

NEWBIGGING PRIMARY SCHOOL

**HANDBOOK OF STRATEGIES TO SUPPORT
THE MANAGEMENT OF BEHAVIOUR**

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CHAPTER 1 - INTRODUCTION

INTRODUCTION

The positive behaviour management programme in Newbigging Primary focuses on the rights of the individual and holds as a central theme the fact that rights cannot be infringed by others - and that individuals are responsible for restoring relationships they have harmed (See the school's Positive Behaviour Management Policy)

Below are some observations and reflections to bear in mind when conflict occurs

Belonging

- Everyone needs to feel they belong and that they are valued for who they are.
- Good relationships need to be at the heart of everything a school does if effective teaching and learning are to take place.
- If people feel heard they feel respected and valued.

Every 'discipline' issue in schools is an inter-personal conflict leaving at least one person feeling frustrated, angry, hurt, resentful, anxious or even afraid.

Does the current way we manage inappropriate behaviour and conflict also

- build /repair relationships?
- maintain mutual respect?
- preserve the sense of belonging?
- ensure everyone involved is given a voice and feels heard?
- empower those with the conflict to resolve it for themselves?

whilst also ensuring accountability and minimising the chance of a recurrence?

Existing initiatives, currently being practised in Newbigging Primary, that build relationships, mutual respect and a sense of belonging and having a voice are:

- PSD curriculum
- Citizenship
- Circle Time
- Pupil Council
- Buddying programmes
- Sport and drama events
- Co-operative Learning
- ECO developments
- Enterprise initiatives

In addition we engage with the following strategies for dealing with conflict which strongly support the guiding principles of our Positive Behaviour Management Programme:

- Solution focused/Solution Oriented Meetings
- Restorative Enquiry/Conversation
- Coaching

The following chapters give guidance on how to use these strategies to help resolve conflict.

CHAPTER 2

SOLUTION FOCUSED/ SOLUTION ORIENTED STRATEGIES

Solution Focused Approach

Fundamental Assumptions of Solution Focused Approaches

- The past and details of the problem are not necessary for the development of a solution
- There are always exceptions
- Individuals have skills and resources to resolve their difficulties
- A small change can lead to widespread changes
- Attention to language is a major theme
- The individual's goal is central

Basic Strategy

In a given situation:

- On a scale of 1 - 10 where does the person think he/she is?
(1 = low score, 10 = high score)
- Explore why this score is given -
eg if a score is 3 - what makes the situation better than a 2 or 1?
- what stops it being a 4,5,6 etc?
- What is needed to improve the situation to increase the score to 4,5,6 etc.? (Agree how large/small a step should be)
What will this look/sound/feel like?
How will child/others know the child has achieved this?
- Set a realistic timescale for achieving the agreed goal
- Check up how the young person has progressed and reset the next goal thus continuing the cycle until the issue is resolved

A variation on the Solution Focused Approach is to hold a Solution Oriented Meeting:

Solution Oriented Meeting

<p>Statement of Problem</p>	
<p>Past related experiences</p> <p>What worked, helped? Who helped?</p>	
<p>Current Strategies</p> <p>What are you or others doing at the moment to prevent the issue from getting worse?</p>	
<p>Exceptions</p> <p>When are the times that things are slightly better? What can be done more of?</p>	
<p>Goaling</p> <p>What three things can you think of doing differently maybe, which might help the issue?</p>	

How can I best support you?

End point & support

When will it be over? Good enough?
Clear picture of finish time

Feedback/Summary

CHAPTER 3

RESTORATIVE ENQUIRY

Restorative Enquiry

Restorative Enquiry is the key skill in all restorative conversations, interventions and meetings. Whether someone is upset, angry, confused or afraid, or behaving in ways that you are uncomfortable with, they need an opportunity to put their side of the story and feel heard. If this opportunity is provided people can often find ways forward for themselves, and feel better about themselves for doing this.

Before describing each of the steps in this approach it is important to add that an important skill is to be constantly alert to what you are NOT saying:

<p>No judgement No advice No reprimands No expression of surprise/shock/anger/disapproval No taking sides No assumption that any side has the monopoly on truth or that you know what's going on!</p>

Remember the intention of Restorative Enquiry is to keep the door open to communication and to encourage reflection, ownership and responsibility. All of the above responses close that door.



Step One - Be curious!

Ask something like –

“What’s happened?”

“What’s going on?”

Tip One – Watch your tone, your facial expression and your body language – and where you are at the time.

Tone – Does it sound suspicious? Disapproving? Shocked? Angry?

Try and keep it calm, level, quiet – sound as if you are genuinely interested and concerned.

Facial expression – Do you look suspicious? Disapproving? Shocked? Angry?

Try and look interested and concerned.

Body language – Are you towering over the person or on their level? Are you tense? Might you appear threatening? Check your hands – are they clenched or opening? Are your gestures demonstrating respect and concern?

Where are you? – Can you have this exchange without a crowd or the rest of the group overhearing? Is it a neutral place?

Remember – if you get this bit wrong people will clam up, get on the defensive, go into denial and possibly react angrily (out of fear). The purpose of your intervention is to encourage dialogue and reflection.

Tip Two – Use some simple techniques to encourage the person to talk – encouragement, summarising and open questions

Why?

It will help them to get their thoughts and feelings straight

It will help you to get a clearer picture of what they think is going on.

It will help others who may be present, in a more formal meeting for example, understand their experience and their perspective.

A) Encouragement

Use phrases like –

“Go on.....” “Tell me more.....” “And then?”

“What next?” “After that..?” “Hmm...mm?” (rising tone in your voice)

“.....?” (SILENCE – your most powerful technique but watch your facial expression and body language so it is a welcoming silence)

B) Summary

Short version - simply repeating the last few words they have just said with a rising tone “So he came towards you?”

Longer version - So you’re saying that he, and then..... Have I got that right?

Re-frame – try to summarise in a way that captures the strong emotion and the gist without necessarily taking that person’s side, or assuming their account is ‘the truth.’

A string of invectives and an accusation can be summed up by saying

So you are very angry because as far as you are concerned (you believe that) he has

(Let bad language go for now – it is a symptom of distress and anger and can be dealt with later when they calm down. They may well spontaneously mention it and apologise anyway. If you reprimand they will clam up again.)

C) Open questions – painting the picture

Be careful with this one – you could end up sounding like an interrogator!

Remember – you are not asking to collect evidence, you are asking

- a) to help them to order their thoughts and think about how they experienced the situation. Talking back through things can help them to understand how it all happened, and to feel their side is being heard.
- b) to help other listeners , including yourself, to understand how the speaker experienced the situation – even if you and the other listeners don't agree with their memory of the details.

Who eg else was there?

Whateg else was going on?/part did you play in this?

Where.....eg were did this happen?

Wheneg did this happen?

Howeg did it get broken?

NB “Why?” is rarely a useful question and often gets the answer “Dunno!”

See the next page for how to help people understand the underlying reasons for their actions without sounding confrontational or accusatory.

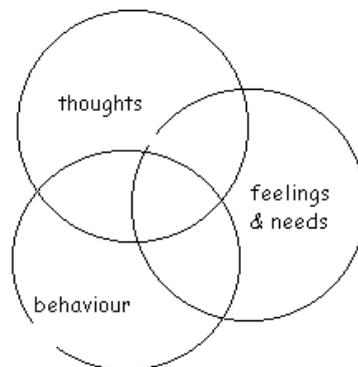
Step Two – Be empathic

Ask questions like

What were you thinking?

What were you feeling inside?

People's interpretation of what they see and hear affects how they feel. How they feel affects how they react. Putting a different interpretation on something can completely change the emotional response, and the subsequent reaction ("Oh, if I'd known that I wouldn't have felt so angry...").



Both questions need to be asked in relation to the same point – thinking question first. Be specific, and choose significant points in their story that need teasing out.

What were you thinkingat the time?/when you saw her do that?/ as it fell to the floor and smashed? Etc etc

And how were you feeling inside? / did you feel inside at that point?

These questions help the speaker and the listeners to understand HOW and WHY something happened, without asking "Why?"

Don't ask "What did you think *about*/feel *about* what was happening?" This is inviting an opinion /judgement – not what you are after at all, and could inflame the situation.

Step Three – Be thorough

Set the events in context by using a time line

Ask questions like

So what was happening earlier?

What were things like before?

What's been happening since?

Use all the questioning techniques mentioned so far as the speaker tells you more about events leading up to the incident, and what things have been like since (if this is appropriate). There may be relevant issues at home that need to be drawn out which may have had an impact.

Step Four – Be concerned

Who has been affected by what has happened?

How have they been affected?

These questions are more effective than the conventional :

“And how did you think Mrs X felt when you”

which can sound a bit accusational and could close down the communication.

Step Five – Be empowering

Ask questions like

What do you think needs to happen to put things right?

What do you need to feel better about this?

What could you do to put matters right and repair the harm?

RESTORATIVE ENQUIRY PRO-FORMA

1

What's happened?

Who else was there?

What else was going in?

Where did this happen?

Summarise

2 (Empathy)

What were you thinking?

What were you feeling inside?

3 (Thoroughness)

So what was happening earlier?

What were things like before?

4 (Concern)

Who has been affected by what has happened?

5(Empowerment)

What do you think needs to happen to put things right?

What do you need to feel better about this?

What could you do to put matters right, repair the harm

The Easy Version - for use in playgrounds, corridors, classrooms - anywhere something happens that somebody else doesn't like!

What's happening? / happened?

What were you thinking when it happened?

What did you feel inside when it happened?

How are you now?

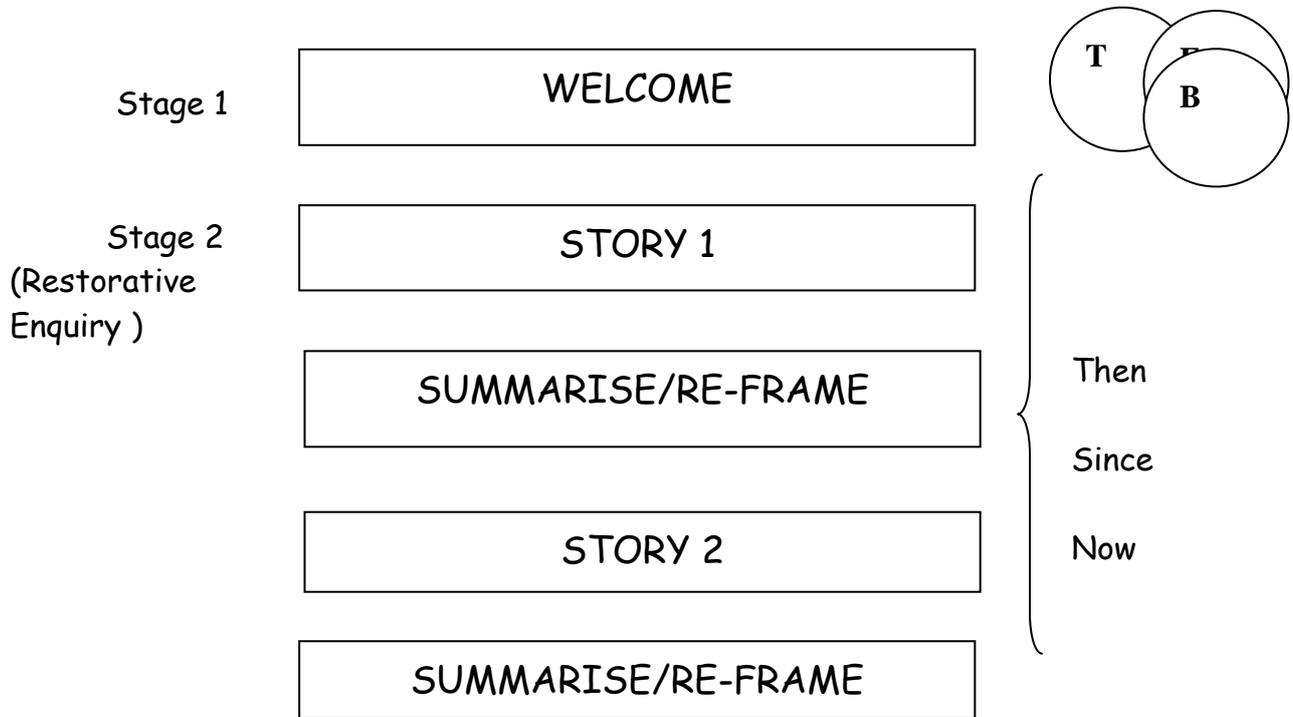
Who else has been affected?

What needs to happen to put things right?

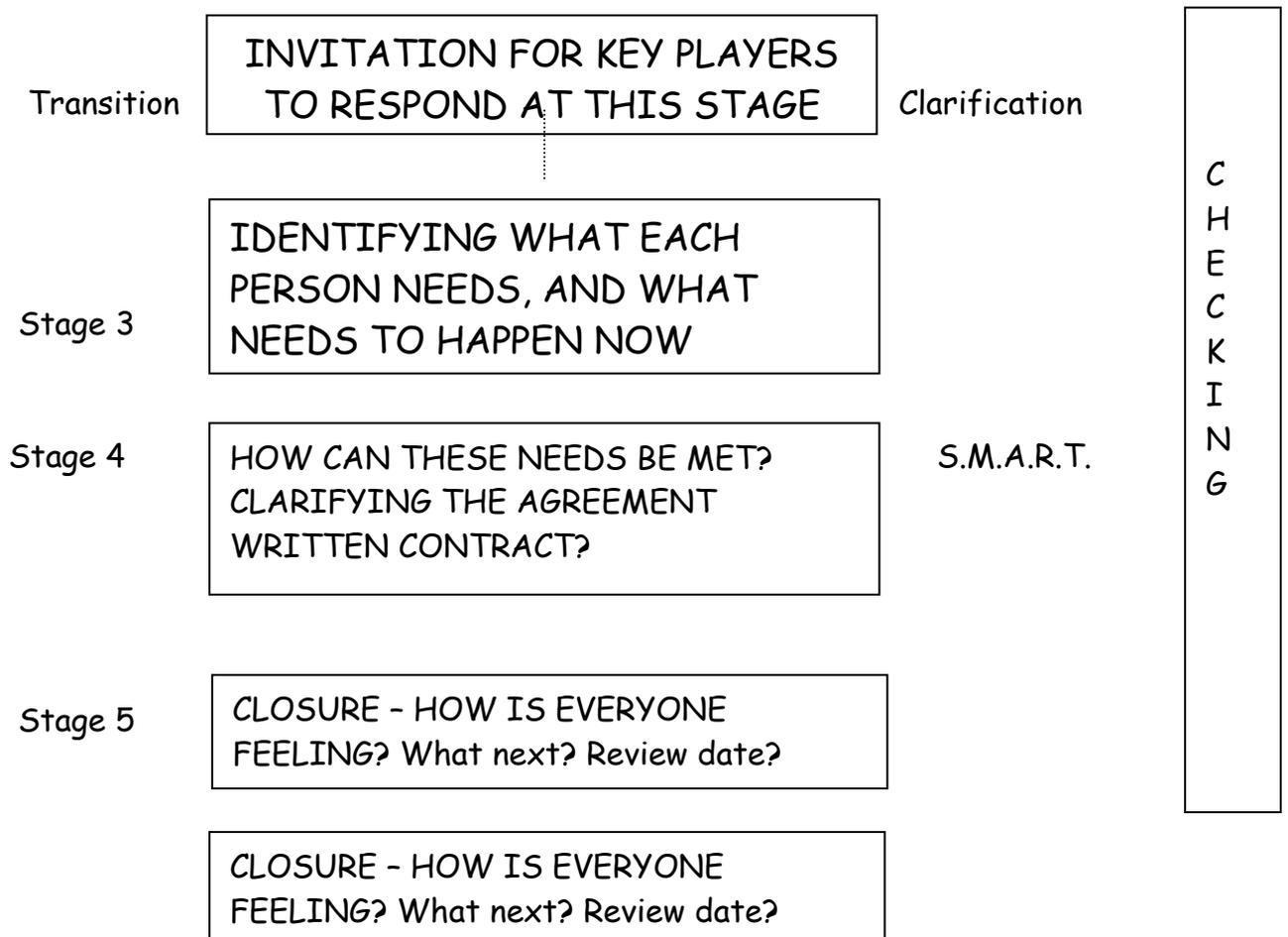
And remember you are allowed to explain your side of things as well, if you were involved! It is difficult to put this across without sounding hurt or angry. But remember the other person's side is as important as yours and together you need to find a way forward. If you are too affected to be able to do this then ask a colleague, or a student (!) to help you both and to be the mediator.

If this quick version does not resolve the matter, people are too angry to engage at that point or there are too many people around, then offer a quiet place, and suggest trying a full restorative meeting (but remember to have a full Restorative Enquiry with each individual first privately)

A SUGGESTED STRUCTURE FOR RUNNING A RESTORATIVE MEETING



Listen to other stories if there are more people in the circle



CHAPTER 4

COACHING USING THE G.R.O.W. MODEL -

Goal

Opportunities

Reality

Will

G.R.O.W. Coaching Model

Goal: Make this very small and specific. What do you want out of this meeting?

Reality: Explore and describe what is really going on through thoughtful and insightful questioning. Include events (actual and leading up to), thoughts, feelings, reactions etc..

This part could take up a lot of time. Coachee to come up with most of the descriptions

Options: Coachee to be encouraged to come up with all the possible choices for dealing with the reality. Coach should NOT offer ideas but may question in order to help the coachee.

This can take a long time.

Will: This is the coachee's commitment to one or more of the Options.

This should be very specific