

# The National Programme for Specialist Leaders of Behaviour and Attendance

*innovative, effective, practical*

## Reducing the risk of violence

This publication is available for download from:

[www.teachernet.gov.uk/npslba](http://www.teachernet.gov.uk/npslba)

NPSLBA material request:

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The websites referred to in these materials existed at the time of going to print. Users should check all website references carefully to see if they have changed and substitute other references where appropriate.

***Note: For the sake of brevity 'child' and 'children' will be used to refer to both children and young people in this topic.***

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## Aims

Through study of this topic you will:

- explore key risk factors that can act as direct or indirect triggers to violent behaviour
- identify and explore how various elements of the educational setting can act as triggers to violent behaviour
- recognise how behaviour can be positively influenced through modelling, and explore the limitations of punitive approaches
- use the sections of the Reducing Violence in Schools advice as a framework to explore ways of reducing violence in each area.

***The aims for this session are on slide 2.***

## Aspects of leadership

*The study of this topic will help you reflect on how you:*

- raise awareness in your setting of the factors that can act as triggers to violent behaviour
- can support the development of staff skills for reducing the risk of violence in your setting
- support development of the shared values, principles and beliefs that relate to reducing the risk of violence in your setting
- develop effective communication systems that value the opinion of others, strive for mutual understanding and involve staff, parents, children and young people
- develop effective teamwork that challenges responses that may trigger violence and ensures the promotion of an ethos of harmonious learning
- design and implement learning opportunities that will provide colleagues with new information, facilitating the development of new skills.

***You will want to share this information with the group.***

## Links to the National Strategies

### The Behaviour and Attendance Strand of the National Strategies

The National Strategy for behaviour and attendance includes a range of continuing professional development (CPD) materials which link to this topic: further links are given on the behaviour4learning website, [www.behaviour4learning.ac.uk](http://www.behaviour4learning.ac.uk).

These materials offer an opportunity to ensure that standards of behaviour and attendance are the highest possible. In this way, the ethos, values and beliefs that are developed are likely to contribute to reducing the risk of violence in primary school settings.

An initial and in-depth review or audit for primary schools includes an audit of emotional health and well-being (EHWB) which can help schools identify strengths and areas for development; a set of curriculum materials for developing social and emotional skills (the SEAL resource) to teach pupils to use a peaceful problem-solving framework; materials on developing positive relationships; understanding behaviour and the importance of emotions and managing conflict and confrontation, which are all useful in helping staff to develop the skills that will minimise the risk of violence.

The National Strategies include a range of CPD materials intended to support secondary schools to ensure that high standards of behaviour and attendance prevail. The audit tools, booklets and associated toolkits of most relevance are: Unit 2, Everyday policies: rewards, sanctions and the promotion of positive behaviour; Unit 3, Dealing with consistently poor behaviour; Unit 4, Bullying; and Unit 5, Pupil support systems. In addition, schools will have had an opportunity to access the Core Day materials including Core Day 4, Developing emotional health and well-being. Particularly relevant is the secondary SEAL resource:

<http://www.bandapilot.org.uk/secondary/index.html>

### Every Child Matters, Department for Children, Schools and Families (DCSF) Five-Year Strategy

The Every Child Matters (ECM) agenda sets out the five outcomes for every child and young person.

The promotion of inclusion within a positive and welcoming learning environment is at the heart of the five outcomes. Positive and trusting relationships, good behaviour and attendance and feelings of well-being are necessary prerequisites to:

- being healthy
- staying safe
- enjoying and achieving
- achieving economic well-being
- making a positive contribution.

All of the five outcomes described above are more likely to be successfully achieved in a setting which pays attention to issues of violence prevention and minimisation through appropriate organisational and individual responses. Working towards the aims of ECM will provide schools with a framework within which to tackle issues relating to violence.

### Attendance

Poor attendance at school and in other educational settings arises for many reasons. Some relate to the experiences of children and young people who have poor social and emotional skills, or who find themselves within environments which do not meet their needs or in which they do not feel they have anything to contribute. This can be a significant cause of non-

attendance. Educational settings that ensure measures to prevent violence and provide effective responses to violence (should it occur) will do much to ensure the highest possible levels of attendance.

### Anti-bullying

The DCSF suite of anti-bullying guidance materials makes it clear that no types of bullying will be tolerated. This includes racist bullying, homophobic bullying and cyber-bullying. The DCSF has also secured a broad consensus with teaching associations and with the national Anti Bullying Alliance about signing up to its own *Bullying – A Charter for Action*, or a charter based on the key principles of the DCSF version. The charter should outline the school's principles and practice to prevent bullying, and be based on the values outlined in the guidance materials. The charter is a voluntary commitment signed by the headteacher, chair of governors and a representative(s) of pupils in that school or setting.

The DCSF guidance is clear that all schools and settings should have measures in place to deal with all incidents of bullying when they occur. There is also an expectation that all schools and settings will be working to create a culture and an ethos that ensures bullying behaviour is less likely to occur or to be tolerated by those who witness it. This preventative work will be enabled, in part, by teaching and developing appropriate social and emotional skills.

The DCSF suite of anti-bullying guidance materials consists of the following resources:

**Safe to Learn: Embedding anti-bullying work in schools** available on [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Search using the reference: DCSF-00656-2007

**Cyber-bullying** available on [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Search using the reference: DCSF-00658-2007

**Homophobic bullying** available on [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Search using the reference: DCSF-00668-2007

**Racist bullying** available on [www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying)

**Bullying – A Charter for Action** available on [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Search using Bullying – A Charter for Action.

### Reducing Violence in Schools

TeacherNet has advice for schools on violence reduction. This advice has two key aims:

- to help schools create a climate where violence will not flourish
- to help schools and individuals learn from any violent incidents in order to prevent recurrence.

The Reducing Violence in Schools advice is grouped under five themes (which have informed this topic on violence reduction). The themes are:

- a safe school
- involving pupils and families
- curriculum
- school organisation
- travel and safe surroundings.

Within each theme advice is provided relating to the kind of strategies which schools may use to minimise violence, for example, conflict resolution and restorative approaches.

The advice is available at:

[www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/](http://www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/).

TeacherNet has guidance for schools on the use of force, which supersedes and replaces DFES Circular 10/98, *The Use of Force to Control and Restrain Pupils* (DCSF 2007).

This non-statutory guidance will help schools to understand what the law means for them in practical terms, as well as providing them with advice on good practice.

This guidance is available at: [www.teachernet.gov.uk/docbank/index.cfm?id=12187](http://www.teachernet.gov.uk/docbank/index.cfm?id=12187)

***Remember if you have problems accessing the external websites, please copy and paste the website address directly into your browser.***



## Links to NPSLBA study materials

This topic forms part of a suite of topics that address the issues of violence in educational settings. The topics can be used individually or studied as a group:

- 7b**    Incorporating restorative approaches
- 7d**    Learning from violent incidents.

The importance of identifying underlying causes of violence links with:

- 3a**    Underlying causes of challenging behaviour and poor attendance
- 3c**    Extending understanding of behaviour and attendance theories and perspectives.

The organisational structure and support networks can also positively influence the ethos of an educational setting and contribute to minimising the risk of violence. The following topics provide useful links.

- 1a**    Creating an ethos for social inclusion
- 1b**    Developing and implementing a vision of behaviour and attendance
- 4a**    Strategies for promoting positive behaviour and full attendance
- 4b**    Effective support for behaviour and attendance improvement
- 4c**    Effective organisation for behaviour and attendance improvement.

## Session outline

<b>Previous session</b>	Review of Work-based Activities	10 minutes
<b>Overview</b>	Reducing the risk of violence Discussion of reading and preparatory activity Aims Links	10 minutes
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. <i>Making connections</i></li> <li>2. <i>Proactive or reactive?</i></li> <li>3. <i>Meeting needs</i></li> </ol>	1 hour 45 minutes
<b>Session review</b>		
<b>Selecting Work-based Activities</b>		20 minutes
<b>Forward look</b>		5 minutes

**Total time 2 hours 30 minutes**

### Overview

The reading provides you with the opportunity to consider some of the issues relating to violent behaviour and how these relate to the role of specialist leader. The preparatory activity promotes reflection on a recent violent incident that you may have witnessed or been involved in. It will also help you to develop a rationale for exploring work to reduce the risk of violence in your own setting.

The activities provide an opportunity to explore how the likelihood of violence can be minimised by looking at frameworks such as Maslow's hierarchy and by focusing on preventative approaches.

A range of Work-based Activities provide the opportunity for you to develop and embed the learning from these activities.

***You could use slide 3 to introduce the session.***

## Preparing to lead the session

To do before the session	Check
<p>Familiarise yourself with the content, session leader notes and delivery methods for this topic. You will want to adapt the materials to suit the needs of your group.</p> <p>Prepare the necessary resources.</p> <p>Arrange any visitors or speakers as necessary.</p> <p>Ensure that the group has access to the pre-reading and preparatory activity prior to the session.</p> <p>Ensure that the group has access to the Work-based Activities prior to the session.</p> <p>Ensure that the group has information regarding when and where the session will take place. <i>You may already have provided this in the forward look at the previous session.</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>During the session</b>	
<p>The previous session leader will review Work-based Activities from the earlier topic.</p> <p>Focus the attention of the group on the key questions that will help them gain most benefit from the session. These questions will also help focus reflection in the reflective log.</p> <p>Introduce the activities and take feedback.</p> <p>Review learning during and at the end of the session.</p> <p>Lead the group in a discussion about the Work-based Activities.</p> <p>Encourage group members to reflect on each section of the 'Framework for evaluating options' and to complete the section 'My next three steps are...'</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Follow up</b>	
<p>Collate and distribute any material that you have agreed to circulate.</p> <p>Reflect on your role as session leader in your reflective log.</p> <p>At the beginning of the next meeting you will have a ten-minute slot to review Work-based Activities with the group and to share ways in which learning might be further developed.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Equipment	Check
Data projector and screen or interactive whiteboard	
Presentation slides	
Flipchart and marker pens	
Sticky notes	
Refreshments	

Resources	Check
<b>Preparatory reading and reflection</b>	
<b>Preparatory activity</b>	
<b>Activity 1</b>	
Resource A <i>Making connections</i>	
Resource B <i>Making connections 2</i>	
<b>Activity 2</b>	
Resource A <i>Case studies</i>	
Resource B <i>Case study notes</i>	
Resource C <i>Case study notes – Bob</i>	
<b>Activity 3</b>	
Resource A <i>Maslow’s hierarchy and the risk of violence</i>	
Resource B <i>Maslow’s hierarchy and the environment</i>	
<b>Work-based Activity 1</b>	
Resource A <i>Environment audit – physical environment</i>	
<b>Work-based Activity 2</b>	
Resource A <i>Investigating violent incidents</i>	

## Activities

### Review of Work-based Activities

### Preparatory reading and reflection

### Preparatory activity

### Activities

1. *Making connections*
2. *Proactive or reactive?*
3. *Meeting needs*

### Session review

***You might want to adapt these activities or use alternative materials to help you meet the particular needs of the group.***

*You will find it useful to be aware of the violence reduction advice at*

[www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/](http://www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/) and

*the peaceful problem-solving framework used in the primary SEAL resource at*

[www.standards.dcsf.gov.uk/primary/publications/banda/seal/](http://www.standards.dcsf.gov.uk/primary/publications/banda/seal/).

## Review of Work-based Activities

Write each of the four headlines below on a large sheet of paper. Display these around the room.

Read out the questions in full and take five minutes to jot down responses to each question on sticky notes. Place each note under the appropriate heading.

Take a further five minutes to look at the responses of others in the group.

1. In carrying out your chosen work based activity, were there any important leadership issues that arose?

### ***'Leadership issues'***

2. Were there any organisational or structural issues that particularly supported you in, or prevented you from, carrying out the activity successfully?

### ***'Organisational issues'***

3. Were there aspects of your own skills and knowledge that helped, or prevented you from carrying out the activity successfully?

### ***'Skills and knowledge'***

4. What were the most successful and enjoyable aspects of your experience with the work-based activity?

### ***'What went well?'***

***After ten minutes move on to discuss the reading and preparatory activity for this topic.***

## Preparatory reading and reflection

### Suggestions

Read and carefully annotate the preparatory reading *Reducing the risk of violence* (resources section).

Questions for reflection and discussion:

- *How does this summary support or differ from your own understanding of the issues relating to the risk of violence in educational settings?*
- *What are the key issues relating to incidents of violence in your own setting?*
- *What aspects would you like to find out more about? How will you go about doing this?*

***You should bring along any notes you make to the session.***

## Preparatory activity

Prepare for the study session by jotting down the details of any violent incident with which you are familiar. This may be an incident in which you were involved, one that you witnessed or one that you had to deal with.

*You should make this account anonymous.*

In relating the account pay particular attention to the following:

- your feelings before, during and after the incident
- your thoughts before, during and after the incident
- your views on what may have directly or indirectly triggered this violent incident
- if you were involved in the incident, consider how factors unrelated to the incident may have contributed to how it was handled.

Bring your notes to the session. Do not include any information that you are not comfortable in sharing with others.

***You should bring along any notes you make to the session.***



## Activity 1

### Making connections



40 minutes

#### Purpose

To consider the skills involved in looking beyond the behaviour to the possible causes of violence in differing contexts

To examine the personal context for violent incidents

To explore triggers and cumulative factors that can result in violent incidents

To begin to recognise factors affecting emotional resilience and the ability to avoid or resolve conflict effectively

#### Resources

Three sheets of flipchart paper headed:

- Risk factors
- Direct triggers
- Indirect triggers

Resource A *Making connections*

Resource B *Making connections 2*

#### Suggestions

##### Part 1

Before you begin this activity you should agree rules of confidentiality – for example:

- details of this discussion will not be shared outside the group
- disclose only information you are happy to share
- situations and people will be anonymous
- general references will be used rather than specific details.

Look at Resource A (keeping columns 3 and 4 hidden for now).

Briefly discuss the incident described in column 1, and the related thoughts and feelings described in column 2.

Based on this brief description of events work together to try to further consider any direct or indirect triggers linked to this (potentially) violent situation. Explore together the possible risk factors that might be at play in this particular circumstance.

Clarify your understanding of the following:

##### *Trigger*

An event that might closely precede violence (direct trigger) or be separated from the incident in time or space, but could be identified as a direct cause of the violence (indirect trigger).

##### *Risk factor*

An emotional state (such as frustration) or event, which is not directly responsible for the violence but is likely to increase the possibility that violence will be triggered.

This might be related to unmet needs, learned behaviour, aspects of the environment, emotional health and well-being, social and emotional skill levels.

Next, look at columns 3 and 4 on Resource A – *Making connections* and compare your responses to those described.

Summarise your discussion, noting any key points on the flipchart.

## Part 2

This part of Activity 1 may be emotionally challenging for some. It is designed to raise awareness of the complex emotions that can surround a violent incident.

Using your notes from the preparatory reading and preparatory activity individually complete the first two columns of Resource B – *Making connections 2*.

Next, work with a partner to complete columns 3 and 4.

You could use the following questions as prompts:

- *What do you think seemed to spark the violence?*
- *What event or circumstances may have fuelled the response to the violence?*
- *What could have de-escalated the situation?*
- *What personal or professional factors (such as stress) may have contributed?*
- *Could physical or mental health have been an influence? If so, in what way?*

On reflection:

- *Do you feel that there was anything that you (or others) could have done to avoid this violent situation? To de-escalate the situation?*
- *Do you think that there is anything that could be done to prevent a recurrence?*
- What did you learn from this incident?
  - *about yourself?*
  - *about those involved?*
  - *about how to minimise the risk of this kind of violence?*
  - *about how to de-escalate a violent situation?*

As a group, use the prompts below to stimulate discussion about ways to support others. Record your responses on the flipchart or whiteboard; you will find these ideas useful as you undertake your choice of work-based activity.

- Are there any common risk factors related to incidents of violence?
- What action could a specialist leader take in order to minimise the risk factors relating to:
  - *unmet needs*
  - *learned behaviour*
  - *aspects of the environment*
  - *physical or mental health*
  - *social and emotional skills?*
- What are the key social and emotional skills that are required to manage conflict successfully?
- How can individuals be supported to develop these skills?

## Plenary

Referring to the 'key point' notes on the flipchart, explore any outcomes that seem to have particular relevance to the role of specialist leader.

Use your reflective log to identify any key action points for your personal or professional development.

## Activity 2

### Proactive or reactive?



40 minutes

### Purpose

To consider the complex nature of factors relating to violent incidents and to identify strategies for minimising the risk of violence

To explore the concept of 'pay off' – is violent behaviour somehow rewarding? Providing release from intense emotions? A way of getting needs met? A learned response?

To provide an opportunity to consider the framework of the DCSF advice on violence reduction in schools:

- a safe school
- involving pupils and families
- curriculum
- school organisation
- travel and safe surroundings.

### Resources

Resource A    *Case studies*

Resource B    *Case study notes*

Resource C    *Case study notes – Bob*

Five sheets of flipchart paper – one for each case study.

### Suggestions

Work in four small groups or four pairs to examine each case study (Resource A *Case studies*) before passing each one on to the next group for their consideration. (Take a maximum of five minutes per case study.)

You could use Resource B *Case study notes* as a framework to structure your discussion. This resource is organised in line with the DCSF advice on violence reduction, or alternatively you could note your ideas on the appropriate flipchart page.

Each of the four case studies provides a snapshot of children involved in situations where there may be a risk of escalation into violence. You may also want to include a case study suggested by the session leader or by other group members.

As you work through each case study:

- develop a hypothesis about the cause of the presenting behaviours (trigger/risk factors)
- consider the complexity of the issues, for example, Bob's aggression and gang membership may be attributed to his inability or lack of skills in making and sustaining healthy relationships (due to his frequent relocations; poor parenting skills or lack of recognition at school), thus leaving him feeling isolated and not part of the school community

- consider what underlying needs may be increasing the risk of violence
- consider what other factors might be contributing to the potentially violent behaviour both within and outside the educational setting (for example, the environment, a lack of social and emotional skills, missing or inappropriate role models)
- consider any significant events or circumstances that could be influencing behaviour (such as family circumstances, mental or physical illness, significant life events or changes, exam stress, etc.)
- consider how the context (time, place, circumstances, events, relationships) might be influencing the risk of violence
- decide which area(s) should be further explored in order to gain a rich picture.

Each small group (or pair) should select one case study and briefly summarise for the whole group their theories and conclusions. Ensure that all case studies are covered.

Encourage other groups to contribute theories that might have been overlooked. Explore disagreements to promote deeper learning.

Identify the role and contribution of the specialist leader by working as a whole group to select two case studies and suggest a basic action plan for each. The plan should:

- indicate the action a specialist leader could take to reduce the risks of violence
- identify any sources of support or further information that the specialist leader might draw upon in carrying out this action plan.

## Activity 3

### Meeting needs



25 minutes

### Purpose

To use 'Maslow's hierarchy of need' as a framework to explore how unmet needs might result in increases in violent behaviour

To explore the ways in which an educational setting can work to minimise the risk of violence

### Resources

Resource A *Maslow's hierarchy and the risk of violence*

Resource B *Maslow's hierarchy and the environment*

Slide *What do we know about violence?*

### Suggestions

Begin by revisiting the information about violence presented in the preparatory reading and discuss the points presented on the slide 'What do we know about violence?'

- *violence is a human trait*
- *violence can be learned*
- *violence can be triggered by environmental factors such as temperature, noise, overcrowding*

Violence can result from:

- *unmet needs*
- *our experiences (e.g. parenting, life events)*
- *a lack of understanding or poor social and emotional skills.*

Using Resource A *Maslow's hierarchy and the risk of violence* discuss how unmet needs at each of the levels might increase the risk of violent behaviour.

For each level, note down three (solution-focused) actions that you could take in your own school or setting that would help to minimise or decrease the risk of violent behaviour through increasing the provision of positive experiences.

How will this action:

- *influence the culture and ethos of your school or setting?*
- *directly reduce the risk of violence?*
- *enable other adults to reduce the risk of violence?*
- *support children in reducing the risk of violence?*

In considering the actions that you could take, think about how a proactive whole-school/-setting approach such as SEAL might be useful. Consider Resource B and add any examples from your own settings that address the needs of young people.

The promotion of a climate and curriculum that develops and promotes the social and

emotional aspects of learning (SEAL) will contribute to the ECM outcome 'Staying safe' as within an organisation that values these aspects, children are more likely to value themselves and to discuss personal issues or concerns with adults rather than resorting to violent behaviour.

The promotion of an anti-bullying and non-violent climate will also help to protect children from harm.

The session leader should summarise the key issues relating to the role of specialist leader in reducing the risk of violent behaviour through ensuring that the needs of children, staff and the wider community are met.

## Session review

You could use the questions below to help the group focus on the learning from this session.

***What has been the key learning for individuals?***

Share one idea that has stimulated, interested or surprised you and that you will share with others.

***What aspect(s) of your practice, as a leader, will change as a result of studying this topic and participating in this session?***

Focus on leadership knowledge, skills and understanding.

***Session leader only***

*What has been the key learning for you? Record your thoughts in the reflective log.*

***Now spend 20 minutes looking at the selection of Work-based Activities.***

## Work-based Activities

1.	Environment audit – physical environment	36
2.	Investigating violent incidents	26
3.	Developing skills in managing conflict (using the SEAL resource)	29
4.	Planning and leading staff development – avoiding and defusing conflict	31
5.	Utilising multi-agency support in reducing the risk of violence	33
6.	Reviewing and developing approaches to reducing the risk of violence	35

***Remember if you have problems accessing the external websites, please copy and paste the website address directly into your browser.***



## Work-based Activity 1

### Environment audit – physical environment

#### Purpose

To assess the risk of violence posed by the physical environment

#### Audience

All group members

#### Use of expert

You need not involve an expert

#### Short-term

Over a period of two days

#### Links to the learning process

Practical application  
Feedback and reflection  
Embedding the experience

This activity develops the learning related to identifying risk as explored in Activity 1.

Part of the role of the specialist leader is to contribute to the effective ongoing monitoring and reviewing process in order that the educational setting is a safe place in which to learn. First you will need to decide how you will conduct your audit. You might find the following useful:

Primary self-review and audit

[www.standards.dcsf.gov.uk/primary/publications/banda/940023/ba\\_cpdcd173405modc.pdf](http://www.standards.dcsf.gov.uk/primary/publications/banda/940023/ba_cpdcd173405modc.pdf)

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Primary SEAL self-review

[www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns\\_seal137805\\_guidance.pdf](http://www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns_seal137805_guidance.pdf).

Secondary self-review and audit [www.standards.dcsf.gov.uk/sie/documents/selfreview06](http://www.standards.dcsf.gov.uk/sie/documents/selfreview06).

Secondary SEAL self-review

Staff development activities 3.8.5 *SEAL school self-review*

[www.bandapilot.org.uk/secondary/resources/page3\\_8/sns\\_sseal385sd0004307.pdf](http://www.bandapilot.org.uk/secondary/resources/page3_8/sns_sseal385sd0004307.pdf)

Secondary SEAL staff development activities

3.2.1 *Environments that make us feel happy, successful and ready to learn*

[www.bandapilot.org.uk/secondary/resources/page3\\_2/sns\\_sseal321sd0004307.pdf](http://www.bandapilot.org.uk/secondary/resources/page3_2/sns_sseal321sd0004307.pdf)

3.2.2. *The part that the school environment plays in SEAL*

[www.bandapilot.org.uk/secondary/resources/page3\\_2/sns\\_sseal322sd0004307.pdf](http://www.bandapilot.org.uk/secondary/resources/page3_2/sns_sseal322sd0004307.pdf)

These resources are available from the Standards site [www.standards.dcsf.gov.uk/](http://www.standards.dcsf.gov.uk/).

You might want to devise your own audit using Resource A *Environmental audit – physical environment* as a starting point.

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

Identify those who will help you undertake observations of the environment and decide on the key times of the day that you will conduct these observations.

Consider how you might involve children or parents in this fact-finding exercise – this could be through:

- *undertaking observations and providing feedback*
- *a questionnaire or an individual interview*
- *a group interview.*

You should also review data related to bullying, behaviour tracking and records of any violent incidents.

Having completed your audit of the physical environment, you should analyse the information gathered and draw conclusions. You can then work with a small group of colleagues (perhaps also parents and children) to:

- identify successful practice and suggest how this could be celebrated
- propose solutions to any identified problems
- identify any expert or specialist input that will be needed.

Finally, present your ideas to the senior leadership team and monitor the effectiveness and impact of any follow-up actions that are agreed.

**At the end of the work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. Use this discussion to reflect on specific leadership skills you have developed or shown throughout this process.**

**You should record the key points from this conversation.**

### **Outcomes**

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective team work
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

### **Reporting**

Provide a record of the environment audit, your findings and analysis and the proposed solutions. You should include an evaluation of the outcomes of any actions that are taken forward.

## Work-based Activity 2

### Investigating violent incidents

#### Purpose

To examine specific incidents of violence in order to identify the ways in which the likelihood of recurrence can be reduced

#### Audience

All group members

#### Use of expert

You may benefit from consultation with an experienced colleague or member of the youth justice service

#### Short- to medium-term

Ongoing over a half-term  
 One hour preparation or presentation to staff  
 Two hours collating and analysing results  
 One hour planning ideas  
 One hour presenting ideas to senior management  
 One hour discussion with staff  
 At least two hours research and planning  
 At least two hours over-seeing  
 One day organisation  
 A half to one day holding event

#### Links to the learning process

Practical application  
 Feedback and reflection  
 Embedding the experience

This activity provides the opportunity to build on the learning from Activity 1.

Learning from experience, examining data and using this information to plan improvement is a key aspect of leadership. By researching the background and follow-up to specific incidents of violence you can develop practice in your own setting in a practical way. This investigation will provide a range of information about the ethos and practices within the setting and provoke reflection (Why is the picture like this? What are we doing to make it so? What needs to change?). It will also provide a robust basis for action planning. It embeds learning from the session by making it 'concrete' and it will help to move your organisation towards best practice.

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

You will need Work-based Activity 2 Resource A – *Investigating violent incidents*.

Review the preparatory reading and your notes from the preparatory activity. Refer also to the references section of this topic for suggestions for further reading.

Consider any incidents that have been identified as violent within your setting over an agreed period of time.

Design and undertake a small-scale survey to get an overview of the type and frequency of violence that is occurring. Resource A *Investigating violent incidents* uses Maslow's hierarchy as an organising framework for exploring unmet needs. You might find this structure useful in designing and developing your own survey.

Your survey should explore:

- where the violence is taking place (classroom, playground, buses, etc.)
- when (time of day: first thing in a morning, etc.)
- who is involved (directly and indirectly, adults and children)
- the underlying triggers.

Ask the following questions as you process your information:

- *why is the picture like this?*
- *what are we doing to make it so?*
- *what needs to change?*

Analyse this information, discussing it with those involved for further clarification as necessary. Look for any patterns or trends (using the ideas suggested in Activity 1 or the DCSF advice on Reducing Violence in Schools if this is helpful).

- *Are incidents related to unmet needs? If so, in which areas?*
- *Are those incidents that recur related to particular places, times or people?*

Develop a hypothesis based on your analysis.

*For example*, children lack concentration and are moody first thing in the morning because they are tired and hungry.

Produce a summary report (or table) for senior management based on your research. Highlight any specific issues.

Working with small groups of two or three colleagues (you should consider how you could include a child in this part of your investigation), use a solution-focused approach to identify those actions that could be taken to address the issues raised and to ensure that such incidents are unlikely to recur.

These actions might relate to:

- ethos, culture and climate
- physical environment
- specific individuals (adults or children)
- organisation or systems changes
- monitoring processes
- staff development
- additional support.

Present your findings to those who are responsible for taking action, taking care to highlight and emphasise areas of successful practice. Recommend ways in which your suggested actions might be monitored and evaluated.

**At the end of the work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. Use this discussion to reflect on specific leadership skills you have developed or shown throughout this process.**

**You should record the key points from this conversation.**

## **Outcomes**

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective teamwork
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

## **Reporting**

When reporting your experiences of this activity you should include evidence of research, analysis of information collected (including any follow-up discussions), summary report or table, outcomes of discussion with the small group and your recommendations for monitoring and evaluation. A fuller report or reflective log detailing your learning from the experience would also be a useful source of evidence.

## Work-based Activity 3

### Developing skills in managing conflict (using the SEAL resource)

#### Purpose

To further explore the social and emotional skills needed to successfully deal with conflict and consider how these skills can be developed in your own setting

#### Audience

All group members

#### Use of expert

Consultation with lead members of staff responsible for SEAL, PSHE or Citizenship would be useful

#### Short-term

One to two days

#### Links to the learning process

Practical application  
Feedback and reflection  
Embedding the experience

This activity will help you to explore the learning from Activity 2

#### Useful resources

Secondary SEAL Guidance  
[www.bandapilot.org.uk/secondary/pages/introduction\\_11.html](http://www.bandapilot.org.uk/secondary/pages/introduction_11.html)

Primary SEAL Guidance  
[www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns\\_seal137805\\_guidance.pdf](http://www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns_seal137805_guidance.pdf)

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

Look at the social and emotional aspects of learning (SEAL) guidance that is most appropriate for your setting (primary or secondary). If you are not familiar with the SEAL resource you will find it useful to read the guidance thoroughly.

You will need to identify those social and emotional skills that relate to managing conflict. You will find a full list of learning outcomes in Appendix 1 of both the primary and secondary SEAL guidance documents. Learning outcomes are organised within five broad aspects of learning:

- self-awareness
- managing feelings
- motivation
- empathy
- social skills.

Consider how the development of social and emotional skills within each of the five aspects of learning (for both adults and children) can *specifically* support the reduction of violence.

Research the SEAL resource for examples of learning opportunities that are designed to support the development of the appropriate social and emotional skills that you have

identified, for example, the Peaceful Problem-Solving Process, and examine supporting resources (for example, the feelings detective poster and photo banks). Work with the person who is leading on SEAL in your setting and/or other interested colleagues to put together an action plan designed to promote the development of these skills within your setting. It should include the following elements:

- rationale or aims
- skills to be developed
- actions and activities
- resources needed.

Discuss with colleagues how this plan can be implemented in your setting.

Reflect on the leadership skills needed to take this forward, together with the specific social and emotional skills that you will model.

**At the end of the work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. Use this discussion to reflect on specific leadership skills you have developed or shown throughout this process.**

**You should record the key points from this conversation.**

## **Outcomes**

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective team work
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

## **Reporting**

When reporting on your experiences of this activity you should include evidence of a reflective log detailing your discussions, planning and consultations. You should also include your plan and an evaluation of any actions that are taken.

## Work-based Activity 4

### Planning and leading staff development – avoiding and defusing conflict

#### Purpose

To put into practice learning from this topic relating to reducing the risk of violence through the development of staff skills

To develop within the setting a raised awareness of the skills needed for successful conflict resolution

<b>Audience</b>	Those able to lead staff development
<b>Use of expert</b>	You need not involve an expert
<b>Short-term</b>	Four hours reading and research Three to four hours preparing of session One and a half hours delivery of session Two hours analysis, evaluation and reflection
<b>Links to the learning process</b>	Practical application Feedback and reflection Embedding the experience

This work-based activity links to activities 1, 2 and 3.

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

Leading staff development effectively is a key aspect of leadership. The process of researching and planning the session represents a practical application of the training process and will reinforce your understanding and knowledge of the key concepts and knowledge of the area. Delivery will apply the learning practically and evaluation will offer an opportunity to reflect on written feedback from those participating.

Using the learning from the session, your experience and your additional reading or research, plan and lead a staff development session designed to help staff develop their skills in dealing with conflict.

Take into account when planning and structuring your session:

- the principles of effective continuing professional development
- the five stage training process
- Maslow's hierarchy of need
- the skills involved in avoiding or managing conflict and in effective conflict resolution.

As you plan the session you should ensure that you:

- consider the training needs of the group you will be leading (the full staff team? those with specific roles? for example, teaching assistants, support staff)
- analyse any existing data relating to situations involving conflict (Where? When? Who? Possible causes?)



- clearly specify the skills you will be developing
- ensure that the outcomes you identify specify clear action points and the 'next steps' you will take with staff to take forward this area of development
- ensure that staff complete evaluation forms
- allow time for reflection on what you learned from this experience about leading staff development and about the next steps that you will take.

The following are good sources for ideas:

Secondary SEAL guidance [www.bandapilot.org.uk/secondary/pages/introduction\\_11.html](http://www.bandapilot.org.uk/secondary/pages/introduction_11.html)

Primary SEAL guidance

[www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns\\_seal137805\\_guidance.pdf](http://www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns_seal137805_guidance.pdf)

Violence Reduction in Schools advice

[www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/](http://www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/)

[www.teachervision.fen.com/page/2922.html](http://www.teachervision.fen.com/page/2922.html) (also search under: lesson plans with key word 'conflict resolution')

[www.behaviour4learning.ac.uk/index.aspx?menuId=10126](http://www.behaviour4learning.ac.uk/index.aspx?menuId=10126) (register for access to information and resources)

[www.teachervision.com/lesson-plans/lesson-3038.html](http://www.teachervision.com/lesson-plans/lesson-3038.html) (search under lesson plans).

**At the end of the work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. Use this discussion to reflect on specific leadership skills you have developed or shown throughout this process.**

**You should record the key points from this conversation.**

### Outcomes

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective teamwork
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

### Reporting

When reporting your experiences of this activity you should include evidence of your research and session planning, any resources used and a written report or log detailing your learning from the experience. Include an analysis of the evaluations of those participating in the session.

## Work-based Activity 5

### Utilising multi-agency support in reducing the risk of violence

#### Purpose

To raise awareness of and develop links between your own setting and the outside agencies who can support you to minimise the risk of violence

#### Audience

Those who are able to work with outside agencies

#### Use of expert

You need not involve an expert but might find it useful to liaise with the person in your setting who is responsible for links with outside agencies.

#### Short-term

Two to three days

#### Links to the learning process

Practical application  
Embedding the experience

This activity extends the learning in Activities 2 and 3.

Part of the role of the specialist leader involves working together with members of multi-agency teams. Researching how such teams can support your setting and planning joint working practice allows you to apply your learning about teamwork and effective communication in a practical way. It will provide a range of information and support that you will be able to draw on in response to identified need.

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

Identify and list those agencies involved with (or attached to) your setting and find out in what ways they do (or could), contribute to work within the setting that is intended to minimise the risk of violence.

Use the learning from this session and information gained through Activity 3 to identify any pressing needs in your setting that could be met through multi-agency involvement, for example: work with community police officers to improve safety during travel to and from the setting and work with Child and Adolescent Mental Health Services (CAMHS) to address mental health issues.

Give a rationale for your choices providing evidence wherever possible (for example, through data on incidents involving violence, aggression or bullying).

Once you have identified any additional agencies that you think might be able to help and how they might do this, meet up with the appropriate representatives to formulate a joint plan. This should include actions to be taken (by whom? when? and how?), expected outcomes and proposals for monitoring and evaluation.

You should clarify any confidentiality issues and seek guidance where necessary.

Put your plan into action and evaluate the outcomes.

**At the end of the work-based activity you should meet up with senior colleagues to discuss any impact this has had within your workplace. Use this discussion to reflect on specific leadership skills you have developed or shown throughout this process.**

**You should record the key points from this conversation.**

### **Outcomes**

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective teamwork
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

### **Reporting**

When reporting on your experiences of this activity you should include evidence of research carried out into how multi-agency teams can support work to minimise the risk of violence, your rationale for the selection of the pressing need in your setting and the joint action plan and outcomes of action taken. Include the evaluation of the outcomes and 'next steps' and a written report or reflective log detailing your learning from the experience.

## Work-based Activity 6

### Reviewing and developing approaches to reducing the risk of violence

#### Purpose

To help you to review the approaches designed to reduce the risk of violence within your own setting

To identify how existing approaches and strategies could be developed further and to explore new ideas

<b>Audience</b>	All group members
<b>Use of expert</b>	You need not involve an expert
<b>Short-term</b>	Four hours review Two hours discussion with colleagues Four hours planning
<b>Links to the learning process</b>	Practical application Feedback and reflection Embedding the experience

Researching and eliciting the views of colleagues, children and parents, and then analysing and using this information to plan for improvement is a key aspect of leadership. The process of designing, using and analysing questionnaire or interview schedules represents practical application of the training process and will reinforce your understanding and knowledge of the key concepts in this area.

#### Suggestions

**Before you begin this activity you should meet up with senior colleagues to agree protocols.**

Design and use a questionnaire or interview schedule that will help you to elicit the views of those in your educational setting (staff, children, parents or carers and the wider community) on the success of the range of approaches in your setting that contribute to reducing the risk of violence.

Draw on the following to help you design a questionnaire:

- the four areas specified in Activity 1 (unmet needs, environment, emotional health and well-being, social and emotional skills)
- Maslow's hierarchy of need
- violence reduction in schools advice.

Ensure that your factfinding covers the following areas:

- the level of risk of violence posed
- the approaches and strategies relating to the development of staff skills (in de-escalating conflict, managing emotions, building resilience, etc.)
- the approaches and strategies relating to the development of essential social and emotional skills in children

- the learning environment (role models, safety, culture, climate and ethos)
- the emotional well-being of staff and children.

Analyse the information gained in order that you are able to:

- celebrate the strengths of your setting and build on things that work
- identify where approaches could be further developed
- identify any areas for action (especially those that may be resulting in *increased* incidents of violence)
- suggest new approaches and strategies; identify who will be involved, highlighting specific areas of professional development that should be provided.

Discuss your suggestions with colleagues. Taking account of their perspective, modify your suggestions as appropriate.

Write an action plan for senior management that outlines the following:

- the need to be addressed
- action proposed (and how it will meet the perceived need)
- who will be responsible for implementing the plan
- resources needed
- proposals for monitoring and evaluating progress.

**At the end of the work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. Use this discussion to reflect on specific leadership skills you have developed or shown throughout this process.**

**You should record the key points from this conversation.**

### **Outcomes**

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective teamwork
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

### **Reporting**

When reporting your experience of this activity you should include your interview schedule or questionnaire, an analysis of the responses and your modified action plan.

Notes on the impact of this action plan and a written report or reflective log detailing your learning from the experience would also provide useful sources of evidence.

## Resources

Preparatory reading and reflection

### Activity 1

Resource A	<i>Making connections</i>	47
Resource B	<i>Making connections 2</i>	48

### Activity 2

Resource A	<i>Case studies</i>	49
Resource B	<i>Case study notes</i>	51
Resource C	<i>Case study notes – Bob</i>	54

### Activity 3

Resource A	<i>Maslow's hierarchy and the risk of violence</i>	55
Resource B	<i>Maslow's hierarchy and the environment</i>	56

### Work-based activity resources

Activity 1		
Resource A	<i>Environment audit – physical environment</i>	57
Activity 2		
Resource A	<i>Investigating violent incidents</i>	58

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## Preparatory reading and reflection

### Introduction

Violence is a complex and troubling topic the World Health Organization defines as:

*'the intentional use of physical and psychological force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation'.*

© World Health Organization – Violence Prevention Alliance  
[www.who.int/violenceprevention/approach/definition/en/print.html](http://www.who.int/violenceprevention/approach/definition/en/print.html)

In order to reduce the risks of violence it is helpful to explore its nature and origins at a variety of levels: scientifically, organisationally and emotionally. Violence is a form of communication that carries both overt and covert messages. While settings need to provide open access in order for them to function effectively, it must be understood that parents, children, visitors and staff have a responsibility to keep each other safe and to treat each other with respect.

### What do we know of the causes of violence?

#### Nature versus nurture

One school of thought thinks that people behave as they do according to genetic predispositions or even *instinctive* animal behaviour. This is known as the *nature* theory of human behaviour. Other scientists believe that people think and behave in certain ways as a result of their experiences; that is that people are taught to think and behave in particular ways. This is known as the *nurture* theory of human behaviour. The debate concerns the relative importance of the innate qualities of an individual versus their personal experiences in determining (or causing) individual differences in physical and behavioural traits. Both types of factors are known to play such interacting roles in development that this question is now considered to be naive. Scientists continue to develop research into how much we are shaped by genes and how much by the environment.

In *nature* theories, the principal belief is that violence is predetermined or fixed in all of us, but that this predisposition is variable. At a simplistic level, it might be said that people are born or 'made' that way.

This may contribute to the explanation of the strong link between substance abuse and anti-social or violent behaviour. Many young people involved in street crime and gangs are drug and alcohol misusers.

Various other artificial substances (food additives, alcohol, illegal hard drugs) create varying degrees of chemical imbalance that *may* trigger pre-determined violent behaviours, thought processes or feelings.

This also applies to artificial additives and stimulants found in processed foods and drinks. An in-depth survey undertaken by the Food Commission (2003) revealed evidence that artificial colourings were linked to: '*an inability to relax, sleep, temper tantrums, aggressiveness, over-excitability and mood swings*'.

[www.foodcomm.org.uk/parentsjury/add\\_3.htm](http://www.foodcomm.org.uk/parentsjury/add_3.htm)

Sometimes a review of the child's diet in consultation with their parents can bring about spectacular changes to some behaviours. In other cases the problem is much more complex and could benefit from support from specialists in nutrition and intervention from the Child and Adolescent Mental Health Services (CAMHS).

The potential to be aggressive and violent exists in us all. Having a predisposition to violence does not necessarily mean someone will be violent. It depends on experience, circumstances and self-control. We should seek out simple solutions as these are the solutions that are most likely to succeed; however, we should also be wary of *simple solutions to complex problems*.

*'Everyone is kneaded out of the same dough but not baked in the same oven.'*

Yiddish Proverb

Studies have suggested that children brought up in a climate of violence who are the victims of violence or who have repeatedly witnessed direct violent acts are more likely to grow up into violent adults. Where children have been the direct victims of violence feelings can also be internalised, resulting in withdrawal and depression. You can find out more about what children say about domestic violence by visiting [www.jrf.org.uk/knowledge/findings/socialpolicy/514.asp](http://www.jrf.org.uk/knowledge/findings/socialpolicy/514.asp) and looking at the study carried out by the Joseph Rowntree Foundation in May 2004 (ref. 514, *Understanding what children say about living with domestic violence, parental substance misuse or parental health problems*).

There is a known link between inappropriate parenting and the development of aggression in the young child. Researchers have found that poor parenting increases the likelihood of anti-social, violent and criminal behaviour later in life.

Powerful role models such as parents and significant adults in educational settings can promote positive, social behaviour or they can suggest that violence 'works'. In one study children saw a classmate either rewarded or not rewarded for abusing a doll. Those children who had seen their classmates being rewarded were much more likely to play aggressively with the doll (Bandura 1979). The lesson is clear – intentionally or inadvertently reinforcing or rewarding anti-social behaviour will increase the likelihood of this type of behaviour being repeated and copied.

Specialist leaders might choose to reflect on the question: *to what extent is aggressive behaviour modelled in their community, workplace, school or setting?*

### **Violent behaviour can be triggered by the environment**

A study carried out by the Healthcare Commission (*The National Audit of Violence 2003–2005* [www.healthcarecommission.org.uk/db/documents/04017451.pdf](http://www.healthcarecommission.org.uk/db/documents/04017451.pdf)) looked at violent behaviour in hospital settings:

*Service users and visitors were asked to describe anything that they felt 'triggered' violent incidents on their ward or unit. Responses were widely varied, with the top five most commonly cited as follows:*



1. *Substance misuse, including the use of alcohol, illegal drugs, and withdrawal from these substances.*
2. *Staff, including problems associated with staffing levels, skills, experience; staff attitudes, e.g. being patronising, overly custodial; interactions with service users; nature or absence of interventions.*
3. *Space and overcrowding, associated with bed numbers; ward or unit layout; proximity of other people; lack of privacy.*
4. *Medication and treatment, including side effects; compliance; changes to regimen.*
5. *Frustration, including external factors, i.e. lack of activities, noise levels; internal factors, i.e. independent of the ward or unit itself, such as frustration about being away from family and friends, lack of visitors.*

Studies have concluded that specific aspects of the environment such as noise, overcrowding and heat can act as triggers to violent behaviour. Consider what happens in traffic jams, in crowded shops during the sales, in open-plan offices, in the bottleneck of a narrow school corridor. It is perhaps no surprise that badly-designed and poorly-maintained housing estates or schools can therefore evoke disorder, disquiet and lack of respect rather than order, calm and contentment.

Specialist leaders could examine the physical environment within their setting. *How does the use of space, light and routines for movement promote or inhibit the development of violent behaviour?*

### **Violence can result from unmet needs and wants**

If needs and wants are not met, the physiological response can be to increase the intensity of feeling; people may feel lonely, anxious, stressed or frustrated. These feelings are a positive attempt by the body and mind to get needs met and do not necessarily lead to violence. However, these feelings may be helpful in reducing the level of need either by satisfying an underlying need or by redirecting thinking ('I can't have that, but what I do have will suffice'). Many of these feelings are potential sources of stress, and while the body can cope with the physiological changes brought about by reasonable levels of stress over a limited time, stress will cause emotional and physical damage if sustained over a long period. If stress levels are high and prolonged otherwise innocuous events can sometimes lead to aggression or violence.

Anger is a complex emotion and can be the result of hurt pride, unreasonable expectations or an unconscious means of blaming others for one's own shortcomings. Feelings of anger can help to justify unacceptable actions, boost egos, conceal other deep feelings and help to handle other emotions. It can be a way of dealing with the fear of a real or perceived threat.

Anger is not necessarily a negative emotion. It can be beneficial in motivating us to: bring about change; express our feelings; make grievances known; solve problems; correct an imbalance of power in a relationship and restore hurt pride. This will require that the individual has the necessary social and emotional skills, self-awareness and motivation to bring about change.

It is important to recognise that the skills needed to manage strong feelings can be promoted and developed. Specialist leaders should be aware of the SEAL programme developed by the primary and secondary national strategies. The SEAL resource explores the following five aspects of learning:

- self-awareness
- social skills
- managing feelings

- motivation
- empathy.

Within each of these five aspects there are a number of social and emotional skills. These include skills relating to understanding another's point of view, working in a group, building resilience, etc. For the background research to the SEAL programme you can look at the DCSF report *What Works in Developing Children's Emotional and Social Competence and Wellbeing?* [www.dcsf.gov.uk/research/data/uploadfiles/RR456.pdf](http://www.dcsf.gov.uk/research/data/uploadfiles/RR456.pdf).

Specialist leaders could explore the SEAL resource to identify how this can support social and emotional development within their own setting.

### **Violent behaviour can be a result of experiences**

Although some information stored in the memory can be retrieved by thought processes (we can 'hear' what we are thinking), many past experiences will have influenced our feelings, thoughts and actions sub-consciously. We do not always need (or are able) to think before we react, we respond 'automatically'. While this can be extremely useful in sports or driving, for example when complex patterns are 'absorbed' and retrieved without 'thinking' it can be unhelpful when the 'automatic' response is terror (as in the case of a phobia) or violence in response to a non-threatening situation.

Individuals can be supported to develop the skills to locate and manage indirect triggers of anger using techniques that can help to bring unconscious patterns of behaviour, feelings and thoughts into consciousness. In this way individuals can make better informed decisions and choices. This approach is the basis of a number of therapies, in particular, cognitive behaviour therapy (CBT). For further information a fact-sheet on CBT is available from the Royal College of Psychiatrists, (see references). The SEAL resource contains useful materials to help children develop the skills to manage strong feelings such as anger.

The use of mantras, repeating a positive, self-affirming phrase such as 'I'm doing the best I can with what I know' has been acknowledged to bring about positive change. Such an approach helps individuals to develop self-control and self-awareness, to be 'who they are' (or want to be), not 'how they react'.

### **Violent behaviour can be a result of not understanding**

Violence can be minimised if people are supported to understand the reasons *why* their wants or needs cannot be immediately satisfied. A clear understanding resulting from full explanations and feelings of being listened to suggests that feelings of frustration or anger are less likely to lead to violence.

### **Punishment has a limited influence on change**

*'Punishment and disciplinary action might make for an outer show of orderliness and progress, but that is all.'*

History of the Satyagraha Ashram (1932) from collected works of Mahatma Gandhi Vol. 56, p.151

It is important to recognise the distinction between punishment for misbehaviour(s) and the *logical consequences* that follow such behaviour. In the case of the latter, people learn that they have to take responsibility for their behaviour by *accepting* responsibility for what they have done. In the case of the former, retribution is inflicted on them, potentially

creating feelings of resentment and anger towards the person delivering the punishment and reducing the potential for self-reflection.

Punishments help to set boundaries, but can become counter-productive if over used. Certain forms of punishment serve only to harden people and to create a climate of fear.

Punishment can also result in intimidation and humiliation. If it does not promote reflection on the consequences of our actions but limits our choices to obeying, resisting or just not getting 'found out'. The result can be an increase in bullying and coercion and violence can be driven underground.

Specialist leaders should consider how materials such as those in the SEAL resource can help children and adults to develop the skills to understand and communicate their own feelings and to empathise with the feelings of others, for example, the skills to forge and maintain successful relationships, to develop self-awareness, to set goals and work towards them and to use solution-focused strategies.

Specialist leaders need to promote an ethos of taking responsibility and to think about restorative approaches, for example: how stolen or damaged items can be replaced; 'time' served helping others and privileges withdrawn. These all promote behaviour change while allowing a person to retain a sense of self-respect. If punishment is felt to be necessary, the logical questions to be considered are:

- *is it legal?*
- *is it harmful (physiologically or emotionally)?*
- *is it proportional?*
- *does it respect human rights?*
- *does it respect the rights of others?*
- *does it set boundaries for all?*

### **Caution**

Human behaviour is variable and complex. The causes of violence interact dynamically with a range of other factors. A child of violent parents can grow up a balanced and responsible member of society. Not everyone will become aggressive in a hot, overcrowded, noisy underground train in rush hour. The child who is 'well-brought up' in a supportive, non-violent family can still use violent behaviour to get what s/he wants or to destroy others through, for example, bullying.

It is part of the role of the specialist leader and those adults working with children to consider violent incidents or behaviour in the context of a wide knowledge of the child and his/her particular circumstances.

### **DCSF Advice on Violence Reduction in Schools**

The DCSF Violence Reduction in Schools advice identifies five areas for action which have been shown to be effective in reducing violence:

- a safe school
- involving children, young people and families
- curriculum
- school organisation
- travel and school surroundings.

## 1. A safe school

Safeguarding children and young people is a prime responsibility of all educational and care settings. Settings must take active steps to reduce the risk of violence by ensuring that staff and children both *are* and *feel* safe. Involving the whole school in finding ways to minimise anxiety levels is important in developing a nurturing, calm and ordered environment where learning can take place. Undertaking a safety audit identifies good practice and areas where further development is needed, e.g. movement around the building, monitoring visitors and the use of internal communication systems. A systematic and comprehensive review of school safety also works at a deeper level by sending out the message that people's welfare, security and feelings are a priority.

An effective safety audit is one that engages staff, children and young people, parents and the wider community in creating a non-violent ethos by seeking their views and taking account of their concerns. It should also draw on the experience and expertise of other agencies, for example the local police, to explore where improvements might be made.

Specialist leaders can help to coordinate a full review in order that the full range of perspectives and areas of concern are considered. In undertaking such a review specialist leaders might find the following tools useful:

Primary SEAL Self-review

[www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns\\_seal137805\\_guidance.pdf](http://www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns_seal137805_guidance.pdf)

Secondary SEAL Self-review

[www.bandapilot.org.uk/secondary/pages/implementation\\_38.html](http://www.bandapilot.org.uk/secondary/pages/implementation_38.html)

Behaviour and attendance audit

[www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/ba\\_indepthaudit](http://www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/ba_indepthaudit)

National Healthy Schools Standard Self-review

[www.wiredforhealth.gov.uk/PDF/monandeval.pdf](http://www.wiredforhealth.gov.uk/PDF/monandeval.pdf).

## 2. Involving children and families

As families play a pivotal role in developing social and emotional skills and resilience, it is essential that the setting's communication systems promote an open and honest dialogue between all parties, ensuring shared information in order to celebrate success and acknowledge effort and to provide early contact when problems arise.

Specialist leaders could review home-school communications to ensure that they are a constructive and effective means of involving parents in celebrating achievement in facilitating an exchange of perspectives and in seeking solutions to problems.

The educational setting should be seen as a source of guidance and support, offering strategies and solutions to problems in a spirit of teamwork, involving other specialists as and when necessary. The message should be one of recognition of the difficulties faced by all parents: that bringing up (and educating) children is a complex and demanding job.

Specialist leaders can be instrumental in developing a coordinated system of support that listens to children and their parents. An effective system enables the flow of information between parents, staff and outside agencies, including those providing services as part of an extended school's programme, in order that support can be properly focused when and where is it most needed.

Just as parental involvement should be sought in any decision-making process that directly affects a child, so too the opinions and ideas of the children should be sought. Surveys, questionnaires, 'ideas-boxes', school councils and pupils as researchers are just a few of the many ways to involve children in promoting a peaceful ethos, preventing problems and finding appropriate ways to respond to issues of violence.

Specialist leaders could review the degree and quality of the participation of children at all levels and in all areas, from the day-to-day organisation through to policy-making.

### **3. Curriculum**

Achievement is a powerful motivator for developing emotional resilience and the peaceful resolution of conflict. When children feel valued and their progress is recognised and valued, they feel good about themselves. Good self-esteem means that an individual is less likely to respond to challenges with frustration but with increased effort and determination (the SEAL resources provide materials to help schools promote persistence and resilience). Unfortunately, status, identity and attention can also be found through poor behaviour choices such as bullying, stealing and the manipulation of others.

Issues relating to violence such as prejudice and conflict can be systematically explored through the curriculum. Discussion and debate of topics such as racism, sexism, homophobia and conflict resolution increase awareness and understanding of concepts such as fairness, rights, responsibilities and equality. Programmes that support social and emotional skill development are important to all children including those who need to develop skills to manage strong feelings and manage conflict successfully.

Specialist leaders can work with senior management to maximise curriculum opportunities to promote the skills, knowledge and understanding needed to resolve conflict peacefully.

### **4. School organisation**

Behaviour, attendance, anti-bullying, safeguarding and all related policy, practice and procedure should be produced through consultation and regularly reviewed. Development should actively involve the wider community, seeking views, suggestions and concerns from staff, children and parents. Such reviews will not only shed light on important issues, but will boost morale and encourage mutual respect. Involving people in policy development makes it more likely they will support such policies in practice.

Reviews should also include physical layout of the setting to ensure it is as conducive as possible to learning. Routines that are essential for the efficient running of the setting, for example, the routines for moving children around the building safely and efficiently should be developed.

### **5. Travel and school surroundings**

Policies and approaches should ensure that children travel safely between home and school.

A safety audit and review can identify issues relating to travel to and from the setting and in the immediate area by gathering views, concerns and suggestions from the children, staff, parents and the wider community.

Simple but effective measures can be implemented in partnership with governors, the local authority, transport providers, other agencies and the police. Settings should respond promptly to reports of rivalry between schools, hotspots on crowded bus routes, gang activity, etc.

### **Summing up**

Human violence and aggression is complex behaviour resulting from the interplay of context of personal circumstances, experiences, traits and emotions. Despite this complexity there is a range of very practical, straightforward actions that can be taken to minimise the risk of violence and aggression in educational settings.

Specialist leaders can be influential in determining the necessary and most effective actions that will improve outcomes for the children and adults within their setting.

## Activity 1 – Resource A

### Making connections

Description of incident	Feelings, thoughts and actions	Trigger/s	Risk factors <ul style="list-style-type: none"> <li>• unmet needs</li> <li>• environment</li> <li>• emotional well-being</li> <li>• social and emotional skills.</li> </ul>
<p>A cyclist knocked my dog into a deep canal and then threatened to hurt him. My dog was afraid and couldn't get out. I shouted aggressively at the cyclist. She shouted back even more aggressively.</p> <p>The person I was walking with intervened to prevent the situation from escalating – she said my name in a calm but assertive way.</p>	<p>I felt very angry, saw red, I was afraid for my dog and I wanted to 'kill' the cyclist. I invaded her space, shouting loudly – I felt like exploding. The person who was walking with me was shocked at my reaction. I trusted her; she was not a close friend but we often walked our dogs together before work. I felt shocked and frightened myself.</p> <p>Afterwards, when I spoke to close friends, they helped me to recognise that I needed to deal with the stress and problems in my personal and professional life that was impacting on my responses to everyday situations.</p>	<p>My dog being knocked into the canal by a cyclist who then threatened to hurt him.</p> <p>Fear for my dog's safety.</p> <p>The problem with cyclists had been ongoing for several months.</p>	<p>A build up of stress. Feeling 'wronged'. A long-running annoyance with the 'cyclist problem' and the feeling of needing to 'do something'. Problems at work which I had been unable to resolve were on my mind. (Feeling undermined by my line manager.)</p> <p>Overworked; not enough relaxation!</p>

## Activity 1 – Resource B

### Making connections 2

Incident	Feelings, thoughts and actions	Trigger/s	Risk factors <ul style="list-style-type: none"><li>• unmet needs</li><li>• environment</li><li>• emotional well-being</li><li>• social and emotional skills</li></ul>



## Activity 2 – Resource A

### Case studies

#### Case Study 1 – Bob (14 years old)

Bob has moved school four times due to his father's work. His file makes frequent reference to 'challenging' behaviour'. He has been in this school for the past two years. He was fine in the first year but recently his behaviour has deteriorated.

Staff complain that he is constantly surly and 'pushes his luck'. One member of staff is clearly distressed and exhausted by his behaviour, but finds it difficult to discuss this with colleagues. One male member of staff has said the boy is '*never a problem with me*'. Other members of staff have found this comment difficult to take. Other children have said that Bob is often seen hanging around outside the shops with a gang of older youths.

Bob's behaviour is worse when he is with a particular social group. Clearly the leader, he is skilled at manipulating others to do his bidding. Younger children keep out of his way. He has been spoken to by the headteacher on many occasions, sometimes following allegations of bullying, and has been reprimanded. Various sanctions have been tried. In general staff feel he treats sanctions as a joke and they appear to have little impact on his behaviour.

Recently a boy's parents phoned to say that Bob (and a gang) had threatened their son on the bus ride home. A meeting was arranged in school to discuss the incident but there were no clear outcomes. (There were no witnesses.) During the meeting, Bob's father was icily polite, but quite confrontational; he felt that the meeting was a waste of time over such a minor problem and that it was the school's responsibility to discipline his son. He stated several times that he does not have these sorts of problems at home and was surprised that the school saw Bob as such a problem. He left early as he had another meeting to attend. Bob's father is a successful businessman and well respected in the community. Bob's mother attended the meeting, but did not contribute to the discussion.

#### Case Study 2 – Group A (10- and 11-year-olds)

The school serves a mixed community in an inner-city area. A recent Ofsted report praised the school. Ms Smith is a popular, experienced and valued member of staff who at the moment seems to be at the end of her tether. She dreads working with her Year 6 group on a Monday morning. She is finding the experience demoralising and the atmosphere within the classroom is becoming highly charged. On several occasions, Ms Smith has called for support when normally quiet individuals have become aggressive and uncooperative. There has been one serious fight. On two occasions children have walked out of the lesson without permission and racist insults were heard between several children when they were working in groups. Ms Smith works with the same group on a Thursday after lunch, without specific problems, although it takes a while to settle the group down.

### **Case Study 3 – Sita (7 years)**

Sita used to be a calm, quiet, interested, cooperative child. She was easy going and, while not hugely popular, had a small group of close friends. She has recently become very withdrawn and started to spend a lot of time alone. She has lost interest in learning and refuses to talk with her teacher about why she is feeling this way. Up to now she has not posed any particular behaviour problems.

This morning in the playground, she attacked a smaller boy of the same age. The boy's friends explained that she had stolen his new game and that he confronted her with this. She pushed him away, he fell over and he hit his head on the wall. He was taken to hospital with suspected concussion, but later sent home.

The boy's parents are understandably very angry. Sita's parents have reassured the headteacher that she will be punished and that they do not tolerate this type of behaviour. They both looked very tired.

### **Case Study 4 – Simon (12 years old) and Alicia (15 years old)**

Social services have contacted the school requesting information about Simon, a 12 year old boy and his sister, Alicia 15. Both children are receiving additional support at school to help them develop social and emotional skills.

Both Simon and Alicia are popular children, with many friends, but staff repeatedly have to intervene to sort out low-level disputes. In fact, many children feel that Alicia and Simon seem to get special treatment.

One member of staff recently asked Alicia to go to 'time-out' for a short time as she was refusing to settle in class. A boy in the same group, George, who is usually well motivated and cooperative, had an angry outburst, for no apparent reason, barging two other pupils on his way to time out.

Simon and Alicia's parents have been in to school to discuss the problems. Both parents seemed slightly concerned and worried. They were cooperative and keen to support their children. They have two other younger children, aged 7 and 9, at the local primary school.

### **Case Study 5**

You might want to use a case study provided by the session leader or by another member of your group.

Note the main points here.

## Activity 2 Resource B

### Case study notes

	Case study 1	Case study 2
<p><b>Safe school</b>                      Staff, children and the wider community feel safe                      Behaviour policies are effective, children feel that they are listened to                      Bullying is taken seriously</p>		
<p><b>Involving children and families</b>                      Communication systems are effective                      Staff and parents work in partnership                      Children feel heard and their views are acted on                      Outside agency support gets to the right people at the right time</p>		
<p><b>Curriculum</b>                      Opportunities are provided for children to develop the social and emotional skills they need in order to resolve conflicts peacefully and to challenge prejudice</p>		
<p><b>Organisation</b>                      The physical environment, routines and communication systems contribute to providing a safe yet stimulating place to learn</p>		
<p><b>Travel and surroundings</b>                      The school has a positive plan to ensure safe travel to and from school. Responses to rivalry between schools, crowded bus routes, gang activities, etc., are positive and effective</p>		

	Case study 3	Case study 4
<p><b>Safe school</b>                      Staff, children and the wider community feel safe                      Behaviour policies are effective, children feel that they are listened to                      Bullying is taken seriously</p>		
<p><b>Involving children and families</b>                      Communication systems are effective                      Staff and parents work in partnership                      Children feel heard and their views are acted on                      Outside agency support gets to the right people at the right time</p>		
<p><b>Curriculum</b>                      Opportunities are provided for children to develop the social and emotional skills they need in order to resolve conflicts peacefully and to challenge prejudice</p>		
<p><b>Organisation</b>                      The physical environment, routines and communication systems contribute to providing a safe yet stimulating place to learn</p>		
<p><b>Travel and surroundings</b>                      The school has a positive plan to ensure safe travel to and from school. Responses to rivalry between schools, crowded bus routes, gang activities, etc., are positive and effective</p>		

	Case study 5	
<p><b>Safe school</b>                      Staff, children and the wider community feel safe                      Behaviour policies are effective, children feel that they are listened to                      Bullying is taken seriously</p>		
<p><b>Involving children and families</b>                      Communication systems are effective                      Staff and parents work in partnership                      Children feel heard and their views are acted on                      Outside agency support gets to the right people at the right time</p>		
<p><b>Curriculum</b>                      Opportunities are provided for children to develop the social and emotional skills they need in order to resolve conflicts peacefully and to challenge prejudice</p>		
<p><b>Organisation</b>                      The physical environment, routines and communication systems contribute to providing a safe yet stimulating place to learn</p>		
<p><b>Travel and surroundings</b>                      The school has a positive plan to ensure safe travel to and from school. Responses to rivalry between schools, crowded bus routes, gang activities, etc., are positive and effective</p>		

## Activity 2 Resource C

### Case study notes – Bob

Hypothesis	Bob needs	Safe school	Involving children and families	Curriculum	Organisation	Travel and surroundings	Areas to explore
		<p>Staff, children and the wider community feel safe.</p> <p>Behaviour policies are effective, children feel that they are listened to.</p> <p>Bullying is taken seriously.</p>	<p>Communication systems are effective.</p> <p>Staff and parents work in partnership.</p> <p>Children feel heard and their views are acted on.</p> <p>Outside agency support gets to the right people at the right time.</p>	<p>Opportunities are provided for children to develop the social and emotional skills they need in order to resolve conflicts peacefully and to challenge prejudice.</p>	<p>The physical environment, routines and communication systems contribute to providing a safe yet stimulating place to learn.</p>	<p>The school has a positive plan to ensure safe travel to and from school.</p> <p>Responses to rivalry between schools, crowded bus routes, gang activities, etc. are positive and effective.</p>	
<p>Bob gets status and control over his life through his relationship with the gang. Bullying behaviour gives him a sense of importance. His sense of belonging, self-esteem needs and perhaps his identity is provided by his gang.</p> <p>Security and stability also come from operating in a gang. He knows where he stands.</p>	<p>To feel he belongs.</p> <p>Security.</p> <p>To feel good about himself.</p> <p>To understand his position.</p> <p>To be valued by others.</p> <p>To feel he belongs outside the gang.</p>	<p>The gang has created fear and uncertainty.</p> <p>No strong positive ethos in the school.</p> <p>Need to re-establish boundaries.</p>	<p>Bob perhaps lacking in stability – disruption from frequent moves?</p> <p>Needing to make new relationships in new schools but lacking the necessary skills and confidence.</p> <p>Needs to feel involved in decision-making processes.</p> <p>School council involvement?</p> <p>Poor role models – his father? (Controlling? Absent? Unsupportive of school?)</p> <p>Needs to develop the social and emotional skills to make and sustain friendships.</p>	<p>Staff feel unable to safely share concerns?</p> <p>Lacking in confidence and skills.</p> <p>Focus is negative, no mention of positives about Bob.</p> <p>Any successes?</p> <p>What are his curriculum strengths?</p> <p>Could he take on a more positive leadership role?</p> <p>Mentoring?</p> <p>Motivation?</p>	<p>The focus on punishment is not working.</p> <p>Incentives? – What does the school and/or Bob value?</p> <p>Motivation? – What's in it for Bob?</p> <p>What are his hopes and aspirations?</p> <p>Does he feel 'unconnected' with no investment in the future?</p> <p>How can we find out?</p> <p>Staff skill – any issues for staff development?</p> <p>Coaching?</p>	<p>Supervision levels?</p> <p>Out-of-setting safety, i.e. no enquiry or communication with others so far (are the gang members from other schools?). Who is responsible for transport supervision?</p> <p>Training needed?</p> <p>Are other schools experiencing problems?</p>	<p>The 'secret' of the staff member who doesn't have problems with Bob; could his approach be used by other staff?</p> <p>How could staff members be helped to be more sensitive and understanding?</p> <p>Ethos – how does school create a strong sense of belonging?</p> <p>Specific support needed for member of staff in distress; is this indicative of other issues?</p> <p>Bob's positives, successes, academic progress. His feelings and aspirations. What motivates Bob?</p>

## Activity 3 Resource A

### Maslow's hierarchy and the risk of violence

Maslow's hierarchy of need	Possible outcome of unmet need	In my setting
<b>physiological or survival needs</b>		
nutritionally balanced food (few additives, etc.) sleep rest and relaxation shelter physical exploration stimulating activity	poor concentration tired and grumpy over-excitability difficulty in relaxing fidgety, 'uptight' mood swings	
<b>safety needs</b>		
consistency boundaries being safe feeling safe reassurance	anxiety, fear overreaction to minor conflict situations challenging 'authority' breaking rules difficulty in coping with change	
<b>love, belonging and affection</b>		
being cared for feeling cherished being part of a family or social group taking part in activities opportunities to take responsibility exploring ideas expressing needs and wants making and maintaining relationships dealing positively with conflict trust in others being trusted	negative attention seeking poor relationship skills involvement in gangs unhealthy relationships difficulty in expressing self often alone difficulty seeing cause and effect of actions inability to resolve conflicts peacefully (arguing or falling out) displaying fear or feeling fearful	
<b>self-esteem</b>		
feeling valued being valued knowing strengths celebrating achievements accepting weaknesses taking steps to change things positive response to challenge self-respect avoiding compromising or dangerous situations developing independence welcoming responsibility	negative attention seeking  putting self in compromising situations  getting in with the 'wrong crowd'  'acting-up' or playing the fool to achieve status, i.e. a false sense of self-esteem	
<b>self-actualisation</b>		
self-knowledge creative outlets exploring the world learning new things rising to challenges developing values and principles developing talent	lack of motivation internalises feelings frustration feelings of injustice difficulty in considering other perspectives	

## Activity 3 – Resource B

### Maslow's hierarchy and the environment

Maslow's hierarchy of need	Safe school	Involving children and families	Curriculum	Organisation	Travel and safe surrounding
<b>Physiological or survival needs</b>	Access to water Opportunities to relax Healthy menu Clean toilets	Involvement of health care professionals to give 'talks'	Creative PE sessions: Yoga Relaxation	Breakfast clubs	
<b>Safety needs</b>	Well-supervised quiet area to relax at lunch time	Children as researchers – safe and unsafe areas in school	Developing ground rules and class charters	Effective routines understood by all	Supervision on buses
<b>Love, belonging and affection</b>	Inclusive ethos and positive values and beliefs	Peer mentoring or playground friends schemes	Inclusive learning and teaching strategies Teaching a peaceful problem solving process	Teaching playground games Eating lunch together	Involvement of community, for example, community police in school life
<b>Self-esteem</b>	Effective pastoral care and support	Positive messages sent home Children involved in developing reward systems	Positive and constructive feedback on learning	Acknowledge rewards and positive recognition for all	Providing choices
<b>Self-actualisation</b>	Teaching that motivates and inspires Role models	Drawing on personal strengths and interests	Personalised learning PSHE SEAL	Extended school provision	Inspirational speakers and visitors



## Work-based Activity 1 – Resource A

### Environment audit – physical environment

Date \_\_\_\_\_ Audit undertaken by \_\_\_\_\_

Area \_\_\_\_\_

Area	Time of day. Atmosphere	Movement	Noise level	Incidents	Potential solutions
Reception area					
Corridor					
Toilets					
Classroom					
Dining room					
Social area					
Other					

## Work-based Activity 2 – Resource A

### Investigating violent incidents

Behaviour may stem from unmet needs, for example:

<b>Physiological or survival needs</b>
tired and hungry over-excitabile difficulty in relaxing fidgety, 'uptight' mood swings too hot or cold
<b>Safety needs</b>
anxiety, fear overreaction to minor conflict situations challenging 'authority' breaking rules difficulty in coping with change stress
<b>Love, belonging and affection</b>
attention needing poor social and emotional skills involvement in gangs unhealthy or poor relationships difficulty in expressing self loneliness difficulty accepting consequences of actions inability to resolve conflicts peaceably feeling isolated and left out
<b>Self-esteem</b>
negative view of self low self-esteem Putting self in compromising situations getting in with the wrong crowd 'acting-up' or playing the fool to achieve status
<b>Self-actualisation</b>
lack of motivation internalises feelings frustration feelings of injustice difficulty in considering other perspectives

## References

### Useful web links

[www.saferoutestoschools.org.uk](http://www.saferoutestoschools.org.uk)

[www.safehealthyschools.org/](http://www.safehealthyschools.org/)

[www.messageinschoolsassociation.org.uk](http://www.messageinschoolsassociation.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk) (anti-bullying and child protection)

[www.ncb.org.uk](http://www.ncb.org.uk) (National Children's Bureau)

[www.practicalparent.org.uk](http://www.practicalparent.org.uk)

[www.chalkface.com](http://www.chalkface.com) (behaviour and attendance)

[www.restorativejustice.org](http://www.restorativejustice.org) (Restorative Justice systems)

[www.ukobservatory.com/](http://www.ukobservatory.com/) (promotion of non-violence)

[www.redcross.org.uk](http://www.redcross.org.uk) (citizenship resources)

[www.humanvaluesfoundation.com](http://www.humanvaluesfoundation.com)

South East Regional Public Health Group, Information Series 1  
Preventing Violence and Abuse: Creating Safe and Respectful Lives

[www.sepho.org.uk/Download/Public/10300/1/Violence%20and%20Health%20Briefing.pdf](http://www.sepho.org.uk/Download/Public/10300/1/Violence%20and%20Health%20Briefing.pdf)

### Government sources of advice, resources and support

[www.teachernet.gov.uk/wholeschool/behaviour/npsl\\_ba/violencereduction/](http://www.teachernet.gov.uk/wholeschool/behaviour/npsl_ba/violencereduction/)

[www.teachernet.gov.uk/teachingandlearning/socialandpastoral/sebs1/seal/](http://www.teachernet.gov.uk/teachingandlearning/socialandpastoral/sebs1/seal/)

[www.nationalstrategies.co.uk](http://www.nationalstrategies.co.uk)

[www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/news/Anti-bullying/](http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/news/Anti-bullying/)

[www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/useofforceguidance/](http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/useofforceguidance/)

[www.parentscentre.gov.uk/](http://www.parentscentre.gov.uk/)

[www.connexions.gov.uk](http://www.connexions.gov.uk)

[www.curriculumonline.gov.uk](http://www.curriculumonline.gov.uk) (search facility for resources)

[www.dcsf.gov.uk/bullying](http://www.dcsf.gov.uk/bullying)

[www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/ba\\_indepthaudit](http://www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/ba_indepthaudit)

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Ballou et al. (2002) A Study into the Etiology of Anger in Aggressive Adolescents, *Journal of Humanistic Counselling, Education and Development*, 2002.

Bandura, A. (1979) *Social Learning Theory*, Englewood Cliffs, Prentice Hall, New Jersey.

Beinart, S. et al. (2002) *Youth at risk? A national survey of risk factors, protective factors and problem behaviour among young people in England, Scotland and Wales*, published by Communities that Care [www.jrf.org.uk/knowledge/findings/socialpolicy/432.asp](http://www.jrf.org.uk/knowledge/findings/socialpolicy/432.asp)

Burnstein, E., Worchel, P. et al (1962) *Arbitrariness of frustration and its consequences for aggression in a social situation.*, *Journal of Personality* **30**: 528–40, Corporate Authors: Parentline Plus; *There's a war on: aggression and violence in children.* [www.ncbi.nlm.nih.gov/sites/entrez?db=pubmed&uid=14017170&cmd=showdetailview&index=google](http://www.ncbi.nlm.nih.gov/sites/entrez?db=pubmed&uid=14017170&cmd=showdetailview&index=google) (please paste this link into the browser)

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## Links to national materials

### Secondary Behaviour and Attendance – Resources and publications

[www.standards.dfes.gov.uk/secondary/keystage3/issues/behaviour/strandpubba/](http://www.standards.dfes.gov.uk/secondary/keystage3/issues/behaviour/strandpubba/)

#### DfES 0392-2003 Core day one

These materials are designed for schools to use, supported by Behaviour and Attendance Consultants. They cover sessions on:

- reviewing a behaviour and attendance policy
- implementing a behaviour and attendance policy
- the audit for secondary and middle schools
- effective classroom teaching.

A booklet containing policy advice for headteachers, behaviour and attendance leaders and consultants and LEA support services is also available.

#### DfES 0055-2004 Core day two

These materials are designed for schools to use, supported by Behaviour and Attendance Consultants. They cover sessions on:

- focusing on solutions
- developing staff skills to support pupils
- creating a positive whole school climate
- meeting specific staff training needs using development materials.

These four sessions follow a particular sequence but can be taken out of context and used separately as training units. It is intended that all schools will deliver the first three sessions. Schools can differentiate to meet their needs by selecting the most appropriate tasks and exploring some of the key ideas in the session.

#### DfES 0020-2004 Core day three

Monitoring whole-school practice to promote positive behaviour and attendance.

Monitoring is an essential element in the school improvement cycle. Regular monitoring helps to measure the ongoing effectiveness of the post-audit improvement plan. It also promotes development at both operational and strategic levels by identifying trends and patterns in behaviour and attendance. If the monitoring process is well designed, it will identify the causes underpinning trends. This helps schools to be accurate in addressing issues and responding to post audit trends. They can also redirect staff training, selecting the most appropriate training pedagogy to engage all staff in responding at an early stage to emerging trends.

#### DfES 0180-2005 Core day four

These materials build on previous core training, in exploring ways to further develop staff skills and sustain school improvement. They expand the principles already exemplified in policy guidance and support development, following an analysis of school outcomes from the recently introduced behaviour and attendance audit.

The pack comprises:

- guidance for senior leaders
- self-study materials that build on the healthy schools framework, as outlined in the document
- the promotion of emotional health and well-being through the national healthy school standard

The activities in the self-study materials included in this pack follow a process that will help schools develop their knowledge, understanding and application of an emotionally healthy school, building on existing good practice.

### **DfES 0449-2004 Electronic Audit**

An audit to help schools recognise their good practice and build on it, as well as focus on those areas which warrant further attention.

### **Behaviour and attendance toolkit units**

These toolkit units provide consultants and schools with a comprehensive resource that supports post audit action plans.

The intention is to build on existing good practice and support development activity.

The final versions of all units in CD format are available to order separately.

DfES 1262-2005	Unit three	Dealing with consistently poor behaviour
DfES 0511-2004	Unit four	Bullying
DfES 0153-2004	Unit six	Classroom behaviour
DfES 1264-2005	Unit seven	Out-of-class behaviour
DfES 1265-2005	Unit eight	Curriculum

### **Secondary SEAL**

Secondary SEAL includes a guidance booklet, CD and website. The CD and website include a comprehensive set of staff development materials, including further readings, suggestions for staff development, tools for monitoring and profiling and learning resources for use with pupils in Year 7.

### **Primary Behaviour and Attendance – Resources and publications**

#### **Excellence and Enjoyment:**

#### **Improving behaviour and attendance... improving learning**

[www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns\\_seal137805\\_guidance.pdf](http://www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns_seal137805_guidance.pdf)

### **DfES 0110-2005 Kit – Social and emotional aspects of learning (SEAL)**

The SEAL resource provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school.

The resource is designed to facilitate a systematic and spiral approach to learning. It should be seen as a stimulus or starting point, rather than a finished product.

It is hoped that it will provide structured support to the creativity and initiative of schools who use the materials.

The materials include:

- a guidance booklet
- a 'Getting started' poster
- a whole-school resource with photo-cards.

Seven sets of thematic materials that each have:

- an assembly and overview
- a red set booklet – for the Foundation Stage
- a blue set booklet – for Years 1 and 2
- a yellow set booklet – for Years 3 and 4
- a green set booklet – for Years 5 and 6.

In addition there are booklets that contain materials for all seven themes:

- purple set booklets – activities for exploring the theme in the staff room
- gold set booklets – family activities
- silver set booklets – small-group activities (Years 1 and 2).

**Staff development** – These consist of ideas for whole-school sessions and are appropriate for staff meetings or in-service training days. The materials are organised under the headings used in the electronic audits. These are:

- leadership and management
- whole-school ethos and framework
- school organisational factors and the management and deployment of resources
- continuing to improve the quality of teaching and learning through classroom-level factors
- pupil support systems
- staff development and support.

The staff development materials mentioned above are as follows:



### **Working with colleagues on behaviour issues**

- the emotional aspects of professional development on behaviour management issues
- working with staff with varied attitudes, beliefs and experience
- planning your delivery – structuring a session and identifying potential ‘hotspots’
- meeting your responsibilities and maintaining the focus.

### **Focusing on solutions: a positive approach to managing behaviour**

- building on success
- exception finding: when is success being experienced and how can we build on this?
- preferred futures
- rating scales: where are we now and how close are we to our desired solution?

### **Playtimes and lunchtimes**

- playtimes and lunchtimes in the context of the whole-school behaviour policy
- staff development and support
- helping children take responsibility for the playground or lunchtime culture
- practical strategies for improving playtimes and lunchtimes.

### **Positive behaviour and the learning environment**

- influencing the environment
- exploring how the environment can promote behaviour for learning
- evaluating the physical environment.

### **Consequences**

- exploring beliefs about rewards and sanctions
- the use of consequences to promote positive behaviour and reduce unwanted behaviour
- whole-class positive consequences schemes
- the use of negative consequences.

### **Responding effectively when children show inappropriate behaviour**

- principles for using consequences for inappropriate behaviour
- ensuring win-win outcomes
- using more intrusive consequences and involving school-based support.

### **Understanding behaviour**

- how patterns of behaviour develop
- a way of looking at behaviour in the classroom: the ABC model
- the influence of group dynamics on children's behaviour.

### **Relationships in the classroom**

- the importance of establishing positive relationships with all pupils
- building relationships where it is more difficult
- the 'relationship bank' – building relationships with those hardest to reach
- building a classroom community.

### **The importance of emotions in the classroom**

- exploring why it is important to understand emotions in the classroom
- four key concepts and ideas about emotions
- implications for school and classroom planning.

### **Conflict and confrontation**

- what lies behind behaviour?
- the processes involved in conflict and confrontation
- strategies for reducing conflict and confrontation in the classroom
- optional additional activities: the assertive teacher
- managing conflict and confrontation.

### **Working with parents and carers**

- understanding parent-teacher relationships
- barriers to effective partnership with parents and carers

- communication and problem solving.

Reference number for all the above is DfES 1732-2005CDO-EN

### **Future publications – Primary**

Excellence and Enjoyment: solution focused specialist coaching:  
Improving behaviour and attendance improving learning. (DVD)

Excellent and enjoyment: social and emotional aspects of learning:  
small group work to develop children's social emotional and behavioural skills (DVD)

Key Stage 2 intervention group work (web only)

Family learning SEAL programme for parents/carers (web only)

SEAL assemblies one to six (web only)

### **Other relevant materials:**

#### **Induction training materials for teaching assistants (TAs) and school support staff**

These materials are provided for local authorities so that they can run courses to give new TAs and support staff the basic knowledge they need to know in their roles.

[Induction materials for teaching assistants in secondary schools](#)

*Promoting positive behaviour module*

[Induction materials for teaching assistants in primary schools](#)

*Promoting positive behaviour module*

[Induction materials for support staff](#)

*Promoting positive behaviour module*

[Induction materials for teaching assistants and support staff in schools](#)

### **Acknowledgements**

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