Social & Emotional Learning Update

Supporting pastoral and curriculum leaders and SEAL coordinators

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Gove: illiteracy and poor discipline created 'educational underclass'

In a speech at Durand Academy in London, Michael Gove delivered his reasons for the riots. It comes as no surprise that schools are a key ingredient of his remedies for the 'educational underclass'.

According to Michael Gove, illiteracy, poor discipline in schools, truancy and inadequate alternative provision are the reasons that 'a vicious, lawless, immoral minority' took part in what he describes as a 'straightforward conflict between right and wrong'.

His speech began with praise for Durand Academy's success but soon moved on to the rioters and became a launch pad for an outline of the coalition's educational policy. Illiteracy and behaviour are high on the agenda: *'there is a direct line to deprivation which begins when children are failed in primary because their behaviour is not policed with proper boundaries and they are not taught how to read properly. When these young people arrive in secondary school they cannot follow the curriculum and cover their failure with a show of bravado, acting up in class. That disruption is, in many cases, not effectively checked.'*

His speech continues by describing the course for these young people as they play truant, fall into patterns of absence and end up in alternative provision. Illiteracy is the first part of the 'ironclad link' that society must break. A failure to recognise teachers' authority and the need for pupils to 'obey' without question is the next.

The speech represents a strong condemnation of the rioters and their actions and a firm endorsement of the coalition's educational policy.

Michael Gove's remedies include:

- overhauling the adoption process to get children out of the most dysfunctional homes
- extending early intervention
- promoting systematic synthetic phonics to eliminate illiteracy
- implementing new reading check after two years at primary school
- reducing central guidance on discipline from 600 pages of 'bumf' to 50 pages of clear and helpful support (see issue 80 *SELU*)
- teaching the minority who's boss with the strengthening of teachers' powers
- increasing the number of male teachers in primaries
- extending the Troops to Teachers programme
- extending cadet forces
- tackling the truancy tragedy
- no-notice monitoring inspections for schools with poor disciplinary records/attendance
- no reinstatement after exclusion
- PRUs better governed and held to account
- raising the floor standard to squeeze failure out of the system.

Comments from the profession

Elizabeth Allen, **headteacher of Newstead Wood School For Girls** in Kent agrees that schools have a key role through providing 'stability, strong, positive values, a sense of self-worth and esteem' but suggests it's not only schools' responsibility, 'The state could help by removing competition and rewarding collaboration... families could help by looking beyond the outer trappings of an orderly school – uniform, homework, detentions, exam results, etc – and interrogate a school's value system before sending their child to it.'

Mark Gray, **headteacher at Waterloo Primary School in Blackpool**, is in agreement that failure to tackle poor behaviour is at the heart of it: 'Too many people, be it parents, police, teachers or community are not prepared to tackle poor behaviour head on. Nip poor behaviour in the bud and be consistent and respectful, provide enjoyable experiences and you've cracked it.'

Judith Stirk, outgoing **headteacher of Peases West Primary School**, is keen to emphasise that the trouble came from a minority who got carried away and suggests, 'Teenagers in particular, but sadly many older people, are so concerned with their rights they forget that along with these come responsibilities!'

The full speech can be accessed at http://bit.ly/q2b1x6

This issue's contributors:

- **Chris Waller**, professional officer for the Association for Citizenship Teaching
- **Sarah Adams**, PSHE coordinator, Peatmoor Community Primary School
- **Belinda Hopkins**, director of restorative justive organisation Transforming Conflict
- **Nic Howes**, head of geography and DofE supervisor at John Kyrle High School

Exclusion and absence rates are down, but schools must still do better

During the summer two sets of statistics were released relating to behaviour and attendance. At the end of July schools' exclusions statistics for 2009-10 were down on the previous year and at the end of August the level of absence had been reduced. The message is? Schools must still do better.

Exclusion

The permanent and fixed-term exclusions release came first. These showed:

- Since 2003-04 the number of permanent exclusions has fallen by two-fifths.
- In 1997-98 there were 12,300 permanently excluded pupils – almost double the number excluded in the latest round of statistics
- Fixed-term exclusions had seen a reduction by more than 30,000 from 2008-09.

There continue to be significant differences in the representation of different groups. Boys are four times more likely to be permanently excluded than girls and Black Caribbean pupils are four times more likely to be permanently excluded than White British pupils. Pupils who have a statement of SEN are eight times more likely to be permanently excluded.

Pupils with an Asian background, particularly Indian pupils, were least likely to be permanently excluded. Regions also fare very differently, Yorkshire and Humberside having the lowest and the East Midlands, London and West Midlands the highest percentage. Scotland has far fewer permanent exclusions than England.

Nick Gibb said of these statistics: 'With thousands of pupils being excluded for persistent disruption and violent or abusive behaviour we remain concerned that weak discipline remains a significant problem in too many of our schools and classrooms.'

Absence

In August came the statistical first release of pupil absence rates for the spring term 2011. These showed:

- overall, both authorised and unauthorised absence rates decreased since the same time in 2010
- overall absence has decreased from 7.07% in 2007 to 5.42% in 2011
- both primary and secondary schools have shown year on year improvement in terms of absence rates since 2007.

Nick Gibb said of these statistics: 'Despite the welcome fall, absenteeism is still too high. We know that children who are absent for substantial parts of their education fall behind their peers and struggle to catch up. That is why we have changed the threshold on persistent absence to encourage schools to crack down on those pupils who are persistently skipping school.'

The DfE has recently announced that it is lowering the benchmark for 'persistent absentee offender' to 15% from 20%. Nick Gibb refers to the problem of poor literacy and the need for synthetic phonics in primary schools as major factors in school non-attendance.

Permanent and Fixed Period Exclusions from Schools and Exclusion Appeals in England, Statistical First Release 2009-10 (July 2011) can be downloaded at http://bit.ly/pPLrCN. *Pupil Absence in Schools in England, Spring Term 2011 Statistical First Release* can be found at http://bit.ly/qtaa9Z

Editor's comment

The government's press releases chose to emphasise that the current number of permanent and fixed-term exclusions and absence levels are not good enough. There was no mention of the year-on-year improvements there have been. Most of us would agree that reducing exclusions and truancy is important. What is a little more baffling is why, when current strategies seem to be working, we should ditch them to use something else.

Who is Charlie Taylor?

If you haven't heard his name already, it is likely that you soon will. He is the new expert advisor on behaviour appointed in April by the government. Prior to taking on his new role he was headteacher at the Willows School, a special school for children with behavioural, emotional and social difficulties in Hillingdon, west London.

His role includes working with teaching schools and initial teacher training providers and he will be working with Ofsted to develop the new inspection framework.

The DfE website quotes him as saying: 'For far too long, teachers have been buried under guidance and reports on how to tackle bad behaviour. I am determined to make sure I help schools put policy into practice.'

In an article in the *Guardian* ('Headteacher Charlie Taylor's unconventional approach pays off', 23 August) prior to Charlie Taylor's appointment, we are told a little about some of his beliefs. The article reports that his school practises nurture techniques and refers to his concerns about gaps in children's development. For example, Willows School has a tea and toast break every day and pupils engage in peer massage.

In his school's latest Ofsted report (March 2010) Charlie was described as having 'played a significant part in the evolution of the school from one containing difficult pupils to one that seeks to empower the pupils themselves to take control of their lives and have the skills to make the right choices'. Activities in the school include daily circle time and play therapy alongside a tightly structured award system with pupils receiving instant stickers pinned on to their sweatshirts as a reward.

It would seem that Charlie Taylor is an outspoken individual with a clear vision and passion and some very plausible principles. What does he see in practice for mainstream schools in England? According to the *Guardian* article he is against the obsession with testing and league tables and is keen to ensure that schools allocate a proportion of their places to children on free school meals. With views like these schools might welcome Charlie advising on more than just behaviour.

From the editor

Let's not demonise our young people

The National Council for Voluntary Youth Services launched the 'Not in my name' campaign on 10 August. The intention of this was to reclaim the reputation of young people and create a 'positive momentum'. 'Not in my name' has not been received so positively by all youth groups. There are those who feel that it is divisive and that categorising young people in this way is not only unhelpful but dangerous. In encouraging division between the louts and hopeless cases and those involved in the clean-up campaigns are we guilty of another crime – setting young people against each other?

Michael Gove encourages us to see what happened as a division between good and evil. But these young people were not born with horns on their heads. Neither are the more privileged, who were largely absent at these gatherings, always angelic either. As Chris Waller states in our interview, there are many shades of grey here and our task now is to understand what happened rather than look for a simplistic answer that places people into compartments.

In Michael Gove's speech the clear distinction between the good and the bad, the law-abiding and the lawless comes out strongly. He follows the thread through from the baby to the hardened criminal. He expresses a clear line of causality and names the remedies that the government has identified to interrupt the link.

Strip away at the rhetoric and there is an underlying message. Take a child out of its dysfunctional home and place him/her in the loving arms of caring, adoptive parents and you find the solution. This is an emotive subject, vividly illustrated by Gove himself and his experiences as an adopted child. It may be valid but it also makes several assumptions.

It assumes that we have a universally accepted model for how families should operate. Presumably this is a model that is easier to implement if you hold certain values and behave in a certain way. It assumes that there are many excellent adoptive parents waiting with their loving arms open and children and young people who wish to be placed in them. Perhaps its most disconcerting assumption is that there are no shades of grey. That the dysfunctional is easy to spot from the functional, that there are no complexities that mean carers, teachers and social workers have to unpick the fragments that build the picture of our most disturbed and unhappy young people.

Gove speaks with a passion and a message that will be welcomed by many. What is sadly absent from his speech is the importance of teaching the wider skills, the importance of citizenship and empathy and the social and emotional learning that is the subject of this publication. It looks as if teachers and their schools will have to fill these gaps for themselves.

In this issue

- We interview Chris Waller from the Association for Citizenship Teaching (ACT) about the riots and the importance of **tackling controversial issues**.
- Our school practice section includes advice from Sarah Adams at Peatmoor Community Primary School on putting **emotional intelligence** at the top of the agenda.
- The **Duke of Edinburgh's Award** has been around for many years. We hear from Nic Howes and the DofE about what a difference it can make.
- With Belinda Hopkins we look at the issue of discipline in our schools and the contribution that **restorative approaches** might make to our recovery from the riots.
- Finally, we hear from Dina Chevens about the future of the NPSLBA and how we might train our **behaviour specialists**.

Coming up: We find out how 'Family Links' has improved behaviour in one school and look at the new inspection arrangements for behaviour and social and emotional learning.

Sarah Adams at Peatmoor Community Primary recommends...

Sarah Adams, PSHE coordinator at Peatmoor Community Primary School, shares her top tips and recommendations

What does your role as PSHE coordinator include?

- To ensure children are being given the opportunity to experience an 'emotional and social' curriculum.
- To give or provide training for teachers and teaching assistants.
- To provide some kind of measure of progress in this area of learning.
- To ensure that children have 'pupil voice' within their school.

Can you tell us five tips you would give to a new coordinator:

1. Listen to the children – they often have better ideas than you!
2. Don't try to do everything at once. It is a subject that is hard to embed in the curriculum and it takes time.
3. Provide teachers with as many resources as you can find.
4. Keep it high-profile throughout the school by using assembly times
5. Attend any training, network or CPD offered – visit other schools with good practice.

Tell us five resources you'd recommend:

- Andy Hind for training: www.es4s.co.uk/andy-hind
- Jonathan's Jungle – animal encounter sessions: www.jonathansjungleroadshow.co.uk
- Hertfordshire's Grid for Learning SEAL material: www.thegrid.org.uk/learning/pshe/ks1-2/seal
- Ideas from the *TES*: http://bit.ly/qDeDI2
- Barnabas in Schools (PSHE and SEAL themes using Bible stories): www.barnabasinschools.org.uk/3456.htm

Tell us a good idea you implemented:

Staff SEAL – in the staff room we have our own 'feelings chart' where staff move their own name/photo onto a picture of the emotion they feel that day!

Do you have any good advice to share?

It is important to communicate everything you do with parents/carers. I wouldn't want anyone saying to me they didn't know what was going on when their child had been involved in an incident.

Tackling controversial issues in class

In the aftermath of the English riots, **Suzanne O'Connell** talks to **Chris Waller** of ACT about the importance of covering the big questions

'We shouldn't really call them riots,' explains Chris Waller, professional officer for the Association for Citizenship Teaching (ACT). 'Perhaps the disturbances in Tottenham after the shooting of Mark Duggan could be classed as a riot, but not what followed in other areas of the country. That was more accurately criminality and law breaking. It was people taking the opportunity, including people who are financially less well-off, to seize a few free items. It's not a symptom of a broken society or people without values.'

From discussing what happened with Chris, it is clear that he feels that much of what has been said and the actions that have been taken are a harsh judgement on those taking part. According to Chris, these were not generally amoral people: in the aftermath many were quite happy to discuss what happened as if it had been just an exciting event or an opportunity to acquire something new ('We're just showing the rich people we can do what we want').

This is not to say that Chris condones what happened. He would be the first person to agree that it is important that controversial issues are brought into the classroom. The England riots aren't the only material around at the moment. September 11th and its repercussions, the Norwegian massacre, Libya and Syria – each of these create questions for us all. It can be difficult for teachers to open up discussions but it is vital that young people understand the issues, question what goes on and are enabled to put together a view of their own. Chris recommends we begin by:

- setting a good example ourselves
- giving time for citizenship
- not seeking to blame.

Setting a good example

Chris feels that it is important as a society that we consider the role models we set our young people. 'They are faced by conflicting experiences. On the one hand they perceive MPs to be stealing year on year with only a few really punished for their actions. On the other you have the single mother harshly sentenced for receiving a pair of stolen trainers or a young person sentenced for licking a stolen ice cream.

'It is important that they see there is justice in the way our country is run. We might question whether they have any evidence for this at the moment. Justice is a complex issue and we have to ensure that young people have the time and space to really understand how the law works both for them and against them'.

Giving time

Young people need time to debate the big questions. Materials on the 'Association for Teaching Citizenship' website provide a starting point with images, video and audio clips to discuss. 'Current events have provided plenty of material. For example, talk to pupils about the role of social media. In some contexts the government has praised its use, such as in uprisings against dictatorships. And yet, there was talk here of closing it down at the height of the riots. Is there not a contradiction here? What is vital is that we provide the curriculum time for pupils to explore their feelings and opinions. These might not always be the same as their teachers'.'

Not seeking to blame

Teaching controversial issues is not about finding someone to blame nor coming up with a solution. 'The aim is to pose questions and think critically and not to come up with simplistic answers.'

Chris points out an interesting alternative for where we might begin our enquiry. 'Not every city was involved. Perhaps what we should be asking is what is going right in those communities that chose not to join in. If schools are to be at the heart of their communities then we need to look at the issues affecting them *with them*.'

Resources

- The Association for Citizenship Teaching website: www.teachingcitizenship.org.uk
- Justice and Fairness materials produced by the Red Cross: www.redcross.org.uk/justice
- Amnesty's resources for addressing 9/11: http://bit.ly/r3WMfm
- Oxfam's global citizenship guide *Teaching Controversial Issues:* http://bit.ly/qYMh3F
- BBC *Newsround* site providing news for children and advice on what to do if they are upset by it: www.bbc.co.uk/newsround/13865002

Practical classroom tips

The Citizenship Foundation suggest that teachers can avoid unintentional bias by:

- not presenting opinions as if they are facts
- not setting themselves up as the sole authority on a subject
- as far as possible, not giving their own accounts of the views of others, but letting the actual claims and assertions of protagonists speak for themselves
- not revealing their own preferences in unconscious ways, eg facial expressions
- not implying the correct opinion through their choice of respondents in a discussion
- not failing to challenge a one-sided consensus that emerges too quickly in the classroom.

They should also try to:

- give equal importance to conflicting views and opinions
- present all information and opinion as open to interpretation, qualification and contradiction
- establish a classroom climate in which all pupils are free to express sincerely held views without fear.

See www.citizenshipfoundation.org.uk/lib_res_pdf/0118.pdf

Five strategies to make a happy school

Peatmoor Primary School places emotional intelligence at the top of its agenda. They know that 'a happy child learns well'. PSHE coordinator **Sarah Adams** shares with us the five strategies they use to translate this philosophy into practice

Key points

Peatmoor Primary School is a happy school that places emotional literacy high on its agenda. It does this by:

- listening to its children, with a school council that's not just a token group
- providing worry boxes
- enabling pupil representation at governors' meetings
- intervening early
- using the Strengths and Difficulties Questionnaire
- focusing on staff happiness too.

Peatmoor is a vibrant and fun school with 193 pupils. It is a community primary school serving an area of West Swindon – 14.8% of its children have SEN and 12% are entitled to free school meals. Its ethos is a key factor in creating a positive learning environment. We place the importance of emotional intelligence very high on the agenda and Goleman's five domains (knowing your emotions; managing your own emotions; motivating yourself; recognising and understanding other people's emotions and managing relationships, ie, managing the emotions of others) are a focus for what we do. We believe that 'a happy child learns well'.

Peatmoor is one of the leading SEAL schools in Swindon and all staff are well trained in emotional issues. We are very fortunate in our caring and empathetic staff. This makes a huge difference and gives the children an excellent first-hand role model. Peatmoor benefits from particularly good working relationships with parents, carers and extended families. We believe our children are happy and learn well because:

- we listen to them
- we praise and reward
- we involve the community
- we intervene early
- we tackle bullying

Listening to our children

Our school council isn't just a token group. We provide training for the role and members of staff are given release time to meet with the children every fortnight. During these meetings, children from each year group will bring up any issue discussed previously as a class.

All discussions are minuted by the chairperson before being taken to the headteacher during the same week. Issues are addressed, meetings are held with relevant people, minutes are typed up before being disseminated. Issues are actioned by the relevant member of staff. The children can see that the changes have taken place. For example, in order to help our school run smoothly we have put up rotas that both children and staff can see. Changes such as these are often mentioned during assembly times when the whole school are together, so that everybody is updated on a weekly basis.

Our school council isn't just a token group. We provide training for the role and members of staff are given release time to meet with the children every fortnight

We consult regularly. The children's views on behaviour are measured through interviews and questionnaires when each child is asked to comment on how safe they feel, how useful they find our buddy system and who they would turn to if they needed help.

Worry boxes are available in every classroom for children to write down any individual problems. The teacher then checks them and speaks with the child in private. The school council have recently raised concerns over the worry boxes being out in the open. The children wanted a way of communicating with an adult without their peers necessarily knowing or seeing what they did. This issue was brought to school council and was discussed before any actions were taken. They have suggested that the boxes are moved to a central place within school, so that children can place their worries in private. Only members of staff will have access to this box.

Praising and rewarding

Our reward system is consistent throughout the school. KS1 children receive merits and have a merit card which they keep in their drawers. KS2 children are grouped in house teams and receive house points, which, at the end of each week, are totalled up and shared in assembly. We are in the process of updating this policy and making our reward steps very visual for the children. Our reward chart will be a 2D picture of a pyramid, divided down the middle – on one side will be 'rewards' and the other side will be 'sanctions'. At the top of the pyramid will be the headteacher's name.

The children know what rewards they will receive and the stages in which they will receive them if they complete a good piece of work, help somebody or listen and contribute well in class. The same is true for children who misbehave or do not follow classroom or school rules.

Although, of course, teachers are involved in the process, it is the children who have taken ownership of this development to our reward system. They have discussed, written and agreed to the visual pyramid framework. Their

involvement is important if it is going to be implemented effectively. It is not something that has been imposed on them.

Involving the school community

We involve the wider school community by inviting them to join our behaviour committee, ensuring parents and governors are involved. Our behaviour committee is made up of a variety of people, including children, parents, a teacher and an allocated governor. Letters were sent out to parents asking who would be interested in meeting regularly to support and enhance this aspect of school life.

The children themselves have given updates and answered questions during governors' meetings. They are invited to the beginning of a governors' meeting where they are asked to contribute to the first item on the agenda so that they can come early and leave after half an hour. Parental permission is needed for a child to return back to school. It makes parents and pupils more aware of the role of the governing body.

We keep everyone informed using our weekly school newsletter, website and working school behaviour policy. We involve parents by asking them questions about our school. A summary is fed back to members of staff and changes are made accordingly. We have an open-door policy here. A concerned parent or carer has direct access to the headteacher before and after school hours. An email system is in place which parents are free to use at any time of day.

Intervening early

We believe in early intervention and have recently introduced 'rainbow groups' throughout Key Stage 1. The aim of the rainbow group is to provide a safe, family environment in which children can take time out to calm down, learn ways to help them deal with situations which they might find difficult, develop their self-awareness and awareness of others and improve their social skills.

It may be that some children require long term attendance while others just need a few, brief sessions. The role of the rainbow group is to support children who may be emotionally troubled and may perhaps be finding it difficult to learn, or socially interact at times. Nurturing sessions take part in our rainbow room, a safe and positive environment.

Our teachers are able to quickly recognise a vulnerable child in their class, whether that be through the child consistently being late for school, showing signs of tiredness, or generally being lethargic and unhappy. A Strengths and Difficulties Questionnaire (SDQ) is completed by the child's class teacher. Often the parent is also asked to fill it out.

Once the questions have been answered, the results are analysed using a specific scoring system. This gives us an idea of the child's emotional and social state. They then attend the group which is run by our behaviour support team with parents being involved in supporting their children throughout. At the end of the 10-week programme, SDQs are taken again to measure the impact it's had for the child. Once children return to class they are helped by our own support staff. For some children this process might begin as early as the age of four.

Tackling bullying

During assembly times, the profile of anti-bullying is raised either through staff input or children's own role-play/drama and improvisation. Each term the children will put together their own assembly for the rest of the school in order to increase involvement. Sometimes secondary school pupils present the assembly, setting a good example for our children.

Anti-bullying week is a major focus for us and we get together with other schools in our cluster. I (as special projects organiser) organise anti-bullying week in a cross-curricular way. All literacy and topic-based teaching embraces the anti-bullying theme. In the past I have asked the police to come in and speak with the children in an assembly about keeping safe online. We have involved theatre companies and children and teachers from secondary schools in live performances. This provides the opportunity for our children to ask questions and pose real-life dilemmas.

It's not just the pupils

As well as ensuring that the children of Peatmoor are able to manage their feelings it's important staff can too. Targeting Mental Health (TaMHs) carried out a questionnaire with all members of staff (see box above). The outcome was very positive, with 89% indicating that they usually knew when children were unhappy and feeling that they are able to make good relationships with most children. Happy staff help make happy children.

Extract from the staff questionnaire

Staff were asked to respond to the following statements, choosing from the options of 'very true', 'true', 'sometimes true', 'not true':

- I am aware of why I might find certain types of children more difficult than others (self-awareness)
- I know the things children might say that are likely to 'press my buttons' and why this is the case (self-awareness)
- I find it easy to manage to keep my voice calm and friendly most of the time (managing feelings)
- I avoid blaming myself when things go wrong at work (managing feelings)
- Children would say that I am happy and interested in my job (motivation)
- I rarely feel like I don't want to come into work (motivation)
- I usually know when children are unhappy even when they say nothing (empathy)
- I have a genuine interest in the underlying reasons why children behave the way they do (empathy)
- I feel able to make good relationships with most children (social skills)

We consult regularly. The children's views on behaviour are measured through interviews and questionnaires

Sarah Adams has been teaching for eight years. She believes that a child learns best when they feel safe and that it is imperative to provide a stable environment for those children and families that need extra support. She loves her job and knows that little by little she is making a difference to people's lives. Contact: sarahadams@peatmoor.swindon.sch.uk

Riots and restorative justice: thinking again about discipline

What do we mean by discipline? In this article, **Belinda Hopkins** argues that true discipline is self-discipline and advocates restorative approaches as a strategy for our schools and communities

Key points

Restorative approaches can help people to move towards greater self-discipline. In this article Belinda Hopkins tells us that:

- we should encourage people to think about the impact of their choices on others
- through restorative meetings people are held to account, can see the extent of the harm they have caused and what they should do to put things right
- a restorative response would be beneficial for those involved in the summer's riots
- stronger discipline in schools is not the way to prevent future anti-social behaviour
- we can make a mistake with behaviour in the same way as we make a mistake with academic work
- restorative approaches can be part of a continuum of provision and responses that extends throughout the school.

It was alarming to read, after the news of the riots this summer, that a substantial number of people believed that one of the reasons behind the violence and destruction was lack of discipline in schools. I imagine, and I may be guessing, that what people mean by 'discipline' in this context is the kind of approach being suggested in the document *Ensuring Good Behaviour in Schools* (DfE 2011). In this document the verb 'to discipline' is used as a synonym for 'to punish' and the noun 'discipline' seems to mean a system based on sanctions and rewards.

My experience of this kind of system is that it may control behaviour when young people are being watched by those whose power and authority they fear, but it often ceases to have an effect when no-one is watching, or when someone with less power and authority is around. How often do teachers dread being away because they know that their cover colleagues may have a hard time in their absence? How often do lunchtime staff complain that students do not listen to them because they are 'only dinner ladies'?

What seems to be missing amongst those calling for tougher discipline in schools is the idea that true discipline, self-discipline, comes from inside – and develops alongside the values of respect, care, consideration and compassion for oneself and others. During the riots people did what they thought they could get away with. The young people who were nearby, but chose not to get involved, may have made that choice out of fear of the consequences – or they may have thought about the impact on those who would have their livelihoods and property destroyed. Let's hope so.

The young people who chose not to get involved may have made that choice out of fear of the consequences – or they may have thought about the impact on others. Let's hope so

Restorative justice

Developing this awareness of the impact of our choices on others is a major feature of restorative justice. Restorative meetings ensure that wrongdoers are held to account, learn the extent of the harm they have caused and are then expected to put things right. This process can also repair relationships between those involved.

Whatever punitive responses have been put in place the people in those communities still have to walk down the street and look each other in the eye. Research has suggested that unless the young people responsible are given a chance to face up to the impact of their actions, to be held properly accountable and to make amends, their internalised shame can lead to toxic self-hate and resentment of those around them.

I am therefore an advocate of a restorative response to what has happened in London and elsewhere this summer. However, I believe that a restorative approach to what has gone so badly wrong should *also* be combined with a totally fresh look at the whole issue of how we currently respond to so-called 'disciplinary issues' in schools. I challenge the call for stronger discipline as a solution to preventing future anti-social behaviour, whether in school or out on the streets. I do not believe this is the appropriate response.

Key themes

Our five critical principles or key themes to a restorative approach include:

- Everyone has their own unique perspective and everyone's voice needs to be heard.
- Our thinking about, or interpretation of, any given situation impacts on our emotional response and this in turn affects our subsequent actions.
- Pro-social behaviour depends on developing empathy and consideration for others.
- Our unmet needs drive our behaviour and so identifying needs should precede decision-making about what strategies we choose to meet those needs (Rosenberg, 1999).
- People respond best when allowed to make their own decisions and when supported to do

so in a mutually respectful environment where people work together democratically.

Not only do these key themes inform our model of practice when things go wrong, they also inspire an approach to building community and social capital in every classroom and every staffroom.

The elements of proactive community building, skills development and empowerment have much in common with the SEAL work that is promoted in *SELU*.

Teaching behaviour

Before I began working in the field of restorative approaches 15 years ago I had been teaching modern languages. I expected young people learning a foreign language to make mistakes. In the same way I expect young people to make mistakes as they learn the language and behaviour that goes with pro-social interaction.

Curiously, it would appear that many teachers do not think of 'misbehaviour' in this way. In her research Louise Porter (2007) found that we tend to respond completely differently, depending on whether a young person has made a mistake with their academic work or with behaviour (see table, above).

Academic errors	Behavioural errors
Errors are accidental	Errors are deliberate
Errors are inevitable	Errors should not happen
Errors signal need for teaching	Errors should be punished
Students with learning difficulties need modified teaching	Students with behavioural difficulties need punishments

How the work in schools has evolved

When restorative justice was first introduced into schools it was in the form of a meeting format called a restorative conference that provided a mechanism by which serious wrongdoing could be addressed. This meeting framework allows for all sides to meet and share their experiences of what has happened. The expression of emotion is encouraged and then, when a certain catharsis has been reached by this heartfelt sharing, those who have caused the harm are encouraged to come up with strategies to make amends that meet the needs of those harmed.

Such conferences can help to repair relationships between people, including the families of people affected – an important aspect since both the young people and the families live in the same community and need to be able to live and work without fear of reprisals. These 'sharp end' meetings remain an important element of a whole-school restorative response.

However, over the years those of us working in schools have sought to offer a consistent approach across what some call a continuum – from addressing low-level disruption and minor disagreements in a restorative way to 'conferencing' the serious issues that might otherwise be dealt with by exclusion.

A whole-school approach

The whole-school approach is like a 'public health' model:

1. A 'prevention being better than cure' approach in all classrooms and staffrooms:
- building communities of care
- developing the pro-social skills everyone needs
- using circle processes to develop social skills
- encouraging shared decision-making and problem-solving.

2. More specific support offered when minor things go wrong through informal restorative conversations in classrooms, corridors and playgrounds – informed by some or all of the five key themes:
- What's up?
- How are you feeling?
- What do *you* need right now?
- What needs to happen to put things right?

3. Targeted, formal, facilitated restorative interventions, preceded by careful individual preparation in the event of serious problems. The same five themes are explored in stages so that everyone feels heard and involved.

The spread of restorative approaches

More and more schools across the UK are adopting restorative approaches:

In Oxfordshire, Iffley Mead School, a school for children with complex learning needs, has done away with sanctions – instead, staff consider every behavioural issue as a mistake and offer a restorative way forward.

In Barnet, North London, Childs Hill School would call itself a totally restorative school, and is proud of the culture change that has happened since implementing the approach some years ago.

In Scotland, the government has made a commitment to spread the approach across the country, and the Welsh Assembly has been following the progress of Cardiff as it moves towards becoming a restorative city, with several pilot schools implementing a restorative approach over the next few years.

Schools have realised that the more disciplinary procedures are put in place the more they are needed and so the more they are used. In contrast, the more restorative responses are put in place the less such responses are needed. If we are to build communities where young people care about each other and their fellow citizens, then let's start to use sound educational principles to teach them appropriate skills and behaviours, and not resort to outmoded behaviourist responses. Restorative approaches offer the ideal educational model, complementing the excellent work done with the SEAL curriculum.

We will be covering the practical application and implications of restorative approaches in a future issue of SELU.

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- *Restoring Safe School Communities* B. Morrison, Sydney: The Federation Press (2007)
- *Nonviolent Communication* M.B. Rosenberg, California: PuddleDancer Press (1999)
- *Just Care* Hopkins, B. London: Jessica Kingsley Publishers (2009)
- *The Restorative Classroom* B. Hopkins, London: Optimus (2011)

Further information

- www.transformingconflict.org.
- www.restorativejustice.org.uk

Belinda Hopkins is director of Transforming Conflict, the National centre for Restorative Approaches in Youth Settings. During the late 1990s she was part of the national restorative conferencing training team for Thames Valley Police. Her latest book, *The Restorative Classroom*, was published in 2011. Contact: belinda@transformingconflict.org

Why the Duke of Edinburgh's Award is good for SEAL

Everyone has heard of the Duke of Edinburgh's (DofE) Award. Many people have experienced it. Could it be one way of engaging young people that is right underneath our nose? **Nic Howes** tells us why it's just so good for social and emotional learning

'The expedition section was life-changing for me and ignited a passion in me to become a professional adventurer... Without the chance to prove myself through achieving my Gold Award I doubt I would have rowed the Atlantic single-handed, sailed around Antarctica or completed the world's longest canoe race.'
Debra Searle MBE

Not everyone who takes part in the Duke of Edinburgh's Award is going to become a professional adventurer. However, *The Handbook for DofE Leaders* is full of examples of young people whose involvement had an impact on their social and emotional learning.

The DofE at JKHS

The John Kyrle High School and Sixth Form Centre (JKHS) in Ross-on-Wye, Herefordshire has a long tradition of providing Learning Outside the Classroom (LOtC) opportunities for children. The successful JKHS DofE Award scheme has been built up over the last 10 years.

JKHS started with a Bronze Award group (minimum age 14) and soon added a Silver group and later a Gold. The programmes for each group are publicised on the school website. Typical participating numbers of students are 50 for the Bronze Award, 25 for Silver and between five and seven for Gold.

The programmes include first aid training for Bronze Award students and – more recently – sessions on how students should use the eDofE online system to record their progress through the sections of each Award. Teachers of ICT have recently volunteered to take away some of the administrative burden from the coordinator by organising the students' completion of the eDofE online record-keeping system.

It is worth noting that there are schools that involve every student in the Bronze Award by making it a core part of the curriculum for at least one year group; in such schools it is likely that the inspirational DofE coordinator will be an influential member of the management team.

Each of the DofE levels has four sections, except Gold, which has five: volunteering, physical, skills, expedition and residential (Gold only). There are minimum time stipulations for completing each level, starting at six months for Bronze and rising to 18 months for Gold. The length of time spent on each of the sections ranges from three months for Bronze to 12 months for Gold. The expedition ranges from two days/one night for Bronze through to four days/three nights for Gold.

The August unrest prompted comments about 'broken Britain'; commentators have inevitably been drawn towards the school curriculum as a possible vehicle for change

What makes it a success

The essential requirements of a successful DofE Award scheme in a school are an inspirational coordinator and support from a group of committed volunteer supervisors. At JKHS the inspirational figure is Derek Pawling, who has a background in scouting; I act as his 'second-in-command' and we have built a large supporting team of teacher colleagues and other adult supervisors.

The growth of this team is of particular interest because of its importance in maintaining progress and enabling the supervision of large numbers of students working outdoors on the Expedition section of the Award. Teachers and parents are initially encouraged to join in the Sunday training walks as a safe, pre-organised and enjoyable activity, with minibus transport arranged to walks in interesting areas of countryside. Each year there is usually at least one weekend camping trip further afield – eg Snowdonia – that is open to all supervisors and students.

The school's community links have been strengthened through students working towards their volunteering, physical and skills sections of the Award. Adult supervisors with an existing or developing interest are actively encouraged to gain further training and qualification, for example

Mapping SEAL and DofE

SEAL	DofE
Self-awareness	Self-belief, self-confidence, a sense of identity, independence of thought and action
Managing feelings	A sense of responsibility
Motivation	An awareness of their potential New talents and abilities An understanding of strengths and weaknesses The ability to plan and use time effectively
Empathy	The ability to learn from and give to others in the community Respect and understanding of people from different backgrounds, cultures and walks of life
Social skills	The ability to lead and work as part of a team New relationships Skills including problem-solving, presentation and communication

passing the local authority's minibus drivers' test, Basic Expedition Leader Award, Walking Group Leader Award or Mountain Leader Award.

CRB checks are carried out if the circumstances of supervision make this essential. School DofE funds are raised by making a small charge (for example, £2 for a Sunday walk or £10 to £20 for a camping trip); over the years the fund has built up and has made it possible to pay supervisors' expenses and to contribute to their training fees. Teachers, parents and other associated adults – including a school governor – willingly became involved with the DofE team for a range of reasons including personal and career development.

Why it's good for SEAL

The box (previous page) shows how the categories of social and emotional skills in the DfES SEAL Guidance booklet can be mapped onto the benefits listed in *The Handbook for DofE Leaders*.

The August unrest in English cities has prompted comments about young people and 'broken Britain'; commentators have inevitably been drawn towards the school curriculum as a possible vehicle for change. It may be that schoolchildren's SEAL skills – and the contribution that can be made to them by a well-developed school DofE Award scheme – are now highly topical and appropriate for focus.

Nic Howes is head of geography at John Kyrle High School and Sixth Form Centre (JKHS). He has been leading group walks in upland and lowland countryside in the UK for over 35 years. He started supervising DofE at the school about seven years ago, initially with Bronze and Silver and then pioneering the Gold Qualifying Expedition walk across Wales in 2008. Contact nicjanemoya38@aol.com

Resources

- *The Handbook for DofE Leaders* sixth edition, 2008
- Mountain Leader Training England: www.mlte.org/content.php?nID=31
- The DofE website has a huge variety of free resources: www.DofE.org/en/content/cms/leaders/resources-download
- DofE online shop: www.DofEshop.org

Introducing DofE into your school

Advice from the DofE charity

Young people can start their DofE in Year 9 (age 14). To get started, contact your local authority, which will have a nominated DofE Manger who will be able to provide you with support, advice on the DofE rules, training and enrolment forms. To run a DofE group in school successfully, help is needed.

Teaching staff

Make sure that the teachers in the school know and understand the DofE – why not request that they all do e-induction (20 minutes online) to get them started? Promote your DofE activities as much as possible. You could:

- include an update in the morning's staff briefing
- place articles in the school newsletter
- put adverts and photographs on the notice boards around school and in reception
- include plenty of updates on the school website.

If you're worried about how much time all that will take, then get your participants involved. Incentivise other teachers to help you by reminding them of the benefits of the DofE and to themselves – it will look good on their CVs too.

General support

If you struggle to find help from other teachers, try advertising in the local paper for volunteers. Alternatively, send out a request via the school to parents. Although you may see CRB forms as a barrier to this, the cost and minor work involved in processing CRB forms for new volunteers is worth it.

At a later stage, enlist the help of Gold participants in the sixth form (or, if you don't have a sixth form, try the Year 11s) and encourage them to run it with you. They don't have to be the sporty/outdoorsy young people as you'll need help with more than just the expedition section. They can be in charge of the expedition kit store, supporting and coaching Bronze and Silver groups, collecting consent forms etc, which can all count towards their volunteering section.

How the DofE charity can help

The DofE Charity offers an abundance of support to make running DofE programmes easier. Our regional teams are busy ensuring that all local authorities understand the benefits that DofE programmes bring to their young people and work to ensure that they have all the support they need to implement and expand the DofE groups in their area and schools.

The DofE charity works closely with our partners, offering:

- information, advice, assistance and regular personal contact with the charity's staff to address concerns
- access to networks of the charity's partners and opportunity to share good practice
- a wide range of training resources to support delivering DofE programmes using a comprehensive modular training framework, such as the Introduction to DofE course, e-induction, the Expedition Supervisor training course and EX2
- advice and assistance for promoting and working with eDofE through a range of resources and staff support
- information and support for working with approved activity providers
- a wide range of resources to support delivering DofE programmes.

For more information and direct advice, we would encourage anyone to get in touch with a contact at their Regional Office via www.DofE.org/feedback

Funding information

- Awards for All – you can apply for a grant of £300-£10,000 if you are a school: www.awardsforall.org.uk
- Grants4schools: Most of their advice is directed towards government and EU grants, but they are worth checking out: www.grants4schools.info
- *The Fundraising for Schools Pocketbook* (Teachers' Pocketbooks) by Brin Best and Ken Dunn

How to train specialists in behaviour

There is a hiatus in the National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA). In this article **Dina Chevens** describes what the NPSLBA includes, what her involvement has been and why it should continue

The NPSLBA was fully incorporated into the National Strategies behaviour, attendance and SEAL programme in May 2007. The programme offers an opportunity for professionals at all levels of responsibility to enhance their leadership skills within the context of behaviour and attendance. It sought to offer professional recognition where none had previously existed and to extend learning from the programme into formal accredited routes. It provides:

- opportunities for personalised, self-directed but collaborative learning in a safe and supported learning environment
- space for personal reflection
- a focus on 'real work' within the participants' workplace.

The programme offers a year of continuous professional development. Participants commit to three study days facilitated by LA staff and up to 10 small, self-tutored twilight cluster groups supported by course leaders. The course increases skills and confidence, and provides an opportunity for professionals at all levels of responsibility to develop and enhance their leadership skills and share effective practice. A choice of study topics are cross-referenced to priorities in behaviour, attendance, SEAL and BESD (behavioural, emotional and social difficulties).

Participants are expected to submit a portfolio showing evidence of attendance, reflective logs and three work-based activities. On successful completion, a DCSF/DfE certificate is awarded with opportunities for further accreditation and pathways.

The programme in Worcestershire

I was a late convert to the programme and now consider myself a total zealot. I am an accredited local lead and was appointed as co-facilitator of the NPSLBA course in Worcestershire. Developing partnerships remains a key priority for us and with this in mind, for our first cohort, a pyramid of schools were targeted. Eleven staff from three schools were recruited, including two LA colleagues. The profile of delegates included senior leaders and Senco, class teachers, TAs, an exclusions officer and teacher adviser for Gypsy Roma Travellers. All the delegates in Year 2 were middle leaders, mostly heads of year/leaders of learning with responsibility for behaviour, attendance and liaison with parents and carers.

The outcomes

Outcomes were very positive. Behaviour policies were reviewed and aligned between middle and high schools and transition strengthened as colleagues became more confident and to some extent more empathetic about the challenges between key stages.

Personal development was evident and characterised by promotion in some cases. From one group, four staff gained internal promotion and additional responsibilities within their school during restructuring and another was promoted to deputy of short stay school.

Many chart the positive effect that the course has had on their roles and the close collaboration between colleagues and schools. To witness personal growth in staff who initially lacked confidence and did not perceive themselves as leaders has been one of the most satisfying aspects of my role as co-facilitator.

Schools in similar localities have shared good practice. Through the FAP (fair access protocol), students were managed, eliminating the need for permanent exclusions. I am of the opinion that schools in categories can often display elements of excellent practice and true partnership is recognition of strengths and weaknesses.

Equally, I gained much from the group and the programme; via word of mouth we have a waiting list and a number of expressions of interest for this academic year.

The future

This year's cohorts were awarded a DfE certificate but at present there appears to be a hiatus. Before the demise of the National Strategies, local leads were invited to apply for accreditation and in March, study topics were updated. However, there is uncertainty as to the future of this course with the DfE no longer supporting the programme.

We are so committed to it in Worcestershire that we now offer a 'Professional Development for Specialist Leaders in Behaviour and Attendance' course which mirrors NPSLBA. Materials are available online and schools can use and adapt study topics. We meet with colleagues in the West Midlands who are offering similar programmes to quality assure and moderate portfolio.

The NPSLBA is well placed to support the government's agenda on behaviour and discipline. As we wait to find out what happens next, what is there to fear?

Editor's comment

The DfE is proposing the designation of specialist leaders of education (SLEs) for behaviour. The NPSLBA would seem to provide the materials to support this. However, the SLE initiative is very firmly linked to teaching schools. Will this model of training and development provide the same level of feedback and reflection that the NPSLBA seems to have done?

Reference

To download the *National Programme for Specialist Leaders of Behaviour and Attendance: Evaluation of the Programme's Incorporation into the National Strategies* go to http://dera.ioe.ac.uk/769

Dina Chevens has taught in middle and secondary schools, as a lecturer in further education and with young offenders in two social care settings. She is an accredited local lead for NPSLBA. Dina can be contacted at dchevens@worcestershire.gov.uk

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Calendar

■ **14-15 November Kent**
Confidence in LOtC
Covers the theoretical underpinnings of Learning Outside the Classroom as well as how it integrates with the Every Child Matters agenda.
Contact: 01304 364 854
Cost: £195 + VAT (residential) £160 + VAT (non-residential)

■ **14-18 November 2011 2-6 July 2012 Berkshire**
Restorative skills for schools and residential child care settings
For those wanting to develop restorative approaches. Includes the principles underpinning all restorative interactions and systems
Contact: http://bit.ly/mOGeyn
Cost: £990 excl VAT. Residential delegate: £1,400 excl VAT

■ **1 December Manchester**
Learn more about RAISEonline and how to interpret it from an attendance and behaviour perspective
The course gives you a better understanding of RAISE from an attendance and behaviour perspective as well as providing key actions to improve pupil outcomes
Contact: 0844 3814505
Cost: £120

■ **18 January 2012 Birmingham**
Establishing peer courts
Practical advice on establishing peer courts as part of a school's behaviour system. Includes establishing student ownership and communicating with parents/staff.
Contact: http://bit.ly/qKsvIa
Cost: £289 + VAT

■ **19 January Central London**
Introduction to the Duke of Edinburgh's Award for leaders
This course is aimed at leaders or assistant leaders who are new to the DofE and provides all the necessary knowledge needed to promote the programme, manage a DofE group and support participants in the completion of their programmes.
Contact: Leanne Chapman on 020 7227 9820 or Leanne.Chapman@DofE.org. Fur further information go to www.DofE.org/go/noticeboards
Cost: £90

■ **Various dates tailormade to organistions South coast**
All about SEAL: educational support for schools (Andy Hind)
A professional development programme on whole-school understanding about emotional intelligence, critical competencies of emotional literacy, creating the right classroom environment and practical strategies.
Contact: office@es4s.co.uk 01202 267066

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