Social and emotional aspects of learning in schools:

Contributions to improving attainment, behaviour, and attendance

A report on data from the
National Strategies Tracker School Project

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Executive Summary

Background and aims

Establishing and maintaining a safe and calm school environment is an essential priority for facilitating pupils' learning. This in turn depends on positive social relationships and healthy emotional development among pupils. Schools have adopted varying approaches to fostering the relevant skills that pupils need, supported in recent years by the Social and Emotional Aspects of Learning (SEAL) programme. SEAL is a comprehensive approach to promoting the social and emotional skills needed for effective learning, positive behaviour, regular attendance, and emotional well-being.

SEAL includes a taught element involving learning opportunities that are intended to be integrated across the curriculum. These learning opportunities complement a wide range of related school-based activities, such as anti-bullying, peer mediation, and nurture groups. Crucially, SEAL is also intended to provide a broad, holistic 'whole-school' approach which addresses issues relating to school organisation, staff development and leadership, family and community relations, and overall school ethos. This approach is fully compatible with various other national initiatives, including Healthy Schools, Targeted Mental Health in Schools, and Assessment for Learning.

SEAL has been designed to allow flexibility in working on the social and emotional aspects of the school environment, enabling schools to respond to pupil needs and to build on existing good practice. Thus, SEAL has been implemented in very different ways, including: targeted teaching activities with selected groups of pupils; a focus on teaching social and emotional skills in specific lessons; and genuinely 'whole-school universal' approaches that engage all staff and pupils and address wider issues related to the school as an organisation and community.

Previous research has not clarified how differences in the implementation of SEAL relate to differences in school ethos and thereby to outcomes regarding attainment, behaviour, and attendance. Understanding these associations will be critical for supporting schools in their efforts to provide an optimal learning environment for their pupils.

The aims of the present investigation were to:

- o Understand how social and emotional dimensions of school functioning connect with various outcome measures regarding pupils' attainment, behaviour, and attendance

- o Evaluate the links between schools' approaches to the implementation of SEAL and the above indicators of school success

- o Incorporate perspectives on social and emotional aspects of learning from pupils, staff, and National Strategies Regional Advisers, alongside independent measures of school outcomes (attainment results, attendance statistics, Ofsted reports).

Methodology

Building on some initial pilot work, the National Strategies Tracker School Project began in 2008. The overall aim was to identify and track a wide range of schools as they moved forward in their implementation of approaches to foster pupils' social and emotional development, particularly as supported by the SEAL programme. School visits by National

Strategies Regional Advisers and network meetings of school and Local Authority staff revealed striking examples of positive school practice, but also showed substantial variations in how schools approached this area of work.

The present investigation began in October 2009 with a collation and qualitative assessment of the documentary evidence obtained through the Regional Advisers' school visits during 2008-9. This revealed several prominent aspects of implementation and potential impact areas, which served as a foundation for the main body of work in 2010.

The main investigation in February to April 2010 involved:

- School visits by Regional Advisers to 53 primary and secondary schools, all involved in working with SEAL resources in some way, using a semi-structured protocol
   → ratings of schools' implementation of approaches to promote social and emotional aspects of learning

- Online survey of over 2,500 pupils from 20 primary and 12 secondary schools
   → pupils' social and emotional experiences at school, and their perceptions of school ethos

- Online survey of over 650 staff members from 13 primary and 10 secondary schools
   → staff perceptions of school ethos and assessments of pupil behaviour

- Collation of school-level data for all schools regarding attainment, attendance, exclusions, and Ofsted ratings

Key findings

1. A consistently important quality of SEAL implementation was having a genuinely 'whole-school universal' approach to SEAL, comprising the following key components:

   - Engagement of all staff in the school's SEAL strategy
   - Cross-school programme of SEAL learning opportunities for all pupils
   - Integrated approach to SEAL, behaviour, and well-being
   - Delegation of SEAL responsibilities to all staff within a clear management structure.

2. Having a whole-school universal approach to SEAL was the strongest predictor of an enhanced school ethos, characterised by positive social relationships, attitudes, and behaviour. The school differences in ethos were consistently reflected in the perceptions of both pupils and staff.

3. Schools perceived by their pupils and staff to have a more positive social and emotional ethos were, in turn, found to have:

   - more positive pupil experiences of peer interaction
   - better Ofsted ratings for Behaviour
   - lower levels of Persistence Absence
   - higher attainment in Key Stage 2 SATs and GCSEs.

4. Higher attainment in Key Stage 2 SATs and GCSEs was additionally predicted by school approaches that integrated SEAL with learning, rather than teaching SEAL competencies as separate and isolated skills.

5. SEAL implementation and school ethos were directly associated with attainment results, as well as having an indirect connection with attainment via their link with positive behaviour.

6. The connections between social and emotional ethos and better attainment, behaviour, and attendance remained significant after controlling for variations that are due to socio-economic status.

7. Higher levels of negative emotion among pupils were related to having more experiences of bullying and fewer experiences of positive peer interaction, which in turn were associated with reports of a generally poorer school ethos.

8. A cluster of contextual supports was found to be associated with effective whole-school implementation, including engagement with families and communities, approaches to enhancing staff well-being, staff professional development, and data collection within schools.

Recommendations

1. Schools need continued support to implement SEAL as a 'whole-school universal' approach, rather than just as a set of teaching materials and/or focusing only on pupils with problems, in order to create the positive ethos associated with enhanced relationships, positive behaviour for learning, attendance, and attainment (Key Findings 1, 2, 3, 5, 6).

2. In building internal capacity, schools need access to a wide range of examples of effective practice in the implementation of SEAL. The examples of effective practice captured in developing this report should be disseminated through a variety of mechanisms (such as web-based materials and network events), with particular attention to the key features of implementation found to predict positive outcomes (Key Findings 1, 2, 3, 4, 5):

   a) Engagement of all staff in the school's SEAL strategy
   b) Cross-school programme of SEAL learning opportunities for all pupils
   c) Integrated approach to SEAL, behaviour, and well-being
   d) Delegation of SEAL responsibilities to all staff within a clear management structure
   e) Integration of SEAL into approaches focused on pupils' learning.

3. Given the clear associations between pupils' experiences of positive peer interaction, bullying, and negative emotion, Whole-School Universal approaches to SEAL should be integrated with support for specific groups of pupils and their families, alongside clearly-defined and well-communicated school-based measures to tackle bullying (Key Finding 7).

4. Schools should be encouraged to work collaboratively to develop SEAL in a way that meets the needs of pupils, their families and local communities, which in turn should facilitate a Whole-School Universal approach. Particular attention should be paid to

the cluster of contextual supports found to be linked with effective whole-school implementation (Key Finding 8):

- o Engaging with families and communities to meet local needs and priorities
- o Regular CPD opportunities relating to social and emotional aspects of learning
- o Structures and activities to support staff well-being
- o Data collection to inform targeted activities, track progress and assess impact.

1. Background

Note: An extended background section is provided in Appendix I.

1.1. International research highlights the importance of young people's social and emotional characteristics and skills for developmental outcomes such as school adjustment and achievement, mental health, social relationships, and behaviour problems. Researchers have long recognised that difficulties in children's social relationships are associated with important long-term adjustment outcomes, including academic achievement, job prospects, mental health, and even criminality.

1.2. Schools represent a key social context for young people's social and emotional development. Furthermore, psychological research shows strong associations between socio-emotional skills and functioning at school. Difficulties in peer relations have been linked to poorer academic performance.

1.3. There have been a number of school-based prevention and intervention programmes designed to foster positive social relationships and healthy emotional development. A number of recent reviews and meta-analyses have highlighted the value of school-based programmes for promoting pupils' social and emotional skills, positive behaviour, well-being, and academic learning.

1.4. Reviews of studies in this area have shown important variations in effectiveness from one programme to another, and from one school to another, and it is important to undertake systematic analysis of when, how, and why programmes are most effective.

1.5. The quality of the learning opportunities offered to pupils in the programme is one critical factor. Research suggests that programmes are more likely to be effective when they explicitly focus on specific social and emotional skills using a logically structured and interactive approach.

1.6. Evidence also favours a 'universal' approach that addresses the needs and skills of *all* pupils, rather than focusing only on selected pupil groups identified as having particular needs or vulnerabilities. This reflects the fact that specific problems concerning behaviour and well-being very often overlap with broader issues concerning the overall school environment. Thus, maximum benefit is likely to be derived from approaches that combine universal provision for all pupils with targeted work for selected pupils.

1.7. A multi-modal, *whole-school* approach is likely to be more effective than concentrating activity only within one part of the school. Apart from having a well-organised programme of learning opportunities for all pupils, a genuinely whole-school approach requires broader consideration of leadership and delegation of responsibilities, as well as school organisation and policies. These issues are intimately connected to the shaping of a school's overall ethos, which in turn has the potential to influence broader school outcomes relating to fundamental behaviour, attendance, and learning goals.

1.8. A variety of contextual supports are likely to be important for establishing and maintaining a successful whole-school universal approach to developing pupils' social and emotional skills. These include features such as: having high-quality assessment

information, regular staff development opportunities, and positive relations with families and the community.

Social and Emotional Aspects of Learning (SEAL)

1.9.   The SEAL programme was conceived in the light of the international research evidence regarding approaches to developing social and emotional skills, as discussed above. The Primary SEAL resource has been adopted in some way by the vast majority of primary schools across the country, and an increasing number of secondary schools are introducing work emanating from the SEAL programme; approximately 70% of schools are involved at some level.

1.10.   Broadly speaking, the SEAL programme is designed to support schools in promoting the well-being and learning of children and young people. There is a curriculum element focusing on a number of themes relating to social and emotional skills, addressing constructs such as self-awareness, motivation, empathy, and conflict resolution, among others. SEAL also has a major emphasis on the ways in which the whole school community as a setting can promote positive social and emotional development, including resources relating to staff development, school organisation, management and leadership, family and community relations, and school ethos.

1.11.   Qualitative investigations of SEAL and observations by National Strategies Regional Advisers have shown that schools have implemented SEAL in very different ways. This is welcomed and encouraged, insofar as the approaches to developing social and emotional skills are designed not to be rigid and over-prescriptive, but instead to support local needs and school strengths. However, it does mean that variations in implementation need to be captured and actively investigated in order to understand how they map onto differences in outcomes for pupils and schools.

1.12.   The present investigation provides an opportunity to investigate these issues in English schools, with attention to the connections between: a) schools' approaches to the implementation of SEAL; b) the social and emotional ethos of the schools, as perceived by pupils and by staff; and c) various outcomes concerning pupils' social and emotional experiences, behaviour, attendance, and attainment results.

2. Project Aims

2.1.   To understand how social and emotional dimensions of school functioning connect with various outcome measures regarding pupils' attainment, behaviour, and attendance.

2.2.   To evaluate the links between schools' approaches to the implementation of SEAL and the above indicators of school success.

2.3.   To incorporate perspectives on social and emotional aspects of learning from pupils, staff, and National Strategies Regional Advisers, alongside independent measures of school outcomes (attainment results, attendance statistics, Ofsted reports).

3. Methodology

Participating schools

3.1.   Data were obtained for a total of 63 schools, including 32 primary schools, 3 middle schools, 24 secondary schools, 2 special schools, and 2 Pupil Referral Units/learning centres. Of these, 53 schools were visited by Regional Advisers who provided ratings of school features, 20 primary and 12 secondary schools provided pupil survey data (2537 entries, 97% from Years 4-11), and 13 primary and 10 secondary schools provided staff survey data (668 entries).[1]

3.2.   Schools were recruited for participation in the Tracker School Project by National Strategies in 2008. Local Authorities were asked to identify schools involved in some way with the SEAL programme, and were asked to nominate schools representing a variety of type, size, stage of implementation, and Ofsted gradings. The aim was to provide a representative range of school practices with regard to social and emotional aspects of learning. The primary schools were located in 31 LAs across the country, and the secondary schools were located in 24 LAs. The LAs varied in size, historical engagement with SEAL programme, and demography.

3.3.   The final sample of schools included pupils from a wide range of socio-economic status backgrounds. The average Free School Meals percentage in this sample was 20.1%; this ranged from 0% to 77.8% among the primary/middle schools (national average 17%) and from 3% to 55% among the secondary schools (national average 14.5%).

3.4.   Attainment, attendance, and exclusions at the participating schools also varied substantially, according to latest available statistics: the percentage of pupils attaining Level 4 or higher in Key Stage 2 English and Mathematics SATs ranged from 44% to 94% (national average = 72%); the percentage of pupils attaining 5 or more GCSE A-Cs including English and Mathematics ranged from 24% to 84% (national average = 53%); overall absence ranged from 3.48% to 14.80% (national average = 5.3% for primary and 7.25% for secondary); and fixed-period exclusions as a percentage of pupils on roll ranged from 0.90% to 28% (national average = 1.06% for primary and 9.86% for secondary).

Preliminary work

3.5.   The National Strategies Tracker School Project began in 2008. Termly school visits were conducted in 2008-2009 by National Strategies Regional Advisers. Network meetings of school and Local Authority staff were also conducted to share experiences and provide a forum for future planning. In October-December 2009, a qualitative analysis revealed key themes emanating from the notes on school visits, the examples of practice submitted by schools, and information arising from discussions at the network meetings. These themes were then carried forward into the school visit protocol and survey approaches utilised in the main investigation (see below).

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[1] An additional 12 schools provided fewer than 10 staff responses. These data were excluded from the main analyses.

Main investigation

3.6.　In early 2010, a complete set of measures for the Tracker School Project was finalised. This included:

- a semi-structured **protocol for visits to the participating schools by Regional Advisers** (including an online survey for providing ratings of the implementation of SEAL)

- an **anonymous pupil survey** for a sample of pupils in the schools to report their social and emotional experiences at school, and their perceptions of their schools' social and emotional ethos

- an **anonymous staff survey** for staff in the schools to report their perceptions of their schools' social and emotional ethos, and their assessments of pupil behaviour and attitudes towards learning

3.7.　Regional Advisers arranged one-day school visits with the participating schools through their normal liaison with the schools. They followed a semi-structured protocol involving prompts and questions relating to activities during the visit, including accompanied tours around the school, interviews with SEAL staff leads, observations of SEAL learning opportunities and follow-up discussions with the staff involved, and group discussions with pupils. Evidence from these activities provided a firm and consistent grounding for the Regional Advisers to make their implementation ratings. It should be noted that although the qualitative evidence regarding school practices is not presented in this report, this will be disseminated to schools, Local Authorities, and policymakers in other formats.

3.8.　Schools were contacted by the University of Sussex team, using email (and telephone where necessary), in order to arrange the pupil and staff surveys. The purpose of the work was explained to the staff contacts, and instructions for logging into and administering the online surveys were provided. Schools were asked to recruit a sample of approximately 100 pupils with a representative range of ages (from Key Stage 2 onwards) to complete the pupil survey. They were also asked to invite all staff – including support and other non-teaching staff – to complete the staff survey. Periodic reminders were sent out to participating schools throughout the project period.

3.9.　All survey data (Regional Adviser ratings, anonymous pupil surveys, and anonymous staff surveys) and all school visit notes were collated and stored securely at the University of Sussex. Summary feedback on pupil and staff survey responses was provided to participating schools in June 2010.

Measures

3.10.　All survey measures are provided in Appendix IV, and summarised below. They were intended to provide a multi-informant, triangulated evidence base, and the Results section includes details about the convergence of these measures.

3.11. *Pupil survey.* This included:

- a 15-item measure of pupils' social and emotional experiences at school, rated on a 4-point rating scale – from 'Almost never' to 'Nearly all the time' – and covering:
  - o positive peer interactions
  - o experiences of peer victimisation
  - o negative emotion (anxiety, sadness, loneliness).

- The survey also included a 20-item measure tapping perceptions of the school, using the same rating scale and covering:
  - o overall social and emotional ethos
  - o teacher attitudes and involvement.

- Each pupil received a mean (average) score across all the items in each subscale. These mean scores ranged from 0 to 3, with 0 indicating low levels of the variable being measured and 3 indicating high levels of the variable being measured.

3.12. *Staff survey.* This included:

- The same 20-item measure tapping perceptions of the school completed by pupils, using the same rating scale and covering:
  - o overall social and emotional ethos
  - o teacher attitudes and involvement.

- Each staff member received a mean (average) score across all the items in each subscale. These mean scores ranged from 0 to 3, with 0 indicating low levels of the variable being measured and 3 indicating high levels of the variable being measured. [2]

- Staff also completed two broad ratings of pupils' behaviour (in class and out of class), and one broad rating of pupils' attitudes towards learning, using a 5-point scale ranging from Very Poor to Very Good.

3.13. *Regional Adviser implementation ratings.* Based on the school visits undertaken in February and March 2010, Regional Advisers rated the schools' implementation of SEAL, using the core dimensions identified from our preliminary qualitative analysis. Thirteen individual aspects of implementation were each rated on a three-point scale, from low to medium to high quality of implementation (see Appendix IV for descriptors). Ratings were made without any access to the results from the pupil or staff surveys.

- The 13 implementation ratings formed a reliable scale, but exploratory factor analysis revealed two clear clusters of ratings[3]:

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[2] Reliability analysis confirmed that all pupil and staff survey subscales were internally consistent (Cronbach's alpha > .70).
[3] All rotated factor loadings > .50.

Whole school universal approach	Contextual supports
➢ Engagement of all staff across the school ➢ Universal learning opportunities for all pupils ➢ Delegation of SEAL responsibilities across all staff ➢ Integrated approach to SEAL, behaviour, and well-being	➢ Continuing Professional Development ➢ Data collection ➢ Use of data ➢ Integration of SEAL with learning ➢ Engagement with parents and community ➢ Staff well-being

- Mean scores across all the items for each of these clusters were calculated for each school, ranging from 1 to 3.

- Regional Advisers also rated the perceived impacts of school SEAL work, using the core dimensions identified from our qualitative analysis of information from 2008-2009. Seventeen different aspects of perceived impact were each rated on a three-point scale, from minimal change, to some indications of positive change, to substantial evidence of positive change (see Appendix IV).

- Detailed analysis of the Regional Advisers' impact ratings is not provided here, since we have focused on external indicators of outcome variables (Ofsted Behaviour ratings, attendance statistics, and attainment results). However, it is worth noting that Regional Advisers' average ratings of perceived impacts were strongly associated with their implementation ratings. They were also significantly associated with superior Ofsted ratings of Behaviour, better attainment results at Key Stages 2 and 4, lower overall and persistent absence, and better pupil ratings of social and emotional ethos. [4]

3.14. *School-level data.* The following data (up to 2009 unless otherwise stated) were extracted from the national dataset available to National Strategies:

- Attainment: Percentage scoring Level 4 and above in Key Stage 2 English and Mathematics SATs; Percentage with 5 or more A-Cs at GCSE, including English and Mathematics
- Exclusions: Percentage of Fixed-Period Exclusions (up to 2008)
- Attendance: Percentages of overall absence and persistent absence
- Ofsted: Latest ratings of Behaviour

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[4] All correlations statistically significant at $p \leq .05$.

4. Results

Note: An extended description of the Results is provided in Appendix III, and an extended Summary and Discussion is provided in Appendix IV.

Background Findings: Overall perceptions and school differences

4.1.   As shown in Table 1, pupil and staff reports were generally positive. Overall mean scores on all the positive dimensions were significantly higher than the midpoint of the response scale, and overall mean scores on the two negative dimensions (pupils' reports of victimisation and negative emotion) were significantly lower than the midpoint of the response scale.

4.2.   Staff were generally more positive than pupils in their perceptions of social and emotional ethos and of teacher attitudes and involvement. This was true for both primary and secondary schools.

4.3.   There were significant declines from primary to secondary phase in pupil and staff ratings of social and emotional ethos, pupil and staff ratings of teacher attitudes and involvement, and staff ratings of pupil behaviour and attitudes towards learning.

4.4.   There was substantial variation in mean scores across the participating schools. Some schools had much higher ratings of social and emotional ethos than others. This was reflected in both the pupil and staff ratings. In other words, schools which had relatively high ratings from staff also had relatively high ratings from pupils, and schools with relatively low ratings from staff also had relatively low ratings from pupils.

Table 1. Pupil and staff survey descriptive statistics

Measure	Possible range	Overall mean (SD)	Range of primary/middle	Range of secondary school
Pupil - Positive peer interactions	0-3	1.94 (.65)	1.63 – 2.23	1.65 – 2.05
Pupil - Victimisation	0-3	0.59 (.64)	0.35 – 1.10	0.33 – 0.76
Pupil - Negative Emotion	0-3	0.57 (.60)	0.38 – 0.93	0.35 – 0.73
Pupil - Social and emotional ethos	0-3	1.83 (.58)	1.54 – 2.40	1.13 – 1.92
Pupil - Teacher attitudes and	0-3	2.02 (.74)	1.56 – 2.60	1.27 – 2.07
Staff - Social and emotional ethos	0-3	2.30 (.45)	2.18 – 2.80	1.81 – 2.63
Staff - Teacher attitudes and	0-3	2.65 (.37)	2.46 – 2.97	2.20 – 2.76
Staff - Behaviour in class	0-4	2.83 (.88)	2.54 – 3.67	1.94 – 3.52
Staff - Behaviour out of class	0-4	2.61 (.95)	2.32 – 3.46	1.43 – 3.40
Staff – Attitudes to learning	0-4	2.95 (.84)	2.75 – 3.78	2.20 – 3.60

Main Findings I. Connections between SEAL implementation and school ethos

4.5.   School differences in pupil ratings of social and emotional ethos were strongly predicted by differences in Whole-School Universal implementation of SEAL: schools with a more positive social and emotional ethos were found to have a stronger Whole-School Universal implementation.

4.6.   The importance of a Whole-School Universal implementation – which includes dimensions such as the engagement of all staff, integration of SEAL with work on behaviour and well-being, and universal learning opportunities for all pupils – was still clearly apparent even after controlling for differences between primary and secondary school phases.

4.7.   Staff ratings of social and emotional ethos were strongly predicted by two aspects of implementation that related to contextual supports, namely 'engagement with parents and community' and 'approaches to supporting staff well-being'.

4.8.   Statistical analysis of associations between implementation ratings and school ethos showed a significant pathway from:
   a) better contextual supports (e.g., professional development, staff well-being, engagement with parents, data collection), to
   b) stronger Whole-School Universal implementation of SEAL, to
   c) more positive ratings of social and emotional ethos.

Main Findings II. Predictors of school differences in key outcomes

4.9.   As shown in Table 2, there were significant correlations between Whole-School Universal implementation of SEAL, pupil/staff ratings of social and emotional ethos, and key indicators of behaviour, attendance, and attainment. Stronger Whole-School Universal ratings of SEAL implementation and better ratings of social and emotional ethos were associated with better Ofsted ratings of Behaviour, lower levels of persistent absence, and better Key Stage 2 SATs and GCSE results. The statistical associations are of a moderate-to-large effect size.

Table 2. Correlations between SEAL implementation, school ethos, and key outcomes

Key outcome	Whole-School Universal implementation	Social and Emotional Ethos (pupil/staff composite)
Ofsted ratings of Behaviour	.28	.42
Persistent Absence	-.42	-.38
Attainment[5]	.38	.59

Note: All correlations are statistically significant at p ≤ .05.

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[5] We were able to combine Key Stage 2 and Key Stage 4 attainment results in the same analysis by standardising the attainment results within school type. Thus, a primary or middle school with average Key Stage 2 results received an attainment score of 0, and a secondary school with average Key Stage 4 results also received an attainment score of 0, with attainment scores rising above 0 for schools scoring above average and attainment scores falling below 0 for schools scoring below average.

4.10. We examined multilevel path models of the relationships between Regional Adviser ratings of implementation, pupil and staff perceptions of social and emotional ethos, and various outcome measures: pupils' own social and emotional experiences, behaviour outcomes, attendance outcomes, and attainment outcomes.

4.11. Individual differences in pupils' levels of negative emotion were significantly predicted by their experiences of positive peer interaction and bullying, which in turn were associated with their overall perceptions of school social and emotional ethos.

4.12. Statistical analysis of associations between implementation ratings, school ethos, and *pupil socio-emotional experiences* showed a significant pathway from:
    a) stronger Whole-School Universal implementation of SEAL, to
    b) more positive pupil ratings of social and emotional ethos, to
    c) higher pupil ratings of positive peer interactions, to
    d) lower pupil ratings of negative emotion.

4.13. Statistical analysis of associations between implementation ratings, school ethos, and *staff ratings of behaviour* showed a significant pathway from:
    a) better engagement with families and communities, to
    b) more positive staff ratings of social and emotional ethos, to
    c) higher staff ratings of behaviour in class.

4.14. Statistical analysis of associations between implementation ratings, school ethos, and *Ofsted ratings for Behaviour* showed a significant pathway from:
    a) stronger Whole-School Universal implementation of SEAL, to
    b) more positive pupil/staff ratings of social and emotional ethos, to
    c) better Ofsted ratings for Behaviour.

4.15. Statistical analysis of associations between implementation ratings, school ethos, and *levels of overall absence* showed:
    a) a marginal trend for more positive pupil/staff ratings of social and emotional ethos to be predictive of lower overall absence, and
    b) a significant link between ratings of staff CPD work and lower overall absence.

4.16. Statistical analysis of associations between implementation ratings, school ethos, and *levels of persistent absence* showed a significant pathway from:
    a) stronger Whole-School Universal implementation of SEAL, to
    b) more positive pupil/staff ratings of social and emotional ethos, to
    c) lower levels of persistence absence.

4.17. Statistical analysis of associations between implementation ratings, school ethos, and *Key Stage 2 SATs and GCSE attainment results* showed a significant pathway from:
    a) stronger Whole-School Universal implementation of SEAL, to
    b) more positive pupil/staff ratings of social and emotional ethos, to
    c) better attainment results and more positive staff ratings of pupils' attitudes to learning.

4.18. The analysis of attainment results also showed an additional direct link with ratings of how well schools integrate SEAL into learning. Strikingly, the analysis estimated that 49.8% of school-level variance in the attainment results could be accounted for by differences in the social and emotional ethos and implementation ratings.

4.19. A further analysis showed that Ofsted ratings of Behaviour, pupil/staff ratings of social and emotional ethos, and Regional Adviser ratings of SEAL implementation all independently predicted attainment results. Thus, SEAL implementation and school ethos are directly related to better attainment results, as well as having an indirect connection with attainment via their link with positive behaviour.

4.20. Finally, all of the key school-level associations between SEAL implementation, social and emotional ethos, and the various attainment, behaviour, and attendance outcomes remained statistically significant after controlling for Free School Meals.

5. Recommendations

5.1.   Schools need continued support to implement SEAL as a 'whole-school universal' approach, rather than just as a set of teaching materials and/or focusing only on pupils with problems, in order to create the positive ethos associated with enhanced relationships, positive behaviour for learning, attendance, and attainment.

Our analysis suggests that efforts to address social and emotional aspects of learning in schools are associated with the most positive outcomes when they take the form of a Whole-School Universal approach. In line with evidence from previous international research, implementations of SEAL that truly engage all staff and provide universal learning opportunities for all pupils are intimately connected with the kind of safe and calm learning environments which promote sound learning, good behaviour, regular attendance, and positive peer interactions.

5.2.   In building internal capacity, schools need access to a wide range of examples of effective practice in the implementation of SEAL. The examples of effective practice captured in developing this report should be disseminated through a variety of mechanisms (such as web-based materials and network events), with particular attention to the key features of implementation found to predict positive outcomes:

   - o *Engagement of all staff in the school's SEAL strategy*
   - o *Cross-school programme of SEAL learning opportunities for all pupils*
   - o *Integrated approach to SEAL, behaviour, and well-being*
   - o *Delegation of SEAL responsibilities to all staff within a clear management structure*
   - o *Integration of SEAL into approaches focused on pupils' learning.*

Translating a Whole-School Universal approach into practice is not a simple task. In this investigation, the Regional Advisers' ratings of SEAL implementation were based on a semi-structured protocol followed during their visits to the participating schools. This revealed a wide range of effective practice relating to the key features of Whole-School Universal implementation listed above. Systematic presentation of this range of practice, including web-based materials, will be important for communicating with schools about different ways to achieve effective whole-school implementation.

5.3.   Given the clear associations between pupils' experiences of positive peer interaction, bullying, and negative emotion, Whole-School Universal approaches to SEAL should be integrated with support for specific groups of pupils and their families, alongside clearly-defined and well-communicated school-based measures to tackle bullying.

Our analysis of pupil self-report data revealed varying levels of positive peer interactions, peer victimisation, and negative emotion within schools. This is entirely in line with the common understanding that some pupils and their families have distinctive social and emotional needs, and that peer group interactions can sometimes involve significant antisocial, bullying behaviours. At the same time, our analysis of differences between schools highlighted the relevance of Whole-School Universal implementation for creating an overall ethos that supports positive behaviour and learning, as discussed above. Rather than dealing with these issues in a fragmented and piecemeal fashion, it will be important to

provide a coherent Whole-School Universal approach that incorporates specific, targeted work to support the most vulnerable pupils and to tackle problems such as bullying.

5.4. Schools should be encouraged to work collaboratively to develop SEAL in a way that meets the needs of pupils, their families and local communities, which in turn should facilitate a Whole-School Universal approach. Particular attention should be paid to the cluster of contextual supports found to be linked with effective whole-school implementation:

- o *Engaging with families and communities to meet local needs and priorities*
- o *Regular CPD opportunities relating to social and emotional aspects of learning*
- o *Structures and activities to support staff well-being*
- o *Data collection to inform targeted activities, track progress and assess impact.*

Our initial analyses suggested that a cluster of contextual processes, as listed above, was strongly associated with a Whole-School Universal implementation. Schools are likely to benefit from sharing and discussing the contextual supports they have developed in order to lay a foundation for effective whole-school implementation (e.g., strategies for engaging with the community). The preliminary network meetings between school staff and LA professionals that took place in the early stages of the Tracker School Project provided a valuable opportunity for practitioners to share effective practice and develop collaborative partnerships. Future events of this kind, as well as working partnerships between schools within communities with specific needs, are likely to be helpful for schools.

Appendix I. Extended background

A large and robust body of research across various countries points to the importance of young people's social and emotional characteristics and skills for developmental outcomes such as school adjustment and achievement, mental health, social relationships, and behaviour problems (e.g., Chen et al., 2002, 2004; Dodge et al., 2003; Henricsson & Rydell, 2006; Morison & Masten, 1991). Indeed, researchers have long recognised that difficulties in children's social relationships are associated with important long-term adjustment outcomes, including academic achievement, job prospects, mental health, and even criminality (e.g., Parker & Asher, 1987).

Schools represent one important social context that plays a central role in influencing young people's social and emotional development. Psychological research shows strong associations between socio-emotional skills and functioning at school. For example, Wentzel (1993) demonstrated that social behaviour within the classroom is intimately predictive of academic performance, even after controlling for a wide range of demographic and academic/intellectual variables. Similarly, Flook et al. (2005) showed that difficulties in peer relations at 10 years of age predict lower academic self-concept, more negative emotional characteristics, and, ultimately, poorer academic performance at age 12.

In view of this kind of evidence, significant efforts have been made to design specific school-based prevention and intervention programmes that foster positive social relationships and healthy emotional development. Considerable research testifies to the value of school-based programmes for promoting pupils' social and emotional adjustment, with related advantages in terms of behaviour, well-being, and academic learning (see Weare & Gray, 2003). For example, a recent meta-analysis of 180 universal promotion or prevention programmes for youths (between 5 and 18 years), including those with control group designs, found overall positive effects on social and emotional skills, self-perceptions, peer relations, violence/aggression at school, and academic achievement (Payton et al., 2008). This evidence complements recent NICE reviews concerning school-based strategies to promote well-being in primary and secondary school pupils (Adi et al., 2007; Blank et al., 2009; Shucksmith et al., 2007).

Factors influencing the effectiveness of programmes

It is important to stress that reviews of studies in this area have shown important variations in effectiveness from one programme to another, and from one school to another. The challenge, then, is to determine what factors moderate the success of programmes in bringing about positive change for pupils and schools. This is an area that still requires considerable further research, but there are clear indications from the existing literature about dimensions likely to be of importance.

Part of the explanation for differences in effectiveness may lie in the particular learning opportunities offered to pupils in the programme. Meta-analysis of a large number of relevant studies suggests that programmes are most likely to be effective when they present a logical *sequence* of skills development, when they utilise *active* approaches to learning, when there is sufficient dedicated time to *focus* on this area of work, and when the learning opportunities *explicitly* address specific social and emotional skills (the so-called SAFE features, Payton et al., 2008).

A further issue concerns the extent to which the school-based work addresses the needs and skills of *all* pupils, or focuses only on selected pupil groups identified as having particular

needs or vulnerabilities. As Weissberg and O'Brien (2004) observe, it may be tempting to try and deal with poor behaviour by targeting the problem in a very narrow way. However, this kind of approach can quickly become fragmented and stigmatising, with little attention to ways in which particular instances of negative behaviour overlap with broad issues concerning the social relationships and emotional development of *all* pupils, as well as with the general perceptions that pupils and staff have about life at school. In fact, creating a positive school environment that is conducive to learning is likely to depend not simply on effective 'targeted' responses to specific problems exhibited by certain pupils, but also on 'universal' approaches to promoting the skills that *all* pupils – and indeed staff – need in order to establish and maintain a positive learning experience at school. This of course in no way precludes the use of targeted approaches to provide additional support for pupils and families with particular need; NICE reviews of evidence on promoting social and emotional well-being suggest that there is an emerging evidence base for *both* universal and targeted approaches (Adi et al., 2007; Blank et al., 2009; Shucksmith et al., 2007).

However, beyond the existence of a systematic, universal approach to skills development, there are additional aspects of implementation to consider. Even the most successful programmes may not lead to consistent benefits across all settings because of variations in how they have been implemented (Durlak & DuPre, 2008). Weare and Nind's (2010) recent review of school-based strategies to promote mental health – which overlap significantly with the promotion of social and emotional skills – suggests that a multi-modal, *whole-school* approach is likely to be more effective than concentrating activity only within one part of the school. Apart from having a well-organised programme of learning opportunities for all pupils, a genuinely whole-school approach requires broader consideration of leadership and delegation of responsibilities, as well as school organisation and policies. These issues are intimately connected to the shaping of a school's overall ethos, which in turn has the potential to influence broader school outcomes relating to fundamental behaviour, attendance, and learning goals. Indeed, as investigators have observed, "Research and practice increasingly have shown that schools will be most successful … when systematic decisions are made about how best to identify and implement innovative practices *in the context of the entire school community*" (Greenberg et al., 2003, p. 471, emphasis added).

A final question about effectiveness concerns the contextual supports that are needed in order to establish and maintain a successful whole-school universal approach to developing pupils' social and emotional skills. As Greenberg et al. (2003, p. 467) point out, "Programs that are insufficiently coordinated, monitored, evaluated, and improved over time will have reduced impact on student behavior and are unlikely to be sustained." Indeed, Payton et al.'s meta-analysis (2008) shows that where problems in implementation are encountered, positive impacts are far less extensive than in cases where implementation has been sound. There are numerous factors which may lay a foundation for developing an effective whole-school universal approach, including having high-quality assessment information, regular staff development opportunities, and positive relations with families and the community (e.g., Greenberg, 2010); indeed, staff training and family support have already been identified as potentially significant in the NICE reviews referred to above (e.g., Adi et al., 2007; Blank et al., 2009).

The strength of the evidence discussed above is reinforced by the fact that all of these dimensions of implementation (e.g., a whole-school approach, universal as well as targeted work, explicit curriculum focus on social and emotional skills, training and development for staff, engagement with families) figure prominently in NICE Public Health Guidance on promoting social and emotional well-being, both for primary schools (NICE, 2008a) and for secondary schools (NICE, 2008b).

Social and Emotional Aspects of Learning (SEAL)

The SEAL programme was conceived in the light of the international research evidence regarding approaches to developing social and emotional skills, and was designed to address the key principles thought to promote effectiveness, as discussed above. The first set of resources was developed in the course of the Primary Behaviour and Attendance Pilot in 2003-2005, when the Department for Education and Skills trialled a school-based approach to developing children's social and emotional skills. The Primary Social and Emotional Aspects of Learning (SEAL) curriculum resource was published in June 2005 following an evaluation of the pilot work. Subsequently, a new pilot project was conducted with the aim of developing and evaluating a similar resource for secondary schools. The Secondary SEAL resource was developed over the course of the pilot, and was published online in May 2007. The Primary SEAL resource has been adopted in some way by the vast majority of primary schools across the country, and an increasing number of secondary schools are introducing work emanating from the SEAL programme; approximately 70% of schools are involved at some level.

Broadly speaking, the SEAL programme is designed to support schools in promoting the well-being and learning of children and young people. The curriculum element focuses on a number of themes relating to social and emotional skills, addressing constructs such as self-awareness, motivation, empathy, and conflict resolution, among others. The resources for this work include detailed ideas and materials for assemblies and class activities. There is a universal 'Wave 1' element that facilitates schools' work on developing social and emotional aspects of learning across the entire pupil body, as well as a 'Wave 2' element to help schools to provide additional support through small group activities for those pupils who would benefit from it. It is also important to note that SEAL has a major emphasis on the ways in which the whole school community as a setting can promote positive social and emotional development, including resources relating to staff development, school organisation, management and leadership, family and community relations, and school ethos.

The approaches used to support the promotion of social and emotional skills have been developed more extensively in recent years. Since 2008, an extensive range of developmental work has been undertaken by the National Strategies in partnership with Local Authorities and schools. This has focused on embedding SEAL at a strategic and operational level across Local Authorities and within schools, in order to maximise the impact of social and emotional skills development on local and school-based priorities. A major focus has been on promoting cohesion between activities intended to improve pupil attainment and those associated with individual or community well-being. This has included whole-school strategies to enhance the social and emotional environment for all learners, as well as targeted activities with groups of vulnerable learners in a range of settings and an extension of existing work with families.

From the outset, it was recognised that SEAL could fruitfully complement existing school-based strategies to support pupils' social and emotional development. The taught element of skills development sits alongside a wide range of related work in schools, including specific curriculum subjects, such as PSHE and Citizenship, various school-based activities focused on social and emotional learning (e.g., Circle Time, nurture groups, anti-bullying, peer mediation, and mentoring/buddying schemes), as well as traditional school subjects into which social and emotional learning should ideally be integrated. Whole-school aspects of SEAL integrate with a wide range of activities at an organisational level, such as strategies to improve school climate and ethos, school management and leadership, staff development,

positive behaviour management, work with families and community, and national initiatives such as Healthy Schools, Targeted Mental Health in Schools, and Assessment for Learning.

Rationale for this investigation

Qualitative investigations of SEAL and observations by National Strategies Regional Advisers have shown that schools have implemented SEAL work in very different ways. This is welcomed and encouraged, insofar as the approaches to developing social and emotional skills are designed not to be rigid and over-prescriptive, but instead to support local needs and school strengths. However, it does mean that schools working with SEAL (as opposed to other heavily prescriptive curriculum programmes) cannot be treated as a homogenous group. In practice, the implementation of SEAL within a given school may or may not adhere to the key principles considered to promote effectiveness, discussed above. For this reason, blanket judgements about impact across all schools that are 'using' or 'doing' SEAL are likely to be misleading. The variations in implementation need to be captured and actively investigated in order to understand how they map onto differences in outcomes for pupils and schools. Such work can shed light on why SEAL may be much more effective in promoting positive outcomes (relating to ethos, behaviour, attendance, and attainment) in some schools than in others.

The present investigation provides an opportunity to investigate these issues in English schools, with attention to the connections between: a) schools' approaches to the implementation of SEAL; b) the social and emotional ethos of the schools, as perceived by pupils and by staff; and c) various outcomes concerning pupils' social and emotional experiences, behaviour, attendance, and attainment results.

Appendix II. Extended results

Overview

The analyses are divided into three parts. The first part presents background findings relating to the average scores from the pupil and staff surveys, changes from primary to secondary phase, and the extent to which pupil and staff ratings of school ethos correlated with each other. Average ratings of SEAL implementation by the Regional Advisers are also examined.

Moving onto our main findings, the second part of our analysis considers which of the SEAL implementation ratings were the best predictors of the pupil and staff perceptions of social and emotional ethos.

Finally, the third part of our analysis focuses on path models showing the relationships between the SEAL implementation ratings, the staff and pupil perceptions of social and emotional ethos, and school-level outcomes relating to: levels of negative emotion, staff and Ofsted ratings of behaviour, overall and persistent absence, and Key Stage 2 and Key Stage 4 attainment results.

Please note that further details on all statistical tests are available from the author. The key findings are summarised and discussed in the next section of this report.

Background Findings: Overall perceptions and school differences

Pupil and staff surveys

Table 3 shows the overall mean scores (with standard deviations in parentheses) from the pupil and staff surveys, as well as the range of school means. The scores show that pupil and staff reports overall are more positive than negative: consistently, scores on the positive dimensions were significantly higher than the midpoint of the response scale, and scores on the two negative dimensions (pupils' reports of victimisation and negative emotion) were significantly lower than the midpoint of the response scale (all ps < .001[6]).

Table 3. Pupil and staff survey descriptive statistics

Measure	Possible range	Overall mean (SD)	Range of primary/middle school means	Range of secondary school means
Pupil - Positive peer interactions	0-3	1.94 (.65)	1.63 – 2.23	1.65 – 2.05
Pupil - Victimisation	0-3	0.59 (.64)	0.35 – 1.10	0.33 – 0.76
Pupil - Negative Emotion	0-3	0.57 (.60)	0.38 – 0.93	0.35 – 0.73
Pupil - Social and emotional ethos	0-3	1.83 (.58)	1.54 – 2.40	1.13 – 1.92
Pupil - Teacher attitudes and involvement	0-3	2.02 (.74)	1.56 – 2.60	1.27 – 2.07
Staff - Social and emotional ethos	0-3	2.30 (.45)	2.18 – 2.80	1.81 – 2.63
Staff - Teacher attitudes and involvement	0-3	2.65 (.37)	2.46 – 2.97	2.20 – 2.76
Staff - Behaviour in class	0-4	2.83 (.88)	2.54 – 3.67	1.94 – 3.52
Staff - Behaviour out of class	0-4	2.61 (.95)	2.32 – 3.46	1.43 – 3.40
Staff – Attitudes to learning	0-4	2.95 (.84)	2.75 – 3.78	2.20 – 3.60

However, it is also clear that there were very significant variations between schools. Some of these differences reflected differences across phases. For example, consistent with

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[6] Statistical significance is indicated using *p* values. Conventionally, *p* values smaller than 0.05 are considered to indicate statistical significance.

research on the prevalence of bullying (e.g., Olweus, 2003), the highest levels of reported peer victimisation were in some of the primaries rather than the secondaries. On the other hand, it seems very clear that there were significant declines from primary to secondary phase in pupil and staff ratings of the social and emotional ethos, pupil and staff ratings of teacher attitudes and involvement, and staff ratings of pupil behaviour and attitudes towards learning (all $ps < .001$).

Staff were generally more positive than pupils in their perceptions of social and emotional ethos and of teacher attitudes and involvement. This was true for both primary and secondary schools, but the most pronounced divergence was apparent with regard to staff vs. pupil reports on teacher attitudes and involvement in secondary schools (all $ps < .001$).

Finally, despite this general trend for staff to be more positive than pupils, it is crucial to recognise that there was excellent consistency between pupils and staff in terms of the differences between schools. In other words, schools which had relatively high ratings from staff also had relatively high ratings from pupils, and schools with relatively low ratings from staff also had relatively low ratings from pupils (correlations[7] between average staff and pupil ratings for 'Social and Emotional Ethos' and 'Teacher Attitudes and Involvement' both greater than .80, $ps < .001$).

Regional Adviser ratings of SEAL implementation

Table 4 shows the overall mean scores for the two clusters of implementation ratings, and the range for each across the 53 schools.

Table 4. Regional Adviser survey descriptive statistics

Implementation Cluster	Possible range	Overall mean (SD)	Range of primary/middle school means	Range of secondary school means
Whole-School Universal approach (e.g., engagement of all staff, integrated approach to behaviour and well-being, universal learning opportunities)	1-3	2.42 (.57)	1.75 – 3.00	1.00 – 3.00
Contextual supports (e.g., CDP programme, family and community engagement, use of data)	1-3	2.23 (.50)	1.00 – 2.83	1.17 – 2.83

The overall mean scores are generally high, indicating that Regional Advisers tended to perceive relatively high quality of implementation. However, it is also clear there is a

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[7] Note that correlation coefficients can range from -1 (perfect negative relationship) through 0 (zero relationship) to +1 (perfect positive relationship). A correlation of .30 is considered to represent a moderate relationship, and a correlation of .50 is considered to represent a strong relationship.

wide range of scores across the various participating schools both in primary and secondary phases.

Main Findings I. Connections between SEAL implementation and school ethos

Our initial assessment focused on the expected connection between the schools' implementation of approaches to developing social and emotional skills and the schools' social and emotional ethos.

Using the school-level data, we conducted one hierarchical regression analysis of social and emotional ethos as rated by pupils and another regression analysis of social and emotional ethos as rated by staff. In both cases, the first step included the two implementation clusters ('Whole-School Universal approach' and 'Contextual supports'), and then any added value of individual implementation aspects was calculated using stepwise entry.

The analysis of pupil-rated social and emotional ethos showed only a significant and strong effect of Whole-School Universal implementation (p = .002), comprising dimensions such as the engagement of all staff, integration of SEAL with work on behaviour and well-being, and universal learning opportunities for all pupils.

In contrast, the analysis of staff-rated social and emotional ethos showed that two individual implementation aspects relating to contextual supports – namely 'engagement of parents and community' and 'staff well-being' – were the only independent predictors of staff perceptions (p = .003 and p = .011, respectively).

Interestingly, although the sample of schools is too small to draw firm conclusions about differences in the patterns for primary vs. secondary phases, follow-up analysis showed that the above associations are considerably stronger in secondary school than in primary school. However, it is important to note that the basic association between Regional Advisers' ratings of Whole-School Universal implementation and pupil ratings of social and emotional ethos is significant even after controlling for phase differences (partial correlation = .49, p = .008).

Finally, even though the Regional Advisers' ratings of Whole-School Universal implementation were the dominant predictor of pupil-rated social and emotional ethos, the Whole-School Universal ratings themselves were strongly predicted by the Regional Advisers' ratings of 'Contextual supports' (correlation = .60, p < .001). Thus, we were able to identify a significant indirect pathway from: a) 'Contextual supports' ratings, to b) Whole-School Universal implementation, to c) pupil-rated social and emotional ethos (test of mediation, p = .005).

Main Findings II. Predictors of school differences in key outcomes

As shown in Table 5, there were significant correlations between Whole-School Universal implementation of SEAL, pupil/staff ratings of social and emotional ethos, and key indicators of behaviour, attendance, and attainment. Stronger Whole-School Universal ratings of SEAL implementation and better ratings of social and emotional ethos were associated with better Ofsted ratings of Behaviour, lower levels of persistent absence, and better Key Stage 2 SATs and GCSE results.

Table 5. Correlations between SEAL implementation, school ethos, and key outcomes

Key outcome	Whole-School Universal implementation	Social and Emotional Ethos (pupil/staff composite)
Ofsted ratings of Behaviour	.28	.42
Persistent Absence	-.42	-.38
Attainment	.38	.59

Note: All correlations are statistically significant at $p \leq .05$.

We next examined multilevel path models of the relationships between Regional Adviser ratings of implementation, pupil and staff perceptions of social and emotional ethos, and various outcome measures: pupils' own social and emotional experiences, behaviour outcomes, attendance outcomes, and attainment outcomes.

Our analyses investigated factors that explain differences in scores at the level of the individual pupil or staff member (i.e., differences WITHIN schools), as well as the factors that explain why schools may differ from each other on the various measures (i.e., differences BETWEEN schools). For the purposes of this report, the results of the analysis are shown as simplified path diagrams, clearly marked as focusing either on "differences WITHIN schools" or on "differences BETWEEN schools".

In all diagrams, scores labelled with a "P" refer to pupil reports, scores labelled with an "S" refer to staff reports, and scores labelled with "RA" refer to Regional Adviser ratings. Please note that where social and emotional ethos is labelled with "P/S", this indicates that a composite score was used, based on averaging the pupil and staff ratings. Except in our first two analyses, where we were specifically interested in one perspective (pupils in the first analysis and staff in the second analysis), we used the composite ethos score in order to incorporate both pupil and staff perspectives.

Note on statistical analysis. We first conducted a fully saturated path analysis incorporating the implementation scores that emerged as significant within our preliminary analysis. After evaluating possible mediation (indirect) effects, we deleted non-significant paths, and arrived at a final model for each analysis. Each of the models presented below demonstrated good fit to the data, according to conventional thresholds for the statistical tests.[8]

[8] The key indicators here are that CFI should be above .95 and RMSEA below .06.

Predictors of pupils' own social and emotional experiences

Our first multilevel analysis examined pupils' reports on their own experiences of positive peer interactions, peer victimisation, and negative emotion (anxiety, sadness, loneliness) at school. It was expected that individual differences in these scores would reflect the way the pupils perceive the social and emotional ethos of the school.

It was also expected that school differences in levels of positive peer interactions would be most strongly predicted by school differences in the social and emotional ethos (as perceived by pupils). As noted earlier, Regional Advisers' mean scores for the schools' Whole-School Universal approach to SEAL were the most important predictor of school differences in ethos.

Figure 1 shows the final model, illustrating the significant indirect path from Regional Advisers' ratings of a Whole-School Universal approach to SEAL, to pupils' experiences of positive peer interactions and negative emotion, via an effect on the schools' social and emotional ethos.

Differences WITHIN schools
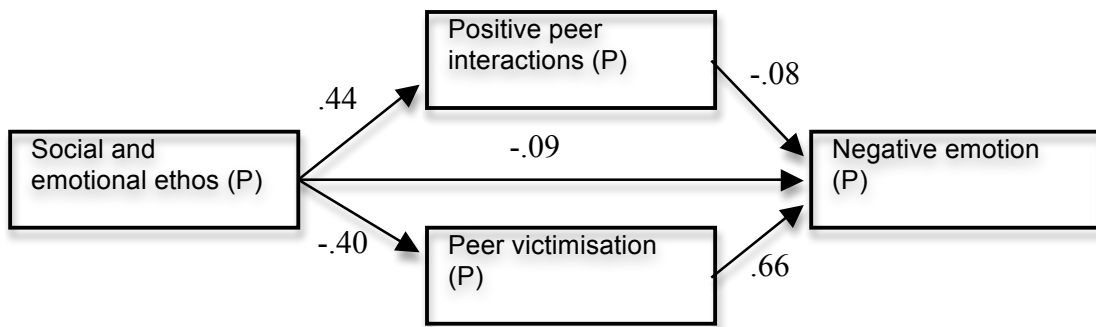
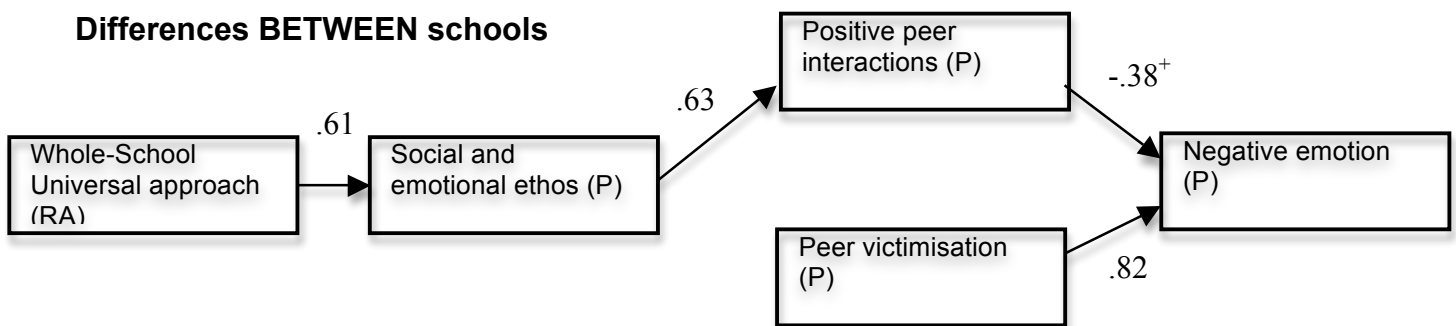**Differences BETWEEN schools**

Figure 1. Predictors of pupils' own social and emotional experiences

χ^2 (6) = 15.80, p = .015, CFI = .997, RMSEA = .026

All path coefficients significant at $p < .001$, except for $^+ p < .10$

Indirect paths
Whole-School Universal approach (RA) → Social and emotional ethos (P) → Positive peer interactions (P)
  o   Standardized estimate = .39, p = .002

Whole-School Universal approach (RA) → Social and emotional ethos (P) → Positive peer interactions (P) → Negative emotion (P)
 o   Standardized estimate = -.15, p = .028

<u>Predictors of behaviour outcomes</u>

Our next set of analyses considered predictors of behaviour. We started with a multilevel analysis focusing on the strongest predictors of how staff perceived pupils' behaviour in class.

With regard to individual differences in staff perceptions, we fully expected that staff members' basic rating of pupils' behaviour in class would be strongly predicted by their overall perceptions of social and emotional ethos (since the former is clearly one important aspect of the latter). Thus, staff members who viewed the social and emotional ethos of the school more positively were also likely to rate pupils' behaviour in class more positively.

With regard to school differences in staff-reported behaviour, our initial analyses revealed that the Regional Advisers' rating of 'Whole-school engagement: Parents and community' was the most significant aspect of SEAL implementation. Figure 2 shows the final model, illustrating the significant indirect path from Regional Advisers' ratings of parent and community engagement in SEAL work, to staff ratings of pupils' behaviour in class, via an effect on the schools' social and emotional ethos.

Differences WITHIN schools

| Social and emotional ethos (S) | —— .61 ——▶ | Behaviour in class (S) |

Differences BETWEEN schools
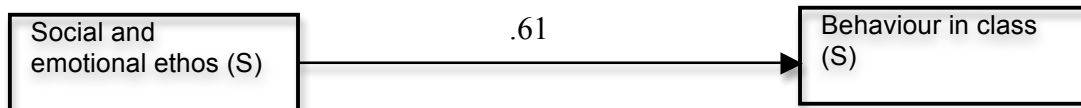
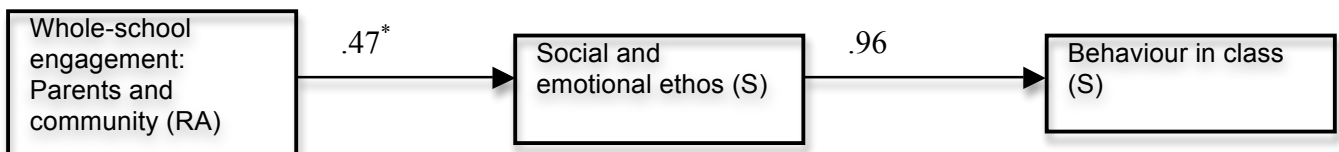| Whole-school engagement: Parents and community (RA) | —— .47* ——▶ | Social and emotional ethos (S) | —— .96 ——▶ | Behaviour in class (S) |

Figure 2. Predictors of staff ratings of pupils' behaviour in class

$\chi^2 (1) = 1.53, p = .22$, CFI = .998, RMSEA = .03

All path coefficients significant at $p < .001$, except for $^*p = .01$
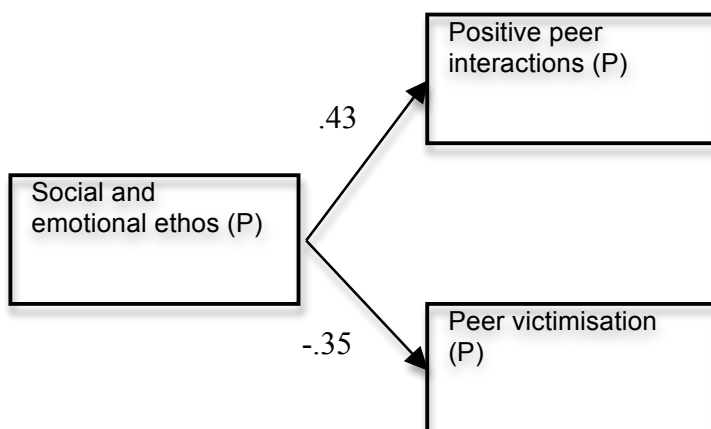
Indirect path
Engagement of parents and community (RA) → Social and emotional ethos (S) → Behaviour in class (S)
     o Standardized estimate = .49, $p = .01$

In our subsequent analysis we added data to show the perspectives of pupils and Ofsted. Within schools, individual differences in pupils' experiences of positive and negative behaviour from peers clearly reflected their perceptions of the social and emotional ethos, as we have already observed in Figure 1.

When it came to constructing a path model to explain differences in Ofsted ratings of behaviour between schools, we combined pupil and staff perceptions to form an overall measure of social and emotional ethos from multiple informants. In fact, this measure was the biggest predictor of school differences in Ofsted ratings of Behaviour. Social and emotional ethos in turn was strongly predicted by Regional Advisers' ratings of the schools' Whole-School Universal approach to SEAL. The final model is shown in Figure 3.

Differences WITHIN schools
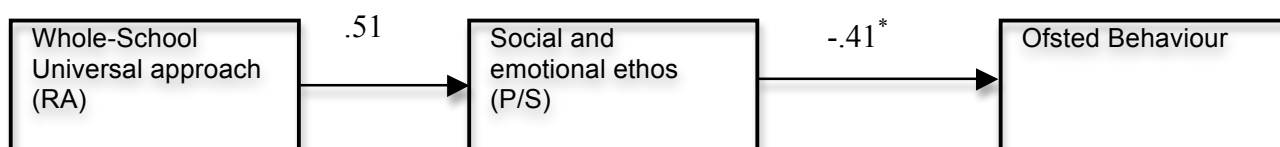
Differences BETWEEN schools

Figure 3. Predictors of Ofsted ratings of pupils' behaviour

χ^2 (1) = 0.164, p = .685, CFI = 1.00, RMSEA = .000

All path coefficients significant at $p < .001$, except for $^*p < .01$

Indirect path
Whole-School Universal approach (RA) → Social and emotional ethos (P/S) → Ofsted Behaviour
o Standardized estimate = -.22, p = .009

Note that in this analysis, Ofsted ratings of Behaviour are scored so that lower numbers indicate more positive behaviour (1=outstanding, 2=good, 3=satisfactory, 4=inadequate)

It should be noted that the analysis of the latest data on Fixed-Period Exclusions was not so clear. Although higher ratings by Regional Advisers of a Whole-School Universal approach were significantly related to lower FPE percentages (correlation = -.38, p = .042), the FPE percentages were neither correlated with Ofsted ratings of Behaviour nor with social and emotional ethos.

Predictors of attendance outcomes

We conducted separate analyses on the latest Overall Absence and Persistent Absence statistics. Since we did not have data available on individual pupils' attendance records, we simply modelled individual differences in pupils' negative emotion, as a function of positive peer interactions, peer victimisation, and social and emotional ethos (as previously depicted in Figure 1).

However, our initial analyses showed that school differences in negative emotion were not related to school differences in Overall Absence. Furthermore, although there was a tendency for Overall Absence to be predicted by social and emotional ethos (which in turn was related to Regional Advisers' ratings of a Whole-School Universal approach), this pathway was not statistically significant. In fact, the most significant predictor of school differences in Overall Absence was Regional Advisers' rating of Continuing Professional Development work relating to SEAL. This can be seen in the final model shown in Figure 4.

Differences WITHIN schools
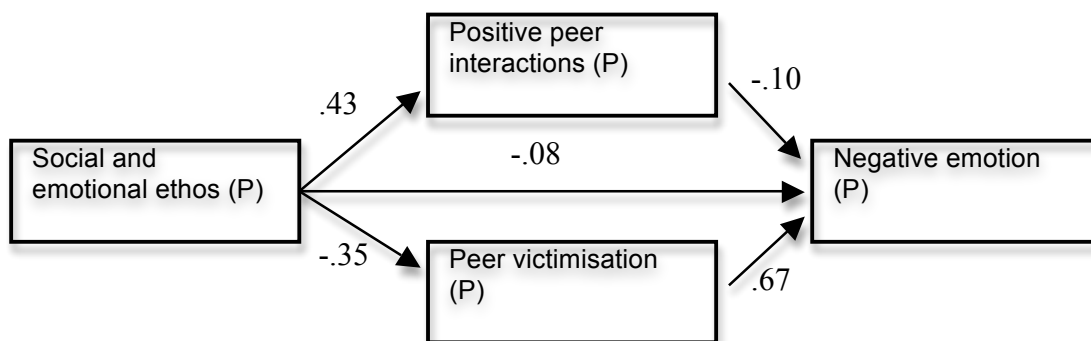
Differences BETWEEN schools

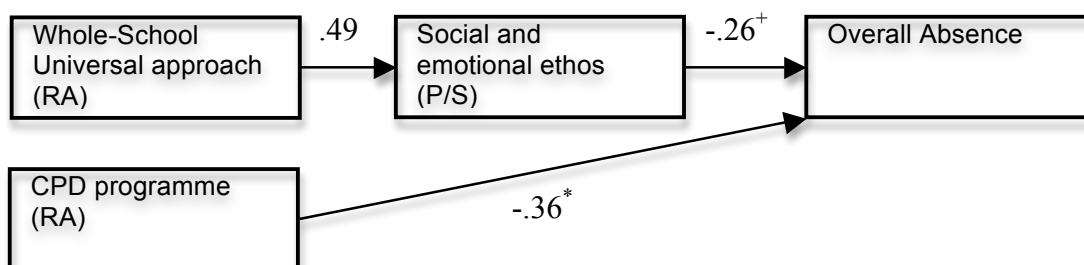Figure 4. Predictors of overall absence

χ^2 (2) = 3.38, p = .185, CFI = 1.00, RMSEA = .017

All path coefficients significant at $p < .001$, except for $^{+}p < .10$ and $^{*}p < .05$

The corresponding analysis of school differences in Persistent Absence was similar to the analysis of school differences in Ofsted ratings of Behaviour. The strongest school-level predictor of Persistent Absence was the overall social and emotional ethos (rated by pupils and by staff), which in turn was strongly predicted by Regional Advisers' ratings of a Whole-School Universal approach. This indirect pathway from Whole-School Universal implementation to social and emotional ethos to Persistent Absence approached statistical significance, and is apparent in the final model shown in Figure 5.

Differences WITHIN schools
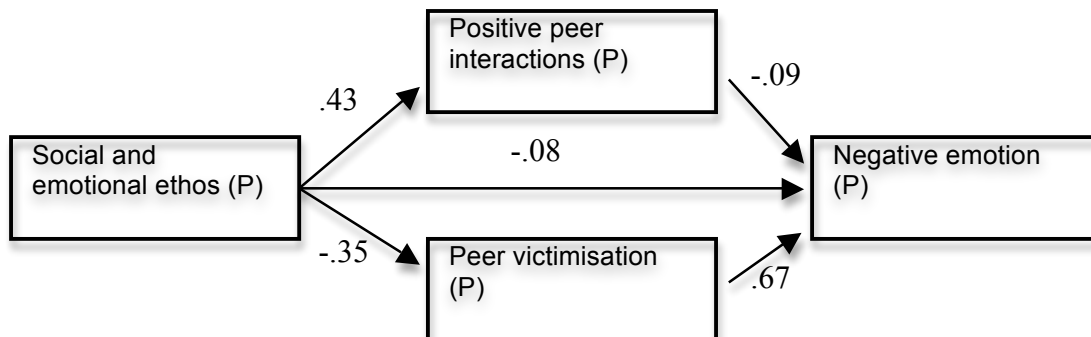
Differences BETWEEN schools

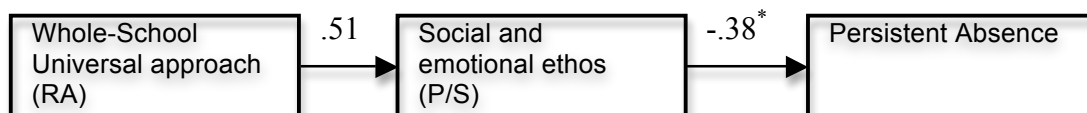

Figure 5. Predictors of persistent absence

χ^2 (1) = 4.71, p < .001, CFI = .999, RMSEA = .040

All path coefficients significant at p < .001, except for [*] p < .01

Indirect path
Whole-School Universal approach (RA) → Social and emotional ethos (P/S)
→ Persistent absence
    o   Standardized estimate = -.19, p = .076

Predictors of attainment outcomes

The final analysis considered predictors of differences in attainment. No attainment data were available at the level of the individual pupil. However, we did have variations within schools in how different staff members viewed the pupils' attitudes towards learning. The analysis revealed that these variations were almost entirely a reflection of differences in the staff members' perceptions of the overall social and emotional ethos.

At the school level, we examined the predictors of attainment results at Key Stage 2 (percentage achieving Level 4 or higher in English and Mathematics) and at Key Stage 4 (percentage achieving 5 GCSE A-Cs including English and Mathematics).[9]

Our preliminary analyses revealed that attainment results related not only to the Regional Advisers' general ratings of a Whole-School Universal approach to SEAL, but also to their specific ratings of how SEAL was integrated with learning. The latter aspect of implementation had a direct link to attainment results. However, there was also an indirect effect (approaching statistical significance) of the Regional Advisers' Whole-School Universal ratings on staff perceptions of pupil attitudes towards learning, via their effect on overall social and emotional ethos. These patterns can be seen in the final model, shown in Figure 6. Strikingly, the analysis estimated that 49.8% of school-level variance in the Attainment Results could be accounted for by differences in the social and emotional ethos and implementation ratings.

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[9] We were able to combine Key Stage 2 and Key Stage 4 attainment results in the same analysis by standardising the attainment results within school type. Thus, a primary or middle school with average Key Stage 2 results received an attainment score of 0, and a secondary school with average Key Stage 4 results also received an attainment score of 0, with attainment scores rising above 0 for schools scoring above average and attainment scores falling below 0 for schools scoring below average.

Differences WITHIN schools
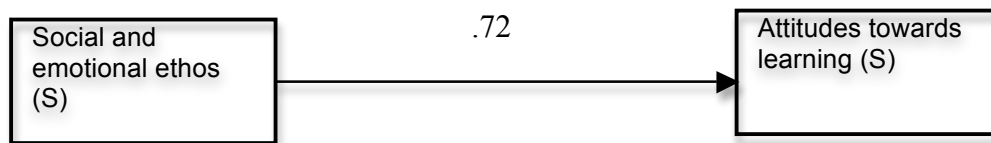
Differences BETWEEN schools
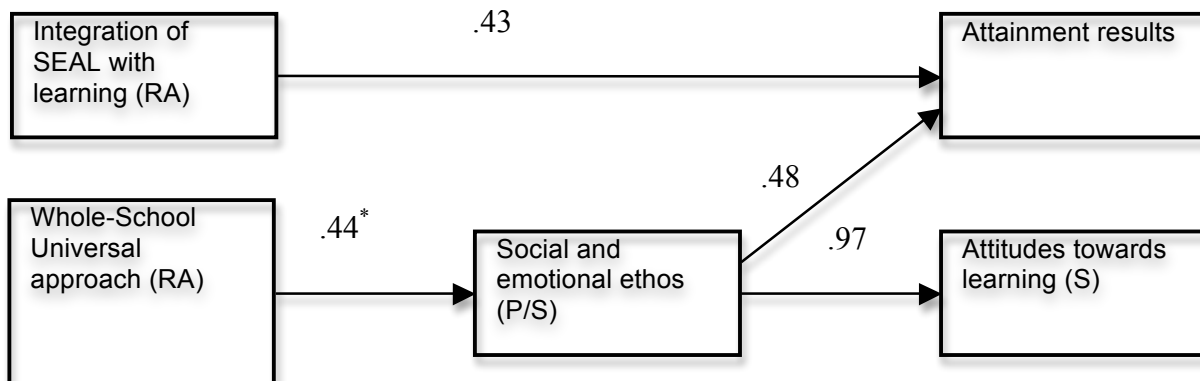
Figure 6. Predictors of attainment

χ^2 (4) = 3.24, p = .519, CFI = 1.00, RMSEA = .00

All path coefficients significant at $p < .001$, except for * $p < .01$

Indirect paths
Whole-School Universal approach (RA) → Social and emotional ethos (P/S) → Attitudes towards learning (S)
   o   Standardized estimate = .43, p = .045

Whole-School Universal approach (RA) → Social and emotional ethos (P/S) → Attainment results
   o   Standardized estimate = .17, p = .10

We also considered the likely role of behaviour in predicting attainment, and conducted a further analysis to determine whether the associations between implementation characteristics, social and emotional ethos, and attainment remained significant even after controlling for the role of behaviour. Figure 7 shows that this was indeed the case, at the level of both differences within schools and differences between schools.

Differences WITHIN schools
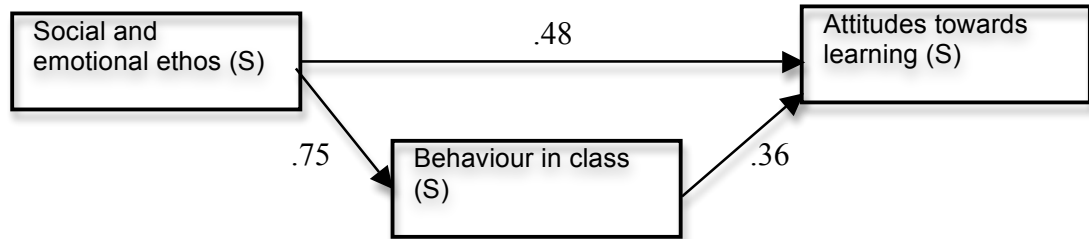

Differences BETWEEN schools

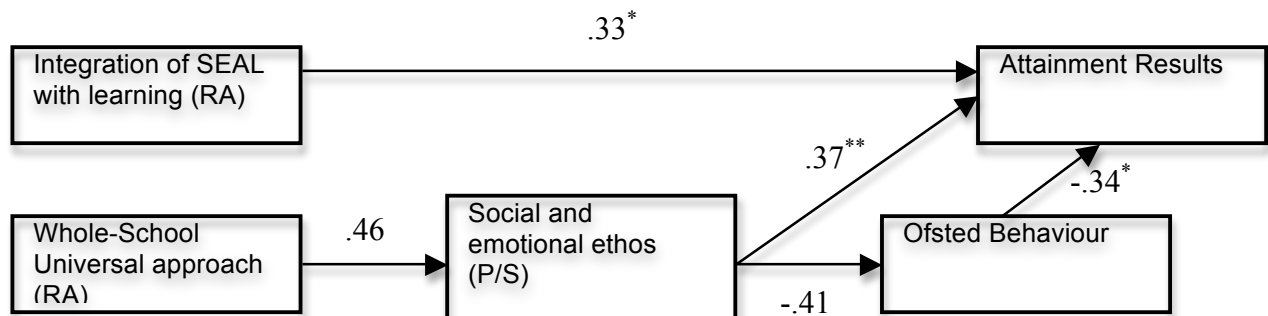Figure 7. Predictors of attainment after controlling for behaviour

χ^2 (4) = 6.49, p = .17, CFI = .998, RMSEA = .031

All path coefficients significant at $p < .001$, except for * $p < .05$ ** $p < .01$

Note that in this analysis, Ofsted ratings of Behaviour are scored so that lower numbers indicate more positive behaviour (1=outstanding, 2=good, 3=satisfactory, 4=inadequate)

Finally, we also verified that the associations between Regional Adviser ratings of implementation, pupil/staff perceptions of social and emotional ethos, and outcomes regarding behaviour, attendance, and attainment remained significant even after taking into account any variations that are due to differences in Free School Meals.

Specifically, all of the key school-level associations between social and emotional ethos and the various outcome measures (Ofsted ratings of Behaviour, Persistent Absence, and Attainment Results) remained significant after controlling for Free School Meals (all partial correlations greater than .35, $ps < .05$). Also, Regional Advisers' ratings of Whole-School Universal implementation remained a significant predictor of pupil/staff reports on social and emotional ethos, while the ratings of CPD work still predicted Overall Absence and the ratings of Integrating SEAL with Learning still predicted Attainment Results (all partial correlations greater than .30, $ps < .05$).

Appendix III. Extended summary and discussion

This section summarises the findings of the investigation, with a discussion of their implications and the questions that need to be addressed in future work. We begin with background findings to describe overall perceptions and the variations between schools. Then we turn to the main findings of our investigation, regarding connections between: a) approaches to implementing SEAL; b) social and emotional ethos; and c) school outcomes regarding behaviour, attendance, and attainment.

Background Findings: Overall perceptions and school differences

The online surveys yielded reliable data on pupil and staff perceptions. This reflects the fact that both pupils and staff responded to the questions about their experiences and perceptions in a meaningful and consistent way. Our investigation builds on a substantial literature using both pupil-report and staff-report measures to give us insights into social and emotional dimensions of functioning at school (e.g., Crick, 1997; Way, Reddy, & Rhodes, 2007).

Staff and pupil perceptions were broadly positive. The results of our analysis showed that all positive dimensions examined – pupils' experiences of positive peer interactions, perceived social and emotional ethos, positive teacher attitudes and involvement, and staff perceptions of pupil behaviour and attitudes to learning – were rated significantly above the midpoint of the scale. On the other hand, pupils' experiences of victimisation and negative emotion were generally infrequent, with ratings significantly below the midpoint of the scale. Thus, across the sample as a whole, there is an overall positive response from both pupils and staff.

It was noteworthy that – despite answering precisely the same questions about the social and emotional ethos and teacher attitudes/involvement – **staff tended to give significantly more positive ratings than pupils**.   This kind of discrepancy is not unprecedented by any means (see Fraser & O'Brien, 1985), perhaps reflecting the fact that teachers are likely to give more positive reports on an environment over which they feel they have significant responsibility.

Despite the fact that staff reports are generally more positive than pupil reports, there was a remarkably **high level of consistency between pupils and staff when it came to differences between schools in social and emotional ethos.** Schools that received relatively high ratings from staff also received relatively high ratings from pupils, and schools with relatively low ratings from staff also received relatively low ratings from pupils. This gives us confidence that the differences between schools are not just reflecting the bias of one set of stakeholders. Indeed, these results indicate that staff and pupil reports are coherent in marking out schools with a highly positive social and emotional environment, as well as schools with a more negative environment. Of course, only further research can tell us whether this consistency would hold across a much larger sample of schools; some studies have shown much poorer connections between staff and pupil perceptions (e.g., Mitchell, Bradshaw, & Leaf, 2010). It is possible that the very fact that the participating schools were willing to be involved in the Tracker School Project may reflect a greater attunement between the perceptions of pupils and staff.

In line with previous findings (e.g., Way et al., 2007), **perceptions of social and emotional ethos tended to decline from primary to secondary school.** This may in part reflect discrepancies between the school environment and the emerging needs of young people as

they mature (e.g., Eccles et al., 1993). However, the substantial differences between schools – even within the same phase – show us that some schools appear to be managing these processes much more effectively than others.

Main Findings I. Connections between SEAL implementation and school ethos

Regional Advisers' ratings of the schools' implementation of SEAL, which were made on the basis of a carefully-constructed school visit protocol (and without any access to results from the pupil and staff surveys), were strongly connected to the pupil and staff perceptions of social and emotional ethos. The **most consistent predictor of pupil-rated social and emotional ethos was the composite score of Whole-School Universal implementation** (involving features such as engagement of all staff, universal learning opportunities for all pupils, and integration with other work on behaviour and well-being). This builds on evidence referred to earlier regarding the significance of universal approaches embedded within a genuinely whole-school implementation (e.g., Greenberg, 2010; Weare & Nind, 2010). Our analyses provide evidence for the argument that approaches which engage all staff and pupils in promoting positive social relationships and in understanding and managing emotions are most likely to yield a positive school environment.

Interestingly, **staff perceptions of social and emotional ethos were particularly connected with Regional Advisers' ratings of the schools' engagement with parents and community, and with the schools' approach to promoting staff well-being**. The sense of support from within the school and from having positive relations with parents and community may be a crucial starting point for staff to begin fostering pupils' social and emotional skills. This may also explain previous research findings that teachers' perceptions of parental involvement can actually predict improvements in children's academic performance (see Izzo et al., 1999). Additionally, our findings suggest that these kinds of contextual processes, focused around the use of information (e.g., data collection), support (e.g., parent/community engagement and staff well-being), and development (e.g., CPD opportunities), have an indirect link with social and emotional ethos because schools with these features are also more likely to be schools with a stronger Whole-School Universal approach to developing social and emotional skills.

Main Findings II. Predictors of school differences in key outcomes

School differences in the **levels of negative emotion and levels of positive peer interactions reported by pupils could be tracked back to perceptions of social and emotional ethos**, which in turn were predicted by a Whole-School Universal approach to implementation, as discussed above. This falls in line with existing longitudinal evidence that students' perceptions of school climate often predict their subsequent social and emotional adjustment (e.g., Way et al., 2007). Further research over longer timescales is needed to determine if these links operate in a reciprocal cycle of school improvement, whereby work on improving the social and emotional ethos leads to improvements in pupils' adjustment, which in turn lead to further improvements in ethos.

We also confirmed the expected links between pupils' behaviour and the broader social and emotional ethos (indeed, our measure of the latter naturally included items directly related to pupil behaviour). Thus, the staff perceptions of pupil behaviour were very strongly connected to their perceptions of the overall social and emotional ethos, which in turn were connected to a sense of the school's engagement with parents and community, as discussed above. However, it is noteworthy that we could also identify **clear pathways from: a) a**

Whole-School Universal approach to implementation, to b) social and emotional ethos, to c) both behaviour and attendance outcomes (using Ofsted's independent ratings of behaviour and objective statistics for persistent absence). The fact that these pathways connected three different sources of data (Regional Advisers, pupils and staff, and independent school information) makes it clear that these associations are not simply due to the globally positive or negative perceptions of one set of stakeholders. Rather, they demonstrate that schools where all staff are engaged in Whole-School Universal approaches to promoting social and emotional skills also tend to be schools with genuinely superior behaviour and lower persistent absence.

The analyses concerning attainment results showed that, in line with previous research, the broad social and emotional ethos of a school is closely connected with learning outcomes: **the implementation of a Whole-School Universal approach to SEAL is connected with the key attainment indicators at the end of Key Stages 2 and 4, via the enhanced pupil/staff perceptions of social and emotional ethos**. This result is entirely compatible with substantial reviews showing significant gains in achievement test scores following the use of programmes to enhance pupils' social and emotional learning (Payton et al., 2008). In the present research, we did not have the opportunity to track individual pupils' attainments over time, but our results are also consistent with previous studies showing that pupils' social relationships and interactions are significant predictors of academic performance (Flook et al., 2005; Wentzel, 1993).

It is important to stress that the connection between social and emotional ethos and attainment results was not simply due to the good behaviour found in schools utilising whole-school approaches to developing social and emotional skills. Our final model showed that **Ofsted ratings of behaviour, social and emotional ethos, and specific integration of SEAL into pupils' learning experiences were all independent predictors of attainment results.** This reflects the fact that attainment is multiply determined, with school differences in results likely to be associated with variations in the levels of good behaviour, the overall social and emotional environment of the school, and specific school/classroom practices relating to pupils' learning. In many schools, the Regional Advisers' positive implementation ratings reflected highly effective strategies for consolidating pupils' learning by promoting more positive motivation and goal-setting, self-awareness of progress, and collaborative group-working skills. Our results add to mounting evidence of links between socio-emotional dimensions of school life and academic outcomes (Zins et al., 2007).

Our final analysis simply confirmed that the **links between social and emotional ethos and the school-level outcomes were not simply a function of variations in socio-economic status** (based on Free School Meals percentages). In fact, all the key associations remained significant even after controlling for variance explained by FSM. However, a task for future research is to determine if the kinds of implementation characteristics and ethos dimensions examined here will be of particular importance in driving school improvement in areas with particularly high levels of deprivation.

Appendix IV. Measures

Online Surveys

<u>For pupils only (social and emotional experiences)</u>

0 = almost never   1 = once in a while   2 = quite often   3 = nearly all the time

1. Other pupils say kind things to me.

---

2. Other pupils leave me out of activities on purpose

---

3. I feel sad at school

---

4. Other pupils choose to spend their free time with me

---

5. Other pupils call me names or say nasty things to upset me

---

6. I feel lonely when I'm at school

---

7. Other pupils at school share things with me

---

8. Other pupils upset me by not talking to me or ignoring me

---

9. I feel worried about what other pupils are saying about me

---

10. Other pupils help me when I'm upset or hurt

---

11. Other pupils hit, kick, or push me in a mean or nasty way

---

12. I feel like crying when I'm at school

---

13. Other pupils let me join in with what they are doing

---

14. Pupils at school say nasty things about me to other people

---

15. I feel scared when I'm with other pupils at school

Positive filler questions:

I like reading books
I enjoy science lessons at school
I like doing PE at school
I enjoy doing maths at school
I enjoy assemblies at school

For pupils and staff (school ethos)

0 = almost never   1 = once in a while   2 = quite often   3 = nearly all the time

In my school…..

1. Pupils are good at working in groups with each other.

2. Pupils hurt or upset each other on purpose.

3. Teachers are caring towards the pupils.

4. Pupils enjoy coming to school.

5. Pupils behave well in class.

6. Adults ignore what pupils say.

7. Teachers try to be fair.

8. Everyone tries hard to help each other.

9. Pupils help to decide what goes on in the school.

10. Pupils hate their classes.

11. Teachers get on well with each other.

12. Pupils are caring towards each other.

13. Pupils behave badly when adults are not around.

14. Everyone feels safe at school.

15. Teachers tell pupils off without trying to find out what has happened.

16. Pupils are really interested in learning.

17. People pay attention to other people's feelings.

18. Teachers spend time getting to know the pupils.

19. Pupils at school can trust each other.

20. Everyone feels proud about the school.

For staff only (basic assessment of pupil functioning)

1 = very poor   2 = quite poor   3 = even mixture of poor and good
4 = quite good   5 = very good

1. Pupils' behaviour in class

2. Pupils' behaviour outside of class

3. Pupils' relationships with staff

4. Pupils' relationships with each other

5. Pupils' self-control (e.g., managing anger, resisting distractions)

6. Pupils' emotional health, confidence, and well-being

7. Pupils' attitudes towards learning

For each of the above, space was provided to comment on any changes noticed over the past two years, and the perceived reasons for why these changes occurred.

For Regional Advisers (implementation and impact ratings based on school visit)

Regional Advisers were provided with a semi-structured protocol for school visits, including prompt sheets for:

- o Accompanied walk around school
- o Interview with staff lead(s) on SEAL and/or behaviour (and examination of key documents)
- o Observation of SEAL or SEAL-related teaching and learning opportunities, and follow-up discussion with relevant member(s) of staff
- o Interview with a group of pupils

Ratings of implementation and perceived impacts were subsequently entered by Regional Advisers on an online survey (see next page).

SUMMARY 1

Implementation dimensions	Aspects	Level *circle 1, 2, or 3*	Description
Whole-school engagement	**Pupils**	1	Pupils aware of SEAL and behaviour policy and procedures (e.g., anti-bullying) but have little participation or imp
		2	(1) + clear structure for pupil voice and engagement with SEAL (e.g., school council, peer mentor/mediator)
		3	(2) + significant evidence that pupil views regularly inform decisions/policies related to SEAL
	Staff	1	Work to promote SEAL essentially the responsibility of a few selected staff
		2	Most or all teaching staff involved in specific SEAL (or similar) teaching and learning opportunities
		3	Most or all (including support) staff clearly engaged in the SEAL strategy and involved in related activities
	Parents and community	1	Some contact with parents beyond standard parent-teacher meetings etc.
		2	(1) + consultation with parents on decisions/policies, some direct work (e.g., Family SEAL, parenting)
		3	(2) + substantial direct work with parents, strong evidence of partnership with families and community
Staff development and well-being	**CPD work**	1	One or two CPD sessions to launch SEAL for some or all staff
		2	(1) + additional CPD opportunities relating to SEAL and positive behaviour, restricted to selected staff
		3	(2) + ongoing programme of regular CPD opportunities for most or all staff regarding SEAL and related areas
	Staff well-being	1	Crisis management -- work to support emotional health and well-being of staff when problems arise
		2	(1) + established system for monitoring emotional health and well-being of staff
		3	(2) + regular programme of activities to support and promote awareness of own social and emotional needs
Specific SEAL (or similar) activities	**Universal**	1	Some awareness of SEAL, activities restricted to certain pupil groups and staff
		2	Clear cross-school awareness of SEAL, but only some evidence of specific learning opportunities
		3	Well-organised programme of cross-school engagement in SEAL learning opportunities in most or all years
	Targeted	1	Pupils with additional needs receive some targeted SEAL-related support
		2	(1) + clear system for identifying, supporting, and monitoring pupil needs related to SEAL
		3	(2) + strong follow-through from targeted work to universal provision, with effective staff communication
Integration with other work	**Behaviour and well-being**	1	Some awareness of links between SEAL and other programmes relating to behaviour and well-being
		2	(1) + links made between SEAL and targeted work with particular pupil groups on behaviour and well-being
		3	(2) + evidence that most or all staff have an integrated approach to SEAL, behaviour, and well-being
	Learning	1	Some awareness of links between SEAL and pupils' learning
		2	(1) + clear links with AfL, some consideration of social and emotional needs when planning curriculum
		3	(2) + specific evidence of a cross-school focus on SEAL and related skills to achieve pupils' learning targets
Data collection and evaluation	**Data collection**	1	Some use of audits regarding pupil attitudes, safety, and/or well-being
		2	(1) + regular programme of audits/surveys regarding pupil attitudes, safety, and well-being across school
		3	(2) + whole-school engagement in data collection process, including staff and parents
	Use of data	1	Data used to provide summary information mainly for reporting purposes
		2	(1) + data used to evaluate school strategies, identify vulnerable pupils, and inform planning
		3	(2) + results and impacts fully disseminated so there is whole-school ownership of the process
Leadership and management	**Senior leadership**	1	Senior leaders aware of SEAL and related programmes, but not clearly engaged themselves
		2	Senior leader(s) responsible for SEAL and related programmes but not shared across SLT as priority
		3	Senior leadership team, including Head, drives SEAL and related programmes as a whole-school priority
	Delegation	1	SEAL and related activities viewed as the responsibility of a small number of staff members
		2	SEAL responsibilities clearly articulated and delegated across various levels
		3	(2) + all staff involved in SEAL and related programmes within a clear management structure

SUMMARY 2

Areas of perceived impact	Aspects	Description	Evidence of improvement? 1 = Minimal change	2 = Some indications	3 = Substantial evidence
School as community	**Pupil and staff participation**	All pupils and staff share a sense of joint ownership and are clearly involved in school decision-making	1	2	3
	Parent and community relations	Strong sense of partnership with parents, and active engagement of the school with the wider community	1	2	3
	Climate and pride	Positive whole-school ethos, shared sense of pride in school, and frequent celebration of school successes	1	2	3
Social relationships	**Pupils**	Positive pupil relationships (including empathy, celebration of diversity, intolerance of bullying)	1	2	3
	Staff	Positive staff relationships, sense of cohesive staff group, positive modelling by staff of SEAL skills	1	2	3
	Staff – pupils	Positive staff–pupil relationships, mutual respect and listening, pupils feel cared for	1	2	3
Pupil behaviour and adjustment	**Referrals and exclusions**	Reductions in fixed-period and permanent exclusions, and/or referrals for behaviour problems	1	2	3
	Attendance	Reductions in overall absence, clear system to identify and support vulnerable pupils at risk of persistent absence	1	2	3
	Behaviour in class	Positive group work, low levels of disruption, listening, engagement with learning	1	2	3
	General social behaviour	Pupils manage their own feelings and behaviour, show positive social skills and effective conflict resolution	1	2	3
	Well-being and safety	Pupils can express needs and feelings appropriately, display confidence and self-worth, and feel safe at school	1	2	3
Liking and enjoyment of school	**Pupils**	Pupils show enjoyment of school, have positive attitudes, are engaged with learning + extracurricular opportunities	1	2	3
	Staff	Staff show positive attitudes to pupils, self, and job, and are engaged with full range of responsibilities at school	1	2	3
Teaching and learning	**Teaching practices**	Consideration of SEAL issues in teaching practices and classroom interactions, use of SEAL language in lessons	1	2	3
	Academic motivation	Pupils have a positive orientation to learning, schoolwork and curriculum, rising to academic challenges	1	2	3
	On-task engagement	Pupils' engagement with class activities, listening, cooperative group work, effective independent work	1	2	3
	Attainment	Progress in performance levels and attainment of targets	1	2	3

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