

## Unit 2

# A Whole School Approach to Anger Management

### **Activity 1                      Society and School responses                      In pairs**

Why do you think that it is important to address the issue of anger management in society in general? Make a list below.

Discuss your list with a partner. Were there any similarities or differences?

What role, if any, should schools have? Discuss your thoughts with a partner.

## **Activity 2 Action Plan for an Anger Management Strategy**

### **In groups**

#### **Imagine the following scenario:**

*There has been a serious incident in the school involving a pupil. The pupil concerned caused considerable material damage to a classroom. The teacher was subject to verbal and physical abuse. Other pupils in the class had to be removed. A number of these pupils have reported this incident to their parents and a few of these parents have contacted the head teacher. This is not an isolated incident and the head teacher is under some pressure to respond in a positive, constructive fashion.*

Your group has been asked to draw up an action plan for the development of an anger management strategy for your school. This will be presented to the next School Board meeting in four weeks time.

Use the following points to assist in drawing up the action plan:

1. What are your aims and objectives?
2. Consultation with members of staff :
  - a) With whom should you consult?
  - b) What form should this consultation take?
3. Consultation with parents:
  - a) What form should this consultation take?
  - b) What is the time scale?
4. Involving pupils:
  - a) Do you want to carry out a survey of pupils' perceptions?
  - b) If so, what form should that take?
5. Consider how you can incorporate an anger management strategy within the school development plan.
6. Should the anger management strategy be subsumed within the school's discipline/behaviour management policy or should there be a separate anger management policy?
7. Consider preventative approaches as well as interventions/guidelines for tackling instances of aggressive behaviour.
8. Consider practices that have a sound research base and/or a proven record.
9. Incorporate arrangements to monitor, review, evaluate and modify procedures and practices.

**Activity 3      Current School Policy      Pairs or small groups**

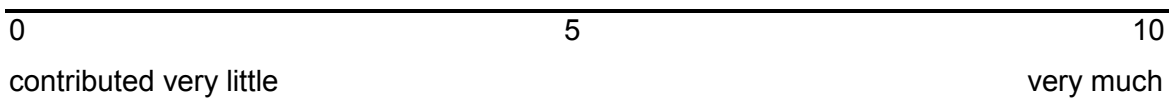
Consider your school’s current practice with regard to *Behaviour Management* in general and *Anger Management* in particular. Complete the rating scales below and answer the questions that follow. Discuss with a partner.

**Behaviour management policy**

***Ethos***

To what extent does the school ethos contribute to a behaviour management policy?

Where would you place your school on the following 10-point scale?



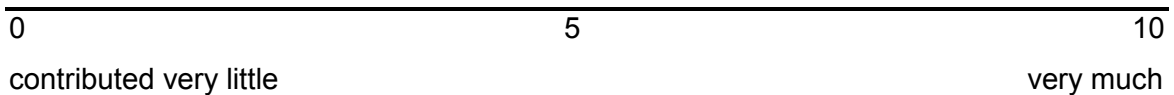
What factors have contributed to your school being placed at that point on the scale?

What factors would contribute to your school moving one point further up the scale?

***Values***

To what extent do the school values contribute to a behaviour management policy?

Where would you place your school on the following 10-point scale?



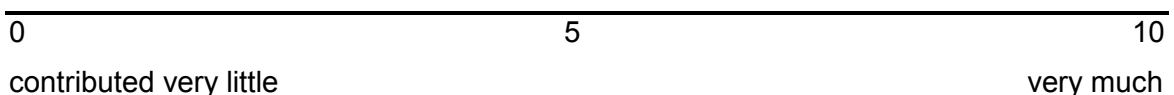
What factors have contributed to your school being placed at that point on the scale?

What factors would contribute to your school moving one point further up the scale?

***Curriculum***

To what extent does the curriculum contribute to a behaviour management policy?

Where would you place your school on the following 10-point scale?



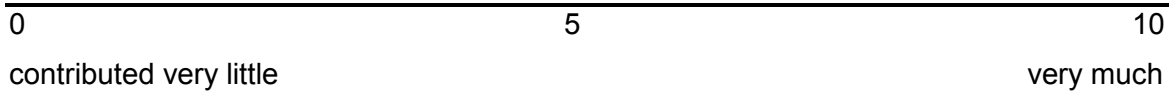
What factors have contributed to your school being at that point in the scale?

What factors would contribute to your school moving one point further up the scale?

**Activity 3 (continued)**  
**Support for Individual Pupils**

To what extent do the support structures and mechanisms contribute to a behaviour management policy?

Where would you place your school on the following 10-point scale?



What factors have contributed to your school being at that point in the scale?

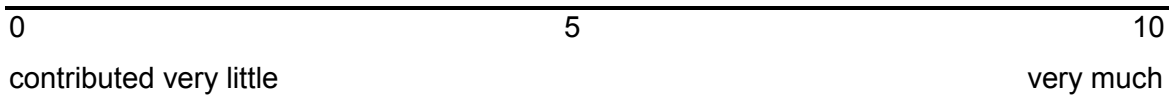
What factors would contribute to your school moving one point further up the scale?

**Anger management strategy**

***Ethos***

To what extent does the school ethos contribute to an anger management strategy?

Where would you place your school on the following 10-point scale?



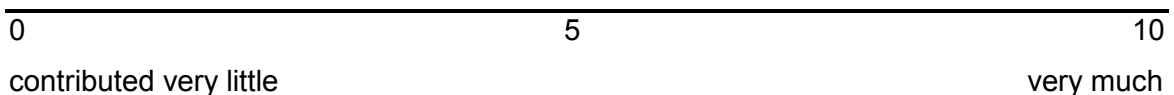
What factors have contributed to your school being at that point in the scale?

What factors would contribute to your school moving one point further up the scale?

***Values***

To what extent do the school values contribute to an anger management strategy?

Where would you place your school on the following 10-point scale?



What factors have contributed to your school being at that point in the scale?

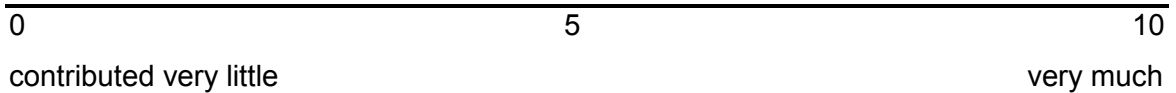
What factors would contribute to your school moving one point further up the scale?

**Activity 3 (continued)**

***Curriculum***

To what extent does the curriculum contribute to an anger management strategy?

Where would you place your school on the following 10-point scale?



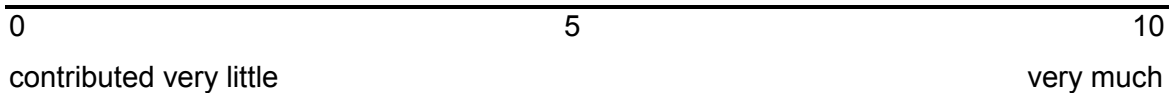
What factors have contributed to your school being at that point in the scale?

What factors would contribute to your school moving one point further up the scale?

***Support for Individual Pupils***

To what extent do the support structures and mechanisms contribute to an anger management strategy?

Where would you place your school on the following 10-point scale?



What factors have contributed to your school being at that point in the scale?

What factors would contribute to your school moving one point further up the scale?