

SEAL

Information for Parents

4th and 5th November, 2014


Aims

- } To raise awareness of the importance of social, emotional and behaviour skills, and how children need such skills to be happy and successful in school and at home.

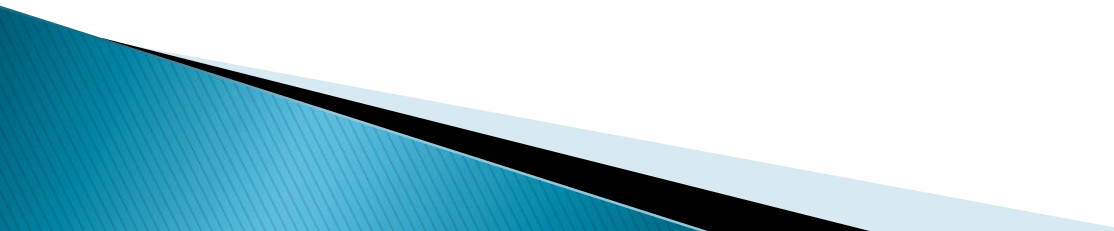
What is SEAL?

- } Social
- } Emotional
- } Aspects of
- } Learning

We believe that for children to be both happy and successful in their learning at school they need to:


- } Know that they are good
 - } Take responsibility for their actions
 - } Know how to manage their feelings so they can learn better
 - } Know how to motivate themselves and bounce back if they fail at something
 - } Understand another person's point of view
 - } Know how to be supportive of others
 - } Be able to get on with others and work co-operatively
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These are part of the FIVE Social, Emotional, Aspects of Learning or SEAL

- ❖ Self awareness
 - ❖ Managing feelings
 - ❖ Motivation
 - ❖ Empathy
 - ❖ Social skills
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Activity

} Self-awareness

- } Where are you on the imaginary line?
 - } No 'right' answer. In school we encourage children to talk about their own wants, needs and interests and to describe them self in positive terms.
 - } The SEAL materials help children to understand themselves better.
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Our Family shield

Home activities

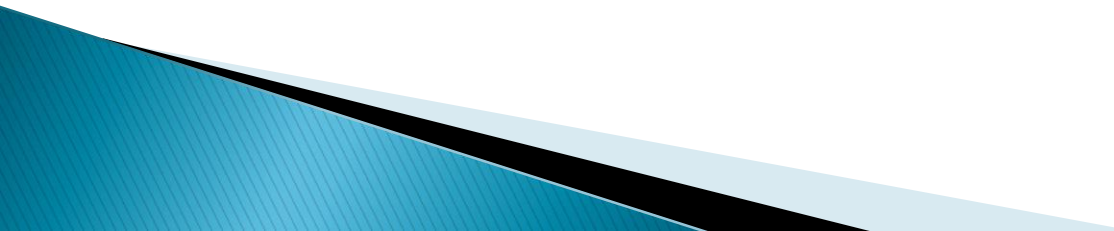
- Make a 'family shield' by dividing a cardboard shield into the following sections: 'I am proud of...', 'I like...', 'Something I would like to learn is...'.
- } Make a family mobile illustrating something special about each member of the family.

Partnership with Parents

If children have learnt these skills, they can achieve better. We believe that we can teach these skills at school.

BUT if we are to be fully successful, families and school have to work together.

We want to teach and promote these skills because we want to help children to...

- } Be confident in their learning
 - } Behave well
 - } Be happy in school
 - } Make positive relationships
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Links with EYFS

Making Relationships

Early Learning Goal

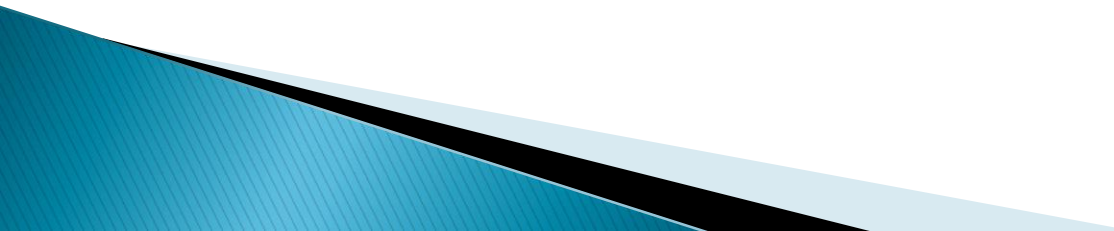
Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self confidence and self awareness

Early Learning Goal

} Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

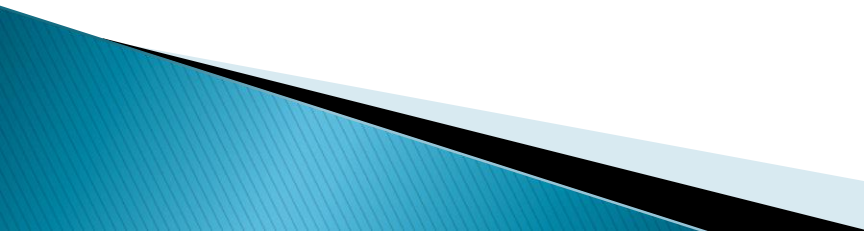


Managing Feelings and Behaviour

} Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

What might SEAL look like in the EYFS?

- } Teaching the 5 skills
 - } Opportunities throughout the week for children to develop SEAL
 - } SEAL assemblies
 - } SEAL displays in class
 - } Workshops for parents about SEAL
 - } SEAL with small groups of children
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Each term children will be learning about SEAL through topics. The whole school will be focusing on the same topic.

- } New beginnings (Sept-Oct)
- } Getting on and falling out (Nov-Dec)
- } Going for Goals! (Jan-Feb)
- } Good to be me (Feb-March)
- } Relationships (March-April)
- } Changes (June-July)
- } Say no to bullying

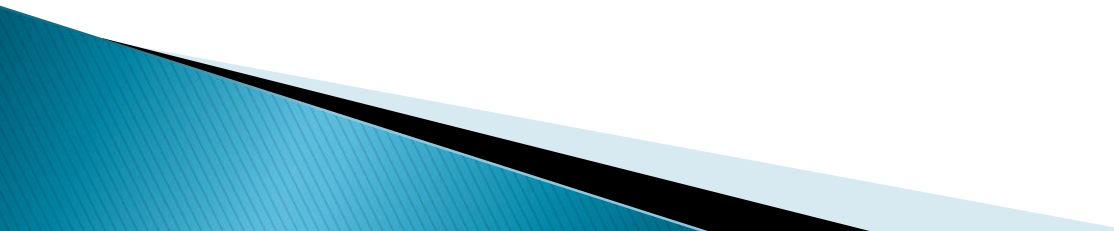
Learning and Teaching

- Circle Time– I want to get better at...
- Persona dolls/ puppets
- Incidental opportunities as they arise e.g. someone hurt, something broken
- Sharing books
- Talking about our families
- Role play, drama and music
- Mirrors– feeling faces
- Parachute games

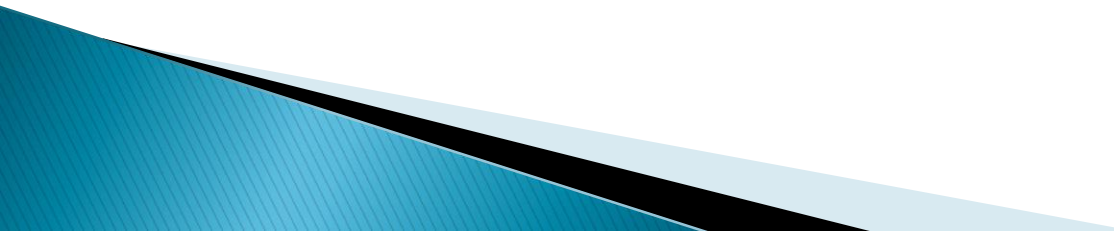


Conflict Resolution

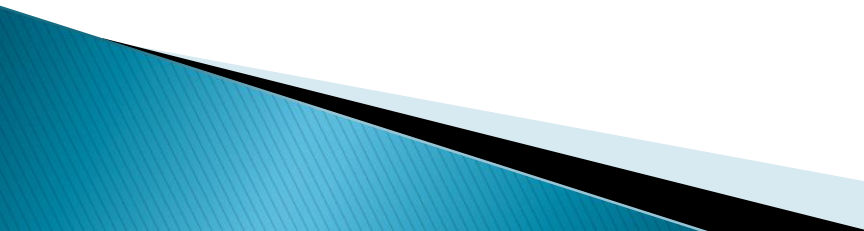
} **Conflict resolution** is a way of staff helping children to deal with their feelings, manage their own behaviour and solve their own problems.



Staff will:

- } Approach quickly and calmly.
 - } Stop any hurtful behaviour.
 - } Stay calm and get down to the child's level.
 - } Remain patient.
 - } Acknowledge the feelings of the children involved
 - } Neutralise the object.
 - } Gather information from the children, listen to all sides.
 - } Restate the problem using the children's own language.
 - } Children are encouraged to agree on a solution to the problem.
 - } Staff will give follow up support where necessary.
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What can you do as a parent/carer?

- } Praise your child. Look for the things they do well
 - } Give them responsibility
 - } Be positive about them
 - } Try and understand their thoughts and feelings
 - } Recognise when they are getting worked up and stay calm yourself
 - } Help your child to calm down
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Don't walk on the grass



What would you say instead?

} Activity

} Ask parents to work with a partner to rephrase these statements into positive language:

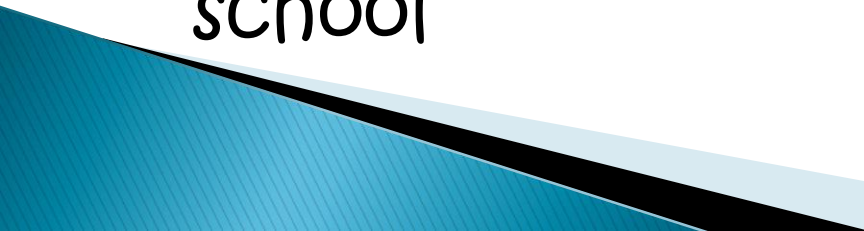
} Don't run in the house;

} Don't shout;

} Don't be so untidy;

} Don't interrupt.

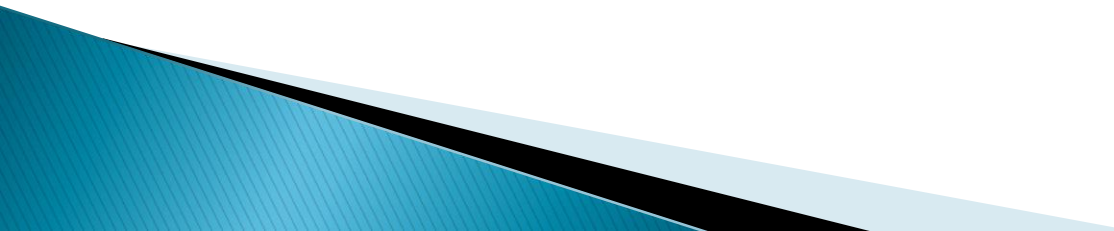
What can you do as a parent / Carer?

- } LISTEN –show them that they are important. It helps us become closer to our children
 - } Encourage good attendance at school
 - } Check they have water to drink throughout the day
 - } Encourage good sleep patterns
 - } Find activities to do together / as family
 - } Share the stories/ activities sent home from school
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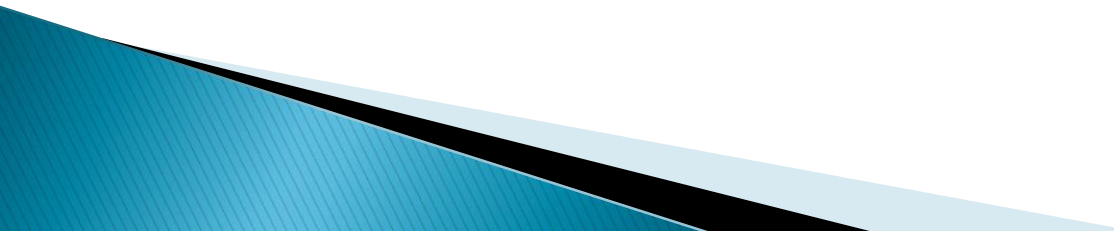
Managing feelings

- } Make a worry catcher
- } Relaxation– ask the children to teach you some of the ways they are learning to relax when they need to calm down.

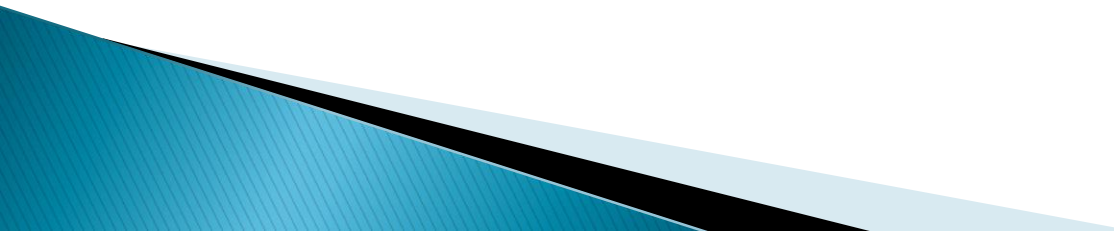
Motivation

- } Make paper chains, writing on each link, ‘I can...’
 - } Keeping going– ‘Aim high, give it a try’
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Empathy

- } Sharing books
 - } Ask your child to think about how the characters in the book might be feeling in the picture.
 - } Talk about times when they have felt the same way as the characters in the book.
 - } Decorate biscuits to illustrate a range of feelings.
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Social Skills

- } Play games that involve taking turns and cooperation, such as snakes and ladders and connect four.
 - } Engage in activities which require children to share.
 - } Complete jigsaw pieces together.
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As a child I need someone who will...

- } Let me be myself-and like me for it
- } Trust me to find my own way of learning
- } Be my partner in my learning
- } Have fun and be with me while I learn
- } Help me to make mistakes and learn from them
- } Show me they enjoy being with me
- } Listen to me and respect what I say and do
- } Understand what it is like to be 3,4 and 5
- } Ensure my well being
- } Make the world an exciting place to be
- } Give me the time I need
- } Never stop wanting to do their job better
- } Find out about me from my family and tell my family about me
- } Challenge me to think

I will always need this

