



VIOLENT BEHAVIOUR PREVENTION EDUCATION

facilitation guidance, lessons & resources

KS3

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Foreword

The Thames Valley Violence Reduction Unit is committed in partnership to reduce the risk of harm towards children and young people in every context. As such, some of our closest and most important partners are in education. We recognise that schools and educational settings provide unique access to children’s development and we are committed to supporting educators as they prepare young people to help them make great choices when faced with potentially dangerous situations.

Recent statutory changes to PSHE and RSE content mean that students are expected to learn the legal context to health and relationship issues and have provided fresh impetus to ensure that students are given accurate, trauma informed inputs on important issues such as substance use and peer pressure to help them keep themselves and their friends safe.

As an evidence-based organisation, it is important for us to build on a strong body of evidence when considering how we support our communities. Therefore we are delighted to rely upon the research completed by LSE, PSHE Association and NPCC that shows that quality delivery by trained police officers, in conjunction with teacher-led sessions not only enhances the knowledge retained by students but also improves trust in the police.

Thames Valley VRU and Thames Valley Police are delighted to have worked closely in partnership with the PSHE Association and the National Police Chiefs Council to commission what we believe are excellent resources and lesson plans for our schools to freely access, and for our police colleagues to look to in supporting children right across the Thames Valley.

Stan Gilmour
Director, Thames Valley Violence Reduction Unit

Violent behaviour prevention education: Facilitation guide

This facilitation guide accompanies the Key Stage 3 violent behaviour prevention education lessons designed to effectively facilitate a police officer visit to enhance delivery of violent behaviour prevention education in schools.

The lessons explore expectations of relationships across a range of contexts: how conflict can arise and strategies to manage these situations, the law relating to violent behaviour and strategies for de-escalation and reconciliation.

***Please read and consider this guidance first, before delivering the lessons.**

Best practice in visit facilitation

The PSHE Association and National Police Chief's Council are working together to ensure that police contributions to PSHE education are of maximum benefit to teachers and pupils.

The model used in these lessons allows teachers to deliver the initial violent behaviour prevention education lesson, and provide a follow up lesson that links to the visit, with the lesson delivered by a police officer as the second session. This reflects good practice in embedding learning as part of a wider programme of Relationships education including learning about violent behaviour.

This format also provides opportunities for students to be involved in preparing questions for officers to make the most of the visit.

For further guidance on effective collaboration between the police and schools, please see www.pshe-association.org.uk/policing

Effective violent behaviour prevention education

These lessons focus specifically on conflict management, de-escalation and reconciliation skills to support violent behaviour reduction. They are not intended to fully address Relationships Education, and do not not fully address learning about healthy, respectful relationships; unhealthy relationships or bullying. Nor do they intend to fully address aspects of Health education such as emotional wellbeing. Such content should have been covered before a scheduled visit from a police officer. Further materials are available to support teaching colleagues to deliver such learning include:

- Medway Public Health Directorate's [RSE](#), [Gangs](#) and [Healthy and Unhealthy relationship behaviours](#) packs
- PSHE Association's [Mental Health and Emotional Wellbeing Schemes of Work](#)

Evidence shows that effective prevention education* uses varied teaching approaches, is matched to students' developmental stage, is inclusive of students' differences and takes a positive approach, avoiding scare tactics. With this in mind, the lessons avoid unnecessary and potentially traumatising imagery or detailed storytelling related to violent crime or injury. Further guidance on creating a safe learning environment to facilitate effective prevention education is given in the *Preparing to Teach* section of this document and the [Police in the Classroom handbook](#).

* [Key principles of effective prevention education](#) – PSHE Association on behalf of CEOP

Preparing to teach

Creating a safe learning environment

A safe learning environment helps students feel comfortable with sharing their ideas, without attracting negative feedback, avoids possible distress and disclosures in a public setting. It also helps you to manage discussions on sensitive issues confidently. It is good practice to:

- work with students to establish ground rules about how they will behave in PSHE lessons, such as;

Everyone has the right to be heard and respected.

We will use language that won't offend or upset other people.

We will use the correct terms, and if we don't know them, we'll ask the teacher.

We will comment on what was said, not the person who said it.

We won't share our own, or anyone else's, personal experiences.

We won't put anyone on the spot and we have a right to pass.

We won't judge or make assumptions about anyone.

- make boxes available in which students can place anonymous questions or concerns, to avoid having to voice them in front of the class
- provide balanced information and differing views to help students clarify their own opinions
- be sensitive to the needs and experiences of individuals – some students may have direct experience of some of the issues
- distance the learning from students to discourage personal disclosures in the classroom and to keep the learning environment safe
- offer opportunities for students to discuss issues in small groups as well as sharing views with the class
- always work within the school's policies on safeguarding and confidentiality
- link PSHE education into the whole school approach to supporting student welfare
- make students aware of sources of support, both inside and outside the school.

***Further guidance on creating a safe learning environment is available from the PSHE Association in both [Police in the Classroom: A handbook for police and PSHE teachers](#) and in the PSHE Association's guidance document: [Handling Complex Issues safely in the PSHE education classroom & Creating a safe learning environment](#).**

Links to PSHE Association programme of study and statutory guidance

Each of the three core themes of the [PSHE programme of study](#) contain suggested learning opportunities which provide the context through which students can develop knowledge, essential skills and attributes. The learning opportunities should be used flexibly according to students' development, readiness and needs, and taking account of prior learning, experience and understanding.

As stated above, these lessons should be taught as part of a PSHE scheme of work on risk management and wider Relationships Education, including lessons on healthy and respectful relationships; and Health Education, including emotional wellbeing. The table below shows the learning opportunities from the relevant PSHE education core themes at KS3 which are met by these lessons. It also highlights where elements from the Department for Education's new statutory guidance for Relationships Education are achieved through the lesson content. Learning should always take place within a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

Learning opportunity from PSHE Association Programme of Study	Department for Education: New statutory guidance for RSE and health education
<p><i>Students should have the opportunity to learn:</i></p> <p>Core theme: Health and wellbeing</p> <p>H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H30. How to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>Core theme: Relationships</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R37. The characteristics of abusive behaviours, such as violence; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p>	<p><i>Students should know:</i></p> <p>Relationships Education</p> <p>Topic: Respectful relationships, including friendships</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. practical steps they can take in a range of different contexts to improve or support respectful relationships. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

R43. the role peers can play in supporting one another to resist pressure and influence, and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

—

Signposting support

Support for students

Ensure students know where they can seek help and further advice, both now and in the future:

www.childline.com — for students to seek advice on a wide range of concerns

www.fearless.org — for someone to anonymously report a crime

www.victimsupport.org.uk — for someone who has been a victim of crime

Acknowledgements

These materials are based on the work originally completed in collaboration with the National Police Chiefs Council. We are grateful for their support in adapting the materials for use in the Thames Valley Police context, and for Sussex Police's permission to use the related visuals.

This is the first of three lessons for key stage 3 focusing on managing conflict in friendships and reconciling after disagreements. This lesson will allow you to gain a clear picture of students' current understanding of how conflict can arise, feelings associated with conflict, expectations of friendships and communities, and how heated situations and conflict can be managed.

Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

The second lesson in this series is intended to be delivered by a police officer. It can be helpful to ensure that students are aware of this during the first lesson. If there is an unexpected reason that a police officer is unable to deliver the second lesson there is a version intended for delivery by teachers that is also available.

Learning objective	Students learn: <ul style="list-style-type: none"> about the features of respectful friendships and communities, and how conflict can arise in relationships
Learning outcomes	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> describe the qualities and behaviours a person should expect in friendships, school and wider society explain how different communication styles can affect the outcome of disagreements explain how conflict can arise, including online, and how this can affect relationships
Resources required	<ul style="list-style-type: none"> Plain A3 paper or flipchart paper 3x A3 pieces of paper with the headings 'friends', 'school' and 'community' [1 set per class, stuck to the walls around the classroom] Resource 1: Conflict scenarios [1 per pair] Resource 1a: Conflict scenarios match up [as required] Resource 1b: Conflict scenarios match up answers [1 per class] Resource 2: Reasons for and against [as required]

Activity	Description	Time
1. Introduction	Introduce learning objective and outcomes, and revisit ground rules	5
2. Baseline assessment	Students respond to an overheard conversation	10
3. Graffiti walls	Students contribute to class graffiti walls about the qualities and behaviours expected in friendships, school and the wider community	10
4. Communication and conflict	Students explore the effects of different ways of communicating in response to different scenarios	10
5. Why? Why not?	Students suggest reasons why a person may respond aggressively in a situation or why they may not.	5

6. Mapping feelings	Students map feelings that someone who feels like they want to fight might experience	10
7. Endpoint assessment	Students revisit their advice from the baseline assessment	5
8. Signposting	Remind students how to access further advice, guidance and support related to conflict in relationships	5

Climate for learning

Make sure you have read the accompanying **Facilitation Guide** before delivering this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Key words

Conflict, aggressive, passive, assertive, reconciliation

Baseline assessment

Introduction

5 mins

Before starting the lesson ensure that the A3 pieces of paper with the headings 'friends', 'school' and 'community' are stuck to the walls around the classroom.

Negotiate or revisit ground rules for the lesson, and remind students of the anonymous question box and the importance of not sharing any personal stories. Ensure time is given during the lesson for students to write down any questions they would like to ask about expectations in friendships and communities, how conflict or heated situations can arise and the law in relation to violent behaviour. Guide them to add questions to the anonymous question box. Plan in time to review these questions, deciding which need answering straight away and which would be best left for the police visitor.

Introduce the learning objective and outcomes and explain that today's lesson will explore the qualities and behaviours expected in friendships and communities, how conflict arises in relationships and the feelings a person may experience if these situations become heated.

Baseline assessment activity

10 mins

Working on their own, ask students what advice could be given to students A and B in the overheard conversation on slide 3.

As this is a baseline assessment, it is important to use neutral, non-guiding language and avoid giving any further information until the activity has been completed.

Invite some initial feedback from the class. Students might identify:

- Person B has been in an argument or conflict situation with one of their peers, so they will need to manage the meeting with that person carefully. For example, by remaining calm, letting things go (if appropriate), or calmly speaking to the person
- Person A is trying to support Person B, so they should encourage them to remain calm, make sure they don't make the conflict worse by spreading rumours or getting involved and to tell an adult if needed

Use the insights from this and the next activity to gauge students' current understanding to adapt teaching throughout this series of lessons.

Graffiti walls

10 mins

Divide students into three groups and ask them to start at one of the three A3 pieces of paper around the room.

In their groups, ask students to write on the piece of paper what healthy qualities and behaviours people should expect to see in the context on their sheet; either friendships, school or the wider community. Where possible, ask students to give examples of what this might look like in these contexts.

After a couple of minutes ask students to rotate and repeat this until all students have had the opportunity to consider each of the three contexts.

To gather feedback on this activity, ask students to consider whether there are any similarities between the qualities and behaviours expected in each of the contexts, or if there are any differences.

Key learning

- *Qualities and behaviours that can be expected in a range of relationships across different contexts may include concepts such as fairness, respectful behaviour, people having a chance to be heard and feeling safe. Students may identify a wide range of positive qualities and behaviours that reflect their own values and that of the wider community.*
- *Students may identify that rules and situations may affect how people are expected to behave in different settings, though expectations and behaviours may have a common theme across contexts. For example, while having an opportunity to feel included might be a common theme across the different contexts, different examples might be given. Friendship groups may make someone feel included by asking them to join in an activity, whereas at the community level an example might relate to ensuring that everyone in the community can access an event or resource.*

Communication and conflict

10 mins

Using slide 5, share a definition of the term 'conflict' and explain that this can take place in a range of relationships. Explain to students a person's response to conflict can affect the outcome of a situation.

Share the definitions of passive, assertive and aggressive communication on slide 6. Using the example on slide 7-9 as an example of passive, assertive and aggressive responses to a situation, ask pairs of students to read the scenarios in Resource 1: Conflict scenarios and write how a person might respond passively, assertively or aggressively to the situations they have been given.

Key learning:

- *Conflict is not always inherently negative and disagreement is an expected part of a range of relationships. Often conflict situations can be resolved with effective communication, though sometimes this may require a mediator to help support the conversation. Students will learn more about managing conflict in the third lesson.*

- There are a variety of ways to respond to conflict, the most appropriate response in the moment will vary. Sometimes it is possible to be assertive, however there are times when this may not be the safest option, for example if a person is under the influence of substances. However, responding aggressively may escalate the situation leading to it becoming quite heated.
- If upsetting behaviours are repeated and become a situation in which a person is being bullied, they should seek support. If someone is witnessing bullying they should also report it. It would help here to remind students of your school's approach to anti-bullying and of any related rules, and link to any related learning around managing relationships and respectful behaviour.

Support: Using **Resource 1a: Conflict scenarios** match up ask students to match the example of passive, aggressive and assertive communication to the scenario they have been given

Challenge: Ask students to complete the second column of **Resource 1: Conflict scenarios** and suggest a potential outcome from the response they have written.

Why? Why not?

5 mins

Ask students to work in pairs to discuss reasons why a person may respond aggressively to a situation and reasons against this response.

Key learning:

Potential reasons why aggressive behaviour may happen:

- Person is stressed or tired and 'snaps'
- May be appropriate in some contexts, e.g. self-defence
- Surge of emotion (e.g. anger, shock, humiliation) might lead to aggressive response

Reasons against aggressive behaviour:

- Don't want to escalate the situation or concerned about consequences
- Better control of emotions and able to keep calm
- Recognise it doesn't bring positive results or reflect a healthy relationship

Ensure the conversation emphasises the benefits of acting in non-aggressive ways in most situations, and the risks associated with aggressive behaviour, for both people involved.

Support: If students are struggling to generate reasons of their own, hand them **Resource 2: Reasons for and against** and ask them to put a circle around the reasons why a person may respond aggressively, and a square around the reasons a person may choose to avoid responding aggressively.

Mapping feelings

10 mins

When deciding upon groups, ensure these groups are suitable to also work together in Lesson 2 when visited by a police officer.

In groups, ask students to draw an outline of a person on A3 flip-chart paper, reassure students that spelling, grammar or artistic ability do not matter when recording ideas.

Using three different coloured pens ask students to:

- Add labels to their drawing to 'map' the feelings a person might experience if they felt like they were going to have a fight. Remind students to consider both emotions and physical feelings.
- Add suggestions as to how a person could manage these feelings.

Gather feedback by asking groups of students to share one feeling they have mapped and ask students to compare suggestions they have generated to manage feelings or support a friend.

Keep students work safe until the next lesson and ensure groups have written their names on them.

Students might identify emotions such as:

- *feeling acutely angry*
- *feeling angry, stressed, agitated or under pressure for some time*
- *feeling embarrassed or annoyed with someone*

Students may identify physical experiences such as:

- *clenching teeth together*
- *flushing in their skin or conversely, they may experience blood draining from the face*
- *feeling hotter or colder*
- *feel tense or clenching their fists*
- *skin that feels tingly or numb*
- *faster heart rate and breathing*

Techniques might include:

- *counting before reacting*
- *breathing techniques*
- *leaving the situation*
- *talking to someone*
- *finding ways to let out feelings safely, e.g. exercise, shouting, listening to music etc.*

If a person feels they often struggle to manage their feelings or are acting violently, this can be harmful to themselves and others. There are support services available to help manage intense feelings.

Challenge: Ask students to add suggestions to their diagram describing how a friend could support someone experiencing these feelings.

Students completing the challenge activity might suggest:

- *Listening to their friend if they want to talk about how they're feeling*
- *Keeping calm themselves*
- *Suggesting ways to leave the situations*
- *Seeking support for their friend from an adult such as a teacher or police officer*

Visit preparation and endpoint assessment

5 mins

As explored in the [Police in the Classroom handbook](#), officer visits are best embedded and prepared for. Explain to the group that a police officer is visiting to teach them about conflict, violence and the law next lesson. Ask students to add any further questions to the question box which they would like to ask the police officer.

To finish, ask students to revisit their response to the advice they gave in the baseline activity. Is there anything they would like to add or change?

Discuss reflections as a class and note any key points to share with officers to help them understand the baseline attitudes of the class.

Signposting support

5 mins

Remind students that they can access support at home, and both in school (through their form tutor, head of year, or school police officer) and out of school, through local and national organisations. Share the following websites and phone numbers with young people:

Childline - www.childline.org.uk Phone: 0800 1111

Fearless - www.fearless.org

Story board

Students should create storyboards to show how a passive, aggressive and assertive response would change the outcome of a conflict situation in a friendship.

This is the second of three lessons for key stage 3 focusing on managing conflict in friendships and reconciling after disagreements. This lesson will explore the law in relation to violent behaviour and the role of the police in ensuring community safety.

Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

The second lesson in this series is intended to be delivered by a police officer. If there is an unexpected reason that a police officer is unable to deliver this lesson, a lesson plan is available for teachers.

Learning objective	<ul style="list-style-type: none"> about the law in relation to violent behaviour and the risks and consequences of this
Learning outcomes	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> identify when an aggressive behaviour becomes criminal explain the legal consequences of violent behaviours describe the role of the police in enforcing the law in relation to violence
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Plain paper (or exercise books) and pens Blank post cards (for 'exit cards') Resource 1: Key questions [1 per student] Resource 2: Scenario cards [1 set per small group of 3-4 students] Resource 3: Legal consequences [1 set per small group of 3-4 students] Resource 3a: Legal consequences solved [1 copy each for the police officer leading the session and the teacher present] Students' drawings from the 'Mapping feelings' activity in Lesson 1

Activity	Description	Time
1. Introduction	Introduce learning objective and outcomes, and revisit ground rules	5
2. Baseline assessment	Students respond to key questions about violence and the law	10
3. Is it a crime?	Students decide whether a scenario depicts a crime	10
4. Legal consequences card sort	Students sort likely legal consequences for violent behaviours	10

5. Police officer responses	Students suggest what a police officer may do in response to the descriptions of incidents, including ones that are crimes	5
6. Police officer experiences	Students revisit feelings in conflict situation from lesson 1, police explain similarities in how this can feel	10
7. Endpoint assessment	Students revisit key questions about violence and the law	5
8. Signposting	Remind students how to access further advice, guidance and support related to conflict in relationships	5

Climate for learning

Make sure you have read the accompanying Facilitation Guide before delivering this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Key words

GBH, ABH, harassment, assault, criminal

Baseline assessment

Introduction

5 mins

Ensure students are sat in the same groups as they were in Lesson 1.

Negotiate or revisit ground rules for the lesson, and remind students of the anonymous question box and the importance of not sharing any personal stories.

Introduce the learning objective and outcomes and explain that today's lesson will explore the law in relation to violence and the role of the police officer in enforcing the law and keeping communities safe.

Baseline assessment activity

10 mins

Working on their own, ask students to respond to the questions in **Resource 1: Key questions**.

As this is a baseline assessment, it is used to find out what students already know, think or believe about the topic. Try not to give too many hints, ideas or to answer any questions from students before this activity is completed.

When finished, ask students to share some of their first ideas about each question, to help you find out what they already know or any misconceptions. You may want to write some of these on the board to refer back to later in the lesson.

Advise students to keep their answers safe as they'll come back to these at the end of the lesson.

Hand groups of students **Resource 2: Scenario cards**. Ask students whether the behaviour of the character in the question at the bottom of the card is a crime or not. Once students have sorted the scenarios, ask them to feed back to the class (this could be using thumbs up or down, or green/red cards if available). Are there any scenarios the class agree on? Which scenarios do the class disagree about? Ask volunteers to explain why they have made the decisions they have.

Explain to pupils that the actions of the characters in the questions at the end of the scenario are potentially criminal behaviours except for:

- Charlie, who is acting in self-defence
- The security guard in Alex's scenario as they are using reasonable force in relation to an incident of shoplifting

Key learning:

- *Students may have perceptions that some behaviours such as threats of violence or shoving someone, are upsetting but not a crime. Acts of violence, or causing a person to think they are going to experience violence, are not acceptable and can sometimes have legal consequences.*
- *Acting in self-defence or using reasonable force as in Charlie and Alex's scenarios would not be counted as criminal behaviour, as long as excessive force is not used, though schools may still have different policies regarding retaliation.*
- *Bullying is not acceptable, whether it includes violent behaviour or not. Ensure you reference the school's anti-bullying policy and that pupils are aware of how to report bullying in school.*

NB: Students may raise questions about the role of coercion in violence (for example, someone being threatened with violence in order to coerce them into joining a gang and then being coerced into threatening or acting violently towards someone else). This may require linking to related topics such as learning about social influences, coercive behaviour and gangs¹.

- *If someone felt that they were being threatened or coerced into taking part in violent behaviour, they can report this to the police. Young people will be supported if they report that they, or a friend, are being threatened.*
- *If a person did act violently and had been coerced into doing so, they may be able to defend themselves legally if the threat was immediate and serious. However, if there was an opportunity to report this threat to the police and they did not take this opportunity, they are still legally responsible for their actions and may not be able to use 'coercion' as a defence.*

¹ Medway Public Health Directorate's [Gangs](#) resources and the Home Office's [Serious and Organised Crime](#) resource may be helpful in addressing these topics in further lessons.

Ask students to separate out the cards regarding the following characters from **Resource 2: Scenario cards** and place the other two cards to one side as they will not need them for this activity:

- Levi
- Zoe
- Clara
- Kelsey and Riley
- Abe
- Nic

Continuing to work in their groups, students should match the description of each offence to scenarios they think are an example of this. They should then try to match the each of the types of offence to its potential legal consequence.

The teacher and police officer should circulate with **Resource 3a: Legal consequences** solved to check students learning.

Key learning:

- *The sentence given for a criminal act can vary depending on the level of harm and the level of responsibility that the person had in their behaviour.*
- *If someone acts with the intent to cause grievous bodily harm, this can also result in a more severe sentence.*
- *While not addressed specifically within these lessons, students may be aware that racially or religiously aggravated offenses may have a more severe sentence, the [Police in the Classroom handbook](#) has further guidance on how to handle sensitive questions that may arise. Students may also be aware that common assault, such as spitting, at an emergency worker may also have a more severe sentence and may be aware of news stories relating to such incidents.*

Police officer responses

5 mins

Ask groups to choose one scenario from **Resource 2: Scenario cards** and ask students to consider the following:

1. How might a police officer respond to the situation if they saw it happening, or were made aware of it as it was happening?
2. How might a police officer respond after the event if they were made aware then?
3. What might the police officer do next?

If time allows, allow groups of students to discuss more than one scenario.

Take feedback, drawing out the key learning that:

1. First and foremost, the officer will be concerned about the immediate safety and wellbeing of the people in each situation. They will also be concerned for other members of the public and in making everyone, and the situation, safe as quickly as possible.

Core activities	<ol style="list-style-type: none"> Suggested questions may vary for each scenario. Important to draw out that the police need to gather information about the situation and assess how much harm is being caused or has been caused and by whom. Answers will vary. Officers should use discretion and knowledge of the law to respond to answers and challenge misconceptions in each case.
	<p>Police officer experiences 10 mins</p> <p>Ask groups of students to revisit their ‘mapping feelings’ activity from the previous lesson. Ask them to imagine what it might be like for a police officer attending a violent incident.</p> <p>Do they think any of the feelings would be the same for the police officer responding to the situation? Would any of the feelings be different? How do they think police officers manage these feelings?</p> <p>Key learning:</p> <ul style="list-style-type: none"> <i>Police officers receive training to stay calm and manage high pressure situations, however they still might also feel nervous and feel ‘butterflies’ or experience an adrenaline rush when performing their job.</i>
Plenary / Assessment for and of learning	<p>Endpoint assessment 5 mins</p> <p>To finish, ask students to revisit their responses to the questions in Resource 1: Key Questions. Is there anything they would like to add or change?</p> <p>Ask students to make any changes in a different colour pen.</p>
	<p>Signposting support 5 mins</p> <p>Remind students that they can access support at home, and both in school (through their form tutor, head of year, or school police officer) and out of school, through local and national organisations. Share the following websites and phone numbers with young people:</p> <p>Contact the police via 999 for emergencies only, or 101 for non-emergency help.</p> <ul style="list-style-type: none"> Childline - www.childline.org.uk Phone: 0800 1111 Fearless – www.fearless.org
Extension Activity	<p>What causes fights?</p> <p>Ask students to keep an eye out for depictions of fictional fights on TV, or reports in the news. Where did the fight start in this depiction? Was it resolved afterwards? If so, how?</p>

This is the second of three lessons for key stage 3 focusing on managing conflict in friendships and reconciling after disagreements. This lesson will explore the law in relation to violent behaviour and the role of the police in ensuring community safety.

Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

The second lesson in this series is intended to be delivered by a police officer. This lesson plan for teachers is intended for use if there is an unexpected reason that a police officer is unable to deliver this lesson. Should a police officer be able to deliver a session at a later date, *activity 5 Police officer responses* and *activity 6 Police officer experiences* from lesson 2A will still be able to be delivered by the police officer as they are not addressed within this lesson.

Learning objective	<ul style="list-style-type: none"> about the law in relation to violent behaviour and the risks and consequences of this
Learning outcomes	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> identify when an aggressive behaviour becomes criminal explain the legal consequences of violent behaviours describe the wider effects of violent behaviours on a person's safety and health, future and personal life and the wider community
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Blank post cards (for 'exit cards') Whiteboard or flipchart paper Resource 2: Scenario cards [1 set per small group of 3-4 students] Resource 3: Legal consequences [1 set per small group of 3-4 students] Resource 3a: Legal consequences solved [1 copy per class]

Activity	Description	Time
1. Introduction	Introduce learning objective and outcomes, and revisit ground rules	5
2. Baseline assessment	Students create a mind map demonstrating what they already know about the consequences and effects of violent behaviour	10
3. Is it a crime?	Students decide whether a scenario depicts a crime	10
4. Legal consequences card sort	Students sort likely legal consequences for violent behaviours	10

5. Wider effects	Students suggests wider effects of violent behaviours on a person's relationships, career and personal life.	15
6. Endpoint assessment	Students revisit their mind map on the consequences and effects of violent behaviour.	5
7. Signposting	Remind students how to access further advice, guidance and support related to conflict in relationships	5

Climate for learning

Make sure you have read the accompanying Facilitation Guide before delivering this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Key words

GBH, ABH, harassment, assault, criminal

Introduction

5 mins

Negotiate or revisit ground rules for the lesson, and remind students of the anonymous question box and the importance of not sharing any personal stories.

Introduce the learning objective and outcomes and explain that today's lesson will explore the law in relation to violence and the wider effects of violent behaviour on a person's life.

Baseline assessment activity

10 mins

Working on their own, ask students to create a mind map demonstrating what they know about the consequences and effects of violent behaviour.

Prompt questions could include:

- What laws about violent behaviour are you aware of?
- What are the consequences of breaking these laws?
- What might the wider effects of violent behaviour be?

Take some feedback from students, creating a class mind map to refer back to later. However, make clear that students should not add anything to their mind maps during discussion as they will be returning to them later.

Ensure students keep these mind maps safe as they will return to them at the end of the lesson.

Hand groups of students **Resource 2: Scenario cards**. Ask students whether the behaviour of the character in the question at the bottom of the card is a crime or not. Once students have sorted the scenarios, ask them to feed back to the class (this could be using thumbs up or down, or green/red cards if available). Are there any scenarios the class agree on? Which scenarios do the class disagree about? Ask volunteers to explain why they have made the decisions they have.

Explain to pupils that the actions of the characters in the questions at the end of the scenario are potentially criminal behaviours except for:

- Charlie, who is acting in self-defence
- The security guard in Alex's scenario as they are using reasonable force in relation to an incident of shoplifting

Key learning:

- *Students may have perceptions that some behaviours such as threats of violence or shoving someone, are upsetting to someone but not a crime. Acts of violence, or causing a person to think they are going to experience violence, are not acceptable and can have legal consequences.*
- *Students may have perceptions that some behaviours such as threats of violence or shoving someone, are upsetting but not a crime. Acts of violence, or causing a person to think they are going to experience violence, are not acceptable and can sometimes have legal consequences.*
- *Acting in self-defence or using reasonable force as in Charlie and Alex's scenarios would not be counted as criminal behaviour, as long as excessive force is not used, though schools may still have different policies regarding retaliation.*
- *Bullying is not acceptable, whether it includes violent behaviour or not. Ensure you reference the school's anti-bullying policy and that pupils are aware of how to report bullying in school.*

NB: Students may raise questions about the role of coercion in violence (for example, someone being threatened with violence in order to coerce them into joining a gang and then being coerced into threatening or acting violently towards someone else). This may require linking to related topics such as learning about social influences, coercive behaviour and gangs¹.

- *If someone felt that they were being threatened or coerced into taking part in violent behaviour, they can report this to the police. Young people will be supported if they report that they, or a friend, are being threatened.*
- *If a person did act violently and had been coerced into doing so, they may be able to defend themselves legally if the threat was immediate and serious. However, if there was an opportunity to report this threat to the police and they did not take this opportunity, they are still legally responsible for their actions and may not be able to use 'coercion' as a defence.*

¹ Medway Public Health Directorate's [Gangs](#) resources and the Home Office's [Serious and Organised Crime](#) resource may be helpful in addressing these topics in further lessons.

Legal consequences card sort

10 mins

Ask students to separate out the cards regarding the following characters from **Resource 2: Scenario cards** and place the other two cards to one side as they will not need them for this activity:

- Levi
- Zoe
- Clara
- Kelsey and Riley
- Abe
- Nic

Continuing to work in their groups, students should match the description of each offence to scenarios they think are an example of this. They should then try to match the each of the types of offence to its potential legal consequence.

Circulate with **Resource 3a: Legal consequences solved** to check students learning.

Key learning:

- *The sentence given for a criminal act can vary depending on the level of harm and the level of responsibility that the person had in their behaviour.*
- *If someone acts with the intent to cause grievous bodily harm, this can also result in a more severe sentence.*
- *Students may be aware that common assault, such as spitting, at an emergency worker may also have a more severe sentence and may be aware of news stories relating to such incidents.*

Wider effects

15 mins

On their own, ask students to divide their page or a plain piece of paper into four sections and add the following headings to each section:

- *Personal safety and health*
- *Careers and education opportunities*
- *Personal life and relationships*
- *The wider community*

Ask students to consider how violent behaviour, and criminal records resulting from this, might affect each of the topics in the sections on their page.

Next, ask students to find a partner and compare their answers – what similarities are there? Are there any differences? Allow students to feed back their ideas and gather a class list for each topic on the whiteboard or on flipchart paper.

Key learning:*Personal safety and health*

- *Engaging in violent behaviour carries risks of injury. In some cases, students may suggest longer-term health effects and may have heard about similar concerns in the news regarding contact sports and blows to the head. They may draw parallels to the risks of fighting.*

- A person who frequently engages in violent behaviour may themselves feel less safe when in their community.

Careers and education opportunities

- A person who had a criminal record would need to disclose this to an employer and some employers may not be able to employ people with a criminal record because of the type of work they do (for example, working with children). Similarly, some higher education courses may not be available, for example due to the contact a person would need with vulnerable people during their training and education.
- Time spent in prison could disrupt current employment or education.

Personal life and relationships

- It could feel harder to reconcile after a disagreement if people engaged in violent behaviour.
- Friends and family members may feel worried about the person engaging in violent behaviour.
- People may feel worried about being friends or in a relationship with someone they know engages in violent behaviour.
- The person could be away from family and friends if they have to serve a prison sentence.
- Travel may become restricted if a person has a criminal record as this may need to be disclosed when seeking a visitor or work visa.

The wider community

- Members of the community may feel concerned about their own personal safety if there are high levels of violent behaviour.

Endpoint assessment

5 mins

To finish, ask students to revisit their mind map from the start of the lesson. Is there anything they would like to add or change?

Ask students to make any changes in a different colour pen.

Signposting support

5 mins

Remind students that they can access support at home, and both in school (through their form tutor, head of year, or school police officer) and out of school, through local and national organisations. Share the following websites and phone numbers with young people:

Contact the police via 999 for emergencies only, or 101 for non-emergency help.

- Childline - www.childline.org.uk Phone: 0800 1111
- Fearless – www.fearless.org

What causes fights?

Ask students to keep an eye out for depictions of fictional fights on TV, or reports in the news. Where did the fight start in this depiction? Was it resolved afterwards? If so, how?

Lesson 3: Managing heated situations and reconciling after disagreements Key stage 3

This is the third of three lessons for key stage 3 focusing on managing conflict in friendships and reconciling after disagreements. This lesson will explore strategies to help young people to manage conflict situations and reconcile after disagreements; and support available to a person in relation to confrontation or conflict situations including through peers.

Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Learning objective	Students learn: <ul style="list-style-type: none"> about de-escalation strategies to manage conflict and how to reconcile after a disagreement
Learning outcomes	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> describe a range of strategies to help manage conflict situations identify opportunities to seek support for confrontation or conflict explain when and how peers can support each other to manage conflict situations describe a range of strategies to help reconciliation after disagreements
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions A3 paper or flip chart paper and markers Blank post cards (for 'exit cards') Resource 1: The argument Part 1 Resource 2: Think, feel, do Resource 3: The argument Part 2 Resource 4: Reconciliation strategies

Activity	Description	Time
1. Introduction	Introduce learning objective and outcomes, and revisit ground rules	5
2. Reconnecting activity	Introduce students to the first section of the conflict story. Students complete a 'think, feel, do' activity.	10
3. De-escalation strategies	Students compile a class list of de-escalation strategies in response to the first section of the conflict story.	10
4. Changing the story	Introduce the second section of the conflict story. Students identify opportunities to change the course of the story.	10
5. Reconciliation strategies	Students sort strategies for reconciliation between the characters in the conflict story into strategies to prevent heated situations in the future and strategies that help to restore a friendship.	10

6. Endpoint assessment	Students create a 'top tips' guide for managing disagreements or heated situations and reconciling afterwards	10
7. Signposting	Remind students how to access further advice, guidance and support related to conflict in relationships	5

Climate for learning

Make sure you have read the accompanying Facilitation Guide before delivering this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Key words

Conflict, resolution, reconciliation, mediation

Introduction

5 mins

Negotiate or revisit ground rules for the lesson, and remind students of the anonymous question box and the importance of not sharing any personal stories. Ensure time is given during the lesson for students to write down any questions they would like to ask about expectations in friendships and communities, how conflict or heated situations can arise, or strategies for de-escalation or reconciliation. Guide them students to add questions to the anonymous question box.

Introduce the learning objective and outcomes and explain that today's lesson will explore strategies to manage or de-escalate a heated situation and how people can reconcile after disagreements.

Reconnecting activity

10 mins

As a class, read the story from **Resource 1: The argument Part 1** aloud.

Ask students to complete **Resource 2: Think, feel, do** on their own. They should describe what each character might be thinking, feeling, and what they might do next. Remind students of the 'Mapping feelings' activity they completed in lesson one.

Allow students to feedback their thoughts on what the characters might be thinking and feeling, and what they might do next. Compare the similarities and differences in students' answers. Which of the actions that they've suggested do they think is most likely?

Key learning:

- *There are a range of emotional responses a person may have to situations in which one or more people demonstrate aggressive behaviour. This could include fear, excitement, agitation or it may increase a person's feelings of being upset or angry. Students might also explore feelings that have caused the argument, for example feeling embarrassed, left out, insulted or disrespected.*
- *There are a number of actions that could be taken by each character in response to the situation. Some of these may make the situation more dangerous, while others may help to de-escalate the situation and reduce the risk of harm to everyone involved.*

Baseline assessment

Support: Ask students to focus on what Kendal might think, what they might be feeling and what they might do next. Explain to students that drawings such as emojis to represent feelings are fine to use if this helps them to convey their thoughts.

De-escalation strategies

10 mins

Provide groups of 3-4 students with flipchart paper or A3 paper. Ask students to describe as many strategies as they can to help calm a person who may be feeling aggressive and acting in a way that may lead to a fight.

Ask students to consider:

- What the person experiencing these feelings might be able to do.
- What a friend could do to help someone experiencing these feelings.
- What a person who is nearby can do.

Once students have spent around 5 minutes generating their own ideas, ask them to feedback to the class. Are there any strategies that the groups have in common? Share the strategies on Slide 5 with students, and ask them to consider if there are any they hadn't considered, or any they have in common with these suggestions. See the notes below Slide 5 for further information on each strategy.

Key learning:

- *It isn't acceptable for a person to act violently towards someone else, however it can sometimes be tricky to manage emotions. There are a range of strategies that a person can use to manage their own feelings, including using exit strategies to give them time to calm down before they re-enter a conversation.*
- *If people are finding it difficult to have a conversation about something that they want to resolve without it becoming heated, mediation can be a helpful strategy that supports calm, assertive communication from those involved. Remind students of the activity on passive, assertive and aggressive communication they completed in lesson one; mediation may mean that everyone feels they have opportunities to be heard.*
- *If it's safe, a friend could help to de-escalate a situation by listening to their friend's concerns; helping them to find exit strategies, or if appropriate reminding their friend of strategies they know work for them. However, friends cannot always be responsible for other's actions and must think about their own safety first. It may be better in some cases to remove themselves from the situation or to get help from an adult.*
- *It's not just friends who can help to reduce the risk of a situation escalating, other members of the school community or wider community can help to respect personal space and ensure that there are exit routes available during heated situations. In the story, other students created a crowd and blocked exits and this reduced the options for de-escalating the situation between Kendal and Quinn.*

As a class, read the second part of the story from **Resource 3: The argument Part 2** aloud.

Working in pairs, students should annotate the story from **Resource 1: The argument Part 1** and **Resource 3: The argument part 2**, and suggest three points at which de-escalation strategies may have helped to prevent the fight at the end.

When students have completed this, ask volunteers to share the point they think a de-escalation strategy would have had the greatest effect on the outcome of the story.

Key learning:

- *Some de-escalation strategies might work better in different situations or different points of the argument, but they will generally work better in combination than alone. For example, giving someone personal space whilst still shouting is unlikely to de-escalate the situation, but respecting personal space, speaking calmly and leaving the situation where necessary will be more helpful.*
- *It's important that, while these strategies could be helpful in an argument or disagreement, victim-blaming narratives are not encouraged and that students recognise that if de-escalation strategies don't work and a person continues to act aggressively or uses violent behaviour this is not the fault of someone who has been targeted or hurt by this behaviour.*

Support: Ask students to suggest three steps that Kendal or Quinn could use to de-escalate the argument. Suggest that students consider the strategies on Slide X to help them.

Challenge: Ask students to rewrite the story to include de-escalation strategies. Ask them to include a suggestion of how they think the story might end instead.

Reconciliation strategies

10 mins

Tell students they're now going to consider what might need to happen after a heated situation such as the one in the story, whether it results in a fight or not.

Hand pairs of students **Resource 4: Reconciliation strategies** and ask them to sort the cards into two piles:

- One pile should contain strategies that aim to prevent further heated situations
- The other pile should contain strategies that aim to repair and rebuild a friendship

Ask students the following questions:

1. Which strategy do you think would work best to help resolve the situation in the story you've read today?
2. Do you think the same strategy could be used after all heated situations? What might make a difference to the strategies used?

Key learning:

1. *People may have different preferences for what they feel needs to happen after a disagreement. For some, an apology is enough, for others they may want to see a sanction take place and for others finding a way to repair the friendship through mediation might be the priority.*

2. The seriousness or frequency of heated situations may have an effect on what kind of strategy is needed. People may also sometimes need more than one strategy to take place. For example:
- Straight away after a heated situation it might feel difficult to have a conversation about what's happened, so a person might need time to 'cool off' before a mediated conversation can take place to help support the relationship being rebuilt.
 - Sometimes the people involved in a heated situation may not want to be friends any more, or were not friends in the first place. Agreeing to stay apart may be needed at first. They might still benefit from a mediated conversation so they feel able to act with respect towards each other afterwards, and to understand how their actions have affected the other person.
 - A person who has been targeted or hurt by violent behaviour should not have to feel that they must have a mediated conversation with the person who has acted violently. They may want to have a mediated conversation to express how the incident has affected them. They may feel justice has been done if they know the other person has experienced a sanction.
 - Schools have a responsibility to keep everyone in their school community safe and have sanctions in place to support this. While people involved in a heated situation may not want sanctions to be used if it has escalated into a fight, the school will likely still need to follow its system to ensure the safety of the wider school community and to make clear that violent behaviour is unacceptable.

Support: Ask students to choose which of the reconciliation strategies they think would be the best solution for Kendal and Quinn. Do they have a strategy they think wouldn't work so well? Why?

Challenge: Ask students to consider whether they can think of any other reconciliation strategies and add this to additional blank cards/paper. Can they identify what the goal of this strategy is and sort it into one of the piles?

Ask students to create a brief 'top tips' guide for managing disagreements and heated situations and reconciling afterwards. They should consider what they have learned from the past three lessons for example:

- Expectations of healthy and respectful relationships between friends, the school community and the wider community
- Communication styles and how these can affect the outcome of a disagreement
- How conflict can arise in relationships
- The law regarding violent behaviour
- De-escalation and reconciliation strategies

Remind students that they can access support at home, and both in school (through their form tutor, head of year, or school police officer) and out of school, through local and national organisations. Inform students that there is support available if a person finds it difficult to manage their feelings, or feel that they need help reducing aggressive behaviours.

Share the following websites and phone numbers with young people:

- Childline - www.childline.org.uk Phone: 0800 1111
- Fearless - www.fearless.org

Script an assembly

Ask students to develop a script for an assembly to explore expectations of healthy and respectful relationships in school and how disagreements can be managed.

<i>“We were just chatting while we gamed like we normally do after school – and everyone was making jokes and shouting stuff and all that. Sometimes when you’re really into the game you say stuff that’s a bit silly, but my mate Jay made this joke about my mum and it was just a step too far.”</i>		
How could someone respond to Jay in this situation?		
Response		Challenge: Potential outcome
Passive		
Assertive		
Aggressive		

<i>“I think as a school council we should make improving our school’s outside areas a priority because it could help the school community to have somewhere nice to chat about things. Kezia thinks that we should spend more time working on fundraisers for charities outside school though.”</i>		
How could someone respond to Kezia in this situation?		
Response		Challenge: Potential outcome
Passive		
Assertive		
Aggressive		

“We were just chatting while we gamed like we normally do after school– and everyone was making jokes and shouting stuff and all that. Sometimes when you’re really into the game you say stuff that’s a bit silly, but my mate Jay made this joke about my mum and it was just a step too far.”

How could someone respond to Jay in this situation?

Passive	Shrugging off the joke if Jay makes it again, even though it’s hurtful.
Assertive	Belittling Jay with jokes about their family situation and threatening them if they make the joke again.
Aggressive	Calmly speaking to Jay afterwards to explain that they know he was just trying to be funny but that the joke wasn’t okay.

“I think as a school council we should make improving our school’s outside areas a priority because it could help the school community to have somewhere nice to chat about things. Kezia thinks that we should spend more time working on fundraisers for charities outside school though.”

How could someone respond to Kezia in this situation?

Passive	Not listening to what Kezia has to say, interrupting with why their own plan is the best and making fun of other suggestions.
Assertive	Pretending their opinion on how to spend school council time didn’t really matter to them and that the council should do what Kezia wants because ‘it doesn’t matter anyway’.
Aggressive	Acknowledging Kezia’s point that charity work is important to the school council and discussing whether it’s possible to agree on a plan that enables action towards both aims.

"We were just chatting while we gamed like we normally do after school– and everyone was making jokes and shouting stuff and all that. Sometimes when you're really into the game you say stuff that's a bit silly, but my mate Jay made this joke about my mum and it was just a step too far."

How could someone respond to Jay in this situation?

Passive	Shrugging off the joke if Jay makes it again, even though it's hurtful.
Assertive	Belittling Jay with jokes about their family situation and threatening them if they make the joke again.
Aggressive	Calmly speaking to Jay afterwards to explain that they know he was just trying to be funny but that the joke wasn't okay.

"I think as a school council we should make improving our school's outside areas a priority because it could help the school community to have somewhere nice to chat about things. Kezia thinks that we should spend more time working on fundraisers for charities outside school though."

How could someone respond to Kezia in this situation?

Passive	Not listening to what Kezia has to say, interrupting with why their own plan is the best and making fun of other suggestions.
Assertive	Pretending their opinion on how to spend school council time didn't really matter to them and that the council should do what Kezia wants because 'it doesn't matter anyway'.
Aggressive	Acknowledging Kezia's point that charity work is important to the school council and discussing whether it's possible to agree on a plan that enables action towards both aims.

Put a **circle** around the reasons why a person may feel the need to communicate aggressively.

Put a **square** around the reasons why a person might avoid communicating aggressively.

They might be tired or feel stressed and be ‘snappy’

They feel that being aggressive or violent might break school rules

They might feel like people aren’t listening to them or that something’s unfair

They might be worried that being aggressive could make the situation worse

They might feel overwhelmed or strong emotions and find these hard to manage

They think being aggressive might make someone defensive so they can’t understand their point of view

Can you think of any more reasons that someone that someone might respond aggressively or choose not to?

Reasons for



Reasons against



Keep this safe! You'll come back to it at the end of the lesson.

What might the legal consequences of violent behaviour be?	
How might a police officer respond to an incident of violent behaviour?	
How might the people below feel?	
A person who feels like they may fight someone else.	A police officer responding to an incident of violent behaviour.

Cut out the cards below and sort them into incidents that do involve a crime and incidents that don't involve a crime.

<p>During an argument, someone threatened and raised their fist at Levi.</p> <p>They didn't hit Levi, but Levi thought he was about to be attacked.</p> <p><i>Has the person committed a crime?</i></p>	<p>Kelsey and Riley got into a fight. When they were stopped from fighting they've given each other bruises.</p> <p><i>Are either Kelsey or Riley's behaviours criminal?</i></p>
<p>A group of people in schools have been teasing Zoe for a little while. Today, during break, one of them pushed her over.</p> <p><i>Has the person committed a crime?</i></p>	<p>After school, another student threw a punch at Charlie. They missed, but they wouldn't leave Charlie alone so Charlie gave them a shove before going home.</p> <p><i>Has Charlie committed a crime?</i></p>
<p>At the shopping centre, Clara accidentally bumped into someone. In response they told her to watch where she was going and spat at Clara.</p> <p><i>Has the person committed a crime?</i></p>	<p>A security guard has spotted Alex shoplifting. Alex refused to listen to them and started to leave the shop so the guard grabbed Alex's arm.</p> <p><i>Has the security guard committed a crime?</i></p>
<p>Someone attacked Abe and tried to steal his phone. Abe's arm was broken.</p> <p><i>Has the person stealing his phone committed a crime?</i></p>	<p>A student from an older year has been threatening to hurt Nic's older brother. The student sent a text to Nic saying they're going to hurt Nic too.</p> <p><i>Has the student committed a crime?</i></p>

Cut out the cards below sort the scenarios from **Resource 2: Scenario cards** that include a criminal behaviour and the potential consequences.

<p>Harassment involving putting people in fear of violence is behaviour that intends to alarm a person and leave them feeling that violence will be used against them.</p>	<p>Potential legal consequence:</p> <p>The maximum sentence is a five year prison sentence.</p>
<p>Common assault is when a person is violent towards someone or makes them think they're going to be attacked.</p>	<p>Potential legal consequence:</p> <p>A range of legal consequences from fines to a maximum sentence of 10 years custody.</p>
<p>Actual bodily harm (ABH) means that a person has hurt or injured someone and caused minor injuries, pain or discomfort.</p>	<p>Potential legal consequence:</p> <p>If the injury was not intended, the maximum prison sentence is five years.</p> <p>If the person intended to cause the injuries, the maximum sentence is life imprisonment</p>
<p>Grievous bodily harm (GBH) means that a person has caused serious physical harm to someone. It does not have to be a permanent or dangerous injury.</p>	<p>Potential legal consequence:</p> <p>The maximum sentence is a six months' prison sentence.</p>

Scenarios	Offence	Potential consequence
Nic	Harassment involving putting people in fear of violence is behaviour that intends to alarm a person and leave them feeling that violence will be used against them.	Potential legal consequence: A range of legal consequences from fines to a maximum sentence of 10 years custody.
Clara Zoe Levi	Common assault is when a person is violent towards someone or makes them think they're going to be attacked.	Potential legal consequence: The maximum sentence is a six months' prison sentence.
Kelsey and Riley	Actual bodily harm (ABH) means that a person has hurt or injured someone and caused minor injuries, pain or discomfort.	Potential legal consequence: The maximum sentence is a five year prison sentence.
Abe	Grievous bodily harm (GBH) means that a person has caused serious physical harm to someone. It does not have to be a permanent or dangerous injury.	Potential legal consequence: If the injury was not intended, the maximum prison sentence is five years. If the person intended to cause the injuries, the maximum sentence is life imprisonment.

Quinn and Anna dropped themselves on the low wall behind the dining hall, “So what’s the plan this weekend?” Anna asked, offering Quinn some of the grapes from her lunch.

Quinn shrugged and nodded to three of their friends as they approached “Don’t know, what do you fancy? Cillian, Tino, either of you got any ideas for the weekend?” The boys shared their ideas with Quinn and Anna, perhaps meeting up in the park and then going for pizza. They debated between themselves about where they’d get something to eat. Kendal stood to one side of the group.

“Nice of you to ask me,” Kendal scoffed “You’re always...”

“Oh, just don’t start,” Quinn cut in.

Kendal’s cheeks flushed. “You’re always like this. You know what? I don’t know why I’m here anyway, hanging around with you. People will think I’m like you and your sister.”

Quinn stood and took a step towards Kendal, reducing the space between them. “You’ve got a problem with my family as well now then?”

“You, your family, yeah. Yeah, I do. I’m done with you, I’m sick of being a joke for you whenever you want to impress your mates!” Kendal felt their voice rise to a shout.

Quinn could feel that Cillian and Tino seemed to be stood much closer to them now, within arm’s reach. A crowd of students had gathered from the dining hall and surrounded the group.

What might they be thinking?	What might they be feeling?	What might they do next?
Quinn		
Kendal		
Anna, Cillian and Tino		

Quinn and Kendal felt the space between them disappearing as the growing crowd blocked the walkway from the dining hall to the school field. Kendal could feel the weight of the gaze of everyone, watching and waiting to see what would happen next. Quinn's face looked furious, Kendal's chest and stomach felt tight.

Kendal shouted more and more at Quinn, listing everything Quinn had done wrong. One thing, then another, then another. Quinn's hand tightened around the drinks can they'd bought.

Kendal made another comment about Quinn's family... The can flew and hit Kendal, spilling the drink down their uniform. Punches, kicks and elbows flew between the pair. The crowd of students around them roared.

Suddenly, the crowd scattered. Kendal and Quinn were knocked apart from each other, pushed out of the way by the students forcing past them in the walkway to get to the field.

Quinn looked up, looking for the reason for the sudden dispersal. Mr Ward and Ms Khan had appeared at the dining hall doorway. They looked directly at the two students in front of them. It was hard to read the teachers' facial expressions, but they definitely weren't pleased.

Sort the reconciliation strategies below into two piles:

- 1. Strategies to prevent further heated situations
- 2. Strategies to help repair and rebuild a friendship

<p>Giving each other space</p> <p>Agreeing to give each other some space can give people time to cool off. The length of time that people give each other space for can vary, before coming back to discuss what can happen next.</p>	<p>Agreeing to avoid violence</p> <p>Simply agreeing not to fight any more, or to avoid each other completely. For example, arranging to spend time with different friends in different areas of the school at break times.</p>
<p>Sanctions for behaviours</p> <p>One or more of the people involved in an argument or fight may feel that the other person needs to be sanctioned in order to ‘make up’ for their behaviour, for example with a detention.</p>	<p>Apologising</p> <p>In heated situations people can sometimes say something that is unfair, not listen very well to each other or make someone feel intimidated or upset. It may help someone to feel better about what has happened if their feelings are acknowledged.</p>
<p>Mediation</p> <p>If there is an issue that is tricky to discuss without feeling upset, it can help for an extra person such as a trusted unbiased friend or adult to help support the conversation and make sure it stays respectful. This may help to work towards resolving the underlying issue.</p>	<p>Talking to a trusted adult</p> <p>Talking to a parent, teacher or another trusted adult in the community to get a bit of perspective and advice on an argument or situation that’s becoming heated.</p>