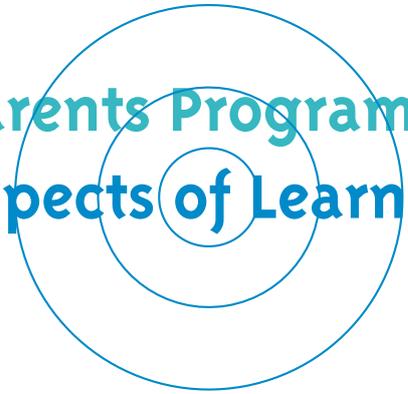


Bradley Stoke Community School

SEAL 4 Parents Programme Social and Emotional Aspects of Learning



- Raising attainment
- Improving behaviour
- Increasing attendance



Bradley Stoke Community School

Fiddlers Wood Lane, Bradley Stoke, South Gloucestershire, BS32 9BS

Introduction

In March 2010, a pilot involving working with parents of students who were a cause for concern due to behaviour, attendance or low PASS (Pupils' Attitudes to Self and School) scores was launched. As a school we already placed much emphasis on supporting students in developing aspects of their social and emotional learning through a dedicated SEAL curriculum in Year 7 to support transition, Session 16 learning experiences where students timetables are collapsed every 16th day with focused work on SEAL and Anti- Bullying and the infusion of our 4Rs, (to be **Resilient, Responsible, Reflective and Resourceful**), across teaching and learning, rewards and reporting.

As with many schools, the challenge of transferring learning and skills with students into everyday life outside of the classroom isn't easy. Expectations around behaviour, attitudes to learning and self can often be very different in the home context, and the need for a shared understanding with our parents that would ensure a consistent approach became highly apparent. Added to this was a strong desire to engage parents in a more positive and constructive dialogue that recognised their own needs in relation to SEAL and helped them to identify their child's strengths and weaknesses, as well as empower them to make changes and become confident, assertive and emotionally literate parents.

Frequently it is this group of parents that are difficult to engage; they dread the ring of the telephone with the school number, they feel "responsible" and unable to make changes and often their own experiences of school shape the way that they approach engaging with school and supporting their child.

Every parent
strongly
recommended
the programme

Every parent felt
they benefited from
the programme

Every parent
rated the
programme as
engaging

Identifying parents and getting them on board

As a pilot project, we selected a small group of parents to target for the programme. They were parents that were struggling with relationships with their child, often had difficult meetings and conversations with us due to behaviour issues, whose child appeared unmotivated, lacked resilience or had unsatisfactory school attendance. The first challenge was to get them through the door and we spent a great deal of time encouraging them to attend, with a deliberately informal approach by letter and phone.

SEAL 4 Parents Programme

The aims of the programme were to improve the outcomes for our students, but to do this, the programme needed to help parents to develop their own SEAL as it was clear that until they were more self-aware, more confident and assertive, better equipped to manage emotions and conflict situations, the impact on the students would be minimal. This was not a traditional parenting programme and this was made very clear at the start. The programme took parents on a journey through the 5 areas of SEAL - understanding, reflecting on themselves, equipping them with the information and skills to support their child and enhancing their own areas of SEAL that they evaluated themselves at the start of the programme. Each session lasted approximately one and a half hours, although as the group became more confident and open with each other, sessions became longer.

What is SEAL?

The 5 key aspects of SEAL are:

1. Self-awareness
2. Managing feelings
3. Motivation, optimism and resilience
4. Social skills
5. Empathy



Session outline

- Session 1** **Setting the scene**
What exactly is SEAL and what has it got to do with me?

- Session 2** **Understanding the teenage brain**
It's like an entertainment system that isn't wired up right!

- Session 3** **Self-aware and high esteem**
Knowing me and knowing you

- Session 4** **Talking to your teenager**
Tips on good and bad communication

- Session 5** **Assertive parenting**
The way to parent!

- Session 6** **Emotions: recognising and managing them**
How they feel? And, how they cope?

- Session 7** **Sex, Alcohol and Drugs**
What, why and how?

- Session 8** **Getting motivated, feeling optimistic and bouncing back!**
What motivates your teen and how can you help?
Programme review

- Session 9** **Student and Parent activity session**
Bringing it all together

One change I have made is:

"Being more of a parent than a friend"

"Not to react in a negative way"

Each session started with parents and facilitators sharing their weekly experience by using feelings picture cards. This was certainly an uncomfortable moment for some parents to begin with; in schools, students are well rehearsed in talking about their feelings with adults although for some this is hard; this was evident with parents in the group but was a necessary and key part of developing their own emotional vocabulary and self-awareness.

The programme is a visually engaging programme with a colourful and often humorous approach to the topic which included games such as the "school bus stop" where parents reflected on their own likes and dislikes about their school experience, as well as interactive activities and opportunities to share experiences and ask questions.

Slide examples:



Each week parents had their own homework task to try out strategies they had learnt.

Getting the atmosphere right

Sessions were held in the evening to ease work issues for parents and a buffet was provided which allowed a social break in the middle of the session; an opportunity to have more personal discussions with parents about their child and their progress. Environmental factors were very important; a light airy space with music playing on arrival all helped to provide an atmosphere conducive to learning and comfortable emotions.



resilient
responsible
resourceful
reflective



Student selection:

Student	COP	Behaviour concern	PASS concern	Attainment concern	Attendance concern
A	SA*	No	Yes	Yes	Yes
B	SA*	Yes	Yes	Yes	Yes
C	SA*	Yes	Yes	Yes	No
D	SA	Yes	Yes	Yes	Yes
E	SA	No	Yes	No	No
F		No	Yes	No	No
G	SA	No	Yes	Yes	Yes
H	SA*	Yes	Yes	Yes	Yes

Attendance

Student	% attendance at the start of the programme	% attendance for the duration of the programme
A	61.9%	88%
B	86.7%	77%
C	93.3%	85.15
D	91.3%	97.5%
E	94.5%	100%
F	96.3%	100%
G	76.6%	86.3%
H	87.6%	78.8%

Behaviour

Student	Inclusion Phase/and or number of negative incidents at start of programme	Progress June 2010
A	No concerns	No concerns
B	PSP Inclusion Phase 3	Reduced number of incidents and Inclusion Phase reduced to IPI
C	PSP Inclusion Phase 3	Reduced number of incidents and Inclusion Phase reduced to IPI
D	Inclusion Phase 2	Inclusion Phase reduced to IPI and still making progress
E	No concerns	No concerns
F	No concerns	No concerns
G	No Concerns	No concerns
H	Inclusion Phase 3 and on a managed move programme	Off managed move programme

Outcomes

Baseline data was gathered at the start of the programme on students, the progress was positive in many aspects where concern had been registered. This was a relatively short period of time in which to register improvements; the student data will continue to be monitored throughout the next few terms.

One change I have made is:

“A conscious effort to manage my own feelings and avoid reacting angrily”

“To talk more and understand better”

“Being more assertive and establishing consequences!”

Please note in the charts above
PSP stands for Pastoral Support Programme
SA stands for School Action
SA* stands for School Action Plus



Pass

The table below shows each student with their particular area of concern as highlighted from the original data in November 2009. The second row shows the progress following the re-test after the Seal 4 Parents programme had finished in June 2010.

Student		Nov 2009	June 2010
A	Attitude to attendance	13.6	26.6
	Response to curriculum	19.8	35.6
	General Work ethic	52	86.1
B	Attitude to Teachers	10.6	46.9
	General work ethic	13.6	20.4
	Learner confidence	19.8	73.1
	Response to Curriculum	11.5	35.6
C	Perceived Learner confidence	13.6	31.3
	Self-regard	8.1	17.2
	General work ethic	13.6	20.4
	Learner Confidence	1.8	97.2
D	Perceived learner confidence	6.1	77.5
E	Feelings about school	4	39.2
	Perceived Learner confidence	8.8	18.2
	Self-regard	8.1	68.2
	Preparedness for learning		36.6
H	General work ethic	18.4	38.3
	Learner confidence	18.4	78.8
	Attitude to attendance	6.7	61.9
F	Feelings about school	8.1	32.2
	Self-regard	11.5	19.2
	Attitude to teachers	14.7	39.9
	Perceived learner confidence	14.7	69.3
G	Feelings about school	14.7	65.5
	Attitude to teachers	10.6	59.2
	Attitude to attendance	7.4	60.6
	Response to curriculum	13.6	61.2

Attainment Data

Student		March 2010	July 2010
A	Music	D	B
	Science	Fail	Pass
	Citizenship	D	B
D	Maths	E	D
	Citizenship	E	D
	Science	G	F
E	English	4a	4a
	Maths	5b	6c
	Science	4b	5c
H	English	4a	4a
	Maths	5a	6c
	Science	5c	4a

Parent Evaluations

	Strongly agree	Agree	Disagree
I understand what SEAL is	5	2	0
I understand what as a parent my role is in supporting the SEAL of my child	6	1	0
The programme has been delivered well	7	0	0
The programme is engaging	7	0	0
The programme has been useful	7	0	0
I have enjoyed taking part	5	2	0
I have learnt new skills and acquired new SEAL knowledge	7	0	0





End of programme celebration activity morning

As an end of programme celebration, an activity morning was held for students and their parents. This took place at an activity centre and involved taking part in archery and indoor climbing. This was an opportunity for parents and students to be together, to have some fun and reflect on the progress they had made.



Programme and training information

The programme is available to buy: details are available from **Susie Davis, Director of Student Support**, by phone: **01454 868840** or by email, **susie.davis@bradleystokecs.org.uk**

A training package is also available for any schools who would like staff trained to run the programme and details of this, including costs, are also available from Susie Davis.



SEAL 4 Parents supported by Paul Volker, Young People's Drug Worker, Safer South Gloucestershire Drug Action Team

