communication, relationships with peers and school staff. They also develop an increased awareness, responsibility and ownership of their behaviours.

Key links can be made here with work undertaken with Investors in pupils which can also empower children, increase motivation and contribute to raising achievements throughout the key stages.



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

Website: www.nationalstrategies.standards.dcf.gov.uk

"Being Buddies"

Award Winning!

We are delighted to be able to share with you the exciting news that the Being Buddies DVD, made by **Knowleswood Primary School and the SEBD Team**, received first prize in the Bradford Young Citizens Awards for people who have '...made a difference to the lives of others'. The event was held at St Georges Hall on March 17 2010.

The DVD was successful in the under 11's group category and acknowledged for the impact that it made under the 'Every Child Matters Agenda'.

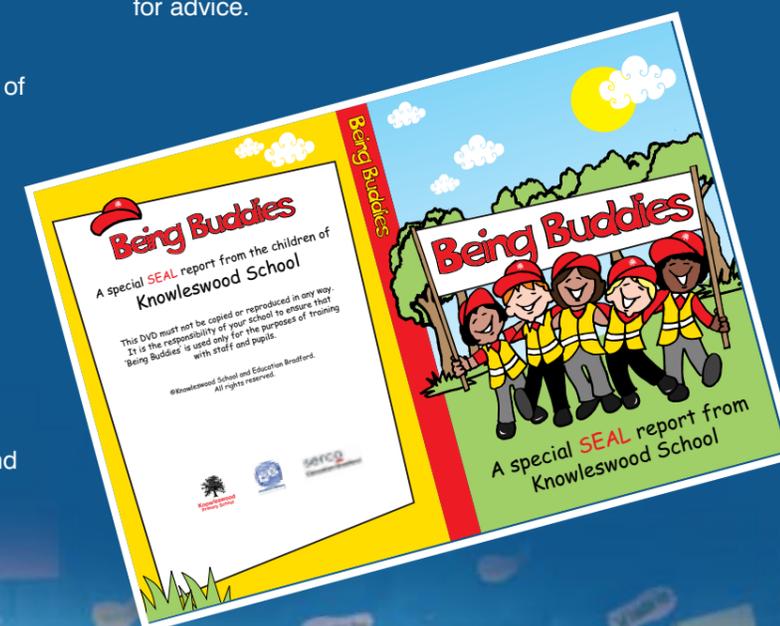
The award was received at St George's Hall during an evening of fantastic entertainment. Both the children and their parents from Knowleswood Primary and the members of the SEBD Team had a wonderful time!

Knowleswood Primary is a SEAL school and was chosen as a 'Project School' in 2008-9. The focus of the project was 'Better Playtimes'. The DVD was produced by Justine Burnhill the SEAL lead in school, Pam Glennon and Sharon Light from the SEBD Team with support from the City Learning Centre at Carlton Bolling College.

The Buddying Scheme had a huge impact on the behaviour in school, not only outside in the playground, but also in school once pupils were back in the classroom. Staff and pupils alike commented on the difference the Buddies were making to school life; fewer children were finding themselves involved in inappropriate behaviour and the general atmosphere in the playground was

much calmer. Playtimes were becoming much more enjoyable.

'Being Buddies' was shown for the first time at the Education Bradford SEAL Celebration day last October and distributed to seventy schools. Feedback from schools has been very positive and the SEBD Team continue to respond to enquiries and requests for advice.



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

SEAL 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





Knowleswood Primary School

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Parkwood Primary School

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Lidget Green Primary School

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This last year saw an exciting development with the 6 project schools who have been actively involved in developing key areas of SEAL in the playground, family and the creative curriculum. They played a significant part in the SEAL conference and have shared their work with colleagues who have wished to visit them or just ask for help and advice.

We are looking for new project schools that wish to develop SEAL and letters regarding this have been sent to all Primary Schools

Riddlesden St Mary's CE Primary School

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Lower Fields Primary School

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Wycliffe CE Primary School

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SEAL had always been high profile at Knowleswood, so when the opportunity came along to apply to become a Focus School, we jumped at the chance of planning a project which would look at SEAL on the Playground. We had recently had some Lunchtime Supervisor training from Pam Glennon and Sharon Light from the SEBD team where areas for improvement were identified.

In September 2008, 20 children in Year 6 embarked upon a Budding Project aimed at improving behaviour and peer relationships in school at lunchtimes and playtimes. They became known as 'Woody's Buddies'.

The Buddies worked in teams in and around the playground and school at lunch and playtimes, supporting younger children in their play and relationships.

They helped the lunchtime supervisors and teaching staff in countless ways, always being on hand to assist in the dining room, corridors, cloakrooms or outside in the playground or field.

The children had regular games training sessions and practised their problem-solving skills in Circle Time. This enabled the Buddies to show off their new skills and teach activities to others. Their newly acquired problem solving skills empowered them to begin sorting out difficulties and challenges themselves as a team.

The Buddies provided a wonderful example to younger children in school, creating a supportive atmosphere and modelling good, positive behaviour.

Staff in school have commented on the positive changes that the Budding scheme has brought about and the Headteacher says that he believes behaviour has improved as a direct result of the initiative.

The Buddies enthusiasm for the project was so keen that they wanted children and adults in other schools to see what they were doing, and what a positive effect it was having on their school, so we decided to make a DVD of their experiences.

Nine months later in September 2009, the DVD, entitled 'Being Buddies', was completed.

The DVD has already been shown at the annual SEAL Conference. It was met with a wealth of admiration and support for the work the Buddies had done. To date, eighty schools have requested a copy of the DVD.

Being a SEAL Focus School has given Knowleswood the opportunity to look in depth at one specific area of the Social and Emotional Aspects of Learning and set up a quality project which will continue in school for the foreseeable future. The production of a DVD will also enable other schools to follow our Playground Journey and hopefully take away ideas from it.

Justine Burnhill
SEAL/SEAL Coordinator,
Knowleswood Primary School



Classes use Adinkra symbols to help with transition

The Adinkra symbols originate from West Africa and the word Adinkra means farewell. It was the tradition of the Asante people to wear patterned cloth decorated with the symbols to express their feelings. Originally they were used for clothes worn at funerals to show sorrow and to bid farewell to the deceased. Later the symbols were used by other people in West Africa for a variety of social gatherings and festive occasions.

Before we broke for the summer holidays each class was asked to reflect on the school year and to discuss how they had changed and what their aspirations were for the new school year. At the beginning of the autumn term each class reviewed what had been discussed earlier, how they had settled into their new classes and what they hoped would happen during this school year. Working co-operatively they then designed their own corporate Adinkra symbol and displayed it on their classroom door.

Nina Elphee
Learning Mentor



Family SEAL Project

As a SEAL Project school we decided to use the additional funding to develop closer links with hard to reach families. We decided that we would run a 6 week project based on the SEAL Relationships materials, but with a fun element including cooking and crafts.

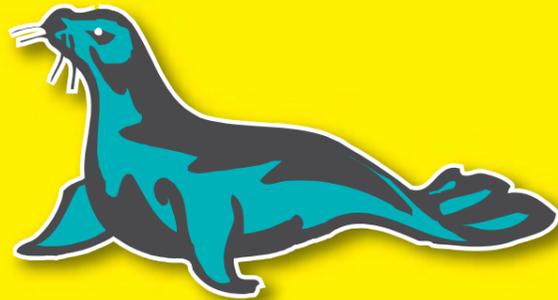
Our primary criteria:

- Pupils whose parents rarely or never engaged with the school through parents' evenings, talks with class teachers etc
- Pupils whose parents may have been verbally aggressive in the past
- Pupils who were regularly late to school or late being collected after school



We made sure that we had:

- Leadership backing
- A simple action plan
- PIO involvement
- An identified group leader who could work alongside families (a dinner supervisor was chosen due to her previous involvement with a mother and toddler group).
- Teacher involvement in terms of nominating pupils



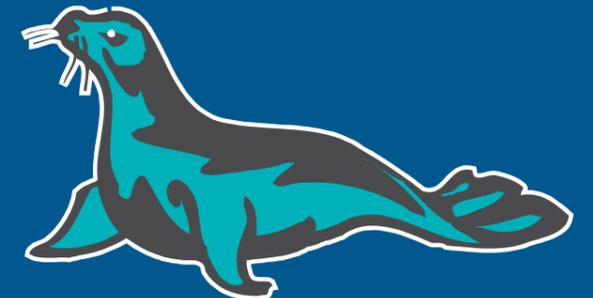
We were keen to make the experience fun for the parents and driven by the children. Invitations were designed and sent by the children and our PIO followed them up with personal phone calls. We were delighted with the response to the project and parents made very positive comments about the opportunity that they were given to spend quality one to one time with their child.

Gavin Sykes
Deputy Head Teacher



Parkwood Primary School have been working hard to achieve their 'goals'. All classes were involved in a fun and friendly competition to collect the most yellow cards. Yellow cards are part of Parkwood's behaviour policy and are given to children for good behaviour during playtimes. During the 'Going for Goals' theme everyone was rewarded weekly for their contributions and by the end of the theme the class with the most yellow cards were rewarded with prizes. It was a great way to develop SEAL within the playground whilst supporting and promoting good behaviour outside of the classroom.

Tracey Mayer
Learning Support Centre Teacher





As a lead school we have been looking at a number of ways to extend and improve our SEAL work both in St Mary's and with other schools in the Keighley area.

One area we are particularly interested in developing is our work with parents. Jackie Talbot our Parental Involvement Officer and miracle worker has done a wonderful job so far in encouraging parents into school through running sessions for parents from chocolate making to computer courses. The challenge for us now is how to engage the parents in our 'Happy at School, Happy at Home' programme. We are just beginning to develop this and we are currently working with Speech and Language Therapists, Educational Psychologists and School Nurses to look at how we can best meet the needs of the child and the parents through using SEAL. At the moment most of our work is with individual parents but as this continues to grow we

hope to increase this to small groups of parents who are willing to share their experiences and skills with each other.

In Keighley, we are also very fortunate to have the opportunity to access the four Primary Learning Support Centres at Eastwood, Parkwood, St Joseph's and Merlin Top Primary Schools.

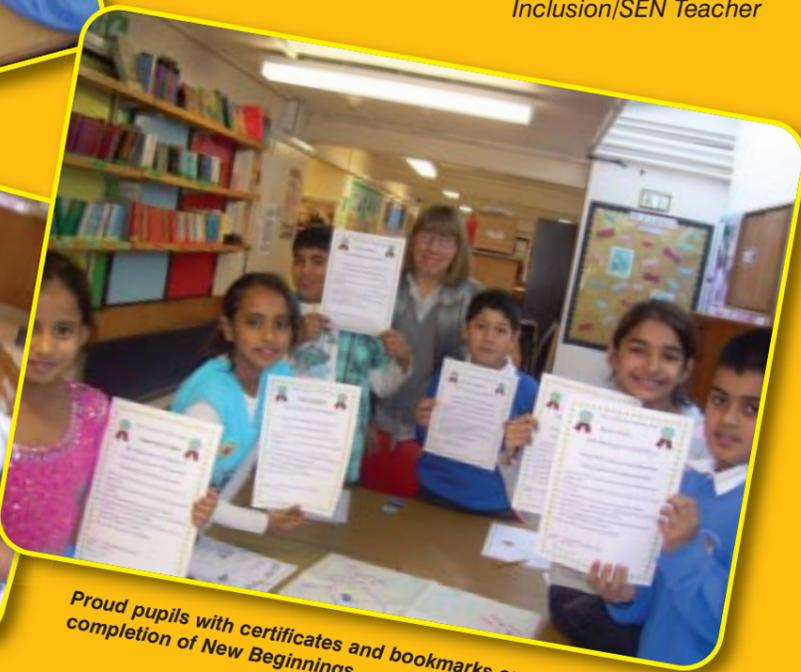
These centres do brilliant work in helping pupils with self esteem, managing behaviour, problem solving and resolving conflicts. Unfortunately, sometimes when the pupils return to the classroom these lessons and skills are not always remembered and used effectively.

I am currently working with Lesley Smith at Eastwood and Jenny McGuiness at St Joseph's to look at how SEAL is used in the centres and how we can continue with SEAL to support the pupil and parents when the pupil returns to school. Another important area for us is how we track and monitor pupil progress in the centres and on their return to school, and how we use this evidence to demonstrate the effectiveness of the SEAL intervention.

We all know how difficult it is to timetable staff interventions in school, but I feel if the hard work of other agencies and support centres is to have maximum effect then schools need to develop a programme which supports and shares this good practice.

Thanks to the SEBD team for helping us with staff training and provision of resources.

Gillian Ryan
Inclusion/SEN Teacher

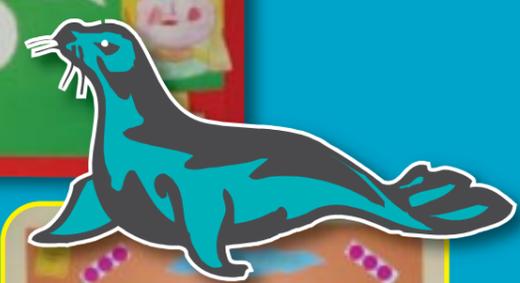


This group was set up to support a pupil on his return from a support centre.

Proud pupils with certificates and bookmarks on recent completion of New Beginnings.

Social and Emotional Aspects of Learning are key to providing all the five outcomes for ECM. Personalised learning at its best starts with emotional well being. At Wycliffe SEAL is providing that framework and making a big difference.

Lynne Clews,
Acting Deputy
Headteacher



Evaluations of the day:

- *Thoroughly enjoyed the day and the playground DVD*
- *Good to speak to and see other schools work on how they have implemented SEAL*
- *An uplifting experience*
- *An informative and enjoyable day, some new ideas to take back to school*
- *A very successful conference, thanks for all the hard work*
- *Really enjoyed the workshops, lots of good ideas to take back*
- *I'm really glad I displayed our work as I received positive feedback and it's given me confidence to continue developing SEAL in our school*
- *The speakers were positive and inspirational*
- *DVD brilliant*
- *Well delivered workshops, a good idea empowering the children*

Organisation of this years conference involved the six project schools who shared their innovative practice and developments. The day's agenda was very full and was opened by John Edwards, the Headteacher from **Lower Fields Primary School**, who talked of the need for a whole school commitment and drive. The market place provided the opportunity for schools from across the district to showcase the work that they have developed with SEAL. *Delegates were able to take a range of ideas away as to how other schools approach the development of SEAL.*

Lower Fields, Lidget Green and Wycliffe CE Primary Schools spoke to the whole conference about their work on Family SEAL and Playground SEAL. In the afternoon 'the' Family SEAL workshop was led by Tracey Mayer from **Parkwood Primary School**. Louise Chapman from **Lidget Green Primary School**, led the Playground SEAL Workshop with support from pupils and Jean Seager, senior lunchtime supervisor. The Small Group Work Workshop was led by Martina Walsh from the **SEBD Team** with support from Billy Riches and pupils at **Green Lane Primary School**. Pam Glennon, **SEBD Team**, led the Circle Time Workshop and Gillian Ryan from **Riddlesden St Mary's Primary School** led the Getting Started with SEAL Workshop.

Delegates were asked to consider their next step back in school, these were some of their ideas:

- *Liaise with our Parental Involvement Worker about running Family SEAL workshops*
- *Liaise with our Headteacher to develop SEAL in the playground*
- *Raise the profile of SEAL again in school*
- *Develop an action plan for Lunchtime SEAL and training*
- *Develop an action plan for Family SEAL*
- *Audit what we already do*
- *Develop the small group work*
- *Introduce peaceful problem solving into our playground*
- *Develop the cross curricular links*



MARKET PLACE

The market place also had displays from key Education Bradford Teams that link with SEAL:

- Diversity and Cohesion
- Investors in Pupils
- The Literacy Team Speaking and Listening Consultants
- Emotional Health and Well Being Team
- Bradford Early Years and Childcare displayed the new resources (Social and Emotional Aspects Development) and shared the training programme being delivered across Bradford
- Christine Cutler - Parental Involvement Team

List of Primary schools who displayed

- GREEN LANE
- CAVENDISH
- LISTER PRIMARY
- PEEL PARK PRIMARY
- LEY TOP
- LOW MOOR CE
- THORNTON
- SALTAIRE
- FARFIELD
- PARKWOOD
- WYCLIFFE CE
- KNOWLESWOOD
- LIDGET GREEN



Illustrating cross-curricular links at the SEAL Conference

In year 2, pupils read the story of 'Beegu' by Alexis Deacon. The story is fantastic and really links well with the SEAL New Beginnings Unit. Many cross-curricular links were made. The powerpoint presentation which was displayed at the SEAL Conference gives further details of how the story was used.

New Beginnings

Cross-curricular links in year 2 at Cavendish Primary School

Cross-curricular links Using the story of BEEGU

- SEAL and literacy
- SEAL and art
- SEAL and Circle Time
- SEAL and PSHE

SEAL Curriculum links

SEAL and literacy

Exploring feelings through speaking and listening activities

We looked at the pictures from the book. We talked about feelings and wow words to describe the pictures.

Feelings Words

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SEAL/Circle Time/PSHE

- We used the story of Beegu to introduce the idea of welcoming new people into our class.
- This story also encompasses aspects of cultural diversity and helps us to appreciate the similarities and differences between us all.

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Helen Ryall
PSHE Co-ordinator and Year 2 Class Teacher

Getting On and Falling Out Unit

The year 2 pupils talked about the qualities for a perfect friend. They then wrote their own 'Recipe for a Friend' Poem, to send to the SEAL team at Education Bradford.

How to make a perfect friend
 Take one body,
 Add a spoonful of happiness,
 Mix in a bit of laughter,
 Sprinkle a handful of trust,
 Whisk in a few pieces of happiness,
 Pour in a jug of craziness,
 And that is a perfect friend!
 by Addison

How to make a perfect friend
 Take one body,
 Pour in 100 laughs,
 Stir in two teaspoons of care,
 Take three grammes of generosity,
 Then leave it to bake,
 Then you have a best friend.
 by Megan

Recipe for a friend
 Take one body,
 Sprinkle in some happiness to feel loved and for when times are tough,
 Mix in some trust for when the road is rough,
 Whisk in a pinch of politeness,
 Melt in some laughter to make a million giggles and feel like the sunshine,
 Share 100 secrets,
 Leave to bake,
 That's a perfect friend!
 by Tyler





This is our main SEAL display in the hall.

SEAL at Green Lane Primary School in Bradford is growing bigger each year. We are particularly proud of our small group work. We have a team of 7 teaching assistants working with groups across Key Stages 1 and 2, and have covered all themes across the year, helping (potentially) over 150 children.

Each group has two target children and four role models. The children are chosen by consulting class teachers, and the teaching assistants who work with them. Our senior leadership team, PSHCE leader and Inclusion Manager have all been very supportive and have a genuine enthusiasm for embedding the SEAL ethos throughout the whole school. This has been crucial for our success so far. The teaching assistants get a great deal of enjoyment from delivering the workshops, and it is good for developing their skills working with small groups. The provision of resources by the SEBD team has been useful. The meetings for each theme are excellent for networking, a good opportunity to introduce new colleagues to SEAL and you always leave with new ideas.

The children at Green Lane are incredibly keen to get involved in SEAL work, and thoroughly enjoy their learning. We have worked with children with a huge variety of social and emotional issues, and the themes are very well designed to support these children. The children do not even realise they are in a lesson sometimes because they are having so much fun! The children used as role models improve in confidence by providing something positive to others. The whole school enjoys the assemblies which are based around the current theme. From September 2009 we have been able to link the Investors In Pupils activities with the New Beginnings theme, so they will support each other to provide the best possible welcome for the children into their new class.

Although we have been delivering SEAL for two and a half years now, we are always looking to improve. Over the next school year we will be looking at delivering classroom SEAL with the same consistency as our well embedded small group work. Linked to this is the challenge of getting the children who work in the small groups to transfer the key skills they have learnt into the classroom. Schools are very busy places, especially during the final half term of the summer, so it is essential to look at upcoming events well in advance and ensure the children and relevant adults are in place to continue driving SEAL forward.

By maintaining and expanding the enthusiasm for SEAL at Green Lane Primary School, we are looking forward to experiencing some New Beginnings of our own in September!

Billy Riches
Teaching Assistant



Pictures from SEAL Conference.



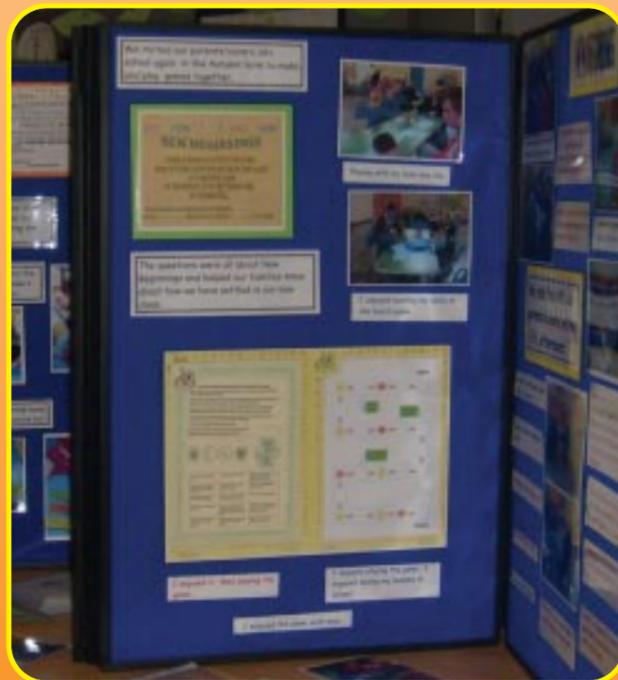
1. Our learning outcomes are updated every week so the whole school can see what we are learning about
2. Key Stage 1 were finding out different ways of learning
3. This is our display on different types of body language
4. Key Stage 1 were finding out different ways of learning in Going For Goals
5. This is some of our Key Stage 1 work
6. Year 2 designed some birthday cards
7. These are some of our imaginary best friends
8. We used role play to explore different types of body language
9. These are some of our imaginary best friends
10. We learnt that everyone has a different idea of what they find relaxing
11. We learnt about stereotyping. What do you think you know about these people just by looking at them?
12. We learnt about different types of body language
13. This shows what your body does when you are thinking "Fight or Flight?"
14. We discussed how to be a good friend and taking turns, when playing or talking
15. We are the Fab Friends and know how to make friends and solve any problems peacefully
16. We learnt how to make new friends

SEAL Conference 2009



ECM Activities
 SEAL Groups, 1:1 Mentoring and tuition, Rise & Shine Club, Share Learning, Film Club, Lunchtime activities, Learn to Learn Groups, Homework Club, Play Pals and so it goes on...

The Every Child Matters Team
 Mrs A Wilkins - SENCo (Special Educational Needs Co-ordinator)
 Mr C Evans - Learning Mentor
 Mrs R Gould - SEN Teaching Assistant
 Mrs A Bower - Parental Involvement Worker



The photos were done during Anti-bullying week and coincided with Children in Need

1. The children had to dress in something blue and spotty
2. We took each year group out to spell out the letters ABW
3. This was the culmination of a weeks focus on bullying in the classrooms
4. All the children shouted 'say no to bullying'

Better to Start Small than Not at All!

The Acorn Room

We have just half a room for our part time Nurture Group, the other half being Inclusion office space. The Acorn Room is a protected area and is not used for other interventions. This is indicated by the trail of footprints which visitors follow to the office area.

Children in the group are concentrating on learning Acorn Room routines and on getting to know each other. Our evaluations at the moment are anecdotal as we observe how each child settles.

Everyone loves the Acorn Room and looks forward to the sessions. We are experimenting with planning formats and with record sheets. Even over this short time, conversations with classroom teachers have given us insights about the needs of these children.

We have four children, two girls and two boys, all from Year 1, in our Nurture Group. There is a mixture of behavioural need, lack of routine, poor social skills and reticence among the four children

"While we are washing up we can discuss the view over the sink. Our mock window reflects what can be seen out of the window at the other end of the room".



Mary Speight
Assistant Head for Inclusion



Our Feelings Tree



This is Ameena. She comes to visit Reception children and tells them all about her family and friends.



Ameena has been feeling a bit left out because her mum has had a new baby. Her friends at school have also been mean to her and have not been letting her join in with the games.

Ameena goes to read her favourite book in the book area about a giant. To her surprise, the Big Friendly Giant steps out of the story and helps her to stand up to her mean friends.



THAT'S NOT FAIR!

Ameena's friends hurt her feelings
Amy

Read what reception children thought about how Ameena's friends were treating her and what they thought she should do.



She feels sad because no one will let her play
Harry G

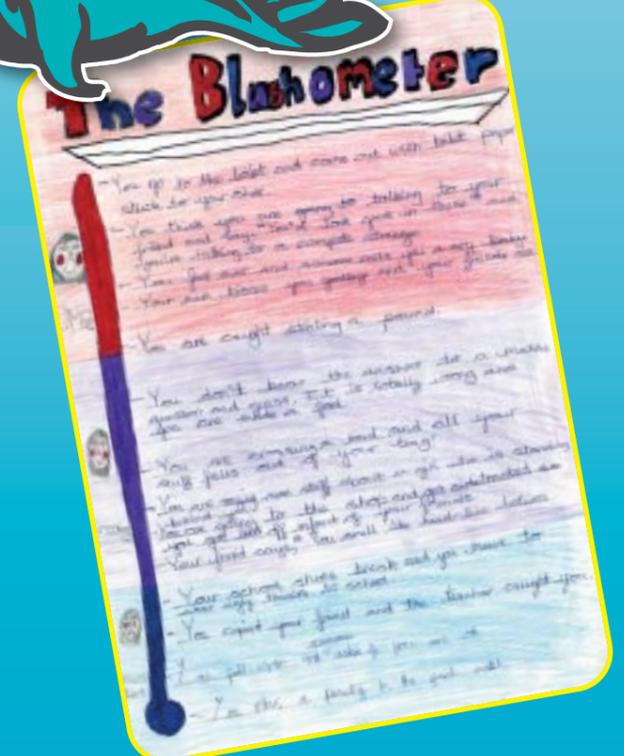
Her friends were being selfish
Daniel

The children were being unfair to Ameena
McKenzie

She might feel lonely because no one will play with her
Lauren

The other children hurt Ameena's feelings
Cameron

You should tell a teacher if some one is mean to you
Louis



Examples of Low Moor CE Primary Display work provided by Debra Sarjeant, Class Teacher

Using SEAL in the Nurture Group



Elmer class, a safe and warm environment

BRACKENHILL NURTURE GROUP was launched in October 2009. One of the first stories we read with the children was 'Elmer'. The children were so captivated by the story we decided to name the Nurture Group, 'Elmer Class'. We are now half way through our second year and as we look back and reflect we are amazed at how much we have learnt along the journey. Right from the start we decided that SEAL should be at the heart of all that takes place in Elmer. This has been our anchor! Through all the ups and downs of trying different routines, experimenting with different planning formats, getting to grips with the Boxall Profile, etc – we have kept SEAL firmly in place.

The more we have been using the SEAL materials the more we have come to appreciate how powerful they are as a resource and how they can be woven into most aspects of our daily routines. The autumn themes, 'New Beginnings' and 'Getting on and Falling Out' were most apt for our new nurture group children as they were starting to develop new relationships, learning to trust others and beginning to understand new things about themselves. As we move into the Spring theme, 'Going for Goals', we are seeing the children discover a confidence they never knew they had. The children are learning to set goals for

themselves and working hard to achieve them. Already we are seeing fragile lives changing and improved behaviour both at school and at home.

The focal point of our morning has to be 'Snack Time'. Here the children experience so many different aspects of learning. Speaking and listening skills are honed, good manners are instilled, children are valued, listened to and made to feel special. We tell jokes and have fun. We learn how to clear up spilt milk, serve each other, appreciate each other, learn how to say sorry and forgive. We share this time with visitors, both pupils and staff. We talk about our targets and try to get rewards and some days we even manage to squeeze in some number work and phonics!

Establishing the Nurture Group has proved to be a huge challenge and learning curve. We are pleased to have made a good start and we are now looking forward to moving on, embedding SEAL more and more into the life of Elmer. We are so grateful for all the networking opportunities that we have had as we have met with other nurture group teams across Bradford. Sharing ideas and expertise has been so vital. So here's to Nurture Groups and here's to SEAL!

Helen Foakes
Nurture Group Teacher

Kokeshi: Stand up, Speak out, Make a difference!

Education Bradford is working in partnership with Bradford Council, Bradford College, Carlton Bolling City Learning Centre and Bradford City for Peace, supported by the Hiroshima Peace Museum, on a new and exciting project.

Generic Aims of the Project

- To improve awareness and understanding among all communities and all generations in the Bradford District
- To help raise awareness of the importance of human rights and encourage individuals to take an active role as citizens
- To reduce racism, prejudice and challenge stereotypes, by addressing hate crime and community tensions, locally, nationally and internationally
- To provide focused, educationally valuable, opportunities for people from a variety of ages, abilities, socio-economic, ethnic and religious backgrounds, to meet and work together and to form positive relationships
- To design a sustainable peer education programme to meaningfully promote equality, diversity and community cohesion
- To utilise and increase the knowledge and skills of teachers in dealing with challenging issues of human rights, to embed EDCC in the curriculum

Kokeshi Resource

Diversity and Cohesion's newest publication has now gone out to all schools in the Bradford District. This resource looks at pupil power and the 'student voice', through human rights issues in Bradford and the wider world in the 20th and 21st century. The resource was sent direct to all teachers currently involved in the Project and to the Headteachers of all other schools, PRUs and Special Schools. Additional copies are available at cost (not sold for profit) £19.50 + pp. Please contact gemma.whiteoak@educationbradford.com For help using the resource please contact diane.hadwen@educationbradford.com

The associated project is now well under way and we have had an overwhelming response from schools wanting to take part. Unfortunately the adverse weather conditions has affected the role out of the peer education to some schools, but dates are currently being arranged. If you have any queries please contact alina.khan@educationbradford.com

We have already updated our Anne Frank Student Ambassadors, ready to role out the peer education work in primary and secondary schools. They will be visiting schools to pass on their skills and knowledge to pupils who will take on the role of Bradford's Kokeshi Ambassadors and to inspire these pupils and others, to stand up, speak out and make a difference at subsequent Speakers' Corner events.

CPD for teacher participants is now also well under way and so far we have we have worked with over 100 teachers from 44 primary, secondary schools and PRUs, plus staff and pupils from nine further schools who are involved in creating the artwork for the exhibition. We also welcome two new supporting members of staff to the project - Stuart Brooke and Linda Cowie, who along with our new administrator Gemma Whiteoak, will be supporting participating pupils and teachers. We are also fortunate to have the help and support of Tony Bullock, Brenda Thomson and Ben Chalcraft in delivering this exciting project.

The Kokeshi Exhibition ran for most of March at the Yorkshire Craft Centre, courtesy of Bradford College.

A taste of Kokeshi may be downloaded at www.cohesionbradford.org

Many thanks to all participating schools and to their excellent enthusiastic teachers.

Diane Hadwen
Manager for Diversity & Cohesion



From September 2009 the National Healthy Schools Programme will grow to include the Healthy Schools enhancement model, which has been designed to help schools develop the wider thinking and planning they will need to do, in order to achieve better outcomes around health and well-being for children and young people. It has also been intended to help schools to make every effort for lifelong health and well-being behaviour changes in children and young people, with exacting focus on providing targeted support for those who are most at risk.

The Health and Well-Being team will work closely with schools to achieve locally agreed health and well-being outcomes. This will reflect school-based local and national priorities as outlined in the Local Area Agreements, Children and Young People's Plans and PCT operational plans. The enhancement model will provide schools with rigorous health and well-being evidence for schools improvements plans, the Ofsted self Evaluation Form and the student level well-being indicators and school report card.

It will provide vital leadership in translating into practice the Government's vision of the 21st Century School and helping to make this the best country in the world to grow up.

Social and Emotional Aspects of Learning (SEAL) can help schools to meet the criteria for delivering the Emotional Health and Well-being theme for the enhancement model. It provides a whole-curriculum framework for promoting the social and emotional skills that are essential for affirmative emotional health and well-being now and in the future. It also supports a whole-school approach to creating an emotionally safe environment where these skills can be learnt and practised.

SEAL and emotional health and well-being are not the same, although they are closely related. It is not possible to effectively promote emotional health and well-being without helping children and young people to develop social and emotional skills and it is not feasible to teach these skills effectively unless it is in an environment which is designed to support the emotional health and well-being of all the learners involved.

David Wall-Jones

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Education Bradford

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Relax Kids

RELAX KIDSHAVE produced a free glossy magazine which is full of articles for parents and teachers. It can be read here www.relax-magazine.com/online or schools can order 110 copies for only £10 postage.

Four covers of the 'Relax Kids' magazine are displayed in a row. Each cover features the title 'RELAX YOUR CHILD' and a different activity: a child jumping, a child playing a game, a child playing soccer, and a child on a skateboard. The covers are in various colors: orange, green, blue, and purple.

New CD range from Relax Kids!

Available now from our online shop, or your local Relax Kids Teacher

Intervention Programme - Nurturing Talk

Course number: TP009P/19

Description of Course

This Wave 3 speaking and listening intervention programme is aimed at pupils with SEBD (Social, Emotional and Behavioural Difficulties) in any educational setting in KS1, KS2 and early KS3. It is based on the Talking Partners programme and will help pupils develop their language and thought processes to enable them to communicate effectively with children and adults. It links with the SEAL materials both in models of practice taken from the silver strand (small group work) and the resources used. The training is for teachers, learning mentors and experienced Teaching Assistants and includes a copy of Nurturing Talk.

Outcomes for learners in schools:

Accelerated progress in speaking and listening using a range of strategies. Pupils will become more active learners who can communicate more independently and confidently. They will also be better equipped to function effectively in mainstream classroom on a more regular basis.

Aims/Objectives:

- Understand the link between communication and behaviour
- Introduce Nurturing Talk
- Explain how to use the pack
- Provide opportunities to experience the activities
- Consider how the activities can be extended

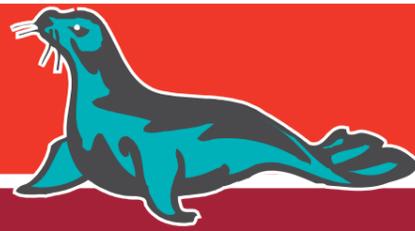
Method:

Over the one-day of training, course participants will:

- Understand the principles of Nurturing Talk, particularly around communication and behaviour
- Have opportunities to try the range of activities in the programme
- Learn how to plan activities and find resources
- Learn how to record pupil progress and receive materials to the value of £60 to start the programme

Contact Clare Reed or Carol Hallsworth for further details on 01274 385913.

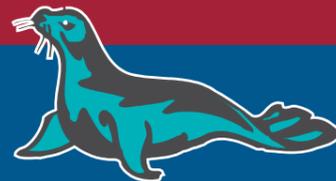
Resources



- A number of schools that have embedded SEAL at a class level have identified the playground and work with lunchtime support staff as a key development area. We are linking with these schools to collate resources and training materials which will be made available across the district.
- The conference last October saw the launch of a DVD on developing SEAL and buddies in the playground that had been produced jointly by Knowleswood Primary School and the SEBD Team with support from the City Learning Centre at Carlton Boiling. The DVD was shared with parents and the pupils in November at Future House. The pupils are all now in year 7 in our districts secondary schools.
- Additional resources are continuously being developed and made available for schools through the SEAL page on Bradford Schools on line.
- The SEBD team have revamped all the silver set small group booklets and produced additional resources. A booklet of relaxation has now been developed along side Green Lane Primary school. These will be made available as a pack this year for schools.



Bradford Conference: 1 July 2010



Please join Education Bradford and the Network Schools on 1 July 2010, 09:00 at 16:00 at the Cedar Court Hotel, Bradford, for the Bradford IDP Conference

Education Bradford and the participating Network Schools will be celebrating the 2009-10 completion of the Inclusion Development Programme, and introducing the new IDP module, BESD.

The modules covered over this academic year have been Autism, Dyslexia and Speech, Language & Communication (SLCN). In September 2010, Bradford Schools will again have the opportunity to become Network schools for these modules and the new IDP Network module, BESD.

This Conference will:

- Give participating schools the opportunity to share good practice.

Resources are readily available on Bradford Schools Online (BSO) and can be accessed without having to be logged in.

Please contact Katy Dunn on 01274 385913 or via email at katy.dunn@educationbradford.com with initial SEAL queries.

- Show the impact that using the IDP materials can have on your school.
- Demonstrate how the IDP materials can be used to enable Quality First Teaching within your school.
- Introduce the new BESD module materials and give you the opportunity to sign up for initial training.
- Give schools the opportunity to register their interest in becoming a network school for the following IDP modules: ASC, Dyslexia, SLCN, BESD, next academic year.

We look forward to seeing you there!

For continued updated information, see our website, on Bradford Schools on-line, under Curriculum and Assessment (Inclusion Development Programme)