

CHILDREN SERVICES SCRUTINY

22 May 2008

SOCIAL AND EMOTIONAL ASPECTS OF LEARNING

Purpose of the Report

- 1) To seek the committee's endorsement of the approach the SEAL Steering Group (SSG) has taken/is taking in introducing and embedding Social and Emotional Aspects of Learning (SEAL) in primary and secondary schools. In particular, focusing on how the SSG has/is:
 - supporting primary and secondary schools;
 - monitoring and evaluating the impact of SEAL;
 - involving parents/carers;
 - supporting schools in the transition of pupils from primary to secondary school.

Action Required of the Committee

- 2) The committee is asked to consider, endorse and comment on the approach to implementing SEAL in Wiltshire.

Background & Wiltshire County Council's (WCC) current position in regards to SEAL

- 3) **What is SEAL** - In 2005 the SEAL resource was published by the DCSF and offered to primary schools as a resource that provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school. In 2007, the SEAL resource for secondary schools was published and offered for secondary schools to utilise from September 2007. More information on Primary and Secondary SEAL can be found at: <http://www.bandapilot.org.uk/>
- 4) **Coordination and leadership of SEAL** – WCC set up the SSG that has representation from across the Local Authority (LA). WCC has taken a multi-disciplinary approach from the start in terms of both the strategic and operational decisions.
- 5) **Training/support the SSG offers to primary schools** – The SSG has provided/is providing wide-ranging training/support for primary schools in introducing and embedding SEAL:
 - a) 82% primary schools in Wiltshire have now started to use the SEAL resource

- b) WCC established a group of 15 SEAL Leading Practice Primary Schools (LPPS) in January 2006. The LPPS are now annually supporting approximately 3 other primary schools each and this support consists of co-delivering In Service Training (INSET) for all staff, sharing resources and assessment techniques, visits to the LPPS, and follow up monitoring visits. This support is most effective because the primary schools can ask for training/support that is most appropriate to their needs and can see how SEAL is embedded in the LPPS. We plan to continue the funding of these 15 LPPS into the academic year 2008/9
 - c) Central training is provided to all primary schools to introduce the SEAL resource
 - d) Intensive support for primary schools that are struggling with Personal Social and Health Education (PSHE) and SEAL is provided by the Personal Development Education (PDE) Team/Educational Psychologists/Primary Behaviour Support Service
 - e) The Primary Behaviour Support Service is developing training for LPPS to support the use of SEAL small-group work resources. It is anticipated that this training will take place in Autumn 2008. Unfortunately this work has been somewhat delayed by the review of the Primary Behaviour Support Service.
- 6) **Training/support the SSG offers to secondary schools** - The SSG offers extensive support to secondary schools in introducing and embedding SEAL:
- a) In summer 2007, schools were asked to bid to become leading practice SEAL schools. 6 Leading Practice Secondary Schools (LPSS) were chosen. These 6 secondary schools have received 10 days intensive support from the LA's Behaviour & Attendance Consultants. This support has consisted of guidance, practical support, INSET and monitoring to aid the schools in implementing and embedding SEAL in all areas of school life and particularly in learning. We plan to continue the funding of these 6 LPSS into the academic year 2008/9. However their role in 2008/9 will begin to focus on supporting other secondary schools in introducing and implementing SEAL.
 - b) Secondary schools will be given the opportunity to bid again in summer 2008 and it is anticipated that 8 more secondary schools will be chosen and offered additional support to embed SEAL.
 - c) Behaviour and Attendance leads from virtually every secondary school in Wiltshire attend Behaviour & Attendance Group network meetings 3 times per year. These are led by the LA's Behaviour & Attendance Consultants. A key focus over the last year has been SEAL. A major part of these meetings have involved the LPSS sharing experiences and good practice in their introduction and embedding of SEAL.

- d) The LA's Behaviour & Attendance Consultants have led whole staff training in SEAL for the LPSS and also in a number of other secondary schools.
- e) The LA's Behaviour & Attendance Consultants have led training for support staff in secondary schools in understanding and supporting the ethos of SEAL through their roles.

7) The SSG's approach to supporting transition (Year 6 to Year 7):

- a) The SSG has brought together the 15 LPPS and the 6 LPSS to share good practice across the 2 phases discussing transition from Year 6 to Year 7, drawing on the SEAL programme. This meeting was very successful and we have booked a meeting in July to continue this work and develop good practice guidelines for successful transition of pupils (with particular focus on their social and emotional skills).
- b) The LPPS and the LPSS have been/are being encouraged to work with their partner schools. This has resulted in a number of cohorts of primary and secondary schools working together to share good practice and discuss transition (with particular focus on SEAL).

8) The SSG's approach to involving parents/carers:

- a) The Parenting Strategy Coordinator and key members of the Family Learning Team sit on the SSG.
- b) The SSG identified that a number of primary schools were not using the Family SEAL materials. The SSG is therefore currently delivering a pilot of the Family SEAL materials in 8 LPPS. The course is being co-delivered by a member of the SSG and a member of staff in the specific school. Results so far are very promising and show high levels of interest and uptake in the course by parents/carers and a strong interest by the staff in the schools involved. The results of the pilot and the skills of the colleagues (in the LA and in the LPPS) will be disseminated to other primary schools as requested.

9) SSG's approach to monitoring and evaluating the impact of SEAL in primary and secondary schools - The SSG has carefully considered how we will monitor and evaluate the impact of SEAL. We have spoken to other LAs and the DCSF. Jenny Ballantyne (the SEAL lead in the DCSF) commented "[We are cautious about looking for unrealistic levels of impact in the early stages of the programme](#)" (Jan 2008). The SSG is therefore developing tools that will monitor and evaluate how SEAL is being introduced and embedded in primary and secondary schools:

- a) A spreadsheet that lists all primary and secondary schools in the county has been produced and tracks all training/support they have received on SEAL by any LPPS/ colleague in WCC. It also maps the progress of the schools in introducing and embedding SEAL alongside their Ofsted grading for Personal Development and well-being. The spreadsheet is enabling the SSG to target support for schools;

- b) The 15 SEAL LPPS are being closely monitored. They have all been visited in February/March 2007 and February/March 2008 and they have all compiled an action plan that lasts September 2007 - July 2008. An interim review of schools' action plan has been completed by a member of the SSG and a final review of schools' action plans will be completed in July 2008 (the SEAL LPPS will fill in another action plan for Sept 2008 - July 2009).
- c) The 6 LPSS are also being very closely monitored. They have each received ten days support from the LA's Behaviour and Attendance Consultants to introduce and embed SEAL and monitor their progress.
- d) 'Social and Emotional Aspects of Learning: Wiltshire's Self-Review for Primary Schools' is currently being piloted in the SEAL LPPS. This self-review tool enables schools to monitor progress and plan areas for future development at a whole-school level. This is in line with the recommendation made in a DfES (2002) commissioned study to take a holistic approach which centres on a whole-school policy. This self-review is wide reaching and considers pupil voice, the involvement of parents/carers and other stake-holders within the school. This has been identified as a more useful way of monitoring SEAL as it is extremely difficult to monitor and evaluate it on an individual level. If the pilot is successful the Self-Review will be promoted to all primary schools in September 2008.

Conclusion

- 10) The SSG and the Regional Behaviour & Attendance Adviser believe that WCC is working very effectively in providing support to primary and secondary schools in introducing and embedding SEAL. The strengths of WCC in this area are:
 - WCC has a very successful SSG with representation from across the LA. Operational and strategic work utilises colleagues' strengths from across the LA.
 - Most LAs do not have such a large and developed group of LPPS. The SSG has worked hard to support these schools so that they are now beacons of good practice and the LPPS are now offering their knowledge, skills and experience in bespoke support for other primary schools.
 - All schools are given opportunities to ask for specific support/training on introducing and embedding SEAL. For example, a survey on Anti-Bullying and SEAL was sent out to all schools in the county in January 2008. This survey enabled primary, secondary, special schools and Young People's Support Service (YPSS) to ask for specific training/support on introducing/ embedding the SEAL resource. These requests are being processed and a number of schools have already received the training/support they have requested.

- In the Leading Practice Secondary Schools there is already good qualitative and quantitative evidence that SEAL is making a difference to the emotional health and well-being of students and staff.
- 11) The SSG is continually striving to improve the support/training it is providing to primary and secondary schools on introducing and embedding SEAL. The areas that we are currently focusing on are:
- As the Primary SEAL resource has been available for primary schools to use for 2 years, the SSG is aware that we now need to target primary schools that have not considered using the SEAL resource (roughly 18% primary schools in Wiltshire). In some cases this is because the primary schools have good materials and provision that enable pupils to develop their social, emotional and behavioural skills, but in some cases primary schools do not have suitable provision/materials. We plan to work with these primary schools from September 2008 (although utilising the SEAL resource is not mandatory).
 - The SSG is currently developing more tools to monitor primary and secondary schools' progress in introducing and embedding SEAL (as described in section 9).

Glossary of Acronyms

SEAL Steering Group ("SSG")

Social and Emotional Aspects of Learning ("SEAL")

Wiltshire County Council ("WCC")

Leading Practice Primary Schools ("LPPS")

In Service Training ("INSET")

Personal Social and Health Education ("PSHE")

Personal Development Education ("PDE")

Leading Practice Secondary Schools ("LPSS")

Local Authority ("LA")

Young People's Support Service ("YPSS")

CAROLYN GODFREY

DIRECTOR, DEPARTMENT FOR CHILDREN & EDUCATION

Report Authors:

David Thomas, KS3 Behaviour & Attendance Consultant (01225 713878)

Catherine Quirk, Personal Development Educational Adviser (01225 793349)