SHREWSBURY ACADEMY NURTURE GROUP

Handbook 2022-2023

The Shrewsbury Academy Nurture Group is a response to those students with multiple additional needs attending our mainstream school.

It is based on a fundamental belief that young people with complicated emotional-social and learning needs can grow within the mainstream school setting – with specialist support.

Nurture Group is designed to:

- ✓ progressively reduce and, where possible, remove persistent barriers to learning – by equipping and empowering students in core learning skills and habits,

- ✓ provide strategies that help vulnerable students cope with the emotional and social demands of a large school community – namely, relationships with adults and peers,

- ✓ improve the attainment and, in turn, the longer term prospects of those students at greatest risk of underachievement and exclusion.

This handbook – in addition to **The Boxall Profile Handbook** and **Beyond the Boxall Profile** - provides an overview of the principles and practice of this specialist resource, with particular reference to work undertaken at Shrewsbury Academy.

Contents:

What is Nurture Group?

Nurture Groups were first set up in London in the late 1970s by pre-eminent educational psychologist, Marjorie Boxall, who realised that children who arrived in the classroom from backgrounds where that had been neglect, trauma and abuse were not prepared for learning.

Many of these children, she observed, behaved more like toddlers than young children, and needed to catch up, both socially and emotionally, before they could progress to the 'business of learning'. She argued that unless they were given a safe base in school where they could develop core social, emotional and thinking skills, they would find themselves unable to access and experience the sense of community and the academic achievements that ordinarily come with school life.

Nurture Groups initially began to flourish, underpinned by notable practical results and a growing research base, but changes in educational policy – moving from 'special schools' to 'inclusive schools' – resulted in their closure of the grounds they excluded children. Running parallel to this was the development of a targets and league-table culture, which again saw groups closed as being immeasurable and unaccountable. By 1998, there were only 50 nurture groups in the whole of the UK.

However, over the past decade educational priorities have changed, led primarily by school leaders and teachers working at ground level, who have recognised the need to respond to a rising number of young children with emotional-social problems and pressure to reduce exclusion statistics.

"For a time, there was something of a conflict between the achievement culture and the nurturing culture, but nurture groups have grown fast over the past five years," says Jim Rose, director of the Nurture Group Network. "There are at least 1,000 groups, and probably more, in primary schools – mostly five- to seven-year-olds in Key Stage One, although they are spread right across the primary range – and there are now also about 100 in secondary schools."

Nurture Groups continue to be supported in their results measured in numerous 'real life' case studies and the work of academics looking at Attachment Theory. In recent years, the initiative has gained national publicity through the Channel 4 documentary 'The Nurture Room'. In 2011, Ofsted evaluated the impact of Nurture Groups and reported positively on their role in addressing issues of behaviour and engagement.

Further Info:
- Nurture Group Network www.nurturegroups.org

- Nurture groups: Can they prevent bad behaviour in the classroom? (Independent) http://www.independent.co.uk/news/education/schools/nurture-groups-can-they-prevent-bad-behaviour-in-the-classroom-401454.html

- Ofsted: Supporting children with challenging behaviour through a nurture group approach https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413529/Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf

Our Vision: A Nurture Group for a Nurturing School

In the summer of 2022, Shrewsbury Academy committed to launching a Nurture Group with a view to:

i.   Increasing all teachers' awareness of the additional needs of the students they teach.

ii. Establishing an inclusive nurture room with schemes of work and teaching approaches that cater for additional needs.

iii. Expanding the resources and training available to teachers for developing classroom strategies.

iv. Putting in place a diverse range of targeted interventions and alternative pathways for students who need them.

v.   Systemising the school's approach to identifying and tracking additional needs, improving school-wide communication and consistency.

In practical terms, this meant implementing a 2 – 3 term Nurture Group, working closely to the guidance provided by the Nurture Group Network. This Nurture Group is to focus on providing a safe base and empowering the most vulnerable Year 7 students with core social, emotional and thinking skills.

The Nurture Group initiative represents a natural step forward for the school which has always placed emphasis on developing close, working relationships with students and their families based on *Respect, Understanding, Affection and Humour* – particularly with those from disadvantaged and impoverished backgrounds – alongside Quality First Teaching.

The Six Principles of Nurture Group

The Shrewsbury Academy Nurture Group, in working towards guidance provided by the Nurture Group Network, adopts the following principles in shaping its overall programme and day-to-day practice.

1. Children's learning is understood developmentally.

In Nurture Group staff respond to students not in terms of arbitrary expectations about 'attainment levels' but in terms of the student's developmental progress assessed through the Boxall Profile Handbook. The response to the individual student is 'as they are', underpinned by a non-judgmental and accepting attitude.

2. The classroom offers a safe base.

The organisation of the environment and the way the group is managed contains anxiety. The nurture group room offers a balance of educational and domestic experiences aimed at supporting the development of the student's relationship with each other and with the staff. The Nurture Group is organised around a structured day with predictable routines. Great attention is paid to detail; the adults are reliable and consistent in their approach to the students. Nurture groups are an educational provision making the important link between emotional containment and cognitive learning.

3. Nurture is important for the development of self-esteem.

Nurture involves listening and responding. In a Nurture Group 'everything is verbalised' with an emphasis on the adults engaging with the students in reciprocal shared activities e.g. play / meals / reading /talking about events and feelings. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; 'nothing is hurried in nurture groups'.

4. Language is understood as a vital means of communication.

Language is more than a skill to be learnt - it is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to express how they feel. In nurture groups the informal opportunities for talking and sharing, e.g. welcoming the students into the group or having breakfast together, are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

5. All behaviour is communication.

This principle underlies the adult response to the student's often challenging or difficult behaviour. 'Given what I know about this student and their development, what is this student trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the student can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.

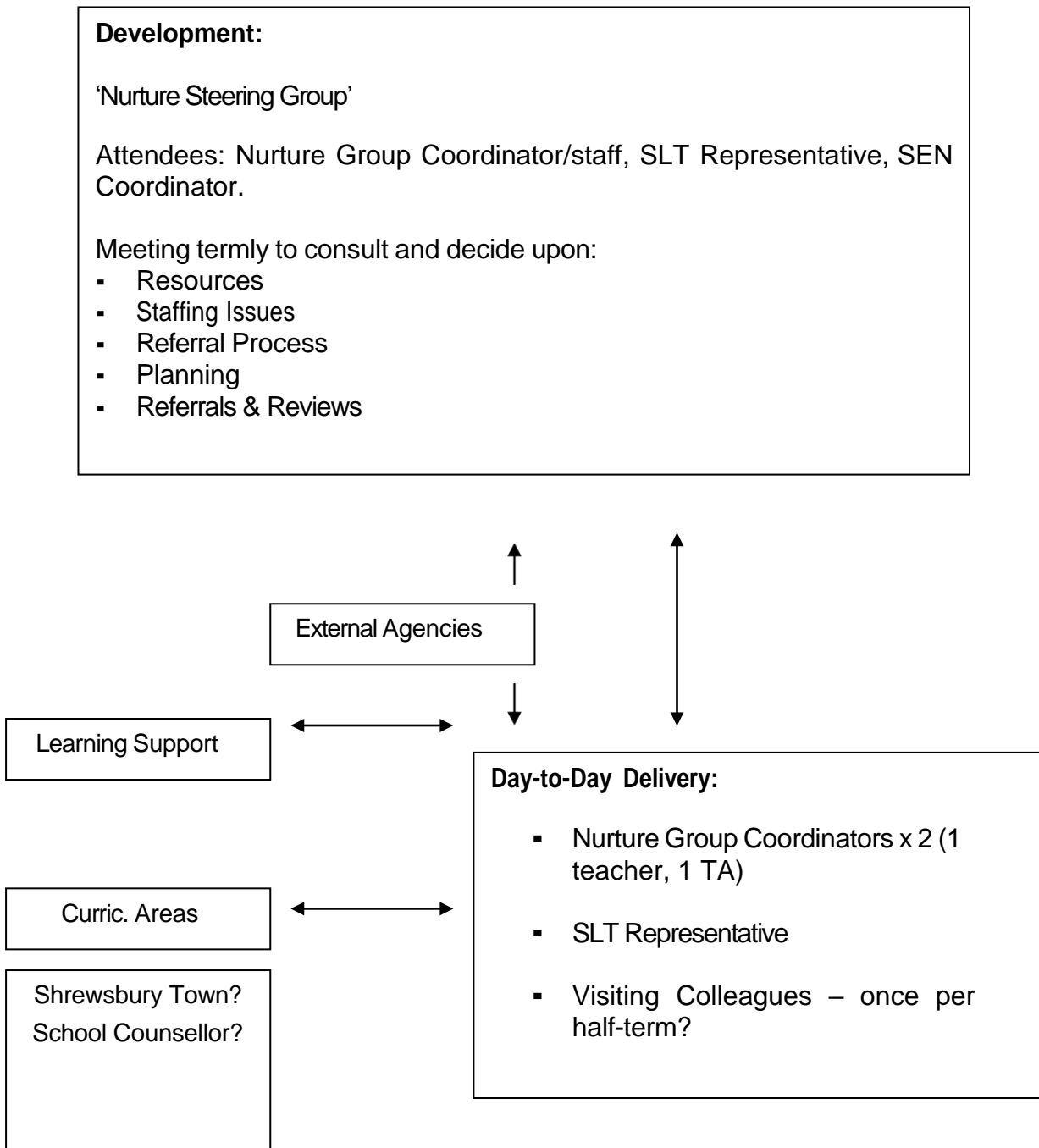### 6. Transitions are significant in the lives of children.

The Nurture Group helps the student make the difficult transition from home to school. However, on a daily basis, there are numerous transitions the student makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

Welcome to Shrewsbury Academy Nurture Group!

1. We come here to learn

    new skills and **new ways of thinking**.

2. We work hard

    to make this **a happy place**.

3. We remind ourselves each day that

    we can achieve.

4. We **try hard to listen** to each other,

    we **try hard to discuss** any problems.

5. When things go wrong,

    we work with staff to put things right.

6. We are aiming at

    being successful in lessons.

Collaborative Working

The development and day-to-day delivery of Nurture Group is overseen primarily by staff working in partnership with curriculum areas and external agencies – roles and responsibilities are carried out as follows:

Development:

'Nurture Steering Group'

Attendees: Nurture Group Coordinator/staff, SLT Representative, SEN Coordinator.

Meeting termly to consult and decide upon:
- Resources
- Staffing Issues
- Referral Process
- Planning
- Referrals & Reviews

External Agencies

Learning Support

Curric. Areas

Shrewsbury Town?
School Counsellor?

Day-to-Day Delivery:

- Nurture Group Coordinators x 2 (1 teacher, 1 TA)
- SLT Representative
- Visiting Colleagues – once per half-term?

Entry and Exit Criteria

Nurture Group, as a specialist programme, works according to a pre-defined entry and exit criteria.

Entry Criteria

Three or more of the following:

- Referral made from Primary School in Year 6/ referral from secondary PAL due to concerns over attainment and emotional-social well-being.

- Boxall Profile shows significant developmental delays.

- Repeated absence or absconding from lessons / school.

- Lack of stable and constructive friendships, regular conflict with peers.

- Has experienced trauma / bereavement (parents / carers provide details).

Exit Criteria

Three or more of the following:

- Boxall Profile - significant increase, within reach of 'functionality'.

- Reintegration Plan – outcomes consistently met.

- Student request – favourite lessons identified.

- Parental request.

- 'Moving towards functionality' in basic literacy.

- Constructive friendships established in mainstream classes.

- Positive feedback from structured observations.

- Two to three terms have been completed by the student.

Calendar

The development and day-to-day delivery of Nurture Group is overseen primarily overseen by Michelle Marston and Catherine Currie.

Timescale:	Stages:	Events & Actions:
Autumn Term 2022	Formative Review – Year 6 referrals	▪ Boxall Profile (2 people) ▪ Pen Portrait ▪ Structured Observation x 3 Core Subject, Unstructured Subject, Social Situation ▪ Parent SDQ ▪ Partnership Agreement ▪ Reintegration Plan
Autumn Term 2022	Activity Period 1	▪ Student Self-Review ▪ Daily Activities p1 and 2 – (Activity Log) ▪ Mainstream timetable p3 – p5. ▪ Incident Reports
	Interim Review 1	▪ Boxall Profile ▪ Reintegration Plan
Spring Term 2023	Activity Period 2	▪ Student Self-Review ▪ Daily Activities p1 and 2 – (Activity Log) ▪ Mainstream timetable p3 – p5. ▪ Incident Reports
	Interim Review 2	▪ Boxall Profile ▪ Structured Observation x 3 Core Subject, Unstructured Subject, Social Situation ▪ Parent SDQ ▪ Progress Meeting ▪ Reintegration Plan
Summer Term 2023	Activity Period 3	▪ Student Self-Review ▪ Daily Activities p1 and 2 – (Activity Log) ▪ Mainstream timetable p3 – p5. ▪ Incident Reports
	Interim Review 3	▪ Boxall Profile ▪ Structured Observation x 3 Core Subject, Unstructured Subject, Social Situation ▪ Parent SDQ ▪ Progress Meeting ▪ Reintegration Plan

At any point in the academic year, the following may take place:

Summative Review

- ▪ Boxall Profile
- ▪ Pen Portrait
- ▪ Structured Observation x 3
  Core Subject, Unstructured Subject, Social Situation

Resettlement	▪ Teacher Outreach & In-Class Support ▪ CPL Sessions ▪ Parent SDQ

Daily Schedule

Nurture Group provides a structured start to each student's day with a set programme of activities and clear responsibilities & routines.

Time:	Activities:
Period 1	Target Setting & Reflection – 20mins
	Activity – 30mins
Period 2	Activity & Brunch – 40mins
	Reflection & Reward Activity – 10mins
Morning Break	Return to cohort
Period 3	Mainstream Curriculum
Period 4	Mainstream Curriculum
Lunch	With cohort
Period 5	Mainstream Curriculum
After School Activities	

Example Activities:

Through experiential learning / play, the Nurture Group programme focuses on developing and consolidating the following broad skill areas amongst students:

Language and Communication	Emotional Connectedness	Initial Socialisation	Foundations of Thinking
▪ Two-clause spoken sentences ▪ Questions ▪ Listening skills ▪ Vocab building ▪ Body language	▪ Describing feelings ▪ Awareness ▪ Managing feelings ▪ Empathising	▪ Turn-taking ▪ Sharing ▪ Following instructions	▪ Working memory ▪ Sequencing ▪ Problem-solving ▪ Logic
Pass the Bomb Blobs Looking & Thinking Guess Who Headbands	Talkabout for Teenagers Mirror Circle Time	Hoops Lego Therapy Social Stories	Connect 4 Chess Card Games Memory Match Jigsaw

Brunch

A major part, if not the major part, of Nurture Group is the daily act of 'breaking bread'. During each core group session, students and staff sit down at the main activity to eat together. This event is designed specifically to build relationships and model both emotional-social skills and language & communication skills.

The five key objectives of Brunch are:

- Improved listening skills
- Increased confidence and skill in talking
- Development of self-awareness and self-evaluation
- Fostering of class co-operation
- Improvements in patience and control

The event is tightly structured with clear routines and specific responsibilities handed to each student:

- Food is served at a set table with a clear start and finish.
- All food and drink is prepared by the students (toast, squash, fruit etc.)
- All students are given a specific role in preparation and clearing away.

During Brunch interaction is initiated / structured by selecting a 'Brunch Activity Card' (see examples below). Before this takes place, students are reminded of the 'Nurture Group Agreement':

- We all have a right to be listened to, with respect.
- We avoid 'put downs' or inappropriate language.
- We avoid gossip – anything mentioned should not be passed on outside.
- If we want to say something private, we should ask staff for a private chat.

Rounds	Everyone, in turn, completes sentences one at a time such as, "One thing that…" Other students respond with an action if they agree. Examples of sentences: One thing that irritates me is... (tap fingers on table) One thing that makes me happy is... (clap) One thing that makes me angry is... (stamp feet) One thing that makes me proud is… (pat chests) If a student is stuck for what to say they can say "pass" but should be offered another chance at the end of the round.

Headlines Hangman	Resources: Small whiteboard / flipchart / A3 paper Show a news article with a word missing from the headline – read the students the news story. Then get the students to choose letters in order to solve the puzzle. Following this, ask questions about story. i.e. "What would you do in this situation?" "How do you think they feel? "What could they do to make things better?"

If Because	Staff model one of the following sentences and students follow: If I were a colour today, I would be … because… If I were an instrument today, I would be… because… If I were an animal today, I would be… because… Each student is then asked to guess their neighbour's feelings.

Room Plan

- Social Zones
- Quiet Zones
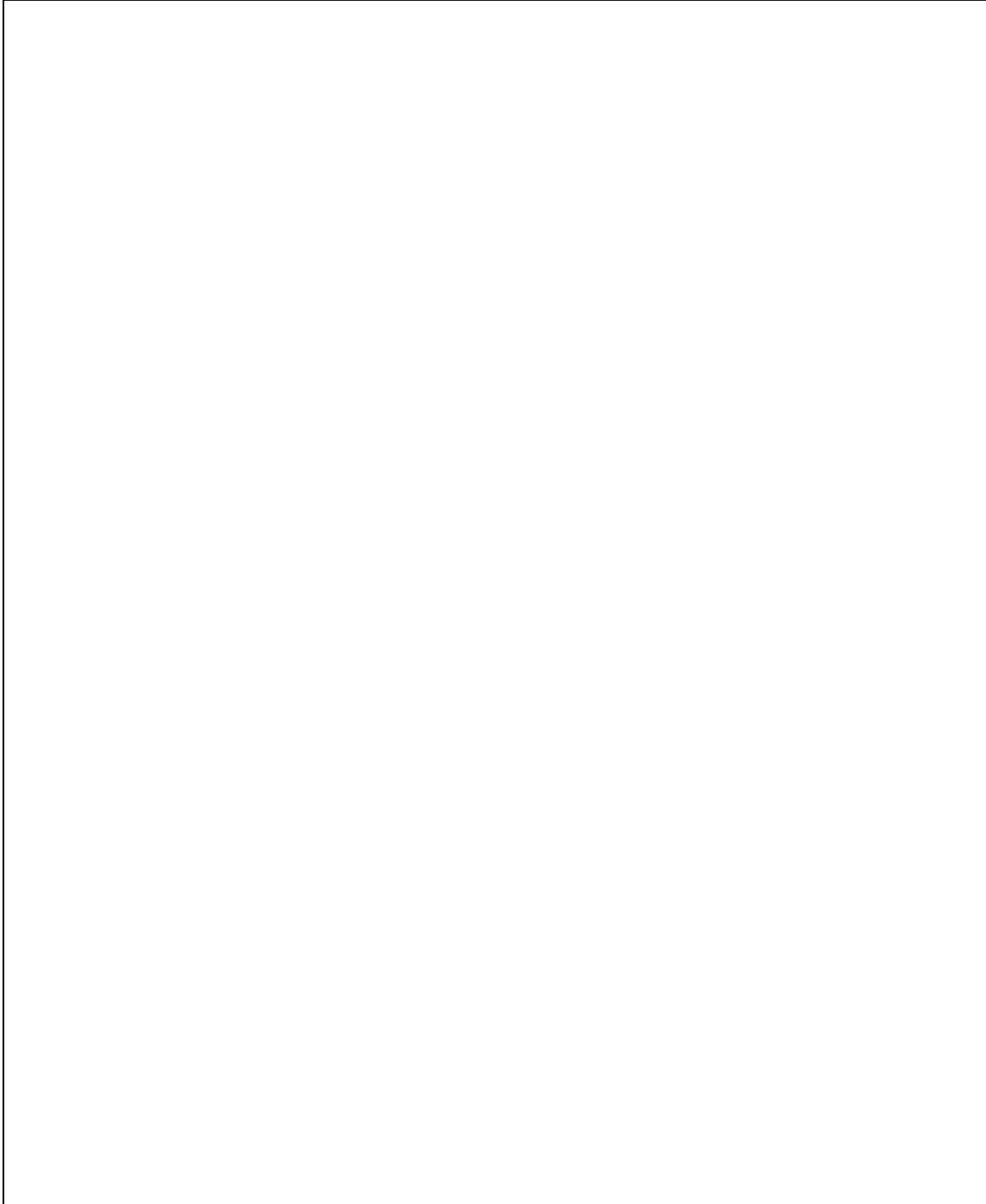
Activity Log

Name	
Staff	

Date	Activity Summary & Notes	Fully Engaged	Partially Engaged	Not Engaged

Nurture Group Profile

Name	
Staff	

Pen Portrait
Background: Behaviour Patterns: ➤ ➤ ➤ ➤

Boxall Profile																									
A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z

Attainment Data	Level & Date		Other Data			
English			CAT Scores			
Maths			Literacy Scores			
Science			Arbor Behaviour (with time span)			
Strongest other:			Attendance			

Structured Observation – Format 1

Name	
Staff	

Phase & Setting:

Pre-Entry	End of Term 1	End of Term 2	End of Term 3

Focus Points:

1	
2	
3	
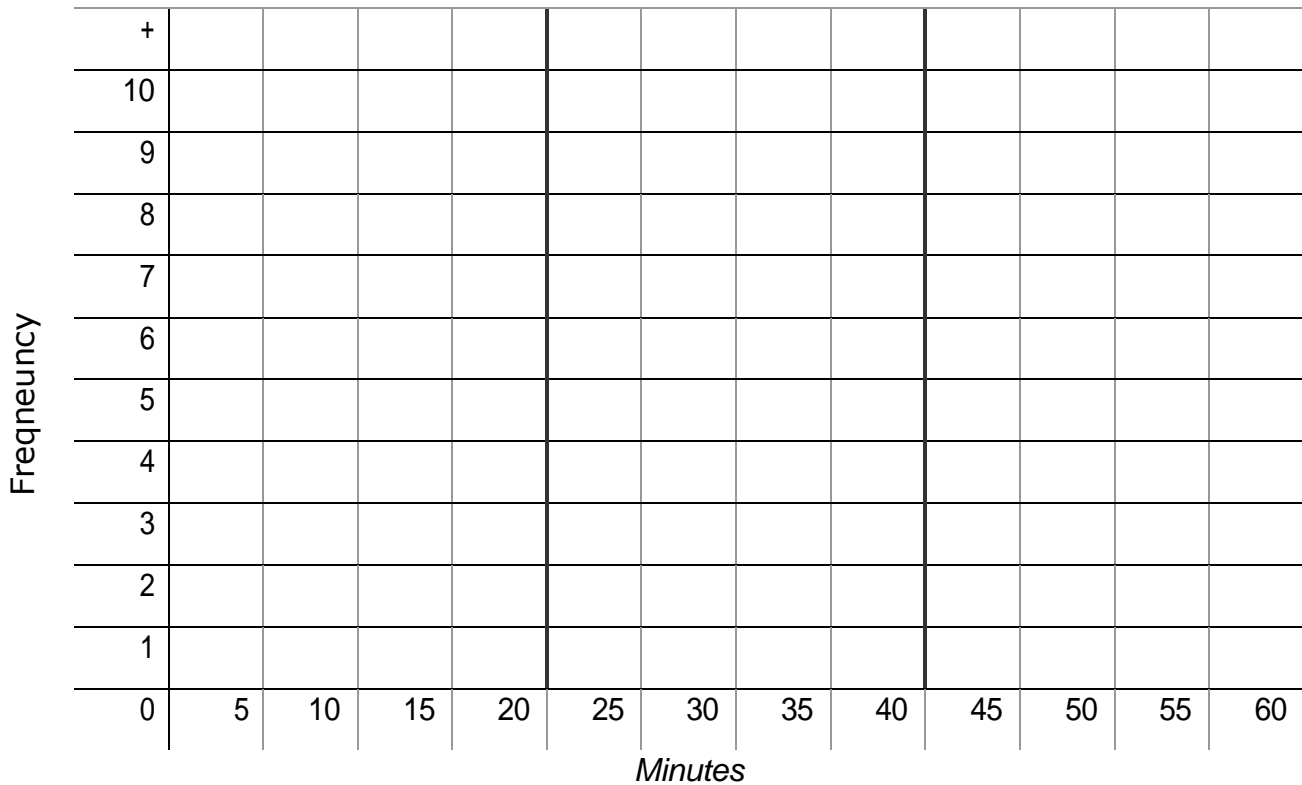
C = Change Point   A = Academic Challenge P

= Peer Interaction   S = Staff Interaction

Structured Observation – Format 2

Student:		Date:	
Teacher:		Time:	
Subject:		Observer:	
Task:		Lesson:	

Observed Student		Comparative Student/s		
Notes & General Observations		Notes & General Observations		*Time*
				5mins
				10mins
				15mins
				20mins

On task	✓	Off task	✗	Conflict with peers	*	Conflict with peers	**

Summary:

The student's behaviour this lesson presented:

[more problems than usual] 1 2 3 4 Average 6   7 8 9 10 [less problems than usual]

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A/B/C Incident Report

Name	
Date	
Staff	

Antecedents

When did it happen? ☐

Where did it happen? ☐

Who else was involved? ☐

Behaviour

What behaviour did he / she present with? ☐

How long did it last? ☐

Consequences

What happened afterwards? ☐

What strategies were used? ☐

How does the student view the incident? ☐

Strengths and Difficulties Questionnaire: Parents

For each item please mark the box for Not True, Somewhat True or Certainly True. It would help if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months of this school year.

Child's name: ....Male/Female (delete as applicable)

Date of birth: ....

Your   name: ……………………………………………..

	Question	Not True	Somewhat True	Certainly True
1.	Considerate of other people's feelings			
2.	Restless, overactive, cannot stay still for long			
3.	Often complains of headaches, stomach-aches or sickness			
4.	Shares readily with other children (treats, toys, pencils, etc.).			
5.	Often has temper tantrums or hot tempers.			
6.	Rather solitary, tends to play alone.			
7.	Generally obedient, usually does what adults request			
8.	Many worries, often seems worried.			
9.	Helpful if someone is hurt, upset or feeling ill.			
10.	Constantly fidgeting or squirming.			
11.	Has at least one good friend.			
12.	Often fights with other children or bullies them.			
13.	Often unhappy, down-hearted or tearful.			
14.	Generally liked by other children.			
15.	Easily distracted, concentration wanders.			
16.	Nervous or clingy in new situations, easily loses confidence.			
17.	Kind to younger children.			
18.	Often lies or cheats			
19.	Picked on bullied by other children.			
20.	Often volunteers to help others (parents/carers, other children).			
21.	Thinks things out before acting.			
22.	Steals from home, school or elsewhere.			
23.	Gets on better with adults than with other children			
24.	Many fears, easily scared.			
25.	Sees tasks through to the end, good attention span			

Do you have any other comments or concerns?

Please tick the box most appropriate to your child.

Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration or being able to get on with other people?	No	Yes – Minor difficulties	Yes – Definite difficulties	Yes – Severe difficulties

If you have answered Yes, please answer the following questions about these difficulties:

How long have these difficulties been present?	Less than a month	1 to 5 months	6 – 12 months	Over a year

Do the difficulties upset or distress your child?	Not at all	Only a little	Quite a lot	A great deal

Do the difficulties interfere with your child's everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
Home life				
Friendships				
Classroom learning				
Leisure activities				

	Not at all	Only a little	Quite a lot	A great deal
Do the difficulties put a burden on you or the family as a whole?				

Signature: _____

Date: _____

Mother/Father/Other (please specify) _____

Thank you very much for your help.

Student Self-Review

Name:

SEAL Area	Did you…							
Self-Awareness	1. Speak to an adult when you're worried							
	2. Recognise when you're angry and ask for support							
	3. View advice about your behaviour positively							
	4. Be honest when you've made a mistake							
Empathy	5. Work well with other students							
	6. Use good manners with staff							
	7. Use polite language							
	8. Think before making comments that might upset others							
Managing Feelings	9. If the work seems too hard, ask for support							
	10. Talk through problems calmly with an adult							
	11. When worried or angry, avoid comments or actions that might make things worse							
	12. When worried or angry, ask for time out rather than walking out							
Motivation	13. Give new tasks a go, even if you're worried about failing							
	14. Work hard to complete all tasks set							
	15. Show pride in the way your work looks							
	16. Stay focused on your work by ignoring distractions							
Social Skills	17. Listen carefully to instructions from staff							
	18. Wait for answers when you ask questions							
	19. Take turns in class discussion							
	20. Respect personal space							
	Total							

Day / Date: _____

Target 1: _____

Target 2: _____

Lesson & Staff Initials	Target 1	Target 2	General	*Comments…*	Total
1.					/ 3
2.					/ 3
3.					/ 3
4.					/ 3
5.					/ 3
6.					/ 3
					/ 18

Example Dialogue for Positive Targeting and Tracking Systems

The following are examples of constructive dialogue to establish with students who have a report card or other form of targeting / tracking due to ongoing behaviour issues. As a matter of course, these should be carried out as discreetly as possible with the student – not unwittingly in front of a group or deliberately used to 'make an example' of the student. The key purpose at all times is to encourage 'progress' towards a desired behaviour rather than 'prevent' an unacceptable behaviour.

On setting targets:

Adult – "Can you tell me when you think problems happen in the classroom?"

Child – "When other kids call me names, I call them something back."

Child – "When the work is too hard." and/or "When the work is boring."

Adult - "We can help with some of this - but what do you think <u>you</u> can try doing to make it better?"

Adult – "What skills do we need to work on to help you get on better at school?"

Adult – "At times there are things we all don't like doing – but how can you get through them and make them better for yourself?"

On initial infringement of target:

Adult – "[student's name], can you tell me what your targets are?" Child – "No,

I can't remember them…"

Adult – "OK, let's have a look at your target sheet - your target is try to respond first time to instructions. This will help you get on well with your work. Do you think you are meeting that target at the moment?"

Adult – "Let's try get back on track over the next few minutes - then I'll come back and see how well you're doing."

On refusal to acknowledge target:

Adult – "[student's name], your target for this lesson is to be polite to others. Are you doing that right now?"

Child – "I don't care."

Adult – "Well I care, and I'm sure [senior teacher's name] cares, and I'm sure your [parent / carer] cares. And I think you care deep down. So have a few minutes to think about it – then let's get back on track."

Or

Adult – "Do you know why we've set that target? We've set it to help you have a better time in class. We want to help you get on better with others. So have a few minutes to think about it – then let's get back on track."

On repeated infringement of target:

Adult – "[student's name], we've already talked about your target. It is to avoid silly comments – because by avoiding them, the class is calmer and we can all concentrate on our work. It would be a shame that even after a reminder, you still don't try to meet it."

Followed by

Adult – "Great to see you back on track. Well done, [student's name]."

Adult - "[student's name], this is the last time I am going to remind you of your target – I'll give you a few more minutes to try get back on track. If we can't do that, then we'll have to [consequence – such as speak to senior teacher / ring home]. I think that's fair enough, don't you?"

Followed by

Adult – "Great to see you back on track. Well done, [student's name]."

Adult – "OK, I think we need to [consequence – such as speak to senior teacher / ring home] to help you get back on track."

On evaluating progress towards target at the end of lesson / day:

Adult - "How well do you think you've done?"

Child – "Not great, you had to tell me off a couple of times."

Adult – "I did have to remind you, but you took that advice and got quickly back on track. So I think you met both your targets."

Or

Adult – "You're right and well done for seeing that. We can't say you've met the target this time but you could easily get back on track next lesson. Each lesson is a fresh start."

Strategy Bank – Emotional-Social Needs

Attention	Sit the student nearer to the teacher / support staff in the classroom.
	Sit the student nearer to chatty but positive, generally settled peers.
	'Catch the student being good' – approach the student at regular intervals and praise for being settled, for completing a task etc.
	Challenge minor unacceptable behaviour through discrete hand signals – i.e. make eye contact, point to your tie and motion it being smarted up, then give a thumbs up before walking away.
	Tactically ignore some minor behaviour issues – for a period of time, focus your attention only on the most disruptive behaviour.
Protection	Start off the lesson with an easier / familiar task to build confidence before building to more challenging tasks.
	List the activities for the lesson on the board at the start of each lesson – talk them through with the whole class.
	Praise and reward all attempts at a task – place onus on trying rather than completing.
	Give clear expectations and indications of support, "I am looking for three sentences in ten minutes – I'll be back to help you in five."
	Provide supports that can be readily accessed when needed – writing frames, word maps, displays such as "Five things to do when I'm stuck."
Affiliation	Welcome the student personally at the start of each lesson – "Hello Tom, it's good to see you…"
	When giving instructions or advice, always start by using their first name, "Tom, I would like you to…"
	Challenge unacceptable behaviour by rejecting the behaviour not the student – "This is not the behaviour I would expect from someone as smart as you."
	Reduce tension over success and failure by inviting them to play light-hearted competitive games during break / lunch / after-school club.
	Take time to tell the student they are liked and that what happens to them matters to the school – "There is much to like about you, and we want you to succeed in school."

Control	Challenge unacceptable behaviour by using the language of choice – "If you choose to continue behave this way, it will be a detention. Or you could choose to get back on-track. It's your decision."
	Avoid being caught up in confrontation about trivial issues. Provide a short instruction with "thank you" at the end and then walk away. Return after a few minutes 'take up time' and repeat the instruction.
	If the student follows your instruction but huffs and puffs, mumbles, rolls their eyes etc. - tactically ignore this 'secondary behaviour' and thank them for following the instruction.
	If the student starts to raise their voice whilst in conversation with you, actively keep your voice quiet and calm.
	Avoid using body language relating to aggressive control – pointing downwards, forcing constant eye contact, shouting etc.
	Encourage the student to take on class responsibilities – handing out the books, writing on the board. Talk up their usefulness.
	Where possible, ask the student to help a peer with their work. Then praise both for their efforts together.
Justice	Challenge unacceptable behaviour by using the language of agreement and fairness for all – "The agreement we have in this class is that we all remain quiet and focused on our work, so that each of us has a chance to do our best."
	When issuing sanctions, explain to the student what you are doing and why you are doing it.
	Where necessary, call parent/s to explain sanctions in advance of them being implemented. When there is improvement, call with positive news.
	Model fairness by being comfortable about admitting and correcting a mistake if a student is wrongly blamed for an issue.
	Where there are clear issues of bullying, ensure that it is followed up. Take time to explain to the victim what you are doing about it. If appropriate, also explain to the class.
	Where there are incidents of 'tit-for-tat' conflict between students, organise a restorative meeting / conversation where the message is, "It doesn't matter who started it, it will lead to more upset and anger, so we need to stop now and agree to move on."
	During detentions, focus on restorative tasks – tasks presented as 'putting something back into the class' – such as sharpening pencils, tidying the chairs, cleaning the whiteboard. Participate in the task with the student and take the opportunity to talk through their behaviour.

Strategy Bank – De-Escalating Peer vs. Peer Conflict

Modelling □ The key strategy for managing minor conflict within the classroom is for the teacher to model positive conflict resolution behaviour. If a teacher uses sarcasm, overuses shouting, always responds punitively to minor infringements, holds a grievance over a number of lessons etc. then the students will view this as the 'rules of engagement' in the classroom and act accordingly.

Use of Language □ Use constructive language when advising students on their interactions with one another, "Please speak politely to each other." rather than "Don't call each other names." For some students with concentration and receptive language difficulties, using the negative means they automatically focus on the negative – and then tend to act impulsively on this thought.

Red Lines □ Read the 'emotional climate' of social interactions – sometimes classroom humour and light-hearted banter will relax the students and make for a better learning environment, but left unchecked it can escalate quickly as students with social difficulties will often take jokes too far. Discuss what the 'red lines' are with students and consistently remind them.

Triggers □ Try to spot discreet triggers amongst the students who regularly engage in conflict – especially comments (often seemingly harmless single words), leading questions, sly nudges and throwing etc. that some students will use to provoke confrontation whilst avoiding unwanted teacher attention / classroom sanctions. If possible, ask a colleague to come and 'help out' in a lesson with the aim of spotting these triggers and those students involved.

Soap Opera Switch Off □ Try to distinguish between real anger and acted anger. Some students will deliberately over-react as a way of diverting attention from the work, gain adult attention and to try 'score points' against a student they are in conflict with. This may not be something they think through consciously but will habitually resort to. In these situations, it is crucial not to get caught up in the drama and to respond quickly, calmly and matter-of-factly in addressing the issue - then switching straight back to discussing learning.

Solution-Focused □ If students are in constant conflict, remove either individually or together from the classroom audience to discuss the issue. Move away from the typical 'who started it' discussion and direct them towards 'moving on'. Students with social difficulties are likely to have a deeply embedded view that the only way of ending a conflict is by 'winning' the argument and will need repeatedly coaching in 'letting go'.

7. Slow Motion Repeats □ Some students fall into a habit of 'quick responding' – they will misread situations and rapidly respond defensively / aggressively. On talking through a conflict, try to break it down into steps to raise their awareness of how the conflict emerged. Where appropriate, it can be useful to have another adult sit in and explain what happened as a 'neutral'. It is important during this process, that the language 'taking responsibility' and 'putting things right' is focused upon rather than 'blame' and 'punishment'.

Action Replays □ Where you have trust with a student and they are receptive to your advice, it can be useful to repeat verbatim the insults they have used in a matter-of-fact way (this takes away the taboo / perceived power of such insults) and even 'play act' their responses. This can prove a very effective tool in raising self-awareness.

Diversion Tactics □ Following conflict, ask the student/s involved either going with another member of staff to do a job for 5 – 10mins or if you can trust them, running an errand. This will help provide 'cool off' time and distract their attention from the previous issue.

Notes