



CAMBRIDGE
PEACE AND EDUCATION
RESEARCH GROUP

**Evaluation of the West Midlands Quaker Peace
Education Project's Whole School Approach Programme
2012-2014.**

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1. Executive Summary

The aims of the Peacemakers Whole School Approach are to:

- Create a safer school with better conditions for learning.
- Develop skills for life in the area of conflict resolution.
- Encourage every member of the school community to be better equipped to make, maintain and repair relationships.
- Explore ways to help schools build and maintain peaceful relationships at all levels.

Typically, Peacemakers WSA involves a WSA coordinator investing one or two days a week over an extended period of time (often two years) helping the school to achieve these aims. At the start of the programme an audit of relationships is carried out, and a Champions' Group is established to promote and develop the work. Schools are only taken on by WMQPEP if the programme has the full support of the headteacher from the outset. Over the two years, as many people as possible are trained in the techniques of Circle Time (including check-in check-out circles) peer mediation and restorative discipline. Some of the work is delivered via formal training sessions (e.g. teacher days) and some of it takes place informally in classrooms, staffrooms, offices and playgrounds. Throughout the project relationships audits continue to inform the direction of the on-going programme.

Our evaluation showed that the Peacemakers WSA programme supported all of the pilot schools to work towards these aims, and achieved a certain degree of success. Positive impacts for pupils were an increased ability to resolve conflict without relying so heavily on adults, and reductions in name-calling and teasing for some. Positive impacts for school staff were greater confidence in resolving conflict with pupils and improved relationships.

However, during the timeframe of the programme, not everyone in the school experienced improvements in safety and conditions for learning, and not everyone wanted to participate, but everyone entered into meaningful conversations about the nature of relationships, learning and conflict, and some made significant and positive changes.

Some factors were within the sphere of Peacemakers WSA's influence, others were not. Factors that were outside of their influence, such as changes in senior management, impacted negatively on the programme at times in ways that were hard to predict.

WMQPEP is now very well placed to review and gain from the experience of running the Peacemaker WSA for three years. In particular it would be useful to reflect on what makes the Peacemaker WSA distinct, and how success should be viewed. It would also be useful to reflect on how the programme can be personalised for schools, including those with individual team-members who do not share its objectives, or who find it difficult or challenging to sustain these approaches. Finally, it would be useful to reflect on the nature of change in schools, and how this can be understood and communicated in ways that take account of schools as complex systems that are influenced by a wide range of factors at the micro and the macro level.

2. Evaluation Approach

2.1 Overview of the Peacemakers Whole School Approach Pilot

The pilot of the Peacemakers Whole School Approach (WSA) project was undertaken by between 2012 and 2014 with the support of funding from the Joseph Rowntree Foundation.

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2.2 Evaluation Aims

WMQPEP viewed the pilot Peacemakers project as a learning opportunity and were keen to learn whether or not the whole school approach worked and if so how.

The unit of analysis was the school (rather than individual children or individual groups within the school) and WMQPEP wished to explore the impact on the whole school, especially the healthiness of relationships in all areas of the school.

Peacemakers is not strictly and solely restorative; the aim is not to create a restorative school, but a Peacemaker or Peace-building school. It was recognised that this concept

was one that was evolving and emerging from the project itself and it was anticipated that the evaluation would help to inform what a Peacemaker school is.

2.3 Evaluation Approach

The evaluation examined the experiences of four schools involved in the pilot phase of the Peacemakers project and utilised a case study approach. Using a variety of research methods including observations, attendance at training events, questionnaires and interviews, the team carried out mini ethnographies in each school that aimed to capture the multi-faceted nature of school ethos and whole school change. The four schools were:

- Case Study 1: All Saints
- Case Study 2: Fitzwilliam
- Case Study 3: Churchill
- Case Study 4: Newman School

The evaluation used a pre-post test design. This assesses the same key indicators before and after the WMQPEP Peacemakers WSA programme in as much as this is possible. For two schools the pre and post data collation was possible (Fitzwilliam and Churchill) whilst for All Saints the evaluation concluded whilst the school was half way through the programme. A fourth school (Newman) withdrew from the programme, so data was only collected at a mid-way point.

Some of the data that is collected is quantitative, and involves self-report questionnaires, and some of it is qualitative and involves visits to the schools and interviews with key people in the school. The data collection and analysis process is based around two periods of up to five days for each school, one in phase one, and another in phase two.

The interviews that were carried out in each school took place informally and at the convenience of the school. Typically they included interviews with senior managers, class teachers, pupils and lunchtime supervisors.

The surveys included a life-in-schools checklist for pupils, and a more general questionnaire for adults. These were completed by a sample of adults and children in

the school. The life-in-schools checklist for pupils gave 40 statements (20 positive, e.g. someone lent me something, 20 negative, e.g. someone teased me because I am different) that pupils ticked if they had occurred in the last week. The adult questionnaire included statements such as, 'my voice is listened to in school,' and respondents were asked whether they agreed or disagreed against a five-point scale. The expectation was that pupils would experience more positive aspects of school life and less negative over the time of the programme, and that there would be an improvement in the quality of adults' relationships in school.



3. Discussion

The case studies from each of the schools are presented in the Appendix. This discussion provides a summary of the key findings and learning from the evaluation. The summaries are presented under the headings of:

- Positive impact
- Resistance and missed opportunities
- Contextual factors
- Measuring Change
- The role of WMQPEP

3.1 Positive impact

According to the interviews in each of the schools, and the pupil questionnaires, there are many indicators that the Peacemakers WSA programme has been successful on many levels for some adults and young people. These include:

- Pupils taking more responsibility for resolving conflict
- Pupils more able to express emotion verbally
- Improved adult relationships
- Teachers reflecting deeply on important issues that affect their professional and personal lives
- Reductions in teasing, name-calling and some forms of negative peer pressure amongst pupils
- Reductions in pupils being told off
- Strong improvements in pupil relationships in the school with the lowest starting points
- Greater feelings of fairness and justice amongst pupils
- Greater confidence amongst staff in resolving conflict with pupils.
- Older pupils offering more positive role models for younger pupils.
- Changes in school policy, systems and practice
- Improved communication and use of restorative language
- Feelings of ownership amongst many of the teachers

During her final interview, the WSA coordinator reflected on some of these positive changes. She has been overwhelmed by the extent to which people want to enter into discussion about this way of working, often with very little prior knowledge. People

always appear to be interested in peer mediation and empowering students, and within a short period of time they often seem to be prepared to be real and share in an authentic way. She feels that the toolkit and techniques of Peacemakers are what make the whole process possible, but there is more to it than that. This is not at the heart of the programme. When teachers are able to get beneath the surface and understand the values that underpin the practices, they often treasure the experiences that they have with their classes. Sometimes this is during Circle Time, sometimes it is on a one-to-one basis, for example during peer mediation or restorative conversations. Even if teachers continue to think about the programme as a toolkit, the WSA coordinator has noticed that they often still find it enormously valuable.

According to the pupil questionnaires, there are some significant overall changes in pupils' experiences over the time of Peacemakers WSA programme in the three schools (between 2012 and 2014). Table One below shows the level of change, with changes of more than 10% highlighted as significant.

Table One: Changes in Negative Measures across all 3 schools (197 Respondents from Y3 to Y6)

Negative measures	Once/More than once		
	2013	2014	Change
Called me names	62%	46%	-16%
Teased me about my family	39%	21%	-18%
Teased me because I am different	37%	28%	-9%
Threatened to hurt me	41%	33%	-9%
Teased me	47%	39%	-8%
Told me a lie	59%	54%	-5%
Tried to make me hurt other people	35%	21%	-14%
Tried to get me into trouble	48%	42%	-6%
Tried to hurt me	47%	39%	-8%
Made me do something I didn't want to	42%	23%	-18%
Took something off me	48%	40%	-8%
Shouted at me	53%	52%	-1%
Tried to trip me up	40%	35%	-6%
Laughed at me	52%	47%	-5%
Threatened to tell on me	41%	33%	-8%
Told a lie about me	51%	45%	-5%
Left me out of a game	39%	38%	-1%
Told me off	55%	42%	-13%
Made me feel lonely	41%	39%	-3%
Ignored me	46%	44%	-2%

Some of these negative measures were surprisingly resistant to change, but the programme does appear to have positively impacted on levels of teasing and name-calling, and some forms of negative peer pressure across the three schools.

3.2 Resistance and Missed Opportunities

According to the interviews in the schools and the pupil questionnaires, there was a lack of change in some of the positive measures. There was also resistance to the programme from some adults and young people, as well as missed opportunities. Some of these are things that WMQPEP could take into account in the future; others are beyond their control. Some positive indicators actually went into decline over the two-year period, and so it is important to recognise that schools are not static places, and that change can happen in both directions. These less positive indicators include:

- Certain children did not benefit
- Parents were not involved as much as they could have been
- Some pupils reported increases in negative experiences, and no change in positive experiences
- Lack of time / prioritisation of these approaches
- Loss of expertise through staff leaving or not receiving refresher training
- Staff not suited to these approaches
- Reluctance to engage with conflict between adults
- Threats to the programme through the departure of the headteacher
- Threats from alternative programmes, especially those associated with new leaders
- Lack of whole school ethos, with the project seen as a set of tools rather than values-driven
- Conflicts that remained unresolved despite the programme
- Lack of resources for on-going monitoring, evaluation, training and development.

According to the pupil questionnaires, many of the changes in positive measures were in the wrong direction, although they are mostly too small to be significant. Some of this can be explained by the fact that most of the measures were already high. No real change is possible when over 85% of pupils have had a particular positive experience in the previous week. There would have been room for change in the measures that were initially experienced by between 60 and 75% of the children, but this did not occur. For example, there was no improvement in pupils lending each other things, helping each other to make friends, noticing that someone was unhappy, chatting to them, or saying sorry. There was also a large reduction in children helping each other sort out arguments (-20%) and make friends with each other (-19%), which is surprising given the nature of the programme. It may well be that there were fewer arguments over time, given reductions in teasing and name-calling. Or it may well be that children were only

thinking about using peer mediation during the second time of testing, whereas they included more frequent informal processes when they were first asked about it. These results are shown in Table Two below.

Table Two: Changes in Positive Measures Across All 3 schools (197 Respondents from Y3 to Y6)

Positive measures	Once/More than once		
	2013	2014	Change
Said something nice to me	94%	94%	-1%
Was very nice to me	94%	91%	-3%
Shared something with me	87%	84%	-3%
Chose me to be in their group	83%	80%	-4%
Lent me something	71%	70%	-1%
Told me a joke	85%	76%	-9%
Helped me to make friends with someone	68%	49%	-19%
Smiled at me	93%	91%	-2%
Helped me with my classwork	82%	78%	-5%
Played a game with me	91%	88%	-3%
Made me feel good about myself	84%	84%	1%
Noticed that I was unhappy	72%	68%	-4%
Chatted with me about things that matter to them	68%	67%	-1%
Made me feel special	81%	74%	-7%
Listened to me	86%	89%	3%
Said sorry to me	74%	72%	-2%
Played with me	92%	91%	-1%
Helped me when I needed it	83%	83%	0%
Had fun with me	91%	92%	1%
Helped me sort out an argument	73%	54%	-20%

During her final interview, the WSA coordinator noted that there was some resistance to the programme from different fronts. This may help to explain some of the findings presented above in Table Two. She noticed some sometimes resistance towards her, towards the concept and philosophy, and sometimes towards the Champions' Group from other teachers. Some teachers and other adults in the school were quick to say to her, "I like you as a person, but this is not for me – it is wrong – I don't agree". She also noticed however, that some people who were quite antagonistic to these approaches were actually very caring towards the young people. She found it difficult to know how to handle this. In some cases people who she found quite challenging during training ended up being advocates of the programme. In other cases people remained resistant.

3.3 Contextual Factors

Evidently, as well as the Peacemakers WSA programme, there were other contextual factors that impacted on the quality of relationships in the schools over the time of the project. Clearly, leadership is an important factor in any whole school approach. This

may be student leadership, as evidenced by peer mediators, or it may be the leadership of the headteacher. During her final interview the WSA coordinator reflected on the role of the headteacher for the Peacemakers WSA. Headteachers need to lead and champion the work, but they also need to hand the work over to others in the school. This can be hard to achieve in practice. She reflected that if a headteacher is too closely aligned with the programme, it can suffer a serious blow if they leave, experience difficulties, or change priorities. It can also suffer if the Champions' Group experiences trauma, or if there is unresolved conflict between adults in the school.

Nearly all of the schools faced issues of leadership that impacted on the programme. The first school to engage with Peacemakers WSA was put into special measures by Ofsted and withdrew before they started. The next school withdrew part way through because a new headteacher was not in alignment with the programme in the same way that the retiring headteacher had been. The third school appeared to have a confident and competent headteacher and a secure senior leadership team, but when the headteacher left her successor struggled to maintain the programme. The fifth school had poorer than expected Year 6 SATs results, and this led to the school experiencing external pressures to improve. According to people interviewed in this school, this created a number of staffing issues, including resignations, which impacted negatively on the programme, despite a very enthusiastic deputy headteacher who has been a real Champion.

There was one school that did not experience a change in leadership or external pressure to improve. The fourth school had the most stable leadership, and made the most progress according to the interviews and pupil questionnaires. It did convert to academy status half way through the project, but the Peacemakers WSA programme was seen as an asset in this process. According to the interviews in the school, the incoming headteacher (who took the programme on from the start of his new role) saw it as a flagship and a quick win that was in alignment with his values. He was supported by a strong deputy who was equally committed to the programme, and they both recognised the WSA coordinator's skills. They very much wanted her support to change the school in ways that he had already identified. In this school, it felt to many as if Peacemakers WSA was pushing at an open door.

It was evident from the interviews with adults in all of the schools, and with the WSA coordinator, that what happens in school every day is influenced by factors at the micro and the macro level, including global factors such as terrorism, crime and racism.

External factors that have particularly impacted on the Peacemakers WSA programme, according to people interviewed include:

- Increases in traditional and academic ways of learning
- Constant change and unpredictability in the education system
- Pressure on school leaders
- Systems of accountability, testing and Ofsted
- The Trojan horse affair and related media attention
- Recruitment and retention of staff
- Societal attitudes towards authority, discipline, rewards and sanctions
- Low status and pay of lunchtime supervisors
- The Prevent agenda and local people convicted of terrorism offences
- Peaks, troughs and fads in education
- Fear and experience of crime in the locality

Clearly, none of these contextual factors render the programme ineffective, but it may be worth taking them into account more consciously when planning for change. The WSA coordinator noted, for example, that it is challenging to support teachers to move away from traditional 'talk and chalk' methods during the current preoccupation with assessment, and a linear content-heavy curriculum. Whilst teachers engaged with the children in different ways during events such as peer mediation training, they did not generally take up this challenge in other areas of the curriculum, nor has it necessarily impacted on their attitudes towards learning.

3.4 Measuring Change?

Because of these factors, it is hard to evaluate the impact of a programme such as Peacemakers WSA. Simply put, is a whole school approach successful if as many people as possible have at least been exposed to the training and techniques? Is success measured by whether or not people have made changes as a result of that training, or by whether or not the lives of young people are measurably improved? These were difficult questions for us as an evaluation team to grapple with.

If the programme is judged as a journey that the schools have undertaken with support, then success can be viewed positively. The WSA coordinator felt that Peacemakers WSA has enabled different groups in school to build on each other's progress. She is

concerned, however, that the programme may have been too input-heavy, and that more formal training for certain groups may have been a bit piecemeal and disjointed. The informal moments in between these structured training events have potentially made more difference, but this is hard to measure. It is certainly the case that the programme as a whole was valued by the schools, but it is difficult to tease out whether this was due to the formal or the informal aspects of the programme. Certainly, the conversations that took place with the WSA coordinator behind closed doors, after hours, and away from the main group appear to have been transformational for some.

One of the issues for any whole school approach of this nature is pre-existing and continuing hierarchies and inequalities within staff teams. The WSA coordinator noted, for example, that lunchtime supervisors are not paid to engage in the training, whereas teachers are salaried and are further accredited through the training. She has tried to address this in small ways with a free lunch or time off in lieu, but it is clearly not possible to change the headteacher's budget, nor the Birmingham pay structure.

It was not possible to measure change in attitudes and experiences of adults over the time of the programme, due to the small numbers involved, but it has been possible to collate the responses of all the adults in the schools in 2014 in order to map some overall responses to it. It is interesting to reflect on how adults with different roles in these schools feel about conflict. This is shown in the Table Three below.

Table Three: Adult Responses to Conflict in all 3 Schools in 2014: Percentage Who Agree or Strongly Agree

	SLT	Teaching staff	Teaching Assistants	Other staff/ lunchtime supervisors*
Number of Respondents	7	13	9	13
I feel that my voice is listened to in school	100%	69%	78%	54%
Sometimes I feel that my viewpoint is not valued by others in the school	14%	54%	22%	42%
I have a good understanding of where the school is aiming to go over the next few years	100%	69%	44%	58%
I have a good working relationship with other people in my role in school	100%	85%	100%	83%
I have a good working relationship with other people in other roles in school	100%	75%	89%	85%
Disputes between staff rarely happen in this school	43%	54%	78%	31%
I am learning to resolve conflicts with pupils in new ways	86%	83%	100%	77%
I am learning to resolve conflicts with staff in new ways	71%	67%	78%	46%
I have the confidence to tell other staff when I am unhappy about decisions that have been made	100%	54%	44%	54%
Sometimes I feel that I am not supported by others in the school	0%	46%	33%	50%
I feel that others in the school understand my feelings	71%	69%	89%	38%
I can go to any member of staff when I need help	71%	69%	67%	85%
Good working relationships are a high priority at this school	100%	75%	100%	46%

*Note that staff in one school make up a disproportionate number of 'Other staff':10 out of 13

It is interesting to note that teaching assistants tend to feel more listened to and valued than teachers, and that, predictably, there is a large difference between how senior leaders (SLT) and lunchtime supervisors view some of the indicators, such as the priority given to good working relationships in school. It is heartening to see how many staff at all levels feel that they are learning new ways of resolving conflict with pupils.

3.5 The Role of WMQPEP WSA coordinator

The WSA coordinator has been at the centre of this programme, and has been massively impacted by it. She feels that the job has fundamentally changed her life, and she finds her work fascinating and immensely enjoyable. She has a huge amount of autonomy, which was unsettling at first but also hugely productive. She feels that she would have liked more consultation with more people in each school, especially at the outset, and that she would have liked to be part of larger team of WSA coordinators. She is aware that she has become a visual signifier of the programme, and that this is both a strength and a weakness.

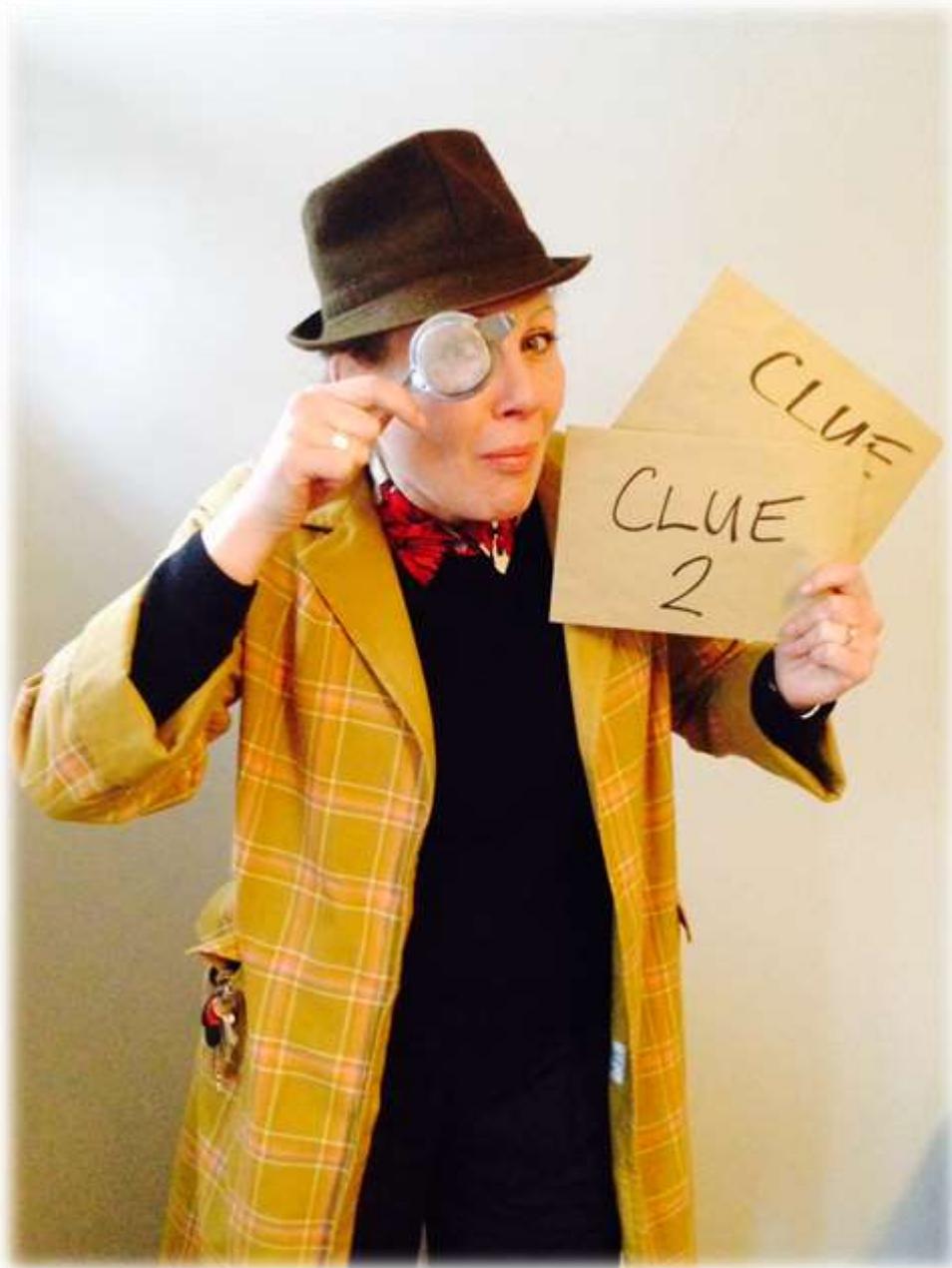
3.6 Questions and Recommendations

Questions that the project team might like to consider in the light of this evaluation include:

- What is Peacemakers WSA? Is it a set of techniques and practices, a set of values, or the involvement of a WSA coordinator over an extended period of time? What common elements are shared between all Peacemaker schools?
- How do you know when the Peacemaker whole school approach has achieved its objectives? Is success measured by opportunities provided or by outcomes?
- How do you personalise it to each school whilst retaining a common core?
- How do you sustain it if schools are not able to take it over without on-going training and support?
- In choosing where to work, how do you avoid giving additional resources to successful schools and potentially perpetuating social and cultural inequalities?
- How do you identify if a school is likely to be successful in implementing the programme? Should you avoid needy and chaotic schools?
- How do you take account of teachers who prefer more authoritarian and punitive methods?
- How do you ensure the sustainability of a programme that is so heavily bound up with the skill, intuition and experience of the WSA coordinator? How do you ensure that WMQPEP as a whole is able to learn and grow?

The following recommendations may go part of the way to addressing some of these questions, but these issues are complex, and some of the decisions about future directions will be based on the choices and priorities of those most closely involved with the project and its governance.

We offer these recommendations in the spirit of on-going dialogue. We very much hope to have an opportunity to discuss these further and to help facilitate a process of learning, growth and development.



4. Recommendations

This section provides recommendations based on the discussion above. The recommendations are offered under the headings of:

- Recommendations for WMQPEP
- Recommendations for the work in schools

4.1 Recommendations for WMQPEP

- To consider with a range of stakeholders, including the steering group, what has been learnt through the Peacemakers WSA programme. Has a whole school approach been achieved if as many people as possible have received training and support? Does it matter whether they change their practice as a result? Does it need to lead to outcomes for young people in order to be seen as effective? Is there a tipping point for a WSA? If so, where is it?
- To create a clear description of the role, required skills and activities of the WSA coordinator, both to support the current WSA coordinator, and to support the recruitment of future or additional WSA coordinators
- To continue to provide an experienced WSA coordinator (or several) to work in a school over a sustained period of time in both formal and informal ways.
- To adapt Peacemakers WSA to take account of the complexity and context of contemporary schooling, whilst retaining its core values and identity. This may involve, for example, creating a new model which includes the contribution of adults who use more authoritarian methods, or who are not able to find the time and resources to use these approaches consistently.
- To work on a handbook of activities and approaches for SLT, teachers, lunchtime supervisors, children and parents. This could form the basis of several short publications, and could attract an external publisher. This could be done in collaboration with others working and researching in these areas.
- To develop centralised courses for people from different institutions with similar needs. For example, refresher training, training for new teachers and supply teachers coming into Peacemakers WSA schools, and training for lunchtime supervisors and parents.
- To identify personal and professional development needs of individuals, and help them to find relevant courses, such as WMQPEP centralised courses, relevant Woodbrooke courses, Masters or PhD study, counselling courses or community mediation training.

- To investigate where these approaches have influenced leadership, teaching and learning, and to find ways of disseminating this practice, e.g. through organising school-based conferences and workshops
- To involve a wider team from WMQPEP in helping the school to audit strengths and weaknesses and to create a plan which takes account of other relevant stakeholders and providers, locally, nationally and globally.

4.2 Recommendations for the work in schools

- To involve the various stakeholders in a school from the start (especially children and young people) in thinking about what a Peacemakers WSA would mean for them.
- To have a renewed focus on lunchtimes and lunchtime supervisors.
- To find ways of prioritising children's voices, e.g. through involving including them in the Champions' Group.
- To develop some specialist training for people who work in early years and with children with who have additional learning needs, especially those on the autistic spectrum.
- To continue to train and maintain groups of peer mediators in schools.
- To continue to train adults in schools to use Circle Time and restorative approaches to conflict and discipline. To continue to help them to use and adapt these approaches as part of their on-going personal and professional development, recognising and honouring alternative ways of being and doing.

Appendix 1 – Case Studies of Schools

Case Study 1: All Saints

Case Study 2: Fitzwilliam

Case Study 3: Churchill

Case Study 4: Newman School (withdrew)

Case Study 1: All Saints

All Saints: Context

All Saints is a Church of England maintained primary school situated within Handsworth, Birmingham.

Age range	3-11
Number on roll	224
Percentage of pupils with SEN statement or on School Action Plus	13%
Percentage of pupils with English not as a first language	88%
Percentage of pupils eligible for free school meals	37%
% of Year 6 pupils attaining at the expected level (4) in English and maths	59%
KS1-2 Value Added Score	99.8
Most recent Ofsted evaluation	Good

During the time of the Peacemakers WSA programme, there were a number of external factors that impacted negatively on the school. In summer 2013 All Saints' Year 6 SATs results were poorer than expected and this led to the school experiencing external pressures to improve. The school's plans to undertake conversion to Academy status were delayed and there were a number of staff resignations. Pressure on staff and pupils inevitably increased during this time and this was reflected in deteriorating pupil behaviour, higher exclusion rates and the school's first permanent exclusion.

In All Saints, the pupil questionnaires indicated that there were a lot of positive behaviours before the programme started. For example, 'playing with me', 'having fun with me', 'smiling at me', 'saying something nice to me', 'sharing something with me', had all been experienced by over 90% of the pupils at least once in the previous week in Spring 2013. The staff also indicated from the outset that school ethos and values were already in line with those promoted by Peacemakers.

The Peacemakers Whole School Approach in All Saints – Activities Undertaken

- Eight week Peacemakers Circle Time sessions with Reception, Years 1,2,4 and 5
- INSET: Circle Time (Classroom Staff and SLT)
- INSET: An Introduction to Restorative Approaches (Whole school)
- Whole School Assembly

- Twilight INSET: Using Check-in Check-Out Circles (Classroom Staff and SLT)
- Presentation to Governing Body
- Workshop to Handsworth Inclusion Network: Using Circles
- 2 x Lunchtime Supervisor Training: An Introduction to Restorative Approaches
- Workshop to Parents: Peacemakers Parents – Exploring Conflict
- Modelling of restorative circles to all classes: Nursery – Y6
- Peer Mediation training to Y5
- Twilight training: Exploring Conflict
- Twilight Training: Conversation Café
- Meeting with Behaviour Review Group
- Restorative support meeting with staff
- Introductory meeting with Administrative Team
- Regular meetings with Senior Leadership Team

All Saints: Positive Impact

According to findings from the final evaluation, Peacemakers is visible within All Saints in various ways, and is clearly valued by a core group of committed staff. Some teaching staff feel that many children are sharing more and are generally more able and willing to express their views verbally. Circle Time and Talking Tokens are seen as useful additions to the school, resulting in some improvements in relationships between staff and students and between students and other students. Staff at the conversation café believed that the school has some fantastic peer mediators who model positive behaviour and support younger pupils in resolving conflict. Pupils also talk about the experience of becoming a Peer Mediator very enthusiastically.

It was clear from the final interviews that All Saints has benefitted enormously from the WSA coordinator's practical and emotional support. Her role of developing and restoring relationships in school is particularly valued, especially the ways in which she supported staff under stress who were displaying behaviours and attitudes that were not considered to be in line with school ethos. The comments from staff in the adult questionnaires at the end of the programme were very supportive of the programme, although there were too few to draw any overall conclusions. The most positive comments included: "I can honestly say it has proven to be one of the most soul searching projects I've ever been involved in implementing!" and "Pupils definitely feel that they can be listened to by others. They are increasingly gaining confidence and

skills in using Peer Mediation, Student Council, Circle Times, Check-Ins and Outs and Time to Talk Tokens (these have had significant positive impact in my opinion)".

According to the pupil questionnaires, there was little room for improvement in many aspects of positive behaviour. The biggest positive change noted by pupils in their questionnaires was a reduction in teasing about their family (- 13%). The next biggest change was a reduction in name-calling (- 9%). Further small changes are not significant enough to be of note.

All Saints: Missed Opportunities / Resistance

In All Saints, staff present at the Conversation Café agreed that Peacemakers (and in particular Circle Time and Peer Mediation) has not impacted equally on all children. Peacemakers was considered as less effective for children who:

- Have autism or autistic tendencies
- Know right from wrong but still 'choose' to behave inappropriately
- Have very challenging behaviour
- Have very chaotic home lives

Staff in All Saints reported that children's age, gender and ethnicity had an impact on the extent to which they were able to benefit from Peacemakers. The youngest and the eldest children were the most challenging. Despite the reductions in teasing indicated by the pupil questionnaires, other negative experiences actually increased or were unchanged. The biggest increase was 'someone trying to trip me up' (+ 17%) followed by 'shouted at me' (+ 11%) and 'laughed at me' (+ 11%) and then 'told a lie about me' (+10%) and 'tried to get me into trouble' (+ 10%). There were also decreases in positive measures, such as 'made me feel special' (- 11%) and 'helped me sort out an argument' (- 9%).

These changes in the wrong direction could be the result of contextual factors in the school, such as the re-focussing on academic attainment following poor SATs results. Staff indicated that the place of Peacemakers within the school became precarious as it was placed under scrutiny alongside other elements of the school. Constant change and unpredictability of the internal and external environment were seen as threats to the programme.

Other challenges identified by staff were a lack of time to implement the programme, and the difficulty of marrying Peacemakers with an on-going felt need for sanctions and more

punitive approaches. At the end of the programme, sanctions were still being used, and were in evidence on notice boards in the school. Staff continued to draw on a wide range of strategies for dealing with conflict, some of which are set against restorative values and approaches. In addition to this, turnover of staff and students creates a need for new starters to be inducted into the approach, and this was not always in evidence.

Overall, the project had less impact on non-teaching than on teaching staff within the school. Many administration staff and lunchtime supervisors found Peacemakers quite challenging. Children indicated that the approach taken by lunchtime supervisors was often at odds with Peacemakers. There continues to be, therefore, staff who are not part of Peacemakers through choice or through circumstance (e.g. new staff, supply staff, lunchtime supervisors). This is a threat to the concept of the whole school approach.

There is a general feeling that the programme has not enhanced relationships between adults in school in ways that were hoped, and that it has not yet become fully embedded in the school in other ways. One of the teachers in her final questionnaire commented: "My class have enjoyed their involvement in circle time activities. They can talk about the games they have learnt but find it hard to understand why they have learnt them or to implement the strategies in their class or playground behaviour". Another member of staff notes: "I'm not sure that it is fully imbedded yet and there is still opposition." There is a general feeling that more training and support of staff is needed.

All Saints: The Whole School Approach

There was a clear desire to ensure that the project does have an impact on all stakeholders (including parents) going forward. For the stakeholders who have embraced Peacemakers it has been, and continues to be, a very valuable initiative that has brought about significant and worthwhile changes, but this experience has not been universal.

In All Saints there is a clear desire from the senior leadership for a whole school approach. In this school the SLT champion has been the Deputy Head and there is no doubt that she has been instrumental in ensuring the progress of the project to date. There are, however, on-going issues that throw the reality of a whole school approach in this school into question. This includes the fact that adults and children talk about Peacemakers in terms of specific elements (tools) of the project (e.g. Circle time, peer mediators) rather than as an overarching approach/ethos.

The SLT are keen for this work to be included in the School Development Plan, and for staff to feed into this process through consultation. This took place at a Conversation Café (tablecloths, post it notes etc.) evaluation and planning event. At the end of the project, the staff acknowledged that the Champions' Group had not yet been properly established, and that this would be essential for the success of the programme in the future.

All Saints: Implications for WMQPEP

Although this project has had some real and meaningful positive effects on All Saints, it is clear that a whole school approach remains problematic. Whilst holding onto successful outcomes, the experience in this school throws up some interesting challenges for Peacemakers WSA. Despite active involvement of SLT, Peacemakers is seen a toolkit rather than an approach, and areas of the school that are most in need of improvement (lunchtimes) remain unchanged by the end of the programme. Whilst schools need to be able to personalise Peacemakers, there also needs to be some commonality that is shared between schools, and this is not so much in evidence at this time. WMQPEP may need to give greater consideration to what to do if staff choose not to engage with Peacemakers. The lack of engagement of individuals may undermine the approach as a whole. Consideration should also be given as to how 'other adults' who enter the school (e.g. supply staff, adult helpers, volunteers) should be engaged within Peacemakers.

Case Study 2: Fitzwilliam

Fitzwilliam: Context

Fitzwilliam Primary Academy is situated within Kings Norton, the south of Birmingham.

Age range	Reception – Y6
Number on roll	184
Form entry	1
Percentage of pupils with SEN statement or on School Action Plus	5.4% (Low)
Percentage of pupils with English not as first language	1.9%
Percentage of pupils eligible for free school meals	40.8% (High)
% of Year 6 pupils attaining the expected level, Level 4, in English and maths.	83%
KS1-2 Value Added Score	100.8
Most recent Ofsted evaluation	Satisfactory (October 2011)

Fitzwilliam Primary Academy is a small school with one form entry. It has a new Head Teacher since September 2012 and turnover of staff is very low. In April 2013, the school (formerly Fitzwilliam School) became an academy under the University of Wolverhampton's Education Central Multi-Academy Trust. Fitzwilliam experienced the strongest improvement in pupil relationships during the time of the programme, but it is also the school that had the lowest starting points, and therefore the most room for change. For example, at the outset, 58% Fitzwilliam's pupils reported that someone had made them feel good about themselves in the previous week, whereas this was the case for 91% in Churchill from the start.

The Peacemakers Whole School Approach in Fitzwilliam – Activities Undertaken

- Eight week Peacemaker courses with Year 2 (with support from Year 1 teacher), Y3, Y4, Y5 and Y6
- Whole School Training: An Introduction to Restorative Approaches
- Whole School Assembly
- Presentation to Governing Body
- Classroom Staff Training: An Introduction to Circle Time
- INSET: An Introduction to Restorative Approaches
- Modeling of Solve It Circles to all classes
- Lunchtime Supervisor Training x 2

- Twilight training: How to use Check-in/Check-out circles
- Attendance and presentation at Parents Evening
- Attendance at Academy launch
- Champions' Group Training (x 3)
- A presentation to Birmingham City Council's Bullying Reduction Action Group (the Champions' Group presented the journey of Fairway towards being a more peaceful school)
- Peer Mediation Awareness Workshop and Peer Mediation Training
- A Conversation Café to evaluate and plan
- Visual Voices activity and final celebration assembly showing pupils' understanding of peace through their art work

Fitzwilliam: Positive Impact

Overall, Fitzwilliam has made excellent progress in implementing Peacemakers during the project. This led to them receiving the Peaceful Schools Award in July 2014. Both pupils and staff generally value and trust the process of peer mediation and restorative conversation, and expect that issues will be dealt with properly and fairly.

There has been a general shift in how staff view pupils' behaviour. They try to find out the causes of poor behaviour, rather than focusing on behaviour itself, and to support pupils rather than just punishing them. There is a high degree of consistency in dealing with conflict and managing behaviour throughout the school based on restorative approaches, whereas previously different staff members treated each situation differently. Many staff now feel more confident in dealing with conflict between pupils.

Overall pupils are more aware of the consequences of their behaviour and actions, taking more ownership and responsibility. Pupils interviewed are happier and more satisfied with the process and outcomes of peer mediation and restorative conversation with staff than with previous approaches. Pupils said that they are more able to solve their problems for themselves, rather than relying on adults. A member of the support staff stated in interview that, "they expect to be dealt with properly and understand that is going to take time, rather than quick decisions to be made. They trust the process and appreciate that it takes time to listen to everyone's point of view. They are not so insistent or eager for instant gratification of someone being punished." According to pupils, the process helps them maintain friendship even after fallouts, whereas they were often told to keep away from each other previously. Relationships among pupils in the class are better in general as they have learned to work together with anyone and to agree to disagree.

Peer mediators, who play a more central role in dealing with issues at lunchtimes, are seen as role models for younger pupils. The cycle where younger pupils used to copy the negative behaviour of older pupils has been broken, and they are now emulating more positive behaviour.

Fitzwilliam is the school in which there was the most significant change according to the pupil questionnaires. It has already been noted that this is against quite low starting points. The biggest positive change between the two times of testing in Fitzwilliam was an increase of 32% in the measure 'chatted to me about things that matter to them'. The next biggest changes, all +25%, were, 'said something nice to me', 'Made me feel good about myself', and a reduction in 'Made me do something I didn't want to'. Other significant changes included 'was very nice to me' (+20%) 'chose me to be in their group' (+22%) 'smiled at me' (+23%) and 'listened to me' (+23%).

The reductions in negative experiences were less dramatic, but nevertheless significant. There were reductions in being called names (-19%) someone getting them into trouble (-17%) and being told off (-16%). There was no significant change in some kinds of teasing, being ignored or made to feel lonely.

Fitzwilliam: Missed Opportunities / Resistance

At the beginning of the Peacemakers project in the autumn of 2012, when all the staff started to implement restorative practice, it took several staff some time to get used to the process. Some remain sceptical and others remain unconfident. Most support the overall principles, but feel that a restorative conversation is inappropriate in some situations (e.g. playtimes when there are too few staff and no peer mediators). One reception class teacher and one teaching assistant were concerned that pupils at an early age may be too young to understand and answer restorative questions. Other members of staff feel that it is unprofessional or inappropriate to express feelings in the school context.

The main focus of the Peacemakers work in Fitzwilliam school has been on pupils. Some staff members regard the work as something for staff also, but not all. The staff surveys are indicative of this tendency. While 100% (50% in 2012) of the staff agreed with the statement, 'I am learning to resolve conflicts with pupils in new ways,' only 45% (about 32% in 2012) of the staff agreed with the statement, 'I am learning to resolve conflicts with staff in new ways.' Some feel that staff working at different levels are divided, and that there is a certain degree of hierarchy. This is identified as a barrier to

positive relationships, good communication and effective teamwork. The survey results indicate on-going reservations amongst lunchtime supervisors. Only about 17% (over 33% in 2012) of lunchtime supervisors who participated in the surveys agreed with the statement, 'I feel that my voice is listened to in school', which is much lower than the average of the responses from the whole staff (about 56% in 2014; 60% in 2012). There was a similar result for the statement; 'Sometimes I feel that my viewpoint is not valued by others in the school'.

Although pupils are taking more responsibility for their behaviour and actions (e.g. peer mediation; self-directed approach to entering the classroom after lunch), overall behaviour management in the school continues to be driven by adult control, rewards and sanctions. This suggests perhaps that the school may need to engage in more discussion about what 'peaceful relationships' mean in their school, and what the implications of this are for policy and practice.

A final issue raised by many staff is a lack of time to implement the approach due to the demands of the curriculum and the lack of available staff in the playground.

Fitzwilliam: The Whole School Approach

Peacemakers is part of the School Development Plan and performance targets for many staff, including senior leaders, teaching staff, lunchtime supervisors, staff working at breakfast club and afterschool club. School policy has been revised to adopt Peacemakers. This includes the new Conflict Resolution Policy, Behaviour Policy and Lunchtime Supervisors Handbook. The school bell and a 'lining up' as adult-led methods have been replaced by a more self-directed approach to going back to the classroom after playtimes and lunch. Staff have become more aware of the language they use and how they speak. For example, the term 'walling' (which means putting pupils by the wall) has been replaced by the term 'timeout.' Timeout is now only applied to serious incidents or breaking of the rules (e.g. causing physical harm, damaging property), and is regarded as time for reflection rather than a sanction.

Systems of communication have been improved, particularly between lunchtime staff and other staff (through the lead lunchtime supervisor), and between pupils and staff (through the Learning Mentor, and through daily meetings between the Learning Mentor and the lead lunchtime supervisor). The Champions' Group, which includes enthusiastic senior leaders, has been a strong driving force for the promotion of Peacemakers.

There is acknowledgement that Peacemakers is still in the process of being embedded in the school, and that there is more work to be done. While some systems to improve communication have been put in place, there is a feeling that something more is now needed to take the programme to the next level. Similarly, when Year 4, 5 and 6 pupils were asked what a Peacemaker is, most of them associated a Peacemaker with the role and attitude of a peer mediator, rather than a more general ethos.

There are concerns for the future of the whole school approach if sources of training dry up. The school has been training a new member of staff this year (currently a student teacher) through observation, etc., but it is not clear how refresher or initial training for new staff and peer mediators will take place without WMQPEP's involvement. One member of the support staff stated, " It's important to make sure that all the new staff who come to school would receive the training. If there is any inconsistency, that is where the system breaks down. It has to be a whole school approach because everyone's experience has to be the same. Otherwise we would lose the basis of the system".

Fitzwilliam: Implications for WMQPEP

Fitzwilliam is the school that has made the most of the opportunities presented by WMQPEP. It was the school with the lowest starting points, and therefore the most capacity to change. This was enhanced by the new headteacher's arrival coinciding with the beginning of the programme, and his high degree of support for it. In simple terms, there was no 'baggage' to get in the way of its successful implementation. There was a clear need for change and the new head was identified strongly with the programme. He was supported by the commitment, enthusiasm and leadership of a strong deputy head and Champions' Group.

It is clear that there has been an effective hand-over of Peacemakers WSA to the school at the end of the programme. Fitzwilliam staff have a sense that the end of the Peacemakers project is the beginning of their school's own journey. They have plans for increasing the involvement of parents and the wider community, and for setting up a soft room and Peace Garden. They recognise the on-going importance of the Champions' Group, and the need to continue to raise awareness and offer refresher training. This element of hand-over has been less successful in other schools, and so it is useful for WMQPEP to reflect on how this was achieved here.

Case Study 3: Churchill

Churchill: Context

Churchill is an LEA-maintained primary school in a village in the south of Birmingham.

Age range	Reception – Y6
Number on roll	415
Form entry	2
Percentage of pupils with SEN statement or on School Action Plus	7.95%
Percentage of pupils with English not as first language	4.3%
Percentage of pupils eligible for free school meals	23.4% (Low)
% of Year 6 pupils attaining the expected level, Level 4, in English and maths.	82%
KS1-2 Value Added Score	99.5
Most recent Ofsted evaluation	Good (March 2012)

The school's engagement with the Peacemakers two-year whole school approach (WSA) programme came to a conclusion at the end of the Spring term 2014. As identified in the initial evaluation (December 2012), the school had engaged with elements of the Peacemakers work over several years before formally engaging with the WSA programme. At the time of the initial evaluation the school had arrived at a point where they had in place a rolling Peer Mediation programme, timetabled circle time sessions in all classes and an agreed restorative conflict resolution framework. All staff had been trained to address conflict within a restorative approach.

In the time since the initial evaluation (five terms), the main change at the school has been a change of headteacher. The previous headteacher, who had been a strong advocate and leader of the Peacemakers programme left in December 2013. The new headteacher started in the Spring term 2014. The previous headteacher had been the head of the school for 10 years and she was strongly identified with the Peacemakers programme by the staff. The new headteacher is less identified with the programme. The departure of one headteacher and the arrival of a new one is always unsettling for a school. According to comments from all of the staff interviewed, the departure of the headteacher in this case had a particularly disruptive impact on the staff and on the smooth running of the school.

The Peacemakers Whole School Approach in Churchill – Activities Undertaken

Staff training

- INSET: Introduction to Restorative Approaches (whole school)
- INSET: Making Circle Time work (classroom staff)
- INSET: Using the Circle to explore sensitive issues
- Lunchtime Supervisor training
- Half-day restorative refresher training for all staff
- Twilight training: Using Check in and out
- Twilight training: Conversation Café

Circle time

- 8 week circle time course delivered to Y2, Y3, Y4
- Modelling of Restorative circles to all classes: Y1-Y6
- Circle time is included in the timetable for all classes once a week.
- Teaching Assistants as well as class teachers are expected to plan and lead on circle times.

Peer mediation

- Two days peer mediation training for selected Year Five pupils and associated staff (run twice in two consecutive years)

Champions' Group

- 3 days training for the members of the Champions' Group

Promotion and Awareness Raising

- Presentation to all staff
- Whole School Assembly
- Presentation to Governing Body
- Attendance at Open Evening
- Y6 lead on whole school Visual Voices project

Churchill: Positive Impact

Through the period of transition there has been continuity in certain of the visible elements of the Peacemakers programme. The peer mediation scheme has continued. Circle time is still timetabled once a week for every class. A Champions' Group representing a cross section of stakeholders of staff working in the school (plus governors) was established. This group received in-depth training from WMQPEP and met several times.

It is not clear whether the benefits identified by staff are a result of the WSA Peacemakers programme, or the initial work carried out by WMQPEP before it began (e.g. the establishment of peer mediation). It is clear, however, that the school has benefitted from many years of input from WMQPEP. Staff in their final interviews noted a positive impact on children. For example, “the resolution to the conflict is owned by the children more than administered by the adults”, and, “we have a calmer school. We have less dramas, less major incidents which reverberate around the whole school”. Staff also noted benefits for themselves. One stated, “I can see a difference in myself and how I deal with situations. I don’t use punishments as much now at all. I think I speak to the children with more respect - it sounds terrible doesn’t it - I actually listen better”.

There were also some positive changes that did come about during the period of the Peacemakers WSA programme, as evidenced by the initial and final pupil questionnaires. The biggest reductions in negative experiences were in teasing and being tripped up (both -16%) in name-calling (-14%) and being laughed at (-13%). There was also a reduction in “tried to make me hurt other people” (-14%). There were no significant improvements in positive experience that came through the pupil questionnaires.

One of the positive impacts of Peacemakers WSA came from the support that the WSA coordinator was able to provide for the school as it went through a difficult transition. As one member of staff put in during interview, “I think this year has been one of our toughest years and I think we could see this with the differences in staff and headteacher, our consistency has dropped.” In order to help manage the transition from one headteacher to another the WSA coordinator facilitated a staff circle meeting to address the imminent departure of one headteacher and the arrival of another. This session included an exploration of the change process and the emotions involved. Some staff mentioned in interview that the Peacemakers programme had helped with the transition. For example, one member of staff commented, “We have been able to be positive, be reflective, be as supportive as we can because within the peacemakers it’s about what can I do to make a difference? How can what I do make things easier for everybody? How can I be part of the solution rather than part of the problem? So I think that Peacemakers has helped in that sense to help everybody cope”.

Churchill Missed: Opportunities / Resistance

From the evaluator's perspective, the school felt different during the second visit. Although the visible signs of the programme continued, there was a decline in the less visible, values-infused ways of relating and being. The calmness and warmth reported in the initial evaluation report were not so strongly evident, although there was a stronger sense of professional purposefulness. Displays in classrooms and around the school were more focused on curriculum learning, whereas they had previously been equally focused on personal, social and community aspects of learning. Staff interaction in the staffroom appeared to be more formal, more cautious and perhaps guarded. There were fewer incidences of pupils spontaneously holding doors open for others, although they would do so when asked by an adult. The evaluator heard fewer examples of pupils being explicitly polite or considerate towards each another.

According to the pupil questionnaires, there was an increase in being lied to (+10%) and reductions in positive measures such as "someone noticed that I was unhappy" (-17%), "someone chatted to me about things that matter to them" (-14%) and "someone helped me with my classwork" (-10%). Several staff interviewed indicated that the cohesive culture in the school has diminished. There is felt to be less consistency among the whole staff team in how they deal with incidents. There has been an increase in the number of fixed-term exclusions and the first permanent exclusion for many years. As one member of staff put it, "I don't think we are where we would like to have been, we peaked and now it's dropped off which is a shame, which is a big shame because we were working really hard on it and it was having some really good positive impacts on the kids."

Many staff identified staffing issues, and conflict between adults as a barrier to progress. The induction of the new staff arriving in September 2013 was seen by many as problematic. Existing staff may have underestimated the degree to which this work needs to be explicitly articulated. It is interesting to note that all of the new staff chose to leave the school at the end of the school year. During their interviews, several staff spoke about an episode of staff conflict that had a significant impact on the school. The conflict was between a newer member of staff and a more established member, and spanned the period of handover between the two headteachers. It was reported as never being satisfactorily resolved, despite restorative processes being attempted.

Issues of leadership and management generally had an impact on the programme. There was a feeling amongst the staff that the previous headteacher 'held' so much of

the Peacemakers work that it was not adequately handed over to the Champions' Group for wider implementation. As well as the handover from one headteacher to another, with their differing styles and priorities, there has been a handover in responsibility for the Peacemakers work. This handover was reported by both parties to have happened less than satisfactorily and contributed to the dip in momentum of the work. This further reinforces the need for effective succession planning whenever a change in personnel is imminent.

The school governing body supported the Peacemakers WSA programme though stipulating a requirement to work within a restorative framework in the new head's job description and person specification. The new head fully endorses and supports the Peacemakers work, but he draws on his own strategies for dealing with conflict, and some of these may be at odds with the programme. The evaluator observed a clear difference in style between the ways in which both headteachers dealt with a child who had been misbehaving. The new headteacher used a more formal approach and involved parents, whereas the previous headteacher used a restorative conversation. Staff in their interviews noted this difference in style and expressed a certain degree of confusion about what was expected of them in the light of this.

Churchill: Whole School Approach

The staffing and leadership issues highlighted above had a clear impact on the viability of the whole school approach. Other related factors that weakened the whole school approach were connected with the curriculum and staff training and support. For example, the new headteacher introduced a new approach to building social skills into the school (RTime), which he reported had been highly effective in his previous school. There are, however, philosophical and practical challenges to the co-existence of the two programmes. One staff member described the distinction between RTime and Peacemakers as, "RTime is more of a behaviour management system, whereas Peacemakers is about developing thoughtful individuals". Whilst most staff, including the new headteacher, felt that the two could work in harmony, others expressed concern about this.

There was consensus in the final staff interviews that it will require sustained effort and energy at the start of the new school year to rekindle the fire of the Peacemakers WSA programme. There is a need for staff meetings at least once a term, and occasional 'top up' training from WMQPEP to ensure that the approach does not become diluted. There is also a need for more monitoring and development of Circle Time, and more

structure so that it does not become repetitive. New staff will need to be trained, and the Champions' Group needs to promote the work with parents. All staff who recognised the dip also commented that it was not a fatal decline, and that the momentum and focus were salvageable. Indeed, most staff identified a refocusing and reinvigoration of the Peacemakers work as their primary aspiration for the programme.

Churchill: Implications for WMQPEP

This school has provided WMQPEP with a golden opportunity to reflect on the nature of change and conflict in schools. This school experienced a high degree of conflict during the final year of the programme. Whilst the WSA coordinator was able to provide some support for this process, there are nonetheless many conflicts that remain unresolved, despite a high degree of support and training. This weakened the effectiveness of the Peacemakers WSA approach to the point where some of the gains achieved early on began to be reversed. This school also provided examples of teachers who are against, in part or in full, the philosophy and practices of Peacemakers WSA. It is important to consider what WMQPEP should do when someone becomes isolated or excluded because they do not share the Peacemakers' values. This is a fundamental question about ends and means.

There is also an issue highlighted by experiences in this school about the commercial context within which Peacemakers sits. There is an increasing number of 'alternative' programmes of personal, social and emotional education available for schools to buy into. WMQPEP might need to give thought to how it brands itself so that it has something identifiable and unique to offer schools, but something that can be 'sold' with integrity to its underpinning values and philosophy.

There is also an issue here about what exactly Peacemakers WSA is. It is important to be clear about this, so that it can be replicated, and so that it can be distinguished from other approaches. Certainly, many staff in Churchill identified the WSA coordinator as fundamental to the success of the programme. This was due to the high level of specialist knowledge and skills that she brought, the fun and engaging nature of the sessions she delivered with staff and the quality of relationships she was able to form with staff members. Having nobody to compare the WSA coordinator with, the staff found it impossible to state whether it was the WSA coordinator personally or whether any skilled Peacemakers practitioner could play such a strongly significant role in the successful implementation and adoption of the programme at the school. The following comment is typical, "To be honest the WSA coordinator who comes in is brilliant. She is

part of the family now, she is part of the school. She comes in, everybody knows her, all the children know her and everything else and we know that when we have training from her that it's going to be fun, we're going to have a laugh, but we are going to go away from it enthused". This will need to be unpicked in order to ensure the long-term sustainability and scalability of the programme.

Case Study 4: Newman School (withdrew)

This school withdrew early from the programme, but some details are included here.

Newman Context

Age range	3-11
Number on roll	442
Percentage of pupils with SEN statement or on School Action Plus	6.3%
Percentage of pupils with English not as a first language	19.1%
Percentage of pupils eligible for free school meals	29.7%
% of Year 6 pupils attaining at the expected level (4) in English and maths	85%
KS1-2 Value Added Score	95%
Most recent Ofsted evaluation	Good

Newman has a higher proportion of FSM children than other schools in the area in which they sit. They have also taken a lot of hard-to-place children, and have only permanently excluded 2 children in 17 years. The school has a high turnover of staff – about a third leaving each year. Although some staff are quite established in the school, and are known to be quite ‘controlling’, vulnerable and challenging pupils appear to do well in this environment. The head of 20 years, who began this project and is passionately committed to it, retired and left the school before it was completed and the new head (the previous deputy) has withdrawn from it.

Newman: Positive Impact

Peacemakers is very much in line with the previous head's viewpoint. There appeared to be engagement with it from staff and pupils during the initial visit (which took place when Peacemakers WSA was already underway). Walking through the school, peer mediation was visible through displays, etc. and pupils suggest that it has impacted on the character of the school. The children generally participated well in peacemaker activities, and looked forward to them. The previous head felt very positive about the project, although he regrets that it will not be part of the school improvement plan going forward. He felt that the programme has real synergy with his own philosophy as he is a strong believer that children need to be able to resolve conflict themselves.

Newman: Missed Opportunities / Resistance

The old head felt that all staff had engaged, but that they had not necessarily changed their practice. He felt that this is hard to achieve when people are being asked to lose

something they are currently doing (which may on the surface be successful) and replace it with something unknown and new.

The project was closely associated with the old head, and was not sustained by the new head. The new head was less convinced by the project. There were problems of communication, and she felt that the programme was too closely associated with certain individuals, including the WSA coordinator. The observed Circle Time sessions in the school revealed some real challenges. Whilst one of the sessions was with a teacher who was supportive and fully engaged with the process, another of the sessions was with a teacher who had misunderstood the nature of Circle Time, and as a consequence undermined its value and the work that was being done. This teacher seemed disinterested, and his body language was defensive and distracted. It was apparent that there were real issues around staff stress in the school, which resulted at times in staff letting off steam and being disrespectful to pupils in the staffroom (e.g. pupils being referred to as 'Gobs on legs'). The school Champions' Group was not very successful. Other new initiatives had come along (e.g. storytelling school) and this diverted people's attentions.

Evaluation Team

Hilary Cremin

Dr Hilary Cremin is a Senior Lecturer who researches and teaches in the areas peace education and conflict resolution in schools and communities internationally. She has worked in the public, private and voluntary sector as a school teacher, educational consultant, project coordinator and academic. She is currently a byefellow and Director of Studies for Education at Fitzwilliam College, Cambridge and is developing a new MPhil course in Education, Globalisation and International Development for launch in 2016.

Hilary has carried out research projects funded by the Society for Educational Studies, the ESRC, the British Academy and the EPSRC. She worked with colleagues from Nottingham University and Edinburgh University on a seminar series exploring Restorative Approaches to conflict in schools. She has also carried out research into student voice using visual methodologies, and into the energy-saving behaviour of 16-24 year olds who have been involved with eco-schooling (Cambridge Eco-behaviours Research Group). Hilary is currently funded to work with colleagues from the Universidade Estadual Paulista, Department of Education (UNESP) in Sao Paolo Brazil to carry out a comparative study of violence and conflict resolution in schools in Brazil and the UK. She has a growing interest in arts-based methodologies in educational research including photovoice, poetry and autoethnography. Before moving to Cambridge University in October 2008 she worked at Leicester University School of Education.

Hilary's work has been recognized in a number of ways over the years. She has presented papers at international peer reviewed conferences including the American Education Research Association (AERA) conference, a number of times. Interest in her work has also come from the field of criminology because of her work in Restorative Justice, and she was invited in 2010 to be a respondent at the presidential address of the annual conference of the American Society of Criminology. Media interest in her work includes articles in The Independent, The Mail on Sunday, The Observer, The Times Educational Supplement, and a number of interviews for local and national television and radio.

Carolynne Mason

Carolynne Mason is a Teaching Fellow within the School of Sport, Exercise and Health Sciences at Loughborough University. She is an experienced researcher specialising in

the well-being of children and young people. In addition to her research at Loughborough University she has also undertaken research roles within the Faculty of Education at Cambridge University and at Leicester and Derby Universities. Carolynne also regularly undertakes research as a freelance consultant. Her research interests include:

- Young people's participation and citizenship
- Inclusive educational practice
- Engaging children and young people in the research process through alternative methodologies e.g. Visual methodologies including photo-voice
- Engaging marginalised young people in and through sport and physical activity
- The role of sport and physical activity in promoting social inclusion and social justice
- Peace Education

Terence Bevington

Terence is a convinced, committed and critical advocate of restorative practice. Terence is the Restorative Approaches Co-ordinator for the London borough of Hackney and the lead officer for Hackney's Embedding Restorative Approaches (ERA) Project. Terence is also professionally engaged with restorative consultancy and training across the UK and Europe. In his work Terence supports education settings to implement, embed and evaluate restorative ways of thinking and working.

Terence's firm foothold in everyday practice is grounded in a deep understanding of the theories and the philosophy of restorative practice. Terence's academic research has led him to explore how to evaluate restorative practice in more thoughtful and congruent ways to better meet the needs of practitioners, decision and policy-makers and researchers. Terence's current doctoral research at the University of Cambridge with Hilary Cremin is a realist evaluation of a whole school restorative approach model, which will make explicit the theory of change implicit in restorative practice in school settings.

Noriko Sakade

Noriko is a supervisor to students in the Faculty of Education at University of Cambridge, particularly focusing on peace education and conflict resolution in schools. She is also a lecturer at Institute of International Education in London, where she teaches in the areas of education

studies, child psychology, communication studies and cultural studies. She has worked at a development education centre in England, where she was involved in programmes on peace education, cultural education, human rights education and environmental education in schools. Her PhD research (2009) investigated a peace education project in schools in England, which promotes peacemaking skills, nonviolent conflict resolution and peaceful relationships. Her research interests include: peace education, peer mediation and restorative practice, as well as teacher training and comparative studies in these areas in the UK and Japan.

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