

Primary

National Strategy

Conflict and confrontation

Conflict and confrontation

This session will take a minimum of 75 minutes.

Objectives

- To consider how understanding what lies behind behaviours can inform our work when behaviour becomes challenging
- To increase understanding of the processes involved in conflict and confrontation
- To explore strategies for reducing and resolving conflict in the classroom
- To develop strategies for managing confrontation when it arises

Resources

- OHT 1.1–1.13
- Handouts 1.1–1.9
- A set of cards for each group of three or four participants, made by copying and cutting up resource sheet 1.1
- Flipchart and pens
- Highlighter pens (two colours per group of four or five participants)

Linked sessions

This session links to the following general sessions in the Primary National Strategy behaviour and attendance professional development materials.

- *Working with colleagues on behaviour issues* (1732-2005PD5-EN)
- *Focusing on solutions: a positive approach to improving behaviour* (1733-2005PD5-EN)

It would combine particularly well with the specific content of *The importance of emotions in the classroom* (1745-2005PD5-EN) session, but also links to:

- *Classroom communication* (1746-2005PD5-EN)
- *Setting expectations and teaching positive behaviour* (1740-2005PD5-EN)
- *Understanding behaviour* (1743-2005PD5-EN)
- *Responding to inappropriate behaviour* (1742-2005PD5-EN)
- *Consequences* (1741-2005PD5-EN)
- *Relationships in the classroom* (1744-2005PD5-EN)

You may want to use this session if school self-evaluation, using the Primary National Strategy *Initial review* or *In-depth audits* (1732-2005CDO-EN), has shown that relevant aspects of school ethos, quality of teaching and learning, pupil support systems or staff development and support are areas which the school wants to address.

Schools using the materials *Excellence and Enjoyment: social and emotional aspects of learning* (DfES 0110-2005) will be able to make links between this session and the work you may be doing through the Purple set materials for staff and the work that children undertake in Theme 2, *Getting on and falling out*, and Theme 5, *Good to be me*.

If you are using this session with a whole-school staff group, it will be important to be aware of linked materials that some colleagues may have used, for example:

- *Behaviour in the classroom: a course for newly qualified teachers* (DfES 0030-2004);
- *Teaching assistant file: induction training for teaching assistants in primary schools* (DfES 0626-2002);
- *Self-study materials for supply teachers* (DfES 0260-2002).

Session outline

Introduction	5 minutes
What lies behind behaviour?	5 minutes
The processes involved in conflict and confrontation	15 minutes
Strategies for reducing conflict and confrontation in the classroom	30 minutes
Optional additional activities: the assertive teacher	(20 minutes)
Managing conflict and confrontation	15 minutes
Conclusion	5 minutes

Information for presenters

This session assumes that participants already have the knowledge and skills to develop classroom behaviour plans that address the needs of the majority of their pupils (as discussed in the *Setting expectations and teaching positive behaviour* session from the Primary National Strategy behaviour and attendance professional development materials).

Conflict can only be managed effectively when these classroom systems are in place and when teachers are sufficiently confident of their teaching to be able to honestly and critically reflect on their own needs and behaviours, and those of pupils, in the face of tense, emotionally charged situations.

You may want to clarify this at the start of the session and prepare participants for the fact that they will be asked to reflect on and share aspects of their personal responses with their colleagues.

The session is based on the following underlying principles.

- Positive relationships with children are key to positive behaviour and regular attendance. Children behave well when they feel valued and that they belong.
- Positive recognition and reinforcement of appropriate behaviour is likely to elicit continued positive behaviour. Having systems within the classroom that help adults to notice and focus on the behaviour they want to see from children can make a powerful contribution to creating a positive climate (as discussed in the *Consequences* professional development session).
- Behaviour is contextual and interactive. The choices that teachers and other staff make in responding to children's behaviour are crucial in influencing the choices children make about how they will behave. If adults can be aware of and manage their own emotional responses to appropriate and inappropriate behaviour, it is more likely that they will be able to maintain a calm classroom atmosphere, prevent conflict from occurring and manage it if it does occur (as discussed in the professional development session *The importance of emotions in the classroom*).

- It is helpful to use the language of consequences with children. This session refers to positive and negative consequences. The use of these terms is intended to emphasise the importance of making a link for children between the choices they make about their behaviour and the consequences of those choices, positive or negative.
- Participants may well already have some or all of the skills to be covered in this session and we need to draw on their experience.
- Where possible, we are trying to take a solution-focused approach so will be asking participants to reflect on what is already working and how they want to develop this, rather than on what is not working for them.

Some of these principles will be explored and developed in this session. Others relate to the linked sessions. It will be important for you to be aware of these principles and you may want to share them with the group using OHT 1.2.

Introduction

5 minutes

Start by sharing the objectives of the session and the principles that underpin it with the group (OHTs 1.1 and 1.2).

OHT 1.1

Objectives

- To consider how understanding what lies behind behaviours can inform our work when behaviour becomes challenging
- To increase understanding of the processes involved in conflict and confrontation
- To explore strategies for reducing and resolving conflict in the classroom
- To develop strategies for managing confrontation when it arises

OHT 1.2

Underlying principles

- Positive relationships with children are the key to positive behaviour
- Positive recognition of appropriate behaviour promotes positive responses
- The choices teachers make in responding to children's behaviour are crucial in influencing the choices children make about their own behaviour
- It is helpful to use the language of consequences with children
- We need to draw on each other's experience
- The session encourages a solution-focused approach

OHT 1.3 offers a quotation which underlines the main thrust of the session. You may want to ask for participants' responses to the quotation. Do they agree that both adult and child need to own the problem when conflict between them arises in school?

OHT 1.3

Conflict

- Conflicts are inevitable in human relationships and the student-teacher relationship is no exception
- Conflicts are not solely owned by the teacher or the students. Conflicts need both parties; as we say: **both own the problem**

Gordon, T. (1974) *Teacher Effectiveness Training*
New York: David McKay

What lies behind behaviour?

5 minutes

You could refer to the *Understanding behaviour* session from the Primary National Strategy's behaviour and attendance professional development materials at this point, as the group may already have been introduced to Rudolf Dreikurs' model of what lies behind behaviour. In this case you may only need to refresh their memories.

If the model is new to the group you will need to explain it. Use **OHT 1.4** and **handout 1.1** to provide an opportunity for participants to relate the ideas of attention seeking, power seeking, failure avoidance and revenge seeking to the children they teach. Point out that all these responses can involve conflict between child and teacher or other adult.

OHT 1.4

Understanding behaviour

- Attention seeking
- Power seeking
- Withdrawal/avoidance
- Revenge seeking

Handout 1.1

Handout 1.1 page 1 of 2

Goals of behaviour

Rudolf Dreikurs, an American psychiatrist, suggests that all behaviour has a goal or purpose. When a child gets into conflict and confrontation in the classroom it can be helpful to understand what that purpose is.

Dreikurs proposed that the need to belong is the fundamental motivator of human behaviour and, consequently, that children's misbehaviour is often a response to feeling that they do not belong in the social context in which they find themselves. They react to this feeling in a number of different ways.

Some children react by **attention seeking**, showing those irritating behaviours that take time away from teaching and learning and are disruptive (without necessarily involving conflict).

Other children try **power seeking**, when they seek to have control over the situation – themselves, their peers, the teacher.

Two other strategies come into play if the child's feelings of hurt and rejection are greater. One is **avoiding failure**, where the pupil attempts to structure situations so that they don't have to test themselves in any way. This can be through low-level behaviours such as not bringing equipment, losing work, asking unnecessary questions, wandering round the classroom, or it can be through more confrontational behaviours such as direct refusal to cooperate with adult instructions. The final strategy is **seeking revenge**, when the pupil lashes out at real or imagined hurts, for example, saying 'I didn't want to be in the team anyway. It's a lousy team'.

Dreikurs also suggested that we can identify what kind of behaviour we are dealing with by identifying the feelings it arouses in us. **Attention seeking** tends to provoke a feeling of irritation or annoyance with the pupil, **power seeking** tends to provoke an angry response, **failure avoidance** produces a feeling of defeat and **revenge** a feeling of hurt.

You might want to use the following chart to help you reflect on behaviours demonstrated by individual children in your class and on how changing your own response in the light of that reflection might be helpful in preventing and responding to conflict.

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Handout 1.1 page 2 of 2

Attention seeking		
Passive or active?	Teacher feelings Casper-like feelings of irritation and annoyance	Positive interpretation Child is seeking connection?
	Teacher action Needs to be verbal	Positive teacher response Acknowledge firmly and frequently to appropriate behaviour. Clear quality with inappropriate behaviour with low emotional content. Help child to ask for attention in an acceptable way.
	Child response Usually complies with teacher's requests (for the moment) They have received their reward – teacher attention	
Power seeking		
Passive or active?	Teacher feelings Anger, frustration, perhaps fear	Positive interpretation Child seeking leadership, assertiveness, independence
	Teacher action Feeling physical anger. Usually translated into superior linguistic force	Positive teacher response Don't grab the reins and pull. Resist. Defuse confrontation. Give legitimate power.
	Child response 'You can't make me!' Face-saving in public	
Failure avoidance		
Passive or active?	Teacher feelings Satisfaction. Deflated, our attempts have failed	Positive interpretation Child wants to be perfect. To do a job that satisfies them.
	Teacher action Pronunciation, further outside help, negotiation	Positive teacher response Change perception from 'I can't to I can'. End social isolation by drawing them into teaching relationship with you, then with others.
	Child response 'Just for help, ask for help, do not respond when it is given'	
Revenge seeking		
Direct/indirect physical or verbal attack	Teacher feelings Anger, frustration. Also hurt, dislike, devastation	Positive interpretation Child still has enough will to keep going after what has been (or will be) unmanageable hurt
	Teacher action Strike back or escape	Positive teacher response Continued attempts to teach using relationship. Try to maintain a positive image of the child. Try to teach in a suitable region of dealing with overwhelming feelings by communicating and negotiating.
	Child response Introduce personal offence, intensify the situation. Stop only on their own terms	

Adapted from: Dreikurs, R., Grunwald, B. and Pepper, F. (1982) *Maintaining Sanity in the Classroom*. Harper and Row, New York.

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The processes involved in conflict and confrontation

15 minutes

Introduce the next activity by referring back to one of the principles running through all these professional development sessions – the principle that the more adults can be aware of and manage their own emotional responses to appropriate and inappropriate behaviour, the more likely they are to be able to maintain a calm classroom atmosphere. You might want to stress the importance, when planning how they might deal with conflict or confrontation in the classroom, of being aware of personal habitual responses and reactions to conflict or hostility.



Activity 1.1: Our personal responses

(15 minutes)

This activity has the potential to raise personal issues for participants as it asks them to reflect on their own emotional and physical responses to conflict. You need to be prepared to deal with the possibility of self-disclosure or, perhaps, non-cooperation. The reason for undertaking this activity is to emphasise the need to know our own vulnerabilities, when dealing with heightened emotion, in order to be able to recognise warning signs as they occur and plan to be in control of our own behaviour.

Ask participants to reflect on what makes them 'see red' in either their professional or personal lives and how they usually deal with this. Take brief feedback. Individuals can then use **handout 1.2** as a prompt sheet to prepare notes for a discussion with a partner. They are asked to think about an incident in which they have had to face conflict or the potential of conflict with another

individual. This could be a professional or personal incident. They will not have to disclose the incident to their partner.

Handout 1.2

<p>Handout 1.2 page 1 of 2</p> <p>Reflection: my responses to conflict</p> <p>Use this as a prompt sheet to prepare for a discussion with a partner.</p> <p>Think about an incident when you have had to face conflict or the potential of conflict. This could be a professional or personal incident. You will not have to disclose details of the incident to your partner.</p> <ul style="list-style-type: none">• What emotions did you experience at that time? • What physical symptoms did these emotions produce? • How did you behave towards the other individual? • Are your emotions when dealing with conflict different in personal and professional situations? • In what way are they different? • Do you see yourself as a person who tends to be on the receiving end of conflict, or one who initiates conflict? <p><small>© Crown copyright 2005 DfES 1404/0004 Conflict and confrontation Primary National Strategy</small></p> <p>45</p>	<p>Handout 1.2 page 2 of 2</p> <ul style="list-style-type: none">• Is conflict something you cope with easily, or something you tend to avoid at all costs? • What does your response to conflict tell you about your beliefs about how people should behave towards you? • Are there any learning points here for how you might plan to deal with children who provoke feelings of irritation, anger or hostility in you? <p><small>© Crown copyright 2005 DfES 1404/0004 Conflict and confrontation Primary National Strategy</small></p> <p>46</p>
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The handout asks them to consider a number of questions about the emotions they experienced and how they responded. Ask participants, when they have jotted down some points, to discuss their thoughts with a partner and try to explore together the learning points they might apply when planning to deal with conflict in the classroom.

Bring the group back together. You could ask for some of the learning points to be shared if this seems appropriate.

Use **OHT 1.5** to highlight the key points relating to preparing to deal with conflict. These points may have emerged from the previous discussion.

OHT 1.5

Factors to take into account in situations involving conflict

- The high emotional content of conflict
- The relationship between emotions and behaviour
- The importance of being alert to physiological signals
- Our responses tend to follow familiar patterns or cycles, which can be difficult to break
- 'Systems' such as families, classes, staff rooms, and so on, develop ways of operating that make change difficult

You might want to use the following notes as prompts to amplify the points on OHT 1.5. You could also refer to *The Importance of emotions in the classroom* session, which contains similar material.

- **The high emotional content of conflict**

All conflict involves an intensification of emotion such as anger, irritation, frustration, fear, withdrawal. It might be helpful to think of the brain's emotional control centre, situated in the limbic region of the brain, as a quick response force which works immediately on information gained from the senses. The emotional control centre also prepares us for action ('fight or flight') and it can take time for that readiness to dissipate so that even when calm appears to have been restored, another trigger can cause the emotion to recur.

- **The relationship between emotions and behaviour**

Our behaviour is the outward manifestation of our emotion modified by thought. Our 'thinking brain' is situated in the frontal lobes. It too receives information from the senses but processes it in a less immediate and more reflective way. In situations we perceive as threatening in some way our 'emotional brain' takes charge. If we are able to be in control of our emotions, we are generally then able to control our behaviour. However, when we experience heightened emotions, as described above, we are less able to use our reasoning skills and exercise restraint.

- **The importance of being alert to physiological signals**

Our emotional response is linked to physiological responses, such as tears, sweaty palms, hyperventilating, flushed cheeks, fluttering sensation in the stomach. If we are aware of these we can use them as a warning signal and take alternative action.

- **Our responses tend to follow familiar patterns or cycles and it can be difficult to break these**

We tend to resort to what are familiar and 'comfortable' behaviours at times of high stress, even if these are not particularly successful at bringing about a reasonable resolution.

- **'Systems' such as families, classes, staff rooms, and so on, develop ways of operating that make change difficult**

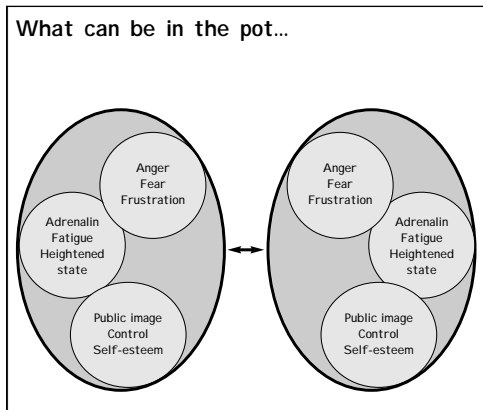
The ways in which we respond to conflict tend to be perpetuated by the 'systems' around us. We tend to behave as people around us expect and elicit from these people the behaviour that in turn we expect from them.

You might want to emphasise that, although these points have specifically referred to teachers and other adults, the same processes will be in play for the children in their classes. Adults who are aware of the processes as they relate to themselves, and help children to understand them as they relate to their own behaviour, are more likely to create the circumstances in which conflict occurs less frequently. They are also more likely to create a climate in which conflict can be discussed rationally and positively when it does occur.

You might find **OHT 1.6** helpful as a summary of these points. Use the left-hand oval to show the factors that might be present for teachers when facing conflict or confrontation in the classroom. Then show the right-hand oval illustrating what the child may be experiencing. The ovals are, of course, identical. You could use the word 'mirror' to describe the way the teacher's and child's

feelings and behaviours interrelate, and point out that the teacher may well be able to reduce a confrontation by adopting a calm manner, which the child can then mirror.

OHT 1.6



Strategies for reducing conflict and confrontation in the classroom

30 minutes

Remind the group that one of the most effective ways of minimising the occurrence of conflict or confrontation in the classroom is to ensure that the five Rs are robustly in place, as discussed in the *Setting expectations and teaching positive behaviour* professional development session. A classroom with clear routines and rules and perceived by children and adults as an emotionally and physically safe place is less likely to have frequent outbursts of conflict between children themselves or between children and adults. It also minimises the impact of any conflict or confrontation that does arise.

However, it is important to make clear that even when the five Rs are in place, both children and adults can be stressed or upset and may not manage their emotions appropriately.

Moreover, sometimes situations may escalate very rapidly. Knowing ourselves and our children and their likely responses helps to take some of the unpredictability out of such situations.

Ask the group to explore times when they have been taken by surprise by a sudden conflict or confrontation in their class. Was the situation wholly unpredictable, or (on later reflection) could it have been prevented?

Ask the group why they think that some children and adults have a tendency towards confrontational responses. You could ask for some thoughts on this question first and then use **OHT 1.7** to summarise the main points.

OHT 1.7**Why are some children and adults more likely to get into confrontation?**

- It's a more natural state for them
- They lack the skills to avoid confrontation
- It gives them a buzz and distracts from other issues
- Peer pressure
- They are under frequent stress

The following notes might help you to amplify the points made on the slide.

- **It's a more natural state for them**

Some children feel more 'comfortable' with confrontation as it is familiar to them. They find it more difficult to resolve conflict through mediation or compromise. They may, as in Rudolf Dreikurs' model, use conflict as a way of seeking attention, power or revenge.

- **They lack the skills to avoid confrontation**

Some children have not been taught alternative ways of problem solving. They may come from a social situation where conflict is seen as a good (or inevitable) way of getting what you want.

- **It gives them a buzz and distracts from other issues**

Stirring up an argument can be an effective way of taking attention away from the original issue. It can also be exciting.

- **Peer pressure**

Peers can encourage each other to be confrontational, either because it is the accepted way of behaving in their group, or because it is good fun to watch adults trying to deal with difficult situations.

- **They are under frequent stress**

Confrontation with adults in the classroom may arise because of unrelated incidents at home or in the playground, or fears and worries – fears about having to read in front of the class, worry about what mum is doing right now, wishing they were at home instead of in the classroom.



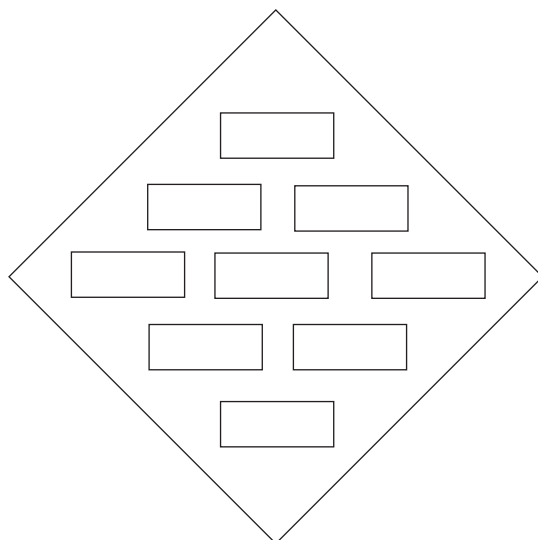
Activity 1.2: Win-win solutions

(10 minutes)

Write the headings 'Outcomes for me', 'Outcomes for the child' and 'Outcomes for the class' on a flipchart and ask the group to think about outcomes of conflicts they have recently experienced between themselves and children they work with. Chart some of these ideas under the three headings.

Now give out cards made by copying and cutting up **resource sheet 1.1**. Ask participants, working in threes or fours, to arrange them in a diamond shape, as follows.

Most important outcome of conflict between me and a child in my class

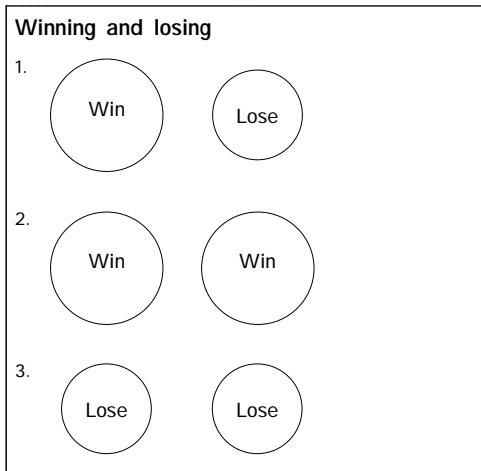


Least important outcome of conflict between me and a child in my class

Stress that there is no 'right' way to arrange the cards. Everyone will have different views and the activity aims to generate discussion rather than arrive at fixed conclusions.

Take feedback from the activity, stressing that if participants chose reducing the probability of future conflicts that disrupt learning as their ideal outcome, they may need to balance short-term gain (the child giving in, apologising, and so on) against the longer-term gains that accrue when adults take care, in the process of resolving conflict, to maintain their relationship with the child and demonstrate understanding of their feelings and position.

OHT 1.8 offers a model of the desirable state to be in at the end of a confrontation that has ended in the best possible way. When both parties feel that they have emerged having been listened to, that their feelings have been acknowledged and a resolution that is acceptable (even if not what might have been the initial desired end point) has been reached, we can describe that as a win-win situation. Any other permutation (that is, where one party or both parties lose) may have immediate gains for the winner but will ultimately end in future confrontation.



Activity 1.3: Drawing on our own experience and skills (15 minutes)

You could introduce this activity by saying that it offers the opportunity for participants to share their own experience and skills. They will be able to apply their own knowledge to a hypothetical situation in which they will act as 'consultants' to a colleague.

Ask participants to work in groups of four. They should read the scenario on **handout 1.3** and discuss the issues that arise from Jane's situation. Ask them to use one colour highlighter pen to highlight any features of the situation internal to Jane (her beliefs, anxieties, 'oughts and shoulds') and another colour to highlight those features external to Jane. When they have developed their understanding of Jane within her context they need to:

- suggest areas they would focus on with Jane to help her feel more confident about being able to work with this class, and less likely to experience conflict with individuals or groups;
- identify any practical strategies that might emerge from these focus areas.

Ask each group to give feedback. You might want to type up and circulate these ideas.

Handout 1.3

Handout 1.3

Scenario

Jane is a Year 4 teacher with three years' teaching experience all in the same school. She has enjoyed her teaching up to now but has recently inherited what she feels is 'the class from hell'. The class has not gelled, there are frequent complaints from children about others poking or prodding them as they move round the classroom, children are often falling out of friendships, there is a lot of name calling and individual children are sometimes ostracised. Jane is unhappy about the quality of teaching and learning in her classroom because of all this. She finds the behaviour of a small number of boys quite challenging and has taken to avoiding their table whenever possible. There is a higher level of noise in the classroom than she would like and she is aware that other teachers must know that she is having problems. She has noticed that the unacceptable behaviour in the class is generally worse after playtimes and lunchtimes when they seem to go mad out in the playground, and that things are slightly calmer at the beginning of the week. Recently Jane has had two major confrontations in the classroom – one with one of the 'difficult' boys, which she had half expected, but also one with a member of the class whom she hasn't seen as a problem in the past.

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Optional additional activities: (20 minutes) the assertive teacher

Develop the scenario on handout 1.3 into a role-play in which participants help you act out a conflict between Jane and the 'difficult' group of boys in her class – for example, one where the boys are laughing and talking very loudly and not doing any work. Ask the group for ideas about how Jane might respond. Model an angry, hostile response (threatening, blaming, shouting) and a hesitant response ('Please will you stop ...', 'How many times have I told you ...?').

Ask for ideas on how Jane should respond and model an appropriate, firm but friendly response.

Draw out from the role-play the idea of hostile, passive and assertive responses to potential conflict (**OHT 1.9**).

OHT 1.9

Three types of behaviour

- Passive
- Aggressive/hostile
- Assertive

Passive behaviour tends to be:

- vague in what is said or done;
- inconsistent;
- unconfident;
- reactive.

Hostile behaviour tends to be:

- reactive;
- threatening – keeping control through fear;
- rigid and authoritarian – this can look like control but creates hostile responses in children;
- blaming – placing all problems on others (children, parents, colleagues).

Assertive behaviour is:

- proactive;
- confident;
- consistent;
- positive in language and behaviour;
- effective in communication – making instructions clear and specific;
- calm and self-controlled.

You could amplify these comments by saying that we all move between these types of behaviour at different times but that it is most effective if we can stay in an assertive role for the majority of the time in the classroom.

When faced with conflict, passive teachers (or other adults) are indecisive and often unwilling to confront the problem, hoping it will go away. They will often plead for better behaviour or ask rhetorical questions: 'Please will you stop shouting/turning round/poking her with your pencil' or 'How many times have I told you to put your hand up?' This leaves the child feeling at best unsure of where the boundaries are and at worst that he/she, rather than the teacher, is in control.

Aggressive adults will be hostile or threatening. They will often use sarcasm, ridicule or put-downs: 'Oh, that's **very** clever isn't it?' 'You'd better do what I say, or you'll be sorry.' This adult needs to win in all situations and doesn't mind if the child loses face.

Assertive adults, however, are clear and decisive. They communicate clear expectations, have thought about the consequences of their own behaviour and know how they will manage situations as they arise. They keep calm, talk quietly and act rationally rather than allow feelings to dictate their behaviour.

Use **OHT 1.10** to identify some assertive strategies (described in more detail on **handout 1.4**).

OHT 1.10

Becoming more assertive

- Using 'I messages'
- Partial agreement
- Shifting the focus of discussion onto the real problem

Handout 1.4

Handout 1.4

Becoming more assertive

- **Using 'I messages'**

This is a powerful way of showing how you feel about a behaviour without blaming, criticising or threatening. It keeps the communication calm and focused. You need to:

 - describe the behaviour;
 - say how it makes you feel;
 - say why you feel this;
 - state what you would like to happen.

'When you left the scissors where you finished using them I felt cross because they were not in the drawer and I wasn't able to start the job I'd planned to do this afternoon. If you could remember to put them back when you've finished I would be really pleased.'
- **Partial agreement**

This involves acknowledging the child's point of view as well as restating what it is you want them to do. For example, 'I understand you don't want to sit next to Julie but I need you to finish those calculations so that we are all ready to talk about how we tackled them.'
- **Shift the focus of discussion onto the real problem**

People often waste time and emotional energy talking about trivial issues or secondary behaviours rather than confront the problem. Be clear about what the problem is and restate it.

'This is the third time I have had to speak to you. I want you to turn round now and get on with your work.'

'But Reza keeps kicking me.'

'I will talk to Reza about what he is doing but I want you to turn round now and get on with your work.'

(Following the secondary behaviour would lead into discussion with Reza about his behaviour. Focusing on the real problem means not being side-tracked.)

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- **Using 'I messages'**

This is a powerful way of showing how you feel about a behaviour without blaming, criticising or threatening. It keeps the communication calm and focused. You need to:

- describe the behaviour;
- say how it makes you feel;
- say why you feel this;
- state what you would like to happen.

('I messages' are dealt with in more detail in the *Classroom communication* session from the Primary National Strategy behaviour and attendance professional development materials.)

- **Partial agreement**

This involves acknowledging the child's point of view as well as restating what it is you want them to do – for example, 'I understand you don't want to sit next to Julie but I need you to finish those calculations so that we are all ready to talk about how we tackled them.'

- **Shifting the focus of discussion onto the real problem**

People often waste time and emotional energy talking about trivial issues or secondary behaviours rather than confront the problem. Be clear about what the problem is and restate it.



Activity 1.4: Using 'I messages'

(10 minutes)

This activity uses **handout 1.5** and asks participants to work in pairs and practise using 'I messages'. There are suggestions for scenarios on the handout. Alternatively, they could use their own situations that have arisen from their personal or professional contexts. Make sure that they allow time for each partner to try the technique and discuss how it feels as user and recipient.

Handout 1.5

Handout 1.5

Using 'I messages'

In pairs practise giving 'I messages'. You can either generate your own scenarios or you can use some of the suggestions on this handout. These scenarios relate to school situations and general life experiences. Allow time for each partner to try the technique and to discuss how it feels as user and recipient.

Scenarios

- A child who persistently calls out during whole-class sessions.
- A child in your class who often messes around in the queue to leave the room to go to lunch.
- A colleague who teaches her literacy group in your room leaves the tables and chairs in disarray.
- Your child leaves his/her towels/dirty washing on the bathroom floor.
- Your partner arrives home two hours late without phoning to warn you.

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Managing conflict and confrontation

15 minutes



Activity 1.5: Escalation and de-escalation

(15 minutes)

Working in groups of four and using **handout 1.6**, ask the group to first identify any strategies they think would escalate a confrontation in the classroom, and then to identify any they think would de-escalate confrontation. Take feedback and then offer the points on **OHT 1.11** as a summary of some of their likely suggestions.

OHT 1.11

Reducing conflict

<p>De-escalation</p> <ul style="list-style-type: none"> • Label the behaviour not the child • Avoid threatening gestures and body language • Give the child a choice, but not an ultimatum • Avoid dealing with the conflict in front of an audience • Stay calm (at least on the outside) but don't try to soothe the child as this can make them even more angry • Give the child time to comply • Explain clearly what you want • Show empathy • Use humour to defuse the situation 	<p>Escalation</p> <ul style="list-style-type: none"> • Threaten the child • View the conflict as a contest • Handle in front of an audience • Use threatening gestures and body language • Give the child no room for manoeuvre • Raise your voice and sound angry • Deliver unrealistic ultimatums that cannot be implemented
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Handout 1.6

Handout 1.6

Escalating and de-escalating confrontation

Behaviours that tend to escalate confrontation	Behaviours that tend to reduce the likelihood of confrontation

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Emphasise that the strategies that reduce conflict apply to adults as well as to children and can be useful, for example, when dealing with angry parents or carers.

It might be useful here to model the following scenario for the group. If they are willing, participants could work in pairs and act out the situation as you describe it, trying out different ways of responding and then watching your model.

Mrs Collins has four children under eight. She needs a new washing machine and has to go and see her social worker about this before she goes to work. The social worker has asked her to come at ten o'clock and not to be late. It has been a bad morning with the children arguing and taking a long time to get ready for school. It is also pouring with rain. Mrs Collins arrives just before ten, wet and fraught and worried she will be late for work.

The social worker is unavoidably late. When she arrives at quarter past ten she asks Mrs Collins to wait while she responds to an urgent phone call.

Mrs Collins gets up and starts to shout at her.

The social worker says in a soothing voice 'I think you need to sit down and calm down. I don't think this is necessary. Let's both sit down and sort this out.'

She continues to speak calmly and soothingly but Mrs Collins becomes even more angry.

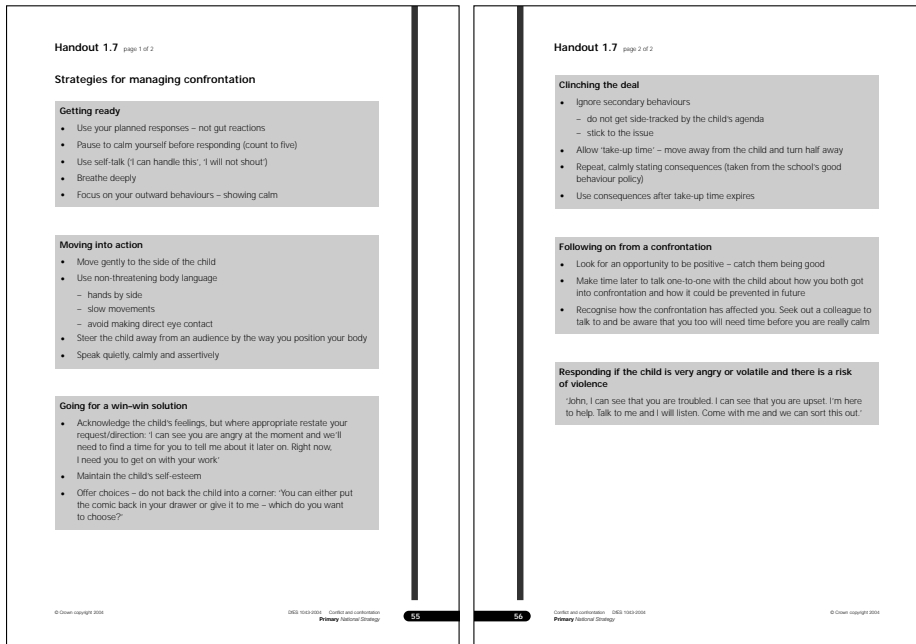
How might the social worker respond? What will help?

Draw out from the role-play:

- the negative effect that trying to soothe an angry person can have;
- the need to understand their anger and show empathy ('Come on in ... you're soaked ... I'm so sorry ... me being late hasn't helped ... you must be furious after I said how important it was for you to be here at ten');
- the importance of body language.

Recognise here that even when we use empathy and do our best to de-escalate conflict there will be times when it occurs. We need to know what to do in these situations. The next part of the session will suggest ways of responding.

Handout 1.7 provides a framework for responding to overt challenges that it has not been possible to pre-empt.



Talk through each of the steps on the handout. This will work best if you frame your input as a ‘story’ about a classroom conflict, acting out what happens in the story and offering a commentary.

The preparation phase

This requires the teacher to have thought about what he/she will do in the event of a confrontation **before** it happens. It emphasises being aware of personal response to conflict, self-calming techniques, giving oneself positive messages.

‘Oh dear, here we go again ... I’m going to count to five before I say anything ... breathe deeply ... I mustn’t shout ...’

Moving into action

Once a confrontation begins, it is important to minimise its effects. This can generally be done by remaining calm, moving in a controlled and non-threatening way, talking quietly and calmly, and by making the exchange private as far as possible.

‘I’m moving gently and slowly towards Alex ... my hands are by my sides and I’m going to speak quietly and calmly ... I’ll squat down alongside him.’

Going for a win-win solution

It is important to find a way of acknowledging the child’s feelings, while at the same time restating what it is that you need them to do. Offer a choice rather than an ultimatum.

‘I can see you’re very angry at the moment and we need to find a time for you to tell me about it later on. Right now, I need you to get on with your work. Do you want to stay where you are now or move over to the quiet corner?’

Clinching the deal

The child may try to sidetrack you onto other issues but you need to stay focused and give thinking ('take-up') time so that the child can compose himself/herself and reflect on the choice given. Then, if necessary, quietly remind the child about the consequences.

If this does not result in the desired behaviour, you may need to use the pre-agreed consequences or draw on help from others using the framework worked out in the school for situations like these.

'I'm moving away now to give Alex time to get back to work ... If he doesn't I'll repeat what I said and remind him that he will need to take his work to Mr Brown's class ...'

'Alex, as you didn't choose to get on with your work you need to take it to Mr Brown's class now, thank you.'

Note: Where a child is very angry or volatile and there is a risk of violence, it may not be appropriate to restate a direction or talk about consequences. The organisation Team-Teach offers a simple five-sentence script to use in these situations, which is worth every adult in school memorising.

'John, I can see that you are troubled. I can see that you are upset. I'm here to help. Talk to me and I will listen. Come with me and we can sort this out.'

You will need to stress at this point that when there has been a confrontation, there is a need for careful handling of the next stage of rebuilding a relationship with the child. **OHT 1.12** and **handout 1.8** could be helpful here.

OHT 1.12

Following on from a confrontation

- Recognise how the confrontation has affected you. Seek out a colleague to talk to and be aware that you too will need time before you are really calm
- When you have cooled down, make time to talk one-to-one with the child about how you both got into confrontation and how it could be prevented in future
- Apologise if you played any part in provoking the conflict
- As the adult, try not to hold grudges
- Look for an opportunity to be positive - catch them being good

Handout 1.8

Handout 1.8

Repairing the relationship

What do I say to a child when we talk one-to-one after a confrontation?

Ask what led up to the conflict, and how the child was feeling.

Ask the child to describe the behaviour that upset you.

Tell the child you want to help and ask them what they think you could do.

Say how you felt.

Ask the child what they could do to prevent the conflict happening again.

Agree a way forward.

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If you have previously used *The importance of emotions in the classroom* session with participants, you can make links here to the time it takes for the child's and the adult's emotions to cool after a conflict. Discussions with the child about what happened are best left till several hours after the incident.

Finally, you might need to say that the implication throughout this session has been that confrontations can be resolved within the classroom. While this is true in the majority of cases, and adults can increase the likelihood of this happening by planning in the way this session has suggested, there will be times when the strategies discussed in this session will not be effective in containing a child's anger or distress. At such times all the adults who work in a school need to know their school policy about control and restraint. They will need to work within school and LEA structures when handling a situation where behaviour becomes threatening in some way. You could also refer the group to their professional association guidelines.

Conclusion

5 minutes

Use **OHT 1.13** to summarise the main points of the session.

OHT 1.13

We have considered:

- how to interpret children's behaviour
- how to understand the processes of conflict and confrontation
- how to plan to reduce the likelihood of conflict arising in the classroom
- how to manage conflict in a positive way if it does occur

Participants could record their main points for action on **handout 1.9**.

Handout 1.9

<p>Handout 1.9 page 1 of 2</p> <p>Key points for action from this session</p> <p>How does my current practice relate to what we have explored in this session?</p> <ul style="list-style-type: none">• Things going well: <p>• Something I would like to develop:</p> <p>What one thing can I do when I go back to my classroom in order to develop my effective practice?</p> <p>Do I need to involve anyone else in enabling this to happen?</p> <p>How will I do this?</p> <p>What is my timescale for this to happen?</p> <p>How will I know I have been successful?</p> <p><small>© Crown copyright 2004</small></p> <p><small>DE1 140-0506 Conflict and confrontation Primary National Strategy</small></p> <p>55</p>	<p>Handout 1.9 page 2 of 2</p> <p>How does my school's current practice relate to what we have explored in this session?</p> <ul style="list-style-type: none">• Things going well: <p>• Something to develop:</p> <p>What might I do to promote change in my school's practice?</p> <p>Do I need to involve anyone else in enabling this to happen?</p> <p>How will I do this?</p> <p>What is my timescale for this to happen?</p> <p>How will I know this has been successful?</p> <p><small>© Crown copyright 2004</small></p> <p><small>Conflict and confrontation DE1 140-0506 Primary National Strategy</small></p> <p>60</p>
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Post-session activities

If you are using this session in school with all staff, identify with the group some tasks or activities that will help everyone to apply the learning from the session to their own situation or classroom. Some ideas are suggested below. Make time, when you next meet to focus as a staff on promoting positive behaviour, for people to talk about the activities they undertook and what they learned.

- Take the Dreikurs model and apply it to specific children in your class. Keep a diary or log to give yourself evidence-based information. How useful is the model as a way of understanding a child's needs when he/she behaves inappropriately? How helpful is it in informing you about ways in which you might pre-empt or respond to a child's inappropriate behaviour? Discuss these with your partner and identify ways in which you want to develop a practice in order to address the specific needs you have identified.
- Work with a partner whom you trust and ask him/her to observe you teaching a normal session and give you feedback on your teaching styles. When and how do you look or sound hostile? When and how do you appear passive? When and how do you appear assertive? Use your solution-focused strategies to work together to identify ways in which you can maintain a calm classroom and minimise the potential for confrontation. Then reverse the process.
- Pair up with a colleague and agree to each try out a short one-to-one meeting with a child a day after a conflict or confrontation. Use the steps suggested on handout 1.8 as a basis for this meeting. Discuss it with your partner afterwards. Did the suggested steps work for you? How did the child respond? What was the outcome?
- Keep a record for a few weeks of conflicts you have with the children you work with. Reflect on these as a staff group. Are there particular situations where conflicts often occur? Are there particular classes where conflict is frequent and help might be needed? Are there particular children who might need explicit teaching and practice in handling conflict?
- As a whole-staff group, look at your existing behaviour policy. Does it contain appropriate guidance for dealing with conflict situations where there is a threat to the safety of children or adults? If not, what needs to be added? What does local authority (LA) guidance say about this? What might need to happen to ensure greater consistency of practice across the school? Who will do what and when? Who will take responsibility for monitoring and evaluation?





Objectives

- To consider how understanding what lies behind behaviours can inform our work when behaviour becomes challenging
- To increase understanding of the processes involved in conflict and confrontation
- To explore strategies for reducing and resolving conflict in the classroom
- To develop strategies for managing confrontation when it arises

Underlying principles

- Positive relationships with children are the key to positive behaviour
- Positive recognition of appropriate behaviour promotes positive responses
- The choices teachers make in responding to children's behaviour are crucial in influencing the choices children make about their own behaviour
- It is helpful to use the language of consequences with children
- We need to draw on each other's experience
- The session encourages a solution-focused approach

Conflict

- Conflicts are inevitable in human relationships and the student-teacher relationship is no exception
- Conflicts are not solely owned by the teacher or the students. Conflicts need both parties; as we say: **both own the problem**

Gordon, T. (1974) *Teacher Effectiveness Training*
New York: David McKay

Understanding behaviour

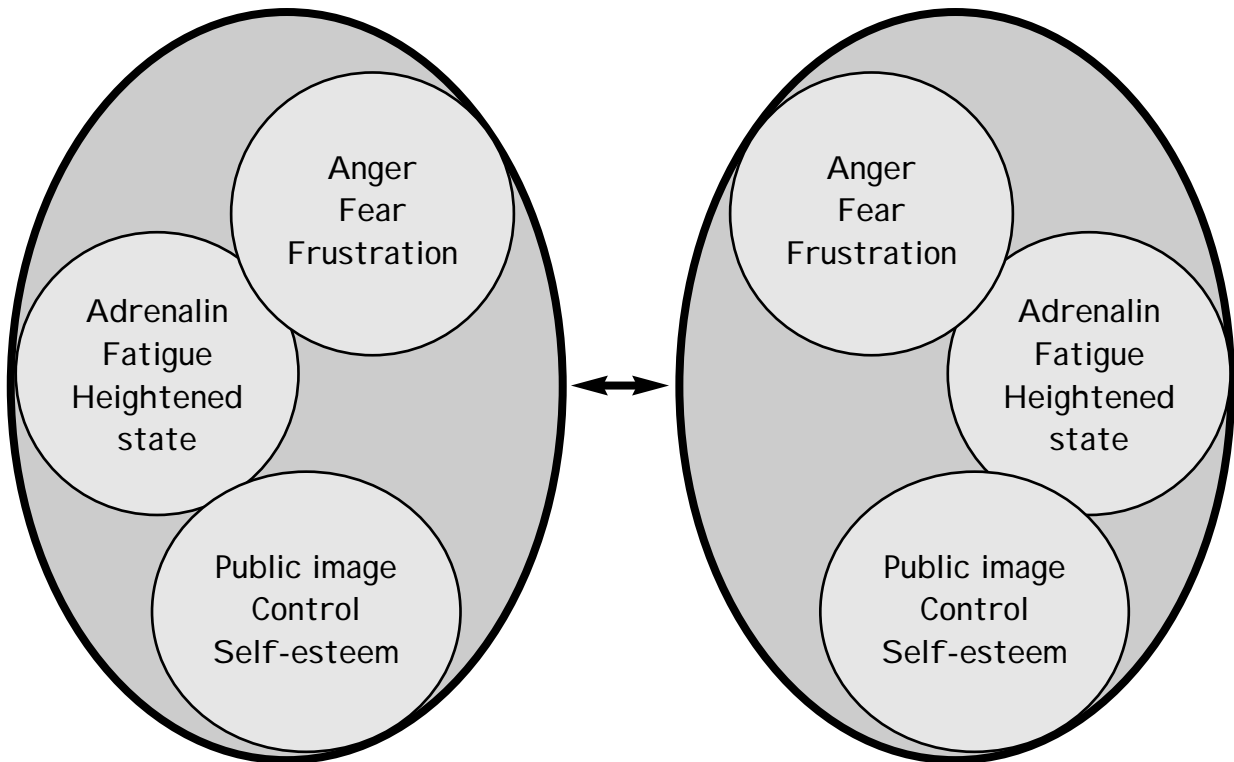
- Attention seeking
- Power seeking
- Withdrawal/avoidance
- Revenge seeking



Factors to take into account in situations involving conflict

- The high emotional content of conflict
- The relationship between emotions and behaviour
- The importance of being alert to physiological signals
- Our responses tend to follow familiar patterns or cycles, which can be difficult to break
- 'Systems' such as families, classes, staff rooms, and so on, develop ways of operating that make change difficult

What can be in the pot...



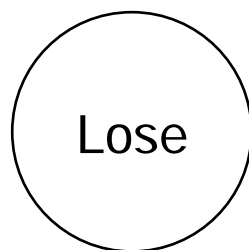


Why are some children and adults more likely to get into confrontation?

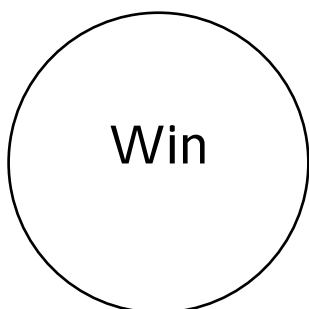
- It's a more natural state for them
- They lack the skills to avoid confrontation
- It gives them a buzz and distracts from other issues
- Peer pressure
- They are under frequent stress

Winning and losing

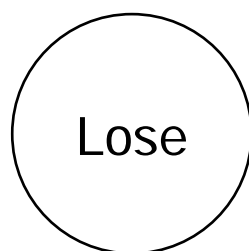
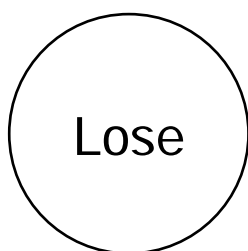
1.



2.



3.





Three types of behaviour

- Passive
- Aggressive/hostile
- Assertive





Becoming more assertive

- Using 'I messages'
- Partial agreement
- Shifting the focus of discussion onto the real problem

Reducing conflict

De-escalation

- Label the behaviour not the child
- Avoid threatening gestures and body language
- Give the child a choice, but not an ultimatum
- Avoid dealing with the conflict in front of an audience
- Stay calm (at least on the outside) but don't try to soothe the child as this can make them even more angry
- Give the child time to comply
- Explain clearly what you want
- Show empathy
- Use humour to defuse the situation

Escalation

- Threaten the child
- View the conflict as a contest
- Handle in front of an audience
- Use threatening gestures and body language
- Give the child no room for manoeuvre
- Raise your voice and sound angry
- Deliver unrealistic ultimatums that cannot be implemented



Following on from a confrontation

- Recognise how the confrontation has affected you. Seek out a colleague to talk to and be aware that you too will need time before you are really calm
- When you have cooled down, make time to talk one-to-one with the child about how you both got into confrontation and how it could be prevented in future
- Apologise if you played any part in provoking the conflict
- As the adult, try not to hold grudges
- Look for an opportunity to be positive – catch them being good

We have considered:

- how to interpret children's behaviour
- how to understand the processes of conflict and confrontation
- how to plan to reduce the likelihood of conflict arising in the classroom
- how to manage conflict in a positive way if it does occur

Resource sheet 1.1



The child does as I say	The child and I still have a positive relationship
Other children see that I am in control	The child apologises
No one has lost face	I have understood the child's needs and feelings
I have got the child to do what I want	The conflict is less likely to happen again
The child has understood my needs and feelings	

Goals of behaviour

Rudolf Dreikurs, an American psychiatrist, suggests that all behaviour has a goal or purpose. When a child gets into conflict and confrontation in the classroom it can be helpful to understand what that purpose is.

Dreikurs proposed that the need to belong is the fundamental motivator of human behaviour and, consequently, that children's misbehaviour is often a response to feeling that they do not belong in the social context in which they find themselves. They react to this feeling in a number of different ways.

Some children react by **attention seeking**, showing those irritating behaviours that take time away from teaching and learning and are disruptive (without necessarily involving conflict).

Other children try **power seeking**, when they seek to have control over the situation – themselves, their peers, the teacher.

Two other strategies come into play if the child's feelings of hurt and rejection are greater. One is **avoiding failure**, where the pupil attempts to structure situations so that they don't have to test themselves in any way. This can be through low-level behaviours such as not bringing equipment, losing work, asking unnecessary questions, wandering round the classroom, or it can be through more confrontational behaviours such as direct refusal to cooperate with adult instructions. The final strategy is **seeking revenge**, when the pupil lashes out at real or imagined hurts, for example, saying 'I didn't want to be in the team anyway. It's a lousy team'.

Dreikurs also suggested that we can identify what kind of behaviour we are dealing with by identifying the feelings it arouses in us. **Attention seeking** tends to promote a feeling of irritation or annoyance with the pupil, **power seeking** tends to provoke an angry response, **failure avoidance** produces a feeling of defeat and **revenge** a feeling of hurt.

You might want to use the following chart to help you reflect on behaviours demonstrated by individual children in your class and on how changing your own response in the light of that reflection might be helpful in preventing and responding to conflict.

Attention seeking		
Passive or active?	<p>Teacher feelings</p> <p>Causes mild feelings of irritation and annoyance</p> <p>Teacher action</p> <p>Tends to be verbal</p> <p>Child response</p> <p>Usually complies with teacher's requests (for the moment!)</p> <p>They have received their reward – teacher attention</p>	<p>Positive interpretation</p> <p>Child is seeking correction?</p> <p>Positive teacher response</p> <p>Attend firmly and frequently to appropriate behaviour. Deal swiftly with inappropriate behaviour with low emotional content. Help child to ask for attention in an acceptable way</p>
Power seeking		
Passive or active?	<p>Teacher feelings</p> <p>Anger, frustration, perhaps fear</p> <p>Teacher action</p> <p>Feeling physical anger. Usually translated into superior linguistic force</p> <p>Child response</p> <p>'You can't make me.' Face saving in public</p>	<p>Positive interpretation</p> <p>Child seeking leadership, assertiveness, independence</p> <p>Positive teacher response</p> <p>Don't grab the rope and pull</p> <p>Avoid, defuse confrontation</p> <p>Give legitimate power</p>
Failure avoidance		
Passive or active?	<p>Teacher feelings</p> <p>Sad/helpless. Defeated, our attempts have failed</p> <p>Teacher action</p> <p>Prescription, further outside help, resignation</p> <p>Child response</p> <p>Wait for help, ask for help, do not respond when it is given</p>	<p>Positive interpretation</p> <p>Child wants to be perfect, to do a job that satisfies them</p> <p>Positive teacher response</p> <p>Change perception from 'I can't' to 'I can'. End social isolation by drawing them into trusting relationship with you, then with others</p>
Revenge seeking		
Direct/indirect physical or verbal attack	<p>Teacher feelings</p> <p>Anger, frustration. Also hurt, dislike, devastation</p> <p>Teacher action</p> <p>Strike back or escape</p> <p>Child response</p> <p>Introduce personal offence, intensify the situation. Stop only on their own terms</p>	<p>Positive interpretation</p> <p>Child still has enough will to keep going after what has been (to us) unimaginable hurt</p> <p>Positive teacher response</p> <p>Continued attempts to build caring relationship. Try to maintain a positive image of the child. Try to teach acceptable ways of dealing with overwhelming feelings by communicating and negotiating</p>

Adapted from: Dreikurs, R., Grunwald, B. and Pepper, F. (1982) *Maintaining Sanity in the Classroom*, Harper and Row, New York

Reflection: my responses to conflict

Use this as a prompt sheet to prepare for a discussion with a partner.

Think about an incident when you have had to face conflict or the potential of conflict. This could be a professional or personal incident. You will not have to disclose details of the incident to your partner.

- What emotions did you experience at that time?

- What physical symptoms did these emotions produce?

- How did you behave towards the other individual?

- Are your emotions when dealing with conflict different in personal and professional situations?

- In what way are they different?

- Do you see yourself as a person who tends to be on the receiving end of conflict, or one who initiates conflict?

Handout 1.2 page 2 of 2

- Is conflict something you cope with easily, or something you tend to avoid at all costs?
- What does your response to conflict tell you about your beliefs about how people should behave towards you?
- Are there any learning points here for how you might plan to deal with children who provoke feelings of irritation, anger or hostility in you?

Handout 1.3

Scenario

Jane is a Year 4 teacher with three years' teaching experience all in the same school. She has enjoyed her teaching up to now but has recently inherited what she feels is 'the class from hell'. The class has not gelled, there are frequent complaints from children about others poking or prodding them as they move round the classroom, children are often falling out of friendships, there is a lot of name calling and individual children are sometimes ostracised. Jane is unhappy about the quality of teaching and learning in her classroom because of all this. She finds the behaviour of a small number of boys quite challenging and has taken to avoiding their table whenever possible. There is a higher level of noise in the classroom than she would like and she is aware that other teachers must know that she is having problems. She has noticed that the unacceptable behaviour in the class is generally worse after playtimes and lunchtimes when they seem to go mad out in the playground, and that things are slightly calmer at the beginning of the week. Recently Jane has had two major confrontations in the classroom – one with one of the 'difficult' boys, which she had half expected, but also one with a member of the class whom she hasn't seen as a problem in the past.

Handout 1.4

Becoming more assertive

- **Using 'I messages'**

This is a powerful way of showing how you feel about a behaviour without blaming, criticising or threatening. It keeps the communication calm and focused. You need to:

- describe the behaviour;
- say how it makes you feel;
- say why you feel this;
- state what you would like to happen.

'When you left the scissors where you finished using them I felt cross because they were not in the drawer and I wasn't able to start the job I'd planned to do this afternoon. If you could remember to put them back when you've finished I would be really pleased.'

- **Partial agreement**

This involves acknowledging the child's point of view as well as restating what it is you want them to do. For example, 'I understand you don't want to sit next to Julie but I need you to finish those calculations so that we are all ready to talk about how we tackled them.'

- **Shift the focus of discussion onto the real problem**

People often waste time and emotional energy talking about trivial issues or secondary behaviours rather than confront the problem. Be clear about what the problem is and restate it.

'This is the third time I have had to speak to you. I want you to turn round now and get on with your work.'

'But Reza keeps kicking me.'

'I will talk to Reza about what he is doing but I want you to turn round now and get on with your work.'

(Following the secondary behaviour would lead into discussion with Reza about his behaviour. Focusing on the real problem means not being side-tracked.)

Handout 1.5

Using 'I messages'

In pairs practise giving 'I messages'. You can either generate your own scenarios or you can use some of the suggestions on this handout. These scenarios relate to school situations and general life experiences. Allow time for each partner to try the technique and to discuss how it feels as user and recipient.

Scenarios

- A child who persistently calls out during whole-class sessions.
- A child in your class who often messes around in the queue to leave the room to go to lunch.
- A colleague who teaches her literacy group in your room leaves the tables and chairs in disarray.
- Your child leaves his/her towels/dirty washing on the bathroom floor.
- Your partner arrives home two hours late without phoning to warn you.

Handout 1.6

Escalating and de-escalating confrontation

Behaviours that tend to escalate confrontation	Behaviours that tend to reduce the likelihood of confrontation

Strategies for managing confrontation

Getting ready

- Use your planned responses – not gut reactions
- Pause to calm yourself before responding (count to five)
- Use self-talk ('I can handle this', 'I will not shout')
- Breathe deeply
- Focus on your outward behaviours – showing calm

Moving into action

- Move gently to the side of the child
- Use non-threatening body language
 - hands by side
 - slow movements
 - avoid making direct eye contact
- Steer the child away from an audience by the way you position your body
- Speak quietly, calmly and assertively

Going for a win-win solution

- Acknowledge the child's feelings, but where appropriate restate your request/direction: 'I can see you are angry at the moment and we'll need to find a time for you to tell me about it later on. Right now, I need you to get on with your work'
- Maintain the child's self-esteem
- Offer choices – do not back the child into a corner: 'You can either put the comic back in your drawer or give it to me – which do you want to choose?'

Clinching the deal

- Ignore secondary behaviours
 - do not get side-tracked by the child's agenda
 - stick to the issue
- Allow 'take-up time' – move away from the child and turn half away
- Repeat, calmly stating consequences (taken from the school's good behaviour policy)
- Use consequences after take-up time expires

Following on from a confrontation

- Look for an opportunity to be positive – catch them being good
- Make time later to talk one-to-one with the child about how you both got into confrontation and how it could be prevented in future
- Recognise how the confrontation has affected you. Seek out a colleague to talk to and be aware that you too will need time before you are really calm

Responding if the child is very angry or volatile and there is a risk of violence

'John, I can see that you are troubled. I can see that you are upset. I'm here to help. Talk to me and I will listen. Come with me and we can sort this out.'

Handout 1.8

Repairing the relationship

What do I say to a child when we talk one-to-one after a confrontation?

Ask what led up to the conflict, and how the child was feeling.

Ask the child to describe the behaviour that upset you.

Say how you felt.

Tell the child you want to help and ask them what they think you could do.

Ask the child what they could do to prevent the conflict happening again.

Agree a way forward.

Key points for action from this session

How does my current practice relate to what we have explored in this session?

- Things going well:

- Something I would like to develop:

What one thing can I do when I go back to my classroom in order to develop my effective practice?

Do I need to involve anyone else in enabling this to happen?

How will I do this?

What is my timescale for this to happen?

How will I know I have been successful?

Handout 1.9 page 2 of 2

How does my school's current practice relate to what we have explored in this session?

- Things going well:

- Something to develop:

What might I do to promote change in my school's practice?

Do I need to involve anyone else in enabling this to happen?

How will I do this?

What is my timescale for this to happen?

How will I know this has been successful?