

SEAL



Social and Emotional Aspects of Learning

Lutley's whole-school approach to SEAL promotes the social and emotional skills which underpin effective learning. We encourage positive behaviour, regular attendance, staff effectiveness and ensure the emotional health and well-being of all who learn and work in our school.

There are 5 main aspects to the social and emotional wellbeing work we undertake in school:

Definitions

Self- awareness

Knowing and valuing myself and understanding how I think and feel. When we can identify and describe our beliefs, values, and feelings, and feel good about ourselves, our strengths and our limitations, we can learn more effectively and engage in positive interactions with others.

Self- regulation (managing feelings)

Managing how we express emotions, coping with and changing difficult and uncomfortable feelings, and increasing and enhancing positive and pleasant feelings. When we have strategies for expressing our feelings in a positive way and for helping us to cope with difficult feelings and feel more positive and comfortable, we can concentrate better, behave more appropriately, make better relationships, and work more cooperatively and productively with those around us.

1. Self awareness
2. Self regulation
3. Motivation
4. Empathy
5. Social skills

Motivation

Working towards goals, and being more persistent, resilient and optimistic. When we can set ourselves goals, work out effective strategies for reaching those goals, and respond effectively to setbacks and difficulties, we can approach learning situations in a positive way and maximize our ability to achieve our potential.

Empathy

Understanding others' thoughts and feelings and valuing and supporting others. When we can understand, respect, and value other people's beliefs, values, and feelings, we can be more effective in making relationships, working with, and learning from, people from diverse backgrounds.

Social skills

Building and maintaining relationships and solving problems, including interpersonal ones. When we have strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, we have the skills that can help us achieve all of these learning outcomes, for example by reducing negative feelings and distraction while in learning situations, and using our interactions with others as an important way of improving our learning experience.

Pastoral mentors

Our pastoral mentors work in key stage 1 and in key stage 2. They ensure that day to day children get on well together. As we know sometimes children don't always see things the same way so the job of the pastoral mentor is to mediate between the parties involved and find a resolution to the problem.

Behaviour Mentors

This is one way in which we support the behaviour of children who may find it difficult to make the right choices. A behaviour mentor works in each Key stage. Their role is to unpick the root cause of the behaviours that are being displayed and deal with the root cause rather than just the outcome. This involved working with children, families and other outside agencies to ensure the provision is right for these children.

Bespoke programmes

If there is a specific need for an individual or for a group of children we will devise a bespoke programme to meet their needs. Our behaviour and pastoral mentors work together to devise a programme which aims to develop the social and emotional skills which may be causing the barrier to learning. With our extensive grounds we often use them as an outdoor classroom. We have found the benefits of being outside whilst developing these skills often results in the most significant successful outcomes.