# Creating Your Peaceful Primary School
# 2013

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# Peacemakers

(West Midlands Quaker Peace Education Project)

- Equipping children and staff with skills to resolve conflicts creatively

- Helping build more peaceful school communities through inclusive and restorative approaches

- Helping build, maintain and repair healthy relationships throughout the school

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# Why Peaceful Primaries?

1. We have some serious issues:

- According to the UNICEF 2007 report on Children's well being in rich countries, the UK is bottom of the table, with the unhappiest children.

- 50% of teachers are on the verge of leaving the profession. 50% of newly qualified teachers leave within the first 5 years. 84% of teachers are demoralised (NASUWT).

- We hear stories of bullying, especially cyber bullying, and bullying of those with special needs.

- The violence on our streets and screens, sometimes in our homes as well as around the world.

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# Why Peaceful Primaries?

2. More everyday concerns from teachers and Senior Managers:

- low level rumbling conflicts.

- disrupted lessons from behaviour issues.

- cliques and classes not gelling.

- racist or homophobic language.

- aggressive incidents with parents.

- poor relationships between some children, and between some staff and children.

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# Why Peaceful Primaries?

3. Going around schools I hear of a widespread desire for our children to:

- have more self-confidence.

- be willing to work with a wider range of classmates.

- have more care around hurtful language.

- become kinder to each other.

- show more empathy.

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"Every child can benefit from a military ethos"

*Michael Gove, December 2012*

# Why the call for a military ethos?

- Builds  camaraderie.

- Instils discipline.

- Encourages co-operation, team work, participation.

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# A peaceful ethos might be a better answer …

- Builds community.

- Instils moral compass.

- Encourages co-operation, team work, participation.

- Develops emotional intelligence.

- Promotes equality and inclusion.

- Teachers students to think for themselves.

- Encourages empathy and kindness.

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# How do these help?

- Community and a moral compass have a positive impact on behaviour and attainment.

- Well-being is affected by the quality of our relationships.

- Emotional intelligence impacts on behaviour and relationships.

- Self-esteem is built in part through friendship and positive relationships.

- There is a link between bullying and the strength of relationships across a community.

- Stress can be alleviated by the ability to find one's own inner peace of mind.

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# Even Ofsted agrees:

"There is more to life than achieving high standards in academic subjects"

"Education is for… the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and what kind of society makes that possible"

*Promoting and evaluating pupils' spiritual, moral, social and cultural development.*

*Ofsted, March 2004*

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# Qualities we will see:

- Sense of empathy with others.

- Understanding human feelings and emotions.

- Respect for themselves and others.

- Readiness to challenge injustice, racism, use of force etc.

- Accommodating difference.

- Ability to distinguish right from wrong.

- Ability to think through the consequences of their actions.

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# Characteristics schools will have:

- Model fairness, respect, resolving conflict.

- Open and safe learning environment.

- Encouraging cooperative work.

- Fostering a sense of community.

- Opportunities to engage with the democratic process.

- Diversity.

- An ethos in which all can grow and flourish.

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# Negative peace:
# the absence of violence

# Positive peace:



| | | |
|---|---|---|
| participation | justice and equity | healthy environment |
| Opportunities for growth | peace of mind | diversity and equality |
| absence of violence | ?? | cooperation |

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# Four levels of a Peaceful school

Me

You and Me

Whole School

The World

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# Me and Peace

- Quiet Place – or quiet room.

- Breathing spaces in the day.

- Relaxation.

- Emotional intelligence skills: *self-awareness, anger.*
  *management, understanding our feelings and needs.*

- Opportunities for autonomous work and reflection.

- No Bells.

- Meditation.

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# You and Me and Peace

- Emotional intelligence skills such as listening, co-operation, problem solving, team work, trust.

- Conflict resolution skills.

- Inclusion and mixing up games and activities.

- Check-in circles.

- The use of Circles to build, maintain and repair relationships.
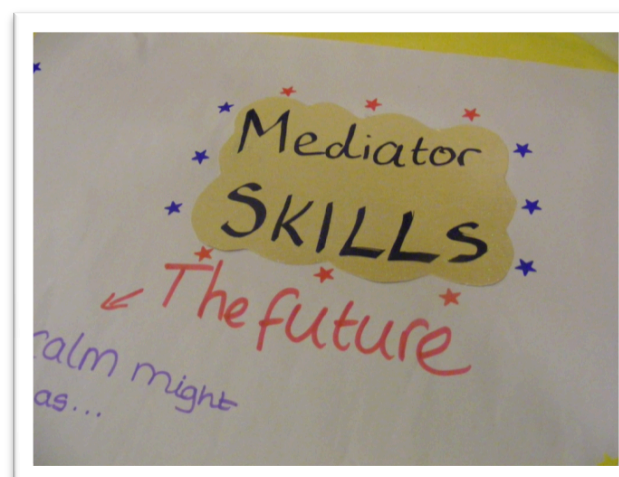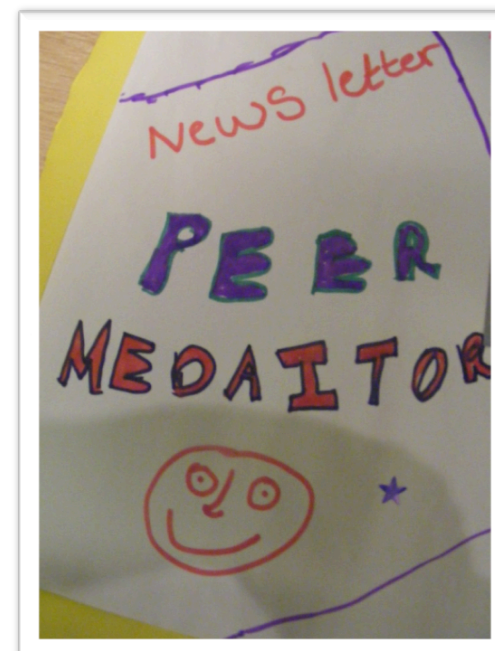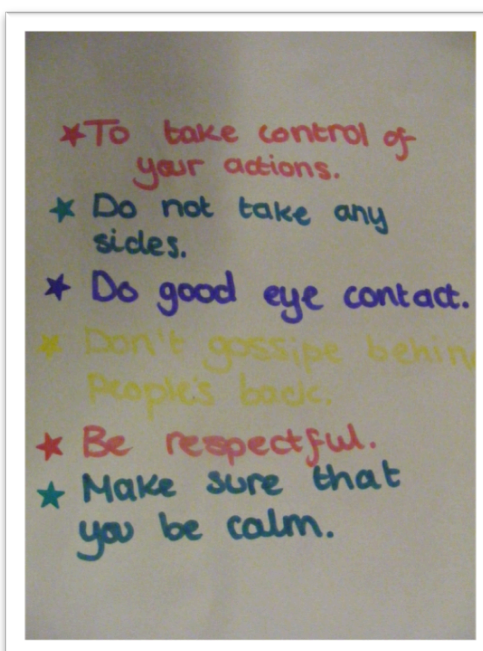
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# Whole school and Peace

- Playgrounds.

- Policies and processes.

- Restorative Approaches – equity, justice, voice for all.

- Relationship Management policy.

- Peer Mentoring.

- Student councils – voice, representation.

- Attention to lunchtimes.

- Peer Mediation schemes.

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WAYS MEDIATION MAKES SCHOOLS A BETTER!


more Happiness


* To take control of your actions.
* Do not take any sides.
* Do good eye contact.
* Don't gossipe behind people's back.
* Be respectful.
* Make sure that you be calm.


News letter
PEER MEDAITOR


Mediator SKILLS
The future
calm might
as...

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# World and Peace

- Ways to discuss sensitive issues (diversity, racism, name calling)

- Global/citizenship curriculum

- Discussions around peace

- School Projects: Peace cranes, peace mala, peace garden.

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(c)Felicity Robinson. Landscapes Naturally