

The National Programme for Specialist Leaders of Behaviour and Attendance

innovative, effective, practical

Learning from violent incidents

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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 the study of this topic you will:

- explore the nature of violence in order to develop a 'shared vision' of a non-violent setting
- consider how violent incidents can be used in a positive way to improve policy and practice
- explore contexts and behaviours that may lead to violence and identify effective responses
- consider the importance of reviewing practice in the management of violent incidents
- develop understanding of how monitoring and evaluation can help colleagues to recognise the need for change.

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 of the strengths and weaknesses of current practice
- help colleagues understand that conflict can be a catalyst for change
- promote shared values, principles and beliefs relating to reducing the risk of violent behaviour
- use effective communication that values the opinions of others and strives for mutual understanding
- promote effective teamwork through offering a solution-oriented approach
- promote change; sharing new information and facilitating the development of new skills.

You will want to share this information with the group.

Links to national behaviour and attendance strategies

The Behaviour and Attendance Strand of the National Strategy for School Improvement

The primary national strategy for behaviour and attendance includes a range of continuing professional development (CPD) materials that link to this topic; further links are given on the behaviour4learning website, www.behaviour4learning.ac.uk.

These materials offer schools 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 secondary national strategy includes a range of CPD materials intended to support secondary schools to ensure that high standards of behaviour and attendance prevail. The audit tools, following booklets and associated toolkits are of most relevance: 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 assessed the Core Day materials and will find 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 of Schools, Children and Families (DSCF) 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 that pays proper attention to issues of violence prevention and minimisation through appropriate organisational responses. An ethos and climate that promotes the notion of learning from mistakes will embrace the concept of learning from violent incidents. Working towards the outcomes of ECM will provide schools with a framework within which to tackle issues relating to violence.

Attendance

Poor attendance at school and in other settings arises for many reasons, some of which relate to the experiences of children and young people who have poor social and emotional skills or who find themselves within environments that do not meet their needs or in which they do not feel they have anything to contribute. The fear that some pupils have of violence, actual or perceived, either towards themselves or others can be a significant cause of non-attendance in some schools. Schools and settings that learn from violent incidents and ensure that their responses to violence are effective and efficient will do much to ensure the highest possible levels of attendance.

Anti-bullying

The DSCF is working to create a climate in which bullying is recognised as intolerable and has secured a very broad consensus with all the teaching associations and the national Anti-bullying Alliance signing up to the anti-bullying charter. The charter is a voluntary commitment to creating a setting community where bullying is not tolerated, and is signed by the headteacher, chair of governors and a children and young peoples' representative.

Schools are expected to tackle bullying on two levels – preventative and reactive. Where measures are in place to minimise the risks of violence and promote an ethos in which children can learn and develop the necessary social and emotional skills, bullying behaviour is less likely to occur (or to be tolerated).

Violence in schools often takes the form of bullying, with some children engaging in bullying behaviour, others being bullied. A school that pays careful attention to levels of bullying and that responds appropriately will, at the same time, often be paying attention to issues of violence. Proper responses to bullying in schools will often correlate with effective responses to violence prevention and minimisation.

Violence reduction in schools

TeacherNet has advice for Reducing Violence in Schools. 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 that 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.

TeacherNet has guidance for schools on the use of force in schools, which supersedes and replaces DfES Circular 10/98 *The Use of Force to Control and Restrain Pupils* (DSCF 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

TeacherNet also has advice for schools on internal exclusion and on setting up and managing learning support units (LSUs). Guidance can be found at:

www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/part1/

www.teachernet.gov.uk/wholeschool/behaviour/learningsupportunits/.

Screening and searching of pupils for weapons

Guidance for school staff

The Government, as part of its measures both to reduce violent crime and to maintain safety in schools, wants schools in England to be able to screen any pupil for a knife or other weapon, and search pupils suspected of carrying a weapon. Department for Education and Skills Ministers announced on 16 October 2006 that a school has power, without any new legislation, to require pupils to undergo screening, when the school does not have reasonable grounds for suspicion. Legislation enabling searches on suspicion came into force on 31 May 2007.

Schools are not compelled to use these powers – a power is just that, it is not a duty. The power to search on suspicion adds another option which schools can choose when they suspect a knife or other weapon may have been carried onto the premises or may be carried on an off-site educational visit. It has the advantage of immediacy, but schools retain the option of calling the police, who may decide to conduct a search.

Pupil Well-being, Health and Safety Unit
Department for Education and Skills
May 2007

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

Links to the National Programme for Specialist Leaders of Behaviour and Attendance 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

7c Reducing the risk of violence.

This topic *Learning from violent incidents* informs the above, and although it can be studied in isolation, it is suggested that those with a particular interest in this area explore the readings for all of the above.

Learning that takes place through this topic should inform practice and policies, so it is suggested that links to the following topics are useful:

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

5a Behaviour and attendance self-review and action plans

5b Monitoring improvement in behaviour and attendance.

Session outline

Previous session	Review of Work-based Activities	10 minutes
Overview	Learning from violent incidents Discussion of the reading and preparatory activity Aims Links	10 minutes
Activities	<i>Preparatory activity – reflecting on a violent incident</i> 1. <i>Assessing risk</i> 2. <i>Analysing violent incidents</i> 3. <i>Solution-focused responses</i>	1 hour 45 minutes
Session review		
Selecting Work-based Activities		20 minutes
Forward look		5 minutes

Total time 2 hours 30 minutes

Overview

This topic explores the importance of learning from violent incidents in order to develop positive approaches and responses that will support changes in behaviour. The emphasis is on developing procedures for assessing and analysing incidents so that the setting can adapt its systems and procedures for responding to violent incidents in a preventative way, using the learning from the incidents.

The reading and preparatory activity provide an opportunity to reflect on the issues relating to violent incidents, using the Violence Reduction in Schools advice as a framework for structuring thinking.

The preparatory activity also invites exploration of violent incidents as a catalyst for change. The activities follow a sequence, encouraging discussion and reflection on why such incidents might occur and how effective data collection and analysis can support the development of effective action plans. A solution-focused approach to change is promoted. Specialist leaders can develop their thinking in this area through their choice of Work-based Activities. These activities are designed to extend and embed learning from the session.

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"/>
During the session	
<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"/>
Follow up	
<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
Preparatory reading and reflection	
Preparatory activity	
Activity 1	
Resource A <i>Behaviours</i>	
Resource B <i>Context</i>	
Activity 2	
Resource A <i>Gathering information</i>	
Activity 3	
Resource A <i>Audit 1</i>	
Resource B <i>Audit 2</i>	
Work-based Activity 1	
Resource A <i>The SWOT analysis</i>	
Work-based Activity 2	
Resource A <i>Parent's questionnaire – violent incident</i>	
Resource B <i>Issue log</i>	
Work-based Activity 3	
Resource A <i>Peer support questionnaire</i>	
Work-based Activity 4	
Resource A <i>Questionnaire</i>	

Activities

Review of Work-based Activities

Preparatory reading and reflection

Preparatory activity

Activities

1. *Assessing risk*
2. *Analysing violent incidents*
3. *Solution-focused responses*

Session review

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

Review of Work-based Activities

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

Read 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 for this topic.

Questions for reflection and discussion

How does this reading support or differ from your own understanding and experience relating to the nature and causes of violence?

In what ways does this help you to better understand incidents of violence in your own setting?

In what ways can your organisation learn from any violent incidents that have taken place over recent times?

What do you consider to be key issues, roles and functions of the specialist leader in leading change where violence is an issue?

What aspects would you like to find out more about and how will you go about this?

You should bring these notes with you to the session.

Preparatory activity

Purpose

To help you prepare for the study session by reflecting on a violent incident of which you have knowledge and to consider how this incident might be used as a catalyst for change.

Suggestions

You will need Activity 2 Resource A – *Gathering information*

The reading invites consideration of how violent incidents can be catalysts for change. You will find references to other work and web links within the reference section should you want to extend your reading.

Following your reading and research, try to think of a violent incident of which you have some knowledge. Record as much information as you can on Activity 2 Resource A – *Gathering information*, or in a format of your choice.

Note down all the *factual* information on the incident in Part A of Activity 2 Resource A – *Gathering information*.

Next, provide more detailed information in the section ‘knowledge of the child’ in Part B, for example, the indirect triggers that may have acted as contributing factors to the violent incident.

It is essential to complete this resource *prior* to the start of the session as you will need it during the session. You should use pseudonyms to ensure confidentiality.

Review the section of the reading entitled ‘A systematic approach to analysing incidents’; using a marker to highlight key guidance points for specialist leaders.

Note:

You will need this information to complete Activities 2 and 3. You will also find it helpful to familiarise yourself with the Violence Reduction in Schools advice.

Available at: www.teachernet.gov.uk/wholeschool/behaviour/violencereduction.

Activity 1

Assessing risk



25 minutes

Purpose

To develop understanding of the cumulative influence of a range of factors within incidents involving violence

To explore how different contexts influence the risk of violence

To consider how different behaviours pose different levels of risk and to examine contributing factors

Resources

Resource A *Behaviours* – these need to be cut up in preparation for the activity

Resource B *Context*

Three large pieces of coloured paper (red, orange and green)

You will need the information from the preparatory activity.

Suggestions

At the start of the session the session leader should first collect the recording sheet completed during the preparatory activity (Activity 2 Resource A – *Gathering information*).

In Activity 2 the group will use the recording sheet in two separate parts. Therefore you will need to separate Part A (*ABC information*) from Part B (*Knowledge of the child*) on each sheet.

So that the two matching parts can be put back together, you will need to label each half of the record sheet. (*For example, 1A and 1B, 2A and 2B.*)

It will help if you do this preparation for Activity 2 now.

Place the coloured sheets of paper in the centre of the group. Red, orange and green represent the traffic light system described in the preparatory reading.

Working together, *quickly* categorise the behaviours on Activity 1 Resource A according to the level of risk of their becoming violent. You may want to add other behaviours or change some of the behaviours suggested here. Use the categories below (taken from the reading), or work as a group to define your own categorisation.

- Red: highly dangerous, to the child and those around the child.
- Amber: negative consequences, (dangerous) under certain circumstances.
- Green: limited negative impact, usually only on the child, though can irritate others.

Explain that there are no 'right' or 'wrong' answers and that the 'yes but', 'what if', 'it depends' (contributing factors) will be discussed later in this activity. As a group consider how decisions made during this task might reflect personal values and beliefs.

Take about 15 minutes for the next part of Activity 1.

Look at Activity 1 Resource B – *Contexts* and reflect on your earlier categorisation in light of each context presented. Taking each category in turn, red, amber and green, discuss which

contexts are most likely to increase the *risk* of violence or perhaps even *trigger* violence.

To enhance learning ensure that you discuss the reasoning behind the decisions made.

For example:

'Ignoring' may be a behaviour considered to have 'limited impact' (*green*). But when it occurs between *'a group of children and an individual child'*, the level of risk might rise to 'negative consequences' (*amber*) because of the imbalance of power. The possibility of it becoming a trigger to violence is further increased (*red*) if the ignoring occurs 'frequently', especially if the child being ignored becomes very upset or perhaps angry over time, which may result in the perpetrator gaining a feeling of power and control and an increased status within the peer group.

If you have difficulty in giving reasons for your choices, try to identify how experiences or beliefs about 'normal' and 'acceptable' behaviour may be influencing your decisions. Try further exploring the concept of 'pay-off'.

Note that some contexts are not relevant to some behaviours; for example, the *'refusal to stay on task'* does not relate to *'directed at a child of similar age'*.

For deeper learning, be prepared to explore disagreements. Consider other contributing factors and try making comparisons.

For example, *a mature, emotionally stable older adolescent known to partake in risky activities may be considered a lower risk compared to an immature adolescent who is a member of a gang involved in other risk-taking behaviour.*

You might also consider the adult response:

Can some actions, intended to limit the consequences or negative outcomes, backfire, i.e. increase the risk?

For example, if 'talking in class' is commonly considered green light behaviour, but you cannot agree if its *frequent* occurrence increases the risk or not, you could consider:

What might lie behind this behaviour?

What might be the outcome of different responses to this behaviour? For example, shouting at the child, moving the child to sit alone, withdrawing him or her from the group, removing privileges.

Conclude the discussion by exploring how the risk of violence with red, amber or green light behaviour may be increased or decreased. Capture suggestions made during this summary for use during following activities and through work-based activity.

Question for reflection

What can a specialist leader do to raise awareness of the risks of violence in the educational setting, and the impact of adult behaviours in increasing the risk of violent behaviours?

Activity 2

Analysing violent incidents



30 minutes

Purpose

To develop understanding of the importance of analysing the circumstances surrounding incidents of violent behaviour

To consider how to use objective information to evaluate responses to incidents of violent behaviour

Resources

Resource A *Gathering information*

Yellow sticky notes

Pink sticky notes

Nine flip chart sheets labelled:

Triggers (direct)

Triggers (indirect)

Immediate action (individual)

Immediate action (organisation)

Longer-term action (individual)

Longer-term action (organisation)

Learning from the experience (individual)

Learning from the experience (organisational)

Evaluation

Suggestions

5 minutes

The session leader will have already divided the work done during the preparatory activity using Activity 2 Resource A – *Gathering information*, into two parts and labelled each half of the page with a number (1A, 1B, etc.) in order that the two parts can be put back together later in this activity.

Each group member needs Part 'A' of an ABC information sheet. It should *not* be his/her own information.

Quickly jot down your responses to the situation you have been given. Use the prompts below to guide you. Use pink sticky notes for your responses to Part A and place these notes on the appropriate flip chart sheet.

What appear to have been the direct and indirect triggers to this incident?

What immediate action might you take that would ensure that the:

individual *involved learned from this experience?*

organisation involved learned from this experience?

What longer- term actions would ensure that the:

individual involved learned from this experience?

organisation involved learned from this experience?

What helped you to make your decision?

Decide, as a group, two or three other questions that you would like to discuss further. Record any key points for specialist leaders that emerge during this discussion.

Next, take the matching Part B and consider the following questions:

Have any of your views changed in light of this new information?

What changes or additions would you make to your earlier suggestions?

Discuss how you could evaluate the effectiveness of both the immediate and longer-term actions that you suggest.

Use yellow sticky notes to make any changes or additions to the ideas already on the flip chart (pink notes).

Individually take a few minutes to review the flip chart sheets, noticing to what extent the additional information (from Part B) makes a difference to initial perceptions of the violent incidents.

Share the learning as a group and consider:

What is the importance of looking '*beyond the behaviour*' and making sure all contributing triggers are identified?

Refer to the examples brought by the group to explore how tolerance levels, prior knowledge, personal circumstances and the perceptions of those involved might have acted as contributing factors.

Conclude by noting the issues raised for those in leadership roles. Issues might relate to the following areas:

- ethos, well-being, values and beliefs
- support systems for children, families, staff
- systems, structures and organisation
- staff development.

Questions for reflection

How might the learning from this activity influence you in your role as specialist leader?

What issues does it raise for you and/or your organisation?

Activity 3

Solution-focused responses



50 minutes

Purpose

To examine individual policy, practice and procedure in relation to the five key areas set out in the DCSF Violence Reduction in Schools advice.

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

Resources

Resource A *Audit 1*

Resource B *Audit 2*

Suggestions

Part 1

Refer back to the flip chart sheets to look at the triggers (direct and indirect) that were identified in Activity 2.

Identify the aspect of the Violence Reduction in Schools advice that is most closely linked to each one. If triggers overlap into more than one aspect, choose the one that is most relevant to you.

Example:

If an incident occurred in an 'unsupervised area' the link might be to either 'safe school' and/or 'organisation'.

If the information gathered following the incident suggested that the child's parents or another agency had been concerned about behaviour, but the setting was unaware of this, it may link to 'involving parents' or to communication systems under 'organisation'.

If a child 'often had difficulty dealing with conflict' it may link to the need to promote specific social and emotional skills through the 'curriculum'.

Share the information you gather relating to Audit 1 by completing the electronic version of Audit 1 (Resource A) together on screen.

Individual group members should make their own notes, focusing on those areas relevant to their own setting. You will be referring to these later.

Part 2

Work in a pair (with others from similar settings as far as possible).

Identify the aspect of the setting that might need to be reviewed in relation to each of the identified triggers. Make notes in column two on Resource B.

Try to identify those solutions that are setting specific. Note these in column three.

Maintain the focus on *learning* from what went wrong. For example, how could the contributing factors that acted as triggers have been predicted or prevented? Where are the 'gaps' in policy, practices and procedures?

Develop the discussion to analyse the issues relating to the implementation of these potential solutions.

What needs to be done in order to bring about improvements? Who needs to be consulted and involved? How can identified issues (e.g. practical, resource or staffing issues) be resolved?

Part 3

Each pair should briefly present their issues and solutions to the group.

Refer back to the points highlighted in your preparatory reading to ensure that key leadership issues have been considered.

Questions for discussion or reflection

How useful is this process (reflecting on a particular violent incident) as a stimulus for promoting change?

How could you use a similar activity to promote staff development in your setting?

What is the key learning for you in your role of specialist leader?

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.	Theory into practice	24
2.	Involving parents and carers in developing solutions	26
3.	Analysing practice – the perspective of children	29
4.	Learning from children’s experiences	31
5.	Reporting, recording and monitoring systems	33
6.	Partnership working	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

Theory into practice

Purpose

To develop an action plan based on the detailed analysis of a specific violent incident

Audience

All group members

Use of expert

You do not need to involve an expert

Long-term

Three hours for information gathering, analysis and preparation for meeting
 One-hour meeting with senior management
 Three-hour planning and leading a workshop session
 Two-hour action plan
 Half-term implementation
 Two hours for evaluation and report writing

Links to the learning process

Practical application
 Feedback and reflection
 Embedding the experience

Suggestions

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

You will need:

Activity 2 – Resource A – *Gathering information*

Work-based Activity 1 – Resource A – *The SWOT analysis*

Work-based Activity 2 – Resource B – *Issue log*

Select a recent violent incident of which you have direct knowledge. Use or adapt Activity 2 Resource A – *Gathering information* to record all relevant information. You will need to ensure that you have access to all relevant information in order that your analysis is objective. Consult with colleagues and others to discuss your findings and to explore learning.

Work with a colleague, or small group of staff, to analyse the information. First, try to identify triggers (direct and indirect) and note these in column one; highlight successful practice, any relevant areas for development and begin to explore potential solutions. You could use the SWOT (strengths, weaknesses, opportunities and threats) Analysis (Work-based Activity 1 Resource A) as a way of structuring this.

Present your ideas to senior management. Use the SWOT technique to work with senior management to consider issues that may have emerged.

Plan and lead a session with colleagues to explore the learning from this violent incident. Briefly outline the process you went through in the study session, explaining that you are focusing not on dealing with what went wrong but on *learning* from it so that policy, practice and skills can be developed. Devise a simple evaluation form for staff.

If you are unfamiliar with the SWOT technique, look at the information on work-based

Activity1 Resource A. You can also find further guidance at:

www.teachernet.gov.uk/professionaldevelopment/tipd/guidance/swot/.

Produce an action plan that addresses the issues raised. Include the roles and responsibilities of other colleagues and the proposed methods to ensure support and implementation. Identify who should be involved and key indicators of success.

Present the action plan to senior management for discussion, modify as appropriate and work to facilitate (along with others) its implementation.

Evaluate the effectiveness of the plan with reference to the key indicators and write a brief report for senior management that addresses unresolved issues by proposing longer-term solutions, such as a full review of a safe schools audit or a peer support scheme.

At the end of the Work-based Activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

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 your experiences of this activity, you should include evidence detailing your data collection, details of meetings, discussions, consultations and action plans.

Aspects of the process, including issues that arise for you as facilitator or leader and steps taken to resolve these or to improve outcomes would also constitute useful evidence for the learning outcomes.

Work-based Activity 2

Involving parents and carers in developing solutions

Purpose

To explore how parents or carers of children involved in incidents of violence can become involved in evaluating the responses of a setting and in identifying positive changes that could be made

Audience

All group members

Use of expert

You do not need to use an expert

Short- term

One-hour preparation and meeting with senior management
 Two hours analysing questionnaires
 One hour planning or administration of a parents' meeting
 One hour meeting with senior management team or governors
 One- to two-hour meeting and discussion with parents
 Two-hour action plan

Links to the learning process

Practical application
 Feedback and reflection
 Embedding the experience

Suggestions

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

Before you undertake this activity you will need to consider carefully how you will work with parents and carers. You will not want to give the impression that your setting is a violent place to learn.

You will need work-based Activity 2 Resource A – *Parent's questionnaire – violent incident*

1. Survey

Design and produce a short questionnaire for parents or carers whose children have recently been involved in or affected by incidents of violence or aggression in your setting. You can use or adapt work-based Activity 2 Resource A – *Parent's questionnaire – violent incident* to help you get started.

Devise a short introductory letter to accompany the questionnaire explaining:

- why you have decided to conduct this survey (for example, there may have been a recent violent incident)
- the purpose of the survey (for example, to find out where improvements can be made to the way the setting responds to incidents of violence or aggression)
- that you are seeking the views of parents or carers of children who have been affected by or involved in incidents of violence and aggression in order to improve policy and practice within your setting.

Make it clear that all information will be treated in the strictest confidence.

It will be important to reassure parents that individual ongoing concerns or unresolved issues about their own child will be responded to on an individual basis.

Consult with senior colleagues, modifying the letter and questionnaire as necessary following this consultation.

Decide on the best way to engage parents and carers in this survey, e.g.:

- a questionnaire
- a questionnaire followed up by face-to-face interview
- a personal interview using the questions as a prompt for the interviewer.

The survey should help you to identify:

- the type of incidents taking place in your setting
- any emerging patterns and trends
- parents' and carers' views of the effectiveness of your responses to such incidents.

Through deeper analysis of the questionnaires you will be able to explore the following:

- any similarities in time, place and nature of incidents
- concerns that are repeatedly raised
- the perceived most and least effective responses of the setting.

You should compare the information gained with your own experience. Ensure that your analysis is balanced. Consider how some respondents may have an emotional or subjective view of the incident; some respondents may use the questionnaire to air unresolved or even unrelated concerns.

Summarise the type of additional support that parents feel should have been given to their child along with any preventative measures they would like to see in place.

2. Follow-up meeting with parents and carers

Select a small group of parents and carers to act as a focus group and who will approach the meeting as an opportunity to discuss solutions. Agree protocols with senior staff and governors; decide who will be invited (the criteria) and how they will be contacted. Plan the purpose and structure of the meeting and ensure that a senior member of staff attends.

Plan and lead the follow-up meeting:

- use your analysis and summary to identify the objectives of the meeting with parents
- discuss and set ground rules regarding confidentiality
- present your findings in an accessible way and agree the list of issues to be discussed
- explore each issue and seek feedback
- identify potential actions to address each of the issues discussed.

Be prepared to give clear explanations as to why certain suggested approaches would not be suitable or effective. For example, harsher punishments may be proposed; be prepared to back up your standpoint with reasoned argument and practical examples.

Produce a summary action plan for improvements arising from the survey and follow-up meeting in consultation with senior colleagues. Report back to parents and carers on any actions taken.

At the end of the Work-based Activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

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 your experience of this activity, you should include drafts of your questionnaire, letter to parents, an analysis of the information gained, evidence detailing your meetings, discussions, planning and consultation.

Aspects of the process and issues that arise for you as facilitator or leader and steps taken to resolve these or to improve outcomes would also constitute useful evidence for the learning outcomes.

Work-based Activity 3

Analysing practice – the perspective of children

Purpose

To examine practice in peer support schemes or restorative approaches in relation to incidents of violence or aggression from the perspective of the children involved

Audience

Those who are able to evaluate practice in peer support or other restorative approaches

Use of expert

Useful, but not essential. IT specialist to devise a simple database to present and analyse the data collected

Short-term

Short to medium depending on issues
 One hour open meeting and agreement on questions to be asked
 Half-hour planning and consultation
 Two hours follow-up meeting and development plan
 One-hour consultation with senior management
 Two to four hours data analysis
 One hour to present findings

Links to the learning process

Practical application
 Feedback and reflection
 Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols and ensure you have their backing and support.

You will need work-based Activity 3, Resource A *Peer support questionnaire*.

Decide which group of children you wish to consult and articulate the rationale for this choice. Agree protocols for conducting the survey.

Set up a general meeting with the children to explain the purpose of your investigation and to gain their support and participation. The meeting could take the form of a presentation followed by an open discussion, group or class meeting or individual discussion.

Decide on the issues (the areas on which you wish to elicit their views). You might also want to explain the time and commitment involved and to air issues of confidentiality. Note down those who are keen to participate and arrange a follow-up meeting.

Prepare for the second meeting by first making sure that the children are fully aware of the peer support schemes and other restorative approaches that operate in your setting. Draft a simple five-minute questionnaire using statements generated by the children. You could adapt the questionnaire (work-based Activity 3, Resource A).

You can either make a comparative analysis of responses or focus only on those children who have been the victims of a violent incident.

Use the second meeting to discuss the implementation of the questionnaire:

- Explore with the group the advantages and disadvantages of it being anonymous.

- Discuss how it will enable you to find out about how the peer support scheme or other restorative approaches help victims of violence.
- How will it help you to identify where improvements could be made? Adapt and amend the questionnaire as appropriate for your purposes.
- You could explore the use of 'suggestion boxes'; where would these be placed? How would they help? How would they be monitored? Agree protocols.
- Decide who will receive the questionnaire and how it will be administered.
- Analyse all the information received. Produce an action plan that responds to issues raised. Discuss the plan with senior management and agree next steps.
- Ensure you feed back your findings to the group of children involved.

At the end of the Work-based Activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

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 your experiences of this activity you should include drafts of your questionnaire, evidence detailing your meetings, discussions and consultations.

You should include an analysis of the information gained and the actions planned to address any issues that emerged.

Aspects of the process and issues that arise for you as specialist leader and steps taken to resolve these or improve outcomes would also constitute useful evidence for the learning outcomes.

Work-based Activity 4

Learning from children's experiences

Purpose

To evaluate current practices in supporting those children who have been bullied, by examining their experiences

Audience

All group members

Use of expert

You will find it useful to work with your educational psychologist or local authority (LA) support services

Short-term

One hour developing interview questions in discussion with education psychologist
 One hour preparation including meeting with senior management
 Two hours interviewing
 Two hours analysis
 Two hours to write up report

Links to the learning process

Practical application
 Feedback and reflection
 Embedding the experience

Suggestions

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

You will need Work based Activity 4, Resource A *Questionnaire*.

Work with your educational psychologist or a similar expert to develop a structured interview for use with children who have been bullied. You could look at work-based Activity 4, Resource A, a questionnaire developed by Kidscape, which you can adapt for this purpose or you can design your own.

You should aim to interview six or more children who have experience of being bullied.

Agree a set of protocols with senior management for approaching the children and for seeking permission from parents. The interviews are likely to produce some very powerful insights and stories so consider recording them; but be sure that everyone is happy for you to do this and is willing to give permission for you to use the recordings (after having seen or heard them).

Be careful to ensure unwanted attention is not focused on the children you have chosen; avoid withdrawing them from class and find suitable times and places to hold the interviews. For the interview, think carefully about who would be the best person to lead it, who would the child feel most comfortable with and be able to speak most freely to. What is the best location and at what time would the child be most comfortable?

Ensure you ask for information about how the children felt (at the time of the incident and later). Analyse the interviews. Ensure that you include background information on the situation, including knowledge of the child obtained during the interview, and from other sources to inform your analysis.

Write a short report, highlighting what were the least and most effective responses of your setting, identify areas of common concern and provide recommendations for further

development.

Present your recommendations to senior management for consideration. If you have recordings and you have permission, use those to illustrate your presentation.

Consider how you might use this analysis for wider distribution or to provide other learning opportunities.

At the end of the Work-based Activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

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 your experiences of this activity you should include drafts of your questionnaire, analysis of the results, evidence detailing your meetings, discussions, planning, consultation and recommendations.

Aspects of the process and issues that arose for you as specialist leader, and steps taken to resolve these or improve outcomes for children would also constitute useful evidence of learning outcomes.

Work-based Activity 5

Reporting, recording and monitoring systems

Purpose

To consider the development of an accessible and easy-to-use recording system that will support the analysis of violent incidents and that could be used to inform action planning

Audience	All group members
Use of expert	Consultation or use of IT expert might be useful
Short-term	Three hours consultation, sourcing information and preparation One hour discussion with all staff One hour meeting with senior management and governor/s Three hours planning improvements; budgeting, seeking expertise and producing short report
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

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

Consult with administrative staff to ensure that you are up to date with the recording and monitoring systems (IT and paper-based) that are used in your setting.

Find out:

- what information is currently inputted
- who inputs what and under what circumstances
- the capacity of the system to analyse data
- the capacity of the system to monitor trends
- how the information is used (by whom and under what circumstances)
- any difficulties within the system.

Gather together records of all serious incidents that have occurred over the past year; include those held within both paper-based and IT systems.

Work with a small group of volunteer staff to analyse this information and to highlight where improvements in the system could be achieved.

Work with the group to:

- make a list of details that should, ideally, be systematically recorded. You could refer to Activity 2, Resource A to help you identify the essential 'ABC' information and 'knowledge of the child' aspects that might be included.

- make sure you know exactly which of these are already incorporated into the current system and identify what else you think should be included.

Draw on your preparatory work and on the experience of the group to establish a set of questions for further exploration, for example:

Is all relevant information routinely and systematically recorded?

If not, estimate the nature and quantity of missing information.

If significant information is missing, discuss the possible reasons for this. Is it due to oversight, limitations within the system or communication issues?

What are the strengths and limitations of the current system? How could it be improved?

Write a brief summary report. Seek expert advice and guidance if necessary. Explain:

- the current system's capacity
- the strengths and weakness in practice.

Suggestions for improvement

Discuss solutions in light of legal considerations and budgetary constraints. Identify where guidance needs to be sought from an IT expert.

Outline the benefits, costs and practical considerations of implementing changes to the system.

Include suggestions for monitoring and evaluation of changes made as part of the usual monitoring and evaluation cycle.

At the end of the work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

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 detailing your research on the database and incident recording systems, your meetings, discussions, planning, consultation and recommendations.

Aspects of the process and issues that arose for you as specialist leader and steps taken to resolve these or improve outcomes for children would also constitute useful evidence for learning outcomes.

Work-based Activity 6

Partnership working

Purpose

To establish a working protocol with police in the event of a serious violent incident

Audience

Those group members who may need to address issues of serious violence

Use of expert

A representative from the local police force or Safer Schools Partnership

Short-term

Short-to medium-term
Two hours' preparation for meeting
Two hour meeting (and tour of setting)
Two hour report
At least two hours development of education programme as necessary

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

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

Organise a meeting between your setting and members of the local community in order to discuss how you might respond in the case of a serious violent incident taking place within your setting.

Articulate your rationale for holding such a meeting and the intended outcomes for those involved.

Prepare an agenda for a meeting designed to establish an effective working protocol between your setting and the police, should a violent incident occur within the setting or in the surrounding area.

The meeting should enable the sharing and exploration of current plans for dealing with violent incidents and to make recommendations for change as you develop protocols with the police. You should aim to discuss the following areas:

- Appropriate lines of communication between the setting and local police and between the setting or local police and the community, parents and media (for example, roles and responsibilities; type of message or parameters of information (who, what, where, when and how)).
- Assessment of problem areas and issues relating to these areas, for example, access and entry points, security measures, isolated (out of sight) areas, high traffic areas or hotspots, health and safety issues, legal responsibilities.
- Discuss practical solutions and explore potential procedures that will meet the needs of all those present.

- Discuss and explore concerns and issues prevalent in the local community (for example, gang-related behaviours) and seek to explore joint management approaches to these issues.

Consider who you should invite to the meeting. This might include a representative from senior leadership team, the local police force, site manager, governor or an LA representative.

Following the meeting, write up a report detailing the recommendations and any outstanding issues. Share your report with senior management, agree next steps and report back to members of your group.

At the end of the Work-based Activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

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 your experiences of this activity you should include your rationale for holding the meeting, detailed notes on discussions based on your agenda and agreed recommendations or suggestions for a joint protocol. Aspects of the process and issues that arise for you as a specialist leader and steps taken to resolve these or to improve outcomes would also constitute evidence for the learning outcomes.

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Preparatory reading and reflection

A catalyst for change

Learning from violent incidents is an inspirational concept. Building on evidence that an ethos of non-violence significantly reduces the frequency and severity of incidences, it recognises that things can, do and *will* go wrong, but that this can be a catalyst for positive change.

If we are to learn from violent incidents we must be able to use the experience to influence the future by openly questioning how individuals, groups and settings have affected the situation. It is necessary to identify and celebrate good practice in this area and to ask probing questions. *Were the needs of those involved identified and met? Was calm restored as soon as possible? What could be done to prevent such an incident occurring again? Where are the 'gaps' between what we know we should do and what we are doing? What additional skills, understanding and knowledge do we need?*

There are no quick-fix answers to such complex issues; however, retaining a solution-focused approach is more likely to be successful. The starting point is often the admission that 'we're not perfect'; something needs to be done around here and we are going to do it together.

A way forward

To use incidents of violence as a catalyst for promoting change can be challenging, especially as those leading such change might find criticism or complaints from a range of sources. Taking on the challenge can lead to significant improvements, for example, staff retention, improved attendance and ultimately an atmosphere of peace, harmony and cooperation where children can progress and achieve their potential.

While it is not clear whether violence in schools is actually on the increase, (although there is evidence to say this is true in Scotland, www.news.bbc.co.uk/1/hi/scotland/3433501.stm) the perception is certainly that it is increasing. Feeling unsafe is a common concern for communities, reinforcing the fact that perceptions can be just as important as reality.

Violence can have far-reaching consequences; it has an immediate impact on individual achievement and permeates all aspects of school life, for example, it can prevent children from fully participating in a wide range of educational activities. It can affect learning and peer relationships. It can also make excessive demands on the resources of an educational setting.

Leading change

The ability to learn from violent incidents requires skilled and sensitive leadership. The specialist leader must promote a culture where the educational community feels safe to explore issues, admit weaknesses, focus on areas for support and to seize opportunities for innovative developments. It may often require a culture change; a recognition that 'the way we do things round here' may not be the best way.

A collective understanding of what constitutes a 'climate of non-violence' helps to develop the passion and commitment needed to embrace change through a shared vision. The process can involve a focus on restorative approaches and on support to develop the social and emotional aspects of learning (SEAL) – these are key elements in promoting not only an ethos of non-violence but one in which learning takes place. This can be summed up as:

'a new model of interacting with and thinking about other people – one that challenges us to go beyond stereotypes, consider others' points of view and to reach mutually satisfactory agreements in which all parties win'.

Crawford and Bodine (1996) p. xvi.

The nature of violence

Violence is complex and multi-faceted, adapting to the current context and redefining itself according to changing social values, customs and beliefs.

Exploring the ways to define violence can offer insights:

Violence is the exertion of physical force so as to injure or abuse. The word is used broadly to describe the destructive action of natural phenomena like storms and earthquakes. More frequently it describes forceful human destruction of property or injury to persons, usually intentional, and forceful verbal and emotional abuse that harms others.

Olweus, famous for his pioneering research into bullying, concluded that:

'Violence or violent behaviour is "aggressive" behaviour where the actor or perpetrator uses his or her own body or an object (including a weapon) to inflict (relatively serious) injury or discomfort upon another individual.'

P. K. Smith et al. (eds) (1999) p. 12. *The Nature of School Bullying: A Cross-National Perspective*

The causes of violence

Violence does not occur in a void. It is a response to the strong feelings of frustration or anger that arise when people frequently do not have their legitimate needs met. As children learn about their world and try to find their own place within it, they make mistakes, get cross, throw tantrums, threaten and annoy. They question authority, test boundaries and experiment with different behaviours. Conflict is inevitable, negative outcomes are not. So how does one child learn to resolve disagreements, balance out their wants and needs with those of others (with the result that all parties come out relatively unscathed), while others resort to violence, harming others or themselves in the process? Why are some children more resilient to life's challenges than others?

The underlying causes and triggers of violence are complex. If the needs of children are frequently unmet, perhaps due to ineffective parenting, poor relationships or an unsympathetic environment, they may seek other ways to feel safe, gain attention and approval and to feel good about themselves. If needs can be met without regard for others and reinforced 'whatever the cost' then the behaviour is likely to be repeated. This concept of 'pay-off', that behaviour is learned through reinforcement, can teach children that violence works; he or she gets the desired toy, gains the attention of the preferred adult, wins the fight or goes out with the best-looking girl or boy. In short, if children get their own way, regardless of the needs of others, a pattern of aggressive or violent behaviour can emerge.

Violent behaviour can be imitated and accepted as 'normal'. Adults are influential role models; it is therefore quite logical that children who see or experience aggression and violent responses as part of everyday life may believe that this is within normal parameters of behaviour; violence becomes 'normalised' and forms part of their pattern of behaviour.

Children need to develop appropriate social and emotional skills. A child's ability to work cooperatively in a group, to listen, take turns, consider others and express their needs in an acceptable way needs to be nurtured and developed. Development of social and emotional skills takes place in a social context. The relationships that children maintain and develop with both adults and peers coincide with the quality of experience that they receive.

Frustration and anger can escalate into violence when children are frequently expected to deal with conflict and work cooperatively but have never developed the skills to do this.

Both inner- and outer-directed violence causes immediate and long-term harm that can have lasting effects for the individual, settings and communities. Extreme pain and fear will express itself at some point either through imploding (for example, becoming withdrawn isolated, sad or depressed) or exploding (for example, aggressive or violent outbursts).

The distinction between wants and needs is vague. Many 'wants' are displaced feelings, thoughts and behaviour relating to unmet needs and vice-versa. A need for 'power' or 'status' or even stealing may be to compensate for low self-esteem caused by a lack of intimacy and nurture. Wanting to stay with a group of friends rather than work with someone else may be due to an unmet need to feel safe; the refusal to cooperate being displacement behaviour for a conscious or an unconscious fear of being unsafe.

Specialist leaders can help to develop a structured approach to analysing violent incidents based on a need to identify the messages behind the behaviour through collecting and analysing data. *Things are not always as they seem.*

A systematic approach to analysing violent incidents

Analysing the incidents of violence is necessarily the first step in completing an objective assessment of the situation (context) and the individual. Such an analysis, if thorough and complete, will highlight effective practice and identify areas for development. This will inform the development of strategies, practices and procedures currently in place and highlight areas for further development – both individually and organisationally.

i) Gathering data

Looking beyond the violent behaviour to try to identify the message it is conveying can be difficult, not least because people will be feeling the effects of this violence. Immediately following an incident it is essential to provide breathing space. A time to 'cool-off' is essential allowing strong emotions to subside, to ensure the safety of those involved and to ensure a calm appraisal of the situation and actions needed.

Specialist leaders have an important role to play in leading a review of the reporting and recording systems relating to violent behaviour. They should ensure that evidence is gathered systematically and that it is analysed in light of the full context and circumstances of those involved.

Within a restorative approach each person has the opportunity to talk about what happened and to express their point of view and their feelings in a safe environment. This information should be included as evidence. Expressing feelings in a safe and supportive atmosphere and listening to suggestions about how the perpetrator could repair the harm is useful, but long-term action should not be instigated until careful analysis of the incident has taken place.

A useful framework for analysing incidents is the ABC framework. (You can find out more about this in the primary national strategy behaviour and attendance CPD topic 'Understanding Behaviour' [see reference section].)

Antecedents

What lies behind the behaviour? What happened to trigger the behaviour; what were immediate triggers and what may have contributed indirectly over a period of time?

Behaviour

Describe exactly what, where and when? How long did it last? What did you notice about the environment? Who was involved and how? What was the 'role' of the bystanders?

Consequences

Describe the consequences – what resulted from the behaviour? What happened afterwards? Was there a 'pay-off'? Who for? Who or what stopped it? What was said or done for the victim, for the perpetrator and bystanders? What was the setting's immediate response? What were the longer-term responses?

ii) Knowledge of the child

The specialist leader can be influential in helping to ensure that possible causes of incidents are considered objectively (by gathering information from a variety of sources and by taking active steps to avoid assumptions and judgements) and acted upon.

Tolerance levels (stress levels, emotional well-being, belief system, etc.)

The factors outlined below can affect the perceptions, attitudes and actions of those responding to violent behaviours. It is essential to take a holistic perspective, taking full account of the total knowledge about the child and his or her circumstances

What else was 'going on' in the setting or in the life of those involved? Consider stressful events like exams, Ofsted inspections, workload, ill health, young carer, divorce or separation, or significant 'life or work changes' that may reduce tolerance or increase conflict.

Prior knowledge of child ('grapevine' information, expectations, self-fulfilling prophecy)

What have others said and *how* did they say it? Is there any evidence that the perpetrator is 'always in trouble', 'uncooperative' or that the victim is a prime target, 'a push-over'? Where do these views originate?

Circumstances surrounding the incident (facts, evidence, viewpoints)

Who saw and heard what happened before, during and after? Are their views and descriptions of events reliable? Might they have a vested interest in protecting or blaming someone?

Child's perceptions and circumstances

How would the child's social and emotional skills be described? How might past experiences, parenting, etc., be affecting responses? Does the child have a sense of belonging, emotional well-being, safety and security? Are they making academic progress in line with expectations? Has anything like this happened before? Does the child frequently receive rewards and sanctions? What type of communication happens with parents or carers? Is contact usually initiated in response to a problem? Have any concerns been raised regarding problems at home? What type of relationships does the child have with peers and adults? Does the child have a strong friendship group? What is the viewpoint of other agencies? Do the child's records highlight that further information is lodged with other staff or agencies involved with the child or family?

A combination of these factors could have contributed to a vicious circle of disruption – the child being labelled disruptive or a troublemaker is likely to fulfil this expectation and so attitudes become a contributing trigger to violence.

The context in which the violence occurs is a key factor.

Specialist leaders can ensure that the context relating to each incident is examined objectively and that data analysis informs responses and actions.

iii) Identify behaviour patterns

The National Foster Care Association (now renamed the Fostering Network) developed a 'traffic light' system (adapted below) to help identify levels of risk from different types of behaviours.

Specialist leaders can explore how such a system could assist in early identification of problems and in the development of planned responses.

Traffic light system

All behaviours that may signify underlying problems should be included – social, emotional and cognitive (thinking, feeling and acting).

Red light behaviour: This is deemed to be highly dangerous to the child and others around the child.

Issues: cooperation and involvement of all concerned with the child's welfare and safety.

Focus: the immediate safety of the child and others; dealing with immediate consequences or crisis; containing the behaviour and managing risk; implementation of long-term responses.

Amber light behaviour: This behaviour is deemed to have negative consequences (dangerous) under some circumstances.

Issues: looking for triggers and patterns, for example, difficulties in ability to compromise, express needs appropriately, complete or stay on task, deal with emotional or stressful situations, and manage strong feelings.

Focus: consequences, setting boundaries, teaching specific social and emotional skills to enable the child to manage and express feelings, develop communication skills such as those needed for negotiation, problem solving, etc.

Green light behaviour: This behaviour has a limited negative impact (usually only on the child, though it can irritate others). Life would be easier for the child if this behaviour could change.

Issues: motivation to change, examine values; is it a sign of other difficulties?

Focus: locate the possible cause(s) and take steps to change; enable child to learn from consequences.

Target support

Specialist leaders can take a lead in ensuring that support gets to the right person at the right time.

A targeted action plan should take account of underlying needs and of 'learned behaviour' to ensure that the child develops emotional resilience, can recognise the consequences of

behaviour and has the skills to use alternative, non-violent approaches to deal with conflict.

How can any negative 'pay-offs' be replaced with those that focus on positive outcomes?

Depending on the type of incident, serious consideration should be given to strategies that serve to empower the victim, building the confidence and skills to stay safe. In all cases the setting needs to ascertain the extent to which help from other agencies would be useful in supporting them to address such issues.

A specialist leader can be influential in ensuring that the organisation promotes an ethos of non-violence and harmony. Evidence can be gathered from hard indicators as well as the perceptions and feelings expressed by the wider community.

The Primary and Secondary National Strategy Behaviour and Attendance audit and self-reviews for behaviour and attendance and SEAL can be useful in exploring perceptions.

Violence Reduction in Schools advice

A safe school

While the priority is to ensure the safety of all in the immediate aftermath of an incident, settings can use the learning from such an incident to inform a more global review of safety issues. Although an incident may not seem to have posed a threat to staff and children other than to those directly involved, it may have caused, or contributed to, an atmosphere of unease and danger. Simply not *feeling* safe is easily communicated to others and can trigger strong emotions, such as panic, which may escalate subsequent mild incidents into violent ones.

Specialist leaders can support the setting to consider whether safety and or feelings of safety are an issue within the setting. This can inform points for action.

An open-discussion or survey is a useful means of finding out if those involved in a violent incident have any lingering concerns. This can form part of the 'follow-up' action relating to an incident. If there are patterns of concern relating to specific times of the day or certain areas in the setting, specialist leaders can initiate a full review and can ensure that alternative perspectives offered by staff, children, parents, multi-agency teams and the local police are included.

Was the time and place of the incident analysed and people's opinions actively sought to highlight real and 'felt' issues that directly or indirectly relate to security?

Simple measures can be put in place to improve security, communication and support in areas viewed as potentially dangerous. Isolated buildings and open access can be a cause for concern. While settings have to balance their legal duty to allow access at key times, security can be improved through changes to the communication channels for critical incidents, reception areas and lighting, as well as by establishing communication systems for those areas not easily accessed, limiting access at certain times and reviewing supervision and systems used for 'time-out or 'cooling-off' can be useful.

Specialist leaders need to know the setting's legal duty in respect of access.

If the incident involves violence from parents, it is vital that the correct procedures are used to ascertain the extent of a future threat and take steps to identify an appropriate response (perhaps withdrawing the right of entry in extreme cases).

Useful references:

A Legal Toolkit for Schools – Guide, available from www.teachernet.gov.uk.

Extended schools: Building on experience available from www.teachernet.gov.uk

Multi-agency services: toolkit for managers www.everychildmatters.gov.uk, including parents' toolkit.

Help and support for parents can be found at:

www.peersupport.co.uk/

Involving pupils and families

Specialist leaders can support the setting to consider the extent and quality of participation and engagement.

Feedback from parents and children should be actively sought; anonymous 'ideas boxes', open discussion meetings, surveys and questionnaires offer a structured approach. In certain cases, an acknowledgement of issues, coupled with the reassurance that steps are being taken to look at ways of turning things around can serve immediately to reinforce feelings of safety and to reinforce a climate of honest communication. However, care must be taken to protect all those involved; concerns about confidentiality must be addressed and responded to appropriately.

The type and frequency of contact with parents and carers should be considered, especially in incidents where improved recording or monitoring systems might have led to earlier detection of difficulties. Hindsight is a useful tool providing it is not used to allocate blame. It is essential to ask whether more could have been done either by involving parents at an earlier stage as a preventative measure or to highlight where parenting support was needed to better manage behaviours outside the setting.

If parenting skills were a key issue, the availability and suitability of support offered by the LA and other agencies should be reviewed.

Specialist leaders can support the setting to review the effectiveness of consultative approaches, peer-support schemes and work with parents and carers.

There is a wide range of formal and informal processes for consultation and support, each with its own particular strengths and weaknesses. Schemes need to be selected and adapted according to the setting, the types of relationships and the issues raised. However, it is vital that 'knee-jerk' reactions do not dominate. A particular approach may simply need some adjusting, for example, peer counselling may not be as effective as possible due to issues of access and confidentiality – simply changing the location or availability of counsellors may be all that is needed. The school council may have become stale and reactive; setting time aside to share ideas or source fresh approaches may help to refocus or extend activity to actively promote non-violence. Consideration should be given to the use of follow-up meetings in conflict mediation and peer support schemes; ongoing support and training; the suitability of different approaches for different age groups and abilities; sharing decision making and exploring the best use of resources.

Curriculum

Specialist leaders can work to examine an incident in order to highlight areas for curriculum development. This may be work at a universal level across the setting or targeted at those most at risk.

Whole-school approaches can be used to improve ethos. Emotional resilience can be developed through the promotion of specific social and emotional skills (using the SEAL resource, or in curriculum areas such as PSHE, RE and Citizenship). However, a specially designed programme may be needed for children with more complex needs. Are triggers, patterns of behaviour and 'pay-offs' analysed sufficiently to assess a child's deeper need?

Teaching the skills to make or maintain healthy relationships, deal with bullying behaviour, manage strong feelings and balance personal needs with those of others are areas that can be developed through small group work.

Where incidents relate to learning or the need to develop behaviours for learning, staff need to identify the knowledge, skills and understanding required by the child to cope with the differing demands being made. The ability to focus on task, follow instructions, cope with frustration and set-backs and work cooperatively are behaviours that require relatively high skill levels. Staff need to create positive learning environments where learning, understanding, improvement and personal and social developments are valued and in which social comparison of students' ability is de-emphasised.

There is a big difference between providing a choice of activities matched to needs and skill levels where individual progress is recognised, and giving special privileges to children who do the best work or only displaying the work of the highest achieving. Encouraging children to compete with each other and using approaches that favour 'learning to behave' rather than teaching 'behaviour for learning' may act as hidden triggers

Kaplan A., Gheen M., Midgley C. (2002), 'Classroom goal structure and student disruptive behaviour'. *British Journal of Educational Psychology*, 72, pp. 191–211.

Violent reactions that are 'relationship' specific, i.e. that occur following interaction with a specific adult, require sensitive handling. Where staff need support to help them to develop the skills they need to become effective role models the specialist leader can take the lead in organising or providing training and CPD opportunities.

Incidents involving homophobic, sexist or racist insults should be addressed. Through exploring prejudice and equality (for example, in RE, PSHE and Citizenship) debate and discussion will support learning in this area.

Violence directed at 'front-line' staff such as those working on school transport, in reception areas, etc. may suggest a need for specific training, for example, in managing conflict, de-escalation, assertiveness, positive use of language, etc.

Specialist leaders can support staff to identify when specific training or support from outside agencies is needed to help develop specialist skills.

School organisation

Issues of timetabling and the organisation of the day should be reviewed where violent incidents occur frequently in certain areas or at certain times of the day. While triggers relating to over-crowding, noisy or under-supervised areas can be immediately addressed, it may be harder to resolve other organisational issues that have been identified as triggers.

Incidents involving several children or specific social groups may point to an imbalance in the 'chemistry'. While not mixing or getting on may present an ideal opportunity to develop cooperative communication and explore non-violent conflict resolution, this is not always possible. If a decision is made to simply split them up, the reasons should be fully explained.

Evidence that organisational routines are not working, not supported or not understood should result in a review of the relevant policy as it is known that people support what they help to create.

Acting upon throw-away comments relating to emergency systems – such as 'it was lunchtime, the headteacher was out', 'luckily the supply teacher knew what to do' or 'my class were so good considering they had to wait ages before I got back' is vitally important. Even when emergency procedures are followed to the letter, responses such as this may point to a need for review.

Specialist leaders can help to ensure that recording and reporting procedures take account of the complex variables that influence behaviour to inform appropriate responses to violent incidents.

Effective analysis of a setting's response to violent incidents depends to a large extent on the strength of recording and reporting procedures, not just in respect of an isolated incident, but as a means of building up a picture of the whole child over a significant period of time. Systems must be user-friendly, simple and accessible for all practitioners; use could be made of IT programmes that allow for objective data capture and automated analysis.

Useful sources of information:

- Common Assessment Framework (CAF)
- CAMHS
- Connexions
- Children and Young People's Plan
- Single Education Plan
- DCSF Guidance on the 'Use of Force in Schools'.

A joined-up approach is urgently needed:

'It has become clear that there are a lot of opportunities for young people to drop through the system. It is quite possible, for example, for a child to be a real concern at school. The police may know him because he is doing criminal damage. The social services may have concerns about the family. Yet all three agencies may be operating without any idea that another agency is also concerned. A lot of professionals argue it is possible to pick up the signs at ages five, six or seven. Obviously the earlier you can spot problems, the greater the chance of changing behaviour and attendance patterns. If someone is settled into offending at 16, the challenge of doing something about it is that much greater.'

John Denham, Home Office and Youth Minister, as reported in 'Drive to stop child crime and truancy' by Patrick Wintour, *The Guardian*, 7 September 2002.

Travel and school surroundings

Incidents that occur outside the educational setting pose particular problems relating to supervision and safety. However, it is vital that the setting provides an effective response, as the wider community plays an important role in creating feelings of safety. Incidents that occur at the beginning and end of the day should also be examined, as these may be significant. Short-term immediate solutions to protect children and reduce 'hot-spots' are needed but longer-term effective strategies should be developed.

Specialist leaders can help others to recognise that long-term solutions relating to travel and safety may reside in engaging children, parents, transport providers and the police.

Leading change

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

History of the Satyagraha Ashram 1,
(1932), from *The Collected Works of Mahatma Gandhi*, Vol. 56, p. 151.

Available at: www.gandhiserve.org/cwmg/cwmg.html

Specialist leaders can help others to recognise that a shift from a reactive approach to one that pro-actively promotes an ethos of non-violence through learning from violent incidents requires the development of a culture that embraces the process of change.

Using incidents of violence to challenge current policies, strategies, practices and procedures requires an understanding of:

'what it takes to change the hearts and minds of our communities [so that] we are prepared to learn from our past.'

Blood, P. and Thorsborne, M. (2005), p. 18. 'The Challenge of Culture Change: Embedding Restorative Practice in Schools'. Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices.

Change cannot be forced; it has to be negotiated and shaped from within – simply providing 'best practice' tools with a clear set of instructions is not enough. Understanding has to be embedded in belief systems. This type of change can only be embraced when people and communities are 'ready'.

'Readiness' (Jennifer and Shaughnessy, 2005) can be assessed by examining the prevailing culture in the setting. Culture is difficult to pin down; it is observed and felt, communicated by subtle messages and signs – sent and absorbed – about what is really valued. It is the way people speak to each other or about each other in their absence; it is who talks to whom about what; it is how disagreements and criticism are handled and needs met – both of staff and children and young people (Blood and Thorsborne, 2005).

Specialists leaders can support the development of the 'readiness' of their setting by being self-aware and responsive to staff needs while challenging traditional values that may hinder a restorative approach with a clearly focused – and shared – rationale.

A strategic approach focuses on solutions and does not apportion blame; it respects all members of the community *and* values their contributions. It provides relaxed opportunities to listen to all members and to involve them in decision-making.

In managing and implementing change the specialist leader will need to consider the following issues:

- how to gain commitment, capturing hearts and minds by making a good case for change and establishing buy in
- how to develop a shared vision, where people know (and agree) where they are going
- how to develop responsive and effective practice – changing *'the way we do things around here'*
- how to develop a whole-setting approach – exploring all aspects of the organisation
- how to build professional relationships, encouraging everyone to *walk the talk*.

Summing up

As a specialist leader working to apply this process of change to the complex area of learning from violent incidents it is important to remember that change takes time, effort, and commitment:

– take the time it takes so it takes less time.

Activity 1 – Resource A**Behaviours**

Under-age sex	Starting a nasty rumour	Refusing to participate	Smoking cigarettes on the premises	Spiteful arguing	Drinking alcohol	Not taking care of personal appearance	Spitting directly at someone	Punching an object	Shouting
			Stealing small items from friends or family	Talking in class	Inability to stay on task	Staring out people out	Pushing and shoving in a crowd	Punching someone	Sexist name-calling
		Stealing small items from a particular member of staff		Flicking chewed-up paper	Inability to work cooperatively	Ignoring someone	Swearing	Poking or pinching others	Homophobic name-calling
	Taking hard drugs		Stealing small items from commercial premises	Smoking cigarettes alone	Refusal to comply with a reasonable request	Spreading gossip	Breaking things	Fighting	Racist name-calling
Running away				Smoking cigarettes in a friendship group	Kicks an object	Damaging property	Poor personal hygiene	Spitting on the floor	Kicking someone

Activity 1 – Resource B**Context**

Directed at a child of similar age	Directed at a member of staff	Between members of staff	Directed at a younger child
From a group of children towards an individual child	Between 'equal' children or young children (similar size, age and strength – physically and emotionally)	Occurs frequently	Aggressive body language and invading personal space
In a group situation	Behaviour is deliberately 'hidden' from adults	Behaviour by a member of staff	Behaviours by a child aged 3–5
Behaviours by a 7- to 11-year-old	Behaviours by a young person aged 11–16	These behaviours are displayed by a young person aged 16–18	Behaviour results in a 'pay-off' for the individual – at the expense of others

Activity 2 – Resource A

Gathering information

You will need to separate this page into two parts

Part A – ABC information

Reference number

Name/s and age/s of those being violent _____

Name/s and age/s of those suffering violence _____

Name/s and age/s of significant bystander/s _____

Name/s of staff involved and their role/s: _____

Antecedents

Behaviours

Consequences

Part B – Knowledge of the child or young person



Reference number

Tolerance levels

Prior knowledge of child and personal circumstances

Circumstances surrounding the incident (context)

Child's perceptions and circumstances

What did the setting do to prevent this incident through support for the perpetrator?

What did the setting do to support the victim?

How did the setting respond on an organisational level?

You will need to write your name on the back of parts A and B.

Activity 3 – Resource A

Audit 1

	Areas for discussion and review	Potential solutions or next steps
Safe school	<ul style="list-style-type: none"> Ethos, values and beliefs Supervision Access Feelings of safety (of all members of the community) Security Legal duty and responsibilities (access and restriction of access) 'Time-out' and 'cooling-off' systems Emergency procedures or communication systems Involvement or consultation with wider community, other agencies and the police Staff support Support for children Bullying (levels/policy/actions/curriculum) Emotional health and well-being Collaboration and consultation 	
Involving children and families	<ul style="list-style-type: none"> Involvement of parents and children in decision-making process Type and frequency of home, school or setting contact Reporting and recording systems for early intervention Type and availability of support for children and families Multi-agency involvement Peer support schemes Restorative and consultative approaches 	

<p>Curriculum</p>	<p>Learning environment Promotion of social and emotional skills Opportunities for children to explore issues and develop skills through the curriculum Staff development Role models Teaching and learning approaches Appropriateness of curriculum SEAL</p>	
<p>School organisation</p>	<p>Time-tabling, movement around the building Supervision Groupings Policies Emergency procedures and call-out Recording and reporting procedures Multi-agency work Behaviour and anti-bullying policy</p>	
<p>Travel and safe surroundings</p>	<p>Pattern and nature of incidents Legal duty and responsibilities (access and restriction of access, incidents that occur outside of setting) Engagement and communication with wider community (including transport providers and police)</p>	

Activity 3 – Resource B

Audit 2

Key aspects	Triggers (direct and indirect)	Areas for review	Potential solutions	Implementation issues
Safe setting	Unsupervised area bullying frequently reported	Levels of supervision		
Involving children and families				
Curriculum				
School organisation	Incident occurred out of sight of midday supervisors. 'Grapevine' information suggests area repeatedly a cause for concern: children or young people often 'hanging around' and getting into trouble.	Lunch and break supervisors – communication. Survey children on use of free time. Review lunchtime activity programme. Survey children's causes for concern. Review data on lunch/break time incidents.	Midday supervisors to monitor hot-spot areas regularly. Improve reporting system for supervisors to communicate concerns to named staff. Provide additional supervised activities (clubs?) over lunch period. Consult with school council for recommendations. Improve environment. Conduct audit to assess problems.	Time to involve children effectively. Time to observe and assess the problem (collect data). Effective data analysis. Identify possible funding sources – for increased supervision and implementation of the ideas and suggestions of children.
Travel and safe surroundings				

Work-based Activity 1 – Resource A

The SWOT analysis

A SWOT analysis is a simple but useful technique used in preparing or amending plans, in problem-solving and in decision-making. The analysis involves generating and recording the *strengths*, *weaknesses*, *opportunities* and *threats* of a specific task or action and drawing up an action plan that makes clear links with the issues raised.

Strengths

Positive characteristics and advantages of the situation or proposed action, the skill, practice, procedure or issue.

Stimulus questions:

What resources are there in the community that could support this solution?

How could the allocated budget be used most effectively?

How will this idea help us to achieve our goals?

Weaknesses

Negative characteristics, and disadvantages within the organisation such as limited resources, budgetary constraints, lack of skills or time, low morale, negative attitudes.

Stimulus questions:

What negative attitudes or resource limitations might hinder implementation?

What sort of motivation and commitment is needed?

How are we going to meet the cost and time requirements?

Opportunities

Factors, available resources or circumstances external to the setting that may benefit, enhance or improve the situation, issue or proposed action.

Stimulus questions:

Who else can we call on to offer expertise and guidance?

Where can we try to source the extra funding?

How can we develop partnerships with businesses or organisations to help us?

Threats

Factors, resource constraints or circumstances external to the organisation that may hinder the situation or issue.

Stimulus questions:

How might attitudes in the community prevent us from achieving this goal?

How can we compensate for the lack of cooperation received in the past?

How can we drum up support and get people involved?

Work-based Activity 2 – Resource A

Parent’s questionnaire – violent incident

You will be helping us to improve our responses to incidents of violent behaviour. Please note that all information is confidential. Please return the completed questionnaire toby using the enclosed stamped addressed envelope.

Thank you very much for your time and help.

Your name _____ Relationship to child _____

Contact number _____

Your child’s name _____ Age _____

Details of the incident

Date _____ Time _____ Place _____

1. Who was involved? (Give ages where possible and explain the relationships, e.g. older child or young person, friend, lunchtime staff – you don’t have to give names unless you wish to.)

.....
.....

2. Describe what happened; what was said and done by each person involved.

.....
.....

3. What, in your opinion, triggered the incident? What caused the person/s to become violent or aggressive?

.....
.....

4. What was done to sort out the immediate problem? What happened later?

.....
.....

5. What else, in your opinion, could have been done to help?

.....
.....

6. What, in your opinion, might have prevented the incident from happening?

.....
.....

7. What support did your child receive afterwards?

.....
.....

8. What else would you like to see done to support your child?

.....
.....

9. Please give details of any concerns or worries that remain for you or your child.

.....
.....

10. Please give details of any other similar or related incidents.

.....

Work-based Activity 2 – Resource B

Issue log

Issue raised from questionnaire	Objective for meeting	Action proposed	Person responsible	Completion date	Indicator of success
Children and young people frequently feel threatened during bus journey to and from setting	Find ways of improving feelings of safety when travelling on public transport	Contact transport provider and local police to identify strategies for responding; system for both children and public transport staff to report incidents (presence of transport police or 'supervisor' at key times over a short period?)	Deputy headteacher in consultation with governors	End of term	Monitoring number of reports of feeling threatened leading to a significant reduction over period of one term

Work-based Activity 3 – Resource A

Peer support questionnaire

Question	Yes	No
1. Have you ever been hurt, felt threatened or scared at school/[setting]?		
2. Have you ever been hurt or felt threatened or scared on the way to, or from, school/[setting]?		
If you answered 'no' to questions 1 and 2, miss out questions 3 and 4.		
3. Did you use the peer support scheme to try to sort out the problem?		
4. Did the peer support scheme help?		

Tick to show if you 'agree' or 'disagree' with what people have said about the scheme.
How could it be changed to make it better?

Statement	Agree	Disagree	Not sure
It gives you someone to talk to who understands how you feel			
It makes you feel safe			
The peer supporters know how to help you			

Ideas for making it better

-
-
-

Work-based Activity 4 – Resource A

Questionnaire (adapted from Kidscape questionnaire)

Name

Age

1. What kind of bullying have you experienced? For example, physical – hitting, pushing; verbal – name calling, gossip; psychological – ignoring, humiliating; cyber bullying, text bullying
2. How old were you when you were first bullied?
3. How old were you were you were last bullied?
4. How long were you bullied for?
5. Are you still being bullied? (If yes, put the following questions into present tense)
6. Who were the bullies?
7. How did the bullying make you feel?
8. Have you ever not gone to [setting] because of the bullying?
9. What did you do to try to stop the bullying?
10. How did this help?
11. Who did you tell about the bullying?
12. What did they do?
13. How did this help?
14. What was done by us [setting]?
15. How did this help?
16. What help or advice has been the most useful?
17. Why do you think this worked?
18. What help or advice was not useful and did it make the situation worse?
19. What else do you think we could do to help children who are bullied?

Ask the child to answer the following questions by giving a number from 1 to 5

(5 is 'very well', 1 is 'very badly')

- | | |
|----------------------------------------------------------------|-----------|
| 20. How do you get on with your friends? | 1 2 3 4 5 |
| 21. How do you get on with your brothers or sisters? | 1 2 3 4 5 |
| 22. How do you get on with other members of your family? | 1 2 3 4 5 |
| 23. How do you get on with children apart from the bullies? | 1 2 3 4 5 |
| 24. How well do you get on with the adults here (the setting)? | 1 2 3 4 5 |

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Conflict training or Restorative Justice resources for students or practitioners:

www.restorativejustice.org

www.leaplinx.com

Anti-bullying advice and resources for practitioners:

www.dcsf.gov.uk/bullying

www.kidscape.org.uk (including Safer Schools Database Programme)

Support or resources for children and parents:

www.ncb.org.uk (National Children's Bureau)

www.practicalparent.org.uk

www.nspcc.org.uk

www.chalkface.com

www.dcsf.gov.uk/behaviourandattendance/

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

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

Links to national materials

Secondary Behaviour and Attendance – Resources and publications

www.standards.dfes.gov.uk/secondary/

[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
- promoting emotional health and well-being through the national healthy school standard (NHSS, 2004) available to download from the NHS Health Development Agency (HDA) website, www.nice.org.uk/aboutnice/howeare/aboutthehda/hdapublications/hda_publications.jsp?o=565.

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 1260–2005	Unit one	Leadership and management
DfES 1262–2005	Unit three	Dealing with consistently poor behaviour
DfES 0511–2004	Unit four	Bullying
DfES 1263–2005	Unit five	Pupil support systems
DfES 1264–2005	Unit seven	Out-of-class behaviour

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.dfes.gov.uk/primary/publications/

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 that 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)

Excellence 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 or 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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