



Programmes to Practices: Results from a Social & Emotional School Survey

January 2020

Michael Wigelsworth
Alice Eccles
Carla Mason
Lily Verity
Patricio Troncoso
Pamela Qualter
Neil Humphrey
(Manchester Institute of Education, University of Manchester)



Please cite this report as follows: Wigelsworth, M., Eccles, E., Mason, C., Verity, L., Troncoso, P., Qualter, P., Humphrey, N. (2019). *Primary Social and Emotional Learning: Survey results*. London: Education Endowment Foundation. The report is available from:

https://educationendowmentfoundation.org.uk/public/files/Social_and_Emotional_School_Survey.pdf

The EEF Guidance Report **Improving Social and Emotional Learning in Primary Schools** is available at:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

Contact information:

Dr. Michael Wigelsworth
Manchester Institute of Education
The University of Manchester
Oxford Road
Manchester
M13 9PL

P: 0161 306 1763

E: Michael.wigelsworth@manchester.ac.uk

Contents

Introduction and background.....	4
Social and Emotional Learning in primary schools: Survey results	5
Conclusion.....	14
Appendix: Questionnaire.....	15

Introduction and background

This report forms part of the 'Programmes to Practice' review, conducted by the Manchester Institute of Education of the University of Manchester and joint-commissioned by the Education Endowment Foundation and Early Intervention Foundation. The main report of this review is available on this website:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

The main aim of this report is to present the main results of a Survey administered to primary school staff in England. This survey had the purpose of understanding how Social and Emotional Learning is viewed and implemented in schools.

This survey was administered online during March 2019. All primary schools in England were contacted, but participation was voluntary. A total of 621 schools agreed to take part out of 781 that visited the survey website, making up a 79.51% overall response rate. The majority of respondents had the main job title "deputy head" (48%), followed by "SENCO (Special Education Needs Coordinator)" (25%) and "head-teacher" (10%), with other roles making up the rest of the sample. All nine regions in England are represented in the sample; however, they are not uniformly distributed, with regional composition varying from 6.8% to 22.3% of the total sample. Regarding school characteristics, 78% of schools have between 101 and 500 enrolled pupils and the average percentage of pupils currently eligible for Free School Meals was 23.87% (s.d. 18.58), with varying levels across regions.

In the following sections, the main results are presented and briefly discussed. For details of the full questionnaire, see the appendix section.

Social and Emotional Learning in primary schools: Survey results

In order to find out the level of awareness and visibility of social and emotional learning in primary schools, we regarded as very important the explicit use of the concept in everyday school activities. Question 1 (section C of the questionnaire, see appendix) addresses this by asking:

“C1. Do you use the explicit terms ‘social and emotional learning’ or ‘social and emotional skills’?”

This was contextualised into specific situations, as follows:

Table 1: C1.A. When talking with other teachers and school staff

Response	Frequency	Percentage
Yes	385	93%
No	28	7%
Total	413	100%

Table 2: C1.B. When communicating with parents

Response	Frequency	Percentage
Yes	367	89%
No	46	11%
Total	413	100%

Table 3: C1.C. Within written school policy documents

Response	Frequency	Percentage
Yes	369	89%
No	44	11%
Total	413	100%

As seen above, the vast majority utilises the concepts of social and emotional learning and/or social and emotional skills in normal school communications. This is reassuring, as it could indicate a good level of awareness.

Nevertheless, this also raises the question of what other concepts schools use (Question C2): our survey revealed that some of the most used alternative concepts are: “work on life skills”, “social skills”, “social, emotional and mental health”, “mental health and wellbeing” and “emotional wellbeing”, amongst others.

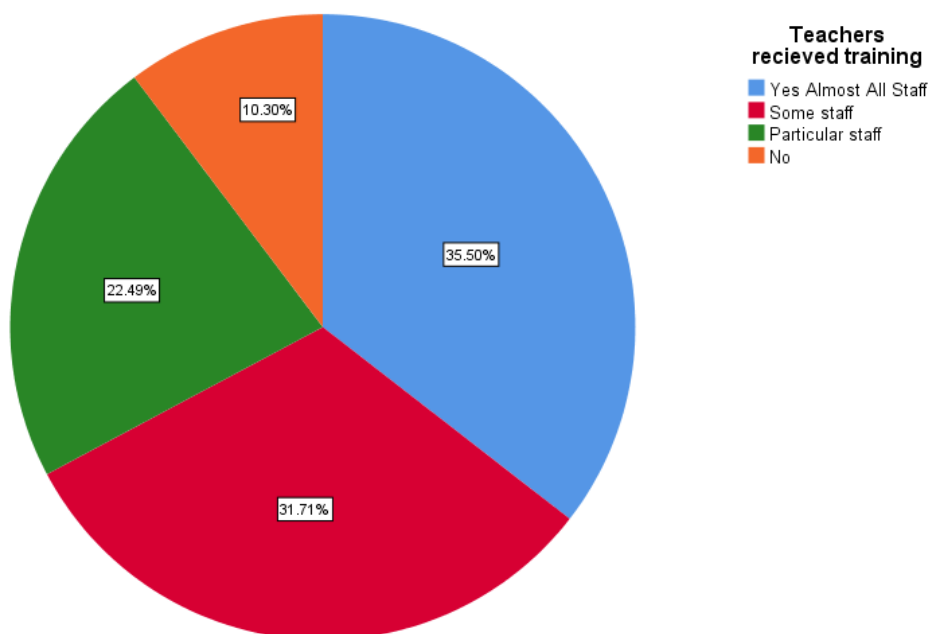
We were also interested in finding out whether teachers had received any training in social and emotional learning:

Table 4: C3. Have teachers received training which has included social and emotional learning this academic year?

Response	Frequency	Percentage
Yes - Almost all staff in the school , including those without teaching responsibilities (e.g. lunchtime supervisors)	131	36%

Yes - Almost all teaching staff , but excluding some wider roles (e.g. lunchtime supervisors)	117	32%
Some staff (e.g. a particular year group or key stage)	83	22%
None	38	10%
Total	369	100%

Figure 1: C3. Have teachers received training which has included social and emotional learning this academic year?



In table 4 and figure 1, it can be appreciated that the majority of schools (90%) have had some form of training in social and emotional learning for at least some of their staff. This is a reassuring figure; however, it is also necessary to understand what those training sessions or activities entailed. 63% of the total of schools with some form of training indicated that it consisted of a “workshop or seminar delivered by the school” or “by external professionals”, whereas 23.5% indicated that it consisted of a programme that included external training and about the same proportion (22.7%) consisted of online training. It is worth noting here that percentages do not add up to a 100% because schools could have more than one form of training. In fact, 33% of schools engaged in 2 or more types of training activities, with the most common combination being workshops delivered by the schools and external professionals.

Table 5: C4. In your opinion, how important do you think social and emotional learning is in terms of contributing to the following benefits for students?

Response	C4.a.	C4.b.	C4.c.	C4.d.	C4.e.	C4.f.	C4.g.	C4.h.
Not important	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Somewhat important	<1%	<1%	<1%	2%	1%	<1%	4%	6%
Important	4%	7%	6%	8%	14%	8%	24%	28%
Very Important	95%	92%	93%	89%	84%	90%	70%	63%

Unsure	<1%	<1%	<1%	<1%	<1%	<1%	1%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Note: C4.a. Positive attitudes about self and others; C4.b. Positive social behaviour in and out of school; C4.c. Ability to regulate emotions; C4.d. Reduced behavioural problems; C4.e. Responsible decision making; C4.f. Less emotional distress; C4.g. Improved school attendance; C4.h. Improved grades and test scores. N=368

In table 5, it is observed that the majority of respondents consider very important most of the benefits of social and emotional learning, i.e. positive attitudes, social behaviour, regulating emotions, reduce behavioural problems, responsible decisions and less distress. To a lesser extent, but still a majority, respondents consider very important the potential benefits of improved school attendance and achievement.

Accordingly, 95.65% of respondents believe that their school’s approach to social and emotional learning is either one of their topmost priorities or an important one alongside a number of other priorities. This is displayed in figure 2.

Figure 2: C5: Which of the following statements best describes your school’s approach to social and emotional learning

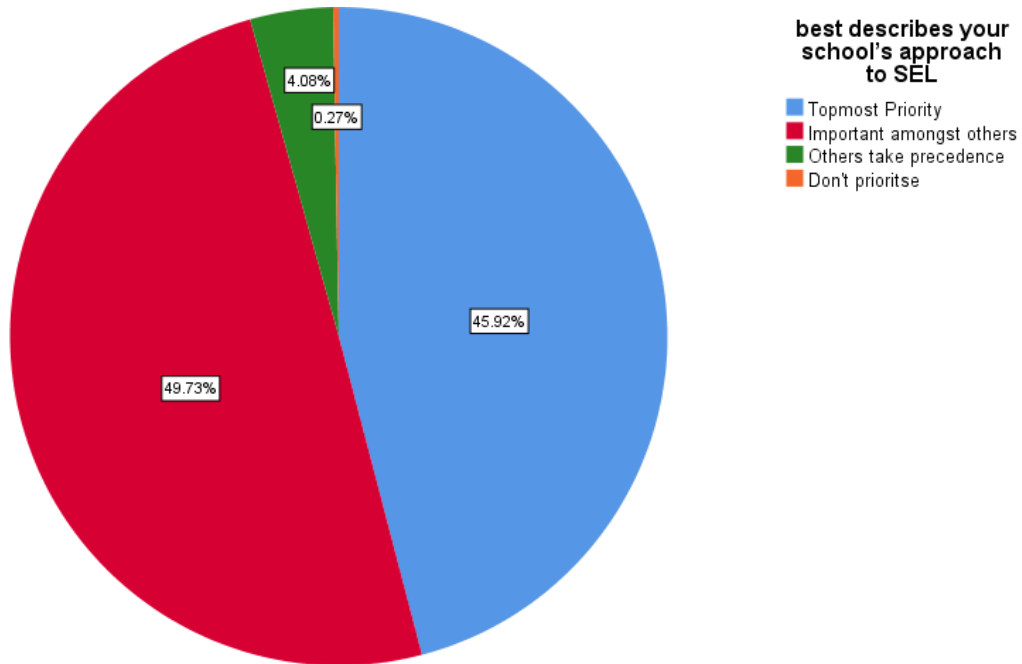


Table 6: C6. Compared to five years ago, is your school devoting more, less or about the same amount of time to social and emotional learning?

Response	Frequency	Percentage
Much less time	1	<1%
Somewhat less time	4	1%
About the same time	50	14%
Somewhat more time	133	36%
Much more time	177	48%

Do not know	3	<1%
Total	368	100%

Table 6 shows that about half of the respondents (48%) consider that their schools are devoting much more time to social and emotional learning than five years ago. Additionally, about a third (36%) is devoting somewhat more time. What is more reassuring is that only a marginal proportion of schools is dedicating less time (<2%).

For those who answered “much more time” or “somewhat more” to the above question, their open text comments were examined for general themes (n=284).

Two different focuses of the questions emerged: (1) “why the change occurred” and (2) “what changes occurred”.

For those responses focusing on (1) “why the change occurred” (n=130), three themes were identified:

- 1. External Motivation for Change** including pressures from social media, external bodies and the home/social environment (n=38)

“Society generally a more toxic place, falling standards in parenting, less support from police, health CSS”

“Impact of negative social and emotional practices such as social media on children, families and schools

“Increased parental pressure on schools to meet the child's needs.”

- 2. Internal Motivation for Change** (n=66) including increased needs of the children and staff

“A higher percentage of children struggling to cope with the demands and expectations of school.”

“Mental health and Social issues are having a significant impact on the ability of some pupils to fulfil their potential.”

“The number children who have required support has dramatically risen.”

- 3. Increased Awareness** (n=26) from both external (parents, stakeholders) and internal sources (staff).

“Raised awareness of its importance within school but also parents and pupils more aware too”

“An understanding that by supporting children's social and emotional needs there is a positive impact on their ability to access learning in the classroom.”

“More awareness amongst all stakeholders”

For those responses focusing on “what changes occurred” (n=472) the main three categories of change were:

- 1. Staff Training / Recruitment** (n=143) including whole school training, specialism training and recruitment of additional staff members focusing on SEL

“Training of all staff in school has been rolled out”

“Staff with responsibility for Social and emotional wellbeing”

“In the last 2 years we have trained more staff to be able to support pupils with SEL needs.”

2. Engagement in external programmes (n=58) including strategies, therapies and interventions

“Development of interventions dedicated to SEL”

“There are more interventions to develop children's social and emotional learning rather than just English and Maths.”

“We have engaged with therapies such as art therapy, drama therapy, music therapy and family therapy to support this area”

3. Internal changes including policy, ethos, focus and time (n=133) including changing record keeping, curriculum changes, assembly times, meetings, and generally an increased focus on children's SEL and wellbeing.

“Wellbeing is a priority on our school development plan”

“Specific time allocated during the week for Personal, Social and Health Education. Assemblies linked to Emotional learning.”

“Additional timetabling of SEL.”

Table 7: C7. To what extent does your school adopt the following whole-school approaches to SEL:

Response	C7.a	C7.b	C7.c	C7.d	C7.e	C7.f	C7.g	C7.h	C7.i	C7.j
We don't do this	4%	4%	12%	9%	4%	5%	7%	12%	17%	11%
We do some of this	52%	52%	52%	33%	51%	37%	55%	59%	54%	45%
This is central to our practise	44%	44%	36%	58%	45%	58%	38%	29%	29%	44%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Note: C7a. Explicit reference to the social and emotional needs of children in school policy documentation; C7b. School-wide policies for promoting social and emotional skills (e.g. recognising and praising positive Behaviour outside of the classroom); C7c. Dedicated school planning time to improve children's social and emotional development; C7d. Dedicated teacher/group of teachers with responsibility for children's social and emotional development; C7e. Professional development opportunities for staff; C7f. Regular school assemblies used to teach the importance of social and emotional skills; C7g. Engagement with parents on children's social and emotional development (e.g. meeting with parents or information sent home on skills learned); C7h. Involvement of community stakeholders (e.g. visits from police to discuss community matters such as pro-social behaviour); C7i. Use of 'social and emotional learning' themed display boards around school; C7j. Multi-year programming of social and emotional learning (e.g. teaching of themes such as 'how to get along' across year groups). N=365

In table 7, some variation in practises is appreciated, although most respondents seem to gravitate towards doing "some" of the practises quoted or the practises being "central". There are two practises that seem to be more frequently categorised as central, i.e. a dedicated group of teachers responsible for SEL and regular school assemblies where SEL is discussed. On the contrary, the practise that seems to go more frequently not utilised is the use of social and emotional themed display boards.

Table 8: C8. What do you think are the main barriers to promoting pupils' social and emotional development in your school?

Response	Frequency	Percentage
Lack of time available to prepare for teaching lessons	172	47%
Lack of time in class available to teach lessons on SEL	259	71%
Lack of confidence amongst staff in teaching SEL	131	30%
Lack of specialist knowledge amongst staff in teaching SEL	170	38%
Lack of finances available to purchase SEL curriculum	145	33%
We are not aware of a curriculum that addresses our needs	35	8%
General scepticism regarding need for teaching of SEL	40	9%
Lack of senior belief or support for SEL	11	3%
Negative experiences with teaching SEL in the past	6	2%
The pressure to focus on other priorities unrelated to SEL	249	68%
Difficulties in staff recruitment and turnover	52	14%
Other	37	10%
Total	365	

Table 8 shows that the most frequent barriers to promoting SEL are the lack of time in class to teach SEL, the pressure to focus on other priorities and the lack of time to prepare for teaching lessons

In terms of support, input or resources (Question C9) to implement social and emotional skills development practises, respondents commented on a range of topics. Below, we provide the most common suggestions grouped by topic and some selected quotes:

1. Staff training (n=80).

"Affordable training opportunities for all staff"

"Training that is offered for whole staff teams - not to one to then disseminate - weakens an important message by which chance is created and sustained."

"Experienced trainers to come into school to deliver training to all staff"

2. Curriculum / Plan (n=76).

"Greater weight placed on Social and emotional learning in the curriculum allowing time to teach and develop specific skills"

"More links to core curriculum areas to allow teachers to include within English lessons etc"

"A breakdown of curriculum outcomes or expectations for the end of a key stage"

"A clear and concise, curriculum and resources that is not overly expensive or has a huge time commitment"

3. Manageable / Appropriate Resources (materials, physical resources) (n=68)

"A directory of resources that can be easily accessed to support staff"

"Ideas about recommended additional resources/interventions that we could use to supplement what we are already doing"

"National resources which don't put an additional workload on teachers"

4. Increased Funding / Financial Support / Free Resources (n=58)

"We are worried about what future funding looks like"

"Funding for extracurricular groups so that identified children and parents could be supported out of class time"

"Additional funding to support all pupils and to provide support and intervention when the need arises"

"Free resources and workshops as budgets are so tight"

Table 9: C10 Does your school have a particular priority for teaching any of the following (tick all that apply)

Response	Frequency	Percentage
Emotional Self-Awareness	249	68%
Self-Management	212	58%
Social Awareness	183	50%
Relationship Skills	242	66%
Responsible decision making	158	43%
None of the above	40	9%
Total	365	

In table 9, it can be observed that the most frequent priorities for teaching SEL in schools are emotional self-awareness (68%), followed by relationship skills (66%).

Nevertheless, there does not seem to be a particular approach to allocate time for SEL, as 51% have time-tabled slots and 49% do not (question C10.a). But out of those schools that do allocate specifically SEL dedicated time, the majority spend up to 1 hour, as seen in table 10 and figure 3.

Table 10: Q10b. If yes, approximately how much time is timetabled

Response	Frequency	Percentage
More than an hour	23	13%
Up to 1 hour	80	44%
Up to 30 minutes	60	33%
No regular schedule	20	10%
Total	183	100%

Figure 3: Curriculum time allocated to Social and Emotional Learning

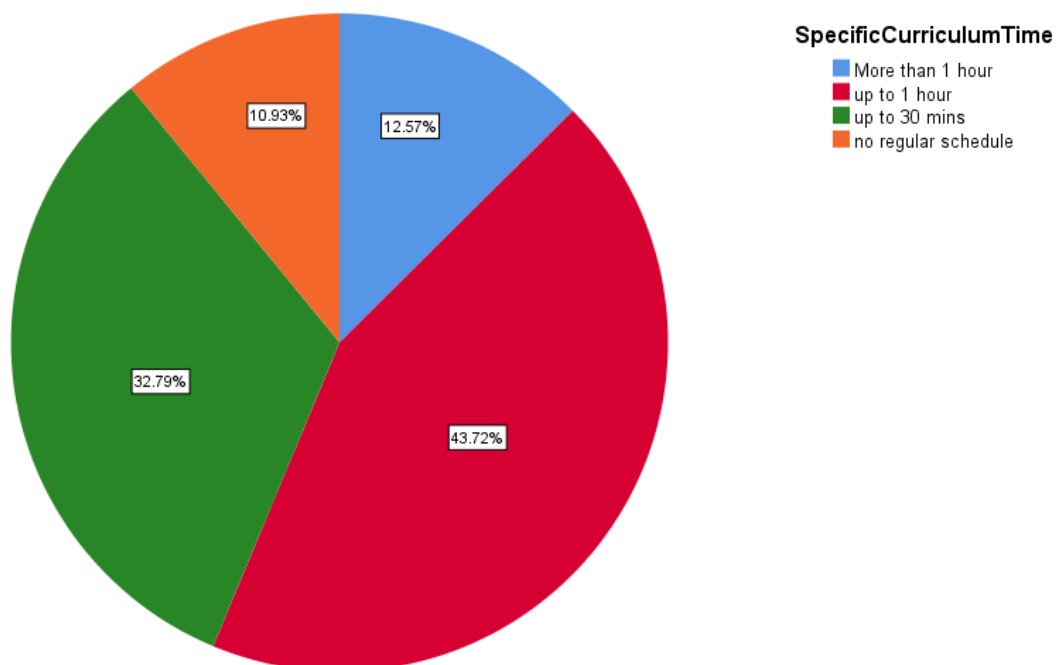


Table 11: Number of social and emotional learning programmes implemented

Response	Frequency	Percentage*
1 Programme	208	60%
2 Programme	85	24%
3 Programme	37	11%
4 Programme	9	3%
5 Programme	7	2%
6 Programmes	0	0%
7 Programmes	1	<1%
Total	413	100%
*Note: Out of 347 schools with valid responses		

In table 11, it is observed that the majority of schools are implementing one programme for social and emotional learning, while about a quarter implement two. Among the programmes most widely implemented, the most frequent one is “Social and Emotional Aspects of Learning (SEAL)”, which is currently being implemented in 104 schools across most year groups and mostly for a period of four years or more. Additionally, it has been implemented in the past by 74 schools.

The second most frequent programme implemented in schools is “Targeted Mental Health in Schools”, which is being implemented in 27 schools, mostly across all year groups but more concentrated towards Year 3 and above, and in most cases it has been implemented for less than a year so far (new programme). It has also been implemented in the past by 8 schools.

Tied in second place is also the “.b mindfulness programmes”, which are also implemented mostly across all year groups; however, they have been running for longer (2-3 years). In the past, these programmes have been applied in 6 schools.

Other programmes are being currently implemented (or have been in the past) but with much less frequency. Among these we can find: a) “FRIENDS resilience (Friendsforlife or FUNfriends)” which is implemented in 15 schools and has been implemented in 12; and b) “Promoting Alternative Thinking Strategies (PATHS)” which is implemented in 9 schools and has been implemented in other 6 in the past.

In general, it can be observed that when programmes are running in schools, all year groups take part in them.

Table 12: C12. Thinking about a typical class in your school, in the last year, to what extent have you observed the following activities?

Response	C12a	C12b	C12c	C12d	C12e	C12f
Regularly Observed	37%	58%	58%	61%	42%	47%
Occasionally Observed	45%	39%	41%	37%	52%	47%
Never Observed	18%	3%	1%	2%	6%	6%
Total	100%	100%	100%	100%	100%	100%

Note: C12a. Deliberate strategies to increase pupil’s emotional vocabulary (e.g. word of the day, spellings, class posters); C12b. Deliberate opportunities for pupils to explain their own feelings and the context behind them (e.g. drawing ‘feelings’, sharing stories in circle time); C12c. Using and teaching calming and regulatory techniques (e.g. count to ten, breath slowly, sit on hands); C12d. Use of perspective taking in understanding social interaction (e.g. discussing empathy in a story, role modelling different ways of behaving); C12e. Deliberate development of communication strategies (e.g. typical scripts for social situations “can I play?” / “you have something of mine I would like returned”); C12f. Deliberate teaching of rational decision making when solving social problems (e.g. reflecting on choice and consequence either through stories and worksheets). N=346

In table 12, it is seen that the majority of activities related to SEL are at least occasionally observed in a typical class. The most regularly observed (61%) activity is the use of perspective taking, in which pupils can for instance discuss empathy and perform role modelling. This is closely followed by calming and regulatory techniques (such as counting to ten, breathing slowly, etc.), as well as opportunities for pupils to explain their feelings (drawing, sharing stories, etc.). On the contrary, the activity that is most frequently reported as never observed is the use of deliberate strategies to increase emotional vocabulary.

Conclusion

Results from this survey show that the majority of schools have a relatively high level of awareness of the importance of Social and Emotional Learning in educational settings, in terms of a range of potential positive outcomes. As a consequence of this, it has been observed that most schools put SEL as a priority and are currently spending more time than before in running a variety of programmes across all year groups.

Nevertheless, lack of time, resources and training, as well as competing priorities, such as academic attainment have been reported as obstacles to SEL implementation.

All in all, schools make efforts to overcome these difficulties and are attempting to implement school-wide approaches, seeking training and having dedicated SEL staff. It seems relevant to support these processes and investigate the potential impacts of these initiatives.

Appendix: Questionnaire

Thank you very much for taking time to complete this survey. We appreciate your interest and time.

The questionnaire is divided into five parts:

A: Information and consent

A short section with details about the project and how the data is used.

B: About you and your school

We would like to know a little about responding schools. As such, we will ask a few questions about your school. Please note that we do not collect any personal or identifying information.

C: Your views on Social and Emotional Learning

We will ask a short series of questions on how Social and Emotional Learning is viewed in your school. We also provide space for additional commentary if necessary.

D: Further participation in the project

We will ask if you would like to participate in a more detailed follow-up, comprising of interviews with key staff (e.g. head teacher, PSHE coordinator and/or designated mental health lead, and at least one class teacher).

E: Entry into prize draw

You may choose to enter an email address to be entered into a prize draw to win 1 of 5 iPads for your school as part of our thank you for participating.

<proceed>

A: Information and consent

Please take time to read the following information carefully before proceeding.

What is the research about?

The aim of the research is to generate a national picture on how Social and Emotional Learning is viewed among primary schools in England in order to develop effective and actionable guidance for teachers.

What do I have to do?

We would like to invite you to complete a brief survey on behalf of your school. This should take no more than 20 minutes.

Who is conducting the research?

A team at the University of Manchester is conducting the research.

Who is paying for the research?

The Education Endowment Foundation and Early Intervention Foundation are funding the research.

Why has my school been contacted?

We are contacting all state-funded primary schools in England.

What happens to the data collected?

The responses from schools will help produce national guidance for schools on supporting children's social and emotional development. We will also use summary data to publish articles designed to inform and improve policy & practice. You will not be able to withdraw data once submitted.

Will I be paid for taking part in the research?

You will not be paid for participating in this research. You may select to enter your email address into a prize draw to win one of five iPads.

Who can I speak to about the research?

If you require any assistance in accessing the website or questionnaire, please contact a member of the course team, who will be happy to help:

Ms. Carla Mason
Email: carla.mason@manchester.ac.uk
Telephone: 0161 275 5470

If you have any further questions about the research itself, please contact the principal investigator:

Dr. Michael Wigelsworth
Email: michael.wigelsworth@manchester.ac.uk
Telephone: 0161 306 1763

<I am happy to proceed >

B: About you and your school

We would like to know about some of you and your school's demographic characteristics so we have a better understanding of who has responded to the survey. Please answer the following questions:

What is your position within the school? (E.g. head-teacher, class teacher, head of key stage, SENCO...)

[Open text response]

What is the name of the role by which you have responsibility for Social and Emotional Learning (e.g. mental health lead, pastoral manager, PHSE co-ordinator...)

[Open text response]

B1: In which region is your school located?

[Drop down box]

North East
North West
East Midlands
West Midlands
East of England
London
South East
South West

B2: What percentage of children in your school are currently eligible for Free School Meals?

[Open text response – numerical 0 - 100] %

B3: How many children are currently enrolled in your school?

[Drop down box]

1-100
101-200
201-300
301-400
401-500
501-600
601 or more

C: Social and Emotional Learning

Social and Emotional Learning is the process through which children understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

We are interested in how Social and Emotional Learning is viewed and practiced in your school. We will ask a series of questions on this topic.

- **Do you use the explicit terms ‘social and emotional learning’ or ‘social and emotional skills’:**
 - When talking with other teachers and school staff [yes/no]
 - When communicating with parents [yes/no]
 - Within written school policy documents [yes/no]
- **If you don’t use the explicit terms ‘social and emotional learning’ or ‘social and emotional skills’ what alternative terms do you use for your school’s efforts to improve the types of skills described above?**

[Open text response]

- **Have teachers received training which has included social and emotional learning this academic year?**

(Tick applicable)

- Yes – almost all staff in the school, including those without teaching responsibilities (e.g. lunchtime supervisors)
- Yes – Almost all teaching staff, but excluding some wider roles (e.g. lunchtime supervisors)
- Some staff (e.g. a particular year group or key stage)
- No
- **[conditional – question does not appear if NO is ticked]**
- **What did this consist of?**

[Tick all that apply]

- We bought a programme which included external training
- Workshop or seminar delivered by school
- Professional workshop / seminar delivered by external professional
- Online training
- Something else [please specify] [open text response]

In your opinion, how important do you think social and emotional learning is in terms of contributing to the following benefits for students?

	Not important	Somewhat important	Important	Very important	Unsure
a. Positive attitudes about self and others	1	2	3	4	5
b. Positive social behaviour in and out of school	1	2	3	4	5
c. Ability to regulate emotions	1	2	3	4	5
d. Reduced behavioural problems	1	2	3	4	5
e. Responsible decision making	1	2	3	4	5
f. Less emotional distress	1	2	3	4	5
g. Improved school attendance	1	2	3	4	5
h. Improved grades and test scores	1	2	3	4	5

- Which of the following statements best describes your school's approach to social and emotional learning (please select the response that best fits):

- We believe it's one of our topmost priorities
- We believe it's important alongside a number of other priorities
- Other priorities take precedence over social and emotional learning
- We don't think prioritising social and emotional learning is an effective approach

- Compared to five years ago, is your school devoting more, less or about the same amount of time to social and emotional learning?

1	2	3	4	5	6
Much Less time	Somewhat less Time	About the same amount of time	Somewhat more time	Much more time	Don't know

- Please comment on changes [\[open text\]](#)
- To what extent does your school adopt the following whole-school approaches to SEL:

	We don't do this	We do some of this	This is central to our practice
a. Explicit reference to the social and emotional needs of children in school policy documentation	1	2	3
b. School-wide policies for promoting social and emotional skills (e.g. recognising and praising positive behaviour outside of the classroom)	1	2	3
c. Dedicated school planning time to improve children's social and emotional development	1	2	3
d. Dedicated teacher/group of teachers with responsibility for children's social and emotional development	1	2	3
e. Professional development opportunities for staff	1	2	3
f. Regular school assemblies used to teach the importance of social and emotional skills	1	2	3
g. Engagement with parents on children's social and emotional development (e.g. meeting with parents or information sent home on skills learned)	1	2	3
h. Involvement of community stakeholders (e.g. visits from police to discuss community matters such as pro-social behaviour)	1	2	3
i. Use of 'social and emotional learning' themed display boards around school	1	2	3
j. Multi-year programming of social and emotional learning (e.g. teaching of themes such as 'how to get along' across year groups)	1	2	3

- **What do you think are the main barriers to promoting pupils' social and emotional development in your school?** [tick as many as appropriate]
 - Lack of time available to prepare for teaching lessons
 - Lack of time in class available to teach lessons on SEL
 - Lack of confidence amongst staff in teaching SEL
 - Lack of specialist knowledge amongst staff in teaching SEL
 - Lack of finances available to purchase SEL curriculum
 - We are not aware of a curriculum that addresses our needs
 - General scepticism regarding need for teaching of SEL
 - Lack of senior belief or support for SEL
 - Negative experiences with teaching SEL in the past
 - The pressure to focus on other priorities unrelated to SEL
 - Difficulties in staff recruitment and turnover

Other barriers [open text]

- **What support, input or resources would help you in relation to supporting children's social and emotional skill development?**
- [Open text- Please try to be as specific as possible]

SEL Programmes

Does your school have a particular priority for teaching any of the following (tick all that apply)

- Emotional self-awareness (The ability to accurately recognise and assess emotions, thoughts and values and how they influence behaviour. The accurate assessment of individual strengths and limitations with a growth mind-set)[i]
- Self-management (emotional and behaviour regulation- stress management, impulse control, organisation and self-motivation with the view to achieve personal and academic goals) [i]
- Social awareness (The ability to see perspectives and empathise with others, including those of diverse backgrounds and cultures. The understanding and recognition of social and ethical norms and the adaption of behaviour. Knowing how to access the appropriate help and support from family, school and the community when needed) [i]
- Relationship skills (The ability to establish and maintain healthy relationships with diverse individuals and groups. Clear and effective communication technique including; active listening, cooperation with others, resisting social pressures, and conflict resolution) [i]
- Responsible decision making (The ability to make constructive choices and decisions that are beneficial to personal and academic goals but reflect ethical standards, acknowledge safety concerns and take into account social norms. The process of identifying and solving problems with the evaluations of consequences and consideration for individual well-being and the well-being of others). [i]

- **Do you teach a specific curriculum with time-tabled slots for SEL? [Yes/No]**

(Conditional question)

- **If Yes, approximately how much time is timetabled:**

More than 1 hour per week
Up to 1 hour per week
Up to 30 minutes per week
We do not have a regular schedule

Which (if any) of the following programmes relating to social and emotional learning are your school currently implementing?

NB: We will use conditional formatting. For each programme that a respondent selects, this will drop down more response options:

	Currently implementing	Stopped implementing
Promoting Alternative Thinking Strategies (PATHS)	Which year groups is it with? (drop down box-years 1-6?)	Why? (open text response?)
	How many years? (drop down box-new for this year)	

	-2-3 years - 4 years or more)	
FRIENDS resilience (Friendsforlife or FUNfriends)		
Incredible Years		
INSIGHTS:into children's temperament		
KiVa anti- bullying		
Positive Action		
Second STEP		
Zippy's friends		
Tools for getting along		
I Can Problem Solve		
Roots of Empathy		
Social Skills Improvement System (SSIS)		
Caring school community		
Friendly schools		
Lion's quest		
Al's pals		
Uk Resilience programme		
.b mindfulness programmes		
Social and Emotional Aspects of Learning (SEAL)		
Targeted Mental Health in Schools		
Other		

Please provide the name of any SEL programme that you are implementing, that is not included on the above list

Any other comments

Thinking about a typical class in your school, in the last year, to what extent have you observed the following activities:

[regularly observed, occasionally observed, never observed]

1. Deliberate strategies to increase pupil's emotional vocabulary (e.g. word of the day, spellings, class posters)

1	2	3
Never observed	Occasionally observed	Never observed

2. Deliberate opportunities for pupils to explain their own feelings and the context behind them (e.g. drawing 'feelings', sharing stories in circle time)

1	2	3
Never observed	Occasionally observed	Never observed

3. Using and teaching calming and regulatory techniques (e.g. count to ten, breath slowly, sit on hands)

1	2	3
Never observed	Occasionally observed	Never observed

4. Use of perspective taking in understanding social interaction (e.g. discussing empathy in a story, role modelling different ways of behaving)

1	2	3
Never observed	Occasionally observed	Never observed

5. Deliberate development of communication strategies (e.g. typical scripts for social situations "can I play?" / "you have something of mine I would like returned")

1	2	3
Never observed	Occasionally observed	Never observed

6. Deliberate teaching of rational decision making when solving social problems (e.g. reflecting on choice and consequence either through stories and worksheets)

1	2	3
Never observed	Occasionally observed	Never observed

D: Further participation in the project.

As part of this project, we would like to speak with a small number of schools in greater detail about their practices. This would involve brief interviews with key staff (e.g. head teacher, PSHE coordinator and/or designated mental health lead, and at least one class teacher). Would you be interested in participating?

(tick box)

Yes

- enter school name
- Enter email address

No thank you

E: Entry into prize draw

You may choose to enter an email address to be entered into a prize draw to win 1 of 5 iPads as part of our thank you for participating. Your email address is not linked to your survey responses.

Email: [open text response]