



Secondary
National Strategy
for school improvement

Guidance

Curriculum and
Standards

Social and Emotional
Aspects of Learning
for secondary schools
(SEAL)

Guidance booklet

Headteachers,
teachers and
practitioners in
secondary schools,
middle schools,
special schools
& local authority
and Children's
Services staff

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Section 1: Introduction

Social and emotional aspects of learning for secondary schools (Secondary SEAL) is a whole-school approach to promoting social and emotional skills that aims, when fully implemented, to involve all members of the school and all aspects of school life.

1.1 *What is the guidance and who is it for?*

This short guidance booklet is the essential starting point for SEAL and has three main purposes:

- to provide a clear overview of the key aims, principles and essential component parts of Secondary SEAL, and its potential to enhance learning and personal development;
- to signpost colleagues to the richness of the wide range of DfES resources that have been produced as part of Secondary SEAL. These are listed in the box at the end of each subsection with a reference number to allow easy access on the website or CD-ROM;
- to act as a quick reference document.

The guidance booklet is written for all those who are involved with, or who have an interest in, Secondary SEAL, and will be essential reading for all school leaders, including those leading on the programme. It might also be used by those from children's services and other external agencies who are involved in supporting work in school.

The guidance booklet is organised under a series of key questions that are organised in five sections:

- **Section 1** provides an introduction to the concepts underpinning SEAL;
- **Section 2** describes the impact on educational outcomes and the links to key developments in education;
- **Section 3** is about the practicalities of implementing SEAL in school;
- **Section 4** focuses on professional development;
- **Section 5** focuses on learning and teaching.

At the end of each subsection there is a list of further readings, case studies and staff development activities. For convenience this has been copied on to the CD-ROM and included with the guidance booklet.

1.2 *What is SEAL?*

Secondary SEAL is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools. It proposes that the skills will be most effectively developed by pupils, and at the same time enhance the skills of staff, through:

- using a whole-school approach to create the climate and conditions that implicitly promote the skills and allow these to be practised and consolidated;
- direct and focused learning opportunities for whole classes (during tutor time, across the curriculum and outside formal lessons) and as part of focus group work;
- using learning and teaching approaches that support pupils to learn social and emotional skills and consolidate those already learnt;
- continuing professional development for the whole staff of a school.

This guidance booklet reflects the learning from the schools and local authorities involved in the Secondary SEAL pilot, and the particular approaches they have found successful.

If you would like to explore this question in more depth you might like to consider:

Further reading

1.2.1 The importance of social and emotional skills

These can be found on the website and the Secondary SEAL CD-ROM.

1.3 *What are the social and emotional skills and aspects of learning that SEAL is trying to develop?*

Social and emotional skills are the skills of making positive relationships with other people, of understanding and managing ourselves and our own emotions, thoughts, and behaviours. If people have these skills they can then understand and respond to the emotions and behaviour of others, in ways that are in the best long-term interest of themselves and others. When people have good skills in these areas they are more likely to:

- be effective and successful learners;
- be self-motivated;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- solve problems with others or by themselves;

- manage strong feelings such as frustration, anger and anxiety;
- be able to promote calm and optimistic states that promote the achievement of goals;
- recover from setbacks and persist in the face of difficulties;
- work cooperatively;
- recognise and stand up for their own rights and the rights of others;
- understand and value differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

It is easier to think more systematically about social and emotional skills if there is some way of categorising them into broad headings. There are many possible categorisations but the one that has been chosen for the Primary and Secondary SEAL programmes is one which is widely used. It is a five-fold categorisation, first developed by Goleman (1996), and is shown in Figure 1.

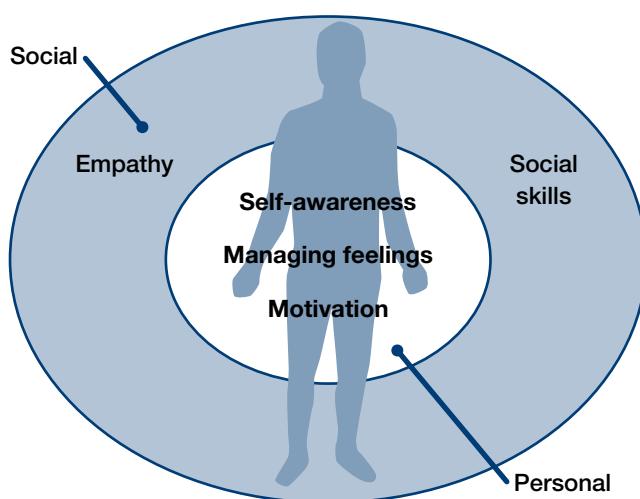


Figure 1 The social and emotional aspects of learning

Adapted from Daniel Goleman's five domains

Self-awareness

Knowing and valuing myself and understanding how I think and feel. When we can identify and describe our beliefs, values, and feelings, and feel good about ourselves, our strengths and our limitations, we can learn more effectively and engage in positive interactions with others.

Managing feelings

Managing how we express emotions, coping with and changing difficult and uncomfortable feelings, and increasing and enhancing positive and pleasant feelings. When we have strategies for expressing our feelings in a positive way and for helping us to cope with difficult feelings and feel more positive and comfortable, we can concentrate better, behave more appropriately, make better relationships, and work more cooperatively and productively with those around us.

Motivation

Working towards goals, and being more persistent, resilient and optimistic. When we can set ourselves goals, work out effective strategies for reaching those goals, and respond effectively to setbacks and difficulties, we can approach learning situations in a positive way and maximise our ability to achieve our potential.

Empathy

Understanding others' thoughts and feelings and valuing and supporting others. When we can understand, respect, and value other people's beliefs, values, and feelings, we can be more effective in making relationships, working with, and learning from, people from diverse backgrounds.

Social skills

Building and maintaining relationships and solving problems, including interpersonal ones. When we have strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, we have the skills that can help us achieve all of these learning outcomes, for example by reducing negative feelings and distraction while in learning situations, and using our interactions with others as an important way of improving our learning experience.

These five aspects have been 'unpacked' into a wide range of universal learning outcomes and to more specific ones which are appropriate for particular age groups and particular learning opportunities used in the curriculum materials. (See Appendix 1 for the list of overall learning outcomes.)

If you would like to explore this question in more depth you might like to consider:

Further reading

- 1.3.1 The Social and Emotional Aspects of Learning, skills and outcomes

Staff development activities

- 1.3.2 Why embark on SEAL?
- 1.3.3 An inventory of skills

1.4 What is new about SEAL and how does it build on what is already in place?

Schools have for some time included work on social and emotional issues in the curriculum (e.g. PSHE, citizenship, drama and the arts) and helped pupils reflect on the importance of good social and emotional skills. They might already have been doing much to promote social and emotional learning through the whole-school environment, their approach to spiritual, moral, social and cultural development, or the framework of the National Healthy Schools Programme. Or they may be promoting pupils' skill development through other initiatives such as circle time, peer mediation or restorative justice approaches.

The approach taken in SEAL builds upon this important work, recognising that skills are grounded in people's understandings, values and attitudes and are not just demonstrable behavioural outcomes, divorced from context and meaning. It encourages deeper understanding through enquiry, uses concrete examples and promotes learning through the stages of skill development that includes identification, modelling, coaching, feedback, practice, reflection, consolidation, internalisation and generalisation. The intention is to provide pupils and staff with a more flexible repertoire of skills so they can take more control of their lives by actually being able to do things differently, if they choose to, as well as understanding why they should.

It provides opportunities for pupils to learn social and emotional skills in the following three ways:

- discrete lessons that focus on the social and emotional skills;
- the encouragement of a review of the social and emotional climate and conditions for learning to ensure pupils can learn, practise and consolidate the skills across the school;
- the encouragement of teachers to review their approaches to learning and teaching to ensure that the approaches implicitly promote social and emotional skills.

If you would like to explore this question in more depth you might like to consider:

Further reading

Appendix 1: SEAL learning outcomes

Staff development activities

- 1.4.2 Finding out about social and emotional skills in our school
- 1.4.3 Carrying out an audit

Section 2: Background

2.1 Why is there an interest in SEAL?

An interest in social and emotional aspects of learning is nothing new, but in recent years there has been an explosion of thinking and research in this area, which has resulted in far more attention being paid to social and emotional skills, in education, in the workplace and in society as a whole. Gardner (1983) developed the idea that there are many ways to be intelligent, including being intelligent about our own emotions (intra-personal intelligence) and those of others (interpersonal intelligence). Goleman (1996) popularised the term ‘emotional intelligence’ in his book of the same name and made the case that emotional and social abilities are more influential than conventional intelligence for all kinds of personal, career and school success. Since this book appeared in the mid-1990s, work has developed at an extraordinary pace, in psychology, neuroscience, education and other disciplines. This work has demonstrated, from a variety of perspectives, that social and emotional skills are at the heart of positive human development, effective social groups and societies, and effective education.

If you would like to explore this question in more depth you might like to consider:

Staff development activities

- 2.1.2 The value of social and emotional skills
- 2.1.3 How social and emotional skills relate to success at work

2.2 Why are social and emotional skills central to school improvement?

Social and emotional skills are essential for all those who learn and work in schools. This includes all pupils and staff, not just those pupils with identified social, emotional and behavioural difficulties. Effective learning, high academic standards, an inclusive culture, positive behaviour, good attendance and good professional practice by school staff are challenging to develop unless both pupils and staff have social and emotional skills, and the ability to manage their own behaviour.

The evidence is overwhelming that well-designed programmes to promote social and emotional skills can result in gains that are absolutely central to the goals of all schools, including:

- better academic results for all pupils and schools;
- more effective learning – some well-known programmes have been shown to have demonstrable and measurable effects on attainments of all pupils in reading, non-verbal reasoning, problem solving and planning, learning-to-learn skills and maths;

- higher motivation;
- better behaviour;
- higher school attendance;
- more responsible pupils, who are better citizens and more able to contribute to society;
- lower levels of stress and anxiety;
- higher morale, performance and retention of staff;
- a more positive school ethos.

Social and emotional skills contribute to staff effectiveness and well-being. If school staff are to be able to help pupils develop social and emotional skills, then they need these skills too. Such skills inform professional competence as well as learning since teaching is fundamentally a social activity, demanding high levels of emotional sensitivity, good self-management, empathy and the ability to make relationships. Programmes to promote social and emotional skills have been shown to have a beneficial impact on staff well-being, and can help to tackle the high levels of staff stress and improve staff retention.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 2.2.1 Social and emotional skills are central to school improvement

2.3 *What role does SEAL play in learning?*

Social and emotional skills underpin effective learning by helping all pupils to do the following.

- Learn to manage their impulses, help them settle quickly, concentrate and not disrupt others.
- Build warm relationships, which help them to care what others (e.g. staff and peers) think and to respond positively to them.
- Manage strong and uncomfortable emotions such as anger and frustration, and become more resilient, which helps them rise to the challenges of the learning process and stick at it if things get tough.
- Learn to feel good about themselves, which reduces the likelihood of disruptive behaviour and increases capacity for independent learning.
- Manage anxiety and stress, including how to deal with tests and examinations.
- Learn to empathise, for example with other pupils' desire to learn, which helps them contribute to a positive learning environment.
- Reflect on longer-term goals, which helps them see the point of learning, raise their aspirations and become more able to resist negative pressure from others.
- Feel optimistic about themselves and their ability to learn, which improves their motivation to work hard and attend regularly.

Emotional and social factors are at the heart of the learning process for pupils and staff and support learning directly in the following ways.

- People do not think rationally when stressed. Research shows this is because stress triggers the primitive parts of the brain that focus on survival, in particular, the instinctive ‘fight or flight’ response (Goleman, 1996). At the same time, it closes down the parts of the brain that are involved in the higher-order thinking necessary for learning. So we have to ensure that learning is a pleasant and positive experience.
- Research on how the brain processes information shows that people only pay attention to what is meaningful emotionally (Le Doux, 1998). If learners are to respond to an experience, to remember it, and to change as a result of it, then the learning must be personally compelling, deeply felt and vividly real.
- People need emotions to think clearly, prioritise, plan, and to attach value to different outcomes in order to decide between them, otherwise all decisions seem equally valid and ultimately meaningless. Rationality and emotion cannot in fact be separated (Damasio, 2000).

If you would like to explore this question in more depth you might like to consider:

Further reading

- 2.3.1 Evidence to demonstrate the links between work on social and emotional skills and academic learning

Staff development activities

- 2.3.2 The role of social and emotional skills in learning
2.3.3 Qualities of learning and teaching that enhance internal motivation

2.4 What is the relationship between SEAL and work to improve behaviour?

Well-designed programmes to promote social and emotional skills have been shown to have a positive impact on pupils’ attitudes and behaviour (Weare and Gray, 2003; Zins et al., 2004). For example:

- pupils have higher self-esteem and confidence;
- pupils are happier and get on better with one another;
- pupils are more engaged in learning so fewer disengage from school;
- quieter pupils become more assertive and confident;
- there is better behaviour in the classroom and improved attendance;
- there is less bullying;
- there are lower rates of truancy, offending and drug misuse.

The underlying causes of difficult behaviour or persistent absence are often emotional or social, and focusing on these, rather than on behavioural outcomes, enables staff to respond more effectively. They can then take action to understand and prevent difficult behaviour, as well as using rewards and sanctions. Social and emotional skills enable the learner to make informed choices about their behaviour. They enhance the learner's self-awareness and self-understanding, developing empathy which allows them to predict the outcomes of their behaviour on others, manage their feelings more effectively and develop a range of responses.

Similarly, a consistent and positive response to behaviour has a major part to play in creating an environment where social and emotional skills can flourish. Approaches to behaviour management can either encourage or discourage social and emotional learning. Behaviour management approaches that are consistent with SEAL:

- aim to help pupils learn the skills they need in order to behave well, rather than simply correcting poor behaviour;
- encourage participation in setting rules and consequences that are based upon rights and responsibilities;
- encourage pupils to make a choice about their behaviour;
- recognise and support pupils in managing strong emotions;
- encourage reflection about the consequences of particular behaviour.

Approaches that are purely based upon a mechanical system of rules, rewards and sanctions and do not encourage pupils to learn social and emotional skills or take responsibility for their own behaviour are not consistent with SEAL. Reviewing or developing behaviour policy with all members of the school community, to ensure that it encourages the learning of social and emotional skills, will therefore often be a part of a SEAL approach.

If you would like to explore this question in more depth you might like to consider:

Further reading

Learning behaviour: the report of the practitioners' group on school behaviour and discipline

[www.dfes.gov.uk/behaviourandattendance/about/
learning_behaviour.cfm](http://www.dfes.gov.uk/behaviourandattendance/about/learning_behaviour.cfm)

*School Discipline and Behaviour Policies Guidance
(under production)*

Staff development activity

2.4.1 Helping pupils resolve conflict

Case study

2.4.2 A system for behaviour support

2.5 *What role does SEAL play in work to improve attendance?*

The correlation between low levels of attendance at school and attainment has been established and schools and local authorities are working hard to improve attendance. Most schools have identified ways to achieve this through the analysis of data which has led to the development of specific intervention strategies and the development of effective systems.

While effective systems for keeping track of attendance and following up on absence are important, schools can only sustain high levels of attendance if they address the underlying causes of non-attendance. Many of these relate to the school's social climate and to particular problems faced by individuals, such as bullying, feelings of isolation and difficulties making and sustaining friends. SEAL can make a significant contribution by helping create a social environment that is welcoming and inclusive and helping pupils to develop the social and emotional skills that are required if they are to be fully engaged in all aspects of school life.

If you would like to explore this question in more depth you might like to consider:

Further reading

2.5.1 Attainment, attendance and SEAL

2.6 *Why are social and emotional skills essential in the workplace?*

"A degree alone is not enough. Employers are looking for more than just technical skills and knowledge of a degree discipline. They particularly value skills such as communication, teamworking and problem solving. Job applicants who can demonstrate that they have developed these skills will have a real advantage."

Digby Jones, Director-General, Confederation of British Industry, *Forward to Prospects Directory 2004/5*

Surveys of employers have for many years shown that non-cognitive or social and emotional skills are the qualities they most want from young people coming out of the education system, and employers increasingly use these characteristics, rather than qualifications, to screen applicants, for jobs at all levels. In the 2004 Enterprise survey of 20,000 employers in the UK, employers were most worried about lack of skills such as customer handling, problem solving and teamworking. In fact, research has shown that social and emotional skills had more correlation with success in the labour market than cognitive skills, IQ and formal qualifications (Cunha et al., 2005).

In many large British cities, there is mounting evidence that the key problem is no longer getting into universities or problems with literacy, numeracy and IT skills. Rather, the problems are lack of social and emotional skills. It is these that enable young people to work with others, and to have the motivation to work with others.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 2.6.1 Employability skills and SEAL

Staff development activity

- 2.6.2 Pupil activity: helping pupils to see the importance of learning social and emotional skills

2.7 How does SEAL support inclusion?

Social and emotional skills are a key component of an emotionally healthy, inclusive school culture that helps all pupils succeed and which values and celebrates diversity. The key skill of self-awareness helps all members of a school community to recognise and face their own prejudices and intolerances. This is the first step to tackling them. Empathy is central to developing a concern for, and understanding of, others, both recognising our common humanity, and acknowledging and celebrating social, cultural and individual difference. Social skills help build groups and create feelings of belonging. When pupils can understand their feelings and control their behaviour this can overcome the problems that may lead to exclusion. At the same time, helping adults to manage and talk about their own feelings helps them cope more effectively with challenging behaviour.

SEAL helps pupils learn the skills that allow them to take control of their own behaviour. Many exclusions result from impulsive outbursts when emotions are high. SEAL contributes to reducing the need for exclusions by providing pupils and staff with more appropriate ways of managing, moderating and expressing their emotions, and resolving conflict.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 2.7.1 An introduction to focus group work in SEAL
- 2.7.2 Cultural differences in the experience and expression of emotion

Staff development activity

- 2.7.3 Pupil profiles

2.8 *How does Secondary SEAL build on work in primary schools including Primary SEAL?*

Excellence and enjoyment: social and emotional aspects of learning, commonly known as 'Primary SEAL', was introduced nationally in 2005 following a successful, externally evaluated two-year pilot and by the end of 2006 could be found in over half of the primary schools in England. It built on the work that was already taking place. Primary schools, with their emphasis on the whole child, have a long tradition of work to promote social and emotional skills and many of them explicitly helped their pupils to develop these skills. They may have done this formally through PSHE, or informally through activities such as circle time, assemblies, playground buddies or the school council.

Primary SEAL provides a themed approach to the explicit teaching of social and emotional skills through a spiral curriculum. Following an assembly to start a theme all children explore the same area of learning, through both discrete and cross-curricular learning opportunities. This means that a child entering primary school in the Foundation Stage and leaving at the end of Year 6 will have experienced each key theme at an appropriate level each year, both at specific times during the school day and across all subject areas. Suggested activities are provided for all staff to use together and for children to take home to explore with their families.

Secondary SEAL and Primary SEAL are based upon the same basic principles although these principles are adapted to fit with the phase-specific contexts. They are based upon the same social and emotional aspects of learning (self-awareness; managing feelings; motivation; empathy; social skills) and provide a set of learning outcomes which link together. In addition to suggested whole-school approaches to promote achievement of these outcomes, Secondary SEAL has produced learning materials for year 7 which build on the approaches and themes of Primary SEAL but make them relevant to the secondary context. Schools are encouraged to consider how these can be extended into year 8 and year 9 as part of a consultation process.

The structure of a secondary school poses both challenges and opportunities for the introduction and development of SEAL. Table 1 below illustrates some of the differences between primary and secondary schools that relate to SEAL implementation. The Secondary SEAL materials have been designed with these key differences in mind.

Table 1

	Typical primary school	Typical secondary school	Challenges and opportunities for a school developing SEAL
Size of school	Smaller.	Larger.	Challenge <ul style="list-style-type: none"> • less easy to know everyone. Opportunity <ul style="list-style-type: none"> • pupils mix with a wider range of people and have broader activities. • wider range of expertise to support school development.
Ethos	The child is often at the centre. More emphasis is often placed on creating a supportive environment.	The subject is more often at the centre. Priority is given to developing the pupils as effective and successful learners in subject areas.	Challenge <ul style="list-style-type: none"> • making social and emotional skills a priority in a subject-centred environment. Opportunity <ul style="list-style-type: none"> • the focus on achievement demands motivation, learning skills, etc. • different subjects offer potential for an interesting range of approaches to promoting these skills.
Pupils relationships with adults	One class teacher is usually with a group of pupils for most lessons for the whole school year and responsible for all aspects of learning and behaviour.	Pupils have many different teachers. There may be differentiation of roles between discipline, social and emotional development and learning. Teachers only see pupils intermittently across the school week.	Challenge <ul style="list-style-type: none"> • less easy to know everyone. Opportunity <ul style="list-style-type: none"> • wider range of contacts for pupils to build relationships with.
Contact with parents/carers	Headteacher and class teacher likely to know many parents and carers and see them on a regular basis.	Contact with parents and carers likely to be limited to more formal communication and parent events, unless there is a specific reason for the parent or carer to come into school.	Challenge <ul style="list-style-type: none"> • getting parent/carer involvement. Opportunity <ul style="list-style-type: none"> • larger number of parents and carers to draw on. • parents/carers are likely to be particularly interested in their child's social and emotional development in the teenage years, and therefore in engaging with and supporting the school's work in this area.

As well as taking into account differences between primary and secondary contexts when developing approaches to SEAL, it is important to remember that children need continuity. An increasing number of primary pupils are now entering secondary schools with considerable experience of developing social and emotional skills. This needs to be recognised, reinforced and applied in a new context and moved on into even more challenging learning. Secondary SEAL aims to make this possible.

Research shows that from a pupil's perspective the transfer from primary to secondary school can be a daunting process (Graham and Hill, 2003). This may have a negative impact on their social and emotional well-being. In recognition of this, many primary and secondary schools are improving links, developing more effective systems for the exchange of information and providing opportunities for Year 6 pupils to experience learning in the secondary school during the summer term. Some are trying to minimise the number of different teachers that pupils have in their first year at secondary school. Social and emotional skills such as resilience, being able to establish rapport, having a secure sense of self and being able to understand and cope with change are all important elements of both Primary and Secondary SEAL and an emphasis on this approach makes a valuable contribution to supporting pupils when transferring to a new school.

If you would like to explore this question in more depth you might like to consider:

Further reading

2.8.1 Where are pupils starting from?

Excellence and Enjoyment: social and emotional aspects of learning (Primary SEAL DfES 0110-2005 G)

Case study

2.8.2 Transition

2.9 How does SEAL link with other initiatives?

SEAL is about reflecting on existing practice, thinking of and developing social and emotional skills through all aspects of school experience. Figure 2 indicates some of the key areas which relate closely to SEAL.

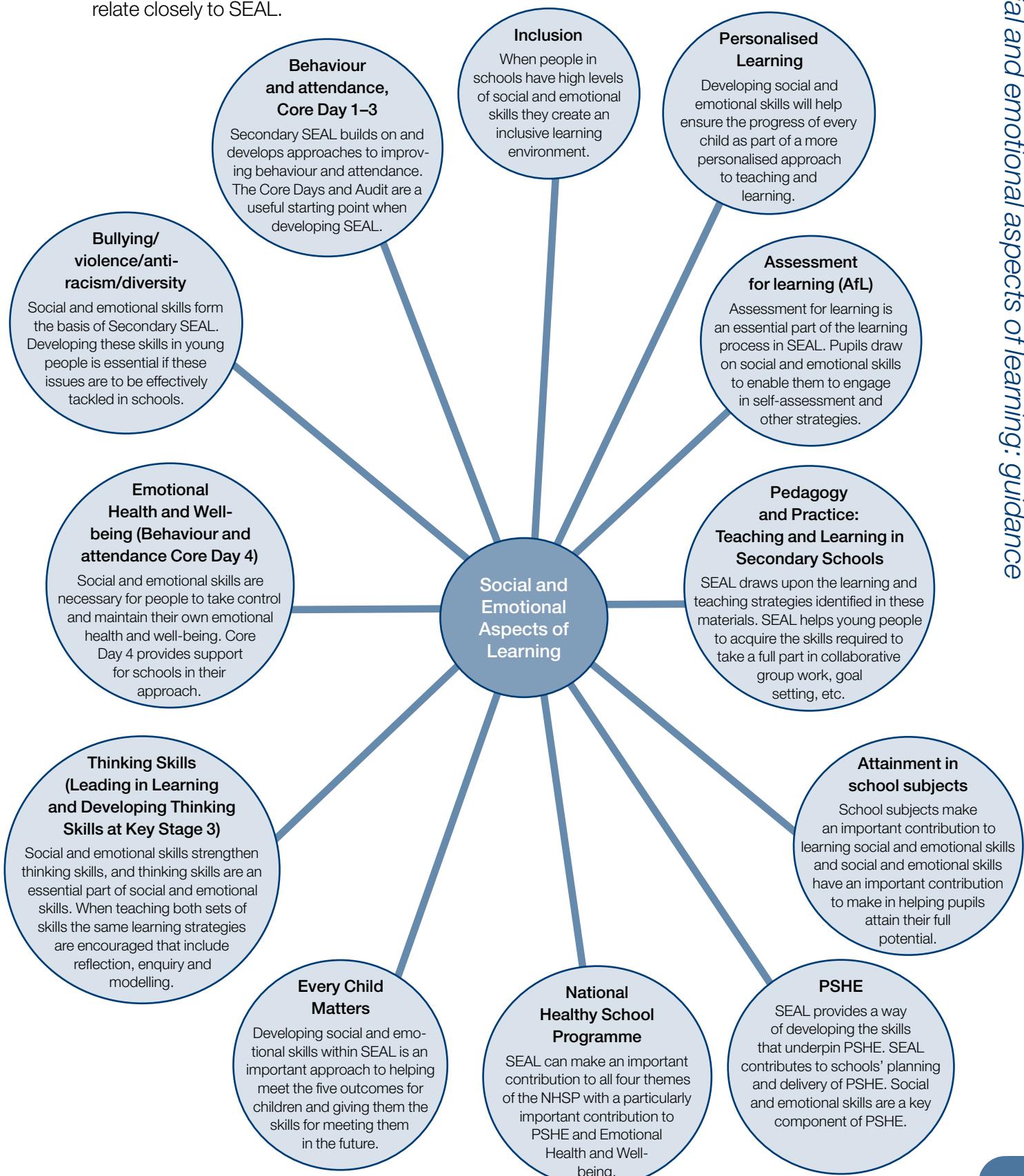


Figure 2

2.10 How does SEAL support the Every Child Matters agenda?

Many schools that were involved in the Secondary SEAL pilot used it to help them respond to Every Child Matters, and discovered that the two are mutually supportive. The social and emotional aspects of learning are closely related to, but distinct from, the five outcomes for children identified within the context of Every Child Matters. When social and emotional skills are effectively promoted they make an essential contribution to all five outcomes. Not only does SEAL aim to promote the learning of skills that are essential for young people to achieve the five outcomes now and in the future, but it also helps schools create a safe and emotionally healthy learning environment where pupils can learn effectively.

Be healthy

An explicit aim of SEAL is to develop social and emotional health and well-being in staff and pupils. There is considerable evidence that this type of approach is effective in reducing specific mental and emotional health problems such as depression and anxiety, and reduces risk factors such as impulsiveness which contribute to aggression. There is also evidence that work in this area enhances physical health by helping pupils to understand the emotional implications of the health-related choices they make and by strengthening their ability to resist social pressures and become more assertive (Weare, 2007).

Enjoy and achieve

There is a growing body of evidence that SEAL and other programmes that promote social and emotional skills have an impact on effective learning. SEAL helps children and young people to improve their learning skills, in particular, to manage their feelings such as anger and frustration, to become more resilient and to set themselves goals or targets and work towards them. SEAL helps pupils to reach their full potential both academically and in all aspects of school life.

Make a positive contribution

Children and young people who have been taught social and emotional skills tend to get on better with one another, be more assertive and be able to resolve their conflicts. One of the aims of SEAL is to enhance the social skills that prepare pupils to make an active contribution to the various groups to which they belong.

Stay safe

SEAL and similar approaches have an important part to play in helping children and young people develop the skills that will allow them to stay safe. The focus on improving self-esteem and confidence, emotional management and assertiveness are all essential in preventing drug

and alcohol abuse and premature sexual experience. SEAL helps pupils to understand and manage difficult emotions and know how to act in challenging circumstances. It helps them develop strategies to address conflict, violence, bullying and harassment.

Where applied successfully in a whole-school context, SEAL can help create an environment where bullying is minimised and feelings of safety are enhanced.

Achieve economic well-being

Social and emotional skills are recognised as being essential in the workplace where the skills of working effectively with others, demonstrating empathy and being self-motivated are of particular importance.

If you would like to explore this question in more depth you might like to consider:

Further reading

2.10.1 SEAL and the five outcomes for children

Staff development activity

2.10.2 SEAL and the ECM outcomes

2.11 How does SEAL contribute to PSHE?

SEAL can make a very helpful contribution to schools' planning and delivery of their PSHE programme because the development of social and emotional skills is a key component of PSHE. SEAL does not, however, cover the whole of PSHE.

SEAL provides a framework and some ideas for teaching social and emotional skills that are important to PSHE within discrete lessons, across subjects and outside the classroom. SEAL emphasises that if pupils are to learn social and emotional skills they need to be promoted at all times and learned, reinforced and consolidated across school subjects and across the school day. While SEAL provides a framework that supports PSHE, PSHE provides an invaluable contribution to learning the social and emotional skills that are identified in SEAL.

If you would like to explore this question in more depth you might like to consider:

Further reading

2.11.1 Links between PSHE and citizenship and SEAL

2.12 How does SEAL contribute to the National Healthy Schools Programme?

SEAL can help schools to meet the criteria for delivering the Emotional Health and Well-being strand of the National Healthy Schools Programme. It provides a whole-curriculum framework for promoting the social and emotional skills that are necessary for positive emotional health and well-being now and in the future. It also encourages a whole-school approach to creating an emotionally safe environment where these skills can be learnt and practised.

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

If you would like to explore this question in more depth you might like to consider:

Further reading

National Healthy School Standard Audit and Prompts for Emotional Health and Well-being
www.healthyschools.gov.uk

Staff development activity

- 2.12.1 Emotional health and well-being and SEAL
- 2.12.2 National Healthy Schools Programme whole-school approach and SEAL

2.13 How can SEAL contribute to the work schools are doing to reduce bullying?

When a school implements SEAL effectively across the whole school it establishes strong foundations to its work to prevent bullying. At the core of SEAL are the social and emotional skills, which are all important because high levels of these skills create a social climate that does not tolerate bullying behaviour. Pupils are encouraged to develop the skills associated with empathy which drives them to refrain from hurting others and to challenge those that do so. Empathy skills can be developed further within peer mentoring schemes designed to help tackle bullying. Pupils are encouraged to build a learning community where they feel responsible for including their peers and can develop and practise the skills associated with building positive relationships, being able to make, break and sustain friends without hurting others. They are supported to learn and practise the skills of assertiveness so they become more able to resist negative peer pressure and are taught strategies to help them resolve conflicts before relationships are damaged or ill feeling escalates into bullying.

In addition, SEAL can contribute more explicitly to reducing bullying through specific learning opportunities that are designed to explore and further develop social and emotional skills within the context of a bullying incident. This gives the pupils a safe place to examine and explore the issues involved and to create a common understanding within the school community. Primary SEAL includes the theme, *Say no to bullying!* Secondary SEAL will build upon the good practice in this area to develop the equivalent to use during anti-bullying week.

If you would like to explore this question in more depth you might like to consider:

Further reading

DfES guidance on bullying:

- Safe to learn: embedding anti-bullying work in schools
- Preventing and responding to homophobic bullying in schools
- Advice to schools on bullying and gangs and cyberbullying

(To be published in Summer 2007)

The anti-bullying charter for Action

www.dfes.gov.uk

The anti-bullying alliance website

www.anti-bullyingalliance.org.uk

Childline in partnership with schools

www.childline.org.uk/Resources.asp

Behaviour and attendance toolkit unit 4 bullying

(DfES 0511-2004)

Section 3: Implementation

3.1 *What is a whole-school approach?*

A whole-school approach essentially means thinking holistically, looking at the whole context including organisation, structures, procedures and ethos, not just at individual pupils or at one part of the picture only (Antidote, 2003). There is very good evidence to underpin this educational approach. Whole-school approaches have been shown conclusively to be more effective in improving every aspect of school life (Weare, 2000). Programmes that focus on the curriculum, the environment and the community have been shown to be more successful in improving behaviour, learning, attendance and staff effectiveness than those that focus on only one of these aspects.

Schools are likely to be involved in a whole-school approach in a number of different areas. Whatever the theme, the unifying feature will be that action is taken at a range of levels, for example leadership, policy, curriculum and environment. Work on social and emotional skills may well enhance other work in school and help take them forward more effectively.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 3.1.1 What taking a whole-school approach means

Staff development activities

- 3.1.2 The impact of the whole-school approach:
a pupil's point of view
- 3.1.3 Balancing universal and targeted approaches
- 3.1.4 Promoting social and emotional skills across the
whole school

Case study

- 3.1.5 A school experience

3.2 *What is the link between school culture, environment and SEAL?*

A useful way to think about a school's culture and environment is to divide it into three aspects: the learning climate, the social climate and the physical climate. Tables 2 to 4 below suggest some questions that schools might use when considering the climate of the school and its impact on the development of social and emotional skills.

Table 2 The learning climate

Social and emotional aspect of learning	Questions to consider
General	Do staff model the social and emotional skills they want pupils to learn? Is there a climate of openness and trust in which people can share concerns and take risks?
Self-awareness	Are pupils and staff encouraged to be self-reflective learners, e.g. do they know their preferred learning styles, strengths and weaknesses? Are social and emotional skills, issues and language built into the learning process?
Managing feelings	Are pupils and staff given opportunities and time to calm down when they get angry or frustrated? Are pupils supported to practise how they might calm down and manage their feelings? Are pupils and staff given the opportunity to talk about the way they are feeling?
Motivation	Can everyone succeed? Are expectations of everyone clear and positive? Are people encouraged to 'bounce back' and try again after difficulties?
Empathy	Are pupils and staff encouraged to understand the thoughts and feelings of others?
Social skills	Are pupils given opportunities to work cooperatively as well as individually? Are all people encouraged to feel included and that they belong?

Table 3 The social climate

Social and emotional aspect of learning	Questions to consider
Self-awareness	Is there an open and respectful climate in which staff and pupils can explore concerns and difficulties? Does everyone feel safe enough to take risks and demonstrate empathy? Does everyone feel safe from intimidation and bullying? Are there clear boundaries, expectations and rules? Are active steps taken to tackle prejudice and racism and other forms of stereotyping?
Managing feelings	Does the approach to discipline encourage staff and pupils to reflect on their feelings and learn to manage them effectively? Are staff and pupils encouraged to take responsibility for their own behaviour?
Motivation	Are suggestions and views of staff, pupils, parents/carers and other stakeholders sought and do they influence what happens? Is the school successful in promoting peer group cultures that value goal setting and sustained effort?
Empathy	Are tolerance and anti-racism actively promoted? Does the way that incidents are managed encourage pupils to empathise with others?
Social skills	Do people feel cared for and that they belong? Do people value, respect and listen to each other? Are staff and pupils encouraged to support each other?

Table 4 Physical environment

Social and emotional aspect of learning	Questions to consider
Self-awareness	Are the displays interactive and do they encourage questioning? Does the environment provide opportunities for all individuals to be made aware of their gifts and talents?
Managing feelings	Are there places to go to calm down? Are there reminders about stopping and thinking before acting, handling anger, etc. around the school?
Motivation	Is it a stimulating and exciting space to be in? Does it encourage participation, a sense of ownership and shared responsibility (e.g. tidiness, layout and displays) from the whole school community including parents and carers? Does it allow every person to see their work and achievements reflected?
Empathy	Does it reflect the variety of cultures and social backgrounds from which the pupils and staff come?
Social skills	Is it warm and visually welcoming? Does it encourage a sense of well-being and belonging? Do spaces support different types of social activity to help build social skills (e.g. team play, games for pairs or small groups, relaxation, confidential chats)?

The ongoing challenge for schools will be to establish, develop and sustain the development of social and emotional skills, work systematically across the whole school and create and maintain a supportive environment, culture and ethos to underpin the work.

If you would like to explore this question in more depth you might like to consider:

Staff development activities

- 3.2.1 Environments that make us feel happy, successful and ready to learn
- 3.2.2 The part that the school environment plays in SEAL

3.3 *What is the role of leadership and management?*

Leadership and management have a key role to play in driving SEAL forward. One finding from the Secondary SEAL pilot has been that, without the ongoing commitment of the school leadership team, work to develop SEAL has not been embedded or sustained. In addition, it is important to recognise that leaders can come from anywhere in the school and that a whole-school approach will benefit from a wide range of people leading on the many facets required to develop SEAL with all members of the school community being involved.

Schools that have been engaged in SEAL have found that commitment and support, from headteacher, deputy head and the senior leadership team, are essential but the more detailed management of SEAL might be driven forward by a SEAL working group with representatives from all key areas of the school including pastoral leaders, subject leads, class teachers, teaching assistants, support staff, learning mentors, school nurses and pupils. It is helpful if the working group is actively supported by those outside the school including LA advisers, LA support services, behaviour and attendance consultants, healthy schools coordinators, educational psychologists, extended school coordinators and so on. Children services within the local authority will be organising support for schools implementing SEAL that is coordinated by a multi-agency steering group.

Having so many people involved can be confusing, so it is important to clarify the roles and responsibilities and ensure that someone is appointed to coordinate and lead on the ongoing developments, ensure that actions are carried out, meetings are convened and are purposeful, and systems for monitoring and evaluating are in place. In addition to being involved in steering or working groups, colleagues from outside school have been particularly valued in helping with monitoring and evaluation and offering support and challenge during planning, review and monitoring and evaluation.

If you would like to explore this question in more depth you might like to consider:

Further reading

3.3.1 Leadership and management of SEAL

Staff development activity

3.3.2 SEAL: who leads what and which skills do they need?

3.4 How do we implement SEAL?

The school improvement cycle provides a useful framework for introducing SEAL systematically into school. See Figure 3.

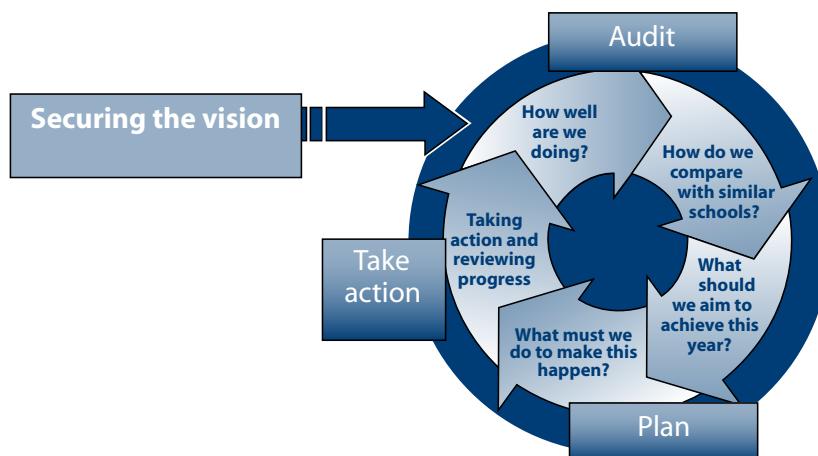


Figure 3

Ongoing developmental work is essential to embed and sustain SEAL over time. Schools have found that tasks involved when introducing SEAL as part of the school improvement process include:

- working with all members of the school community to create a clear and shared vision of the importance, purpose and outcomes of implementing SEAL with all members of the school community;
- identifying and celebrating what the school is already doing well to promote social and emotional skills, what they might enhance and what they might introduce;
- reviewing the current curriculum on offer, identifying where social and emotional skills are currently promoted and considering how this learning might be enhanced;
- considering what other schools are doing in this area and what can be learned from them;
- identifying appropriate individuals and groups to take a lead on SEAL both at a strategic and operational level;
- planning action and recording this in the school development plan;
- raising awareness of the importance of social and emotional skills and emphasising the links to whole-school processes, for example school improvement, teaching and learning, raising standards, increasing equal opportunities, celebrating diversity and increasing inclusion;
- identifying staff development needs, planning and delivering whole-staff professional development, using a range of strategies including whole-school training, peer mentoring, coaching and individual or group study;
- adapting, modifying and developing the curriculum to ensure that it promotes social and emotional skills in a systematic, coherent and comprehensive way that matches the needs of all pupils;
- considering the wider implications of introducing SEAL and reviewing, adapting and modifying policies in the light of this;
- involving pupils, staff, parents and carers;

- reviewing progress, monitoring and evaluating impact of SEAL and adapting plans in the light of this.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 3.4.1 Stages in implementing SEAL
- 3.4.2 Policy development and SEAL

Staff development activities

- 3.4.3 Creating our vision
 - 3.4.4 Behaviour and attendance policy and SEAL
- Case studies*
- 3.4.5 Targeted approach
 - 3.4.6 Tutor led
 - 3.4.7 Policy review

3.5 How can we involve all pupils?

When a school aims to develop social and emotional skills it is necessary that those involved should be constantly asking themselves how they can encourage pupils to take ownership of their learning. Ideas might include:

- involving pupils fully in the decision to implement SEAL and making sure that pupils, as well as adults, understand the purpose of the work and the hoped-for outcomes;
- involving pupils when reviewing policy and practice;
- providing opportunities for pupils to plan and deliver learning opportunities both to their peers and younger pupils;
- involving pupils in the identification of criteria that demonstrate success;
- involving pupils in the evaluation of their learning;
- providing choice as to how activities and tasks are completed and information presented;
- providing opportunities for pupils to be involved in developing and running peer support systems such as mentoring, counselling, buddying, peer mediation and so on;
- providing opportunities for pupils to take part in community activities outside school that involve social and emotional learning;
- allowing pupils to determine their own questions for enquiry and debate;
- providing opportunities for pupils to determine class and playground rules and routines, and ground rules;
- providing opportunities for pupils to explore how they might establish a classroom environment and ethos that promotes good learning and emotional well-being.

Many schools have school councils that allow pupils to take part in decision making within the whole-school context. These are most effective when all pupils have an opportunity to contribute through tutor-time discussions.

Participation can take pupils beyond just receiving what is offered through the ‘taught’ curriculum. It challenges and supports them to become active agents in shaping and influencing school provision.

In order to engage young people effectively in learning social and emotional skills, it is important to understand them and it will be helpful if staff reflect upon and challenge some of the stereotypes that are currently held about adolescence. Adolescents are often depicted as troubled, argumentative and moody. However, the facts show a very different picture. Findings from recent research on the real-life behaviour of young people (Gordon and Grant, 1997; Ahmad et al., 2003; Graham, 2004) suggest that young people in early to mid-adolescence:

- are more often cheerful than moody (although a significant minority do have emotional problems such as anxiety and depression), and as cheerful as they are going to be for the rest of their lives;
- are less violent and have fewer sexual partners and unwanted pregnancies than people aged 18–21 and most do not commit crime;
- are able to get on well with their parents or carers;
- are enjoying school (although a significant minority find it boring or stressful, especially exams or tests).

If you would like to explore this question in more depth you might like to consider:

Further reading

- 3.5.1 Involving pupils in SEAL
- 3.5.2 What are young people like?

Staff development activities

- 3.5.3 Pupils talk about getting involved

Case studies

- 3.5.5 Residential
- 3.5.6 Pupil voice

3.6 How can we involve parents and carers?

A crucial part of SEAL is to encourage pupils to apply their learning in a range of situations both inside and outside school, including home. This means that parents and carers have a particularly valuable role to play in SEAL. It is essential that parents and carers know what skills are being taught and how they can support the learning.

Some schools have provided parents with a short, accessible leaflet about SEAL while others have hosted special parents' evenings to explain the SEAL approach. One useful approach is for pupils to prepare a presentation of their work for a parents' evening or other meeting or to produce a short video about some of the work they are doing.

Partnerships with parents and carers are important, as they are a key influence on a young person's social and emotional development. They are usually the experts on their own child, and their knowledge about their child's developing skills can provide valuable information about what is working and what is needed. They can provide important insights into the impact of SEAL on the behaviour of the pupils.

In all of this it is essential to be aware of the diversity in the parent/carer group, and choose approaches which reach out to all parents/carers, including those for whom English may be an additional language, those whose experiences of education have not been positive and those who appear to espouse different values from those of the school. It is necessary to challenge assumptions that some groups will not be interested in what the school has to offer. There may be a need for extra encouragement or support to enable them to be actively involved. Demystifying education and explaining how parents/carers can support their children in developing social and emotional skills might help them to overcome fears and other hidden barriers.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 3.6.1 Building partnerships with parents/carers

Staff development activities

- 3.6.2 Building partnerships with parents/carers to support social and emotional skills
- 3.6.3 How welcome do parents feel? Questionnaire for parents and carers

Case study

- 3.6.4 Parental involvement

3.7 *What role can members of the wider community play?*

Most schools have links with the local community that can provide many opportunities to develop and practise social and emotional skills. Examples might be community projects involving: older adults or young children; charity work; community arts projects (including those involved in Creative Partnerships); sports coaching; work experience and so on. It will greatly enhance the development of SEAL and these initiatives if those involved are aware of how the school is developing social and emotional skills and are clear about how they can contribute to social and emotional learning.

There is a wide range of agencies both statutory and voluntary that are becoming involved in developing and supporting work in this area. They include:

- Children's Services, including educational psychology, behaviour support services, behaviour and attendance consultants, gifted and talented consultants, healthy schools coordinators, personal advisers;
- health services, including the school nursing service, speech and language therapy service, Child and Adolescent Mental Health Services (CAMHS) and drug action teams;
- voluntary and community services, including those working in creative arts, sex and relationships education and youth work, and with particular social, faith and ethnic groups;
- police services;
- local employers.

Children's Services have a duty to promote cooperation between statutory and voluntary agencies to help children and young people achieve the five Every Child Matters (ECM) outcomes and are likely to be able to put schools in touch with people who can help.

Representatives from some or all of these agencies might make useful contributions to steering groups, in contributing to SEAL lessons, or identifying ways in which the work they do with young people aligns with the school's SEAL developments.

Many schools have formed networks or partnerships so that they can support each other with the implementation of SEAL. Where it has worked well, partnerships have offered support to a wide range of people developing SEAL in schools. This has been through support group meetings for subject teachers, learning mentors or school managers.

All schools will be expected to be a member of a *School Partnership to Improve Behaviour and Tackle Persistent Absence* by September 2007. These also provide an opportunity for schools to support each other with SEAL implementation. Special schools and pupil referral units can make a valuable contribution to these partnerships as they bring particular skills and expertise.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 3.7.1 Involving the wider community

Guidance for school partnerships to improve behaviour and tackle persistent absence

www.teachernet.gov.uk/wholeschool/behaviour/collaboration

3.8 How can we tell what we are doing already and identify our first steps?

Some secondary schools already have a well-developed policy and practices to promote social and emotional skills; others do not. Before introducing SEAL or developing existing work, it helps to get a clear picture of the school, for example what is going well and can be learned from, built on and celebrated; and what is going not so well and needs developing.

The aim of Secondary SEAL is to help schools focus on the positives in their existing practice without feeling inadequate if they have not yet developed work in this area, to identify how this can be developed further, and to look for starting points if this area of work is new to them. Figure 4 illustrates some of the different points from which schools have started, and the subsequent stages of development in their work to develop social and emotional skills.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 3.8.1 What is the school already doing to promote social and emotional skills?

- 3.8.2 Monitoring the impact of SEAL

Staff development activities

- 3.8.3 Finding out about social and emotional skills in our school

- 3.8.4 What can we use to find out about social and emotional skills in our school?

- 3.8.5 SEAL school self-review

Case study

- 3.8.6 Getting started with SEAL

Schools are at an early stage of developing work on social and emotional skills. Senior leaders in the school emphasise the importance of this work in relation to school improvement (including learning and teaching, the curriculum, behaviour and attendance, staff recruitment and retention); a vision is created and promoted across the whole school; the status of the work is raised within the school, evidenced through commitment from the senior leadership team; a working group is established current practice is reviewed and priority areas for action are identified.

developing

Current practice is reviewed in the light of targets set within the school improvement plan including: the promotion of social and emotional skills is reflected in school policy; embedded and reinforced within the curriculum, including mainstream school subjects; a positive ethos permeates the school and is evidenced in learning and teaching styles, positive relationships with pupils, parents/carers and community contributions to the life of the school; all pupils and staff are provided with opportunities to develop social and emotional skills, reflect upon their learning, achievements and quality of support. A challenge for schools is to ensure sustainability of progress.

establishing

Existing policies are reviewed in consultation with the whole-school community and a framework for implementation is established to ensure a stronger focus throughout the school on social, emotional and behavioural skills. Appropriate targets are set within the school improvement plan; schools begin to develop a positive culture and ethos to support implementation; improvements to the physical and social environment are noted; mechanisms for whole-school involvement are strengthened, including pupil voice; provision for staff continuing professional development, including use of learning and teaching materials to promote these skills, are introduced. Some schools, having established early work on skills development, may be in a position to review and strengthen provision.

enhancing

The need to develop social and emotional skills is understood by the entire school community, including pupils and parents/carers, and skills are therefore implemented consistently across the whole school, including: the taught curriculum, procedures for dealing with incidents of bullying and challenging behaviour, mechanisms for pupil participation, systems for staff and pupil support services and links with external agencies. All activities reflect the needs of the whole-school community; mechanisms for assessing and reporting achievements are established and opportunities for celebrating success regularly taken. The above actions reflect a school commitment to developing these skills. This is a more advanced stage for schools to achieve.

Figure 4 Social and emotional skills – ongoing improvement and development

3.9 How might we monitor and evaluate our progress?

Findings from schools involved in SEAL suggest that it is helpful if a school's starting point is informed by sound data analysis, since this process will influence the rationale for work, its aims and content, as well as the approach to implementation adopted. This will help identify strengths and weaknesses, set priorities for action, and monitor the effects of any changes made. It is best to use a range of sources of information in an attempt to obtain the complete picture. There is a lot to be learned, for example, through observation and discussion with staff and pupils both formally and informally. This might include:

- how pupils relate to and support one another and solve interpersonal problems;
- how effectively pupils work collaboratively in groups;
- how pupils respond to learning challenges and accept feedback;
- how staff relate to pupils and support their learning.

Schools that have already begun to implement SEAL have used a range of approaches to help them measure the impact of their work. Some have analysed the data collected routinely, for example through incident logs, pupil attainment, attitude surveys and attendance data, while others have concentrated on observations both as part of the evaluation process and to improve the quality of learning and teaching. Questionnaires that are completed by pupils, staff, parents and carers, and other members of the school community can all provide useful information about the impact of the work of the school to improve SEAL. These can be developed internally or be selected from the wide range of published tools that claim to profile, assess and sometimes measure social and emotional skills. Most of these are concerned with the skills of individuals; only a few attempt to get a picture of whole schools and classrooms.

When selecting assessment tools, schools should examine them carefully to ensure that they fit with the aims and ethos of the school and their approach to developing social and emotional skills. It is better to select those that set out to measure the skills and competences of SEAL and have a positive focus. Many of those available measure a limited range of skills or focus on anti-social behaviour, mental health problems or emotional states rather than social and emotional skills.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 3.9.1 Some issues in the assessment of social and emotional skills
- 3.9.2 Profiling and assessing social and emotional skills using published tools

Tools for profiling, monitoring and evaluation (Appendix 2)

Staff development activities

- 3.9.3 Assessing social and emotional skills of individual pupils

Section 4: Professional Development

4.1 What is the importance of SEAL for adults?

Professional development is a crucial part of SEAL as the whole school community will be involved. Professional development will be required to ensure that all staff understand the significance and the nature of SEAL and develop and extend their own understanding of social and emotional skills. An effective whole-school approach for promoting social and emotional skills takes the needs of pupils and staff seriously because:

- evidence from the US shows that programmes which include staff development and education are more likely to have an impact on pupil behaviour than those that do not (Weare and Gray, 2003; Faupel, 2003);
- social and emotional skills are as central to the performance and emotional well-being of staff as they are to the learning and well-being of young people;
- modelling is one of the most powerful ways of teaching;
- teaching is fundamentally a social activity – staff need high levels of social and emotional skills to do their job effectively, and having higher levels makes the job more enjoyable and manageable. These skills contribute to staff well-being, and thus to staff retention; they help to lower levels of stress, and reduce time off work and premature retirement.

The development of pupils' social and emotional skills involves both the formal and the informal curriculum, and it is therefore important that aspects of planned professional development include all school personnel, including lunchtime supervisors, cover supervisors, site supervisors, administrative staff, technicians and any other staff who have direct contact with pupils.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 4.1.1 The importance of the social and emotional skills of staff

Staff development activity

- 4.1.2 The link between stress, social and emotional skills and staff performance

Case study

- 4.1.3 Coaching

4.2 *What professional development do we need?*

An important element of the SEAL approach is the development of the social and emotional skills of staff. Schools involved in SEAL have found that improving staff social and emotional skills has a positive impact on pupil learning and behaviour.

Teaching is based upon social interaction and effective learning, and teaching requires high levels of skill. This is of particular importance when the focus of teaching is on the social and emotional skills themselves. Staff will need social and emotional understanding and competence so they have the confidence to model, demonstrate and coach when teaching these skills to pupils. In addition, they will need to model the skills at all times, in their relationships and interactions with colleagues, pupils and parents/carers, and during everyday routines in and out of the classroom.

Staff will need to be aware of the skills that they have and those they need to develop further. It is important that this is seen as a learning journey rather than a destination, and that schools realise that everyone can develop and refine social and emotional skills, and that everyone has skills on which they can build.

There are several methods for developing staff skills, and these are outlined below.

- Using systems of staff development that exist within the school, e.g. lesson observation, pairing staff to work together, shadowing, coaching, mentoring, demonstration of model lessons, etc. These can be extended to include work on the development of social and emotional skills.
- In school professional development, delivered either by staff themselves, with the behaviour and attendance consultant, with other member of children's services, or with an outside trainer. Professional development might focus on social and emotional aspects of learning in general, or on particular areas (e.g. anger management, assertiveness, etc.).
- Setting up an in-school 'SEAL working/support group' in which staff come together to discuss and plan learning opportunities and learning and teaching approaches, review successes and solve problems. It is important that the atmosphere is a safe one in which people feel that they can celebrate their successes, take risks and express any fears or worries.
- Joining a local authority cluster group for professional development and collaborative support for learning, for example, the National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA).

If you would like to explore this question in more depth you might like to consider:

Further reading

Staff development booklet

Getting started with SEAL: a presentation. National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA)

www.teachernet.gov.uk/wholeschool/behaviour/npsl_ba/

Staff development activity

4.2.1 Audit of staff skills

Case study

4.2.2 Action research

4.2.3 Setting up an LA writing group

4.2.4 Whole school inset

4.3 How can we use professional development within SEAL?

Schools need to develop a targeted professional development programme to address their particular needs in relation to social and emotional skills. The SEAL website and CD-ROM included with this guidance booklet includes a wide range of professional development opportunities that provides the flexibility to select activities that complement existing whole-school approaches and programmes. It is anticipated that a substantial number of professional development activities will be used to promote learning about social and emotional skills.

Work on social and emotional skills can be sensitive and arouse strong feelings. The following steps can help create a safe and supportive environment in which people feel comfortable enough to express their ideas and feelings and take some risks.

- Negotiate, set and reinforce ground rules, for example about tolerance, not being judgemental, confidentiality and not being obliged to disclose things.
- Set specific and time-limited tasks, so people are clear what they have to do and know there are safe boundaries.
- Ensure that the rationale for the activities is made explicit so people understand what they are being asked to do and why.
- Give sufficient time for any activities, including time for reflection.
- Provide activities and learning opportunities that have a clear and logical sequence.
- Refer to, and build upon, the participants' work in previous sessions, so they feel engaged and have a sense of progress.

- Use a range of active methods for engaging learners and appealing to different learning styles.
- Allow time to reflect upon and review learning and consider how learning might be applied.
- Model social and emotional skills.

If you would like to explore this question in more depth you might like to consider:

Further reading

Staff development booklet

Staff development activity

4.3.1 Setting our ground rules

Section 5: Learning and Teaching

5.1 What helps us learn social and emotional skills effectively?

Helping pupils learn social and emotional skills is like helping them to learn any other skill. The same principles apply but the following might be considered to be of particular importance.

- Make sure the content is relevant to the pupils and they can see the benefits.
- Identify pupils' current understanding and skills and build upon their prior knowledge and experience.
- Make sure learners believe they can learn and that it is within their reach and capability.
- Make sure that pupils know what is to be learned and how they will know when it has been learned.
- Model the social and emotional skills that the pupils are being encouraged to learn.
- Create an environment that is emotionally, socially and physically supportive for learning.
- Encourage learners to learn from anything that went wrong and help the learner try again.
- Discuss how learning can be applied, give regular opportunities to consolidate and practise learning and help the pupil generalise learning to other examples and contexts and embed the learning in everyday life.

If you would like to explore this question in more depth you might like to consider:

Further reading

5.1.1 Social and emotional skills and learning

Staff development activity

5.1.2 Methods for promoting social and emotional skills in learning

5.2 How does SEAL contribute to personalised learning?

Personalising learning means taking a structured and responsive approach to each pupil's learning, in order that they can progress, achieve and participate. It depends on engaging pupils as active and curious partners in their learning. It also hinges on assessment, both formative and summative, arrived at through techniques such as open questioning, peer-assessment,

and sharing objectives and success criteria. Well-developed social and emotional skills have the potential to act as a solid foundation to these techniques, ultimately improving pupils' potential to make progress in their learning.

Many schools are using the National Strategies materials, *Assessment for learning* – whole-school training to support this work. When learning social and emotional skills, the same assessment principles apply and the use of AfL approaches is a necessary part of learning and teaching in SEAL. Table 5 exemplifies how assessment for learning might be applied within SEAL.

Table 5

Assessment for learning	Social and emotional skills
Share learning objectives with pupils.	Share SEAL learning outcomes with pupils.
Support pupils' understanding of the level or grade they are aiming for and review or reflect on progress.	Support pupils' understanding of the social and emotional skills they want to develop and review or reflect on progress. Encourage pupils to set success criteria for meeting the SEAL learning outcomes.
Help pupils to recognise what a level or grade looks like, and what behavioural skills look like.	Help pupils to recognise what social and emotional skills are and evaluate how effectively they have been achieved.
Develop peer assessment.	Develop peer and self-assessment.
Promote confidence in going for goals.	Promote confidence in going for goals.

If you would like to explore this question in more depth you might like to consider:

Further reading

Assessment for Learning – whole-school and subject-specific training materials

[www.standards.dfes.gov.uk/secondary/keystage3/all/
respub/afl-ws](http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/afl-ws)

2020 Vision: Report of the Teaching and Learning in 2020 Review Group

www.teachernet.gov.uk/docbank/index.cfm?id=10783

5.3 How might we plan our curriculum provision to promote SEAL?

The evidence is clear that, in addition to creating the right environment, any effective whole-school approach needs to include opportunities to explicitly teach and learn social and emotional skills (Weare, 2004). Explicit learning and teaching have a vital role to play in the overall process of developing social and emotional skills. SEAL includes ideas for learning opportunities that can be used with pupils and includes more focused opportunities for pupils with additional needs. There are several places in the taught curriculum where schools could place specific teaching about social and emotional skills:

- integrating social and emotional skills into PSHE, Citizenship and tutor time;
- integrating social and emotional skills across mainstream subjects;
- holding ‘theme weeks’ that focus on social and emotional skills;
- special interventions to teach social and emotional skills more intensively for those with additional needs in this area.

From September 2007, teachers will be planning to introduce the revised secondary curriculum. This will provide an opportunity for all subject teachers to identify how their subject may contribute to developing social and emotional skills and incorporate the SEAL learning outcomes into their planning and teaching. Each subject will have a part to play both by reinforcing and consolidating skills and where appropriate by developing learning opportunities to introduce new skills. Staff involved will require time to:

- develop an understanding of social and emotional skills through professional development opportunities;
- develop teaching approaches that promote the development of social and emotional skills;
- absorb, understand and apply skills;
- agree a language to describe the process and progression of skill development;
- plan, reflect and agree indicators of success and review collaboratively and individually;
- monitor impact of the approaches and gather a range of evidence to assess progress;
- engage in professional dialogue about their work and reflect upon the successes and challenges;
- involve pupils and other members of the school community.

If you would like to explore this question in more depth you might like to consider:

Further reading

Year 7 resource

Staff development activity

5.3.1 Planning for SEAL using the Year 7 resource

Case studies

5.3.2 Teaching and learning

5.3.3 Subject led

5.3.4 SEAL and LiL

5.4 *How might we teach SEAL through discrete learning opportunities?*

Where schools have implemented SEAL most effectively they have provided an opportunity for pupils to learn social and emotional skills through discrete learning opportunities. These have often been placed within PSHE or tutor periods but many other subject areas also lend themselves well to this sort of work, for example drama, English, art, PE, etc. SEAL provides a set of learning opportunities for use in Year 7. These are based upon some key learning and teaching approaches that might be applied generally and are outlined below.

- Ensuring there is a safe learning environment where pupils believe that errors and mistakes are an essential part of effective learning. They need to be reassured that if they are unsuccessful then time will be provided for them to reflect and learn from the experience. This will require a classroom where ground rules are negotiated, agreed and reinforced positively and pupils are listened to and their opinions valued.
- The use of warm-ups and energisers – these are most effective if they reinforce or introduce the skills to be explored and are designed so that pupils prepare for active learning and listening, build group cohesion, trust and respect as well as providing the opportunity to practise and develop specific social and emotional skills.
- The use of collaborative group challenges where pupils are provided with a task and charged with the responsibility to complete it to meet agreed criteria and within a set time. One of the criteria will be that all members of the group take a role and participate – formal roles might be timekeeper, group leader, group supporter and recorder/observer. This type of opportunity encourages pupils to enquire into the topic or skill while they practise the social and emotional skills required to work in a team. Many of these challenges involve a performance but all should involve an opportunity for peer evaluation. Reviewing the group processes and learning will be an important part of these challenges.

- Group enquiry facilitated through use of higher-order questioning and opportunities for individual and group reflection. Many of the learning opportunities require pupils to question and respond to a stimulus or structured activity, for example the use of drama or role play. This allows learners to explore ambiguity and complexity in the social situations in which they find themselves. In schools familiar with Philosophy for Children this might be used very effectively to promote social and emotional skills if the stimuli are chosen to explore social and emotional skills.
- Experiential learning through a range of structured and active learning opportunities. These should build on the concrete experience of the pupils and provide opportunities for them to observe, reflect and experiment and then formulate their own concepts and try them out in new situations. The processes of identification, modelling, coaching, feedback, practice, reflection, consolidation, internalisation and generalisation are all an important part of the learning process.
- Questions for reflection and enquiry provide an opportunity for pupils and adults to reflect upon open-ended questions and develop their own meanings. This allows for ambiguity and complexity within emotional and social situations to be recognised and explored.
- Recognising that learning will only take place if opportunities are provided for the pupils to share their experiences and explicitly build upon prior learning. It is important to balance the need for familiarity and search for novelty.
- Encouraging independence so that learners have the ability to seek out and gain new skills, new knowledge, new understandings, engage in self-reflection and to identify the next steps in their learning. Staff should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-awareness.
- Using lesson plenaries to encourage learners to review what they have learnt and agree how they might apply this learning to new situations inside and outside school.

Clearly, learners need information and guidance in order to plan the next steps in their learning. In some schools there has already been a move towards incorporating the SEAL learning outcomes into a pupil's learning goals and this appears to be helpful in reinforcing the skills to pupils and staff.

Staff need to:

- pinpoint the learner's strengths and advise on how to develop them;
- be clear and constructive about any areas for development and how they might be addressed;
- provide opportunities for learners to develop and improve their skills.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 5.4.1 Helping people learn a skill
- 5.4.2 SEAL and collaborative group work
- 5.4.3 Promoting social and emotional skills through communities of enquiry
- 5.4.4 Promoting SEAL through circle time
- 5.4.5 The experiential learning cycle
- 5.4.6 Guidance on potentially sensitive and controversial issues

5.5 *How might we teach SEAL across the school?*

Schools provide extensive opportunities for social and emotional skills to be both ‘caught’ and ‘taught’, not only in formal lessons but also in assemblies, in the way that staff respond to incidents that occur, extra-curricular activities, and in the way that staff model the behaviour and skills that the school wishes to promote. Approaches that teach social and emotional skills are enhanced when pupils have the chance to put newly acquired skills into practice outside the classroom, for example through pupil participation activities. The following are suggestions for ways in which the skills within the five social and emotional aspects of learning might be developed across the whole school.

Examples of how to help develop self-awareness

- Ensure all pupils can achieve and experience success.
- Help pupils identify their own learning style (e.g. visual, auditory, kinaesthetic).
- Use a range of methods and approaches to ensure that all learning styles are catered for.
- Give careful and sensitive feedback to pupils about what is going well and how to improve areas of weakness.
- Ensure every pupil feels known, valued, consulted and listened to, and is not just part of a group.
- Value the experience pupils bring from home and from their own culture.
- Help pupils make sense of their life story (especially important for those whose lives have been fragmented and chaotic), for example through work in language, citizenship and history.

Examples of how to help pupils manage their feelings

- Allow consideration of how people feel, as well as what they think, to be part of everyday discussions in the school and classroom.
- Encourage pupils to experience, identify and express their emotions and develop a rich emotional vocabulary, through talking, writing and movement.
- Use everyday incidents (e.g. conflict between pupils) to coach pupils in their responses, for example notice and reward when they manage to resist unhelpful impulses, and talk through alternative responses.
- Teach pupils calming techniques, for example counting to ten before reacting, steady breathing, relaxation, positive self-talk.
- Model calm responses to challenge and difficulty.

Examples of how to help develop motivation

- Have positive and high expectations of every pupil.
- Encourage an attitude of 'OK, let's start again' rather than dismissing a pupil's potential to learn or behave differently next time.
- Attempt to ensure experience of success and mastery for each pupil – set realistic short-term targets and give support to achieve them.
- Use positive and consistent reward systems.
- Help pupils believe that 'people like me' succeed and find positive role models.
- Use everyday incidents to coach pupils in their responses, for example notice and reward when they show resilience, talk through alternative responses to difficult situations.
- Encourage creative problem solving, generating a range of responses to problems rather than looking for single answers.
- Use formative feedback that is non-judgemental and provides clear suggestions for improvement.

Examples of how to help develop empathy

- Use storytelling (literature, film) to see the world from another point of view.
- Use everyday incidents to teach skills of conflict resolution and encourage young people to articulate what the problem looks like to another person.
- Demonstrate and model empathy, for example really listen to what the pupils are saying, show respect and do not be quick to judge.
- Use disciplinary systems that encourage exploration of how people felt and what was in their minds at the time, discussion, listening to another point of view, resolution, repairing relationships and moving forward together.
- Promote the school values and ethos of tolerance and celebration of diversity.

Examples of how to help develop social skills

- Encourage teamwork, cooperative learning and group projects as well as individual work.
- Provide opportunities for peer mediation and conflict resolution.
- Encourage active problem solving and independent thinking rather than rote learning.
- Model social skills, for example active listening, friendliness, interest in others.
- Use everyday incidents to coach in conflict resolution and search for ‘win–win’ solutions.

An essential part of Secondary SEAL is the explicit teaching of SEAL learning outcomes within all subjects. Some subjects are particularly well suited to promoting some of the social and emotional skills and some suggestions about this are made in Table 6.

Table 6

School subject	Examples of social and emotional skills that particular subjects are well suited to cover
Arts subjects	Direct emotional experience – through seeing, listening and taking part. Expressing own emotions – through movement, facial expression, sound and pictures. Cooperation and communication with others. Self-confidence. Drama can be used to teach skills directly, e.g. assertiveness, negotiation.
Citizenship	Focusing on preparing pupils to participate and take responsible action, for example autonomy, empathy and social skills – such as conflict resolution, tolerance, anti-bullying, anti-racism, cooperation, negotiation and assertiveness.
Design technology	Developing skills of motivation, including goal setting and evaluation and review. Developing autonomy, having an appropriate level of independence from others. Being aware of their own learning styles and strategies, and strengths and limitations as learners.
English language	Developing an emotional vocabulary and expressing feelings. Developing positive self-concept through talking and writing about themselves. Sense of coherence through exploring own and family life history. Writing stories that explore empathy. Improving communication skills, including listening.
English literature	Encouraging empathy through seeing the world through another's eyes. Broadening and deepening emotional experience, vicarious emotion, anticipatory experience. Sense of coherence and resilience through experiencing others making sense of their lives. Comfort, sense of connection through reading about others in similar situations. Understanding the causes of emotions through exploring why people do what they do.
Geography	Seeing the world from another's point of view – through examination of social, cultural, religious, ethnic diversity of different societies. Considering long-term challenges against short-term benefits. Attaching value to different moral positions.
History	Developing tolerance, understanding and empathy through exploration of past experiences. Understanding relative impact of individual action versus social forces in shaping events. Sense of personal coherence through study of family and local history. Exploring role of emotion as part of the causes that shape major events. Positive influence of emotions, e.g. desire for peace, justice, humanitarianism.
ICT	Creating good presentations suited to the needs of others. Sharing experiences and opinions of use and potential of ICT. Solving problems and making sense of information.
Maths	Generating alternative ways to overcome difficulties. Recognising the value of assumption when deducing results. Choosing and monitoring the effectiveness of problem-solving strategies.
Modern foreign languages	Developing language and listening skills. Developing cultural awareness. Expressing and discussing feelings and opinions.

School subject	Examples of social and emotional skills that particular subjects are well suited to cover
Personal, social and health education	Can include comprehensive work on social and emotional skills, through the focus on, for example, positive self-concept; self-protection; making relationships; resisting pressure; decision making; stress management; communication skills; negotiation. Sex and relationships education (SRE) focuses on loving and respecting others, empathy, assertion, making decisions and taking responsibility. Drugs education focuses on self-care and social skills including resisting pressure; assertion; making decisions; taking responsibility; finding alternative ways to meet emotional need to let go and have a good time.
Physical education	Expressing self through movement. Social cooperation through group work. Exploration of the mind and body link: importance of motivation, optimism, positive belief. Relaxation and stress reduction. Competing fairly and losing with dignity and respect for competitors.
Religious education	Recognising how values are demonstrated through social and global issues. Examining causes of suffering and how they might be overcome.
Science	Examining emotional changes in adolescence. Understanding how the brain works, centrality of emotion to how we think, learn, behave and experience the world. Emotion and social bonding in animals. Debating the benefits and drawbacks of scientific developments including those linked to environment, health and quality of life.

If you would like to explore this question in more depth you might like to consider:

Further reading

- 5.5.1 Promoting social and emotional skills in the classroom
- 5.5.2 Learning and teaching strategies and approaches that promote SEAL

Pedagogy and practice: teaching and learning in secondary schools, DfES 0441-2004.

Leading in learning: developing thinking skills at Key Stage 3, DfES 0034-2005 G.

Staff development activity

- 5.5.3 What does my subject have to offer?

5.6 How might we support pupils with additional needs?

Traditionally, work to promote social and emotional skills in schools has been focused mainly on pupils with additional needs in this area. In contrast, whole-school approaches consider that these skills are important for everyone and attempt to develop them for all pupils in all years and for all staff. This is because there is clear evidence (summarised in Weare, 2004) that ‘universal’ approaches that target everyone are better at preventing and managing issues than approaches which target only those experiencing problems.

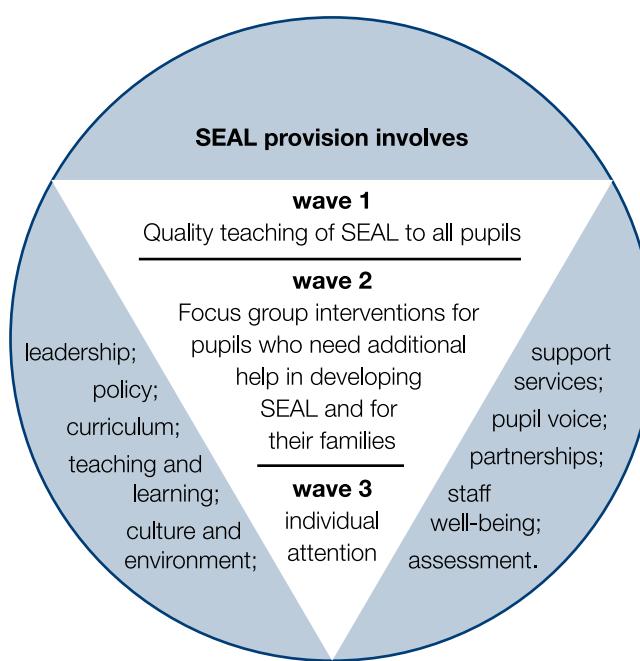
A good backdrop of universal provision is the best platform from which to provide more intensive help. A school in which everyone has a reasonable level of social and emotional skills provides an environment in which there are numerous people, both adults and pupils, who can provide help, support and understanding for those experiencing greater difficulty; and also creates a school environment that is less likely to trigger emotional and social problems in the first place.

Behavioural, emotional and social difficulties (BESD) are in a continuum. BESD may, for example, present as withdrawn, depressive, or aggressive tendencies. In addition, it may be allied to other types of special educational needs (SEN). It is less stigmatising for those with SEN to receive where possible most of the help they need from the same people who are providing it for everyone and this is more acceptable for parents and learners as well.

Research shows that, fundamentally, the processes that help those with difficulties help all; it is just that those with particular needs require more of them. These processes include: intervening early; teaching skills; promoting self-esteem; giving personal support; building warm relationships; setting clear rules and boundaries; involving people in their learning; encouraging autonomy; involving parents/carers; creating positive climates and taking a long-term, developmental approach (Rutter et al., 1998).

The universal approach to promoting social and emotional skills is represented in Figure 5. This describes provision in terms of three waves. When a school is fully implementing the SEAL approach it will have planned opportunities to support the learning of social and emotional skills for all pupils. This will be personalised as far as possible within mainstream provision at wave 1. However, as with any other area of learning, some pupils will have additional needs in the area of social and emotional development. These might have been identified at primary school; they might become apparent when the pupils find it hard to respond to learning opportunities designed to teach social and emotional skills or when responding within the complex social environment of the secondary school. Many schools are attempting to identify those with additional needs early and intervene more energetically to address them, using a range of strategies as part of wave 2 provision or as part of a more intensive approach as part of wave 3 provision. Small group interventions for pupils who find it hard to learn social and emotional skills or who have particular needs in this area are likely to be one element of a school’s approach to SEAL.

Figure 5 Universal approach to promoting social and emotional skills



Guidance about how to set up and run focus group interventions to support the development of social and emotional skills is included as further reading on the website and the CD-ROM. The focus groups are designed to provide a safe and supportive environment where the skills can be developed and practised at a level matched to that of the individuals involved. These groups are about learning and teaching of specific skills. Group facilitators will require high-level teaching and facilitation skills but are not expected to offer therapy to the individuals involved in the groups.

Some pupils, including those with BESD, may find it hard to acquire social and emotional skills within a group context. The SEN Code of Practice (2001) sets out a graduated approach designed to help pupils towards independent learning. It recommends that, when a pupil's progress continues to cause concern, the school should intervene through School Action and School Action Plus, therefore offering a more specialist intervention from a member of Children's Services, for example, an educational psychologist, CAMHS worker or behaviour support teacher or one of the voluntary agencies.

Additionally some pupils who find it hard to acquire social and emotional skills will be protected from discrimination under the Disability Discrimination Act (DDA) 1995. The DDA defines a person as having a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her abilities to carry out normal day-to-day activities.

Under Part 4 of the DDA, responsible bodies of schools must not discriminate against disabled pupils in their access to education and associated services – a broad term that covers all aspects of school life including school trips and school clubs and activities. Schools should be making reasonable adjustments in their practices, procedures and policies for disabled children including those who find it hard to acquire social and emotional skills at different levels of school life; and for the individual disabled child.

Schools are also under a duty to plan strategically to increase access, over time to schools. This should include planning in anticipation of the admission of a disabled pupil, including those with social and emotional difficulties so that they can access the school premises, the curriculum and the provision of written materials in alternative formats to ensure accessibility.

SEAL generally, or through the use of focus group work, has a valuable contribution to play for all pupils who attend learning support units (LSUs) and pupil referral units (PRUs) but the approach is likely to be most effective when pupils return to a school where SEAL is fully implemented.

If you would like to explore this question in more depth you might like to consider:

Further reading

Introduction to focus group work

5.6.1 Using SEAL to provide targeted support

Staff development activity

5.6.2 Identifying pupils who need additional support to develop social and emotional skills

Case study

5.6.3 Student support programme

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Section 6: Appendices

Appendix 1: SEAL learning outcomes

Self-awareness

Knowing myself

1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.).
2. I can identify my strengths and feel positive about them.
3. I can identify my current limitations and try to overcome them.
4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others.
5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.
6. I can reflect on my actions and identify lessons to be learned from them.
7. I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset or angry for reasons that others may find difficult to understand.

Understanding my feelings

8. I know and accept what I am feeling, and can label my feelings.
9. I understand why feelings sometimes ‘take over’ or get out of control and know what makes me angry or upset.
10. I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.
11. I can recognise conflicting emotions and manage them in ways that are appropriate.
12. I can use my knowledge and experience of how I think, feel, and respond to choose my own behaviour, plan my learning, and build positive relationships with others.

Managing my feelings

Managing my expression of emotions

13. I can express my emotions clearly and openly to others and in ways appropriate to situations.
14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.
15. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me or for other people.

Changing uncomfortable feelings and increasing pleasant feelings

16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) – in ways that are not damaging to myself and others.
17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.
18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.

Motivation

Working towards goals

19. I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them.
20. I can break a long-term goal into small, achievable steps.
21. I can anticipate and plan to work around or overcome potential obstacles.
22. I can monitor and evaluate my own performance.
23. I can look to long-term not short-term benefits and can delay gratification (for example working hard for a test or examination now to get a good job or go into further/higher education later).
24. I know how to bring about change in myself and others.

Persistence, resilience and optimism

25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.
26. I can identify barriers to achieving a goal and identify how I am going to overcome them.
27. I can choose when and where to direct my attention, resisting distractions, and can concentrate for increasing periods of time.

Evaluation and review

28. I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.
29. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind.
30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.

Empathy

Understanding the thoughts and feelings of others

31. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them.
32. I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.
33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.

Valuing and supporting others

34. I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better.
35. I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences.
36. I understand the impact of bullying, prejudice and discrimination on all those involved , am moved to want to make things better for them and can use appropriate strategies to do so.
37. I can support others who are experiencing personal problems.
38. I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.

Social skills

Building and maintaining relationships

39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.
40. I can take others' thoughts and feelings into account in how I manage my relationships.
41. I can assess risks and consider the issues involved before making decisions about my personal relationships.
42. I can make, sustain and break friendships without hurting others.

Belonging to groups

43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.
44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community.

45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.
46. I can give and receive feedback and use it to improve mine and other people's achievements.

Solving problems, including interpersonal ones

47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people, such as mediation and conflict resolution .
48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.
49. I have strategies for repairing damaged relationships.
50. I can be assertive when appropriate.

Appendix 2: The resource and how it is organised

Apart from this guidance booklet the SEAL resource can be found on the Secondary SEAL website. The full resource has been copied on to the CD-ROM included with this guidance for your convenience. This allows those using SEAL to choose their own route through the materials exploring relevant elements when required.

The website is organised into five sections subdivided under the key questions or subheadings used in the guidance booklet so that once familiar with the guidance individuals and groups can select elements for more detailed study or enquiry.

Most subsections have one or more additional resources to enhance understanding or support whole school or curriculum development. These might include one or more of the following.

- a further reading;
- a professional development activity;
- a case study, or extract from a case study, from one of the pilot schools;
- a booklet of tools to support profiling, monitoring and evaluation.
- further reading includes DfES reports and other National Strategy materials that are not on the CD.

A reading list is provided for each section.

All of the additional resources are numbered so that they can be easily located. The first number refers to the section, the second number refers to the subsection and the third number is specific to the additional resource. To find a specific resource on the website or CD-ROM you will need to negotiate through the sections and subsections to the appropriate web page then locate the specific resource from the downloads listed on the right-hand side.

In addition a series of booklets are available in PDF format that can be printed for staff use. These are:

- a staff development booklet that includes all the activities;
- a booklet of further readings;
- an introductory booklet and 4 theme booklets that make up the Year 7 resource;
- a booklet of case studies from the SEAL pilot schools;
- a booklet of tools for publishing, monitoring and evaluation.

Appendix 3: The SEAL Year 7 Resource

The *SEAL Year 7 Resource* is designed for use as part of the whole-school approach to SEAL. It makes an explicit link between the learning that pupils have undertaken in primary school and secondary school developments. Like Primary SEAL it is organised into themes, although there are four not seven as used in primary school. These four themes are chosen to build on learning from primary school and to introduce SEAL to those pupils who are unfamiliar with the approach.

It includes an introductory booklet which provides some background to the resource with a model of implementation and specific CPD activities to support those involved in delivering the learning opportunities that make up the bulk of the resource.

Each of the four themes includes:

- a set of ‘core’ learning opportunities that are designed to be used as part of discrete sessions to promote SEAL learning
- ideas for use across the school day
- suggestions for encouragement
- ideas for how the SEAL learning outcomes can be developed, reinforced and consolidated across the curriculum.

Opportunities for reviewing learning across the year and plan for transition into the next year group are provided.

The *SEAL Year 7 Resource* provides an example of the scope and type of learning opportunities that might be developed. It is anticipated that the explicit learning of social and emotional skills will become an important part of learning in all school years and that schools will be involved in developing materials to support this.

Appendix 4: Map of the website and the CD-ROM

FR = Further reading booklet

SD = Staff development booklet

CS = Case study booklet

Welcome Page

Section 1: Introduction

Reading list, section 1

- 1.1 What is the guidance and who is it for?
- 1.2 What is SEAL?
 - 1.2.1 The importance of social and emotional skills (FR)
- 1.3 What are the social and emotional skills and aspects of learning that SEAL is trying to develop?
 - 1.3.1 The Social and Emotional Aspects of Learning, skills and outcomes (FR)
 - 1.3.2 Why embark on SEAL? (SD)
 - 1.3.3 An inventory of skills (SD)

Appendix 1: SEAL learning outcomes

- 1.4 What is new about SEAL and how does it build on what is already in place?
 - 1.4.2 Finding out about social and emotional skills in our school (SD)
 - 1.4.3 Carrying out an audit (SD)

Section 2: Background

Reading list: section 2

- 2.1 Why is there an interest in SEAL?
 - 2.1.2 The value of social and emotional skills (SD)
 - 2.1.3 How social and emotional skills relate to success at work (SD)
- 2.2 Why are social and emotional skills central to school improvement?
 - 2.2.1 Social and emotional skills are central to school improvement (FR)
- 2.3 What role does SEAL play in learning?
 - 2.3.1 Evidence to demonstrate the links between work on social and emotional skills and academic learning (FR)
 - 2.3.2 The role of social and emotional skills in learning (SD)
 - 2.3.3 Qualities of learning and teaching that enhance internal motivation (SD)

Learning behaviour: the report of the practitioners' group on behaviour and discipline

School discipline and behaviour policies guidance (under production)

- 2.4 What is the relationship between SEAL and work to improve behaviour?
 - 2.4.1 Helping pupils resolve conflict (SD)
 - 2.4.2 A system for behaviour support (CS)

- 2.5 What role does SEAL play in work to improve attendance?
 - 2.5.1 Attainment, attendance and SEAL (FR)
- 2.6 Why are social and emotional skills essential in the workplace?
 - 2.6.1 Employability skills and SEAL (FR)
 - 2.6.2 Pupil activity: helping pupils to see the importance of learning social and emotional skills (SD)
- 2.7 How does SEAL support inclusion?
 - 2.7.1 An introduction to focus group work in SEAL (FR)
 - 2.7.2 Cultural differences in the experience and expression of emotion (FR)
 - 2.7.3 Pupil profiles (SD)
- 2.8 How does Secondary SEAL build on work in primary schools including Primary SEAL?
 - 2.8.1 Where are pupils starting from? (FR)

Excellence and Enjoyment: social and emotional aspects of learning

- 2.8.2 Transition (CS)
- 2.9 How does SEAL link with other initiatives?
- 2.10 How does SEAL support the Every Child Matters agenda?
 - 2.10.1 SEAL and the five outcomes for children (FR)
 - 2.10.2 SEAL and the ECM outcomes (SD)
- 2.11 How does SEAL contribute to PSHE?
 - 2.11.1 Links between PSHE and citizenship and SEAL (FR)
- 2.12 How does SEAL contribute to the National Healthy Schools Programme?
 - 2.12.1 Emotional health and well-being and SEAL (SD)

National Healthy School Standard Audit and Prompts for Emotional Health and Well-being

- 2.12.2 National Healthy Schools Programme whole-school approach and SEAL (SD)
- 2.13 How can SEAL contribute to the work schools are doing to reduce bullying?

Section 3: Implementation

Reading list: section 3

- 3.1 What is a whole-school approach?
 - 3.1.1 What taking a whole-school approach means (FR)
 - 3.1.2 The impact of the whole-school approach: a pupil's point of view (SD)
 - 3.1.3 Balancing universal and targeted approaches (SD)
 - 3.1.4 Promoting social and emotional skills across the whole school (SD)
 - 3.1.5 A school experience (CS)
- 3.2 What is the link between school culture, environment and SEAL?
 - 3.2.1 Environments that make us feel happy, successful and ready to learn (SD)
 - 3.2.2 The part that the school environment plays in SEAL (SD)
- 3.3 What is the role of leadership and management?
 - 3.3.1 Leadership and management of SEAL (FR)
 - 3.3.2 SEAL: who leads what and which skills do they need? (SD)

- 3.4 How do we implement SEAL?
 - 3.4.1 Stages in implementing SEAL (FR)
 - 3.4.2 Policy development and SEAL (FR)
 - 3.4.3 Creating our vision (SD)
 - 3.4.4 Behaviour and attendance policy and SEAL (SD)
 - 3.4.5 Targeted approach (CS)
 - 3.4.6 Tutor led (CS)
 - 3.4.7 Policy review (CS)
 - 3.5 How can we involve all pupils?
 - 3.5.1 Involving pupils in SEAL (FR)
 - 3.5.2 What are young people like? (FR)
 - 3.5.3 Pupils talk about getting involved (SD)
 - 3.5.4 Residential (CS)
 - 3.5.5 Pupil voice (CS)
 - 3.6 How can we involve parents/carers?
 - 3.6.1 Building partnerships with parents and carers (FR)
 - 3.6.2 Building partnerships with parents/carers to support social and emotional skills (SD)
 - 3.6.3 How welcome do parents feel? Questionnaire for parents and carers (SD)
 - 3.6.4 Parental involvement (CS)
 - 3.7 What role can members of the wider community play?
 - 3.7.1 Involving the wider community (FR)
- Guidance for school partnerships to improve behaviour and attendance
- 3.8 How can we tell what we are doing already and identify our first steps?
 - 3.8.1 What is the school already doing to promote social and emotional skills (FR)
 - 3.8.2 Monitoring the impact of SEAL (FR)
 - 3.8.3 Finding out about social and emotional skills in our school
 - 3.8.4 What can we use to find out about social and emotional skills in our school? (SD)
 - 3.8.5 SEAL school self-review (SD)
 - 3.8.6 Getting started with SEAL (CS)
 - 3.9 How might we monitor and evaluate our progress?
 - 3.9.1 Some issues in the assessment of social and emotional skills (FR)
 - 3.9.2 Profiling and assessing social and emotional skills using published tools (SD)
- Tools for profiling, monitoring and evaluation (Appendix 2)
- 3.9.3 Assessing social and emotional skills (FR)

Section 4: Professional Development

Reading list: section 4

- 4.1 What is the importance of SEAL for adults?
 - 4.1.1 The importance of the social and emotional skills of staff (FR)
 - 4.1.2 The link between stress, social and emotional skills and staff performance (SD)

- 4.1.3 Coaching (CS)
- 4.2 What professional development do we need?
 - 4.2.1 Audit of staff skills (SD)
 - 4.2.2 Action research (CS)
 - 4.2.3 Setting up an LA writing group (CS)
 - 4.2.4 Whole-school INSET (CS)
- 4.3 How can we use professional development within SEAL?
Staff development activities booklet
 - 4.3.1 Setting our ground rules (SD)

Section 5: Learning and Teaching

Reading list: section 5

- 5.1 What helps us learn social and emotional skills effectively?
 - 5.1.1 Social and emotional skills and learning (FR)
 - 5.1.2 Methodologies for promoting social and emotional skills (SD)
- Year 7 resource
 - Assessment for Learning – whole school and subject specific materials
- 5.2 How does SEAL contribute to personalised learning?
- 5.3 How might we plan our curriculum provision to promote SEAL?
Year 7 resource
 - 5.3.1 Planning for SEAL using the 7 year resource (SD)
 - 5.3.2 Teaching and learning (CS)
 - 5.3.3 Subject led (CS)
 - 5.3.4 SEAL and LiL (CS)
- 5.4 How might we teach SEAL through discrete learning opportunities?
 - 5.4.1 Helping people learn a skill (FR)
 - 5.4.2 SEAL and collaborative group work (FR)
 - 5.4.3 Promoting social and emotional skills through communities of enquiry (FR)
 - 5.4.4 Promoting SEAL through circle time (FR)
 - 5.4.5 The experiential learning cycle (FR)
 - 5.4.6 Guidance on potentially sensitive and controversial issues (FR)
- 5.5 How might we teach SEAL across the school?
 - 5.5.1 Promoting social and emotional skills in the classroom (FR)
 - 5.5.2 Learning and teaching strategies and approaches that promote SEAL (FR)
 - 5.5.3 What does my subject have to offer? (SD)
- 5.6 How might we support pupils with additional needs?
An introduction to focus group work (FR 2.7.1)
 - 5.6.1 Using SEAL to provide targeted support (FR)
 - 5.6.2 Identifying pupils who need additional support to develop social and emotional skills (SD)
 - 5.6.3 Student support programme (CS)

Section 6: Appendices

Appendix 1: SEAL learning outcomes

Appendix 2: The resource and how it is organised

Further readings booklet

Staff development activities booklet

Case study booklet

Booklet of tools for profiling, monitoring and evaluation

Appendix 3: The SEAL Year 7 Resource

Appendix 4: Map of the website and the CD-ROM

Year 7 resource

Introductory booklet

Theme 1: A place to learn

- Learning opportunities
- Resource sheets

Theme 2: Learning to be together

- Learning opportunities
- Resource sheets

Theme 3: Keep on learning

- Learning opportunities
- Resource sheets

Theme 4: Learning about me

- Learning opportunities
- Resource sheets

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