# Chapter 7 Activities

Web activity WA7.1

Considering nurture groups in action

You will find an interesting discussion of nurture groups in Northern Ireland and an evaluation of their effectiveness at: <https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools>.

The term ‘nurture group’ is often used very loosely these days in settings and schools. We would like you to access this material to see how nurture groups are organised as originally intended, and their effectiveness in supporting young children with fractured relationships and attachments.

Web activity WA7.2

Application of formal advice on the use of reasonable force

In a non-statutory advisory document on the use of ‘reasonable’ force in schools in England (DfE, 2013b, p. 4), school staff are advised that reasonable in this context means ‘using no more force than is needed’ to control or restrain young people:

‘Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.’

‘Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.’

School staff are urged always to try not to cause injury, but it is acknowledged that ’in extreme cases it may not always be possible to avoid injuring the pupil.’ All members of a school staff have the power to use such ‘reasonable’ force, and this includes searching pupils for ‘prohibited items’ such as knives or illegal drugs.

This document is available at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

In Northern Ireland the Department of Education has made guidance available to schools on the use of ‘reasonable force’ also. This is available at <https://www.education-ni.gov.uk/publications/regional-policy-framework-use-reasonable-forcesafehandling>

In Wales guidance is available at <https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

If you are interested in guidance across the UK you might choose to access these documents.

Web activity WA7.3

Reflecting on advice and guidance from the Elton Report

There is a lot of agreement in the literature that lessons that are organised and taught well support good standards of behaviour in classrooms.

Have a look at the list below and consider the extent to which you recognise Elton’s list of teacher behaviours as useful in thinking about how to organise lessons that predispose to positive learning and behaviour.

Elton (Department of Education and Science, 1989, chapter 3) considers that classroom teachers should:

* know pupils’ names, personalities, interests and who their friends are;
* organise the classroom environment and the lesson to keep pupils engaged and reduce opportunities for disruptive behaviour. [A student of mine once reduced the incidence of disruption in her primary classroom simply through having equipment, including stationery for the pupils, properly organised and available prior to the start of the lessons];
* pay attention to pupil groupings,
* match work to pupils’ attainment levels;
* be enthusiastic;
* use humour to create a positive atmosphere in class;
* continually ‘scan’ the behaviour in the classroom;
* be aware of their own behaviour, including stance and tone of voice;
* model the standards of respect that they expect from pupils;
* emphasise praise for good behaviour as well as work;
* make the rules for classroom behaviour explicit from the first time they meet pupils in class, and explain why they are needed;
* be consistently firm but not aggressive or sarcastic, target the right pupil not the whole class, criticise the behaviour and not the person, be sparing but consistent with punishments, reprimand pupils in private not in public, and follow through whenever a consequence has been specified;
* avoiding punishments that humiliate pupils;
* analyse their own performance in classroom management and learn from it.