

The causes of violence can be many and complex but we know that one such cause can arise from unmet needs within the school environment. One framework we can still usefully use to understand our context is Maslow's Hierarchy of Needs. We can use Maslow at an individual and institutional level.

Activity:

Using the following grid, complete the final columns for each section by trying to add **three** positive actions that you could take in your setting that would help to minimise the risk of violent behaviour and/or support children in reducing the risk through increasing the provision of positive experiences in class and around school. Colleagues can also use the checklist provided below to generate discussion in groups.

Maslow's hierarchy and the risk of violence

Maslow's hierarchy of need	Possible outcome of unmet need	In my setting
physiological or survival needs		
nutritionally balanced food (few additives, etc.) sleep rest and relaxation shelter physical exploration stimulating activity	poor concentration tired and grumpy over-excitability difficulty in relaxing fidgety, 'uptight' mood swings	
safety needs		
consistency boundaries being safe feeling safe reassurance	anxiety, fear overreaction to minor conflict situations challenging 'authority' breaking rules difficulty in coping with change	
love, belonging and affection		
being cared for feeling cherished being part of a family or social group taking part in activities opportunities to take responsibility exploring ideas expressing needs and wants making and maintaining relationships dealing positively with conflict trust in others being trusted	negative attention seeking poor relationship skills involvement in gangs unhealthy relationships difficulty in expressing self often alone difficulty seeing cause and effect of actions inability to resolve conflicts peacefully (arguing or falling out) displaying fear or feeling fearful	
self-esteem		
feeling valued being valued knowing strengths celebrating achievements accepting weaknesses taking steps to change things positive response to challenge self-respect avoiding compromising or dangerous situations developing independence welcoming responsibility	negative attention seeking putting self in compromising situations getting in with the 'wrong crowd' 'acting-up' or playing the fool to achieve status, i.e. a false sense of self-esteem	
self-actualisation		
self-knowledge creative outlets exploring the world learning new things rising to challenges developing values and principles developing talent	lack of motivation internalises feelings frustration feelings of injustice difficulty in considering other perspectives	

Maslow's hierarchy and the environment

Maslow's hierarchy of need	Safe school	Involving children and families	Curriculum	Organisation	Travel and safe surrounding
Physiological or survival needs	Access to water Opportunities to relax Healthy menu Clean toilets	Involvement of health care professionals to give 'talks'	Creative PE sessions: Yoga Relaxation	Breakfast clubs	
Safety needs	Well-supervised quiet area to relax at lunch time	Children as researchers - safe and unsafe areas in school	Developing ground rules and class charters	Effective routines understood by all	Supervision on buses
Love, belonging and affection	Inclusive ethos and positive values and beliefs	Peer mentoring or playground friends schemes	Inclusive learning and teaching strategies Teaching a peaceful problem solving process	Teaching playground games Eating lunch together	Involvement of community, for example, community police in school life
Self-esteem	Effective pastoral care and support	Positive messages sent home Children involved in developing reward systems	Positive and constructive feedback on learning	Acknowledge rewards and positive recognition for all	Providing choices
Self-actualisation	Teaching that motivates and inspires Role models	Drawing on personal strengths and interests	Personalised learning PSHE SEAL	Extended school provision	Inspirational speakers and visitors