



Social and Emotional Aspects of Learning (SEAL): School self-review primary and secondary



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School self-review primary and secondary

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

	Focusing	Developing	Establishing	Enhancing
Characteristics of your school (SEF Section 1) Characteristics of learners Aims and special features Specific contextual or other issues that act as aids or barriers to raising performance Main priorities in the improvement plan	The school is aware of contextual issues that may affect the learning of social and emotional skills.	Contextual issues are taken into account when implementing SEAL.	Actions to promote social and emotional skills are tailored to meet the specific needs of all pupils.	Actions to promote social and emotional skills are used to address specific challenges or to manage change.

Focusing	Developing	Establishing	Enhancing
<p>Views of learners, parents/ carers and other stakeholders (SEF Section 2) What are the views of learners, parents/carers and other stakeholders and how do you know? Pupil voice</p>	<p>Pupils have been involved in negotiating and agreeing rules and systems that reflect the principles and processes underpinning SEAL. Learning and teaching approaches encourage pupils' active involvement.</p>	<p>Pupils are actively involved in developing and maintaining the negotiated rules and systems, including both positive and negative consequences. Pupils are encouraged to give feedback about their learning and how they have applied this.</p>	<p>Pupils are actively involved in monitoring and evaluating the impact of SEAL implementation across the school. For example by questionnaires, involvement in class meetings and school councils. Pupils are actively involved in shaping their learning. For example, through the use of collaborative group work, circle time and philosophy for children. Pupils negotiate success criteria for the learning of social and emotional skills through discrete and cross-curricular opportunities</p>

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<p>Parents/carers Stakeholders</p>	<p>Parents/carers are aware of SEAL through information sent home, parents meetings, workshops and/or by attending assemblies.</p> <p>The school supports parents/carers to promote social and emotional skills.</p> <p>Systems are in place for engaging and consulting with stakeholders</p>	<p>The school consults with parents/carers to ensure that the support they offer to help them promote social and emotional skills is appropriate.</p> <p>Pupils use SEAL materials at home when appropriate.</p> <p>Views of stakeholders, learners, and parents/carers are collated and shared.</p>	<p>Parents/carers are involved in evaluating the impact of SEAL.</p> <p>The school offers family learning courses linked to SEAL, e.g. Family SEAL.</p> <p>Views of relevant stakeholders inform planning and the implementation and development of SEAL.</p>	<p>Parent/carer 'champions' support other parents/carers in becoming involved with work to promote social and emotional skills.</p> <p>The school evaluates SEAL family learning to provide informed opportunities that support parents and are linked to the needs of pupils.</p> <p>The collated views of stakeholders, parents/carers and learners are used when contracting with external agencies to promote social and emotional skills across all aspects of school life.</p>

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<p>Achievement and standards (SEF Section 3) How well do pupils learn/achieve and how high are their standards?</p>	<p>Pupils' learning is assessed against intended learning outcomes from SEAL to inform curriculum planning and identify pupils' needs. Whole-school foci from SEAL are used to celebrate achievement. Pupils are given explicit opportunities to explore and develop their social and emotional skills.</p>	<p>Evidence (both hard and soft) is used to determine the impact that SEAL is having on outcomes, including learning, behaviour, attendance and emotional health and well-being. The school uses knowledge of pupil social and emotional skills to identify pupils in need of additional support and how to support them. Pupils are given opportunities to discuss their progress with regard to the development of social and emotional skills.</p>	<p>Evidence of the pupils' learning of social and emotional skills is collected. This is used to target support and for forward planning. Interventions are carefully monitored and evaluated to inform future planning. Pupils are encouraged to make the link between their social and emotional skills and other learning.</p>	<p>Evaluation data informs future planning including review of: whole-school developments, learning and teaching approaches, curriculum content and progress measures. Pupils' progress is tracked with regard to social and emotional skills and provision is amended accordingly. Pupils are encouraged to make the link between social and emotional skills and potential success and achievement.</p>
<p>Personal development and well-being (SEF Section 4) How good is the overall personal development and well-being of the learners? Healthy lifestyles Staying safe Enjoying education Positive contribution Preparing for economic well-being</p>	<p>The school has undertaken an audit to identify curriculum opportunities for the development of social and emotional skills and their contribution to emotional health and well-being. The school undertakes regular anti-bullying in line with the principles of the DCSF Anti-Bullying Charter and Safe to Learn guidance. There is an Anti-Bullying policy.</p>	<p>The school leadership team has considered how SEAL fits into the curriculum and has included it within the curriculum map and long- and medium-term plans. There are regular anti-bullying questionnaires and surveys of all staff in order to address the perception gap between staff and pupil views. The school uses the Say No to Bullying anti-bullying theme (primary) and the SEAL secondary resource as well as other anti-bullying resources to support the development of appropriate interventions to prevent and reduce bullying. Schools are beginning to use the Safe to Learn guidance to support policy into practice.</p>	<p>The school's provision for promoting social and emotional skills is monitored and evaluated to ensure that it takes account of the school and pupils' changing needs and priorities. Parents/carers are regularly surveyed on their views about bullying. All types of bullying are recorded and interventions monitored to inform and enhance next steps. The principles of the charter and the Safe to Learn guidance inform policy development and practice. Pupils are confident in reporting incidents of bullying because they know what action will be taken and followed up. The impact of the school's work to reduce bullying is monitored and informs and enhances future action.</p>	<p>There is a planned and comprehensive approach to promoting social and emotional skills with all members of the school community and across all aspects of school life, including explicit learning within the curriculum. Staff, pupils, parents/carers understand the links between the development of social and emotional skills and how this supports a reduction in incidents of bullying. All staff are confident in dealing with all types of bullying. Parents are confident about sharing their concerns about bullying with staff in school. Pupils are committed to supporting each other through well-established and effective buddying and peer mentoring systems.</p>

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<p>The quality of provision (SEF Section 5)</p> <p>Teaching and learning</p> <p>Staff skills</p> <p>Meeting a range of needs and interests</p> <p>Guidance and support</p>	<p>Staff are provided with time to familiarise themselves with SEAL and develop their skills.</p> <p>Time has been allocated to the class-based elements of SEAL and learning and teaching approaches are considered to ensure that they promote social and emotional skills.</p> <p>A needs and provision analysis is carried out to ensure that SEAL enhances, rather than replaces, good practice and meets the needs of the school.</p> <p>Members of staff understand the importance of SEAL.</p> <p>School staff are supported to become aware of their own social and emotional needs and the impact they have on learning and teaching.</p> <p>Approaches are in place for supporting emotional health and well-being of pupils, parents/carers and professionals.</p> <p>Protocols are provided for adults offering guidance and support to pupils so that it is consistent with SEAL.</p>	<p>Time is made available for collaborative planning to promote social and emotional skills within the classroom and beyond.</p> <p>Whole-school aspects of SEAL (e.g. calming-down techniques, problem solving, peer mediation) are introduced across the school both inside and outside the classroom.</p> <p>Teaching and non-teaching staff have a comprehensive knowledge of social and emotional skills and how to promote them. They collaborate to ensure that this knowledge informs their practice.</p> <p>Staff are aware of the significance of modelling social and emotional skills and try to model them.</p> <p>Opportunities are provided to support the emotional health and well-being of all staff.</p> <p>Staff consider the emotional needs of the wider community, including those of parents/carers.</p> <p>There is an understanding that all adults offering guidance and support to pupils are clear about how they can promote social and emotional skills.</p>	<p>Assessment for learning (AfL) approaches are used to ensure that SEAL learning opportunities are used effectively and learning is enhanced.</p> <p>There is consistency across the school community in the approaches used to promote social and emotional skills. These are drawn from the principles of SEAL and are aligned with existing school policies and practice.</p> <p>The school has a shared set of beliefs, understanding and approaches to promoting social and emotional skills.</p> <p>Systems for supporting and developing staff skills are in place that prioritise their social and emotional needs and emotional health and well-being.</p> <p>Guidance provides clear expectations of the roles and responsibilities of all adults who offer guidance to pupils to promote social and emotional skills.</p>	<p>There is a process in place to identify and promote quality learning and teaching of social and emotional skills across the curriculum and all aspects of school life.</p> <p>Whole-school approaches are embedded into practice across the school and are promoted by all involved including multi-service professionals and non-teaching staff.</p> <p>All staff take a shared ownership of SEAL and through a process of collaborative exploration develop innovative approaches for promoting social and emotional skills within a whole-school framework. They modify, adapt and develop approaches for use both inside and outside the classroom.</p> <p>Systematic opportunities are provided for staff to use their learning about social and emotional skills to support others. For example, staff circles of support and coaching.</p>

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<p>Leadership and management (SEF Section 6) Effectiveness and efficiency Clear direction leading to improvement and promotion of high quality care and education Key priorities for the development of leadership and management</p>	<p>The school has made a commitment to implementing SEAL with clear identification of initial steps, such as appointing a coordinator. The school has a clear, shared behaviour policy that includes the teaching of social and emotional skills. Introductory SEAL CPD and materials are available to ALL staff. Leaders and managers in the school understand SEAL and the pedagogical and whole-school approaches to promoting social and emotional skills.</p>	<p>SEAL is identified as a priority in the school improvement plan through a process of school self-evaluation. The behaviour policy has been reviewed in the light of SEAL to ensure that it explicitly identifies the role of SEAL in promoting positive behaviour and ensures that actions taken within the policy implicitly and explicitly promote social and emotional skills. Appropriate time is allocated within staff meetings and/or through opportunities for staff and curriculum development to support the explicit teaching of social and emotional skills within the curriculum. Leaders consciously model positive social and emotional skills to promote specific outcomes. Staff are encouraged to notice and celebrate the use of social and emotional skills.</p>	<p>Specific actions to promote social and emotional skills with measurable and time-limited outcomes are integrated into the school improvement plan. When school policy is reviewed, account is taken of how it impacts on the development of social and emotional skills and emotional health and well-being. Areas of SEAL that staff may find difficult have been identified and appropriately tailored CPD provided. Effective learning and teaching approaches that promote social and emotional skills have been identified, implemented and reviewed. SEAL learning outcomes are used to guide the celebration of social and emotional skills.</p>	<p>SEAL has been embedded within management and pay structures, job descriptions and induction arrangements. The principles of SEAL are reflected in all school policies. SEAL is used to promote the vision of the school, as reflected in mission statements, espoused beliefs and values. Staff skills, knowledge and understanding are continually being reviewed and updated through a range of approaches to staff development that includes formal learning, coaching, group and individual reflection. There is full use of opportunities, both within school and the broader community, to notice and celebrate the social and emotional skills of both pupils and adults.</p>

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

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