

PRIMARY
SEAL
 NEWSLETTER

Issue 3
 Summer Term 2009



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

Welcome to the third SEAL newsletter

SEAL continues to develop at a pace across our primary schools, with links now being made with special schools and the primary behaviour centres.

Nationally there have also been significant developments:

1 Sir Jim Rose, in his interim report on the primary curriculum, has called for the QCA to build a framework based on SEAL. His recommendations from the document are:

To strengthen provision for personal development. The QCA in consultation with representative groups should:

- (i) *Build a framework, based on the successful SEAL programme, for the personal skills and attitudes that all children should develop throughout their schooling. The framework should exemplify how these skills and attitudes can be fostered across the curriculum.*
- (ii) *Set out the essential knowledge, skills, understanding and attitudes for personal, social and health education (PSHE) alongside physical education (PE) in an area of learning, provisionally entitled "Understanding physical health and well-being."*

2 Sir Alan Steer's fourth interim report on pupil behaviour emphasises the link between learning, teaching and positive behaviour. The report recognises that "the introduction of the Social and Emotional Aspects of Learning is seen by schools as having had a positive impact on children in developing positive attitudes and behaviour"

3 The online SEAL materials have been incorporated into the new National Strategies website at <http://nationalstrategies.standards.dcsf.gov.uk>



Primary SEAL Contacts

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The website provides a “one stop shop” that contains the full range of SEAL resources for:

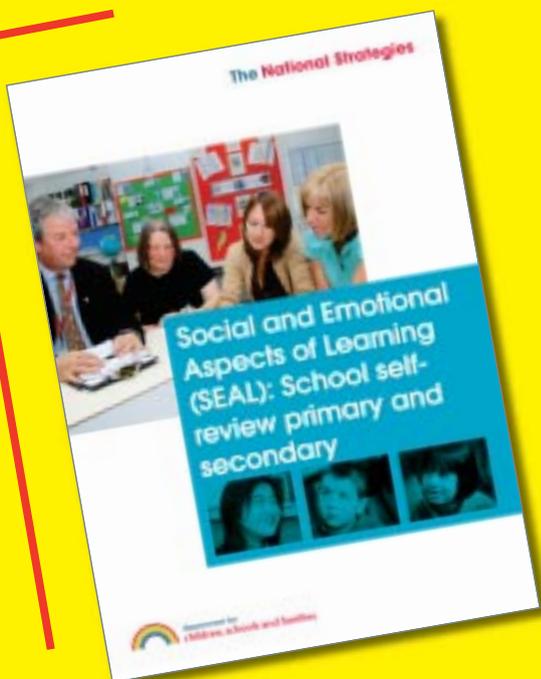
- **Early Years: with the new Social and Emotional Aspects of Development (SEAD)**
- **Primary SEAL**
- **Secondary SEAL**

To reach the SEAL materials from the home page, click on “Behaviour, attendance and SEAL” beneath the heading “Inclusion”.

The development group section of the website is also worth looking at as it supports the sharing of good practice.

<http://nationalstrategies.standards.dcf.gov.uk/leadership/cpd>

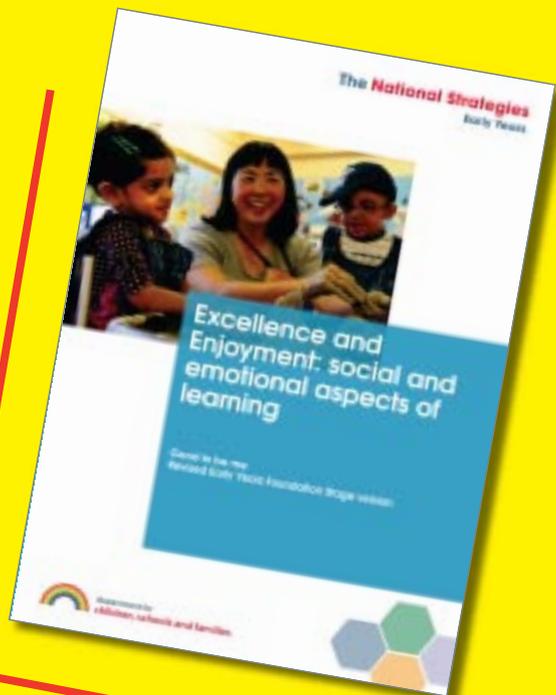
- 4 Current challenges for schools are ensuring that SEAL is embedded within whole school policy and practice. To support this the National Strategies has produced a SEAL school self-review: primary and secondary. (ref 00635-2008)



This self review is designed to support Social and Emotional Aspects of Learning (SEAL) implementation in schools by helping leaders to recognise what has already been achieved and identify future actions. It may be useful to highlight statements that describe systems and activities that are already in place. The self-review can be used as a focus for discussion between those leading on SEAL, who should provide evidence to back up judgements, before agreeing the next steps. Implementing SEAL effectively in a school should be seen as a journey of activity and reflection.

The document can be downloaded at www.standards.dcf.gov.uk

- 5 **Primary SEAL Red Booklets:** These have been updated to include references to the Early Years Foundation Stage, which replaced Birth to Three Matters, and the Curriculum Guidance for the Foundation stage from September 2008. Ref: 00840-2008FLR-EN copies can be obtained from Tel: 08456022260



- 6 A number of schools have been in contact re more copies of the “**Pink Box**” ref: DfES 0110-2005 G. Recently there have been more made available “whilst stocks last” and these can be obtained on 08456022260. If, as a school, you have difficulties acquiring resources then please contact us.

This newsletter shares with you a number of developments within our district schools and information that has been delivered at the workshops. The workshops are designed to support schools with the implementation of varying aspects of SEAL. We are currently planning for next year and welcome any thoughts/suggestions from you on the type of workshops you would like to attend.

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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

What you should know about SEAL



Skills



Self-awareness

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



Managing feelings

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



Motivation

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



Empathy

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



Social skills

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

How is



structured in the school?

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

Getting Started with SEAL

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

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

SEAL Sharing Practice Co

Evaluations of the day were very good:

- *Brilliant, lots to see and ideas to take back*
- *Excellent, particularly enjoyed all the schools that presented*
- *Inspiring*
- *Some fantastic ideas to take back to school*
- *Excellent, the displays gave me some great ideas*
- *Very good: lots of brilliant ideas to take back to school*
- *Excellent, inspirational and motivational*
- *Very good, good to share practice*

These are just a few of the quotes from the evaluation sheets and the range of emotions that delegates expressed at the second Primary SEAL sharing practice conference held in October.

The conference was aimed at enhancing practice in the social and emotional aspects of learning within our primary schools. Over a hundred delegates from primary schools across the district gained an insight into:

- How the SEAL approach can be beneficial to the whole school community.
- The national picture for SEAL and consideration of its place within the curriculum.
- Activities to promote SEAL.
- Ideas to develop SEAL.
- How to develop a SEAL kite mark and what it should look like.

The event provided an exciting opportunity to celebrate what has already been achieved through SEAL across the Bradford district. It also gave an opportunity for schools that are new to SEAL to make connections and share practice with established SEAL schools.

A range of stalls provided by both Education Bradford staff and other Local Authorities gave information on:

| |
|---|
| • NEW TO SEAL |
| • SEAL IN THE PLAYGROUND |
| • FAMILY SEAL |
| • NURTURE GROUPS |
| • MANAGING TRANSITION THROUGH A SEAL APPROACH |
| • CIRCLE TIME |
| • PSHCE & HEALTHY SCHOOLS |
| • LIFE EDUCATION |
| • PUPPETS |
| • SCHOOL NURSING |
| • DIVERSITY AND COHESION |
| • BARNARDOS |
| • LITERACY & SPEAKING AND LISTENING |
| • INVESTORS IN PUPILS |
| • FOUNDATION SEAL (BABY SEAL) |
| • EXCELLENCE & ACHIEVEMENT |
| • PURCHASABLE MATERIALS RELATED TO SEAL PROVIDED BY 2 TOP END BOOK STORES |

20 Schools also displayed work in the market place area.

Comments on the market place included:

*Brilliant.
Lots to see and ideas
to take back*

*Excellent.
The displays have given
me some great ideas*

*Some fantastic ideas to
take back to school including
Nurture Group information*



Conference – October 2008

The conference was opened by **Sally Coleman, Education Bradford's Organisation and Cultural Services Director.** **Speakers included:**

- **Mike Vigers**, Strategic Manager for Behaviour and Attendance who placed inspiration and passion at the heart of education.
- Monitoring and evaluation is a key part of any work we undertake and **Carol Brelstaff**, from Somerset, spoke of the SEAL kite mark award developed within Somerset.
- **Nicola McGrath**, Specialist Senior Educational Psychologist, inspired delegates with her talk on emotional literacy.

The school representatives who spoke and shared their practice were Gareth Medd, from **Heaton Primary School**, who presented work on "Say No to Bullying" and how SEAL has been embedded in whole school practice and through displays around school corridors showing SEAL messages, assemblies each week promoting an objective, rewards for SEAL like behaviour. Each SEAL theme is prominent during first four weeks of each half term. The school have also linked the work to Restorative Practices.

The **Phoenix Centre** staff and their pupils shared with the conference how they use their Feelings Tree and how it then becomes a key part of their reintegration process back into mainstream school. The tree provides an opportunity to explore and support group identity – staff and pupils share feelings together and offer support. Delegates were quite captivated with the pupils and how the session unfolded.

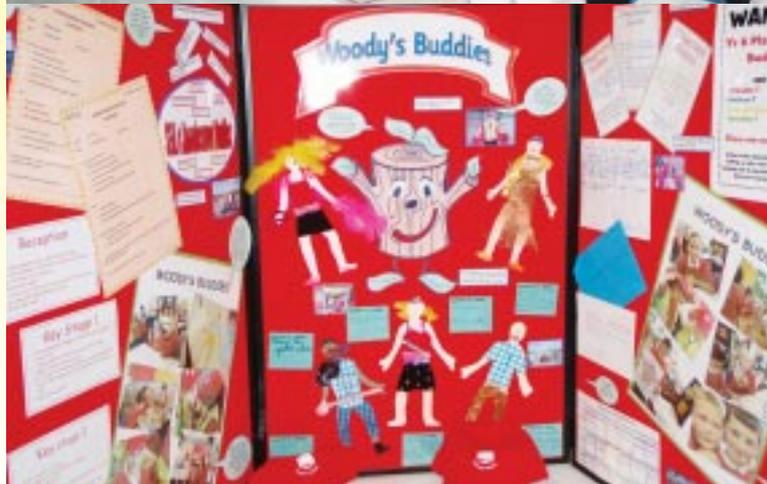
Laura Newcombe, from **Lister Primary School**, was accompanied by a parent, Sofia Rashid, and they both spoke of their work on Family SEAL. SEAL can be seen in the whole school curriculum, assemblies, Nurture room, silver strand materials, displays and language around school. Comments from the parents involved with Family SEAL included:

"It's amazing to put yourself in your child's shoes."

"Well we weren't given a manual or a set of instructions on how to be parents! We can only go from here and try to be better parents."

"I can't ever remember my mum coming into school and participating in an activity with me. But I know my children will have this memory of when we laughed together."

Work on how the Social and Emotional Aspects of Learning can be delivered through the curriculum was shared by Sarah Schofield from **Stanbury Primary School**. SEAL topics have been incorporated mainly into the work on *Jane Eyre* and *Wuthering Heights*. A surprisingly huge amount can be linked to SEAL themes, particularly Anti-bullying, Good to be me, Changes and Relationships.



SEAL Sharing Practice Conference – October 2008 - *continued*

The second topic was a Design Technology led theme based on the films starring Wallace and Gromit and the amount of content that could be linked to SEAL themes was very surprising.

Gillian Pedley, from **Riddlesden St Marys**, took delegates through her action planning and vision for the school. A key message from Gillian was how the Social and Emotional Aspects of Learning had to be embedded within whole school practice and policy. Her message was to be realistic, use what you already do, have a plan and a timescale that includes the school senior leadership team and the governors, and how impact will be measured.

Gavin Sykes, from **Lower Fields Primary School**, shared developments on how they have transformed lunchtimes and the playground. This has had an impact on whole school behaviour. The school have focussed on the training of key staff and the introduction of playground games. Pupils have been given responsibilities and there is now a team of pupils helping on the playground. Within the school they have re-looked at the dining area and how this could be enhanced.

Delegates were asked to consider their next steps back in school. These were some of their ideas:

- integrate throughout the curriculum;
- monitoring and evaluation of current practice;
- training of lunchtime staff;
- work with governors;
- develop small groups, nurture groups, and parental work;
- whole school involvement in celebrating SEAL;
- develop SEAL cross-curricular.

We do plan to hold another conference in the Autumn Term. This will be at Future House on 9th October 2009 – so put it in your diaries now!

Developments within SEAL that were launched on the day included:

Guidance on Monitoring and Assessment. This document is designed to be used by class-teachers, to monitor the progress of classes throughout the school and to enable teachers to identify pupils who would benefit from SEAL small group work.

Speaking and listening. This document links the speaking and listening objectives to each SEAL year group book. It is designed to be used alongside the Education Bradford medium term planning documents produced for each theme.

Exemplar Literacy links. These include SEAL intended learning outcomes, key vocabulary, speaking and listening links and identify the exemplar lesson plans in the booklets and the medium term planning sheets.

Self assessment. These link to the learning objectives in the themes and are designed to be used with pupils on identifying achievements and areas for development.

Planning document. Designed to help schools plan their implementation of SEAL and to ensure that schools provide for the universal entitlement for children to take part in carefully planned work, based on evidence-based good practice, to help them develop the social, emotional and behavioural skills they need in order to succeed.

The Waves of Intervention. Guidance has been developed, that expands on work already being developed in schools, on how they can establish and embed SEAL across the curriculum and into every classroom. This should be looked at alongside the medium term plans and curriculum link guidance that has been developed for each theme.

Curriculum development is a key part of the next stage of implementing SEAL and new materials are being created for each workshop.



SEAL in the Playground

“Children at play are not playing about. Their games should be seen as their most serious minded activity.” – Montaigne (1533 – 1592)



Setting the ethos, policy and good practice.
WHOLE SCHOOL

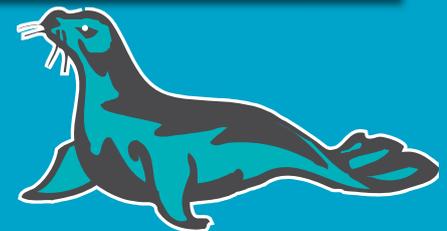


Creating an attractive and pleasant environment for social eating.

DINING HALL

Providing learning opportunities to acquire and develop skills.

LUNCHTIMES



SEAL workshop 16th March 2009.

- Developing correspondence between what happens at playtimes and lunchtimes and what happens at other times of day – embedding playtimes and lunchtimes into the whole-school behaviour policy.
- Enhancing the self-esteem and skills of all those who work with children at playtimes and lunchtimes.

By having a family orientated lunchtime children are able to practice the skills they are developing through SEAL



SEAL – key skills

Developing Social Skills

- Belonging to a Community
- Friendship
- Working together
- Standing up for myself
- Making wise choices

Developing Empathy

- Understanding the feelings of others
- Valuing and supporting others

Well-managed playtimes and lunchtimes offer valuable opportunities for children to learn social, emotional and behavioural skills.

Primary National strategy

Time spent teaching children to play well produces benefits, that extend beyond playtimes and lunchtimes, into classroom learning.

Primary National Strategy



220 hours

Over the school year, primary school children will spend approximately seven weeks in the dining room, in the playground or elsewhere if the weather is poor.

Safe together, learning together, playing together

Investors in Pupils and SEAL, are you aware of the links?

Investors in Pupils is becoming an increasingly popular quality standard. Schools across the country and in Bradford are engaged with it. Currently 33 primary schools have the standard and over 30 more are working towards it. It involves pupils becoming more aware about how the school operates and their role within it. The pupils work towards class and individual targets, create induction booklets for new pupils, write mission statements for the class and learn about the school budget. Investors in Pupils has a number of links to SEAL but two of the major ones are creating an induction booklet (new beginnings) and individual targets (going for goals).

For more information please contact Claire Myers at claire.myers@educationbradford.com

Diversity and Cohesion: New Resources and SEAL

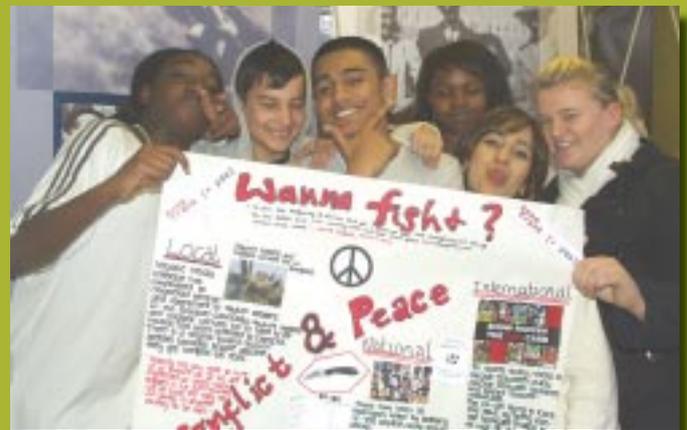
Identity, Heritage and Belonging

A new DVD and resource pack “Identity, Heritage and Belonging (IHB)” has gone out to all primary, secondary, special schools and PRU’s. It is receiving positive reviews from teachers across the phases.

“...such a relevant, interesting and exciting pack of resources! The DVD is excellent and I shall be able to use the resources in teaching, as well as PSHCE. Overall a very well thought through pack that is of an excellent standard.”

**Jeanette House,
Head of Enterprise, Oakbank School**

As the name suggests the pack looks at: identity; what it means to be me; heritage; the concept of ‘Britishness’; being British and London 2012; moving peoples (migration and emigration) racism; stereotypes and bullying. It is closely linked to the REWIND anti-racist materials. Every activity is cross-referenced to the National Curriculum, Citizenship and Religious Education programmes of study, the SEAL themes and “Who do we think we are?”

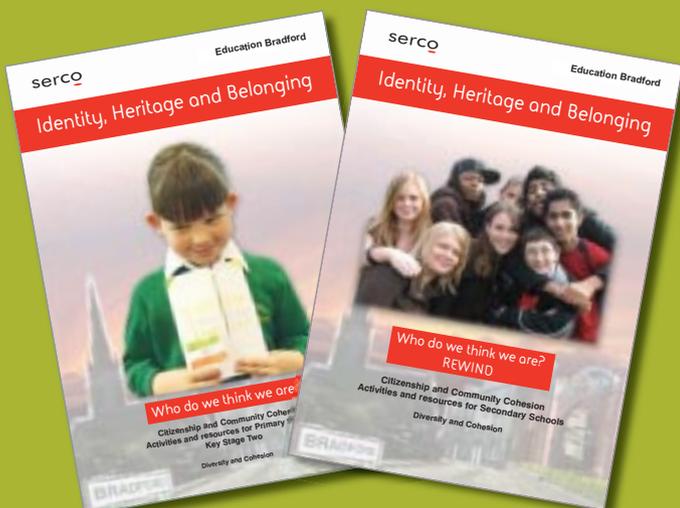


Pupils working on Stand up to Hatred

Stand up to Hatred

Another new resource that dovetails with IHB is “Stand up to Hatred”. This encourages an exploration of human rights and particularly the rights of children, based on the themes from the ‘Anne Frank + [YOU!]’ exhibition. The themes are H8U? FREE! Wanna fight? Who r u? and Who cares? It suggests activities for children across all key stages around children’s rights and responsibilities and identifies links with SEAL and other parts of the curriculum. The accompanying DVD was made by young people from: Bradford Academy; Laisterdyke Business and Enterprise College; Queensbury and Tong Schools. It is an excellent example of the ‘Student Voice’ being heard, loud and clear and has been well received locally and nationally.

‘Anne Frank + [YOU!]’ is a free interactive, multi media experience and exhibition. It will be hosted by Education Bradford’s Diversity and Cohesion Service and the Anne Frank Trust UK (the British division of the Anne Frank House, Amsterdam) funded by the Equality and Human Rights Commission.



Education Bradford

The exhibition was at Cartwright Hall from the 4th to the 26th March 2009. Schools could take 30 - 40 pupils (Upper Key Stage Two and above) around the exhibition at any one time. Workshops were also on offer on certain days, exploring human rights issues that face our young people today.



Pupils involved in work on Identity, Heritage and Belonging

Equality, Diversity and Community Cohesion Audit

The Diversity and Cohesion service produced, and sent out to all schools, an Equality, Diversity and Community Cohesion Audit in September 2008.

The returns have shown that many schools see promoting cohesion and celebrating diversity as an essential factor in helping children and young people achieve their full potential. The good practice highlighted included many schools making clear links between the SEAL themes, Citizenship, PSHE, Religious Education and the National Curriculum, demonstrating creativity in both planning and delivery.

For more information or to get involved in any of the Diversity and Cohesion Projects:

Contact Diane Hadwen Tel: 01274 – 385623
email: diane.hadwen@educationbradford.com or
Alina Khan Tel: 01274 – 385620
email: alina.khan@educationbradford.com
for more information or CPD requirements



Pupils who made the Cultural Heritage Trail of Little Horton, a tool for delivering Identity, Heritage and Belonging



10th Anniversary of Talking Partners

The 10th anniversary of Talking Partners was celebrated at the "Nurturing children: Developing Effective Practice for Intervention" conference last summer. The conference also provided an opportunity for the launch of some new materials, Nurturing Talk.



Schools were invited to not only celebrate ten successful years of Talking Partners, but also to learn about this new Education Bradford initiative. Nurturing Talk is a comprehensive resource pack to enable practitioners to work effectively with children who have specific SEBD needs in any educational setting from Key Stage 1 to early Key Stage 3. Nurturing Talk is based on the Talking Partners programme and helps children develop their language and thought processes to enable them to communicate effectively with children and adults.

The key note speaker, Jean Gross, who is Director of Every Child a Chance Trust, gave an inspiring talk about the importance of a layered approach to interventions and how the centrality of talk is crucial to all learning. Special workshops were held to introduce the new Nurturing Talk materials as well as many other intervention programme workshops, including Maths, Literacy and Better Reading Partnership.

The day was a great success and excellent feedback has already been received from schools. Nurturing Talk is proving to be a valuable resource for schools and there are one day courses available at Future House. Please see our website for details and dates of future courses and how to purchase the materials.

Further information can be found at
www.talking-partners.org, or contact
Clare Reed 07730 544799 or
Carol Hallsworth 07718025011



Family SEAL at Lilycroft Primary and Lilycroft Nursery Schools

A group of nine parents are part of a new pilot project between the school, nursery and Education Bradford. The University of the First Age team (UFA) are piloting a family learning programme underpinned by the principles of UFA and the core themes of SEAL. The UFA is committed to working in schools, in innovative and creative ways, to enrich and extend learning for young people.

The parental involvement workers, Nazish and Nazira, have been instrumental in the recruitment and the delivery of the six week programme and have worked hard to bring together the mums, Year 3 pupils and nursery children for some fun and active learning sessions. The theme of the sessions is communication and every week we have a challenge for parents and children to complete together either as part of the session or at home.

So far we have learnt about how we learn best and the posh words for them! (Visual, Auditory and Kinesthetic), Memory, Mind Mapping, Dreams, Multiple Intelligences and we have made friends with an orange! The sessions are very hands on and there is lots of activity creating and making things. So far we have made a paper tower, a family portrait, fridge magnet and masks.

Teamwork

Egg Challenge. With limited resources (four sheets of newspapers, a pair of scissors and a strip of sellotape), each family group had to make a carrier for a fresh egg to cushion its fall when dropped from a height so that it doesn't smash. There was a prize for the most creative design. Most eggs survived the fall. Some mums videoed their children as they dropped their eggs and there was much laughter and great teamwork and problem solving.

How we are different

Make friends with an orange. We had a lot of puzzled faces... from a large shopping bag everyone had to pick an orange to make friends and after two minutes they returned their oranges before they were mixed up and you had to find your orange friend again. No one was allowed to mark their orange and everyone found their own orange by telling each other what made theirs different, there was lots of swapping.

A celebration, of the hard work and the times we have shared, is planned for part of the school's health week and all parents will be invited to share what we have been busy doing at the sessions.

Sonya Midgley and Janet Penrose



Cheeky Charlie Chat Show

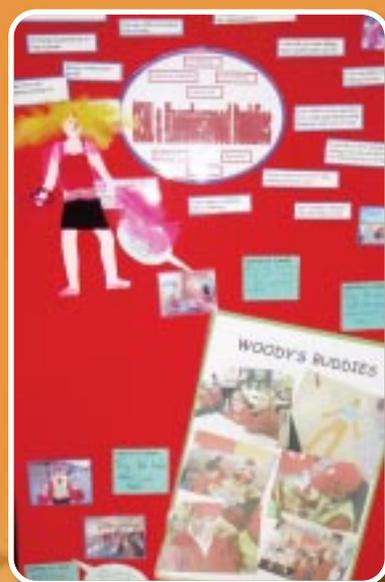
The Cheeky Charlie chat show came all the way from Knowleswood Primary School to Future House on Monday 16th March 2009 for the SEAL in the Playground Workshop.



The chat show, hosted by Cheeky Charlie himself, was focusing on the successful Buddying



Scheme that has been running in Knowleswood since September 2008. The three guests on the show explained to the audience all about the Buddying Scheme and what they had gained from being a buddy. They encouraged the audience to think about having a similar scheme in their schools saying "it boosts your confidence", "it's a great idea because it is fun" & "it gives you something good to remember when you leave primary school".



Guidance has been developed that expands on work already being developed in schools on how they can establish and embed SEAL across the curriculum and into every classroom. This should be looked at alongside the medium term plans and curriculum link guidance that is available. (see Bradford Schools online)

What should effective SEAL Wave 1 support look like?

The effectiveness of Wave 1 provision is the key to successful learning and inclusion. Such teaching will be listed on your school provision map and will therefore be a commitment by all staff.

See SEAL medium term planning and teacher assessments.

What might effective SEAL Wave 2 interventions look like?

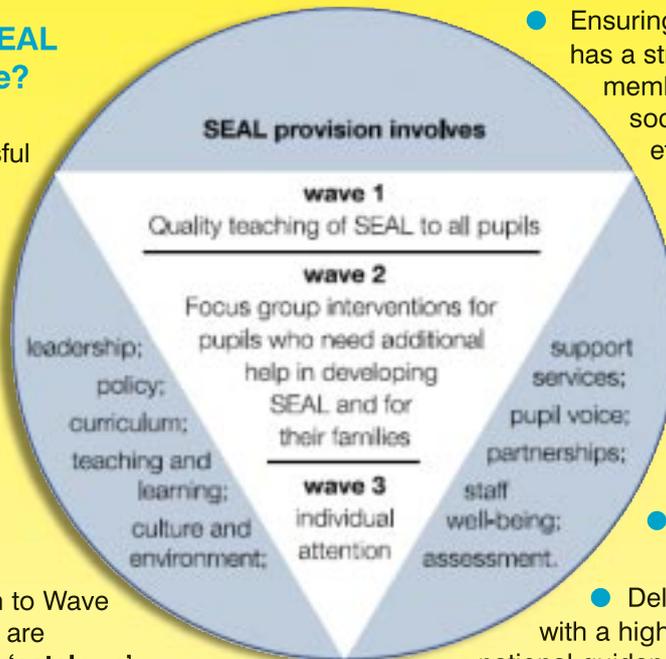
Wave 2 is delivered in addition to Wave 1. Some Wave 2 interventions are designed to enable learners to 'catch-up'.

Wave 2 interventions are not intended to compensate for ineffective quality first teaching.

The SEAL silver book supports in the development of small group work. This should also be looked at alongside the small group work books developed by the SEBD Team and the exemplar SEAL teacher assessments.

Wave 3 involves 1:1 intervention with children who have not benefited from the whole school and small group provision within school.

- Allocation of sufficient time and space for small group work.
- A triangulated referral procedure for pupil selection.



- Ensuring that the small group facilitator has a strong rapport with group members and is able to model social and emotional skills in an effective manner.

- Securing an appropriate setting for the small group work.

- Providing additional support back in the classroom.

- Engendering a sense of fun and enjoyment in small group activities.

- Making explicit links with SEAL Wave 1 work.

- Delivering SEAL small group work with a high degree of fidelity to the national guidance.

- Ensuring that SEAL small group work has an appropriate profile within the school.

Further recommendations made include the need for group work to be delivered over two sessions per week for 12 – 16 sessions with much more direct involvement with the families of pupils involved.

Small Group Workshop

This year we are delivering two small group workshops based on the silver set found in the primary SEAL resource. The first one was delivered in January with the second one planned for June.

The workshop aims are:

- To provide an overview of the SEAL small group materials for delegates.
- To consider where, as a school, delegates are with SEAL.
- To assess if the school is ready for small group work?
- Begin to plan next steps.

Small group work is not about therapy, it is teaching children new skills and creating the conditions that will support learning.

It is similar to other small group interventions, e.g. for those needing additional help in other areas of the curriculum.

Schools need to consider the following:

- Who will take the lead?
- Do they need any additional training in the understanding of social, emotional and behavioural skills?
- Where will the group meet? (predictable, safe, quiet, comfortable).
- What will be the composition of the group? E.g. role models, anxious or quiet children, irregular attenders?
- How will you involve, explain to parents/carers?
- What will be your assessments/criteria for including pupils in the group?

group work

At the workshop, held in January, Sharon Light, an inclusion mentor with the SEBD Team, demonstrated, with the help of a group of children, how a session can run. Sharon had been working with the children at St Francis School and was accompanied by Pat Todd who will continue with the groups when the SEBD Team support concludes. The session was extremely well received by the audience – in fact the children stole the show.



St Francis Primary School Year 1 SEAL Small Group Work
Getting on and Falling Out - Charlie, Alfie, Joseph & Eve

Following group work we have delivered across a number of schools this letter was received from a parent:

My son has been attending Friendship Group sessions for a number of weeks now at school and has thoroughly enjoyed them.

He has found it difficult in the past to interact with other children within a school setting, but the sessions seemed to have gradually eased him into developing the understanding needed to develop friendships. Although he doesn't often talk about his school day, when he does his conversations now seem to include various other children in a more positive way. This to me is evident of him becoming aware of the friends around him. Prior to the group being put in place by Mrs Light, he did seem to lead a more solitary day at school, preferring to play on his own or only ever on a one to one basis – this of course being his own choice. When he was encouraged to interact with others, he would usually become disruptive in the games or hurt other children.

Because the sessions are set away in private, quiet surroundings and are solely concentrated on building up friendships, it has been rewarding for both pupils and teachers alike.

My son has always spoken positively about the sessions and is thrilled when Thursdays come around because he knows Mrs Light is coming in with Sally and Sam!

From a parents point of view, I know how hard it is for teachers to get a reluctant child to join in with others, or indeed for a 'challenging child' to be accepted by others. But to hear your child talk about the friends he is making in such an enthusiastic manner, I know that the Friendship Group, alongside the teachers dedication, has been more than a worthwhile experience for him.

The SEBD Team have been actively developing resources and additional plans to support the group work. These are being made available to schools on the Bradford schools online. They can be found under "Behaviour" SEAL.

This work also links with the SEBD SEN guidance for provision at range two.

For any further information on small group work please contact Alison Geldart or Martina Walsh 01274385833.



Holybrook Primary

What makes a good friend?

During Circle Time the children talked about one special friend. They had to think about what makes a good friend. A friendship tree was hung with friendship picture mobiles, each child choosing to draw their special friend.

In another circle time the “sayings” or “headings” about friendship (as seen on the display) were discussed and the children talked about their meanings and importance in a good friendship.

The friendship “sayings” are often looked at, referred to and discussed when children fall out or have a disagreement with their friends.

Zoë Clarkson
Reception class teacher
at Holybrook



Learning Support Centre St Josephs, Keighley

The feelings tree was converted into feelings footballs and feelings fish due to lack of room and trying to link it in with various topics. This has worked well and the children in the groups have tended to check each others names to see how they are that day.



Worry Catchers



Relaxation



The photos are of children using the co-operation jigsaws. The worry catchers from “Good to be Me” were also very successful. We use the relaxation stories with the morning group a few times a week as well. We use the photos quite a bit and some of the poems we have incorporated into circle times about friendships.

Jenny McGuinness St Josephs Keighley LSC

Long View Centre

We are learning to play chess with **Mr Woods** from **Renaissance Academy** on Wednesday afternoons. The girls and boys really enjoy this session. All now can play chess! So much so that Mr Woods invited some of the pupils to enter a Chess Competition last Sunday in Bradford.

They stayed there all day competing against children from Bradford and the North. The pupils had to compete using the "proper rules" and judges were present also.

I was very proud of the boys and parents. Playing chess links with the development of social skills and aspects of SEAL. The boys really enjoyed themselves and all came home with a goody bag.

Stella Kirkbride, Centre Manager, Long View Centre



Worth Valley

We have designed and made this feelings board with our year 1 children to help them explain their emotions. The children decided which feelings they wanted to include and what the background would look like. This is what they produced. We hope you like it.

How are we feeling today?



Rachael Boland and Year 1 Worth Valley Primary School

Iqra Community Primary School

"Going for Goals" at Wycliffe Primary School

Iqra Community Primary School is in the process of creating a whole school approach to SEAL.

We have tried to be clear at the outset what our goals are. We are planning on involving our parents and carers in this process. We will be offering training and support for our staff and monitoring everyone's progress.

These are some of our displays from around school that fit well into the SEAL themes:



Going for Goals

Going for Goals
it's a good thing all you
have to do is try to win.
Step by Step you get a bit closer
you can't read what you need
from a poster!

Learn from your mistakes
you've got what it takes
all you have to do
is to break through.

LEWIS RAPINCZUK

Don't be afraid of goals

Don't be afraid of high hopes
because life is full with
stupid dopes,
flying planes, digging bones
or maybe an actor
called Michael Jones.

Just don't get sad or
get in a pad.

Just climb up a pole and
grab your goal.

Samuel Lewison

Peaceful Problem Solving Week

at Lidget Green Primary School

This year Lidget Green Primary School had a special assembly, led by the school council during Anti-Bullying week, following the theme of "Being Different, Belonging Together". All of the children and adults, from Children's centre age to Year 6, went outside and made an enormous full stop and chanted the slogan "We are all different, we belong together". Lidget Green Say "no" to Bullying.

Every child and adult also drew a picture of themselves, wrote a bit about themselves and their interests, on a landscape rectangular piece of paper. These were then assembled to build a huge wall display in the hall with the slogan 'Being Different, Belonging Together' in the centre.

The following week we had a Peaceful Problem Solving Week. All of the children had prior knowledge and understanding of the Peaceful Problem solving and calming down techniques, from work done in class, but this week was designed to raise the profile and enjoyment of the techniques, so that it may become embedded in the way that children and staff dealt with disagreements. Every class, from Reception to Year 6, spent half a day out of class. They spent half of this time in the hall learning and

doing cooperation activities and games!. The other half of the afternoon was spent in the studio further developing their skills, knowledge and understanding of calming down methods and peaceful problem solving through circle games and activities, but predominantly through drama. The activities were structured and differentiated through the age groups. The learning mentors also talked with their mentees about ways in which we calm down.

They then made our fantastic "Calm Down Connie" which is a huge green varnished caterpillar, with all of the ways to calm down along the body that the mentees suggested. This is displayed in the Key Stage one playground next to the peace tree.

All teachers, support staff and lunchtime supervisors have been trained on Peaceful Problem Solving and we have had large plastic signs, made of the Emotional Detectives and Peaceful Problem Solving Posters, which are displayed around the playground.

The lunchtime supervisors have also had training alongside our very effective buddies on games that fit with the SEAL themes that will be played during lunchtimes.

Louise Chapman Lidget Green



Star Group - "Going for Goals"

STAR GROUP is a SEAL group which runs every Friday.
We also have dinner together on a Friday.
We make things such as pasta, pizza and beans on toast.

Going for Goals:

This term, in Star Group, the theme is 'Going for Goals.'

We also talk about things that make us feel good. Star Group is a place where sharing, helpfulness and manners are very, very important. To help 'Children In Need' we brought a teddy to school and all paid £1.00 so our teddies could come to school and the money went to 'Children in Need.'

On Friday the 16th of January 2009 we all set ourselves a goal of being able to say hello and good bye in a another language.

We called it Star Group's goal. We suggested many ways of finding out such as:

- ask my Taekwondo teacher;
- ask my French/Canadian friend;
- look in my foreign dictionary;
- ask my Mum and Dad.

Task:

Our task this week was to be able to say 'hello' to Star Group and one thing you are good at:

Mary: I can do double bounce jumps on my pony.

Stacy: I can work well in a group.

Harry: I can cook really nice curry etc,

Jack: I can do Geography really well.

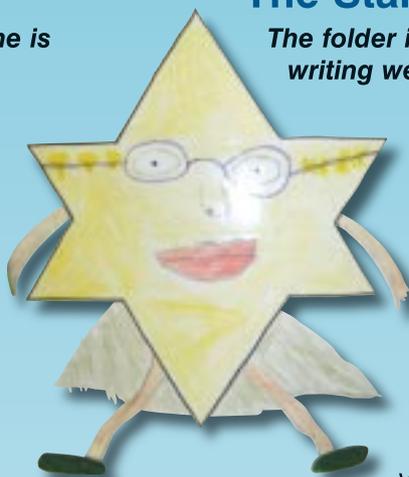
Bradley: I can cycle 11 miles.

News Time

In 'News Time' each person gets a chance to say one thing about what has happened that week.

The Star Group Folder:

The folder is all the pictures and pieces of writing we have done during Star Group.



Inside this folder we have various things such as our symbol and Mascot. In the folder we also have photos of us playing games like model me and Beans. At the end of every Star Group on a Friday we give out the Star Group Star, we give this to the person who has tried the hardest in the group to follow all of our rules.

We all get a vote on who we think the star should be. All the votes are counted and the person with the most votes gets the Star Group Star.

We each have our own folder which we made to put in all our work that we were given.



Star Group Lunch:

At star lunch we invite people to eat lunch with us.

Some of our visitors have been the Head Teacher and people from out of school. We cook the food ourselves, with a bit of adult support from Mrs Clarke and Mrs Taylor.

The Display:

On our display we have peaceful problem solving, what we are working on that week, Star Group Rules, thank you cards from people who have been to the lunches, our token jars, photos of our group and, last of all, our targets.

Karen Roper, SEBD Team
working with Menston Primary School



Training Foster Carers in SEAL

The Social and Emotional Aspects of Learning (SEAL) has been promoted in schools nationally since 2000 by the Government (DCFS). This programme aims to improve the learning and behaviour for all primary aged children by highlighting the importance of their emotional well-being as fundamental to how children think, feel and behave. SEAL recognises the need to develop:

- **Self-awareness, Managing feelings, Motivation, Empathy and Social Skills.**

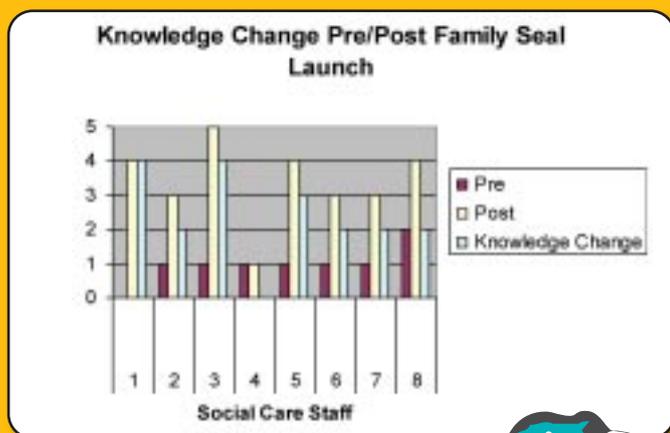
In 2005, Family SEAL was introduced to extend the original SEAL programme and materials to Parents and Carers. As the Specialist Senior Psychologist working with Social Care (for Children in Care), I have facilitated and planned collaborative work with Nicola McGrath, Alison Geldart, Carol Hallsworth and Tracey Watson of the EB-SEAL/ SEBD Teams.

Ewen Godfrey and the Social Care Workforce Development Manager, Mary Holland, were also part of the consultation process to promote SEAL and Family SEAL, in particular to Foster Carers.

The Family SEAL launch was held at St. Peter's House, Bradford to a select group of foster carers, social workers and managers. The aim was to increase the knowledge foster carers had with regard to Family SEAL. The event provided:

- An opportunity to share experiences of the national intervention.
- A presentation about SEAL and Family SEAL.
- An opportunity to view the website materials (www.bandapilot.org.uk),
- Workshops to experience and discuss the Family SEAL materials.

The participants gave helpful feedback on their change in knowledge about Family SEAL, following the launch, as shown in the chart below:



Participants also made a number of suggestions about their preferred 'next steps', as shown in the table below:

| FAMILY SEAL – NEXT STEPS? FOSTER CARERS COMMENTS FOLLOWING SEAL LAUNCH, ST PETER'S HOUSE. | |
|--|--|
| ● | 'Would like foster care training to use this in the family home. Think it would be more effective'. |
| ● | 'Be part of foster care training. Make people aware – progress reports.' |
| ● | Would welcome a family pack that would be accessible for foster carers to dip into for resources and use at home with a child. |
| ● | 'More intensive training' |
| ● | 'Training courses'. |

Overall the event was considered to have been very successful. A lot of information was given in the half-day session. More time could have been used to discuss the materials and share foster carers experiences of the issues they grapple with in their daily work with children.

It is anticipated that the appropriate Social Care Managers will reflect on these outcomes from the Family SEAL launch. Possibilities for further training in the SEAL and Family SEAL materials need to be considered strategically by Social Care, in order to be incorporated into the Workforce Development planning processes. In considering how to further promote SEAL and Family SEAL, Social Care Managers may wish to include:

- Establishing a Strategic Social Care lead officer at Assistant Director or DSM level.
- Establishing lead officers to facilitate the operational level – drawn from the PCM or SCM management tiers.
- Consider ways of extending SEAL training to all foster carers.
- Consider ways of extending SEAL to recently qualified Social Workers.
- Consider ways of facilitating SEAL in residential settings.

Nev Wade,
Specialist Senior Educational Psychologist

Post script: I wish to acknowledge the support received from Alison Geldart, Nicola McGrath, Carol Hallsworth & Tracey Watson, members of the Education Bradford – SEAL Team in this collaborative initiative with Social Care.

Cc:
Alison Geldart, Manager, SEBD Team,
Ewen Godfrey, Manager, Education Matters Team,
Mary Holland, Workforce Development Manager,
St. Peter's House.
Rachel Curtis, PCM, Springfield Social Care Team,
Nicola McGrath, Specialist Senior Psychologist.
John Craven, Senior Educational Psychologist.
Carol Hallsworth & Tracey Watson - SEBD Team.

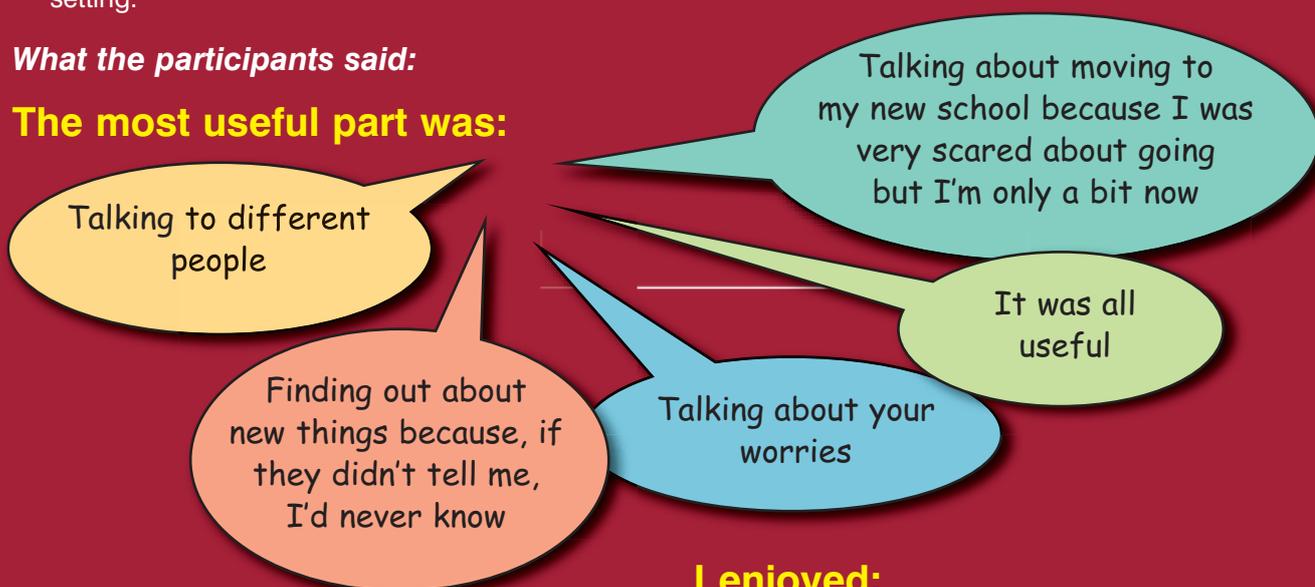
Transition work

The SEBD Team have facilitated several SEAL year 6 to year 7 transition group work intervention programmes in primary schools. The programme focuses on group working skills and underpins transition by:

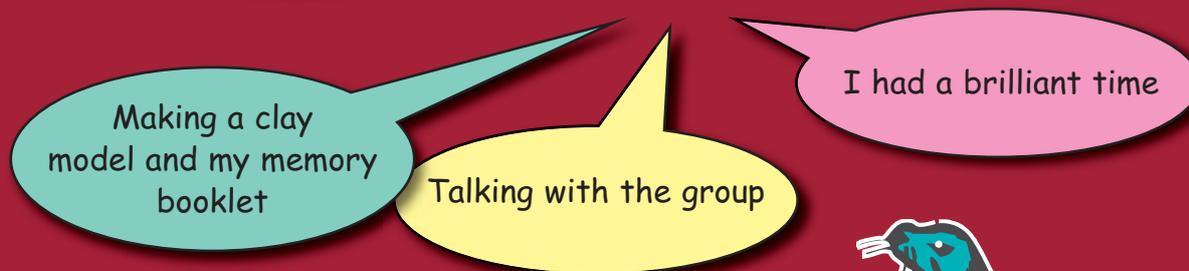
- Production of a 'saying good bye and moving on' booklet; preparing for endings and beginnings
- Focuses individuals to consider their strengths, personality traits and skills
- Highlights what their current classmates like and value about them – the gifts they will be taking to secondary school with them
- Uses solution-focused work to help deal with worries around moving to secondary school
- Provides an opportunity for self-reflection and an environment to facilitate the needs of individuals in a small group setting.

What the participants said:

The most useful part was:



I enjoyed:



SEAL Project Schools



Primaries Schools were invited to support the sharing of good practice and to contribute further to developing SEAL. Schools were asked if they had an area that they wished to develop and share with other schools.

The schools that were selected are:

KNOWLESWOOD, LOWER FIELDS, WYCLIFFE, RIDDLESDEN ST MARYS, PARKWOOD, LIDGET GREEN:

The areas for development are:

- The curriculum
- The playground
- Small group work
- Transition
- Family

Plans include developing:

- Videos
- Resources/curriculum links
- Involvement with clusters of schools

- Taking part in next years conference and workshops
- Contributions to the newsletter

Wycliffe Primary

We're doing SEAL at Ingleborough!

On Monday, 2nd February 2009, 20 children and four adults left Wycliffe for Ingleborough Hall. They were all experiencing a range of emotions: excitement at visiting somewhere new; fear; worry that they couldn't cope with what was to come; joy at having no parental constraints for five days.

I had an over-riding dread of Wednesday afternoon and going caving. I'd been down a cave once before with a group of students and had promised myself then that I would not do it again. I was terrified! I knew if I made a big enough fuss another member of staff would have stepped in, but I didn't want the children to feel that Mrs Clews had got out of it. I shared my anxieties with Karen, one of our teaching assistants - who, by the way, wasn't that keen to go down either.

Wednesday afternoon arrived. We got kitted out and set off. One or two of the children were anxious, but no one had said they didn't want to do it. Once we got into the cave I was right. I was terrified all most to the point of tears. Reanne, one of our Year Six girls, who was directly in front of me, turned to me and said 'Are you alright Mrs Clews?' She had picked up on my fears and looked after me for the rest of the expedition. At one point Karen held my hand all the way through a particularly narrow part. What was amazing to see was the care that the children showed towards each other: peers for whom they wouldn't usually have had much time, they helped, encouraged and cajoled.

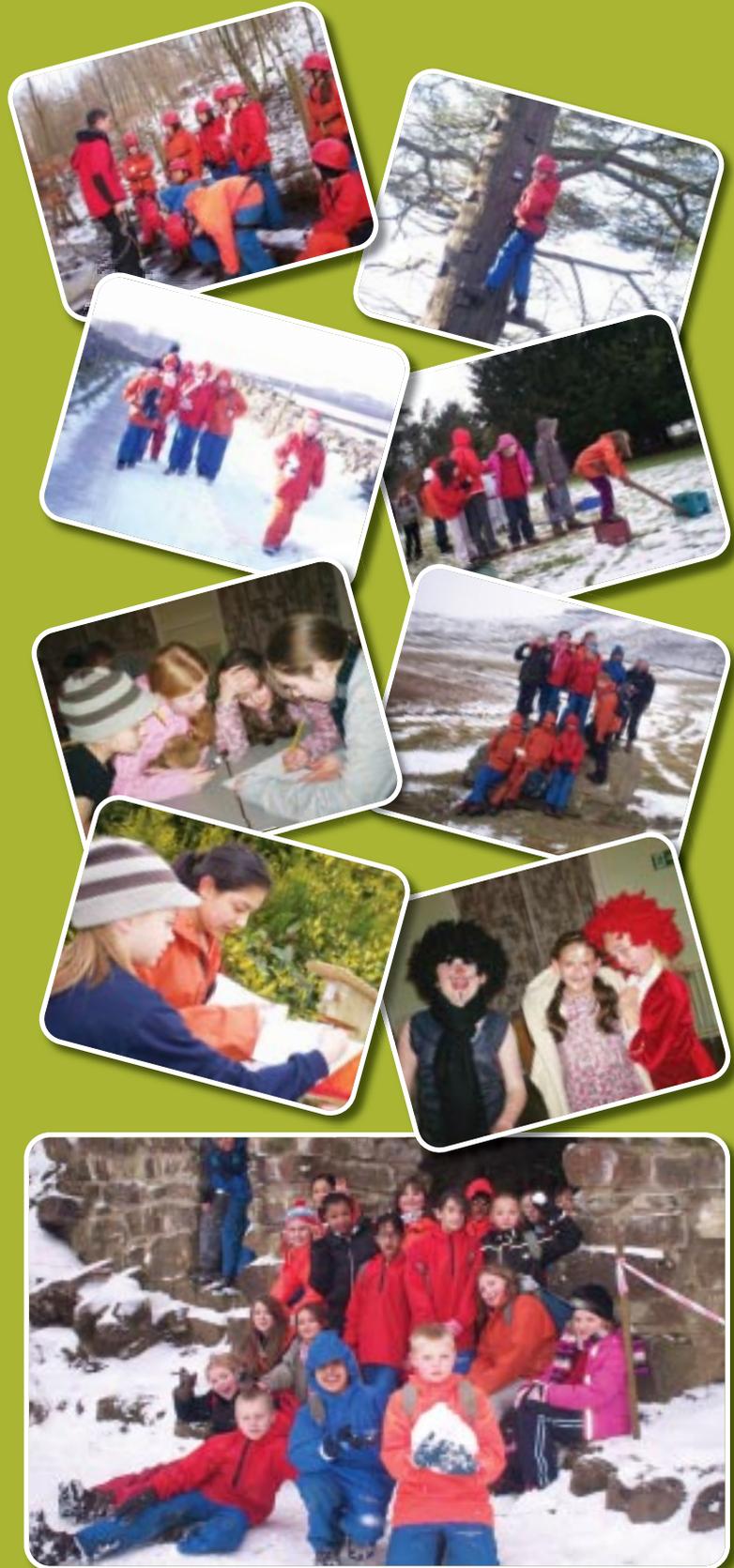
The next afternoon we were tree climbing. Lots of the group found it particularly difficult. There wasn't one child who didn't benefit from the encouragement of their peers. At one point, one pupil who was not quite at the top and going to stop. She had the full weight of the rest of the group behind her. She did it and there was a huge round of applause. Ethan turned to me and said 'We're doing SEAL at Ingleborough!'

We had been doing just that, of course, but no one had said it to the children. We'd set ourselves goals, developed self awareness, practiced managing our feelings, motivated ourselves and others, had opportunities to empathise and use social skills. What a week!

P.S I really am not going down a cave again.

Lynn Clews
Wycliffe Primary.

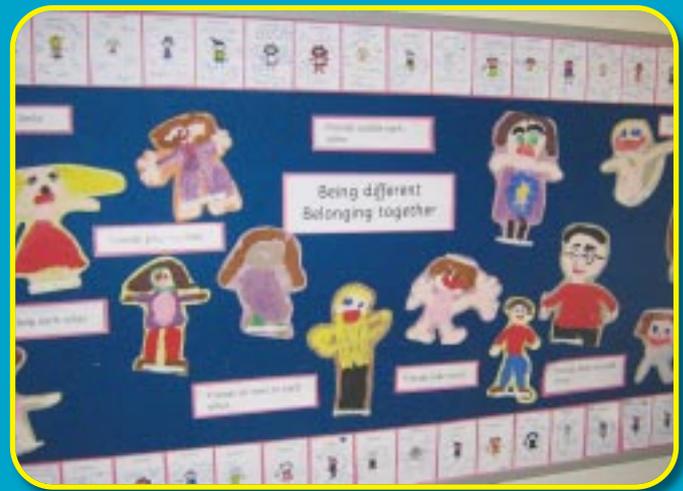
Activities included: caving; team building; tree climbing; orienteering; talent show; folk dancing; games evening; four mile; photograph trail and village trail.



Primary School



Display in school entrance hall



Display combining Y5/6 and foundation SEAL work from 'Getting On' and 'Falling Out'



Y1/2 children did a puppet story in Collective Worship – Blue Friday. It was based on 'Something Else'



Year 3/4 playing the tangled web game. 'Co-operation, Team Effort'

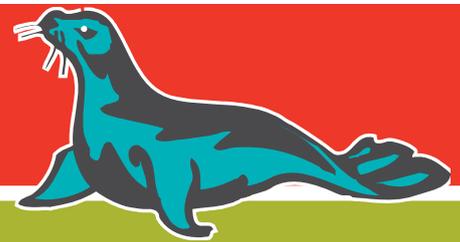


Reaching for the Stars



Decided to use this logo and wording for 'Going for Goals' as we are in our third year and felt we needed a change

Workshop round up:



This year has seen some significant developments with the SEAL workshops. In response to requests from schools we have continued to deliver workshops on each theme. These workshops are delivered at Future House and have been repeated in Keighley at a venue hosted by Worth Valley Primary School. The evaluations continue to be very positive and demonstrate the continued enthusiasm and interest within our schools for the SEAL agenda.

This year has seen a number of new workshops which have been very well received:

● SEAL and Nurture Groups:

We were fortunate to have the support of Martin Heskeyne, from the National Nurture Group Network, with this session. Alison Smith has worked with a number of primary schools wishing to link SEAL and nurture groups.

● The playground:

The children from Knowleswood Primary School have been the stars. The workshop has focused on the lunchtime experience and included a presentation from Lower Fields Primary School.

● The family:

This workshop reflects the range of ways to facilitate Family SEAL and includes contributions from parents, Lister and Wycliffe Primary Schools.

● Small groups:

Information on assessment and guidance for small groups and links to the waves of intervention: SEAL small booklets are being developed and will be available to schools. Key to this workshop has been the children's demonstration of small groups and feedback from a parent.

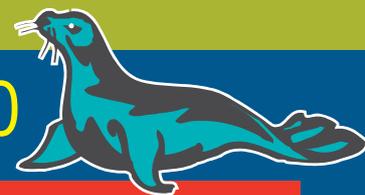
● Transition:

This workshop focuses on how SEAL can support successful transition to secondary school. The workshop was supported by Christine Cutler.

● Circle Time:

This has been delivered by Pam Glennon, who is a quality circle time (QCT) trainer. Pam has developed a programme, linked to SEAL and with feedback from schools is looking to further develop her resource booklets.

Primary SEAL Workshops 2009/10



| Bradford District: (Venue – Future House) | | | |
|---|---|-------------------|--------------|
| Workshop 6: | New Beginnings | 19 June 2009 | 9 am – 12 pm |
| Workshop | Primary SEAL Small Group Work | 26 June 2009 | 9 am – 12 pm |
| Workshop | Primary Family SEAL | 26 June 2009 | 1 pm – 4 pm |
| Workshop 1: | Getting On and Falling Out/Say No to Bullying | 15 September 2009 | 9 am – 12 pm |
| Workshop 2: | Going for Goals | 26 November 2009 | 9 am – 12 pm |
| Workshop 3: | Good to be Me | 21 January 2010 | 9 am – 12 pm |
| Workshop 4: | Relationships | 11 March 2010 | 9 am – 12 pm |
| Workshop 5: | Changes | 6 May 2010 | 9 am – 12 pm |
| Workshop 6: | New Beginnings | 17 June 2010 | 9 am – 12 pm |
| Keighley District: (Venue – Worth Valley Primary School) | | | |
| Workshop 6: | New Beginnings | 11 June 2009 | 9 am – 12 pm |
| Workshop 1: | Getting On and Falling Out/Say No to Bullying | Date TBC | 9 am – 12 pm |
| Workshop 2: | Going for Goals | Date TBC | 9 am – 12 pm |
| Workshop 3: | Good to be Me | Date TBC | 9 am – 12 pm |
| Workshop 4: | Relationships | Date TBC | 9 am – 12 pm |
| Workshop 5: | Changes | Date TBC | 9 am – 12 pm |
| Workshop 6: | New Beginnings | Date TBC | 9 am – 12 pm |

Please contact Catherine Williams on 01274 385913 or via email at catherine.williams@educationbradford.com for a booking form or more information.