

United Against Bullying School Case Study: Example of using peer mediators

How Greenacres Primary School used peer mediators in their anti-bullying work

Context of our anti-bullying work

Due to COVID restrictions, many children had not mixed or collaborated with other children outside their year group. The ethos and culture of supporting each other had to be developed and so a group of peer mediators were formed.

4.7 To implement strategies to improve peer on peer support.

What we hoped to achieve

- Develop trust and collaboration
- Develop skills in resolving conflict
- Use as a verbal reporting tool
- To model language and behaviours to express issues with conflict.
- Mediators to develop strategies in conflict- model resolution strategies and share.
- Logged outcomes from mediators are used to see if there are patterns of children or type of conflict.

The action we took

Children had to complete an application form to apply for the post and share effective qualities needed for the role. The Learning Mentor was part of the process to appoint and train 6 Peer mentors. Training of strategies and clear structure was facilitated by the Learning Mentor. Weekly meetings were valuable to address repetitive incidents (refer to log books) and discussion of strategies. All Peer Mediators wear yellow hats for ease of identification on the playground.

Impact and outcomes of the work

- Increased use of respectful language.
- Children relating more affectively and resolve minor conflicts.

- Feel more comfortable in talking to children their own age about concerns.
- Increased awareness of restorative practice to staff/ children
- Definitely developed the children's ability to define a problem from their own point of view.
- Increased awareness shown of identifying and expressing emotions
- Developing empathy towards others.
- Increased listening and communication skills
- Clear structure introduced: Peer mediators introduce themselves and set the ground rules, everyone is treated with respect, everyone gets a chance to be heard fairly. They listen to each in turn and invite them to share with each other how they felt about each other. They will then invite people to find a solution or way forward and fix an agreement

What we have learned

- Think in advance to develop younger children for the role before year 6 leave.
- Making it clear to all children that the Peer Mediators are not for saying who is right or wrong/ Give advice/ Allocating Blame. This will take time as children expect for someone else to sort out conflict, not model strategies and coach dialogue.
- Share with parents the benefits of Peer Mediators to clarify purpose.