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Introducing Social & Emotional Aspects of Learning to a High School

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Programme

Session 1: Setting the scene

- What is SEAL and what's in it for our school?

Session 2: Where are we now?

- Building on existing practice

Session 3: Implementation

- Developing our vision

COMMENT	True	False
The way that we deal with inappropriate behaviour must evolve and develop as new generations present different challenges.		
Culture changes, pupils don't (organically)but their behaviour is heavily influenced by their culture.		
Blaming parents, society, environment and the media does not help us to manage the behaviour the pupils in front of us		
Most pupils can and do behave.		
Pupils who do not behave sometimes choose not to, or in some cases haven't got the skills needed to behave at school.		
At school, we can provide an environment where most pupils can develop appropriate learning behaviour.		

Notes:

COMMENT	True	False
Some people are born naughty		
It is not my job to teach students how to behave		
We can never be friends with pupils		
Shouting is never acceptable behaviour		
How I feel affects the way I deal with pupils		
Pupils over the age of 10 know how to behave		
We should not be worried about excluding a few to benefit the rest		
Human beings are motivated by reward		
People learn best when they are in a trusting relationship		
Pupils were better behaved 100 years ago		
Adults have a right to be spoken to with respect		
Boys are generally more disruptive than girls		

Notes:

Aim

To create a clear and shared vision of the importance, purpose and outcomes of implementing SEAL with all members of the school community

Today's objectives:

- Working with members of the school community to create a shared vision of the role and importance of social and emotional skills within the school community.
- Identifying and considering the wider implications of introducing SEAL so that in the near future, our school is able to review, adapt and modify policies in the light of this.
- Celebrating what the school is already doing well to promote social and emotional skills, what they might enhance and what they might introduce.
- Raising awareness of the importance of social and emotional skills, 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, individual or group study and coaching etc..

Longer term objectives:

- Reviewing the current curriculum on offer and 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 at both strategic and operational levels planning action and recording this in the school development plan;
- 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;
- Involving pupils, staff, parents and carers; reviewing progress and monitoring and evaluating impact of SEAL and adapting plans in the light of this.

Notes:

Session 1: Setting the Scene

What is SEAL?

SEAL is a *voluntary* programme designed to develop the social and emotional skills of all pupils through:

- using a whole school approach to create a climate and conditions that promote the skills and allow these to be practiced and consolidated
- direct and focused learning opportunities for whole classes, across the curriculum and outside formal lessons and as part of small group work
- using learning and teaching approaches that support pupils to learn social and emotional skills and consolidate those already learned
- continuing professional development for the whole school staff.

Notes:

A Four Stepped Approach

Step 1

Securing the vision (Slide 13)

- SEAL implementation is a long-term process developed over several years and phases.
- Our school should ensure that SEAL is placed within the context of a shared vision and understanding.
- A senior leader will be required to take responsibility for SEAL.
- They will need to identify and develop a SEAL working group of staff who are committed to SEAL and are keen to lead the work in school.

Key elements of Secondary SEAL: (Slide 14)

- A whole-school approach to creating the climate and conditions that implicitly promote, reinforce and consolidate the social and emotional skills;
- Focused learning opportunities (during tutor time, across the curriculum, in focus groups and outside formal lessons);
- 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.

Step 2 (Slide 15)

Identifying starting points

- Identify what is already happening in school to enhance social and emotional skills development .
- Audit school provision to ensure that good practice is developed and work already taking place is consistent with SEAL.
- Establish the current level of skills amongst members of staff and pupils so that provision is matched to needs and progress can be measured.
- Assess the current social and emotional climate to inform action.

Step 3 (Slide 16)

Development phase 1

- Translate the vision into realistic action. This needs reflection and careful planning to address issues identified at step 2, build capacity and staff commitment.
- Organise and deliver an on-going process of CPD for all staff.
- Agree the model of implementation to be used.

Step 4 (Slide 17)

Review

- Monitor, evaluate and review the processes and their effectiveness.
- Identify the direction for further development.

Next Step

Development phase 2

Implement further actions, in light of the findings of the review, by extending phase 1 developments and introducing new developments as appropriate. Organise and run an ongoing process of CPD for all staff.

Where are our Year 7 pupils now? (Slide 19)

Watch the video clips of the Year 6 lesson

- Consider the children's level of skill.
- What skills were exhibited. Please make notes.
- Consider what adults in our high school can do to promote social and emotional skills.

Notes:

As a group reflect on:

- a) If the children were more skilled than you expected
- b) If the children were less skilled than you expected
- c) What the teacher did that you felt promoted social and emotional skills
- d) What the teacher did that you think was not effective

Notes:

Activity 1: *Why teach SEAL?* (Slide 23)**Purpose:**

To demonstrate the importance of promoting social and emotional skills in school.

Resources:

Work book, Sticky notes and flipchart divided into six sections:

Self-awareness	Managing feelings	Motivation
Empathy	Social skills	Other

Process:**In groups of two or three:**

1. Jot down the behaviours that you consider to be barriers to learning shown by pupils in Year 7 in school.
2. In your groups, agree ten behaviours that give the greatest cause for concern.
3. On your 'sticky notes', write down the ten opposites or positive behaviours to your barriers to learning list.
4. Stick your positive behaviour 'sticky notes' on to your flipchart in the most appropriate section.

Notes:

What Behaviours Should We Promote in Students?

(Slide 27)

- Learning Behaviour
- Conduct Behaviour
- Emotional Behaviour

QCA Publications (2001) *Supporting School Improvement: 'Emotional & behavioural development'*.
ISBN 18584893

Web-site: www.qca.org.uk

In the web site search engine type in 'Emotion & Behaviour' to download your own pdf copy of the above

Learning behaviour	Conduct behaviour	Emotional behaviour
1 Is attentive and has an interest in schoolwork	6 Behaves respectfully towards staff	11 Has empathy
2 Has good learning organisation	7 Shows respect to other pupils	12 Is socially aware
3 Is an effective communicator	8 Only interrupts and seeks attention appropriately	13 Is happy
4 Works efficiently in a group	9 Is physically peaceable	14 Is confident
5 Seeks help where necessary	10 Respects property	15 Is emotionally stable and shows good self-control

Activity 2: (Slide 29)***What behaviours do we corporately need to promote?*****Purpose:**

To consider how well we promote the fifteen aspects of behaviour in our school.

Resources:

Learning Behaviour, Conduct Behaviour, Emotional Behaviour Questionnaires and Workbook

Process:

Individually and anonymously, fill out the questionnaire relating to each area of behaviour. In doing this, think about how well school is in currently promoting each criterion to pupils.

Outcome:

These sheets will be collected and collated and used as the basis of a behavioural audit. This will provide a current staff perspective on our school's strength and weakness areas.

Notes:

Learning Behaviour	not at all	rarely	sometimes	fairly often	often	always
<p>1. Is attentive and has an interest in schoolwork</p> <p>eg is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.</p>						
<p>2. Good learning organisation</p> <p>eg works systematically, at a reasonable pace, knows when to move on to the next activity or stage, can make choices, is organised.</p>						
<p>3. Is an effective communicator</p> <p>eg speech is coherent, thinks before answering.</p>						
<p>4. Works efficiently in a group</p> <p>eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.</p>						
<p>5. Seeks help where necessary</p> <p>eg can work independently until there is a problem that cannot be solved without the teacher's intervention.</p>						

Conduct Behaviour	not at all	rarely	sometimes	fairly often	often	always
<p>6. Behaves respectfully towards staff</p> <p>eg respects staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.</p>						
<p>7. Shows respect to other pupils</p> <p>eg interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.</p>						
<p>8. Only interrupts and seeks attention appropriately</p> <p>eg behaves in ways warranted by the classroom activity, does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking, does not seek unwarranted attention.</p>						
<p>9. Is physically peaceable</p> <p>eg is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.</p>						
<p>10. Respects property</p> <p>eg values and looks after property, does not damage or destroy property, does not steal.</p>						

Emotional Behaviour	not at all	rarely	sometimes	fairly often	often	always
<p>11. Has empathy eg is tolerant of others, shows understanding and sympathy, is considerate.</p>						
<p>12. Is socially aware eg interacts appropriately with others; is not a loner or isolated, reads social situations well.</p>						
<p>13. Is happy eg has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.</p>						
<p>14. Is confident eg is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things, is robust.</p>						
<p>15. Is emotionally stable and shows self control eg moods remain relatively stable, does not have frequent mood swings, is patient, is not easily flustered, is not touchy.</p>						

- The fifteen aspects of behaviour provide an excellent addition to school policy.
- They can be used as an aspect of the School's Behaviour Policy providing a clear expectation of the behaviours require of pupils.
- They can also be used as an induction exercise

Group Activity: (Slide 33)

- In your groups, from your results, consider which criterions school currently promotes and which areas need work on.
- Be prepared to feedback.

Notes:

Social and Emotional Aspects of Learning (Slide 34)

The skills are in five groupings:

- self-awareness
- managing feelings
- empathy
- motivation
- social skills.

Some schools have developed a 5 Rs Approach to SEAL:

- Self Awareness (*Reflection*)
- Managing Feelings (*Resilient*)
- Motivation (*Resourceful*)
- Empathy (*Reasoning*)
- Social Skills (*Responsibility*)

Notes:

Session 2: Where are we now?

Activity 3: *My social and emotional skills*

Focus

- *To consider current status and further action and training*

Purpose

- *To help participants reflect upon their own social and emotional skills*
- *To clarify some of the individual skills involved*
- *To help construct and use inventories of social and emotional skills more effectively*

Recourses

- *Inventory of skills for each delegate*

Process

- *Individually, complete the inventory of skills. (There are no right or wrong answers and you will not be asked to share your responses).*

Activity					
1. Fill in this short inventory. 2. Then, working on your own, reflect on what it may tell you about your own skills. What aspects are you happy with? What aspects might you like to develop? You don't need to share this information. 3. Working with someone else, consider whether the inventory gives a good picture of who you are as a person and in particular your own social and emotional skills. What statements would you add to give a fuller picture?					
				Key: V = very true/always; T = true /often; P = partially true/sometimes; N = not true/never	
Social and emotional aspect of learning	Social and emotional skills	V	T	P	N
Self-awareness	I always know what I am feeling.				
	I find it easy to talk about my feelings.				
	I am aware of my own strengths and limitations.				
	On the whole I am pretty content with who I am.				
	I am aware of my own prejudices and intolerances.				
Managing feelings	I have good strategies to help cope when I get angry.				
	When I lose or fail on the whole I remain pretty calm.				
	I tend to think before I act.				
	I do not have many 'bad days'.				
Motivation	I tend to finish what I start.				
	When I am faced with a difficult challenge I generally rise to it.				
	On the whole I do things when they need to be done.				
	I tend to know why I am doing what I am doing.				
Empathy	I usually know when people are unhappy even when they say nothing.				
	I am interested in why people do what they do.				
	I care what happens to people.				
	I do not often find myself feeling critical of people.				
Social Skills	On the whole I find it easy to get along with people.				
	I am a good listener.				
	I have several good friends.				
	I prefer to sort out problems with other people rather than argue.				
	When I am in a new situation I rapidly find ways to join in.				
	I will stand up for something I believe is right even if others I care about disagree.				

Activity 4: My social and emotional skills - continued (Slide 41)

- As a group, faculty or department record the social and emotional skills your team would wish to develop from the five outcomes
- Record everything the department/faculty is currently doing to promote these aspects
- Record everything your department/faculty considers to whole school is doing to promote these aspects
- Be prepared to feedback your results

Activity 5: Auditing a school (Slides 42-46)**Process**

Complete the '**Auditing a school**' audit individually.

1. Answer **Yes** or **No** to each question,
2. Then respond to the follow-up question:
Very, Reasonably, Partially or **Not at all**.
3. Add any additional comments in the final column. You might like to indicate for example:
 - whether you think this is an important issue or irrelevant to your needs
 - whether you have any plans for change
 - What is helping or hindering your school

Auditing a school

The audit tool below is an example of a simple audit tool that is designed to help identify the school's current position with regard to SEAL.

	Question	Y	N	Follow-up question	V	R	P	N	Comment/analysis
A	Is there a clear management structure in place to promote social and emotional skills in the school?			How effectively do school leaders show social and emotional skills in their leadership style?					
B	Is there a statement in the school aims or policies that sets out the school's approach to the development of social and emotional skills?			Has the school identified the skills it thinks are important for pupils to learn?					
C	Is there a coherent and comprehensive curriculum for social and emotional skills, properly coordinated and taught across all the age ranges?			Are all subject teachers contributing to this curriculum through the content and methods of their teaching?					
D	Is work on social and emotional skills linked with the teaching and learning agenda?			To what extent are pupils encouraged to take responsibility for their learning and behaviour in lessons?					
E	Does the culture and ethos of the school encourage staff and pupils to demonstrate social and emotional skills?			How effectively do staff develop positive relationships with pupils?					
F	Are there clear structures in place for pupils to influence decisions and developments within the school?			To what extent do pupils have the opportunity to say what social and emotional skills are important to them?					
G	Does the school have clearly defined structures and systems for supporting pupils with special difficulties?			How effective are they for all groups of pupils?					
H	Do staff recognise the importance of their own role in delivering social and emotional skills?			Do staff have any opportunities to reflect on and develop their own social and emotional skills?					
I	Does the school involve parents/carers in developing these skills?			Does the school seek the advice and support of outside agencies to help develop whole-school work in this area and have arrangements for specialist referral when needed?					

School audit continued:

	Question	Y	N	Follow-up question	V	R	P	N	Comment/analysis
J	Does the school have systems in place to assess the social and emotional skills of individual pupils?			How effectively does the school celebrate the achievement of all groups of pupils?					
K	Is work on social and emotional skills linked with the school's efforts to promote equal opportunities, celebrate cultural diversity and overcome intolerance and racism?			To what extent are pupils and staff encouraged to examine their own attitudes and prejudices and have a greater understanding of a range of cultures and ways of life?					
Y = yes, N = no V = very, R = reasonably, P = partially, N = not at all									

Notes:

As a group:

- Look at what you have marked **Very** or **Reasonably**
- Record your results on you flipchart for each 'follow up question'
- Please use the following recording format in all groups so that information can be correlated for whole school SEAL planning and inclusion in our school's development plan

Follow up question	What we focus on	What we develop	How we establish	How we enhance

As a group:

Do the same with those questions marked **Poor** or **Not at all**

Record your results on you flipchart for each 'follow up question' in the same manner as before:

Follow up question	What we focus on	What we develop	How we establish	How we enhance

Notes:

Session 3: Implementation (Slide 47)

- Meeting the outcomes for young people through SEAL
- The whole school approach
- The school environment
- Our vision

The skills SEAL seeks to promote are essential for children and young people to achieve all five of the Every Child Matters outcomes.

SEAL helps schools to create a safe and emotionally healthy school environment where pupils can learn effectively.

The skills are an important component of PSHE and help pupils to be responsible citizens.

Notes:

Every Child Matters: Change for Children is a new approach to the well-being of children and young people from birth to age 19.

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Notes:

Activity 6: Implications for Schools in implementing Every Child Matters (ECM)

Focus

- To provide staff with an understanding of how SEAL skills are an aspect of current policy for services to children and young people.

Purpose

- To relate SEAL skills to ECM
- To understand how this could impact and benefit the climate of the school

Resources

- Workbook, Flipchart

Process: (Slide 57)

- As a group consider each SEAL skill and place it under the ECM outcome you feel it fits best.
- Record on your flipchart in the following grid.
- Any debates you have to feedback to the whole group

Activity 7: The part that the school environment plays in SEAL

Focus

- Whole School implementation of SEAL

Purpose

- To consider the existing learning, social, and physical climate for learning

Resources

- Workbook, School Climate and SEAL Resource Sheet

The Process

- Complete the audit 'School Climate and Seal' individually.
- As a group identify from the audit:
 - 3 things school the school does well
 - 3 areas for development
 - Record these on a flipchart

1. Give your school a rating from 1 to 5 (1 = poor/not at all to 5 = excellent/completely).
2. Add any comments.

The learning climate

SEAL	Question	1	2	3	4	5	Comment/analysis
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?						

Notes:

The social climate

SEAL	Question	1	2	3	4	5	Comment/analysis
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?						

Notes:

Physical environment

SEAL	Question	1	2	3	4	5	Comment/analysis
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?						
	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)?						

Notes:

	Always	Sometimes	Rarely	Never
I shout at learners				
I worry that I may have been too harsh on learners.				
I am consistent in managing behaviour				
I tell learners the rules for my area				
I plan what I am going to say to learners in my conversations with them about behaviour				
The hard working learners get forgotten				
I find myself in unpleasant confrontations with learners				
I focus on rewarding good behaviour				
I chase up learners who miss deadlines and detentions				
I communicate with parents/employers about behaviour issues				
I seek support and advice on dealing with learners with challenging behaviour				

What type of adult are you?

64

Pedagogy is the key; we *all* teach behaviour!

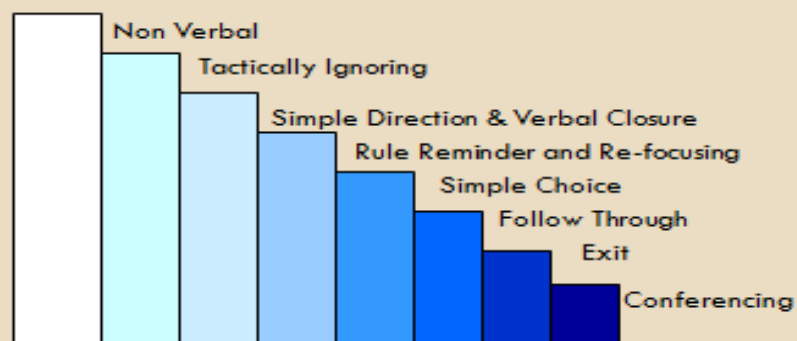


Least Intrusive to Most Intrusive Steps

65

Putting it all together

- A stepped approach, a set of on-going, learnt, teacher skills, managed within a framework of mutual respect



Individual Planning for Pupils' Behaviour:
The Alternative ABC

65

The 'self –reflecting', positive teacher

A=Antecedent

Preventative
 Planning prior
 to lesson

B= Behaviour

Corrective action
 during lesson;
 Least intrusive to
 most intrusive

C= Consequence

Follow-up;
 Prior agreement;
 Positive & Negative;
 As an aspect of 'A'
 Colleague support;
 College Policy
 Legislation

Notes

Activity 8: Our Vision

- **Read your case study**
- Look at ECM outcomes:
 - Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being

Notes:

Case Study Notes

Sam's story

Sam had a bad morning. She had a row with her dad again. He said that she was late getting up because she had been late coming home. If she didn't improve she wouldn't be allowed out at all. Sometimes she hated her dad. Everyone else was allowed out until really late but she had to be in at 10 o'clock. She was really mad so she left slamming the door behind her. She knew that would make her dad really cross and she could hear him shouting something about telling Mum.

When she got to school she chatted with her friends about the fun they had the night before. She almost forgot about the argument with her dad until it was science. She had to move classes and none of her friends were in the group with her. She knew it was because she found the work hard. She wanted to be clever like the rest of her friends but she thought it was hopeless. She sat down at the nearest table and started to think. She thought about the row she had had with her dad and how unfair he was to her. Perhaps he would tell Mum and then there really would be trouble.

It took a while for Sam to realise that the teacher was talking to her. He might have been talking to her for a while but she hadn't heard. He was walking towards her and now he was shouting at her and wagging his finger at her, just like her dad did. He was saying how there would be trouble if she didn't move into her group.

Before she had even thought about it, she was standing up. There was silence all around her and everyone was looking at her. Then she heard herself swearing and telling him to leave her alone. She knocked her book to the floor and stormed out. She went to the toilets and locked herself in the cubicle. It wasn't fair, nothing was fair. She hated her science teacher and she hated her dad.

Peter's story

Peter had had a bad morning. His 5-year-old son had played up really badly. When he eventually got his son in the car and turned the ignition on, it had spluttered and refused to start. It took him about half an hour messing around under the bonnet before he eventually set off. During the entire journey his son moaned about having to go to the child minder's house.

Things didn't get much better once he got to school. In the night, his classroom had sprung a leak. There was water all over his desk. By the time he'd cleaned it up, his registration group had come in. After registration he had a Year 7 science group. They were a real handful. He had hoped to have everything ready for the group but now this wasn't possible.

The class came in. He felt poorly prepared and had the beginning of a headache. He explained about the leak but some of the pupils were upset. He asked the class to get into their small groups. After the usual disturbance they were ready to start.

Then he noticed Sam. She was sitting at an empty table and had quite obviously not bothered to move. He walked towards Sam. She was looking at him with a blank stare and seemed to be saying, 'You can't make me move'. Before he had even thought about what he should do, he had launched in and heard himself saying, 'Get into your group or you will be sorry'. He was shouting too.

Sam wasn't usually too much of a problem. She didn't always concentrate in class but she usually did what she was told with a little extra encouragement.

As a group, consider as a school what interventions you do/could do to change the outcome for the child.

Social and Emotional Aspects of Learning (SEAL)

69

Conflict Management:

A - Anger

A - Audience

A - Abuse

Notes:

Individual Planning for Pupils' Behaviour:
The Alternative ABC

70

The 'self –reflecting', positive teacher

A=Antecedent

Preventative
 Planning prior
 to lesson

B= Behaviour

Corrective action
 during lesson;
 Least intrusive to
 most intrusive

C= Consequence

Follow-up;
 Prior agreement;
 Positive & Negative;
 As an aspect of 'A'
 Colleague support;
 College Policy
 Legislation

Notes:

Next Steps (Slide 71)

- In your group look at the accumulated materials from today
- What should our vision be for all pupils and SEAL?
- As a group agree and record.
- Record your next steps

SEAL Follow up	SEAL SKILL Focus	Develop	Establish	Enhance	Review

You might like to use the above format in each faculty. These could be combined and included in the school's action plan.

Resources:

www.everychildmatters.gov.uk

www.nationalstrategiesstandards.dcsf.gov.uk

www.bandapilot.org.uk

www.pivotaleducation.com

www.vision-works.net

Other useful web sites found by you:

Your notes: