Welcome to the Enable Peer Supporter Training

Target group: Adults

PowerPoint for ENABLE Ambassadors to cascade training to other staff
Objectives for today

▸ Understand what bullying is, why it happens, the impact it has
▸ Examine the most effective responses to bullying behaviour
▸ Explore some of the measures schools can put in place to prevent and reduce bullying
▸ Learn what a Peer Supporter scheme is, what the benefits are to the school, how it can be used to reduce bullying and how to make it effective
▸ Go through how to set up a Peer Support scheme in your setting
▸ Share best practice
▸ Understand how to use the ENABLE resources provided
Group values

- Listen to each other’s ideas
- Treat everyone’s ideas with respect
- Be open and honest
- Participate and ask questions – no such thing as a silly question
- Support each other
- Have fun!
In partners, answer the following questions:

- What is your role at the school?
- What are the main things you hope to achieve from today?
- Why is your school getting involved in the programme?
- Does your school have anything similar to a Peer Support scheme already set up?
Eliminate bullying through empowering children

Centred on peer education and social and emotional development

Involves staff, students and parents

Focus on changing bystander behaviour

 Rolled out in the UK, Greece, Denmark, Croatia and Belgium

First pan-European collaboration between public agencies and businesses

Co-funded by the EU
The faces behind enable

Supported by the Daphne Programme of the European Union

Associate Partners
Peer Support schemes are based on the concept of a student body offering support to their peers in some way. Peer Supporters are responsible students, representative of the student population and wanting to make a difference in their school around a particular cause or issue. Peer Supporters commit to receive the necessary training and support to fulfil their role. Peer Supporters can:

- Provide students with someone their own age to talk to about problems
- Support vulnerable students in the school by talking to them and helping them to feel safe
- Report incidents of bullying to staff members
- Understand the issues that exist among their peers in relation to bullying and behaviour
- Work with and support students who are being bullied/have bullied someone
- Help review policies and procedures around bullying and behaviour
- Lead on activities and campaigns which educate students, staff and parents about bullying
- Help ease the transition period for new students
- Be a voice for students
The role of the staff
Peer Support Lead

- Ensure Senior Leadership Team commitment to establishing the Peer Support scheme
- Organise the Peer Supporter selection process
- Train students to be Peer Supporters
- Facilitate the 10 weekly Peer Supporter sessions
- Support the Peer Supporters’ work, including the extension activities
- Involve other staff members and parents in the Peer Supporters’ work to ensure a whole school approach
- Be a listening ear for Peer Supporters if they need to talk to someone about anything involved in the scheme
The ENABLE Peer Support cascade model

<table>
<thead>
<tr>
<th>ENABLE Ambassador trains a group of Staff Peer Support Leads</th>
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<tbody>
<tr>
<td>Staff Peer Support Lead trains students to be Peer Supporters (1 day)</td>
</tr>
<tr>
<td>Staff Peer Support Lead facilitates the 10 weekly Peer Supporter extended training sessions</td>
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<tr>
<td>Peer Supporters educate their peers, parents and staff</td>
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<tr>
<td>Peer Supporters and Staff Peer Support Lead share best practice and train a neighbouring school</td>
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How confident do you feel about tackling/preventing bullying in your school?
What does bullying mean to you?

- In your groups, list as many words as possible that you associate with bullying
- Think about what makes behaviour bullying and how you define bullying
Defining bullying behaviour

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Repetitive</td>
</tr>
<tr>
<td>Involves a power imbalance</td>
</tr>
<tr>
<td>By an individual or a group</td>
</tr>
<tr>
<td>Intentional</td>
</tr>
<tr>
<td>Online or offline</td>
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<tr>
<td>Verbal, physical or indirect</td>
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</table>
Myths around bullying

- Bullying is just kids being kids and joking around
- Bullying makes you stronger
- Bullies are bullies and victims are victims
- Bullying doesn’t happen in this school
Dear Diary,

Over the last few weeks some students at school have been acting differently towards me and it’s making me feel really low and starting to make me doubt myself. At Friday’s football practice two weeks ago I was in goal and let three goals go in which I was really annoyed about. The next week a group of boys in my team kept saying to me that they want a new goalie and telling me that I shouldn’t turn up to practice on Friday. I couldn’t imagine a week without football so I still went. I let in another two goals. That night someone tagged a photo of me playing football that day and underneath the picture were horrible comments, about how rubbish I am at football and how the group of boys from my team are going to teach me a lesson on Monday to make sure I never let another goal in. The comments have been continuing all weekend and have made me really upset. I have been so worried about going to school tomorrow that I haven’t completed my assignment and haven’t been sleeping properly. I am so scared for what tomorrow will bring, I think I might try and fake being ill so I don’t have to go.
Article 2: All children have these rights
No child should be treated unfairly on any basis

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn’t harmful to others

Article 16: You have the right to privacy

Article 19: You have the right to be protected from being hurt and mistreated in body and mind

Article 28: You have the right to a good quality education

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people

Article 31: You have the right to play and rest

Article 37: No one is allowed to punish you in a cruel or harmful way
Meet Ben

Ben is 13. He used to be a popular boy who worked hard and got on well with his classmates and teachers. However in the last month Ben has been causing trouble in class and upsetting some of his peers.

Some mornings he has been coming in very angry and not wanting to engage in the lesson. He has been lashing out at other students, including calling students names and answering back to teachers. The teachers have noticed he no longer sits by his best friend Joe in class and has been hanging out with a new group of friends.

Yesterday Ben’s science teacher noticed Joe saying something to Ben which caused Ben to throw a pencil case at Joe and walk out of the class. This got Ben into trouble with the Head Teacher.
Possible reasons for Ben's bullying: Problems at home, Ben is seeking attention/help at school, Ben is trying to establish his social position with new group of friends, not getting the support he needs, low self-esteem, jealous of Joe, being bullied by Joe, making himself feel better by taking anger out on others.

Possible ways the Teacher could support Ben: Check how Ben is before the lesson starts and ask how he is feeling after what happened yesterday, put Ben with a group you know he gets on with, talk with Ben’s group before and ask them to be patient with Ben, trust Ben with a responsibility within the group task, highlight anything Ben and the other students do well in the lesson, put measures in place to help Ben deal with his anger.
Supporting someone who is bullying

- Remain calm
- Make it clear that the school does not tolerate bullying
- Help them to understand the impact of their behaviour and recognise their behaviour is not acceptable and has consequences
- Are there underlying issues? Understand the whole story
- Can any measure be put in place to help improve their behaviour
- Label their behaviour but not them as a bully
- Involve the parents in the intervention
Supporting someone who is being bullied

- In your groups, write a realistic bullying scenario around the topic you have been given that a student may report to a teacher.
- Swap your scenario with another group.
- With your group, discuss an appropriate response to the bullying. Think about how the Peer Supporters could be used in your response.
Supporting someone who is being bullied

**Short-term**
- Listen
- Reassure
- Don’t take over the problem

**Log the report**
- Open-door policy
- Follow the school’s procedure on bullying
- Talk to the bully

**Long-term**
- Keep an eye on him/her
- Check in with him/her
How is online bullying different to offline?

- 24/7
- Follows you home
- Escalates/spreads quickly
- Isolating
- Either very public or very private
- Lack of awareness on online safety
- Don’t always recognise it as bullying
- Anonymity
Responding to online bullying

**Encourage the student to:**

- Screenshot the evidence
- Make a record of the bullying
- Block the bully and report the bullying
- Avoid retaliating
- Adjust settings online so only trusted friends can access his/her information
- Talk to the bully if s/he is at the school to help him/her understand that such behaviour is not acceptable
Maria isn’t enjoying school at the moment. After she and her best friend Emma had a big argument, she feels like the whole school is turning against her. In netball last week nobody passed the ball to her during the whole match. Somebody told her after the match that Emma had told the group not to pass to her. She keeps noticing people who are with Emma laughing at her, and found out yesterday that Emma has started a rumour about her that seems to have spread round the whole school. She also got into trouble yesterday in class for something that wasn’t her fault. When the teacher’s back was turned and the whole class was watching, Emma flicked ink over the teacher’s desk. When the teacher asked who did it, Emma said it was Maria. Maria just wants the summer holidays to come so she doesn’t have to face Emma every day.

Bystander: a person who witnesses the bullying happening and does not help the victim or indirectly contributes to the bullying.
Types of bystanders

**Assistant**  
Join the bully in bullying the victim

**Reinforcer**  
Reinforces the bullying by cheering it on or laughing

**Outsider**  
Someone who doesn’t react or get involved in the bullying
Students often prefer to confide in their peers rather than in adults and can therefore provide invaluable support to each other.

Students are quicker to detect bullying among their peers than adults, and can report bullying to an adult in the early stages to reduce the impact of bullying on the individual.

Students understand the bullying and behaviour issues among their peers better than adults. Peer Supporters are able to provide effective, student-friendly solutions to their peers’ problems.

Students are easily influenced by their peers’ behaviour. Peer Supporters therefore use their role to encourage positive behaviour among their peers.

Students listen to their peers. Peer Supporters can use their role to educate their peers about bullying.

Students who become Peer Supporters gain important knowledge and life-skills.
My School: You work at a school with 1,000 pupils. Mostly students interact positively with each other, but for the past year there have been some reports of name calling and students feeling left out. A recent survey to the student body found that some students felt unsafe in some areas of the playground and corridors. Some students, staff and parents are unsure of the school’s policy on bullying and behaviour. A focus group with the school council recently found that those who did know it thought it was complicated and missed out things like cyberbullying. Most students know how to report bullying but are not always comfortable with speaking to staff about it and instead suffer in silence. A few years ago the school set up a Peer Support scheme so students had someone their own age to talk to, but the students didn’t really understand the Peer Supporters’ role or which students were Peer Supporters.
Possible actions

- Set up a new Peer Support group, elected by staff and students so they all know who the Peer Supporters are and the Peer Supporters are representative of the student body.
- Peer Supporters run assemblies, are on display around the school so they have a high profile in the school.
- Peer Supporters run whole school activities which educate students around bullying and provide support to vulnerable students.
- Peer Supporters run campaigns and activities which encourage their peers to be upstanders to bullying if they see it happening.
- Put Peer Supporters and extra staff in the areas where students feel unsafe. Investigate further into why students feel unsafe and put appropriate measures in place.
- Review the school's anti-bullying policy with staff, students and parents and re-write it to make it student-friendly. Think about a fun way of showing and promoting the policy, e.g. video to everyone to help them understand that bullying or discrimination is not tolerated in the school.
- Run a campaign around the importance of speaking out if students are being bullied, and highlight the avenues students can use to report bullying. Help students to understand who they can talk to both inside and outside of school.
- Create a questionnaire to find out more about the nature of bullying in the school.
- Peer Supporters run whole school campaigns and activities which help students to be proud of their culture, learn about each other’s cultures and celebrate each other’s differences.
Setting up a Peer Support scheme

- Run a 1 day training session to train the selected students to be Peer Supporters
- Lead the 10, one-hour Peer Supporter sessions
- Support Peer Supporters to run some of the suggested extension activities
- Based on their work and findings from the 10 sessions, Peer Supporters use the campaign material and Peer Review Challenges provided to continue to educate their peers and promote a culture of respect and tolerance
- Peer Supporters train a new set of Peer Supporters each year to ensure the scheme is sustainable
- Share best practice, learning and training with a neighbouring school
The Peer Supporter cycle

- Peer Supporters attend the 10 weekly sessions
- Peer Supporters run some of the suggested ‘extension activities’ from the sessions
- Peer Supporters train a new set of students each year and share best practice with other schools
- Peer Supporters educate students, parents and staff about bullying
- Students become trained Peer Supporters
Over to you, Peer Supporter Trainers!

In your groups you have 30 minutes to prepare your activity which you will then use to train the rest of us up as Peer Supporters.

When planning think about:

1) The objectives of the lesson
2) Key information the students need to know
3) Delivery style
Peer Supporters
- Time
- Stigma attached to being a Peer Supporter
- Resources
- Staff support
- Engaging the whole school

Staff
- Support from other staff and management
- Time
- Resources
- Measuring impact

Parents
- Engaging parents in anti-bullying work
- Reaching parents
Next steps

Peer Supporters attend the 10 weekly sessions

Peer Supporters train a new set of students each year and share best practice with other schools

Peer Supporters run some of the suggested ‘extension activities’ from the sessions

Peer Supporters educate students, parents and staff about bullying
Tell us what you thought of today....
Congratulations!