



Issue 5: Summer Term 2011

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

Welcome to the fifth and final SEAL newsletter

This newsletter is a celebration of the continued good work and practice that has evolved over the past five years within Bradford with regard to the social and emotional aspects of learning.

It doesn't seem like five minutes since that initial launch back in 2006 where every primary school received a large box of all the resources. This day was followed up by a number of introductions to SEAL to partner agencies. We are still asked each year to deliver training to colleagues within social care with an emphasis on family SEAL.

SEAL workshops have always been in demand and oversubscribed with very positive evaluations. Additional workshops have developed over the years to include family SEAL, transition, small groups and lunchtimes. Within this newsletter you will see examples of how these workshops and the resources have evolved.

Our SEAL page on Bradford Schools Online continues to develop and schools are submitting photographs to be included.

Across the district each year we have had focus schools that have gone on to share their practice at workshops and conferences. Our first sharing practice day was back in the Summer of 2007 and was followed each year by bigger and fuller conferences with schools displaying and sharing their work.

Nationally research has been undertaken into the social and emotional aspects of learning and the contributions to improving attainment behaviour and attendance. Findings demonstrated that having a whole school universal approach to SEAL was the strongest predictor of an enhanced school ethos characterised by positive attitudes and behaviour. Schools with a positive social ethos were found to have:

- More positive pupil experiences of peer interaction
- Better Ofsted ratings for behaviour
- Lower levels of persistent absence
- Higher attainment in KS2 SATs and GCSEs

The National Strategies website is still available and further examples of good practice can be found on it.

Many schools that developed a structured approach have now absorbed SEAL into all curriculum areas and it has become part of everyday practice.

In 2010 we saw the launch of the Inclusion Development

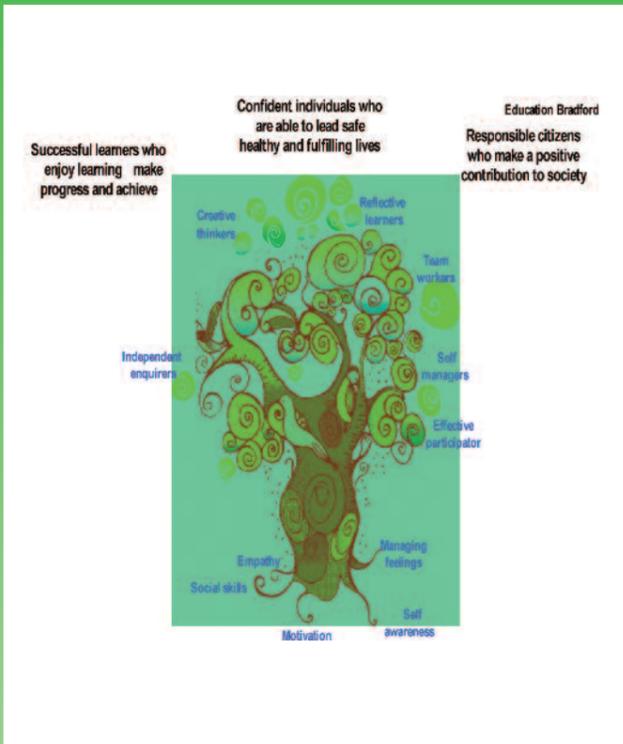
Programme (IDP) for social emotional behaviour difficulties. The IDP refers to SEAL and emphasises that there needs to be:

1. Positive whole-school ethos and policies
2. Positive classroom practice, climate for learning and quality first teaching
3. Evidence based interventions where the progress of the pupil is monitored and which is delivered by appropriately trained staff. SEAL small group work and nurture groups are examples used here.

We hope you enjoy this newsletter and continue to use the SEAL resources for years to come.



Welcome to SEAL



What is SEAL?



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.
- 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.

SEAL 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

What you should know about SEAL



"I have never met a child who is not motivated - but sometimes children are not motivated to do what we want them to do!" - Ian Gilbert



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



Brackenhill Primary School
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Cavendish Primary School
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We have had 7 project schools this year who between them have been involved in a wide range of key areas of SEAL:

- SEAL in the curriculum
- Working with parents
 - Lunchtimes
 - The playground
- Small group sessions
- Nurture groups

Marshfield Primary School
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Green Lane Primary School
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Project School

Being a SEAL Project School for 2010-2011 has given Brackenhill a great opportunity to raise the profile of SEAL throughout school. The focus of our project has been two-fold: firstly to firmly embed SEAL into our whole school curriculum and secondly to extend our work with parents.



SEAL in the Curriculum

During this year, as part of our on-going staff training, we have been looking carefully at how we plan for SEAL and we are now becoming more confident at incorporating SEAL into our whole school 'Creative Curriculum'. Assemblies have played a big part in promoting the awareness of SEAL. Over the year, we have developed our



assembly programme to include special assemblies at the beginning and end of each half-

term. The children play an active part, bringing music and drama to the proceedings and we always have amazing examples of work to celebrate on these occasions. Enthusiasm runs high and fresh talent is constantly being discovered as children become more confident in taking part. We are looking forward to trying new ideas as we continue with our assemblies in the coming year.

Working with Parents

We started off in a small way by launching family SEAL meetings, initially with parents of our Nurture Group, at the end of each half-term. They have been so successful that we are now opening up the meetings to

parents of Year 1 children and we hope to get other year groups 'on board' next year. It has been encouraging to hear many positive comments from parent...

Parents have really enjoyed spending quality time with their

children during the school day. Sometimes the sessions have been quite chaotic – especially the occasion when parents and children were all making Easter nests together – we seemed to have Rice Crispies and chocolate everywhere! ...but it all added to the fun!!!

We have found that holding the meetings towards the end of a half-term works well as we have plenty to celebrate and talk about and making the sessions fun and relaxed has been key.

Now as we look to the future we are keen to develop our family SEAL work and explore new ways of providing quality support.

Helen Foakes, Nurture Group Teacher/PSHE Coordinator



SEAL New Beginnings Week

In September 2010, Cavendish Primary School re-launched SEAL by holding a New Beginnings week. The children made their own class charters using the rules of the school. They also worked together as members of new teams by taking part in various different activities. The activities included circus skills, graffiti art, athletics, den-building and much more! A good time was had by all but more importantly the children learned about the five emotional aspects of learning: managing feelings, social skills, motivation, empathy and self-awareness. The work also enabled them to form new relationships with their new teachers and class mates.



SEAL Stars of the Week – keeping rules of the school

Each week a child from each class is chosen to be the 'SEAL star of the week'. The SEAL star is awarded for following the class charters and rules of the school. SEAL stars are presented in assembly with a certificate and SEAL star of the week badge. Their photographs are taken and displayed on the SEAL star of the week board. Cavendish SEAL stars are proud stars!

Lunchtimes

The work of the lunchtime buddies at Cavendish Primary School is based on the five emotional aspects of SEAL: managing feelings, social skills, motivation, empathy and self-awareness. The lunchtime buddies work with the children, as members of a team in the dining room, on the playground, supervising doors and in the friendship room. The team can be identified by their Buddy caps and high visibility jackets. The members of the team enjoy their roles and are doing a fantastic job! The team all

enjoyed their training with Daryl Benton from the SEBD team and are looking forward to the further work planned for them this term.

Dylan: "I like playing with the little ones. We play tig and hide and seek."

Isaac: "Being a Buddy makes me feel nice and happy. It is enjoyable."

Paige: "I like playing outside with the children. The hats and hi-vis jackets make me feel proud. I like helping the teachers and clearing up in the dining hall."

Callum: "I like working in the dinner hall, clearing up etc."

Imogen: "The little kids are really funny and I like the hi-vis jackets."

Aidan: "I like playing with the younger ones. They are nice and kind to you."

Ibrahim: "Being a Buddy is a really rewarding job to do. I like working in the friendship room. We make some cool things and I like talking to the children."

Ella: "I like helping the younger children. I also like working on the doors, making sure everyone is safe."

SEAL Small Group sessions

Our children look forward to their weekly small group SEAL activities in the friendship room. One of the things they enjoy most about the group is getting to know about each other. Even though they are in class



together every day and are encouraged to share things about themselves, it is often in the small groups where they feel most confident to open up and share what is personal to them.

The warm up games are also very popular, with the children taking the lead themselves. Our children have some fun ways of expressing their emotions.

Our Year 5 relaxation sessions have also become pupil led. Their imaginations can run wild and we often run over our time as we become so de-stressed!!! A lovely end to the day and something to take away with them to use whenever they may need it.

What's next at Cavendish Primary?

Playground boxes for each class, new playground games led by the buddies and family SEAL.

Helen Ryall, PSHE Co-ordinator and Year 2 class teacher



Diversity & Cohesion – The Kokeshi Exhibition 2011

This year's Kokeshi Exhibition was a massive success and involved literally thousands of children. It was held once again at the Yorkshire Craft Centre's Bradford Gallery, by kind permission of Bradford College and with the support of the City Learning Centre at Carlton Bolling.

The exhibition encourages young people to 'Stand up, Speak out and Make a difference!' through a cross-curricular, pupil-led approach to learning. It is led by Kokeshi Ambassadors (this year 156 pupils in total, aged from 10 –16) 12 each day, from schools across the Bradford Metropolitan District. The Ambassador's peer educated and guided visitors around the exhibition. All the school groups that visited also took part in a workshop.

The exhibition features photographic images, information panels, DVD footage, young people's artwork, music, hand-held learning and web based interactive ICT - all created here in Bradford.

The exhibition panels and the DVD components were created by Education Bradford's Diane Hadwen and Carlton Bolling City Learning Centre's Ben Chalcraft.

They explore the story of Sadako Sasaki and her friends, who after her death formed Kokeshi-no-kai, a campaign group that successfully raised awareness of

the plight Sadako and other child victims of the atomic bomb that devastated the city of Hiroshima in August 1945. Visitors and ambassadors are asked the question if this is what mattered to them, if this is what they did to bring about change, what are you going to do and why?

The big hits of the 2011 exhibition were the new big questions boards, the modern day panels and the new technologies that were used. The red laser, iPods and the web based 'Have your say' activity met with the approval of pupils and teachers alike.

A new initiative was the use of 'Super Ambassadors' - pupils that have been Ambassadors for the past few years. They taught the new recruits about the exhibition content and how to use the tech stuff at the Bradford Gallery on the training days. This was voted a massive success by all concerned.

The exhibition aims to facilitate pupil led, peer education, to improve awareness and understanding among all generations and communities of human rights and responsibilities and the consequences of violence, extremism, racism, hate crime and community tension. It is the culmination of peer education work in schools where one school passes on their learning to another, then that school to another and so on.

We welcomed 2 school groups of class size to visit each day over

the duration of the exhibition along with bookings from groups of College students. In addition, the exhibition was open to members of the public and visited by the parents and carers of the peer educator Kokeshi Ambassadors.

The Ambassadors love to demonstrate their skills and knowledge and tell people what they think is important today locally, nationally and internationally and put in a lot of hard work and commitment to this project. They also value it greatly, many stating that the experience couldn't be made any better. Teacher comments include Heads commenting that this approach engages otherwise hard to reach pupils, raises self confidence and enhances life skills. One Head described the project as the best that her school had been involved in ever!

"We have used the resource across the curriculum.

It ticks all the boxes and more!"

"Our children really enjoyed the day and got a lot out of the experience. The staff were excellent and the Ambassadors were just fantastic."

"A great hook for our children and a super platform to develop them on several levels."

"I would say that two boys who did the Ambassador aspect were hard to reach and I have seen a remarkable turn around in them, a big part of which the topic and work surrounding it played."

"I loved the videos and multi-media stuff."

The grand finale is still yet to come, with schools opening their doors at the end of term to other schools, asking pupils involved in Kokeshi to come forward and have a real chance to 'Stand up, Speak out and Make a difference!'. For more details contact diane.hadwen@educationbradford.com alina.khan@educationbradford.com



Farnham Primary School

Elements of SEAL permeate throughout our whole school and help to create the wonderful caring and thoughtful ethos that we have at Farnham Primary School. We are very proud of this. Together we work hard to keep building on our SEAL work within school, we recently hosted a whole school special events week around the subject area of PSHCE for children and parents. We are committed to providing children with the key skills to become a good citizen and to lead a happy and fulfilling life.

At Farnham Primary School we operate a self-referral system, where children can discuss any concerns or issues that are bothering them. This gives children the freedom to speak to adults who



they are most comfortable with, depending on the issue.

Children are taught to look after their environment, it is part of our school rules. We enjoy good working conditions in a happy and safe environment.



We are very motivated at Farnham Primary School to attend school every day. The importance of each school day counts. Our children love to come to school.



Adults in school look at the needs of the children and help to support children and parents with sometimes quite sensitive issues.

Farnham held a whole school super learning day, where children were taught about how to look after themselves, their brain and their general well-being. We looked at getting the right amount of sleep and making the right food choices, as well as how to stimulate your brain. This then contributed to our school rule changes where children are asked to take exercise and go to bed early.

Children are taught to make the right choices for them, from selecting healthy food choices to thinking about their actions and relationships with other people.

A friendly atmosphere spreads throughout the whole of the school. Displays emphasise what we believe in as a school.

From a very young age children in school look at who they are as



individuals. This is built on year upon year. These photographs show work from Reception and Year 6. Reading buddies from Year 5 work with younger children from Reception and Year 1 to help them to read their books and learn their key words. The children love having a responsible job to do.

We also have Year 6 lunchtime buddies who support and offer their help over lunchtime.

A smaller nurture group takes place each morning in school to help children to overcome language barriers.

Children in school know their targets and what they are aiming for. They discuss with adults how they are going to make this journey of success on a regular basis, and achievements are recognised and rewarded.

All children at school know that it is ok to have different emotions at different times. They also know that it is good to talk about how they are feeling and most children can look at ways to control their different feelings in different situations, if they struggle they know where to get help from.

We are all friends at Farnham Primary School, we know how to be a good friend and we know that to have a good friend you need to be a good friend.

Overall at Farnham Primary School, our motto is that we take pride in our work, we have belief in our abilities and we are passionate about what we are learning.



Green Lane Primary School

At Green Lane Primary we are continually developing our SEAL curriculum. Our small group work is well established and we have worked hard this year to introduce family SEAL throughout school.

SEAL Small group work

Every half term we have small group activities in Key Stage 2 which focus on the current SEAL topic.



What have you enjoyed about doing SEAL..

How you can tell everybody your problems.
(year 6 pupil)

Drama
(year 5 pupil)

Making new friends. Games, activities & having fun.
(year 6 pupil)

Talking about ours and others' feelings.
(year 5 pupil)

Fun with the teachers.
(year 5 pupil)

I like doing everything here.
(year 5 pupil)

Working with people I don't normally work with.
(year 5 pupil)



ICT Group

Parents were invited to work with Year 3 children. Included in the scheme of work was internet safety for their children, and how to help their children at home. The attendance over the three sessions was 56%.

100% of the parents present at the last workshop indicated on the before/after questionnaire that their level of skills and knowledge had improved.

One parent wrote:

"Very useful. Learnt a lot. Thank you. Very happy."

Year 1 Puppet workshop

Year 1 invited parents into school to make a glove puppet with their child. This idea was developed from their Topic theme 'Animals'. Lots of parents attended and fun was had by all. The children were delighted, and it gave parents the opportunity to teach their children how to sew. Any children whose parents were unable to attend were eagerly helped by other parents. Comments were very positive and the parents are looking forward to the next event.

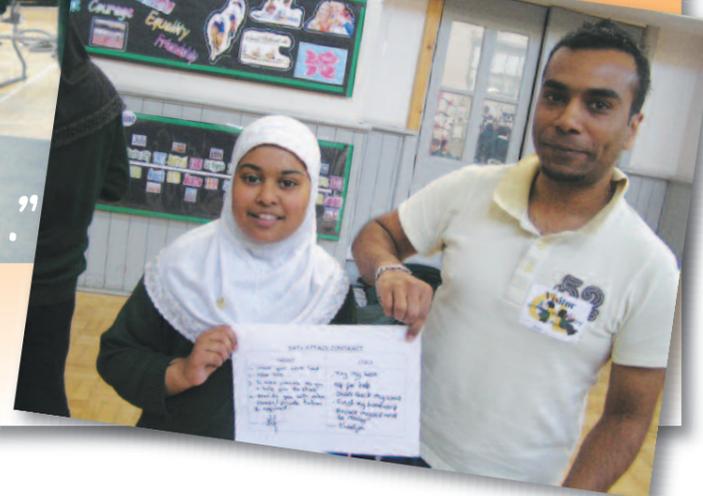


Fun With Dads "We will definitely come again!"

"We love the sports sessions."



"It's great spending fun time with the kids."
"It was good to mix with other parents."



Café Priestley

This event involved all the children from Year 5 and many family members. The turnout was very impressive as the dining hall was full. The huge quantities of food, which had been previously prepared by the children, ran out because so many people came. There were no complaints from "customers", only smiling families all around. The event was well organised by the Year 5 staff. SMT even got involved with the washing up! The children loved the chance to show off, and the event really raised the profile of our school to families within the community.



Dear Parent/Carers of Y3

Tea / coffee and biscuits and chat in the hall
Monday 14th February 8.50

Subject:

- How to keep your children safe on your home computer
- Information about a basic computer skills course at this school

So - don't go straight home, come in and learn what this is all about!

"I liked to see all the parents meeting each other."

"I liked it when all the parents were happy"

"My Mum, Dad and little brother enjoyed it."

"It was nice when all of the parents liked their food."

"It was fun giving the food out to the people."

"It was really fun, great!" "It was fun cooking."



Our Flag Challenge



The Sunny Team were given a challenge to design a flag. We had to use peaceful problem solving skills to decide on the design. The flag was created and we each had a section to display things that represented things we enjoy both at home and in school.

We are busy working on our flag. We had to share equipment. Some of the team shared their resources.

The Sunny Team with their completed flag. It looks really good and each section represents things we enjoy at home and in school.



SEAL Intended learning outcomes:
I feel good about the ways we are similar in the group and the way I am different.
I feel good about my strengths.

Getting on and Falling Out

I can tell you the important qualities of a friend



The Sunny Team discussed the qualities they would like to see in an ideal friend. These are the qualities they felt to be important:

- Kindness
- Listen to each other
- Caring
- Sharing
- Respectful
- Considerate
- Look after each other
- Be there for each other
- Good manners

The Sunny Team also discussed things that were not important in an ideal friend:

- Objects and possessions
- First impressions
- Colour of skin
- What religion they are
- Whether they are a boy or girl



The Team each created a tile to symbolise friendship



During anti-bullying week a competition was held for all the children to design anti-bullying posters. The winners of this competition, with the support of a visiting artist, Vinnie Cahill, were then able to adapt their poster designs to create ceramic tiles. Vinnie worked with the children from Reception to Year 6. They added glaze to their tiles for a "WOW" factor. Their artwork is displayed in school for all to see.

Jennie Matthews,
Nursery
Teacher and
PSHCE
Co-ordinator



The Sunny Team created a friendship jar



To create a friendship jar The Sunny Team each had an equal amount of salt. Each member of the group chose an important quality they would wish to find in an ideal friend. Next they chose a coloured chalk they felt would represent that quality. The chalk was then worked into the salt until the salt changed colour. Each member of the group then took it in turns to carefully pour the salt into the jar. The different coloured layers represented the qualities they would like to see in an ideal friend.



Our Friendship Jar
The colours in the jar represent the qualities we would wish to see in an ideal friend.

- Pink be there for each other
- Purple Kindness
- Good listener
- Blue Good manners
- Green Respectful
- Orange Caring



Riddlesden St Mary's CE Primary School

I can't believe this will be the last SEAL newsletter. It doesn't seem that long ago since schools were being asked for contributions to the first edition.

At the time of that first edition in 2007, I was a member of the SEBD team and I can remember vividly the excitement we all felt when we first saw the programme and the resources. I only have to hear the first few notes of the song 'Don't Worry Be Happy!' to be transported back.

Little did we realise then how much of an impact SEAL would have in schools and how much SEAL would develop and evolve to become what it is today – an essential and integral component of the school curriculum.

Now I have got the introduction out of the way I suppose I should get

on with what I have been asked to do and that is to reflect on the use of SEAL in Riddlesden St Mary's CE Primary School.

Introducing anything new in school is never easy especially when we are all overwhelmed by yet another new initiative; maintaining it is sometimes an impossible task. During my work with colleagues to try to ensure SEAL remains simmering in the background if not exactly bubbling over, has not been without its challenges but made so much easier by the adaptability and flexibility of SEAL.

I have worked very closely with both our RE and PSHCE Co-ordinators to promote the cross-curricular aspect of SEAL and this was one area which was recognised as good practice in a recent OFSTED inspection.

SEAL may not be immediately obvious as you walk through the doors of St Mary's. We have a display board with the current theme and assemblies are held on a regular basis but it is not particularly visually high profile. We would hope that the impact of SEAL is represented in the ethos of the school and that it is there in the social interactions and behaviour of all who work here.

In a recent learning walk around school I was able to see pupils talking about their targets and what they need to do to achieve them. They were also able to identify any difficulties they might face and what/who could help them. This applied to both academic and social targets, (Going for Goals theme) without question, but to the pupils it was just part of their normal routine.

I suppose that is what SEAL should be – just part of the normal school day.

We used the small group work on Good to be Me and decided to extend it to the whole school. We now have a Talented Children display which we hope recognises the achievement and talent of all pupils.

Getting On and Falling Out is interwoven into our Playground Pals programme and our transition planning between classes, key stages and schools is embedded within the Changes theme. SEAL is all around us and long may it continue.

The most obvious impact of SEAL and the one area you can see in action just about every day is the small group work. Our Learning Mentor, Jackie Talbot, plays a pivotal role in this and we are constantly reviewing and evaluating the impact of this intervention on the pupils.

This year, following recognition that asking our already overworked support staff to deliver SEAL on a regular basis was not as effective as it could be, we decided to allocate Year Groups to different SEAL themes. For example Year 1 New Beginnings, Year 2 Good to be Me. In an attempt to increase motivation and to hopefully lessen the Year 3/4 dip, they were allocated Going For Goals. Years 5 and 6 were allocated Changes/Getting On and Falling Out (focus on Year 6 boys after SATS) and a smattering of Relationships.

It has been hard work and quite intensive for Jackie as she delivers group work during PPA time to approximately 36 pupils 6 x 6 every half term. It appears to be working as it has allowed the class teacher and teaching assistants the flexibility to deliver the other SEAL themes to the whole class, as appropriate. We are also hoping that as the pupils move through



school all pupils will be included in the small group programme and we will avoid intervention saturation which some pupils unfortunately experience.

As the needs of the pupils dictate the content of the sessions, we have adapted and in some cases re-invented support programmes. Following liaison with Social Care, we looked at some joint agency working to support a small group of pupils to develop strategies on a theme of 'Protective Behaviour/Personal Safety'. The format is, by necessity, very flexible and is led by the pupil's needs but the starting point for these sessions was based on the SEAL "I Can" statements and the sessions themselves are based on the small group SEAL format.

The links with SEAL/PSHCE/RE have also led to a joint review of staff professional development. As I mentioned at the start of this article, the hardest thing when introducing any new initiative is maintaining the interest and enthusiasm among the staff. Circle Time had been identified for CPD and I cannot think of a better way to give your staff the feel good factor than through a Circle Time INSET delivered with interest, enthusiasm and a great deal of hilarity by SEBD team's Pam Glennon.



Which brings me back to where I started with the introduction of SEAL and the important part the SEBD team have played in all of this.

My thanks must go to all the team for their hard work, enthusiasm, commitment and professional approach which they have shown in their delivery of SEAL to Bradford schools. They have provided training, workshops, group and individual support to school, organisation of conferences, locality working and development of resources to name but a few.

Through all this hard work I am sure SEAL will continue to be developed in schools across the authority and remain where it deserves to be, firmly on the agenda.

Finally in the words of the SEAL Song, 'Don't Worry Be Happy'.

Gillian Ryan, SEAL Co-ordinator, Riddlesden St Mary's CE Primary School

When the opportunity came along for us to become a SEAL project school we decided to use the extra funding to develop the links between school, home and the wider community.

Our aim was to engage parents and carers, increasing their participation in school life as well as getting the children involved in projects around the local area.

First we identified parents/carers who were enthusiastic about being involved in school and invited them to an ideas-sharing session.

It was at this session that the Parent Power Group was established.

The suggestions for family and parent/carer activities were a fantastic start. We asked the parents/carers already involved to be ambassadors for the Parent Power Group, to help spread the word and promote activities. We found this was more powerful than communicating by letter or via other staff.

We have run different activities; there have been opportunities for adults to work alongside their child encouraging parent/child interaction or adult-only activities where the emphasis is on breaking down barriers and increasing confidence. Above all, activities are based around fun and enjoyment.

Parent Power activities have included:

- Coffee mornings with invited guests such as the school nurse or Sure Start giving the morning a theme
- Cook and Eat Sessions with parents/carers having the opportunities to work with their child learning to cook healthy, low budget meals
- Christmas Crafts
- Adult self defence classes
- Adult Zumba sessions
- Outside trips with invited parents
- Parent and toddler group

We also wanted to establish links with other community groups in the area helping the children to

develop a sense of pride and understanding of where they live. We are currently involved in the development of a community allotment which is just in the initial planning stages, we have a group of children who visit the local old peoples home to keep their garden tidy and have another group of children who work every week at the local NHS Community Farm. These outside opportunities enable the children to meet other members of their community that they would not normally spend time with. We have found that these links are a great way to help the children develop the SEAL principles of empathy and understanding.

Being a SEAL project school has enabled us to look at the role our parents play in our children's education and the role our children can play in the wider community and has given us the opportunity to develop a project which we can carry on into the foreseeable future.

By Rebecca Albentosa



Since September, we have put SEAL right at the centre of all we do in school. We have a daily assembly or worship time to help each day to get off to a positive start. Then, over the week, classes work on their own age-appropriate SEAL activities.

We have developed an ethos of choices, rewards and consequences which we feel will equip our children for their future. We have lots of opportunities to praise children and celebrate their achievements as well as a very clear policy on dealing with any unacceptable behaviour which the children understand and have responded well to. The result of all this is children with an increased



level of emotional literacy, improved behaviour, a positive ethos and an altogether happier school. Our feelings are reflected in our very recent OFSTED report which says, "Pupils' social and emotional development is catered for well by the positive atmosphere of the school and the good

provision for personal, social, citizenship and health education. This all contributes well to pupils' developing self-confidence and to them becoming well-rounded individuals." OFSTED 2011.

Caroline Auty, PSHCE co-ordinator, Victoria Primary School.

St Winefride's Catholic Primary School

St Winefride's began the SEAL programme late in 2007/8. The school's initial reaction was positive though we felt that many of the areas in the programme were already covered in our religious education programme. Thus SEALiCS was established, Social and Emotional Aspects of Learning in a Catholic School.

Soon after we adopted SEALiCS, the school moved towards teaching through a creative curriculum and wanted to ensure that the SEALiCS elements were evident through that. To make this task easier, the school collated the outcomes for each year group on one grid so that the outcomes could be extracted from different modules, or out of sequence if it lent itself to the creative curriculum topic more relevantly.

Since the introduction of SEAL to our school, we have also looked at introducing playground SEAL, small group SEAL and family SEAL to our children. We have a small nurture group and run small

groups in both key stages for target groups of children. Both of these have had positive effects in behaviour and consequently, achievement of those children. We have also introduced open days where parents are invited to their child's class once a term to share some of the work they have completed. The parents have been very responsive and have managed to learn a thing or two themselves, ranging from ICT skills to making Christmas crackers and living the Victorian way! Furthermore, the children loved having the chance to show their best work off to their mums and dads! Additionally, we have run a number of sessions where the children and their parents worked together in a more focussed session such as Christmas tree decoration making, martial arts taster sessions, etc.

This year we have introduced playground leaders at playtimes; their objective is to provide games and activities for each key stage so the children have fun and feel

energised before they return to class. This has been successful so far and we hope to extend the roles of the leaders further by providing 'young leaders' training to develop their skills and confidence in leading the other children.

This year (2010/2011), St Winefride's was lucky enough to receive some money from the SEAL project schools fund to support 2 projects: the first strand to produce an assembly pack for catholic schools that will support and enhance the SEAL topics; the second strand to make explicit the 'iCS' part of the SEAL programme for catholic schools, providing a range of possible links for each of the modules for all year groups.

SEALiCS has been very well established in our school so far. However, we are still learning, improving and keen to do more to make even more impact on our children's learning.

Shirley Colhoun
SEAL Co-ordinator



Each class is encouraged to have a 'feelings display' or a check in of some kind; some teachers use an electronic version on their interactive whiteboards. The children enjoy changing their labels on a daily basis and the teacher acquires a quick snapshot of how the children are feeling on any day; this is especially useful with children who otherwise wouldn't be able to communicate their feelings.



Bright, colourful SEALiCS displays



Parents Get Involved!



Playground Leaders



Teachers use a variety of teaching methods and activities to deliver the SEALiCS programme



Bradford Nurture Group Network

We have an active Bradford Nurture Group Network which links closely with the National Nurture Group Network, and which meets each half term on Friday mornings 9.30 - 11am at different nurture group venues throughout the city.

We have had a number of interesting speakers over the course of the last few years including: Louise Walker (Educational Psychologist, Education Bradford), Kath Shorey (School Nurse Team Leader), Judy Bakes (CAF Enabler), Jenny Turner (Kettlethorpe High School, Wakefield), Jeanne Stitt (Learning Difficulties Team, Education Bradford), and a number of members of the SEBD Team at Education Bradford sharing their expertise and resources.

The Bradford Network is comprised of 57 primary, 14 secondary schools, 1 special school and 3 behaviour centres, all of whom are at various stages of nurture group development: We have well established groups that have been running for over two years (7), those who are in their second year (9), those in their first year (10), those who have started



in recent months and others who are at the planning stage and who are looking to start their group soon. A number of schools are just beginning to consider whether a nurture group might be right for their setting.

Meetings also provide a chance for schools to offer each other support, to bring along child case studies for discussion and to have space for sharing and problem solving. New members are always welcome and information about

meetings is always available through Bradford Schools Online (BSO).

Links to the following information/documents which would be relevant for schools are on the BSO Nurture Group page:

- Nurture Group - Operational Guidelines
- Developing a Nurture Group
- Electronic Boxall Profile
- Example of New Primary Boxall
- Example of Secondary Boxall
- Goodmans Assessment Tool
- Maslow's Hotspots
- Glasgow Nurture Group Research February 2007
- Ofsted extracts September 2009

An evaluation has recently been undertaken to look at the impact of Nurture Groups in Bradford, particularly those that have been running for two years or more. The results are extremely encouraging and show that:

- 69% have shown a reduction in the number of fixed-term exclusions
- 63% have shown a reduction in the number of children who have needed to be referred individually to the Social Emotional and Behavioural Difficulties Team



Wycliffe CE Primary School

Alison Geldart, Alison Smith and Carol Hallsworth from the SEBD Team are all accredited trainers for the National Nurture Group Network's 4-day certificate course entitled "The Theory and Practice of Nurture Groups". Three courses have been run over the past year and all have been oversubscribed and positive evaluations have been received.

In March this year, Lower Fields Primary School achieved the Marjorie Boxall Quality Mark for Nurture Groups, awarded by the National Nurture Group Network. We hope to see a number of

schools achieving the Quality Mark in the near future!

The overwhelming majority of our Nurture Groups in Bradford use SEAL to underpin their planning and to support their individual target setting for each child.

For a number of groups their use of SEAL has meant that they have been able to begin to spread the message across their schools that social, emotional differentiation across the curriculum is vital if children are to settle and be happy in school as well as reach their potential academically.



Wycliffe CE Primary School

If you wish to be added to our network, please contact Linda Whittingham on 01274 385616.

Alison Smith, SEBD Team

Being Buddies

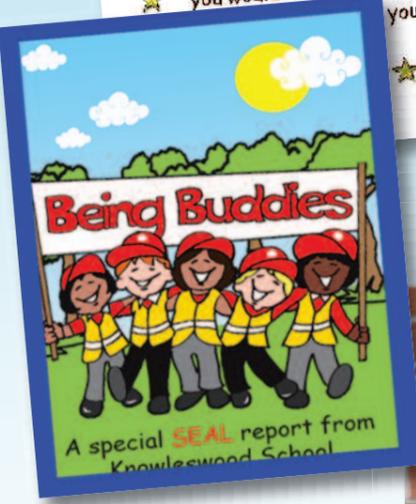
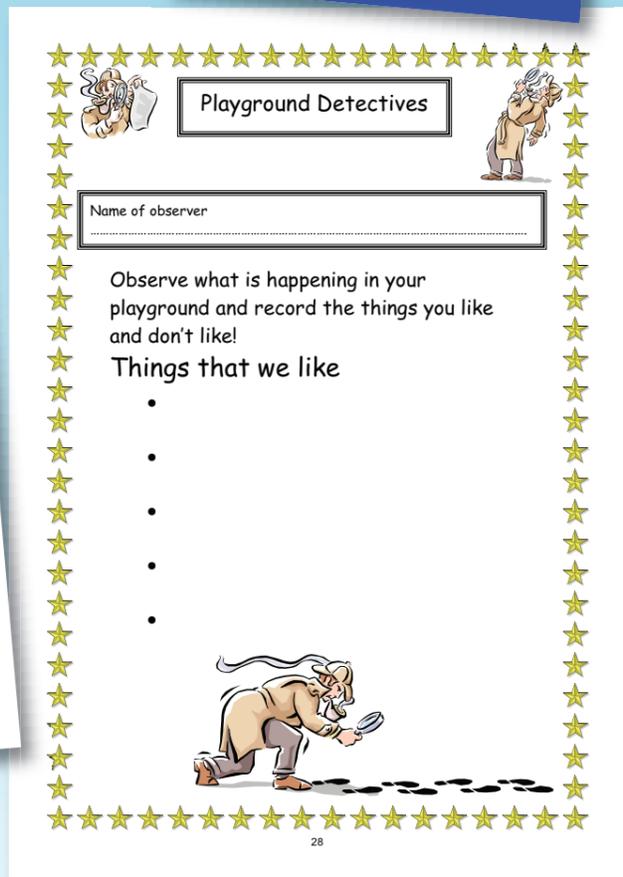
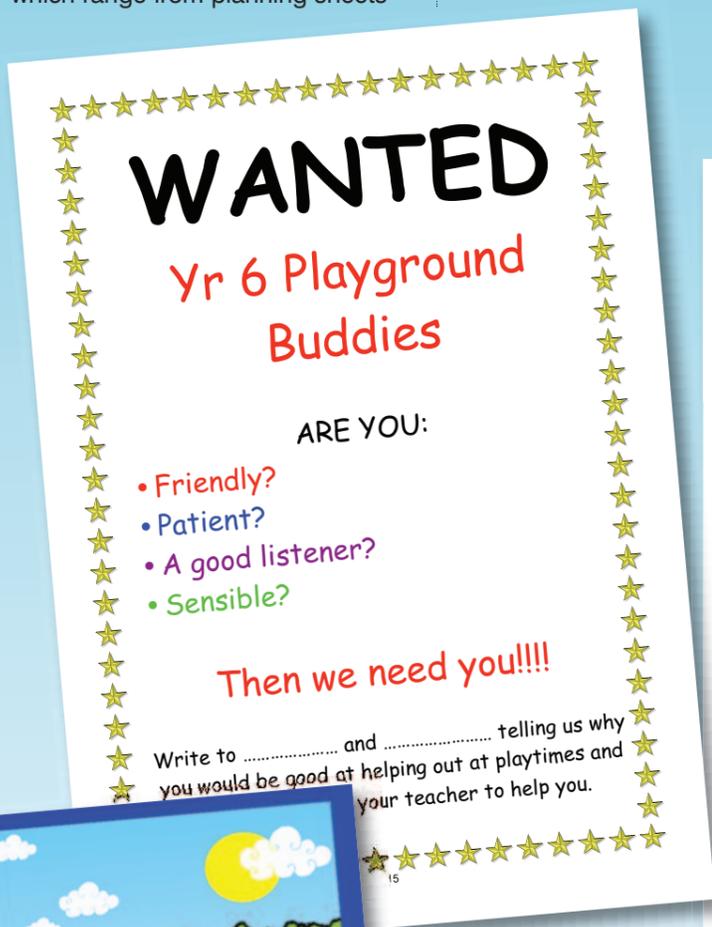
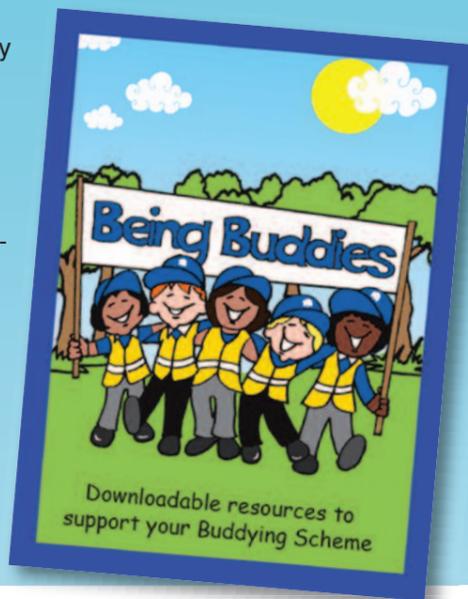
HERE AT LAST!!! Finally, it's arrived – the CD of downloadable resources to support the award winning 'Being Buddies' DVD 2010.

The creation of the CD by the SEBD Team was in direct response to requests from the schools who saw our DVD and were keen to get started with a Buddy scheme, but needed to know exactly how. It contains 84 quality resource pages which range from planning sheets

and a timeline, to children's activity sheets and Circle Time sessions with lots more in between. The resources can be fully personalised for your school and are easily adaptable.

So, why not give Buddying a go? – all the hard work has been done for you already!

For further information please contact: SEBD Team on 01274 385913.



Playground Rules
Examples of stars to be used outside in the playground.



Early Years Foundation Stage

The SEBD Team have adapted a bank of SEAL resources for use both with children in the Early Years Foundation Stage and with older children who are still at an early level of development as part of their nurturing provision.

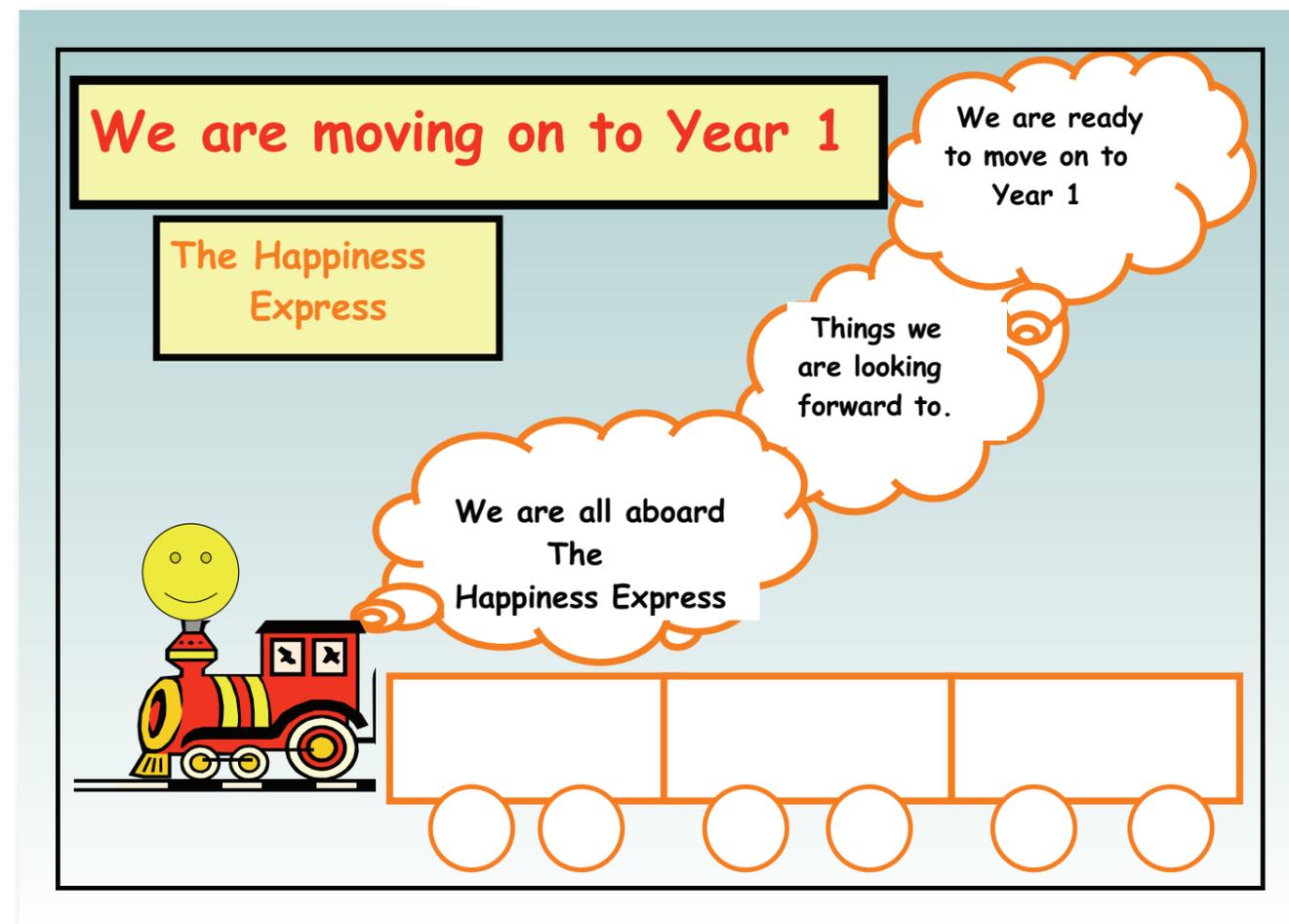
These resources include simplified, visual and kinaesthetic versions of the Getting On and Falling Out, Good to be Me and Changes Assembly Stories, simplified SEAL stories (e.g. The Sunflower Story from Relationships) and a range of Transition resources including the 'Worry Train'. Playground activities for vulnerable pupils have been adapted for use with children at an early level of development.

These are just a few examples which have been modelled for schools to use. We are hoping to get more onto Bradford Schools Online in the near future.

It has been good to see, over the last five years, clear links developing between SEAL (Social Emotional Aspects of Learning) SEAD (Social Emotional Aspects of Development) and the IDP (Inclusion Development

Programme), alongside the Early Years Foundation Stage Profile, as schools seek to embed the Social and Emotional Aspects of Learning across the curriculum.

Carol Hallsworth, SEBD Team



Family SEAL



The SEBD Team has supported both schools and partner agencies in a range of family SEAL initiatives across the district. This has included working alongside a variety of different professionals and across multi-agencies in developing and delivering/facilitating family SEAL workshops for staff, parents and carers and children.

Delivering these workshops have proven to be very rewarding and fun providing a wonderful learning experience for professional staff/parents/carers/children.

Family SEAL has been developed by schools in a range of innovative ways for their own parents/carer to support children with social and emotional behavioural difficulties.

Parents/carers have benefitted enormously from attending family SEAL workshops, gaining new friendships with others, plus they learn new strategies to support their children at home.

Partnership working between school/home improves and parents feel more at ease and confident when approaching staff in school.

The SEBD Team has supported schools in:

- Delivered family SEAL workshops at Education Bradford for educational staff working within primary schools.
- Facilitated and delivered family SEAL workshops within a variety of primary school settings, for individual schools to support their work with parents and carers.
- Worked alongside different agencies to deliver and facilitate family SEAL to enable them to develop it within their own setting for parents/carers, i.e. school nurses, social workers, family centres, social care.
- Delivered and facilitated family SEAL workshops for parents/carers within a nurture group setting for parents and carers of children that attend the setting.

Quotes from parents/carers on family SEAL workshops. The best thing about the family SEAL workshop....

- I really enjoyed the SEAL classes because attending these classes they have improved my relationship with my children.



- Family SEAL workshops have helped us to bond with each other parent/child, and we also gave each other hugs and it brought us together.
- The family SEAL activities we did were very enjoyable because they brought out the child in us parents and we had fun.
- We learnt how important rules and routines are for bringing out positive behaviour from our children and putting this into practice has helped.
- When other parents were told about the benefits they wanted to be part of the family SEAL group.
- The tutors made us feel very welcomed that we were able to discuss our feelings, fears, and concerns if any.
- We had a great time and enjoyed ourselves and learnt valuable lessons.
- Spending time with my daughter, spending one to one time with my son, spending quality time with my grandchild. relaxation sessions.

Family SEAL Workshop Evaluations: next Steps in school

Meeting with senior management team to discuss how we can implement this. Look at all planning to include SEAL.

Produce resources

Visit schools up and running with family SEAL.

Engage parents in what's happening in school and link it to SEAL.

Feedback to key colleagues. Alter how we work on parents evening. Update family SEAL action plan. Get gold sets in foreign languages.

Think of a good 'carrot' to dangle to encourage unwilling parents to come on board.

Liaise with line manager. To implement what I have learnt today and develop an action plan.

To carry out the workshops and get teachers to participate

Introduce family SEAL in established Wednesday coffee mornings.

Examples of good practice that could be shared with other schools



Getting parents to come in to help with practical jobs in gardening and move them onto courses within school when they feel confident

Induction for new to English children



SEAL displays in every classroom and in the school hall

Half-termly curriculum newsletters with brief overview of subjects with 'How you can help at home' suggestions

Family Day – activities in woodlands, making flags, lantern

Themed coffee mornings e.g. Maths calculations, paired reading, school nurse drop in and Life Education, have proved successful.

Tracey Watson, SEBD Team





As a project school Wilsden Primary School wanted to develop the playtime experience for all children and visualise SEAL around the whole school. They achieved this by:

The Student Council audited what happened on the playground.

From the audit they found out that the children weren't happy at playtime and wanted equipment to play with both on a 'dry' playtime outside and a 'wet' playtime in the classroom.

The Student Council Team set up an action plan with the SEAL co-ordinator, this included: Setting up a team of children 'Sports Leaders' to take the equipment out on a rota and lead games with the children in small groups, both morning and afternoon playtimes. They also set up for each class to have a 'Wet Playtime Box' with games to suit each year group.

The result from the children having the 'Sport Leaders' and equipment



has proven to be successful, the children's comments are endless:

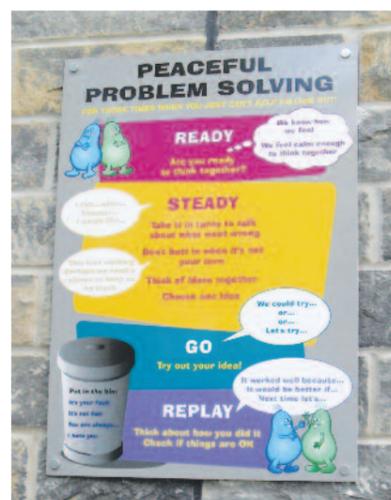
"I love it when the older children show us a different game". "I can't wait to get outside and see what's in their boxes". "It's great to play with different friends".

We have managed to promote and visualise SEAL around the whole school, here are a couple of ways we have:

This summer term we are looking forward to having a whole-school

Peaceful Problem Solving afternoon, where the children will learn how to use the 'Peaceful Problem Solving Process' in role-play situations. The children will be encouraged to use the weatherproofed signs on both KS1 and KS2 playgrounds.

Laura Thornton,
SEAL co-ordinator



Bradford Social Emotional Aspects of Learning (SEAL): Background

The journey to develop this small group work resource began back in 2006 when Education Bradford's Social Emotional Behaviour Difficulties (SEBD) Team realised the potential it held for developing effective Wave 2 and 3 interventions.

The initial silver set booklets lacked additional support materials for busy staff in school to use and the SEBD Team set about developing resources. This has been a truly collaborative approach over the years and reflects individuals' creativity and expertise. The SEBD Team created and trialled the resources, and the materials were shared with schools. Workshops were held and further amendments made. The SEBD Team are extremely proud of the contents of this pack of resources and envisage schools continuing to use it as a resource for teaching social and emotional skills. We hope you enjoy using this resource in years to come.

Alison Geldart, Head SEBD Team

Underlying Principles of SEAL

The key aspects of learning within SEAL reflect affective dimensions, and the notion that 'we learn with our heart as well as our head'. We know that emotions such as anger, anxiety, excitement and fear can inhibit learning. However, there are positive emotional states that can support better engagement with learning e.g. having confidence and feeling safe and calm. All learning has an emotional base, and thinking, feeling and behaviour are intertwined

The SEAL programme provides whole school and curriculum materials through half termly themes, assemblies for each theme, whole-school resources, circle games, whole-class work, small group learning, family

activities, questions for reflection and enquiry and cross-curricular materials.

Schools develop a framework placing the key aspects at the heart of learning and teaching and embedding them across the curriculum. Impact on key areas of school life may include:

- academic achievement
- self-esteem
- personal responsibility
- tolerance of difference
- workplace effectiveness
- classroom/school behaviour
- increased inclusion
- improvements to mental health

SEAL underlies almost every aspect of school, home and community life, including effective learning, and getting on with other people. They are fundamental to school improvement.

Why small group SEAL?

Recently, research has focused in particular on the beneficial effects of focusing on social and emotional aspects of learning (within a supportive setting or whole-school environment) not just in terms of children having better goal-setting skills, social interactions and conflict resolution skills, but in terms of improved academic performance.

Students who are anxious, angry or depressed don't learn; people who are in these states do not take in information efficiently or deal with it well... when emotions overwhelm concentration, what is being swamped is the mental capacity cognitive scientists call 'working memory', the ability to hold in mind all information relevant to the task at hand.

Goleman, D.
Emotional Intelligence
(New York: Bantam Books, 1995)

It is generally acknowledged that any framework which involves a focus on the social and emotional aspects of learning will be unlikely

to have an impact unless there is an explicit focus within the school/organisational environment on emotional health and well-being. There is also little doubt that there will always be a number of children who, for whatever reason, find that they need additional support in this area.

This is where small group SEAL come in.

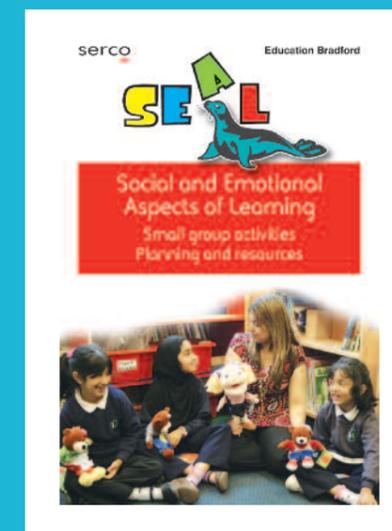
What is small group SEAL?

Small group SEAL provides differentiated learning opportunities intended for small-group work with children who need additional help in developing their social, emotional and behavioural skills. It is also known as the silver set.

Education Bradford's SEBD Team have developed the silver set materials and have provided additional planning and support for each of the themes:

- New Beginnings
- Getting On & Falling Out
- Bullying
- Going for Goals
- Good to Be Me
- Relationships
- Changes
- Relaxation

Welcome to Reception



New SEAL Small Group Work Resources

New Beginnings

This theme offers children the opportunity to see themselves as valued individuals within a community and to contribute to shaping a welcoming, safe and fair learning community for all. The theme explores feelings of happiness and excitement, sadness anxiety and fearfulness whilst learning and practising shared models for calming down and problem solving. The theme is structured around the following key strands: belonging, self-awareness, understanding my feelings, managing my feelings, understanding the feelings of others, social skills, making choices and understanding rights and responsibilities

Getting on and Falling out

The key focus is on developing children's knowledge, understanding and skills in three key social and emotional aspects of learning, managing feelings, empathy and social skills

The theme is structured around the following key strands: friendship, working together in groups/co-operation, seeing things from another point of view, understanding and managing feelings, anger and resolving conflict.

Going for Goals

The focus is primarily on the key aspect of motivation, with a subsidiary focus on self awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.

The theme is structured around the following key strands: knowing myself, setting a realistic goal, planning to reach a goal, persistence, making choices, evaluation and review.

Good to be me

This theme is the first of two focusing specifically on feelings. It explores feelings in the context of

the child as an individual, developing self awareness. The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners.

The theme is structured around the following key strands: knowing myself, understanding my feelings, self awareness, managing my feelings, standing up for myself.

Relationships

This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends

The theme is structured around the following key strands: knowing myself, understanding my feelings, managing my feelings, understanding the feelings of others.

Changes

This theme tackles the issue of change. It aims to equip children with an understanding of different types of change, positive and negative. It seeks to develop

children's ability to understand and manage the feelings associated with change.

The theme is structured around the following key strands: knowing myself, understanding my feelings, managing my feelings, understanding the feelings of others, planning to reach a goal, belonging to a community, making choices.

Small Group Work – Where does it fit?

- Quality first teaching of social, emotional and behavioural skills to all children
- Effective whole-school or setting policies and frameworks for promoting emotional health and well-being
- Small-group intervention for children who need additional help in developing skills, and for their families individual intervention.

The SEBD Team held a small group workshop during the Autumn term. The workshop was supported by Billy Riches, Glenyce Spear and pupils from

Green Lane Primary School. The workshop was very well received and as part of the evaluation, people were asked to consider their next steps in school.

Small Group Workshop Evaluations: Next steps in school

- To be more involved in small group work/find out more about 'Nurture Groups'
- Talking to senior management about group work
- To go away and re-evaluate how we run the sessions to

make them better.

- Take the knowledge back to school
- Carefully choose my small groups and adhere to the planning diligently.

Examples of good practice that could be shared with other schools

- SEAL tree in hall – showing examples of kindness. Any child in school is able to contribute



Evaluation of Group Sessions

Three things I have enjoyed in the group sessions:

1. Every thing
2. Being with Mrs Leigh and the team.
3. I have enjoyed all the days of sunny team.

How do you think the sessions have helped you?

Yes because I have a closer friendship with the sunny team even though we are in the same class. I have seen a brighter side of them!

Evaluation of Group Sessions

Three things I have enjoyed in the group sessions:

1. There is nothing I did not enjoy
2. I have enjoyed working with the sunny team
3. I have enjoyed working with the teacher

How do you think the sessions have helped you?

It has helped me in every way

Evaluation of Group Sessions

Three things I have enjoyed in the group sessions:

1. Doing the tiles
2. Frankenstein's bride
3. Make a friendship jar

How do you think the sessions have helped you?

It helps me be creative and help each other.

- We have started a termly focus – this term it is 'helping' – we use it across the school to target particular issues. An assembly is used to launch the target and particular behaviours/actions indicated. It is linked to reward structures. Any member of staff can reward helpful behaviour. It has been a great success.
- Personalise everything you make for each individual. This makes them feel important.

Parachutes, Puppets & Mayhem!

If you had been in Future House on 16 February 2011, you might have heard the shrieks of laughter coming from Conference Room D.

A SEAL/Circle-Time training session 'Puppets, Parachutes and Mayhem!' was in full swing!

Attendees spent the day with Pam and Alex from the SEBD team revisiting Circle Time and then moved on to acting out scenarios with puppets. The day finished with parachute activities and was thoroughly enjoyed by all.

If you would like a copy of our Parachute Activities booklet, please contact the SEBD Team on 01274 385913



"A brilliant day. We packed loads in and I've got lots of new ideas."



"Can't wait to go back to school and try these out."

"I'd never worked with a parachute before, but I will do now."



"Great fun-learnt loads! Thanks."

"I can really see me using all the ideas in KSI."



"I really enjoyed the puppet part. We had a good laugh."

"Really enjoyed the training - going home shattered!"



Year 6 Transition

Social Emotional Aspects of Learning: Transition Y6-7 Small Group Work Pupil Feedback

Transition Years 6-7 and SEAL workshop

Transition to secondary school is a massive change in young people's lives, filled with many emotions.

The SEBD Team have developed the Year 6 Changes materials and linked these to secondary SEAL. Annual workshops have been held that look at how SEAL can support and build on a schools existing practice. These workshops have always been well attended.

At this years workshop held in March we were happy to welcome 25 people from a range of primary schools across the district.

The focus of the session was to look at what transition means for pupils and their parents, and what can be put in place to make this successful and supportive for everyone.

Transition challenges

New friends and fitting in with different social groups, a new range of teachers and other adults associated with school, myths and rumours, personal timetables, a school that is huge in comparison to the school they left, maps of the school, time management – getting to lessons on time - managing money, new subjects, use of planners, different styles and methods of teaching, different groupings for teaching etc...

As well as looking at the theory behind the process of supporting pupils, we looked at practical ways in which both primary and secondary schools can put things in place to ensure a seamless move for the pupils. The links with SEAL are key to this work as there are many resources that can be used within the original pack.

In addition to this, the SEBD Team have made additional resources available on Bradford Schools Online. These resources are designed for schools to use with pupils to allay any fears on transition, and to be a vehicle for expressing hopes, dreams and worries. The resources can be used both in whole class, individually and within small groups.

A key part of the session was sharing with the schools a planning process that could be used to enable a transition plan for a pupil who might find the move difficult to be developed.

The session also focused on very practical activities that could form part of any group sessions, such as Adinkra, Chinese whispers, and flag challenge, all of which are practical ways for children to communicate who they are and how they feel.

The workshop provided an opportunity for the schools to

share their own transition good practice. These ideas included:

For the children

Pre-visits/activities, secondary staff visits to school, mentor/buddy related support, being introduced to other pupils, orientation resources

For Parents and Carers

Pre-visits, secondary staff visits to primary schools, school-home book, transition packs, mentor system, transport staff positive, support of some teachers.



For Secondary Staff

Having a place for vulnerable pupils before/after school and lunch/breaks, sports day for Year 6, peer support, extra induction days, secondary staff visits to primary.

Evaluation comments from the day

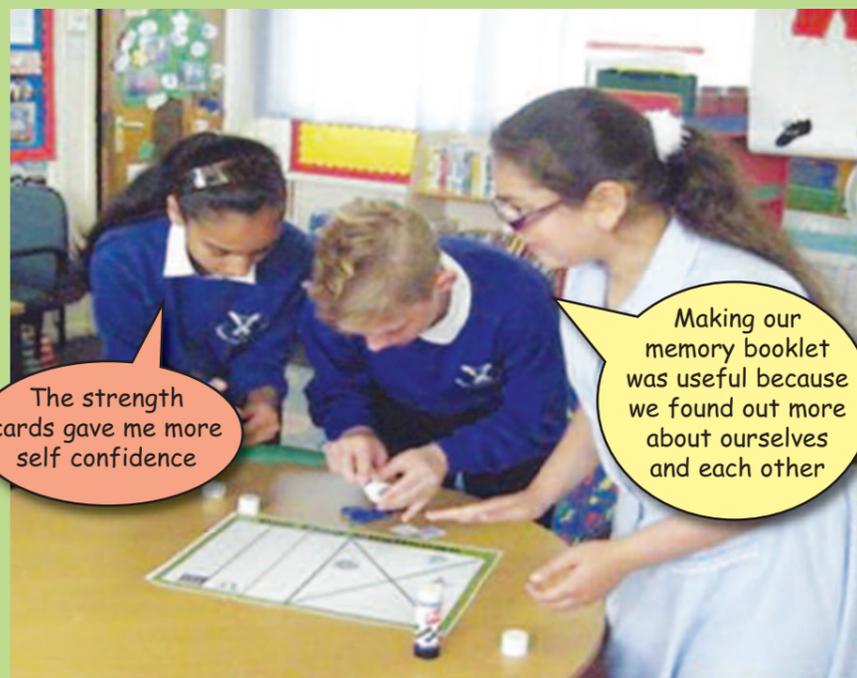
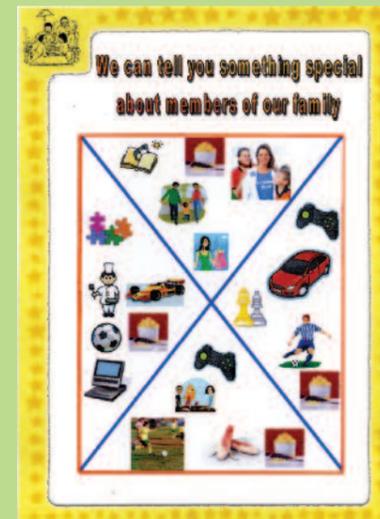
- I have enjoyed all aspects of

today and found that there is more to transition than I first thought, even though I have done transition for over 3 years!

- Hearing about what other people are using successfully, I will try to include some of them in my own practice.
- I will discuss some of the things I have learnt about with colleagues in my school with a view to adapting for our needs.
- I really enjoyed the whole session, lots of very useful information, good networking, ideas and videos.
- I will use the Adinkra art symbol activity and the mind map to help further my support of transition from Year 6 to Year 7.

Changes learning outcomes

- I know that many children have mixed feelings about going to secondary school
- I know that it is natural to be wary of change, and can tell you why
- I know that all feelings, including uncomfortable ones have a purpose and give us information



The strength cards gave me more self confidence

Making our memory booklet was useful because we found out more about ourselves and each other



I've learned I can be very polite

I've learned to listen more and trust people

I've learned to talk about my feelings and not worry about rumours

Year 6 Transition



I can look forward to doing new things at my new school

I understand that other will have different ideas to mine

- I know that when I move to secondary school many things in life will stay the same
- I have some strategies for managing the feelings that I might experience when I change schools

- I understand why I behave the way I do when I feel uncomfortable
- I try to understand other peoples behaviour by thinking about what they might be feeling or thinking

- I can tell you about how people might feel and behave when they go to a new school
- I can tell you some of the good things about me that my classmates like and value.

The team have developed a range of resources for transition.



What did you enjoy most and why?



All the activities

Working together

Earning group working skills tokens

This group because it was the first people who were friendly

I enjoyed decorating the flag because then people know what you're good at