

Welcome!

Welcome to another newsletter from the SEAL Community. This time we've some fantastic new resources to help you meet new curriculum requirements for teaching about brain development. We're also releasing the third tranche of our new assemblies, alongside the usual practical tools and fascinating research.

News Update

Emotional intelligence is what employers will want in the new AI world



'In a world where AI is very smart and capable of doing so many things, the things that make us human will become much more important'.

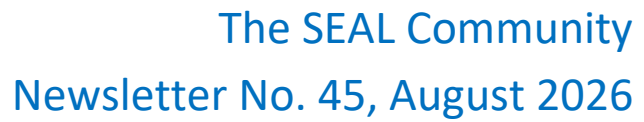
Employer surveys are reporting that in the AI future, companies will be looking for recruits who have 'excellent emotional intelligence and people skills, who are kind and compassionate and curious'. Businesses (and as a result, economies) will thrive when employees are able to collaborate, talk to clients and customers, understand what they really want.

We at the SEAL Community have recently written an article for the Tes on the implications for the curriculum. Read it [here](#).

Sharing practice

Creating a sense of belonging at Brooklands Farm primary

At Brooklands Farm primary in Milton Keynes the school day starts and ends with a check-in circle for every class. Pupils talk about their wellbeing and describe how they feel using the Leuven Scale (five is high and one is low).



“The children sit in a circle and feed back their answers,” said Maxine. “They make comments about how we could improve the system, with everyone having a voice and the teachers making sure that everyone does. Afterwards we make a two-minute video about the actions we are taking and share it with the children in assembly. It’s a way of saying ‘we heard you and therefore we are taking this action’.”

Name _____ My memory beads are for Fox

5 happy memories:

One memory I raced to see who could go a miles in the park with me	One memory I was with my family in the park with me	One memory I was with my family in the park with me	One memory I was with my family in the park with me	One memory I was with my family in the park with me	One memory I was with my family in the park with me	One memory I was with my family in the park with me	One memory I was with my family in the park with me
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I also remember... One fox was a very nice person.

primary schools, called Love and loss. You can read more stories and the full report on the project [here](#).

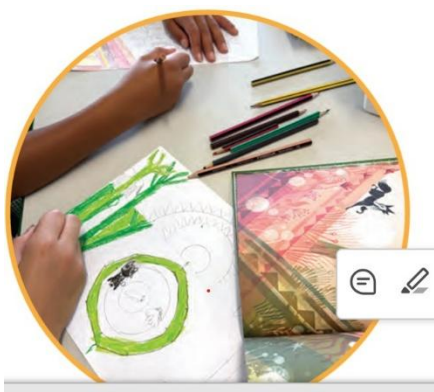
The schools used picture books in lessons to develop children's knowledge of bereavement vocabulary, the feelings associated with grief and loss, and knowing how to support a friend who is feeling sad.

Circles in the Sky by Karl James Mountford

This is a beautifully crafted picture book about grief, loss and hope, following Fox and Moth. One morning, Fox finds Bird, silent in the forest. Confused and upset, he wonders why Bird does not move or sing. Moth helps him understand the bird has died, and that it is okay to feel sad. Moth uses the symbols of the circles in the sky, the sun and moon, to offer comfort and suggest that even though the bird is gone, it will be remembered. In the end, Moth speaks plainly: Bird is dead.

The images in the book presented the opportunity for Y5 children to explore the themes through discussing the text and through the creation of artwork. The teacher carefully planned for beyond the actual lesson by placing a 'bereavement' question box in the classroom and ensuring an additional member of staff was available to support children, in case anyone got upset.

The lesson was planned to take place just before the morning break to provide a relaxing space for the children after discussing intense emotions. The teacher related the learning to other aspects of the school community, connecting the book to the collective worship that morning related to theme of 'love' and how we can feel sad when someone we love dies. When the teacher read the book aloud at the start of the lesson, the atmosphere was calm and positive, and the children were engaged. The opportunity for the children to reflect on the term 'bereavement' was helpful because some of them seemed a little uncertain. One child suggested it was to do with breathing, but then others related bereavement to feeling low, for example.



The teacher explained what bereavement was and reassured the children that there was no right or wrong way to feel and that feelings are all natural. In response to the book, the children then created their own piece of artwork to explore the emotions around bereavement, using a similar style to the illustrations in the book. They were encouraged to think about their use of colour, shape and the positioning on the page, as well as what message they wanted to give to the audience.

The drawing activities seemed to create a safe space for children to talk, and because the teacher

was not afraid to use words like die, dead, or dying, the children then naturally used this vocabulary within their conversations too.



Some said they felt sad when reading a book where there is a bereavement, but that the book they read in class helped because it is a reminder that loved ones will always be in your heart. Several children seemed able to normalise death because characters in other books sometimes die. 'I'm actually fine with it, because in Harry Potter and the Goblet of Fire, someone just

died at the beginning, and then in Harry Potter and the Chamber of Secrets someone almost died.'

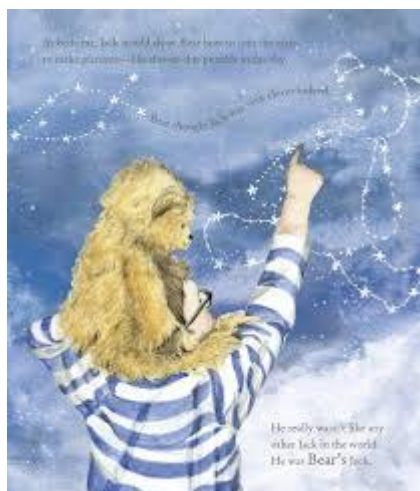
There were some children in the class who had already experienced a bereavement, and these children were able to express their understanding of how time heals. 'It's normal because four years ago now my granddad died...yeah. So it was kind of a hard time for me, but I didn't really understand at that point because I was quite young. So now I've grown older and away from it...death is normal, it's something I can handle.'

The children talked of how support from friends and family can be a comfort when someone is feeling sad after a bereavement and some children talked of the importance of knowing how to help a friend when they feel sad.

The class teacher was surprised at how many emotions the children explored, such as curiosity, sadness, disbelief / denial, calm, happy, relief, positivity, uncertainty, anger, frustration, confusion, worried, concerned, fear. 'I don't think it actually ever names an emotion in the book, or if it does very rarely,' she noted,' so there isn't a word anger or frustration, but the children still managed to pick that up ... that was quite impressive.'

She explained that, although she had been a bit nervous about reading the picture book and teaching the lesson because she did not want the children to get upset, she was actually fine and would feel more comfortable teaching a lesson on bereavement next time.

Bear Shaped by Dawn Coulter-Cruttenden



This book tells the story of Jack, an autistic boy whose beloved teddy bear, Bear, goes missing. The story, inspired by a real-life incident, follows Jack's initial devastation and the public's outpouring of support, including the arrival of many new bears. Ultimately, Jack chooses to share the new bears with others, realising that Bear's memory will always be with him.

The Reception teacher focused her questioning on key events from the story, carefully using this to relate to children's own experiences of loss and sadness. Children connected with the

main character and spoke freely about times when they had felt sad, the different ways that people may express sadness and how the class could help someone who was sad by showing kindness.

Classroom provision was set up across two classrooms and the outside area so children could continue their learning through a range of well thought-out, play-based activities which linked to the story and extended the learning.

- Bear Hugs notes: on bear shaped paper, children wrote a kind message
- Memory Bear drawing area: Children drew a picture of someone they love or miss
- Comfort Bear: Make a paper bear with felt to give to a friend who is feeling sad.
- Bear shaped feelings: Make a bear with different emotions
- Lost and found role play: Children can find or return lost toys
- Comfort stories: reading area with teddy bears and blankets
- Wooden blocks: large construction blocks to build a home for lost bears

The children showed confidence using the vocabulary from the story. Several reflected thoughtfully around their own needs when they feel sad. 'Comfort means snuggling', 'Comfort is sitting on the sofa by myself', 'I'm hugging him (a teddy) to stop him crying because he's sad.'

To move the conversation from emotions around losing a special object to feelings of sadness when a loved one dies, the teacher took the brave decision to share her own experience of losing her father. This engaged the children's interest and highlighted the wide range of prior knowledge that they had

on the subject - from not knowing that someone who has died won't come back, to wanting to know where someone goes when they die.

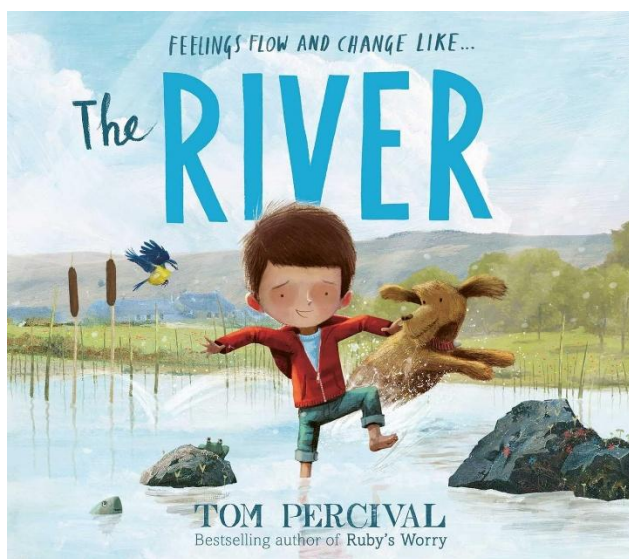
The teacher admitted that she had been a little worried as she was aware that two of the children were currently witnessing grief at home. But she noted the children's mature responses and recognised that they were more capable of understanding difficult themes than we, as adults, often give them credit for.

Useful activities from the project

Children wrote a letter on seeded notepaper to someone they missed (with a view to planting this in the future).

Children made a memory bracelet with each bead representing the memories of the other characters about the one who died. They could then choose to make a personal version, designing it first, colouring and labelling each bead in the chain.

Other books recommended by the project



The River by Tom Percival, is an astounding and provocative book to help children understand the idea that emotions aren't static – they are ever-changing. It follows a boy – Rowan – and his emotions before, during and after his experience of grief and loss. It explores the absence or numbness of emotion that grief can cause.

The Memory Tree tells the story of Fox, who dies peacefully at the beginning of the book. As his woodland friends share their memories of him, a tree begins to grow where he lay. As time passes and the animals share more stories, the tree becomes taller and stronger, symbolising the enduring nature of love and remembrance. Eventually, it provides shelter and comfort for the whole forest,



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buzzing with new life. This beautifully illustrated book offers a gentle, comforting message about how those who have died continue to live on in our hearts and memories.

Grandad's Camper is a celebration of the relationship between a grandad and his granddaughter. The granddaughter notices that her Grandad is sad because he is missing his partner (Gramps) who has died. The grandad talks about the adventures he had with Gramps in their campervan. After hearing about the adventures, the granddaughter encourages Grandad to dust off the campervan and to take it out on the road again. The story perfectly captures the sadness of bereavement, the comfort of memories and the power of the support of loved ones

Dadaji's paintbrush tells the story of a young boy and the bond that he shares with his grandfather - 'Dadaji'. They do everything together, and they bond over their love of painting. When Dadaji dies, the boy is heartbroken, and this picture book explores the protagonist's experience of grief in a gentle and accessible way reflecting how creative engagement with cherished memories can lead to healing.

About Hedgehog by Dani Seatter

The Invisible String by Patrice Karst

The Hare Shaped Hole by John Dougherty

The Heart and the Bottle by Oliver Jeffers

This Letter Says I Love You by Lucy Rowland

Badger's Parting Gifts by Susan Varley

Goodbye Mousie by Robie H. Harris

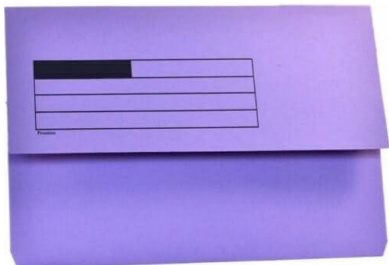
Where Did She Go? by Cariad Lloyd

A Shelter for Sadness by Anne Booth

Rabbityness by Jo Empson

Top tips

The Purple Folder



Here's a great tip from Headstart Kernow's ['Brilliant Me' resource](#). If you have a student who just needs a break (a time to just walk around and reset) then you can give them the 'purple folder' to take to another teacher. That teacher will automatically know that the child just needed time to self-regulate or needed a positive adult interaction. The purple folder is the signal. That teacher can then pass it to another teacher if more time is needed.

Top resource



The [Brilliant ME! journal](#) is an online treasure trove of activities for children and young people to use to build their social and emotional skills, developed by Headstart Kernow in Cornwall. It has three click-on sections:

- 'All about me' - activities include exploring and remembering favourite things and positive experiences, recognising the skills and strengths they already have, positive affirmations for times when they need a reminder, things they hope to achieve
- 'Name it to tame it' - activities to help children recognise and name different emotions, mood trackers, exploring why we feel our feelings
- 'I've got this' - learning about the basics of self-care, skills and strategies to manage uncomfortable feelings (breathing, grounding, simple distractions, problem solving)

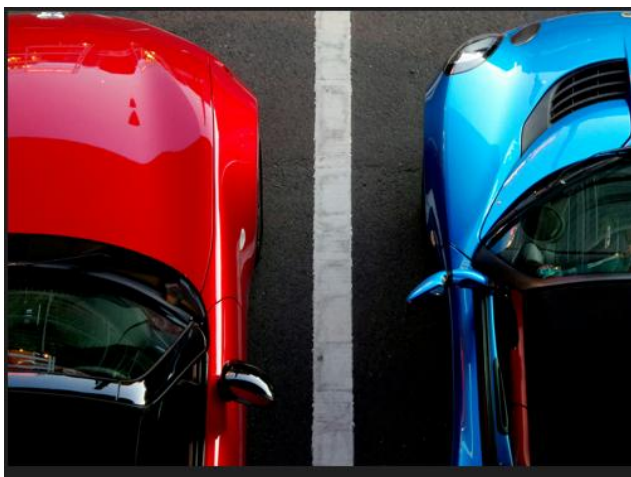
All the activities can be downloaded from the website as individual sheets.

Practical tools

The parking lot

Try this strategy for conflict resolution, suggested by teacher Sara Furnival. It's a four-step process:

1. "Parking" the issue in order to be able to revisit it at a better time.



2. Having a meaningful conversation in which the teacher identifies the deeper values at play.

3. Using "can we agree..." questions to articulate and find common ground around those values.

4. Working together to develop agreements for positive actions

Step 1: Park It for Now

This works by simply shifting the timing of an important conversation away from the heat of the moment. The cool-down time woven into this routine provides the opportunity for students to move from an emotional headspace to a more logical one.

The first step is to set up the parking lot. In her classroom, Sara has a piece of flipchart paper posted in a low-traffic location, titled "Our Let's Talk Parking Lot." When a conflict arises, she (or, sometimes the students) writes down a quick description of the issue or the names of those involved. This note is a placeholder and a reminder for a follow-up discussion.

If a student struggles with waiting, Sara suggests they write or draw their personal perspective at their desk, in order to capture their thoughts straight away.

Step 2: Focus on Larger Values

Sara will follow up the parked conflicts when she has the flexibility to work with small groups. She avoids getting bogged down by an effort to work out what actually happened. Instead, she tries to listen closely then reframe the discussions around larger values, so as to depersonalise the issue and help students reach a place of mutual understanding.



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For example, the values involved with a case of butting into a queue include fairness, patience, and respect for personal space.

Step 3: Use 'Can We Agree...' Questions

Sara might say "I hear that you're both really upset and you disagree on what happened during the football game and who is responsible. Can we agree that no one likes to be slide-tackled and that it doesn't make the game fun? It doesn't feel safe, and people don't like playing together when they feel unsafe. Can we agree that a game without slide-tackling would be more fun for everyone?"

These statements are powerful because they shift the conversation from blaming and telling tales to the larger picture of being together in a community.

Step 4: Make Positive Agreements

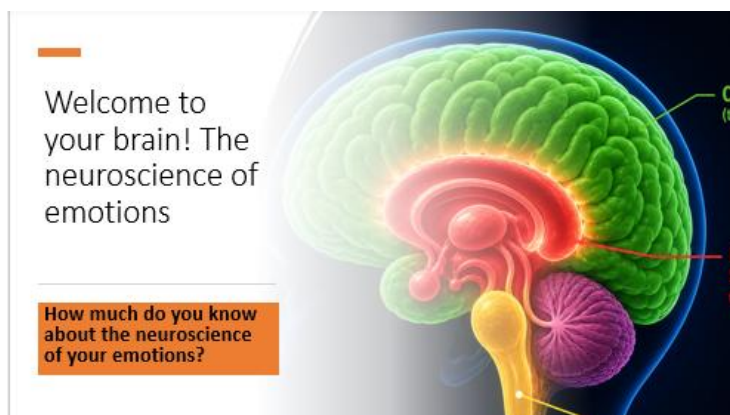
At this point, there is a very good chance that the heat of the conflict will have dissipated. When the students have agreed on the values, it's time to have each student agree to a simple action.

Sara will ask "What actions can you agree on to avoid this problem in the future?" She might restate this action statement, bringing the students back to values: "I hear that you both want to have fun playing football. Can you agree to try harder to play safely together? That means no slide-tackling or pushing at any time. Respecting each other's space leads to a fun, safe game, and it's one of the most important values of our class."

If the students are comfortable with sharing their experience with the whole class, it can have an even greater impact. Explicitly connecting their agreement to the core values of the classroom helps all the students learn how to navigate their social world and build positive relationships.

Resource round-up

Welcome to your brain: the neuroscience of emotions



From September, statutory Relationships and Sex Education (RSE) and Health Education in England requires that secondary students learn about brain development, alongside the facts about puberty and the changing adolescent body. In Wales, the Health and Wellbeing Area of Learning and Experience (AoLE)

explicitly recognises that learning how the brain works helps students in all age groups understand their feelings and emotions.

This work is really important because if we don't teach the neuroscience, much of the effort spent on teaching children young people self-regulation strategies will be wasted. Many learners don't use these strategies because no-one has helped them understand 'why' or 'how' the strategies work in the body.

So Julie from the SEAL Community has worked with Mia Casey (Head of Inclusion at Learning Partnership West, an Alternative Provision for KS4 students) to develop a highly engaging set of learning resources for the topic. They include six short lessons, designed to take between 10-20 minutes each, with key language and concepts introduced, interactive activities and suggestions for applying learning.

The lessons can be used with children aged 10 – 16 (Y6-Y11) in class or small groups, as part of PSHE/RSHE, in tutor time or even in science lessons.

Find the resources [here](#).

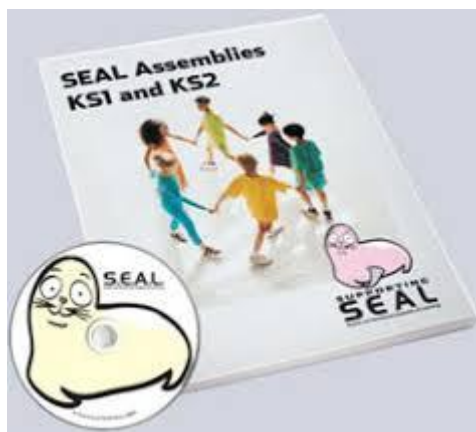
Teaching students about bereavement

From September bereavement education becomes a statutory part of the primary RSE / PSHE curriculum as well as the secondary curriculum in England. In Wales it is not mentioned explicitly but

can be found in Religion, Values and Ethics and in references to difficult life events and personal changes in RSE. SEAL, of course, covers bereavement and loss in both the primary and secondary resources. We thought it might be useful to put together a summary of what is taught and where.

Find it [here](#).

The big new assembly resource



This month we're launching the next instalment of our new interactive assemblies for primary SEAL, written by our own SEAL Community co-founder and psychologist Dr Julie Casey and former headteacher Maggie Walker.

Find the three New Beginnings assemblies [here](#). Two focus on feelings associated with starting something new, and one on why communities need agreed rules. If you're not following the SEAL Themes you can slot them in

whenever you are working on these ideas.

[Here](#) you'll find the Getting On and Falling Out assemblies: one about falling out and making up, one about working together as a group and one about what makes a good friend.

There are also three Say No to Bullying assemblies [here](#): A letter from Henry, Unity and Tom and The Beautiful Garden.

Look out for assemblies for Going for Goals and Good to be Me in the next newsletter.

Resources for New Beginnings/Learning to be Together

These SEAL themes are all about building community and belonging. They include work on appreciating other people/respecting differences, welcoming newcomers, getting to know new people, working in a group together and supporting others. Here's a collection of new resources on these themes.

- You might want to try these [conversation starters](#), from EmpathyLab, that help learners get to know one another and develop empathy.
- There are lots of relevant lessons and accompanying videos and resources [here](#), from Australia. They are about emotions, but also about how to listen to and support friends.
- For your work on welcoming newcomers, try [these ideas from Google's Unified Classroom](#), based on the book The Invisible Boy.

It's ever more important to help learners welcome refugees, and the organisation Schools of Sanctuary has provided useful lessons on the experience and courage of refugees, originally designed for their June 2026 Day of Welcome, but relevant at any time of year. There are Padlet slide sets: one on courage and designing a trophy, one on designing a 'lunchbox' for new arrivals, and one on the Mayflower, exploring why people leave home. The resources are available in Welsh as well as English. Find them [here](#).

Resources for Getting on and Falling Out/Learning to be together



This [four-part lesson toolkit](#), assembly, teacher guidance, and parent/carer guidance from the Anna Freud centre supports primary-aged pupils to develop the skills and understanding they need to build healthy friendships and manage conflict in ways that support their mental wellbeing.

Pupils explore key topics including empathy, emotional regulation and the difference between disagreement and conflict. They also learn how to identify and use constructive conflict resolution strategies, both offline and online.

The toolkit offers cross-curricular activities using drama, comprehension and discussion, with a strong emphasis on student voice and collaborative learning.

The Happier Schools Project

Save the Children have made available The Happier Schools Project, a set of really good lessons for 7–11-year-olds, covering the range of social and emotional skills set out in the CASEL framework: self-awareness, self-management, social awareness, relationship skills and responsible decision making. We have uploaded them all to the SEAL site [here](#). The lessons you might want to look at for work on New Beginnings and Getting on and Falling Out are

- Lesson 3 Understanding and helping others. It includes adopting others' perspectives and practice in active listening.

- Lesson 4 Working with others - turning arguments into agreements, team working, resisting peer pressure

[Great books to spark discussion about friendship](#)

1. The Day You Begin by Jacqueline Woodson

‘There will be times when you walk into a room and no one there is quite like you.’ Deals superbly with the tension at the heart of many anxieties about friendship; that our perceived differences should not be obstacles and yet we might find that they are.

2. Let’s Be Enemies by Janice May Udry

‘James used to be my friend. But today he is my enemy.’ A friendship between two boys is ruptured by issues of control and resentment. Reminiscences lead to reconciliation – and a more equitable friendship. Great illustrations from Maurice Sendak.

3. The Girls / The Boys by Lauren Ace

Beautifully illustrated, *The Girls* is quite unusual in that it follows the friendship between four girls from childhood to adulthood. It was such a huge success that it was followed by *The Boys* (telling the story of the next generation).

4. The Boy Who Loved Everyone by Jane Porter

Dimitri says, “I love you” to everyone he meets. He’s worried that nobody says it back. Slowly, he realises that there are lots of different ways that we can show our care and love for friends.

5. Nice to Meet You, Franklin! by Charles M. Schulz, adapted by Samantha Thornhill

Charlie Brown meets Franklin at the beach. Together, they build a sandcastle. The iconic Franklin Armstrong first appeared in 1968 after teacher Harriet Glickman wrote to Charles Schulz suggesting he add a Black character to Peanuts in the wake of the assassination of Martin Luther King. 1968 was also the year when segregated beaches were outlawed in the USA. This short book was published to coincide with the TV special that came out last year.

6. Sunflower Sisters by Monika Singh Gangotra

Sunflower Sisters shows a friendship between a Black child and a Brown child. Amrita and her friend Kiki love wearing bright clothes. Amrita’s aunts give her unwanted ‘advice’ about her complexion.

This is a bright, bold book that promotes friendship along with healthier ideas about beauty and freedom.

7. The Tour at School by Katie Clapham

‘When you show a New Person around, it’s called giving them The Tour.’ The tour guide is genuinely hilarious as she marches around pointing out all manner of things to the startled newcomer, and she eventually learns a valuable lesson about friendship and empathy.

8. The Tortosaurus by Katie Cottle

Dot is the new kid and keen to make friends. She tries to impress people in order to befriend them but finds out that just being yourself is a better option.

9. **I’m Going to Make a Friend** by Darren Chetty celebrates friend-making as a vital and creative act. The main character moves from considering the type of friend they would like to have, to the type of friend they would like to *be*.

10. **Enemy Pie** by Derek Munson. A new boy moves into the house down the street and becomes neighbourhood enemy number one. Luckily Dad had a surefire way to get rid of enemies: Enemy Pie. But part of the secret recipe is spending an entire day playing with the enemy! Use to open doors to conversations about conflict, friendship, and empathy. Children can’t help but think about their own “enemy pie” experiences.

Great reads about conflict resolution and restorative approaches to conflict



We hope you are using the SEAL resources to teach strategies for resolving conflict. Why not back this up with a book box for children to dip into? Here are some good reads for primary and Y7.

1. **I’m Sorry** by Sam McBratney is a short and relatable story to prompt discussion about repairing relationships.

2. **Not My Fault** by Cath Howe A brilliant and realistic depiction of conflict between siblings, where one of them blames the other for a life-changing injury. Told in a dual-narrative format between the two sisters.

3. The Day the Crayons Quit by Drew Daywalt

A much-loved depiction of how conflict and disagreement can be resolved through communication, being open to someone else's perspective, and being understanding of the needs of others.

4. What Do You Think? by Matthew Syed This illustrated non-fiction book for children explains how to disagree with someone but still be respectful and empathetic. It's written in an engaging and humorous style which makes it a light read, but impactful.

5. Wally and Freya by Lindsey Pointer and Stella Mongodi. This heartwarming picture book, recommended by the European Forum for Restorative Justice, is a story about Wally, who has a reputation for being a bully. He does something which causes a lot of upset and Freya helps him to understand the impact of his actions on others. They find a positive way to make things right from then on.

6. What Are You Staring At? A Comic About Restorative Justice in Schools by Pete Wallis and Joseph Wilkins This graphic novel explains to children the restorative approach to resolving conflict. A misunderstanding between Jake and Ryan leads to a fight at school; both children are left feeling angry and worried about what will happen when they next see each other. Their teacher arranges a meeting to allow the boys to talk and understand each other's point of view. This turns their feelings of anger and worry into positive ones.

7. Wonder by R.J. Palacio The ever-powerful story about 10-year-old August Pullman, who is born with syndromes that result in him having severe facial deformities. At 10 years old, after being previously home-schooled, he starts school and has to deal with the challenge of other people's reactions to him. When he overhears Jack, who he thought was his friend, say mean things about him, he feels betrayed. He stops being friends with Jack. Their friendship only starts to mend when Jack apologises to August, takes ownership of what he has done and answers August's questions honestly.

8. Running My Own Race by Abena Eyeson. A story about 11-year-old Kofi, who, after getting a scholarship to a top private school, has to overcome many struggles as he pursues his dream of becoming a professional sprinter. One of the challenges he has to deal with is Miles, a rival on the athletics track at his new school. He bullies Kofi to try and stop him from outshining him. Towards the end of the story there is a restorative meeting between the two boys, supervised by their athletics coach. Kofi gets to tell his truth directly to Miles, who takes ownership of the harm he has caused.

Anti-bullying



As part of its #There4Every1 campaign, the Anti-Bullying Alliance has launched a new animated short film designed to help younger children understand bullying and feel confident speaking up. The film takes a fun approach and shows school bags hanging on a peg beginning to talk about bullying. At first, the conversation feels uncomfortable. But the bags soon realise that bullying affects everyone, including those who experience it, those who witness it and often those who bully others. Read more and watch the video [here](#).

The Alliance has also partnered with Haringey Shed to create a school resource pack to support KS2 and KS3 teachers using 'You're So Real', a filmed live performance which was developed alongside young people. The performance addresses themes of anti-bullying, mental health, mobile phones and social media at school, and emphasises the importance of being kind to others and yourself. It aims to help children affected identify someone they trust to talk about their situation. Get the film and the teaching resources [here](#).

Research

The road not taken

In this [interesting study](#) researchers used surveys, questionnaires, and face-to-face interviews to ask people about things they regretted and how long the feelings of regret lasted. They found that in the short term we tend to regret things that we actually did. But in the long term, over a lifetime, the regrets that stay with us are overwhelmingly the things we didn't do.



The authors argue that when a choice goes badly and we do something we regret, we are able to work on it. We are able to find the silver lining, build the case, make our peace. But that repair work isn't available for the road not taken, so those regrets never get easier.

The message? Go for what matters to you, perhaps, so as not to regret missed opportunities for the rest of your life.

Emotional Intelligence training programmes help teacher wellbeing

Emotional Intelligence (EI) is something we work on with children and young people. But what about ourselves? [This systematic review](#) analysed 27 studies that investigated the efficacy of EI intervention programmes for teachers. The studies used various types of training, including experience-based methods (e.g. exercise, practice, role-plays) or information-based approaches (e.g. discussions, lectures, case studies). The duration of EI training programmes ranged from short-term interventions (e.g. 4-hour training over 2 sessions) to more extended programs (e.g. 32-hour training over 8 sessions).

Overall, the reviewed studies suggest that the programmes can contribute to improvements in teachers' emotional competencies and several work-related and well-being outcomes. 'Within the teaching population, where stress and burnout are prevalent, the efficacy of EI training programs holds particular significance', the authors conclude.

What do we know about the mental health and wellbeing of care-experienced young people?

Research by team led by Rachel Hiller and Lisa Holmes has been exploring the mental health of children from aged ten to their teens who have been or are in care. Not surprisingly, they find 65% scored above the clinical cut-off on standardised mental health measures. What was most interesting was that over half (54%) scored above a cut-off for post-traumatic stress symptoms. 46% sometimes or often had intrusive memories about what had happened to them, along with strong waves of feelings about these events. Most used 'avoidant coping' – that is, they pushed the thoughts away and tried not to think about or talk about what had happened to them.



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The biggest drivers of their mental health problems were maladaptive appraisals (interpreting everything negatively) and their difficulty in understanding and managing their emotions. At age ten many had a strong sense that they were naughty or bad. They found transition to secondary school difficult, often experiencing it as a major loss on top of other losses in their life, and finding the secondary environment loud and noisy.

The authors suggest emotion regulation and maladaptive appraisals (negative thoughts about the self and world) are core drivers of trauma-related distress, and may be useful treatment targets. They recommend careful planning for transition, starting in Y5, with a new 'safe' teacher in the secondary school identified early, work in the primary school on coping strategies, and the provision of quiet spaces in the secondary school to retreat to.