



Policy No: 22a(8)

## OUR LADY'S ABINGDON (OLA) SOCIAL AND EMOTIONAL LEARNING (SEL) POLICY

*This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

### Document Details

Information Sharing Category	School Domain
Version	1
Date Published	September 2021
Authorised by (if required)	Head
Responsible Area	Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

**Availability:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

### Monitoring and Review:

Reviewed: September 2021

Next Review: September 2022

Signed:

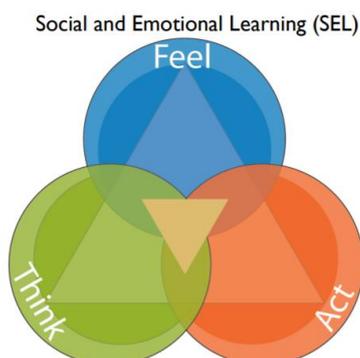
Head	Deputy Head	DSL
Mr Daniel Gibbons	Dr Beth Reynaert	Chrissi Sharkey
Signed: 	Signed: 	Signed: 

### Related documents:

- The Single Equalities Policy (Equality and Diversity, Harassment, Racial Discrimination)
- Personal, Social, Health, Economic (PSHEE) education
- Curriculum and Teaching and Learning Policies
- Safeguarding Children – E-Safety, Child Protection and Safer Recruitment Policies
- Special Educational Needs Policy
- Positive Behaviour Policy
- Community Cohesion Policy.

### 1. General aims and definition of SEL

*"We feel, therefore we learn"*



*OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

*Social and Emotional Learning Policy: Reviewed September 2021*

This policy integrates with other policies as we work together to support students learning and growth and remove barriers to learning. It supports our Positive Behaviour Policy in which we adopt a restorative justice approach, building relationships to repair harm rather than simply punishing.

***“SEL is the process through which pupils understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”***

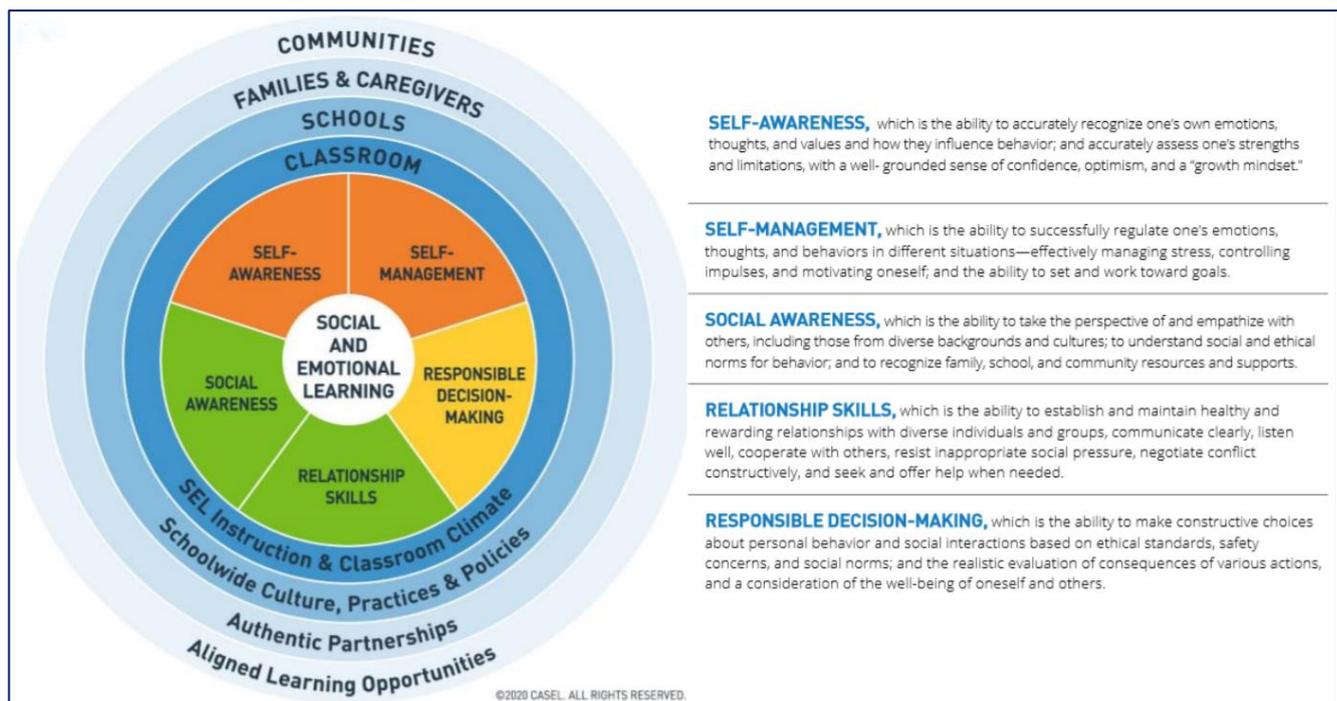
SEL creates the foundation for life-long learning but also stimulates the development of our most critical interpersonal skills; *the ability to work collaboratively, show empathy for others and communicate respectfully with diverse individuals*. Research has shown that SEL skills can lead to an average gain of 11% in academic achievements. Students with strong social and emotional skills are more engaged in learning, are more confident and have higher self-esteem. Emotions are an integral part of the brains processes. Social and Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills and attributes to:

- ✓ develop healthy identities
- ✓ manage emotions
- ✓ achieve personal and collective goals
- ✓ feel and show empathy for others
- ✓ establish and maintain supportive relationships
- ✓ make responsible and caring decisions

(CASEL – Collaborative for Academic, Social and Emotional Learning)

**The 5 SEL Competencies are:**

- ✓ Self-awareness
- ✓ Self-management
- ✓ Social awareness
- ✓ Relationship skills
- ✓ Responsible decision making



**SEL supports:**

- ✓ 4 student beliefs:
  - That they belong at OLA

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- That they value the work they are doing
- That effort will lead to increase competence
- That they will succeed
- ✓ Academic excellence
- ✓ Sustainable wellbeing
- ✓ Committed citizenship

#### **SEL:**

- ✓ increases pupils' connections to learning
- ✓ increases positive behaviours, leads to less emotional distress and improves attitudes.
- ✓ students pay attention in class and work collaboratively in group projects.
- ✓ provides a roadmap for growth and life satisfaction.
- ✓ Helps develop effective student-student and student-teacher interactions which are the on/off switch to learning.
- ✓ By empowering students with SEL skills, we are equipping them with the tools to help them cope with stress and trauma so that they can thrive and succeed. The more positive learning experiences pupils have, the more their intellectual development is enhanced as well as their creativity, resilience and confidence. When students are too stressed they cannot learn.

#### **SEL helps students develop the skills future employers are looking for:**

- ✓ Problem solvers
- ✓ Those who can influence and inspire others
- ✓ Those who are comfortable with ambiguity
- ✓ Those who show persistence when faced with challenges
- ✓ Those who can be creative

## **2. The role of emotions in learning:**

*"Learning is dynamic, social and context dependent because emotions are and emotions form a critical piece of how, what, when and why people think, remember and learn" Dr Immordino-Yang*

Learning is social, emotional and academic. Emotions influence student's readiness for learning. Emotions and social relationships strongly influence learning. Emotions are needed for thinking, problem solving and decision making. In today's society, the old adage 'leave your emotions at the door and focus on your academic work' will not work. Emotions are not add-ons, distinct from cognitive skills. One cannot have thoughts without feeling or feeling without thoughts.

Deep understanding of subjects depends on making emotional connections between concepts. Students will only think deeply about things they care about and things that are personally relevant. Student's learning is impaired when they are fearful, traumatised or overcome by challenging emotions. Using emotional hooks in the classroom will induce emotions that support deeper learning and will increase curiosity. If there is more curiosity, interest and excitement, students become more interested in their learning outcomes.

Positive emotions support meaningful learning, while other emotions only support compliance. Emotions drive attention, influence our ability to process information and understand what we encounter. Trauma and recurrent stress due to individual or social issues impact the ability of students to express and regulate emotions. The brain does not focus or remember information well under stress. Emotions develop with maturity and experience. Emotional experiences in class influence student's engagement and performance.

#### **Through Social and Emotional Learning (SEL) activities, we aim to ensure:**

- We put students at the centre of our curriculum and classroom practices by offering supports and scaffolds
- We address individual needs that can create barriers to learning
- Students feel supported and connected to the world around them
- We help students develop their academic mindsets
- We take academic, social and emotional needs of our students into consideration in the design/layout of our rooms
- We develop a positive, enriching and relationship-centred context for learning that supports deeper learning
- We create an engaged community of learners where expectations are high
- That pupils have a sense of trust, belonging, purpose and connection
- We provide learning environments that engage, support and challenge all students
- We provide academic and SEL strategies to support learning
- We create physically, emotionally and intellectually safe spaces
- We develop student's capacity to accept and embrace all emotions
- We reach the whole child – educating their hearts and minds

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- All students possess 'emotional literacy'
- We nurture supportive relationships
- We support students in developing a healthy stress response
- We offer a supportive approach to managing behaviour and deploy behavioural supports where necessary
- We focus on students' strengths
- Positive, consistent experiences for students within OLA
- Student awareness of classroom diversity
- An inclusive equitable classroom which is 'culturally responsive' and identity safe
- We build academic buoyancy
- We adopt strategies to help support the role of emotions in learning
- We spark curiosity for learning

**All curriculum areas provide opportunities to:**

- Provide students with some choice
- Help students relate materials discussed in class to their life and personal interests
- Create opportunities to solve open-ended problems
- Offer a variety of tasks and activities
- Build in regular check-ins
- Develop positive relationships
- strengthen social and emotional connections
- communicate a belief in the capacity of all students to learn
- show healthy boundaries and consistency in expectations, classroom structures and routines
- develop cultural awareness which helps shape students thinking processes

**3. Creating social and emotional conditions for learning**

Academic learning is highly connected with social and emotional competencies. At OLA we will create the social and emotional conditions for learning by creating rich and supportive learning environments which enable deeper learning.

**A set of pupil and staff B.A.S.I.C.S expectations is present in all classrooms.** These expectations set out how a pupil may feel, think and act in lessons and how staff should respond to individual pupil needs

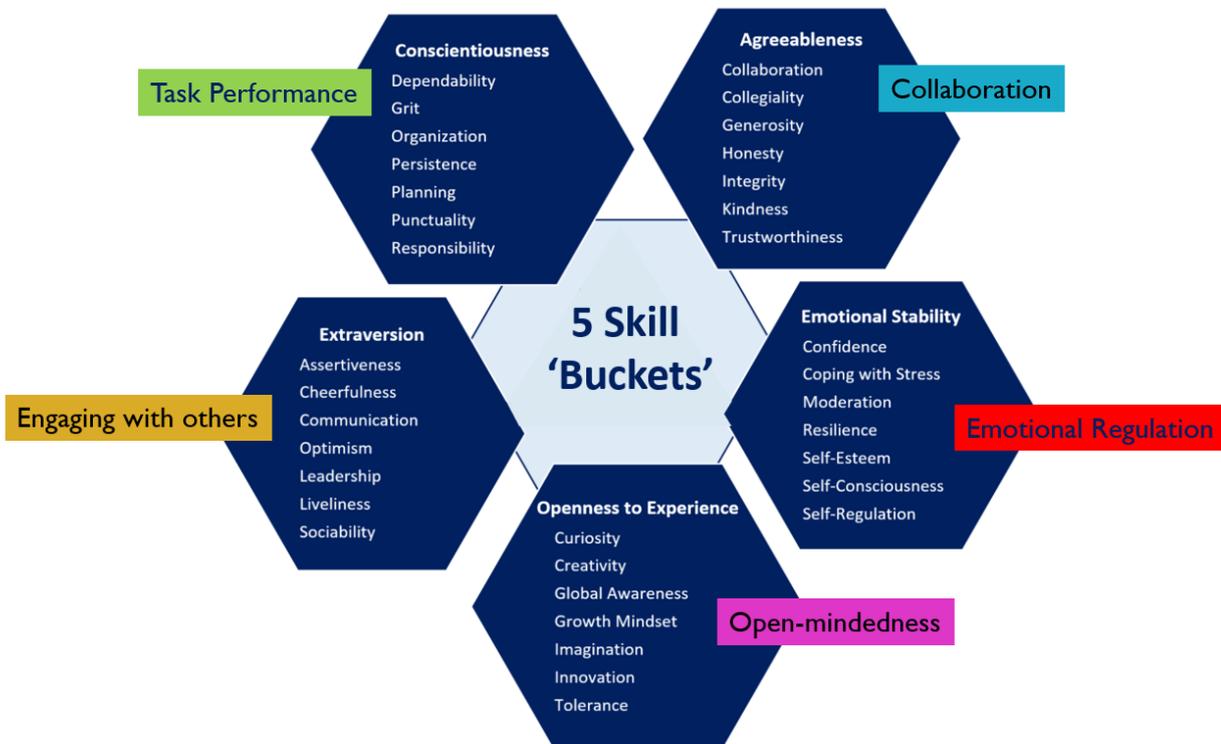
OLA will:

- ✓ Approach all feelings with respect and in a non-judgemental way
- ✓ Teach students to connect feeling with bodily sensations
- ✓ Use an emotions wheel to enable students to identify the intensity of emotions
- ✓ Encourage students to understand why they have these feelings and the trigger events
- ✓ Help students understand that all feelings are helpful, even the uncomfortable ones
- ✓ All children lose their emotional balance at times
- ✓ Be aware that there may be a gender imbalance when expressing emotions
- ✓ Be aware that cultural backgrounds can influence how students express emotions
- ✓ Not invalidate a student's feelings
- ✓ Be aware that the effects of social media, focus on individualism, increased academic pressure and decreasing mental health, could lead to "empathy gaps" in individuals

All pupils are encouraged to develop SEL competencies over time. ClassCharts points are available in these categories.

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"BIG FIVE" DOMAINS	SKILLS	DESCRIPTION	BEHAVIOURAL EXAMPLES	"BIG FIVE" DOMAINS	SKILLS	DESCRIPTION	BEHAVIOURAL EXAMPLES
TASK PERFORMANCE (Competitiveness)	ACHIEVEMENT ORIENTATION	Setting high standards for oneself and working hard to meet them.	Enjoys reaching a high level of mastery in some activity. Opposite: uninterested in career development.	OPEN-MINDEDNESS (Openness to Experience)	CURIOSITY	Interest in ideas and love of learning, understanding and intellectual exploration; an inquisitive mindset.	Likes to read books, to travel to new destinations. Opposite: dislikes change, is not interested in exploring new products.
	RESPONSIBILITY	Able to honour commitments, and be punctual and reliable.	Arrives on time for appointments, gets chores done right away. Opposite: doesn't follow through on agreements/promises.		TOLERANCE	Is open to different points of view, values diversity, is appreciative of foreign people and cultures.	Have friends from different backgrounds. Opposite: dislikes foreigners.
	SELF-CONTROL	Able to avoid distractions and focus attention on the current task in order to achieve personal goals.	Doesn't rush into things, is cautious and risk averse. Opposite: is prone to impulsive shopping or binge drinking.		CREATIVITY	Generating novel ways to do or think about things through exploring, learning from failure, insight and vision.	Has original insights, is good at the arts. Opposite: seldom daydreams, dresses conventionally.
	PERSISTENCE	Persevering in tasks and activities until they get done.	Finishes homework projects or work once started. Opposite: Gives up easily when confronted with obstacles/distractions.	ENGAGEMENT WITH OTHERS (Extraversion)	SOCIABILITY	Able to approach others, both friends and strangers, initiating and maintaining social connections.	Skilled at teamwork, good at public speaking. Opposite: avoids large groups, prefers one-to-one communication.
EMOTION REGULATION (Emotional stability)	STRESS RESISTANCE	Effectiveness in modulating anxiety and able to calmly solve problems (is relaxed, handles stress well).	Is relaxed most of the time, performs well in high-pressure situations. Opposite: worries about things, difficulties sleeping.		ASSERTIVENESS	Able to confidently voice opinions, needs, and feelings, and exert social influence.	Takes charge in a class or team. Opposite: waits for others to lead the way, keeps quiet when disagrees with others.
	OPTIMISM	Positive and optimistic expectations for self and life in general.	Generally in good mood. Opposite: often feels sad, tends to feel insecure.		ENERGY	Approaching daily life with energy, excitement and spontaneity.	Is always busy; works long hours. Opposite: gets tired easily.
	EMOTIONAL CONTROL	Effective strategies for regulating temper, anger and irritation in the face of frustrations.	Controls emotions in situations of conflict. Opposite: gets upset easily; is moody.	COMPOUND SKILLS	SELF-EFFICACY	The strength of individuals' beliefs in their ability to execute tasks and achieve goals.	Remains calm when facing unexpected events. Opposite: avoids challenging situations.
COLLABORATION (Agreeableness)	EMPATHY	Kindness and caring for others and their well-being that leads to valuing and investing in close relationships.	Consoles a friend who is upset, sympathises with the homeless. Opposite: Tends to disregard other person's feelings.		CRITICAL THINKING/ INDEPENDENCE	The ability to evaluate information and interpret it through independent and unconstrained analysis.	Good at solving problems, at ease in new and unknown situations. Opposite: dependent on others' guidance.
	TRUST	Assuming that others generally have good intentions and forgiving those who have done wrong.	Lends things to people, avoids being harsh or judgmental. Opposite: is suspicious of people's intentions.		SELF-REFLECTION/ META-COGNITION	Awareness of inner processes and subjective experiences, such as thoughts and feelings, and the ability to reflect on and articulate such experiences.	Good exam preparation strategies, able to master skills more effectively. Opposite: over- or under-estimates time needed for exam preparation or project completion.
	COOPERATION	Living in harmony with others and valuing interconnectedness among all people.	Finds it easy to get along with people, respects decisions made by a group. Opposite: Has a sharp tongue, is not prone to compromises.				

#### 4. Incorporating SEL into other curriculum areas

Appreciating and valuing other faiths and beliefs of both groups and individuals through:

- learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs
- knowing about and celebrating the historical, social and religious aspects and holidays of our own culture and that of others
- celebrating each other's achievements and interests; and learning about presenting in front of a group of peers.

#### Linguistics

This area is concerned with developing student's communication skills and increasing their command of language through listening, speaking, reading and writing.

- The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature
- drama and stories which create opportunities for moral judgements
- shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view
- knowledge of our language and its influence on our culture and the importance and value of other languages and cultures; and awareness of traditional tales and their cultural background.

#### Art

- Studying great works of art can give insight into other cultures and provide a strong link with the past.
- Art can provide a valuable tool to study the past and make social or moral comment on it (for example, what do the people in works by Lowry tell us about the social conditions of the time?)
- Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

#### Design Technology

- The aesthetic aspect of design is important, as is the question 'How will this affect the environment?'
- Appreciating design in nature.
- The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.

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- Group working – sharing of equipment and designing together.
- Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

### **English**

- The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature.
- Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects (e.g. Dickens social commentary or learning about other cultures from its writing)
- Drama and stories which create opportunities for moral judgements.
- Shared activities – shared reading, group drama, writing that lead to an appreciation of the importance of the group and other people's point of view.
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- Awareness of traditional tales and their cultural background.

### **Food Technology**

- Giving pupils the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

### **Geography**

- The study of different localities helps children to understand the background, way of life and values of different people and cultures (For example the Inuit's (Eskimo) and their way of life and values are to a large degree the result of habitat – as is our own)
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.
- Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

### **History**

- The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.
- Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?
- Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures

### **Computer Science**

Technological skills can include the use of information and communication technology, developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products and evaluating processes and products.

- Working together to create a graphic design or study.
- Researching religious artefacts on the website.
- Setting up e-mail with another school from a different country.
- Following the Internet Access Policy.

### **Mathematics**

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including:

- Group work on a shared topic, promoting an appreciation of the input of all members of the group.

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- An appreciation of the inherent pattern and beauty of mathematics.
- The promotion of positive attitudes towards mathematics through appropriate groupings.
- An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian. An understanding of the role and importance of these cultures.

### **Music**

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our masses and assemblies helps the pupils in their spirituality.
- Listening to and appreciating the great music of our culture and its folk music builds an awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.
- Music of the fields, sea shanties etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.
- Group music making is an important social activity – working together and experiencing the same feelings together.

### **Personal, Social, Citizenship, Health Education**

- Listening to others.
- Holding debates and discussions leading to written work.
- Drama and role play linked to choices.
- Drawing pictures of feelings and emotions.
- Follow SEAL pack

### **Physical Education**

This area aims to develop pupil's physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Students will also acquire knowledge and understanding of the basic principles of fitness and health.

- Caring for our bodies and respecting the health of others.
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.
- Appreciating the aesthetic beauty of the movements of gymnastics or dance.
- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.
- Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters.

### **Religious Education**

- The exploration of moral and spiritual questions through discussion
- Appreciating and valuing other faiths and beliefs of both groups and individuals.
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others
- learning about the religious law including the differences between secular and religious law.

### **Science**

This area is concerned with increasing the student's knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

- Understanding of our place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases (e.g. animals for research)
- An awareness of the cultural background of science.
- The study of cause and effect
- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.

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- Raising awareness that scientific developments are the product of many different cultures.

Practical activities to develop SEL will include:

- Working and learning together
- Discussing a topic
- Collecting different points of view
- Solving a problem in a small group
- Cooperative learning
- Classroom discussions
- Project based learning
- workshops
- feedback loops
- Student self-ass



