

## Welcome!

Welcome to the fifteenth newsletter of the SEAL Community. If you missed our earlier newsletters, you'll find them in the Newsletter archive on the SEAL Community members' pages. The theme of the first (Keeping SEAL alive and growing) may be of interest if you have been using SEAL resources for some years and are looking to refresh your approach. The second focuses on diversity. The third is all about Ofsted/Estyn, the fourth is about SEAL and academic learning, the fifth focuses on SEAL and early years, the sixth on SEAL in secondary schools, the seventh on SEAL developments and the eighth on SEAL in practice. In the ninth is a case study from a brilliant primary school; the tenth is about assessment and in the eleventh there are ideas for using film in SEAL work. The twelfth focused on using fiction to support SEAL themes, and on the Prevent duty. In the thirteenth we had two case studies from schools, with a mental health focus, and in the fourteenth a case study from a wonderful Devon school now in its twelfth year of thriving with SEAL.

### In this issue...

**News update:** The spike in hate that followed Brexit and Trump ... World kindness day is coming ... An Ofsted in happiness? ... Cyberbullying and self-harm going up - but effective PSHE in school really works ... New wellbeing award for schools ... Government to fund training for a mental health first aid champion in every secondary school in England

**Resource roundup:** New resource compendiums ... All Together ... The power of SEL ... Updated DfE guidance ... SEL and sport ... Has Love Island left your teenage boys with body image issues? ... New film clips ... Technology for self-regulation and stress reduction ... Free online counselling services ... Random App of Kindness

**Sharing practice:** Social and emotional learning at School 21 ... Schools That Work : Urban Prep Charter Academy

**Practical tools and tips :** One minute mindfulness

**Top resource:** Anxiety and Worry Kit in a Tin

**Interesting new research:** Teens really do need their sleep ... Parents make a big difference just by talking ... Just an hour a day chatting on social networks reduces children's life satisfaction ... Long-lasting impact of social and emotional learning ... Social and emotional skills programme pays for itself fourteen times over ... Early adversity makes it harder to respond to rewards ... Teaching SEL more important for school climate than praise and rewards ... Teaching conflict resolution skills may not be enough – we need to teach a growth mindset for personal attributes too ... Teacher social-emotional skills are key to successful implementation of new practices ... UK students have a weaker sense of belonging in school than students internationally

## News Update

### The spike in hate that followed Brexit and Trump

An investigation by the Times Educational Supplement has found that schools in England experienced significant spikes in “hate crimes” and “hate incidents” last year, around the time of the Brexit vote and the election of Donald Trump.

Tes submitted freedom of information requests to all 39 of England’s police forces. Of the 32 that responded, 30 provided comparable data. It reveals that:

- In May last year – in the middle of the Brexit referendum campaign – the number of police reports of hate crimes and hate incidents in schools rose by 89 per cent, compared with the same month in 2015.
- The number of hate crimes and hate incidents in schools increased by 54 per cent from May to July last year – covering the run-up to the referendum and the immediate aftermath of the outcome – compared with the same three-month period in 2015.
- During the summer and autumn terms in 2016 – when the Brexit referendum took place and Donald Trump won the US presidential election – the number of hate crimes and hate incidents in schools increased by 48 per cent, compared with the same period in 2015.

Anecdotal evidence from schools and organisations working with young people suggests that last year’s divisive political events – and the media coverage linked to them – has begun to normalise hate speech and hate crime against ethnic minorities and foreign nationals.

Robert Posner, chief executive of the Anne Frank Trust UK, which runs a national programme tackling prejudice-related behaviour among young people, says the charity has heard more “disparaging” comments about refugees during school workshops since the Brexit vote in June.

“Language that we might consider to be either racist or prejudiced has become more normal and more accepted recently,” Posner adds.

At the NUT teaching union’s annual conference over Easter, teachers warned of an upsurge in bigoted behaviour.

One Year 5 pupil had been overheard parroting Mr Trump and shouting “grab her by the pussy” in the playground of an East London primary, according to one delegate.

Children as young as 9 had told their Polish peers that they no longer belonged in the UK – and some pupils had rolled up their jumpers and thrown them at Muslim students, pretending they were explosives, the conference was told.

Teachers say that pupils appear to be regurgitating the negative views of their parents, or of hateful individuals they have come across on social media.

### World Kindness Day is coming

November 13th is World Kindness Day. Kindness Day was born when a collection of humanitarian groups came together on November 13, 1997 and made a “Declaration of Kindness”. On Kindness Day everyone is encouraged to make a similar declaration.

Why not celebrate the day in school? Try our ideas at <http://sealcommunity.org/member-resource/it-feels-unkind-world-right-now-so-why-not-plan-kindness-week-school-autumn>

### An Ofsted in happiness?



A team of experts, heads and classroom teachers are currently trialling a “Happiness Ofsted” approach. Andy Cope and the team deliver training to children in years 5 to 13 and introduce them to a range of positive psychology topics such as wellbeing, resilience, personal responsibility, growth mindsets, kindness, mindfulness and gratitude. Students are challenged to

design their own Brilliant Schools programme focused on how they can improve their own happiness and learning, how they can improve the wellbeing of their school, and how they can improve the wellbeing of their community. The children share their ideas and devise their own 10-point plan, so each school does their own thing. But most important, the children get excited about taking the messages across their school and community.

Young people have risen to the challenge, for example setting new world records for random acts of kindness, washing teachers' cars at lunchtime, holding school assemblies on kindness, visiting local care homes for older people, designing and delivering their own wellbeing curriculum.

A teacher is appointed to help them deliver their 10-point plan, and after a few months the team revisit the school as the “happiness inspector” and check on the children’s progress. The children present “evidence” against their plan – a presentation and a tour of the school showing the things they have done. If they’ve achieved what they wanted, the school is awarded a banner to hang on the school gates, saying: “We are an outstandingly happy school”.

Andy and the team have decided not to stop there and are currently writing a syllabus for a GCSE in wellbeing, in which teenagers will be taught half a dozen modules and build a portfolio of personal growth. The GCSE will have a strong academic underpinning and modules will include positive psychology (the science of happiness), resilience and relationships. It will also place an emphasis on learning a variety of techniques including mindfulness. The team’s hope is that, one day, GCSE wellbeing will sit alongside maths, science and English as a core subject, and that it will impact positively on school grades across the board.

### Cyberbullying and self-harm going up - but effective PSHE in school really works

Three new reports from Public Health England (<https://publichealthmatters.blog.gov.uk/2017/06/22/learning-more-about-w...>) find that rates of cyberbullying have increased for both teenage boys and girls, with girls being twice as likely to report being bullied than boys. Young people who say they have strong relationships with their teachers and positive attitudes towards school are significantly less likely to report being cyberbullied.

One in five 15-year-olds in England reported having ever self-harmed with girls being three times more likely than boys to report self-harming. Comparisons with other studies show a trend of increasing self-harm among adolescents.

Girls scored lower than boys for life satisfaction and this gender difference increased with age. Girls were also less like to participate in healthy behaviours than boys such as eating breakfast and taking regular exercise and they reported finding communication with parents less easy than their male peers.

The reports highlight the importance of:

- good communication with family which enables young people to feel that “important issues are regularly spoken about”, and that “someone listens to me”
- effective PSHE at school , within a culture that generates a sense of belonging and safety and that promotes good quality relationships between pupils and teachers and between peers
- promoting safety at a community level, ensuring young people have access to facilities such as leisure and recreational environments and “good places to spend their free time” as well as initiatives that enable young people to trust people in their local community

### New wellbeing award for schools

A new Wellbeing Award for Schools, presented by NCB and Optimus Education, will recognise outstanding work being done to create a whole-school approach to mental health and wellbeing in schools across England. The Award launches this month. Find out more at [https://www.awardplace.co.uk/award/was?utm\\_source=WAS&utm\\_medium=press-r...](https://www.awardplace.co.uk/award/was?utm_source=WAS&utm_medium=press-r...)

### Government to fund training for a mental health first aid champion in every secondary school in England

The government is to provide £200,000 of funding to train 3,000 teachers in all English secondary schools as "youth mental health first aid champions" over the next three years. It has also committed to extend the scheme to primary schools before the end of this parliament. The training will be delivered by social enterprise Mental Health First Aid, which will provide practical advice to teachers and other school staff on how to recognise issues including depression, anxiety, self-harm and eating disorders. The government hopes first aid champions will share their knowledge with colleagues and across the community to raise awareness of mental health problems and reduce stigma. The announcement follows research earlier this year by teachers' union NASUWT, who found that 98 per cent of teachers had come into contact with pupils who

were experiencing mental health issues, but only 46 per cent reported receiving training on the issue.

### Resource round-up

#### New resource compendiums



For the SEAL Community website we have uploaded ideas on how families can use One Page Profiles to help teachers get to know their new class, plus some great tutor group ideas for building belonging and resilience. Find them at

<http://sealcommunity.org/member-resource/get-know-your-new-class-and-involve-parents>

<http://sealcommunity.org/member-resource/new-school-year-great-tutor-group-activities-build-belonging-and-resilience>

Then we have an all-new resource compendium for your 2017 work on Getting On and Falling Out/Learning to be Together and resources to help children learn that they have lots in common with other people they may feel different from. These are at

<http://sealcommunity.org/member-resource/all-new-resource-compendium-your-2017-work-getting-and-falling-outlearning-be-togeth>

<http://sealcommunity.org/member-resource/we-have-more-commmon-which-divides-us>

### All Together

The Anti-Bullying Alliance has launched All Together, a free programme to reduce bullying in schools. Schools who sign up will be able to access:

- An online hub through which they are supported to create an anti-bullying action plan
- Targeted resources to help tackle bullying
- The All Together Pupil Wellbeing Questionnaire
- Online CPD-certified training for all staff, including a module on cyber-bullying

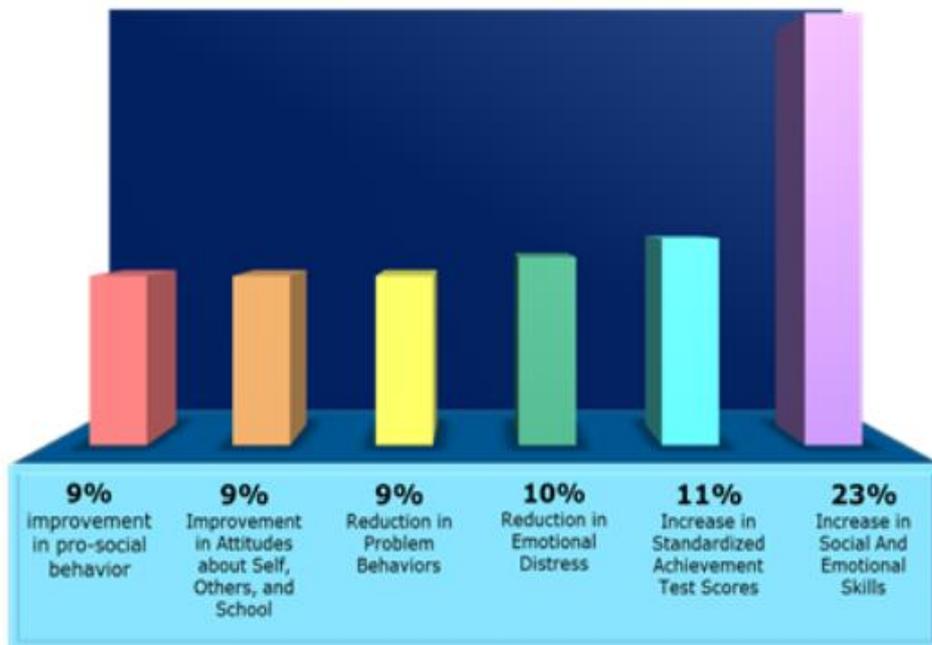
The programme runs till September 2018 and is funded by the DfE. It includes a special focus on reducing bullying of disabled children and those with SEN but aims to reduce bullying of all children and young people

[www.anti-bullyingalliance.org.uk/alltogether](http://www.anti-bullyingalliance.org.uk/alltogether)

### The power of SEL

Do you need to persuade anyone about the power of social and emotional learning? If so, try this helpful graphic.

## Data Trends for Students Who Participate in SEL Programming



Source: Durlak, J.A., Weissberg, R.P., Symnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82 (1), 405-432.

### Updated DfE guidance

The DfE have updated their guidance on bullying. The main guidance document is for:

- school leaders
- school staff
- governing bodies

There are additional guidance documents covering:

- how schools can prevent and respond to cyber bullying aimed at headteachers and staff

- how parents and carers can prevent and respond to cyber bullying aimed at children and young people

Find the guidance at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

### SEL and sport

Want to approach social and emotional skills through sport? The Premier League have free downloadable resources for primary schools, at <https://plprimarystars.com/for-schools>.

They cover topics such as resilience, diversity and teamwork, brought to life by personal insights from children and top figures of the sporting world. There are films about diversity and feeling left out, for example, and of match officials discussing how to manage feelings. Plus activities, assemblies and games. As there are parallel Maths and English activities too, the resources could be good for cross-curricular work.

### Has Love Island left your teenage boys with body image issues?



Research suggests that 53% of boys aged 11 to 18 say that advertising creates a pressure to look good, but with many boys reluctant to share their concerns with parents or teachers, they may not get the support they need to address body image issues.

Media Smart have put together a free resource to get students aged 11 to 14 talking about body image and advertising, and exploring ways to develop positive body image.

The resource includes teacher notes, presentation slides and printable worksheets, to help your school plan and deliver a PSHE lesson that:

- introduces the topic of body image, and explores how it is influenced by the media and advertising.
- teaches students how to manage this influence, and

promotes positive body image and emotional resilience.

Find the resources at <http://mediasmart.uk.com/resources/teaching-resources/body-image-1#login>

### New film clips

Here's a great 37-second film for primary schools to use for work on friendship, and diversity.

<https://www.facebook.com/midlandstoday/videos/10155228741539761/> (Log into face book first)

It shows seven-year old Anu returning to St Alphege infant and nursery in Solihull wearing her new hot pink prosthetic sports blade. The other children gather around, hug her and run around the playground with her. It's a great example of how friends treat one another.

And for work on feelings, and why it's important to talk about them, try this clip from Michael Rosen <https://www.youtube.com/watch?v=zJDcTAXWE8U> .

### Technology for self-regulation and stress reduction

The Pip is a wireless biofeedback device which detects electrodermal activity. It works together with apps on a smartphone or tablet to help children measure, understand and with regular use learn to manage stress.

Some schools provide students with tablets with the apps pre-loaded. They use the Pip to become more aware of their own stress levels, bodies and emotions. Also, working with them when calm, staff use it to help them identify strategies that reduce their stress and anxiety levels. This might be slowing down their breathing rate, listening to music, undertaking vigorous exercise or playing with fiddle toys. Then when they feel stressed they can turn to their chosen techniques, which may include using some of the Pip apps, to work through their anxiety.

One App is called Dragon Race. Children race flying dragons against their peers for a couple of minutes while they hold the Pip; the calmer they are, the higher and faster their dragon flies.

The Loom app has several images, all set to music, which transform as the student becomes calmer. In one, there is a tree covered in snow by a frozen stream. As they relax, the snow starts to melt, the stream starts to trickle and flowers and leaves emerge.

The Clarity app provides a two-minute guided relaxation session via a soundscape such as rain. As the student becomes calmer, the soundscape becomes softer.

Then there is a Stress Tracker app with bands of red, yellow and green that move like a wave depending on whether the student is stressed (red) or growing more relaxed (moving through yellow to green).

The Pip is £159 plus VAT, and is available from Amazon or [www.thepip.com/](http://www.thepip.com/). All the apps are free to download.

### Free online counselling services

Booth, from XenZone, is a cloud-based service aimed at children and young people. It uses experienced, accredited counsellors. Students sign up, choose an avatar to represent themselves and can book an online face to face session or a 'drop in chat' with their counsellor via texts and messaging. The service is available 365 days a year and in the evening and weekends as well as in the week. Schools can book staff from XenZone to come into school to explain the service on offer through powerful assemblies well-targeted to the challenges faced by different year groups.

Find out more at <https://xenzone.com/>

The NSPCC's ChildLine service has also just launched a new app to provide counselling through mobile phones. The 'For Me' app allows children and young people to access live chats with a counsellor, the 'Ask Sam' problem pages and entrance to their own 'private lockers' - areas where they can write down their personal thoughts and track their moods.

The app is free to download through iTunes. Read more at [ww.childline.org.uk](http://ww.childline.org.uk)

### Random App of Kindness



This fantastic free app for secondary aged students aims to help increase empathic habits using interactive games designed for smartphones. It features a series of short games, such as 'stop the baby crying' and 'match the emotion'. Tests have

shown that students who were randomly assigned to play with this app for two months were more likely to help a person in need than a control group who played different games those who played a controlled game.

Find it at <http://www.rakigame.com/#home>

### Sharing practice

#### Social and emotional learning at School 21



School 21 is an all-through primary and secondary school in a disadvantaged area in East London. It is best known for its focus on speaking and listening. Speaking and listening skills are taught through an oracy curriculum that is given its own dedicated time, but students also use oracy techniques in the classroom, every day, in every lesson – to discuss their ideas about Ancient Greece, to solve interpersonal problems, to explain their learning in maths.

This focus on oracy gives the school a head start when it comes to teaching social and emotional skills. Drama, role play, and all sorts of group and class discussion techniques (including in assemblies) enable the children to explore

their feelings and thoughts, and negotiate their attitudes and views on important issues of culture, diversity, and responsibility.

#### The wellbeing curriculum

Throughout the year, School 21 covers six big topics -- one per six- to eight-week term:

1. School as a community
2. What makes me special?

3. How can I be a responsible citizen in the world?
4. Diversity
5. Healthy lifestyles
6. Social skills

Content is tailored to the needs of the children. One year, for example, staff noticed that their students were blaming their peers and parents frequently. In response, they spent a term focusing on responsibility. "We looked at how children can take responsibility for their actions and different tasks," says Y3 teacher Amy Gaunt, "and what their own, their teachers', and their families' responsibilities are."

Throughout the term, teachers delve into a subtopic each week. For example, within the term on Diversity, they will spend a week exploring 'Why are we unique?' Through discussion, students explore these subtopics further with questions like:

- What makes us the same and what makes us different?
- Is it OK to be different?
- Should we all be treated the same?
- What is prejudice?
- How can we respect each other?

At the beginning of each week, teachers introduce the wellbeing topic at an assembly consisting of two year groups. Then they use a grounding text to further explore the theme with students in 40-minute Philosophy for Children ([P4C](#)) classes, a framework that helps students generate their own questions and circle discussions around a particular topic (like diversity or responsibility).

At the end of the week, they gather in a smaller, one-year group assembly to wrap up the topic. Throughout the year, teachers assess their students using a wellbeing progression chart.

### Discussion techniques

When they gather for group work or discussions, children are given talking guidelines, roles, and tools. For example, sentence stems help them complete their thinking in a full sentence. A number of specific techniques are used across the curriculum, like 'Talking Points', where a controversial statement initiates discussion. Students will either start speaking by saying, "I agree with that statement because ..." or "I disagree with that statement because..."



Discussion guidelines are created with students, after looking at examples of productive and non-productive group work. Then when students are working in group, one or two students act as 'talk detectives', going around the room to observe their peers and provide feedback.

These are some of the discussion guidelines that School 21 students have created:

- Always respect each other's ideas.
- Be prepared to change your mind.
- Come to a shared agreement.
- Clarify, challenge, summarise, and build on each other's ideas.
- Invite someone to contribute by asking a question.
- Show proof of listening.

In the early primary classes, School 21 largely uses pairs and trios for group work, introducing other group structures as children get older. When pupils are working in larger groups with five or six members they start to take on allocated roles to help them guide the discussion. In primary, there are three roles that School 21 focuses on initially: clarifier, challenger, and summariser. In older age groups, students are introduced to other roles like builder, instigator, and prober.

Even large groupings like assemblies can engage children in giving an opinion. One assembly, for example, started with a talking point ('Stratford is a better place because of the mix of cultures who call it home') up on the screen. Children were then asked to turn to the person next to them and have a discussion about the statement. One boy began 'I think Stratford is a better place to live because they are not against anyone and they...' His partner stopped him to say 'Can I just clarify something? What do you mean by 'against'?' Later in the assembly, a more provocative talking point ('Some cultures are better than others') was displayed, together with sentence starters to help children talk and listen: 'I disagree because...', 'Linking to ...', 'Taking that further...' Every child had the chance to express a point of view and have it explored in a reasoned discussion.

School 21 has invented a fictional character -- Colin Chaos, played by a teacher -- who appears during assemblies to act out different scenarios. "It's easier to communicate key school messages through character and humour," advises Peter Hyman, a co-founder and executive head teacher. Through forum theatre, a drama technique "where the audience decides what the actors should do next," explains Hyman, they'll discuss topics like responsibility, and have the students take on roles (like Colin's mother) to act out and communicate how to work through and discuss different issues.

Watch a nice video about the school's approach at <http://www.edutopia.org/practice/wellbeing-developing-empathy-emotional-awareness-and-agency>

### **Schools That Work : Urban Prep Charter Academy**

At Urban prep Charter Academy in Chicago, the curriculum includes a daily social-emotional class, *Pride*. Each student is part of a small cohort that stays together throughout their four years at the academy. "You're with them from freshman to senior year," says Toy, one of the students. "These are actually my brothers, people that I can lean on if I need something."

The school is for boys only and serves a disadvantaged and diverse community; 85% of its students qualify for free school meals, and over 20% are students with disabilities. Yet the school's attendance rate, at 94%, is one of the highest in Chicago. 100% of students are accepted by a four-year college or university, and 94% enrol in college.

"There are no limits to how many things you can do if somebody believes in you," says one student.

### The daily classes



Tim King, founder and CEO of the academy, explains the school's system. "We see our students as lions, and lions travel in prides. So we have our students grouped according to Prides."

The school has four Pride leaders, similar to counsellors, one for each

year group. They all have a background in social work. Each Pride leader teaches four to six daily classes of about 20 students, and each Pride is named after one of the school's core values: relentlessness, integrity, solidarity, accountability, selflessness, and resilience.

"We're the one person in the building that will remain consistent from freshman year until graduation that will know about their familial situations and the challenges that they've had academically," says Marcus Moore, Pride leader.

"Going to Pride every day does something for me that no academic class can do," says student Deveon. "It's like a second home to come in and be able to talk about anything so I don't have to hold things in all day long."

### The Pride Curriculum

Staff have created a framework of topics to help guide their weekly Pride lesson plans. "What we are identifying are evidence-based interventions that have been proven to work for other schools, but we've not found anything that specifically meets the needs of urban youth in an all-male school," adds Moore. "That's what we're building right now."

Teachers meet periodically with their grade-level Pride leaders to discuss:

- What did and didn't work well in their curriculum
- What should be removed and added to the curriculum
- Trends related to students' current social and emotional struggles
- Strategies for engaging students in personal and difficult conversations
- Ways to partner with outside agencies to strengthen the Pride program

When developing the curriculum, teachers focus on the specific needs that affect their students. "We understand that students need math, science, and English, but when you come from environments that lack resources, that lack opportunities, that have a lot of crime, and when your students deal with a lot of trauma, they also need skills to navigate that," explains Moore. "It's difficult to ask a young man to sit and focus in a biology class or a chemistry class if they're hungry,

if they're worried about where their mom is, or if they're worried about coming to and from school when they have to cross gang lines." The staff at Urban Prep look at their students' experiences and needs, incorporating them into their Pride curriculum to help these young men better navigate their situations in and outside of school.

Each grade level has a different Pride theme broken down by weekly lessons in their [curriculum map](#) (PDF):

- Freshman year: successful transition from elementary to high school
- [Sophomore year: identity development and self-awareness](#) (PDF)
- Junior year: college readiness
- Senior year: college success

Each week, the lessons focus on a new theme, such as organisation, decision-making skills, self-esteem, stress management, and racism.



**Urban Prep Pride Curriculum Map**

**Freshman Year: Successful Transition from Elementary to High School**

#	Quarter 1	Quarter 2
1.	Purpose of Pride Program/UP Core Values	Positive Self-concept/Self-esteem
2.	Student Code of Conduct	Bullying-Cyber-Social Media Usage
3.	College Readiness and Success	Self-Advocacy
4.	Study Skills	Managing Emotions
5.	Time Management	Teen Depression
6.	Organization Skills	Substance Abuse
7.	Goal Setting	Domestic Violence
8.	Stress Management	Violence Prevention
9.	Decision Making	Peer Pressure

**Engaging Activities**

Urban Prep engages their students in discussing difficult topics through activities that create a safe space for sharing their feelings.

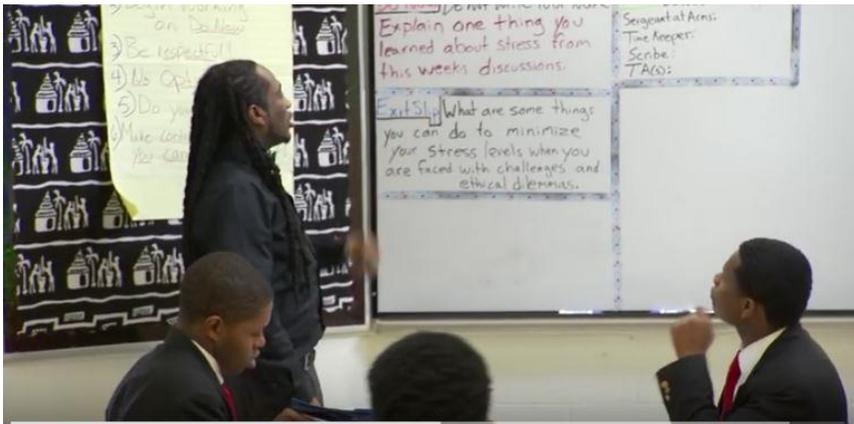
In Moore's 10th-grade Pride class, at the end of the stress management unit, he asks his students to write down one thing they learned about stress from the week's discussion -- without signing their names. His students share things like:

"I've learned that stress affects your sleep schedule and how much you eat a day."

"One thing I learned is that I should be able to feel good about myself in order to prevent stress. I believe that I haven't felt good about myself in such a long time, and I think that is a problem for me."

To get rid of their stress, students stand up, crumple their paper into a ball, and throw it. Everyone then picks up a ball and takes a turn reading what an anonymous classmate wrote. "We're able to have fun, laugh, and be loud so we can actually have that discussion about stress," says Moore.

**Discussion Questions**



Each class includes an essential question, a do-now, and an exit ticket. The essential question is broad and related to the week's theme. Gregory Sashington, another Pride leader, offers an example question: "Why are we angry? Why, as black men, are

we mad?"

The do-now is more specific and helps students to think critically, says Sashington, giving this example: "'What angers you about society?' And then the exit ticket would be, 'Can you admit that you've been hurt? If so, how?' The exit ticket causes them to reflect. It causes them to think back on their own lives."

To get his students comfortable with sharing their experiences and feelings, Sashington shares his personal experiences with his students: "Many of you all know that I had a brother that passed in February due to gun violence. I had to make a decision. Do I make this anger constructive or destructive?"

**Opening up**

To get students to a place where they feel comfortable opening up to their Pride leader and to the class, staff need to be open and real with them. "I'm not afraid to be open. I'm not afraid to speak out my emotions or things that I've dealt with, things that I've had trouble with, things I couldn't quite figure out," says Sashington.

By modelling that you're OK with experiencing and sharing your emotions, you show your students that it's OK to do the same. "It wasn't like this since the first day of class," observes Sashington, "but because I continue to be steady and consistent with this, they're now opening up, and I'm seeing the progress."

"If we really care about academic development, we have to care about social and emotional development," says Lionel Allen, Urban Prep's' chief academic officer. "You can't have one without the other. Our students, through our Pride program, and through the fact that we provide them

with those noncognitive skills, they're able to apply to college, be accepted, and once they get there, they persist.”

There's a great video about the programme at <https://www.youtube.com/watch?v=6BACoWFiRzE>

## Practical tools and tips

### One minute mindfulness

Try this one-minute 'Train track' mindfulness exercise with your class. Tell the children this exercise helps to reduce stress. Ask them to sit quietly for one minute and imagine they are on the top of a hill. They should look down and see a train track with a train moving past. As they see each carriage go past, they should think of it as one of their thoughts. If they get caught up in that thought and feel as if they've jumped onto the carriage, they should gently get back up to the top of the hill. The idea is to 'Let that thought 'go' – notice it but don't get on the carriage

This particular activity is taken from '60 Mindful Minutes' by Tina Rae, published by the Nurture Group Network. This box set programme (£60 including VAT) is designed to support children and young people within both the mainstream classroom context and nurture group setting. The key aim is to introduce and practise mindfulness, which increases children's life skills by supporting them in developing the ability to soothe and calm themselves; to pay attention to themselves in the world and to think about and reflect upon their actions and their relationships.

For more one minute, three minute and five minute mindfulness exercises try:

- <http://www.just-a-minute.org>
- <http://www.mindfulnessinfo.com>

## Top resource

### Anxiety and Worry Kit in a Tin

We really like their own when their



this programme to teach young people aged 8 – 16 years to manage anxiety and worry. It helps them develop techniques to use on their they begin to feel worried; these are printed onto a fan to keep in pocket or bag. The kit includes a CD rom with printable resources, an instruction book and over 80 question petals on 6 fans to initiate conversations about how the individual is feeling.

The kit uses the principles of Cognitive Behaviour Therapy which empowers the individual to make their own decisions and take control. Adults use questions on fans to instigate conversation and discuss what happens when someone is feeling anxious.

A nice touch is the 'stay safe' cards in the set for young people to use if they need a five minute break

during conversations. This means that an individual does not need to feel pressured and they have an escape route if needed.

Cost £47.99

<http://www.theplaydoctors.co.uk/product/anxiety-and-worry-kit-in-a-tin/>

### Interesting new research

#### Teens really do need their sleep

In this study fifty healthy teenagers , aged 14–17, completed a 3-week sleep manipulation involving a baseline week, followed by a sleep restriction condition (6.5 hr in bed per night for five nights) and healthy sleep duration condition (10 hr in bed per night for five nights). The study used a randomised, counterbalanced, crossover experimental design. At the end of each condition, participants and their parents completed questionnaires of mood and mood regulation.

During the period of sleep restriction the teenagers rated themselves as significantly more tense/anxious, angry/hostile, confused, and fatigued, and as less vigorous. Parents and adolescents also reported greater oppositionality/irritability and poorer emotional regulation. There was no impact on depression or hyperactivity/impulsivity.

The researchers conclude that after only a few days of shortened sleep, at a level of severity that is experienced regularly by millions of adolescents on school nights, adolescents have worsened mood and decreased ability to regulate negative emotions.

Baum, K., et al (2014), Sleep restriction worsens mood and emotion regulation in adolescents. *J Child Psychol Psychiatr*, 55: 180–190

#### Parents make a big difference just by talking

This international study from the OECD looked at factors affecting teenagers' wellbeing and life satisfaction. Students with high levels of life satisfaction were significantly more likely to have parents who regularly spent time talking to them.

"Spending time just talking" was the parental activity most frequently and most strongly associated with students' life satisfaction. It seemed to matter for academic performance too. Students whose parents regularly talked to them were two-thirds of a school-year ahead in science, and even after accounting for social background, the advantage remained at one-third of a school year.

The strength of this relationship was well beyond the impact of most school resources and school factors measured by international PISA tests.

Read the report at <http://www.oecd.org/pisa/publications/pisa-2015-results-volume-iii-9789264273856-en.htm>

## Just an hour a day chatting on social networks reduces children's life satisfaction



This research explores the effect of children's digital social networking on their subjective wellbeing. It used a large representative sample of 10-15 year olds over the period 2010 to 2014 from the UK Household Longitudinal Study, and estimated the effect of time spent chatting on social websites on a number of outcomes which reflect how these children feel about different aspects of their life: school

work; appearance; family; friends; school attended; and life as a whole.

The researcher looked at areas with different internet speed; in areas with low speeds, children would naturally spend more time online, irrespective of any internal 'within-child' factors that might otherwise explain any links between time spent on social media and wellbeing.

The results suggested that spending more time on social networks reduces the satisfaction that children feel with all aspects of their lives, except for their friendships; and that girls suffer more adverse effects than boys. Looking at the different aspects of life, the largest effects were for satisfaction with family and school attended and the smallest effects were for appearance and school work.

Spending one hour a day chatting on social networks reduced the probability of being completely satisfied with life overall by approximately 14 percentage points. This, the authors point out, is not a trivial effect – being three times as large as the estimated adverse effect on wellbeing of being in a single parent household and is also larger than the effect of playing truant.

McCool, E. et al (2017) Social Media Use and Children's Wellbeing. IZA Discussion Paper No. 10412. Available at SSRN: <https://ssrn.com/abstract=2886783>.

A second report on the same subject notes that 95% of UK 15-year-olds used social media before or after school in 2015. It outlines some positive benefits, for example social media providing a valuable source of information and support about mental health problems, but also notes the risks. Interestingly, it concludes from research that restricting access to the internet (via excessive parental controls) is not the solution.

'The evidence explored in this report indicates that, while restricting access to the internet may reduce the likelihood of young people experiencing online risk, it also restricts the opportunities for young people to develop digital skills and to build resilience. Young people are increasingly conducting their online lives in private, through instant messaging and on smart phones. The way in which young people connect with social media is changing rapidly due to the fast pace of technological innovation, such as the development of livestreaming. It is therefore likely to be futile to attempt to protect children and young people from all online risks. This indicates that the focus of public policy should be on how to develop resilience in young people to maintain their emotional and mental wellbeing and to live safe digital lives.



## The SEAL Community Newsletter No.15, Autumn 2017

Research into childhood resilience has identified learnable skills, such as emotional regulation, empathy and reaching out, which support young people's resilience to harm.'

Sounds to us like SEAL is the answer! The national SEAL resources develop these learnable skills, plus for specific work on cyberbullying look at these additional resources on our website

<http://sealcommunity.org/member-resource/beat-bullying-primary-and-secondary-lesson-cyberbullying>

<http://www.childnet.com/resources/pshetoolkit>

<http://sealcommunity.org/member-resource/lets-fight-it-together>

<http://sealcommunity.org/member-resource/antibullying-round-2014>

<http://sealcommunity.org/member-resource/looking-ideas-things-do-anti-bullying-week-year>

<http://sealcommunity.org/member-resource/keeping-safe-cyberspace-lesson-plan-and-powerpoint-ks2-and-3>

Frith, E. (2017) *Social media and children's mental health*. Education Policy Institute

### Long-lasting impact of social and emotional learning

Social and emotional learning (SEL) programs, which previously have shown immediate improvements in mental health, social skills, and academic achievement, continue to benefit students for months and even years to come. This is the main takeaway from a 2017 meta-analysis by a group of US universities.

The study analysed results from 82 different interventions involving more than 97,000 students from kindergarten to high school, and the effects were assessed six months to 18 years after the programs ended. The research showed, for example, that:

- 3.5 years after the last intervention the academic performance of students exposed to SEL programs was an average 13 percentile points higher than their non-SEL peers, based on the eight studies that measured academic performance. "Although based on only eight studies, these long-term academic outcomes are notable," the research said.
- At other follow-up periods, conduct problems, emotional distress, and drug use were all significantly lower for students exposed to SEL programs, and development of social and emotional skills and positive attitudes toward self, others, and school was higher.

Taylor, R., Oberle, E., Durlak, J. and Weissberg, R. (2017), Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, 88: 1156–1171

### Social and emotional skills programme pays for itself fourteen times over

This study presents new evidence that SEL saves money – and lives. It reports on a benefit-cost analysis of a school-based social and emotional learning programme in Sweden, using data for 663

students taking part. The results showed that students in the treatment group reported decreasing use of drugs over the five year long intervention, the value of which easily outweighed the intervention costs. The SEL intervention cost \$540 per pupil, and saved society later on an estimated \$7510 (\$6,970 at today's prices) per person because of reduced health care, criminal and judicial costs associated with substance misuse – a benefit-cost ratio of 14 to 1. The authors conclude that 'the intervention is thus relatively inexpensive per participant, it is highly effective on the population of substance misusers, and the economic burden per substance misuser is very large'.

Klappa, A. et al (2017) A benefit-cost analysis of a long-term intervention on social and emotional learning in compulsory school. *The International Journal of Emotional Education*. Volume 9, Number 1, pp 3-19

### Early adversity makes it harder to respond to rewards

In this study adolescents who had been exposed to early physical abuse were compared to those who had not experienced maltreatment. In an experimental task they were found to be less able than their peers to correctly learn which stimuli were likely to result in reward, even after repeated feedback. These individuals also used information about known rewards in their environments less often. In addition, individuals exposed to adversity made decisions early in the learning process as if rewards were less consistent and occurred more at random. The authors conclude that their findings may help explain higher levels of behavioural problems among youth who suffered early adversity.

Hanson, J. L., van den Bos, W., Roeber, B. J., Rudolph, K. D., Davidson, R. J. and Pollak, S. D. (2017), Early adversity and learning: implications for typical and atypical behavioural development. *J Child Psychol Psychiatr*, 58: 770–778.

### Teaching SEL more important for school climate than praise and rewards

School climate (how far pupils see their school positively and feel it is a safe, supportive place that helps them learn and thrive) has emerged as an important factor in student achievement and wellbeing. This study investigated factors that predict perceived school climate.

The study looked at 9-19 year olds from 118 schools in the US, who completed the Delaware School Climate survey. This assesses teacher-student relationships, fairness of rules, clarity of expectations, school safety, school-wide engagement and school-wide bullying. Pupils were also asked about their school's disciplinary practices, use of praise and rewards, and the teaching of social and emotional competences – for example 'Students are taught to understand how others think and feel, 'Students are taught that they can control their own behaviour.'

The researchers found that students' perceptions of a positive school climate were negatively related to the use of punishment and zero tolerance approaches, and positively related to the use of praise and rewards. But students' perceptions that social and emotional competencies were actively taught was much more closely linked to their perceptions of positive school climate than traditional behaviour 'management' approaches – the effect was twice the size of that of praise, rewards and punishments.

Bear, G. et al (2017) School-wide practices associated with school climate in elementary,

middle, and high schools. *Teaching and teacher education*, 63, 372-383

### Teaching conflict resolution skills may not be enough – we need to teach a growth mindset for personal attributes too

We are all pretty much familiar with one aspect of growth mindset – students’ belief that intelligence and academic abilities are not fixed but can change if they apply effort and the right strategies. We know how much this matters for academic learning. But now research is also suggesting that growth mindset applied to personality is also vital – in this case for social and emotional learning.

In a set of studies in the US, researchers designed six classroom sessions designed to teach that personal attributes can change. In the first two, students learned about the anatomy and function of the brain – for instance, that the brain thinks thoughts by sending signals between neurons and that these signals cause behaviour. Students also learned about neuroplasticity and the brain’s potential to change and reorganize itself when people learn and practice new ways of thinking. In the next two sessions, students were taught the core of the growth theory of personality message: that people do not do things because of their traits or labels, but because of thoughts and feelings—thoughts and feelings that live in the brain and that can be changed. It is important to note that students were not taught that changing people was easy or guaranteed, or even that one person can, on their own, change another person. Instead, the intervention emphasized the potential for change throughout one’s lifetime, despite the difficulty and uncertainty of it. In the final two sessions, students practiced applying these beliefs following peer conflicts through small-group discussions, reading and writing exercises, and role-playing.

The intervention was trialled with 230 students attending a high school with substantial levels of conflict. For instance, 40% of students in this school said that they did not feel safe from threats, and many students were aligned with one of two rival gangs. The intervention was compared to a six-session intervention that taught extensive social and emotional skills for coping with peer conflicts.

This control condition workshop was highly similar to the type of intervention that is often successful at reducing aggression among children and frequently attempted with high school students. In the control group, students were taught about positive and negative ways of coping with problems and practiced those methods of coping through scenarios, role play and small-group discussion. Control group exercises and scenarios were for the most part identical to those used in the growth mindset condition, were delivered by highly experienced and trained teachers, and were rated as equally enjoyable and informative. There was also a second, no-treatment control group.

The study assessed the impact of the interventions on aggressive behaviour one month after the workshops ended. Aggression was measured through a standardised task in which students experienced exclusion during a virtual game of catch that they believed they were playing with two peers (‘Cyberball’). In fact, the other players were controlled by a computer. Students then had the opportunity to retaliate by assigning to the peer who ostensibly excluded them a chosen amount of a food that the peer did not like—in this case, uncomfortably spicy hot sauce. Aggressive retaliation was indexed by how much of the hot sauce was allocated. Students also had the opportunity to take prosocial action; they were given the chance to write an anonymous note to accompany the hot sauce that went to the peer. The amount of hot sauce allocated during this



brief experience was found to be significantly correlated with students' probability of having been suspended for fighting in school.

Students in the growth mindset group—who learned that people have the potential to change—showed far less aggressive retaliation on the hot sauce task one month post intervention. They allocated roughly 40% less hot sauce to the peer who had excluded them than did students in the control groups. They were also three times more likely to take prosocial action toward the peer who excluded them. That is, they wrote notes that warned the peer about the spiciness of the sauce and apologized for it, such as, “I tried to put only a little bit of the sauce because you circled you disliked it. So I hope it is not too much for you.” Students in the control conditions, on the other hand, were more likely to write neutral or even menacing notes to the peer who excluded them in Cyberball, such as, “I gave you a lot because you don't like spicy!!!” These results are particularly striking because the coping-skills control group was explicitly taught one month earlier how to think and respond positively following peer conflicts, whereas the growth mindset group was only told to recognize people's potential for change. Yet the growth mindset group was the one that responded less aggressively and more prosocially following peer exclusion.

The researchers think that the intervention stopped students characterising people who annoyed them (or, in other experiments, bullied them) as ‘bad’ people. Instead, they saw them as people who had behaved badly but could change.

Would the intervention alter more chronic behaviours in school, outside of this controlled provocation? At the end of the school year, the students in the growth mindset treatment group were more likely than those in the control groups to be nominated by teachers for improved conduct—in terms of both aggression toward peers and conduct in the classroom.

This research isn't new, but we have only just come across it. We think it's really important because it suggests something we need to add to SEAL/SEL, alongside teaching peaceful problem-solving.

Yeager, D. and Dweck, c. (2012) Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed. *Educational Psychologist* 47, 4

### **Teacher social-emotional skills are key to successful implementation of new practices**

Teachers with strong social-emotional skills tend to implement new social-emotional intervention programs more faithfully, according to a study conducted by a University of Pittsburgh education professor Shannon Wanless.

Wanless and her group analysed a group of 126 fourth-and fifth-grade teachers taking part in a randomised controlled trial of the Responsive Classroom approach, an intervention that aims to improve the instructional and social-emotional climate in the classroom. Prior to training, the researchers assessed factors believed to have the potential to represent the teachers' readiness to implement the Responsive Classroom approach: observed emotional support; teacher-rated use of intervention practices; teacher-rated self-efficacy; teacher-rated collective responsibility; education level; and years of teaching experience.

"We hoped to discover what teacher characteristics could be seen before training in the intervention began, to give us a clue as to whether or not the teacher would be likely to implement the intervention well, or with 'high fidelity.' These characteristics would be so useful to the field

because if we knew beforehand who would be likely to implement well or to struggle, then we could offer those teachers extra support to increase their likelihood of success," said Wanless.

"What we found in the study is that other variables such as teacher demographics and background did not significantly relate to implementation. What did relate—in fact the only thing that related in this study—was how strong their social-emotional skills were, measured by the emotional-support dimension of the Classroom Assessment Scoring System.

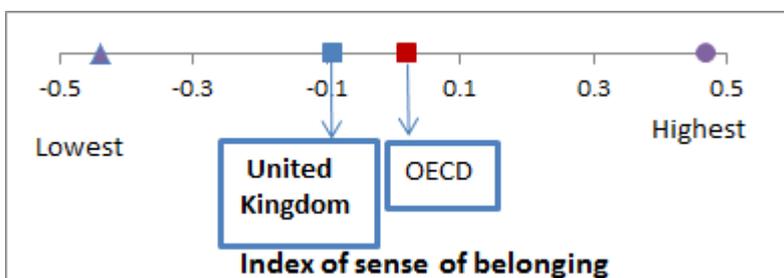
Emotional support, as defined by this measure, reflects teachers' interactions with children in four dimensions: positive climate, negative climate, teacher sensitivity, and regard for students' perspectives. It focuses, broadly, on the "overall feeling of warmth and respect in the classroom."

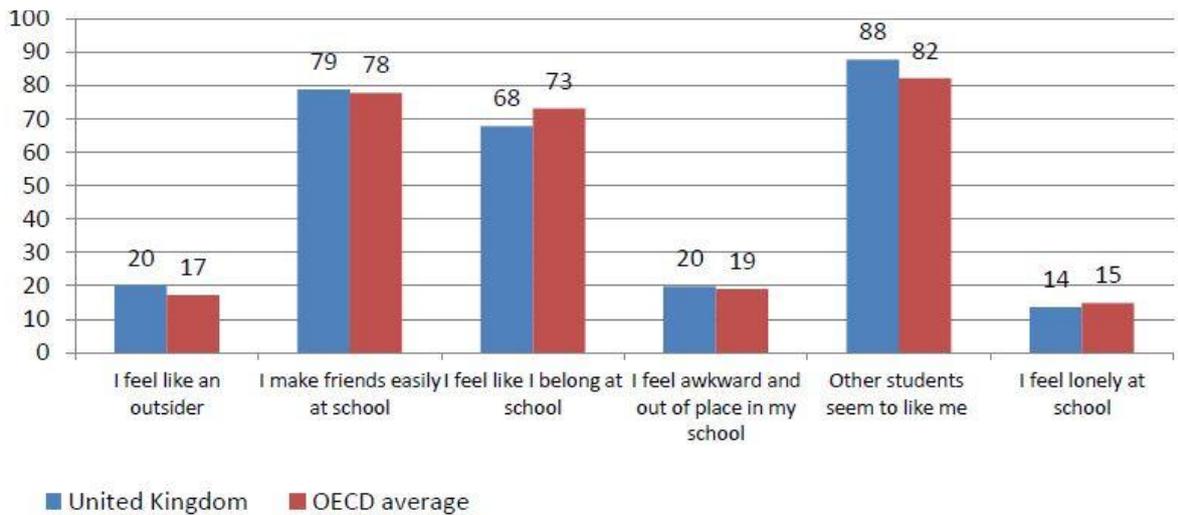
Overall, the Responsive Classroom programme had a big effect on reading and maths achievement – but only where the programme was implemented with fidelity. Researchers followed a group of students and teachers at 24 elementary schools over three years, from the end of the students' second-grade year until the end of their fifth-grade year, and compared student maths and reading achievement between thirteen schools that adopted RC and eleven schools that did not. Teachers being trained in the RC approach received two one week-long training sessions delivered in consecutive summers. Despite the same initial training, schools varied in their use of RC practices. The study found that student achievement gains were evident in classrooms where teachers who had been trained were using the RC practices fully and in ways that were consistent with the program goals. School leadership, as well as teachers' own social and emotional skills, was an important factor in how well the programme was implemented – teachers tended to use the RC practices well if they felt that the principals at their school supported them.

Read more at: <https://phys.org/news/2015-07-teacher-social-emotional-skills-key-successful.html#jCp>

### UK students have a weaker sense of belonging in school than students internationally

The OECD study that reported on the importance of parents talking with their teenagers also found that students with a sense of belonging in school were more likely to perform better academically and be happier with their lives. Students in the UK, however, had a weaker sense of belonging at school than the average for other developed countries.





One in five UK fifteen-year-olds students said they felt like an outsider at their school, more than twice as many as in the best-performing European country on this measure (the Netherlands).

Overall, about three quarters of students felt they belonged at school, and in some of the highest performing education systems, including Taiwan, Japan, the Netherlands, Vietnam, Finland, South Korea, Estonia and Singapore, that share was even higher. France came lowest at just 41%.

Read the report at <http://www.oecd.org/pisa/publications/pisa-2015-results-volume-iii-9789264273856-en.htm>

To help you explore how far students feel they belong in your school, we have uploaded an assessment tool called The Psychological Sense of School Membership. Find it at <http://sealcommunity.org/member-resource/belonging-scale>