

Targeted PEER MEDIATOR training

Peer support can create a culture in a school that makes a tremendous difference to the emotional wellbeing of all. It has proved to be effective in helping pupils deal with a range of issues such as friendship difficulties, reducing isolation, developing self-confidence, bullying, behaviour and academic performance.

- To support children & young people in developing skills to become peer mediators.
- To develop solution focused approaches to support peer led conflict resolution.

EMOTIONAL WELLBEING AMBASSADOR Training

'When outcomes are brought about through a collaborative process in which children are actively engaged, the resolution is more likely to be durable.'

- To support identified children & young people to take a proactive role in developing whole school initiatives around bullying and emotional wellbeing.

Costs

We provide a bespoke service matched to the needs of your school, ensuring that you get the most appropriate support at the best cost. We offer free initial consultation to all schools in order to support you to further consider your own needs in this area, and to provide detailed information on support options and costs.

Contact

Emotional Wellbeing and Effective Learning
(EWEL) team
03000 263 333



Logos designed by children from Woodland and Escomb Primary Schools

Anti-bullying

Information for Schools



What do we know about bullying?

The incidence of bullying has remained consistently high over decades.

“Research has clearly demonstrated that bystanders play a significant role in bullying. Proactive and preventative interventions implemented at individual, class, school and community level have the potential to reduce bullying, alongside reactive strategies to deal with bullying incidents when they occur.” Anti-bullying Alliance

“Children and young people need to become active agents in their own social worlds; Schools can foster the agency of peers. A healthy climate for learning is one in which people ‘feel a sense of oneness and identification with the community... where there is concern for others and their welfare.’ Twemlow et al, 2001

Key findings from research in Durham schools

A recent survey carried out in 25 County Durham Primary Schools, with 1100 children indicated that:

- 65% of the Y2 and 63% of the Y5 children worry about bullying
- 62% of the Y2 and 73% of the Y5 children reported experience of bullying
- 61% of these children reported they had experienced bullying at school
- 85% of children reported that Buddy training, peer support programmes and an identified adult for Emotional Wellbeing in school would be the most effective ways of preventing and tackling bullying.

Anti-bullying mission statement

To work with schools to develop an evidence based whole school approach to reducing the incidents and Impact of bullying, and in doing so promote and enhance the emotional wellbeing, achievement and resilience of young people.

Profile of the team

We are a multi-disciplinary specialist team consisting of senior educational psychologists, advisory teachers and support staff, with particular expertise in:

- emotional wellbeing
- mental health
- social interventions and
- the development of evidence based approaches to promote wellbeing, achievement and resilience in schools.

What we can offer

EMPOWER (Emotional Positivity, Wellbeing, Resilience)

Support to explore your schools particular needs, through application of a whole school conceptual framework for bullying, which will generate an action plan that you can implement with further support or independently as you choose.

EMPOWER support staff training

Specialist training for support staff to increase their knowledge, skills and confidence to adopt an active role in identifying and responding to the needs of vulnerable children using a Cognitive Behaviour Therapy (CBT) framework.

Universal BUDDY Training

‘Interventions that involve influencing bystander behaviour can contribute to reducing, or even eliminating, the motivation to bully.’

- To support all children to take a proactive role in ensuring a cohesive school community where everyone feels safe and valued.
- To support children to develop their social, emotional and friendship skills, taking an active role in preventing and tackling bullying behaviours.