SEAL *School self-review primary and secondary*: aligned to the revised Ofsted Framework

The original self-review document (produced by the DCFS in 2008) has been modified by Lambeth CYPS to work alongside the revised Ofsted Framework (2009). This document is designed to support **S**ocial and **E**motional **A**spects of **L**earning (SEAL) implementation in schools by helping leaders to recognise what has already been achieved and identify future actions. The self-review can be used as the focus for discussion between those leading on SEAL, who should provide evidence to back up judgments before agreeing the next steps. Implementing SEAL effectively in a school should be seen as a journey of activity and reflection and will take time to embed.

Link to download the original School self review tool

Sub-section A2:	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
A2.5 **The extent to which pupils feel safe** *Possible indicators:* ▪ *All types of bullying are centrally logged.* ▪ *Reduction in bullying incidents.* ▪ *Pupils' evaluations of peer mentoring programmes (e.g. Conflict Resolution training & pupil feedback after being peer mediated).*	There are regular anti-bullying surveys and questionnaires issued to pupils & staff (in line with the principles of the DCSF Anti-bullying Charter). **There is an Anti-Bullying policy.**	The school uses the 'Say NO to Bullying' theme (primary) and the SEAL secondary resource as well as other anti-bullying materials to prevent/reduce bullying. The Anti-Bullying policy has been reviewed in the light of SEAL. Schools are beginning to use the Safe to Learn guidance to support policy and practice.	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. Pupils are confident in reporting incidents of bullying because they know action will be taken and followed up. The impact of the school's work to reduce bullying is monitored & informs and enhances future action.	Staff, pupils, and parents/carers understand the links between the development of social and emotional skills and how this supports a reduction in incidents of bullying. Parents/carers 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.
A2.6 **Pupils' behaviour** ▪ *Pupils can articulate the factors that aid or impede their learning & adjust their behaviour accordingly.*	The behaviour policy is clear and shared with the whole community and includes the teaching of social and emotional skills.	The behaviour policy has been reviewed in the light of SEAL to explicitly identify the role of SEAL in promoting positive behaviour and the actions taken within the policy promote SEAL.	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.	SEAL is used to promote the vision of the school, as reflected in mission statements, espoused beliefs and values.
A2.8 **The extent to which pupils contribute to the school and wider community** *Possible indicators:* ▪ *School council agenda identifies and records issues relating to SEAL and emotional health and well-being.* ▪ *Pupils show an understanding of SEAL and that it is about on-going learning and application.*	Learning and teaching approaches encourage the active involvement of the pupils. Pupils have been involved in negotiating and agreeing rules and systems (e.g. Class Charters) that reflect the principles and processes underpinning SEAL. The relevance of SEAL is made explicit to pupils.	Pupils are actively involved in developing and maintaining the negotiated rules and systems, including both positive & negative consequences. The learning and teaching approaches used are selected to ensure the pupils are actively involved in shaping their learning. For example through the use of collaborative group work, Circle Time and philosophy for children. Pupils are encouraged to set success criteria for the achievement of SEAL intended learning outcomes in discrete and cross-curricular opportunities.	Pupils are 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 take an active part in their learning and are encouraged to give feedback about their learning and how they have applied this outside the current learning context.	Pupils are involved in designing and implementing systems to monitor & evaluate the whole-school impact of SEAL. **Achieved** ☐ (green) **Current school priority** ☐ (yellow) **Area for development** ☐ (red)
A2.9 **Pupils' attendance** *Possible indicators:* ▪ *Low levels of persistent absence.* ▪ *Overall attendance is high.*	SEAL is being used in assemblies and PSHE lessons and links are made with attendance.	Resilience and problem solving skills are being taught to support attendance and punctuality. *For example, advice given by pastoral staff: buying an alarm clock and/or packing school bag the night before, equipment check lists for Year 7 pupils provided in their planners.*	SEAL and Circle Time are being used to support a positive ethos and pupil well-being. *Family* SEAL is being developed for targeted pupils where there are concerns, including attendance.	The importance of attendance is evident through a whole school approach and is integrated into all aspects of learning and teaching.

Sub-section A3: How effective is the provision?	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
A3.1 **The quality of teaching** ▪ *Possible indicators:* ▪ *Pupils can discuss experiences of individual or group learning relating to SEAL curriculum resource.* ▪ *SEAL and emotional wellbeing vocabulary is evident in conversations between pupils.* ▪ *Staff observe increased independent application of whole school approaches (class charter, calming down, problem solving).* ▪ *Children Services providers report increased awareness by pupils of social and emotional understanding.*	Assemblies are used to focus learning at the beginning of a theme and celebrate achievement at the end of a theme. All pupils have opportunities to experience class-based learning opportunities taken from the curriculum resource. The school is aware of the contextual issues that may affect the learning of social and emotional skills. For example: ▪ pupils' additional health needs; ▪ ratio of boys to girls; ▪ Gifted and talented; ▪ Not having the language to articulate feelings & ideas; ▪ less experienced staff; ▪ pupils affected by parental drug misuse and/or DV; and ▪ new arrivals with minimal prior experience.	Whole school aspects of SEAL are promoted (e.g. calming down techniques, Peaceful Problem Solving). Discrete class based learning opportunities are provided in a regular and planned sequence. Consideration is given to ensure that there is a balance of learning and teaching approaches that enhance the learning of SEAL. Learning opportunities from SEAL are identified and delivered across the curriculum Pupils actively participate in SEAL curriculum activities, including group work.	Whole school aspects of SEAL (e.g. calming down techniques, problem solving, peer mediation) are used consistently through school both inside the classroom and around the school. SEAL curriculum resource framework of learning objectives and outcomes are used for class based work across all subjects. Families use the Gold set at home. Actions to promote SEAL are tailored to meet specific needs of all pupils. Key learning is revisited when appropriate, so that pupils continue to apply it. Social and emotional aspects of learning are reflected in interactions between adults and pupils, including approaches to promoting positive behaviour. Children are encouraged to draw on own experiences when learning about SEAL.	The relevance of SEAL is made explicit including its importance in achievement, health (including emotional health), social climate and behaviour. Learning objectives and outcomes from SEAL are explicitly promoted across the curriculum and the principles are embedded within all subjects. Learning opportunities from the SEAL curriculum resource are used, modified and enhanced to meet the needs of the children and school and are used to address specific challenges or to manage change. Pupils are encouraged to refer to and make appropriate use of social and emotional aspects of learning across the curriculum and in choices about behaviour and attendance
A3.2 **The use of assessment to support learning** *Possible indicators:* ▪ *AFL systems have been developed with pupils to set personal targets and record their progress.* ▪ *Assessment procedures for pupils with emotional, social and behavioural difficulties reflect SEAL.*	Pupils' learning is assessed against intended learning outcomes from SEAL to inform curriculum planning and identify pupils' needs Whole school focus from SEAL curriculum resource is regularly used to celebrate and mark achievement. Pupils are given explicit opportunities to explore and develop their social and emotional skills.	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 pupils' 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.	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 - they realise that their skills are relevant in all areas of school life and at home.	Evaluation data informs future planning including review of: whole-school developments, learning & 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.
A3.3 **The extent to which the curriculum meets pupils' needs** *Possible Indicators:* ▪ *Objectives and learning outcomes and learning opportunities are included in planning.*	The curriculum resource has been distributed to all teachers and they have become familiar with them. Appropriate time has been allocated within staff meetings to support the teaching of each theme, using the Purple Set materials.	Time has been allocated to the class based elements of the SEAL curriculum resource. The school uses the 'Say NO to Bullying' theme (primary) and the SEAL secondary resource as well as other anti-bullying materials to prevent/reduce bullying [A2.5].	Short and medium term planning have been completed for whole school delivery of SEAL, including reflection to ensure there is progression in learning. Actions to promote SEAL are tailored to meet specific needs of all pupils [A3.2].	Monitoring is in place to ensure that plans for delivery are being implemented to a high quality. Learning opportunities from the SEAL curriculum resource are used, modified and enhanced to meet the needs of the children and school and are used to address specific challenges or to manage change [A3.2].
A3.4 **The effectiveness of care, guidance and support** *Possible indicators:* *Referrals to support services show that focused support has been given.*	Staff are aware of the Anti-Bullying Charter: www.teachernet.gov.uk and the DCSF's Safe to Learn guidance.	All staff are beginning to use the Safe to Learn guidance to support policy & practice: www.teachernet.gov.uk	Pupils are confident in reporting incidents of bullying because they know action will be taken and followed up. The school have identified how to support children who need additional help in this area.	Buddying and peer mentoring systems are well established across the school. There is a continuum of provision available to children to support them with the development of SEAL. This includes group & personalised support.

Sub-section A4: How effective are leadership and management?	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
A4.1 **The effectiveness of leadership and management in embedding ambition and driving improvement** _Possible indicators:_ ▪ _SEAL and emotional well-being vocabulary is evident in conversations and meeting notes._ ▪ _Behaviour policy reflects SEAL and EHWB._ ▪ _SEAL responsibilities are included in staff structure following TLR review._ ▪ _SEAL principles are reflected in the school's Mission Statement._	The school has made a commitment to implementing SEAL with clear identification of initial steps, such as appointing a subject leader. 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 (e.g. staff temperature gauges'). The school has a clear, shared behaviour policy that includes SEAL.	The school leadership team are committed to promoting SEAL and have good knowledge of the approach and are familiar with the content of the curriculum resource. 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.	Appropriate targets are included in the school improvement plan to ensure that SEAL (including the curriculum resource) is integrated throughout all aspects of school life. Responsibility for implementing SEAL has been embedded within management and pay structures, job descriptions and included in all staff induction arrangements. Areas of SEAL that staff may find difficult have been identified and tailored CPD provided.	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. Performance management meetings include a focused discussion about SEAL across the breadth of responsibilities, in relation to the school improvement plan. There is active governing body involvement in the on-going development and reviewing of SEAL.
A4.4 **The effectiveness of the school's engagement with parents and carers** _Possible indicators:_ _Reports to parents show pupils' progress in social and emotional aspects of learning._	Parents /carers are aware of SEAL through information sent home, parents' meetings and by attending assemblies. Systems are in place for involving stakeholders in consultation, planning and implementation. The school supports parents/carers to promote social and emotional skills.	SEAL is introduced to parents/carers in workshop sessions or parents evening and pupils' progress in developing SEAL is discussed and recorded in school reports. Views of stakeholders, learners and parents/carers are collated and shared. Pupils use SEAL materials at home when appropriate – Gold Set.	_Family_ SEAL workshops are held for parents/carers. Parents/carers have been consulted on what they would like the school to offer them to support their children's SEAL learning. Parents/carers are involved in evaluating the impact of SEAL.	The school has developed and regularly offers family learning courses linked to the SEAL curriculum resource. Community parent/carer 'Champions' support other parents/carers in becoming involved with work on SEAL. Opportunities to notice and celebrate pupils' achievement with social, emotional and behavioural skills are used to their full.
A4.7 **The effectiveness with which the school promotes community cohesion** _Possible indicators:_ ▪ _Rapport between adults in school._ ▪ _Rapport between staff and pupils._ ▪ _Rapport between parents and staff._ ▪ _Non-structured times reflect SEAL learning (e.g. breaks, after school provision, peer mentoring programmes, educational visits etc.)._ ▪ _Staff experience regular circles of support and professional coaching sessions to support their own EHWB._	All school staff have received initial CPD within school and are interested and enthusiastic about promoting SEAL and understand the importance of SEAL. All staff are aware of their own emotional needs and the impact they have on learning & teaching. All members of the school community are aware of key objectives and approaches to SEAL. Resources are available to help ALL staff acquire the skills, knowledge and understanding about SEAL. Protocols are provided for adults offering guidance and support to pupils so that it is consistent with SEAL.	All staff are committed to promoting SEAL. Staff have a knowledge and understanding of SEAL and are aware of the significance of modeling these skills (e.g. solution focused approach, conflict resolution, and assertive strategies). The learning community environment is developed and resourced. Some staff meeting time is allocated to discussing implementation of SEAL and for using the Purple set. All members of staff have knowledge of the social and emotional aspects of learning and model, coach and promote it throughout the school day.	Opportunities to develop the teaching skills required to promote SEAL are provided (e.g. through professional coaching, observation of peers). Staff skills, knowledge and understanding are continually being updated through CPD and group and individual reflection. Staff collaborate with children's service providers/voluntary sector (e.g. **Healthy Minds** or **LMS**) to address social and emotional well-being of school community – _for example utilising mediation provided by LMS to establish formal peer mediation schemes, building capacity within the school or to resolve difficulties between parents, teachers and/or pupils in challenging situations._	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. Staff have high levels of understanding of the social and emotional aspects of learning and appropriate pedagogical approaches to promoting SEAL Pupils are committed to supporting each other through well-established and effective buddying and peer mentoring systems [A2.5]. Systematic opportunities are provided for staff to use their learning about social and emotional skills to support others.
	Links with the community are promoted through extended services.	Regular opportunities are provided for members of the community to provide structured feedback to the school.	Systems are in place to receive, regularly analyse and act upon community feedback.	There is a structured programme to engage with the community, which is part of a communications strategy. This involves regular opportunities to receive feedback to inform planning.

Area(s) for development: SEAL planning template

Sub-section or aspect of SEAL to be developed. Objective / Priority area	Who needs to be involved?	What needs to be done first?	How will we integrate it with what we do already?	What time and resource issues are involved?	How and when will we monitor and evaluate SEAL?
Unintended positive outcomes as a result of this work:					

Date completed: …………………..   To be reviewed in: …………………..   Signed: …………………..