News from the Unit

The Unit team is here to help!
Just telephone 01932...

Unit Director
John Balding, 264722

Orders for publications, and general enquiries
Sally Forster, 264722

Health Related Behaviour Questionnaire surveys
Receipt of scripts and data preparation
Beryl Parke, 264729

Prizefilms, further analyses and computer-readable information
Anne Wise, 264728

'School report' printout
Anne Wise, 264728

Primary Health Related Behaviour surveys
Anne Wise, 264728

'Just a Tick' health topics surveys
Sally Forster, 264722

Computer program, data analysis
David Regis, 264726

Education and Health Editorial
James Mairnall, 264729

Subscriptions and advertising
Sally Forster, 264722

Fax 01932 264763

Life in the Unit is even more hectic than usual, with many different questionnaires in use, together with HRSQ surveys in various regions, in operation.

One of these questionnaires is for an Alcohol Survey which is in full swing. Ten areas across the whole of the country are each involved in involving five secondary schools to participate. We are anticipating close to 10,000 questionnaires and to date 4,000 have been received.

Another questionnaire currently being processed is the Student Health and Lifestyle Survey. This has been administered in many universities and asks questions about their health and/or balance (or unbalance) their budgets.

Any day now we are also expecting the third round of the Cross-Curricular Enquiry survey questionnaires to arrive. New surveys are always well received and stimulating, and so life is certainly very busy at the moment.

Recent publications include: Lifestyle 2, Young People and Illegal Drugs in 1996, and Cash and Carry?

There have been many changes to the series, and in the new series, the tenth in the series, will be available shortly.

The cross-curricular books on aerobics education, Last Orders, are nearing completion and David and Sally have been busy writing, typing, cutting and pasting. Penciling to support the front and back plates has been well received, following very positive reviews of the draft material, and the twelve volumes: 1: Co-ordinator's Guide and 2: Teaching Materials, will be available shortly.

Anne has prepared a draft report for the Cornwall & Isles of Scilly Health Authority. Both primary and secondary schools surveyed in 1991 and 1995. The report compares the results from 1991 and 1995 (Year 6 from the 1991 survey are now represented in the Year 10 1995 survey) plus a comparison of the 1995 survey with the Unit's large file from the schools surveyed in 1995 (forming part of the soon to be published Young People in 1995).

Some Unit publications...

Young People and Illegal Drugs in 1996...
In 1996...
A report based on data collected between 1987 and 1996 using the Health Related Behaviour Questionnaire.

Cash and Carry?
A report based largely upon responses from more than 5,000 boys and girls aged 14-15, living in 65 communities within 7 different regions in England (total sample 11,612 between the ages of 12 and 16).

Toothbrushing in Adolescence
A study of the toothbrushing habits and routines of 7710 15-16 year olds, revealing unexpected links between dental care and features of their daily life.

Video Pack: 'The Extra Guest'
This well-received alcohol video depicts a teenage party, and the materials include background information, suggestions for use, worksheet masters, and overhead transparencies. (Price includes VAT)

Very Young People in 1994.2...
Results from 8,952 very young people between the ages of 6 and 12, who completed Version 6 of our Primary Health Related Behaviour Questionnaire.

Young People in 1994...
The latest of our annual reports, with results from 48,297 young people between the ages of 12 and 16, who completed Version 6 of the Health Related Behaviour Questionnaire.

Cross-Curricular Sex Education...

Lifestyles 2 — Mainly Money...
£17.63...
Qualifies containing health-related behaviour data for 200 Year 10 pupils obtained from Unit surveys. It is easy to incorporate this package into the NC and at the same time raising health education topics. Please state disc type, co-packer, and analysis software when ordering. (Price includes VAT)

It's all go at the Unit!

S.F.

Education and Health
Volume 14 Number 1, 1996

Mediation has certainly worked for us

Last May we were invited to lead a session at a one-day conference on A whole-school approach to preventing and responding to bullying. This was organised by Kingston Friends Workshop Group and held at the Guildhall in Kingston-upon-Thames.

The Deputy Head Alan Bamber, Deborah Long-Finlay — the class teacher who has been inculcating to staff and mediators at Highfield JI School — and I daily attended with 12 young mediators.

In the past year, Highfield mediators have been involved in four major conferences, and on this occasion as always the staff input was brief. The children then explained the process of mediation and demonstrated, through role play, how the process worked. They then stormed the assembly of over 100 teachers and educationalists into silence by saying that they would be only too pleased to answer questions!

When someone finally broke the ice, questions came freely and were answered with confidence. The session concluded with a group activity with the ‘parachute’. This involved everyone's co-operation for the activities to be successful. The children then took part in two of the working parties, giving freely of their knowledge, suggesting ways forward, and answering further questions.

confidence and enthusiasm
Highfield has been involved in the mediation process for about four years. Mediators are trained in Year 5, but the actual process begins in Key Stage 1. Classes participate in circle time on all areas of the curriculum, and also air their views or problems.

They are encouraged to develop language, listening, and communication skills. These are then linked to affirmation and co-operation activities, and are then developed into problem-solving exercises leading to mediation.

They become very skilled at their role. The whole process just outlined greatly develops children’s self-esteem. They become increasingly confident in their role and ability as mediators.

Bill Rogers

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by their confidence, knowledge, and enthusiasm. We should never underestimate the ability of our children.

**Behaviour Management**

Mediation links in with Highfield's Behaviour Management Programme. This began when interviews involving more than a hundred children revealed disturbing evidence of pupils suffering from repeated acts of aggression, both verbal and physical. A series of multi-lingual meetings with parents revealed their concerns about 'bullying'. Further discussion revealed that there were often isolated incidents which, though important, would probably not be labelled 'bullying' by staff.

The Behaviour Management Programme was formed as a result of this inquiry. Its core is a working party of self-selected members of staff. We have been fortunate to have representation from every year group in the school! The working party has a core of about 12 members, and its two main purposes are:
1. To prepare and present to the whole staff a draft Behaviour Policy.
2. To co-ordinate the ever-increasing key elements of the Behaviour Management Programme.

The panel shows the key elements of the Behaviour Management Programme.

**Co-ordinating policies**

The programme has led to policy and action with respect to a range of issues, including:
- **General behaviour** (including rewards systems). All the children were involved in devising school guidelines for behaviour. Class guidelines are displayed in each classroom, and school guidelines are displayed multi-lingually around the school. Rewards systems were developed throughout the school, including a weekly Awards Assembly, gold stars, regular praise, and positive home visits. Attendance Certificates are awarded each term.
- **Attendance**
- **Punctuality**
- **Equal opportunities**
- **The school's physical environment**. The Behaviour Management team recognised the importance of the school environment on behaviour. As a result, a sub-group has

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**Behaviour Management Programme**

**Mediation**

**Behaviour Management Team**

**Behaviour Policy**

**Anti-Bullying Activities**

**Attendance Policy**

**School Environment**

- **Curriculum Links**
- **Lunchtime Supervision**
- **Equal Opportunities Group**
- **Behaviour Management Pack**
- **Guidelines for Behaviour**

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**LET'S MEDIATE**

As a mediator you:

1. **Explain**
2. **Explain your role**
3. **Define the problem**
4. **What do they feel**
5. **What do they need**
6. **LISTEN and REPEAT**
7. **Ask them to repeat**
8. **What others feel**
9. **SET boundaries**
10. **Agree a solution**
11. **Sign a handshake (great agreement)**

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throughout the GEST Attendance Project. Eight staff have now received full training, although all staff have received some training. The fully-trained teachers have worked alongside colleagues to develop issues in the classroom. In 1994, eight Year 5 pupils were trained as mediators; in 1995 a total of 20 were trained. Mediation skills were gradually built into the curriculum from reception to Year 6.

Credit for the success of the programme is largely due to Deborah Long-Finlay. As the teacher initially involved she inspired the rest of us, but has received little media recognition for her work despite the attention paid to the school's initiatives by television and the press.

**What is mediation?**

Mediation is a structured process in which a neutral third party assists voluntary participants in resolving their dispute. Mediation is not about deciding who is right or wrong, or appointing blame, or even focusing on the past any more than is necessary to help the disputants to work out the way forward in the future. The mediator does not offer solutions. Participants take responsibility for arriving at a resolution.

Mediation allows the disputants to:
- Define the problem from their point of view
- Identify and express their feelings and needs
- Hear the feelings and needs of the other person
- Acknowledge each other's point of view
- Create solutions
- Agree a course of action
- Evaluate progress and repeat if necessary

This is all done in a safe and structured environment in which the mediator is in control of the process. Certain ground rules are laid down which the mediator and disputants must agree to and keep if the process is to go ahead. These are:

**The mediator should**
- Treat both people equally
- Leave it for them to suggest solutions
- Keep what is said private

**The disputants should**
- Wait their turn to speak
- Speak without name-calling or swearing
- Avoid blaming or accusing each other
Looking back ... and ahead

It is very clear that incidents of aggression and racism have been greatly reduced by the introduction and development of mediation.

In a recent survey we have also found that attendance has greatly improved. Out of 740 children we now have only seven that are giving us serious attendance concerns.

Mediation has also become a part of the school curriculum. Making all governors aware of positive aspects of this approach in schools.

Since mediation has become a normal part of school life, Highfield has become a better place. It has an air of calm and co-operation. Attendance has improved and incidents in school have decreased. It has certainly worked for us.

Bill Rogers is Head of
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3QF (0121 327 0798).
Highfield belongs to the
Salford Plus Group of
schools, within which the
methodology described
here is being developed.
He will be pleased to
make contact with other
schools and agencies
interested in the work
being done at Highfield.

people that
if going to

bullying, since we were more concerned with its effect. In an indirect way we were defining it as something generated by the other young people that could make the person afraid of going to school.

Work reported at the recent Kingston conference on Preventing and Responding to Bullying did, however, examine the question of what constituted bullying. In addition to threatened or actual physical assault, other anti-social behaviour towards an individual, such as taunting or gesturing, interfering with their belongings, sending them unpleasant notes, or even ignoring them altogether, was considered by some researchers to amount to bullying.

This professional view is doubtless more sophisticated than that of the young people. It would be helpful to discover what kind of anti-social behaviour in this list, or perhaps outside it, young people of different age and either gender find the most distressing.

Where does bullying happen?

Within the school gates, or on the journey to and from school? Again referring to the Kingston report, approximately 30% of the respondents from across the whole age range in four secondary schools reported having been bullied at least once in school during the previous term, and more than 10% had been bullied at least once on their journey during the same time interval.

Within the school, as well as the playground,