A school peer mediation program as a context for exploring therapeutic jurisprudence: can a peer mediation program inform the law?

Volume II
Appendices and References

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A thesis submitted in fulfilment of the requirement for the degree of Doctor of Philosophy

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Faculty of Law
University of Technology, Sydney
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### Appendix A

#### Definitions

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<th>Term</th>
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<tbody>
<tr>
<td>the Constituents</td>
<td>Members of the School community. For the purposes of the Study these are students, staff, parents, former students.</td>
</tr>
<tr>
<td>Former Students</td>
<td>Alumni of the School peer mediation program who have since graduated from the School.</td>
</tr>
<tr>
<td>Non-Teaching Staff</td>
<td>Non-Teaching Staff who are technical staff or administrative staff at the School.</td>
</tr>
<tr>
<td>the Parents</td>
<td>Parents or guardians of students at the School.</td>
</tr>
<tr>
<td>the Peer Mediators</td>
<td>Year 6 students who act as administrators and peer mediators of the peer mediation program.</td>
</tr>
<tr>
<td>Process Participants</td>
<td>Students who have participated one or more times in the School peer mediation process in the last year.</td>
</tr>
<tr>
<td>Process Non-Participants</td>
<td>Students who have not participated in a School peer mediation process in the last year.</td>
</tr>
<tr>
<td>the Program</td>
<td>The School peer mediation program which is the subject of the Study.</td>
</tr>
<tr>
<td>the School</td>
<td>the Vale Public School community under study.</td>
</tr>
<tr>
<td>the Study</td>
<td>Exploratory study of the School peer mediation program.</td>
</tr>
<tr>
<td>the Study Participants</td>
<td>Constituents of the School who took part in the exploratory Study. These are all students at the School, all staff at the school, a sample of former students and a sample of parents.</td>
</tr>
<tr>
<td>the Teaching Staff</td>
<td>Teaching Staff who teach the students at the School including the principal.</td>
</tr>
</tbody>
</table>
Appendix B

Forms

Student Questionnaire Protocol

Parent Information Sheet

Parent/Guardian Consent Form

Questionnaire 1: Peer Mediation Student Survey (Years 1–6)

Questionnaire 2: Peer Mediation Student Survey, Year 6 Supplementary Questions

Questionnaire 3: Students’ Questionnaire (Years 3–6)

Research Study Information Form – Staff

Staff Consent Form

Staff General Question Outline

Questionnaire 4: Staff Questionnaire

Former Student General Question Outline

Former Student Voluntary Participation Forms

Questionnaire 5: Former Student Questionnaire

Questionnaire 6: Parent Questionnaire
Student Questionnaire Protocol

Oral instructions to be given to each participating class

1. This is a questionnaire for students in [ ] to [ ] classes at this school. It should take about 20 minutes to complete.

2. The information or the results from these questionnaires will form the basis for a research study I am doing at University.

3. I would really like to thank you all for agreeing to participate, to take part in this study.

4. But I want you to know that it is a voluntary questionnaire. That means that if you don’t want to take part you don’t have to. That means you do not have to fill out the questionnaire or take part in the study, if you don’t want to and it does not matter if you don’t want to. It won’t make any difference to [principal, class teacher] or to me.

You are still very welcome to stay here and watch. Also if you decide at any time you decide you would prefer not to take part that will also be fine. Just let me know.

Is there anyone who would prefer not to fill out this questionnaire?

5. The most important thing about completing this questionnaire which you must keep in mind while you are answering this questionnaire, is that every answer is a correct answer as long as you answer honestly and the answer is how you really feel.

6. There is no wrong answer.

That means you do not need to answer in order to please anyone. For [principal; class teacher] and for me the most honest answer from your point of view is the correct answer.

7. So think about how you feel and answer what you think, not what you think is the correct answer.

8. Does everyone understand?

9. Also I really want you to ask questions if you have any. You will not be interrupting or disturbing anyone if you ask questions: in fact questions will really help me with my research study.
10. But when you want to ask a question you must put your hand up and I will come and answer your question. Please do not scream out questions because it is important I can hear and understand any questions.

11. Just a few more instructions:

I. Questions which talk about “this school”. So that means [Vale] school. Not some other school

II. Questions which talk about “teachers” mean teachers at [Vale] school. Not any other school

III. Please write down your age directly under your class. For example write 10 years or 9 years

IV. In some questions you can circle more than one. So there may be 2 or 3 or 4 or 5 answers

V. question 1) you may circle more than one answer

VI. The last question asks you to write your own comments. This means if you have anything else to say. For example if you feel you could not answer fully by circling an answer in the questionnaire. So if you would like to add something else to one of the answers then you have some space at the end.

VII. Also, if you feel you could not answer fully by circling an answer in the questionnaire or if you would like to add something else to one of the answers, you may write anything you like at the end of a question. Just find a space and write it down.
Parent/Guardian Information Sheet

UTS SYDNEY PhD Research Study Faculty of Law

Research Project: Educating primary school students to manage conflict

Parent Information Sheet

The study is being conducted by Nicky McWilliam. It will form the basis for a PhD degree under the supervision of Marilyn Scott, Director Unit for Dispute Resolution, Faculty of Law UTS Sydney.

The purpose of this study is to research conflict resolution education programs, focusing on peer mediation, in the primary school environment and the effect these programs and the associated processes and systems have on constituents: staff, parents, ex-students and current students.

We will invite participants to:

- complete questionnaires
- chat about their impressions of the conflict resolution education program at the school

Your child’s participation in the study is completely voluntary – you are not under any obligation to consent. Your child may withdraw from the study at any time – or you may withdraw your child from the study – at which point all written and audio records of your child’s participation will be destroyed. Your child’s withdrawal from this study will in no way affect their academic standing or relationship with the school.

All aspects of this study, including the results, will be strictly confidential and only the researchers will have access to information about participants. A report of the study may be submitted for publication but individual participants will not be identifiable in such a report.

The questions on the questionnaire are about students perceptions about how the school, teachers and students are dealing with conflict that may be occurring between students and how each student feels about any conflict amongst students which may be occurring at the school. The questionnaires will be completed in class time, as organized by the Deputy Principal, Mr [Redacted] and should take about forty (40) minutes to complete.

I will also be interviewing students (for approximately 10 minutes) and asking questions about conflict amongst students in general, how it makes them feel to be involved in any conflict with other students. I will also be asking about how the school, teachers and students deal with student conflict at the school.

I draw your attention to the fact that this project involves video/audio/photographic recordings of participants.

These recordings will be:

- made/collection at the school, during school hours and under the supervision of Mr [Redacted], Deputy Principal [Redacted] Public School.
- Stored in locked computer files or in a locked filing cabinet.
- Accessible by myself and my supervisor only for the purposes of research analysis and study.

• If you have any concerns about what has been recorded, you may access recordings of your child. These recordings can be accessed by contacting either: your child’s class teacher, Mr [Redacted] (Deputy Principal [Redacted] Public School), Nicky McWilliam (directly on 0416051631) or Marilyn Scott at UTS Faculty of Law. (Telephone: 02 9514 3158  Fax: 02 9514 3400)

• You may exclude recordings of your child from the study by advising either your child’s class teacher; Mr [Redacted], Deputy Principal [Redacted] Public School; Nicky McWilliam directly on 0416051631 or nickym@bigpond.net.au OR Marilyn Scott at UTS Faculty of Law, Telephone: 02 9514 3158  Fax: 02 9514 3400

Recordings will not be made public. They may only be used for the purposes of research, analysis and study. When you have read the information Nicky McWilliam can discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact:

- Mr [Redacted], Deputy Principal [Redacted] Public School;
- Nicky McWilliam: mobile 0416051631 or nickym@bigpond.net.au
- Marilyn Scott Telephone: 02 9514 3158 Fax: 02 9514 3400

This information sheet is for you to keep.


Parent/Guardian Consent Form

UTS SYDNEY PhD Research Study Faculty of Law

Research Project: Educating primary school students to manage conflict

I (print name) ........................................ give consent to the participation of my child (print name) ...................................................... in the research project described below.

TITLE OF THE PROJECT: Educating Primary school students to manage conflict

RESEARCHER: Nicky McWilliam tel:0416051631 email: nickym@bigpond.net.au

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me and any questions I have about the project have been answered to my satisfaction

2. I have read the Parent Information Sheet and have been given the opportunity to discuss the information and my child’s involvement in the project with the researchers

3. I have discussed participation in the project with my child and my child assents to their participation in the project

4. I understand that my child’s participation in this project is voluntary; a decision not to participate will in no way affect their academic standing or relationship with the school and they are free to withdraw their participation at any time.

5. I understand that my child’s involvement is strictly confidential and that no information about my child will be used in any way that reveals my child’s identity.

6. I understand that video/audio/photographic recordings will be made as part of the study. These recordings will take place over a two week period, during school hours, in the grounds of [public school name] and under the supervision of Mr. [name], deputy Principal [name] Public School

Signed ...........................................................................................................

Name ...............................................................................................................

Date ..............................................................................................................
A) Have you had peer mediation this year at this school?

1) just once
2) a few times
3) lots of times
4) never
5) I don’t know what it is

B) Have you had peer mediation this year because of fights or disagreements you had with other students at this school?

1) just once
2) a few times
3) lots of times
4) never
5) I don’t know

C) Have you had peer mediation this year because you were sad or upset about the way another student at school was behaving?

1) just once
2) a few times
3) lots of times
4) never
5) I don’t know

D) Have you had peer mediation for any other reason this year?

1) no
2) I don’t know
3) yes, I had peer mediation because...
E) If you have had peer mediation this year, did the peer mediation sort things out?

1) Yes
2) for a little while
3) after more peer mediation it did
4) it helped
5) no
6) none of these

F) If you have had peer mediation this year, how did you feel after the peer mediation?
(You can circle more than one)

1) happy, because I was able to tell my side of the story
2) happy, because I tried to sort things out
3) happy because it was good fun
4) sad, because it did not sort things out
5) sad, because I was not able to tell my side of the story
6) none of these

G) What do you think about peer mediation? (You can circle more than one)

1) it’s a good way to sort things out between students
2) it’s good fun
3) it makes students feel better to talk about how they feel
4) It makes students feel sad when they have to talk about how they feel
5) it does not sort things out between students
6) none of these

H) Do you enjoy learning about peer mediation?

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

I) Do you think it makes students feel better when they talk about how they feel at peer mediation?

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

J) Do you think the peer mediators are helpful?

1) yes all the time
2) some of the time
3) not really
4) not at all
5) don’t know
K) What do you think of the peer mediators? I think they are: *(You may circle more than one)*

1) responsible and helpful
2) not helpful
3) I like telling them how I feel
4) I do not like telling them how I feel
5) none of these

L) When you have to sort things out, do you like talking to the peer mediators about how you feel?

1) yes, always
2) sometimes
3) not really
4) never
5) I like talking to an adult or grownup

M) Do you think learning about bullying and peer mediation helps you in the classroom?

1) Yes a lot
2) Yes a little bit
3) No
4) Don’t know

N) Do you think learning about bullying and peer mediation helps you when you are in the playground with other students?

1) Yes a lot
2) Yes a little bit
3) No
4) Don’t know

O) Did the play “Buddies” help you learn about dealing with other people?

1) Yes it really helped me a lot
2) Yes it did help me
3) Not really
4) Not at all

P) Do you think learning about peer mediation will help you when you are older?

1. yes all the time
2. some of the time
3. not really
4. not at all
5. don’t know

Q) Can you write down what you think about peer mediation?
R) If you have been a peer mediator, did you feel this gave you an opportunity to: 
(You may circle more than one) 
1) make a contribution to the school 
2) be a role model to the younger grades 
3) be responsible 
4) practise skills that were taught in class 
5) all of these 
6) none of these 

S) If you have been a peer mediator, did you feel: (You may circle more than one) 
1) you helped others students sort things out 
2) you helped teachers 
3) you helped the whole school community 
4) you did not really help anyone 
5) none of these 

T) If you have been a peer mediator, did you feel: (You may circle more than one) 
1) you helped students try to talk things out 
2) you practised skills that were taught in class 
3) you encouraged students to talk about their feelings 
4) all of these 
5) none of these 

U) Do you enjoy being a peer mediator at this school? 
1) yes all the time 
2) some of the time 
3) not really 
4) not at all 
5) don’t know 

V) Do you think the experience of being a peer mediator will be useful in other areas of your life? 
1. yes all the time 
2. some of the time 
3. not really 
4. not at all 
5. don’t know 

W) Do you think the experience of being a peer mediator will be useful when you are older? 
1. yes all the time 
2. some of the time 
3. not really 
4. not at all 
5. don’t know
X) If you think the experience of being a peer mediator will be useful in the future, can you write down why?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Public School - Student Questionnaire

September 2005

Class:__________  Boy:______  Girl:______(Tick one only)

Please circle the most correct answer.

A) At this school, are there fights between students? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

B) At this school, are there disagreements between students? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

C) At this school, are there students who are mean or nasty to other students? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

D) Do you think students get on well with each other at this school? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

E) How would you describe the playground at this school? (You can circle more than one)

1) students are often fighting and having disagreements
2) students are often mean to each other
3) students play together but sometimes have disagreements, fights and are mean to each other
4) all students get on well with each other
5) none of these

F) How does it make you feel when students at this school are fighting or have disagreements? (You can circle more than one)

1) upset and sad
2) frightened
3) angry
4) I am used to it
5) I don’t worry about it
6) this does not happen at this school
**Questionnaire 3: Student Questionnaire (Years 3–6)**

**G) What do you do if you have a fight or a disagreement with other students at this school? (You can circle more than one)**

1) run away, and ignore it  
2) fight or argue  
3) talk to someone about it (like friends or a teacher)  
4) ask a teacher or a student if you can get some help to sort it out  
5) try to talk it out with the student  
6) tell parents or someone outside school  
7) other (please write what this is) ____________________________

**H) At this school, do you learn about different ways to try and sort out fights or disagreements? (circle one only)**

1) all the time  
2) most of the time  
3) not really  
4) sometimes  
5) never

**I) i) If you do learn about different ways to sort out fights or disagreements at this school, when do you learn about it? (circle one only)**

1) in special lessons about this  
2) when there has been fights or disagreements  
3) in sport lessons  
4) in other lessons  
5) never

ii) If you do learn about different ways to sort out fights or disagreements at this school, can you write down what this class or lesson is called.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**J) Have you ever tried to sort out, or sorted out a fight or a disagreement by talking about it with other students? (circle one only)**

1) all the time  
2) most of the time  
3) sometimes  
4) not really  
5) I try to  
6) I don't know how to

**K) At this school do you learn about how to talk about a fight or a disagreement you may have with other students? (circle one only)**

1) all the time  
2) most of the time  
3) sometimes  
4) not really  
5) never
L) At this school, if you have a fight or a disagreement with other students, do you get a chance to tell your side of the story? (circle one only)
   1) all the time
   2) most of the time
   3) sometimes
   4) not really
   5) never

M) If you have a fight or disagreement with other students at this school, do you try and talk about it together? (circle one only)
   1) all the time
   2) most of the time
   3) sometimes
   4) not really
   5) I try to
   6) I don't know how to

N) At this school, do you think students try to talk about fights and disagreements they have with each other? (circle one only)
   1) all the time
   2) most of the time
   3) sometimes
   4) not really
   5) they try to
   6) they don't know how to
   7) I don't know

O) If you have a fight or disagreement with other students and you talk about it together, then, how does that make you feel? (You may circle more than one)
   1) I feel the problem is sorted out
   2) I feel better
   3) I feel I have been able to tell my side of the story
   4) I feel no different than if I sorted the problem out another way
   5) I do not feel the problem is sorted out
   6) I have never sorted out a problem by talking it out

P) When you talk about a fight or a disagreement, how do you feel.... (you may circle more than one)
   1) happy
   2) better
   3) proud
   4) angry
   5) silly
   6) none of these
   7) I have never talked about a fight or disagreement

Q) Do you ever feel sad or upset about the way some students at this school are behaving at this school? (circle one only)
   1) all the time
   2) most of the time
   3) sometimes
   4) not really
   5) never

R) If you ever feel sad or upset about the way some students at this school are behaving, do you want to talk about it? (circle one only)
   1) all the time
   2) most of the time
   3) sometimes
   4) not really
   5) never
S) If you ever feel sad or upset about the way some students at this school are behaving, do you feel you get a chance to talk about it at school? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

T) i) At this school, do you learn about what to do if you feel sad or unhappy about how other students are behaving? (circle one only)

1) in special lessons about this
2) when someone is sad or upset
3) in sport lessons
4) in other lessons
5) never

ii) If you do learn about what to do if you feel sad or unhappy about how another student is behaving, can you write down what this class or lesson is called.

________________________________________________________________________

________________________________________________________________________

U) When other students make you feel sad or upset, do you think talking about it would make you...

(you may circle more than one)

1. happy
2. feel better
3. proud
4. angry
5. silly
6. none of these
7 I don't know

V) Do you think students feel happier when they try to talk about how they feel? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

W) If you feel sad or unhappy about how students at this school are behaving, do you try to talk about it with those students? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) I try to
6) I don't know how to
Questionnaire 3: Student Questionnaire (Years 3–6)

X) Do you think fights or disagreements at school make a difference to how you feel at school? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

Y) Do you think fights or disagreements at school make a difference to how you do your school work? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

Z) When you have fights or disagreements with other students, does it make a difference to how you do your school work? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

ZA) When you feel sad or unhappy at school because of how other students are behaving, does it make a difference to how you do your school work? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

ZB) Do you think it would make school more enjoyable if students at this school were able to talk about fights and disagreements? (circle one only)

1) yes
2) sometimes
3) not really
4) school is never enjoyable
5) I don’t know

ZC) Do you think it would make school more enjoyable if students at school were able to talk about how they feel? (circle one only)

1) yes
2) sometimes
3) not really
4) school is never enjoyable
5) I don’t know

ZD) Do you think the teachers at this school understand how you feel when you have fights and disagreements with other students? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never
Questionnaire 3: Student Questionnaire (Years 3–6)

ZE) When you are sad or unhappy because of how other students have behaved at this school, do you think teachers at this school understand how you feel? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

ZF) Do the teachers at this school ask you to talk about how you feel when there are fights and disagreements? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

ZG) Do the teachers at this school ask you to think about how other students feel when there are fights and disagreements? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) never

ZH) Do you like telling teachers about a fight or disagreement or if someone has been mean? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) no

ZI) Do you like talking to teachers about your feelings? (circle one only)

6) yes, always
7) sometimes
8) not really
9) no
10) I prefer to talk to other students

ZJ) Do you like talking to students at this school about fights or disagreements you may have with other students at the school? (circle one only)

1) yes, always
2) sometimes
3) not really
4) no
5) I prefer to talk to an adult

ZK) Do you like talking to students at this school about your feelings? (circle one only)

1) yes, always
2) sometimes
3) not really
4) no

ZL) Do you have brothers or sisters? (circle one only)

1) more than 1
2) one brother or sister
3) only child
4) one half or step brother and sister
5) more than 1 half or step brothers and sisters
ZM) When you have fights or disagreements with friends outside of school, do you try and talk with these friends about how you feel? (circle one only)

1) all the time
2) most of the time
3) sometimes
4) not really
5) I try to
6) I don’t know how to

ZN) Do you have anything else you would like to write about this?
Research Project: Educating primary school students to manage conflict

Staff Information Sheet

The study is being conducted by Nicky McWilliam. It will form the basis for a PhD degree under the supervision of Marilyn Scott, Director Unit for Dispute Resolution, Faculty of Law UTS Sydney.

The purpose of this study is to research conflict resolution education programs, focusing on peer mediation, in the primary school environment and the effect these programs and the associated processes and systems have on constituents: staff, parents, ex-students and current students.

We will invite staff to participate in the following way:

- complete questionnaires
- chat about their impressions of the conflict resolution education program at the school

Your participation in the study is completely voluntary – you are not under any obligation to consent. You may withdraw from the study at any time – or you may withdraw from the study – at which point all written and audio records of your participation will be destroyed. Your withdrawal from this study will in no way affect your employment, standing or relationship with the school.

All aspects of this study, including the results, will be strictly confidential and only the researchers will have access to information about participants. A report of the study may be submitted for publication but individual participants will not be identifiable in such a report.

The questions on the questionnaire are about: how you feel the school is dealing with conflict that may be occurring between students at the school; your involvement with conflict amongst students and how it affects you emotionally and with your work; your perceptions of how conflict amongst students make the students feel and how it affects their work in class. I expect the questionnaire to take approximately 20 minutes to complete.

I will also be inviting you to participate in a 10 minute interview where I will ask you to expand on the questions asked in the questionnaire.

I draw your attention to the fact that this project involves video/audio/photographic recordings of participants.

These recordings will be:

- made/collected at the school, during school hours and under the supervision of Mr [redacted], Deputy Principal [redacted] Public School.
- Stored in locked computer files or in a locked filing cabinet.
- Accessed by myself and my supervisor only for the purposes of research analysis and study.

If you have any concerns about what has been recorded, you may access recordings. These recordings can be accessed by contacting either: Mr [redacted], Deputy Principal [redacted] Public School, Nicky McWilliam (directly on 0416051631) or Marilyn Scott at UTS Faculty of Law (.Telephone: 02 9514 3158 Fax: 02 9514 3400)

- If you exclude recordings of your interview from the study by advising either Mr [redacted], Deputy Principal [redacted] Public School or Nicky McWilliam directly on 0416051631 or nickym@bigpond.net.au OR Marilyn Scott at UTS Faculty of Law, Telephone: 02 9514 3158 Fax: 02 9514 3400

Recordings will not be made public. They may only be used for the purposes of research, analysis and study. When you have read the information Nicky McWilliam can discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact:

- Nicky McWilliam: mobile 0416051631 or nickym@bigpond.net.au
- Marilyn Scott Telephone: 02 9514 3158 Fax: 02 9514 3400

This information sheet is for you to keep.
Research Project: Educating primary school students to manage conflict

I (print name)……………………………give my consent to participate in the research project described below.

TITLE OF THE PROJECT: Educating Primary school students to manage conflict

RESEARCHER: Nicky McWilliam tel:0416051631 email: nickym@bigpond.net.au

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me and any questions I have about the project have been answered to my satisfaction

2. I have read the Staff Information Sheet and have been given the opportunity to discuss the information and my involvement in the project with the researchers

3. I understand that my participation in this project is voluntary; a decision not to participate will in no way affect my employment, standing or relationship with the school and I am free to withdraw my participation at any time.

4. I understand that my involvement is strictly confidential and that no information about me will be used in any way that reveals my identity.

5. I understand that video/audio/photographic recordings will be made as part of the study. These recordings will take place over a two week period, during school hours, in the grounds of public school and under the supervision of Mr. deputy Principal Public School

Signed……………………………………………………………………………………………………

Name………………………………………………………………………………………………………. 

Date………………………………………………………………………………………………………. 
For the purposes of this questionnaire, "conflict" refers to student-student conflict

1. How long have you been teaching at this school?
2. Do you like teaching at this school?
3. Do students get along well with each other at school?
4. What sort of conflict occurs at school?
5. How do students deal with conflict at school?
6. How does it make you feel when you see conflict at school?
7. How does it make you feel when you are approached by a student about a conflict at school?
8. How does it make you feel when you have to sort out a conflict at school?
9. After you have dealt with a conflict, do you think about it?
10. Does it concern you that you have dealt with a conflict issue in the right way?
11. Have you ever felt worried about the way you have dealt with a conflict issue?
12. Do you think the school deals with conflict in a constructive way?
13. Why?
14. Do you think this is any different to how other schools sort out conflict?
15. Do students at this school try to talk about why they are in conflict?
16. Does the school provide an environment where students can talk about conflict?
17. Do teachers get involved?
18. Do you feel teachers understand what the conflict is about?
19. Have you ever been taught how to deal with conflict?
20. Do you feel students benefit from talking about conflict?
21. Do you think Conflict Resolution Education makes a difference to how students sort out conflict?
22. Do students behave differently in class if they have been taught about Conflict Resolution Education?
23. Why?
Teacher Questionnaire

Please circle the most correct answer in the following questions (to replace in each line)

A) How long have you been at this school? (circle one)
1) over 8 years 2) 4-8 years 3) 1-4 years 4) this is my first year

B) Do you enjoy teaching at this school? (circle one)
1) All the time 2) most of the time 3) sometimes 4) not really 5) not at all

C) Do the students at this school experience interpersonal conflict at this school? (circle one)
2) All the time 2) most of the time 3) sometimes 4) not really 5) not at all

D) What sort of inter-personal conflicts often occur at this school? (you can circle more than one)
1) physical fights 2) kicking, hitting, physical taunting 3) teasing, name-calling, telling secrets 3) excluding, ganging up 4) “fallings out” from time to time 5) all of the these 6) some of these 7) none of these

E) Do you feel you spend a lot of time sorting out students’ interpersonal conflict? (you may circle more than one)
1) all the time 2) most of the time 3) sometimes 4) in “fits and spurts” 5) rarely 6) never 7) I refer it to the discipline system 8) I refer them to the school’s conflict resolution program

F) Do you feel over-burdened by the demands of the students to deal with their interpersonal conflict? (circle one)
1) All the time 2) most of the time 3) sometimes 4) rarely 5) never 7) I refer it to the discipline system

G) Do you feel that students’ interpersonal conflicts can be sorted out satisfactorily by teachers? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never

H) Do you think teachers at this school understand how students feel in relation to their interpersonal conflicts? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never

I) In relation to interpersonal conflict, do you think teachers at this school give students a chance to tell their side of the story? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never

J) In relation to interpersonal conflict, do you think teachers at this school give students a chance to express how they feel? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never

K) Do you feel that students’ interpersonal conflicts can be sorted out satisfactorily by the discipline system? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never
L) How do you feel when you have to sort out students' interpersonal conflict? (circle one)
1) anxious 2) upset 3) nervous about making the right decision 4) all of these 5) none of these 6) it's part of my job

M) Do you feel emotionally affected when you have to sort out students interpersonal conflicts? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never

N) Sorting out students' conflicts emotionally affects me for: (circle one)
1) a few minutes 2) the day of the conflict 3) a few days 3) long period of time 4) I still am affected by some of the conflicts 5) not at all

O) When you sort out students interpersonal conflicts, does this distract you from your teaching? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never

P) When you sort out students interpersonal conflicts, does it affect your private life? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never

Q) Do you feel emotionally affected when students are dealt with by the schools discipline system? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never

R) Do you think that the students at this school try to solve their own interpersonal conflicts in a positive way? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) I don’t know what this means

S) How would you rate students' positive conflict management or conflict resolution skills at this school? (circle one)
1) excellent 2) good 3) ok 4) not so good 5) non-existent 6) don’t know what this means

T) In this school, are the students provided with an environment in which they can try to solve their own interpersonal problems in a positive way? (circle one)
1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) I don’t know what you mean

U) In this school, are the students given any guidance on how to deal with interpersonal conflict? (circle one)
1) there is a conflict resolution program 2) this is covered in lessons in Key learning Areas 3) there is a policy at this school about getting on with others 4) the discipline system deals with this 5) they should learn about this at home 6) no

V) If students are given guidance on how to deal with interpersonal conflict at this school, could you write down the name of the lesson or program or when this guidance is given at the school.

W) Do you think it is a good idea to teach students about conflict resolution and conflict management? (circle one)
1) yes 2) maybe 3) no 4) I don’t know anything about it
X) Do you think primary school students are too young to learn about conflict resolution/management? (circle one)

1) yes 2) maybe 3) no 4) I don’t know anything about it

Y) Do you think your workload would decrease/decreases if students try to sort out their own interpersonal conflict? (circle one)

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know

Z) Do you think teaching would be more enjoyable if students try to sort out their own interpersonal problems? (circle one)

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know

ZA) Do you think a conflict resolution and management program is/would be disruptive to the school’s teaching schedule and curriculum? (circle one)

1) yes 2) in most areas 3) in some areas 4) no 5) it would enhance the curriculum/schedule 6) don’t know anything about it

ZB) Do you think a conflict resolution program would help/ helps you with your teaching and supervision of students? (circle one)

1) yes 2) in most areas 3) in some areas 4) no 5) don’t know anything about it

ZC) Do you think you are/ would be more able to understand your students and their interpersonal conflicts if you learnt/learn about conflict resolution and management? (circle one)

1) yes 2) maybe 3) no 4) don’t know anything about it

ZD) Do you think it is beneficial for you as a member of society to learn about conflict resolution and management? (circle one)

1) yes 2) no 3) maybe 4) I don’t know anything about it

ZE) Do you think students’ interpersonal conflicts affects students’ behaviour? (circle one)

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know

ZF) Do you think students’ interpersonal conflicts affect how they do their school work? (circle one)

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know

ZG) Do you think students’ interpersonal conflicts affect how they concentrate in class? (circle one)

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know

ZH) Do you think students’ interpersonal conflicts affect how they feel at school? (circle one)

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know

ZI) Do you think students’ interpersonal conflicts affect how they feel about school? (circle one)

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know
ZJ) Looking at your previous teaching experience, is ______________________’s approach to bullying something that would be effective at other schools? (circle one)

1) yes 2) no 3) depends on the school as each one has its own unique issues 4) don’t know

ZK) Have you noticed a change in the students’ behaviour towards one another due to the peer mediation program? (circle one)

1) yes definite positive change 2) somewhat positive change 3) no change 4) negative change

ZL) Have you noticed a change in the students’ behaviour in class due to the peer mediation program? (circle one)

1) yes positive change 2) somewhat positive change 3) no change 4) negative change 5) don’t know

ZM) Have you noticed a change in the students’ attitude due to the peer mediation program? (circle one)

1) yes positive change 2) somewhat positive change 3) no change 4) negative change 5) don’t know

ZN) Have you noticed a change in mood in the students due to the peer mediation program? (circle one)

1) yes positive change 2) somewhat positive change 3) no change 4) negative change

ZO) Do you think the students enjoy the peer mediation program?

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know

ZP) Have you heard the children use terms such as ‘bully’ when dealing with interpersonal conflict.

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know

ZQ) Have you found the Year 6 Peer Mediators helpful in dealing with interpersonal conflicts and bullying?

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know

ZR) Do you find the Brainstorm Productions plays we have at the school every year reinforce this school’s conflict resolution strategies?

1) all the time 2) most of the time 3) sometimes 4) rarely 5) never 6) don’t know

ZS) Do you have any suggestions to make our Peer Mediation/Anti-bullying program more successful? (We saw Buddies this year).
TOPICS TO BE COVERED IN QUESTIONS

One of the main data collection techniques is interviews. These will consist of individuals and group of former students. Semi-structured interviews will be conducted. These may vary according to the context and the responses of the students but the following are the topics which will be covered:

- Whether they enjoy school
- School climate
- Conflict resolution/management at high school
- Peer mediation at high school
- Students roles
- Activities
- Skills: learned, built on; use of learned skills
- Attitudes about conflict
- How conflict makes them feel
- How it makes them feel when there are fights or disagreements
- How it makes them feel when disputants talk about fights or disagreements
CONSENT LETTER FOR EX-STUDENTS (under 15 years)

Dear Parent,

I am a doctoral student in the Faculty of Law at The University of Technology, Sydney. My area of study is Alternative Dispute Resolution and particularly its application to primary schools. I am researching conflict resolution education and management programs, focusing on peer mediation, in the primary school environment. I will conduct research at primary schools and high schools in the Northern Beaches area of Sydney in order to look at the effect these programs and associated processes and systems have on staff and students. I am also interested in the long term effects of these programs on students.

I am writing to you for your consent for your child to participate in this research. Participation is completely voluntary. I will be conducting interviews (mostly guided discussion with 2-5 other students) and handing out questionnaires with ex-students from [ ] Public School. The interviews and focus groups will be audio and videotaped, and transcriptions of the tapes will serve as the basis for the research. Research will be conducted in the grounds of [ ] Public School and will involve ex-students from [ ] Public School between the ages of 12-20yrs. I anticipate the research project will take four months and I will be at the school over this four month period. Any decision you or your child makes with respect to this consent will not affect your child’s education or anything else at school in any way. You or your child may withdraw your consent in relation to your child’s participation in this research project at any time, without consequences and without giving a reason.

Your participation is voluntary. Your child will be free to leave the interview groups at any time and any comments they have made will be deleted. Everyone in this study (as well as the school) will remain anonymous. All comments will be coded so as not to identify participants or the school.

Please do not hesitate to call me or my supervisor, Marilyn Scott should you have any questions. My mobile number is 0416051631. My supervisor can be contacted on 95143158.

Should you have any questions or complaints in relation to this research study, please feel free to contact:

UTS Research officer
Research & Commercialisation Office
University of Technology, Sydney
Level 7, Tower Building
Broadway NSW 2007
Ph: 02 9514 9615
Fax: 02 9514 1244

In signing this form you agree to the above terms of the research project. Please keep the attached information for your records.

Signed (parent)____________________________
Name (please print)________________________
Date ______________________________________

Signed (student)___________________________
Age______________________________________
Voluntary Participation Form for ex-students over 15 years

[UTS letterhead]

CONSENT LETTER FOR EX-STUDENTS (OVER 15 years)

Dear Student,

I am a doctoral student in the Faculty of Law at The University of Technology, Sydney. My area of study is Alternative Dispute Resolution and particularly its application to primary schools. I am researching conflict resolution education and management programs, focusing on peer mediation, in the primary school environment. I will conduct research at primary schools and high schools in the Northern Beaches area of Sydney in order to look at the effect these programs and associated processes and systems have on staff and students. I am also interested in the long term effects of these programs on students.

I would like to invite you to participate in this research study. Participation is completely voluntary. I will be conducting interviews, focus groups (guided discussion with 3-5 other ex-students) and handing out questionnaires with ex-students of [ ] Public School. The interviews will be audio and videotaped, and transcriptions of the tapes will serve as the basis for the research.

Research will be conducted in the grounds of [ ] Public School with ex-students between the ages of 12 and 20 yrs. I anticipate the research project will take four months and I will be at the school over this period. Any decision you make with respect to participation in this research study will not affect your education or anything else at the school in any way. You may withdraw your participation in this research project at any time, without consequences and without giving a reason. Your participation is voluntary. You will be free to leave the interview groups at any time and any comments you have made will be deleted. Everyone in this study will remain anonymous. All comments will be coded so as not to identify participants or the school.

Please do not hesitate to call me or my supervisor, Marilyn Scott should you have any questions. My mobile number is 0416051631. My supervisor can be contacted on 95143158.

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Fax: 02 9514 1244

In signing this form you agree to the above terms of the research project. Please keep the attached information for your records.

Signed (student)______________________________
Age______________________________
Name (please print)______________________________
Date______________________________

Witness (parent/guardian)______________________________
Questionnaire: Former school students

Age____

Male/female

Last Year of primary school __________________________________________

Name of Primary School __________________________________________

A) Do you like your high school?
   1. yes
   2. mostly
   3. sometimes
   4. rarely
   5. no

B) Do you like going to your high school?
   1. yes
   2. mostly
   3. sometimes
   4. rarely
   5. no

C) How would you describe your school work?
   1. above average
   2. average
   3. below average
   4. find school work very difficult

D) How would you describe your inter-action with other students?
   1. I get on well with other students
   2. I work hard to get on with other students
   3. I find it difficult to get on with other students
   4. From time to time I have difficulties but I sort them out
   5. From time to time I have difficulties and I find it hard to sort out
   6. I do not get on well with other student
   7. I don’t know
E) Do you think you are able to resolve a fight or a disagreement by “talking it out” and talking about how you both feel?
   1. Yes
   2. sometimes
   3. rarely
   4. no

F) What would you do if you had a fight or disagreement with another student?
   1. let them know how you feel by talking about it and try to sort it out
   2. try to let them know how you feel and talk about it but often another student would not respond
   3. retaliate with physical violence
   4. “get back” at them when you can
   5. insult them
   6. try to force them to accept your point of view
   7. keep away
   8. tell friends
   9. tell a teacher or a staff member
   10. tell a family member, family friend or guardian
   11. use any conflict management resources available at the school
   12. do nothing

G) What would you do if another student upset you or made you angry?
   1. let them know how you feel by talking about it and try to sort it out
   2. try to let them know how you feel and talk about it but often another student would not respond
   3. retaliate with physical violence
   4. “get back” at them when you can
   5. insult them
   6. try to force them to accept your point of view
   7. keep away
   8. tell friends
   9. tell a teacher or a staff member
   10. tell a family member, family friend or guardian
   11. use any conflict management resources available at the school
   12. do nothing
H) Do you think students feel happier when they can “talk it out” or about how they both feel?
   1. yes
   2. most of the time
   3. sometimes
   4. no
   5. don’t know

I) At primary school did you learn about how to deal interpersonal conflict in a positive way?
   1. yes
   2. a little bit
   3. no

J) At your primary school was there a conflict management or conflict resolution program?
   1. yes
   2. no

K) What sort of program was it?
   1. Peer mediation
   2. anger management
   3. other __________________ (please specify)
   4. there was nothing

L) Were you taught skills in primary school which have helped you get on with students at high school?
   1. yes
   2. a little bit
   3. no

M) Does your high school conduct any sort of conflict management/resolution program?
   1. yes
   2. no

N) What sort of program it is?
   1. Peer Mediation
   2. Anger management
   3. Other ____________________________ (please specify)
   4. There is nothing
Questionnaire 5: Former Student Questionnaire

O) Do you think you sort out fights or disagreements with other students at high school in a different way to other students at high school?
  1. yes
  2. yes, because I learnt skills at primary school
  3. yes, because I try hard to get on with other students
  4. yes, because my family has taught me how to get on with people
  5. no, we everyone sorts them out in the same way
  6. no
  7. I don’t know

P) Is your high school very different to your primary school in terms of the amount of inter-personal conflict amongst students?
  1. yes
  2. not really
  3. no

Q) Do the students experience interpersonal conflict at your high school?
  1. Yes
  2. most of them
  3. some of them
  4. few of them
  5. no

R) What sort of inter-personal conflict occurs at your high school?
  1. physical fights
  2. kicking, hitting, physical taunting
  3. teasing, name-calling, whispering, insults
  4. excluding, leaving out, ganging up
  5. “fallings out” from time to time
  6. all of the these
  7. some of these
  8. none of these
S) Do you think that the students at your high school can solve their own interpersonal conflicts in a positive way?
   1. Always
   2. most of the time
   3. sometimes
   4. rarely
   5. never
   6. I don’t know what this means

T) How would you rate students’ (AT YOUR HIGH SCHOOL) positive conflict management or conflict resolution skills?
   1. excellent
   2. good
   3. average
   4. below average
   5. non-existent

U) At your high school, are the students provided with an environment in which they are able to solve their own inter-personal problems in a positive way?
   1. Yes
   2. most of the time
   3. sometimes
   4. rarely
   5. never
   6. I don’t know what you mean

V) At your high school, are the students given any guidance on how to deal with interpersonal conflict in a positive way?
   1. there is a conflict resolution/management education program
   2. there is a policy at this school about getting on with others
   3. the discipline system deals with this
   4. we learn about this at home
   5. no
   6. I don’t know

W) Is your high school very different to your primary school in terms of how the school approaches student inter-personal conflict?
   1. yes
   2. not really
   3. no
X) Do you ever feel frightened by other students at high school?
   1) yes
   2) a lot of the time
   3) sometimes
   4) not really
   5) never

Y) Did you ever feel frightened by other students at your primary school?
   1) yes
   2) a lot of the time
   3) sometimes
   4) not really
   5) never

Z) At your high school do you feel teachers spend a lot of time sorting out students’ interpersonal conflict?
   1. yes
   2. most of the time
   3. sometimes
   4. in “fits and spurts”
   5. rarely
   6. never
   7. it is referred to the discipline system

ZA) Do you feel that students’ interpersonal conflicts can be sorted out satisfactorily by teachers?
   1. yes
   2. most of the time
   3. sometimes
   4. rarely
   5. never

ZB) Do you think the teachers at the school understand how you feel when you have fights and disagreements with other students?
   1) yes
   2) most of the time
   3) sometimes
   4) never
ZC) Do you feel upset or anxious when there is interpersonal conflict amongst the students at your school?
   1. yes
   2. with most conflicts
   3. with some conflicts
   4. rarely
   5. never

ZD) Do you feel emotionally affected by students’ interpersonal conflicts?
   1. yes
   2. with most conflicts
   3. with some conflicts
   4. rarely
   5. never

ZE) Students’ conflicts can emotionally affect me for:
   1. a few minutes
   2. the day of the conflict
   3. a few days
   4. long period of time
   5. I still am affected by some of the conflicts
   6. not at all

ZF) If you are emotionally affected by students’ conflicts, does this distract you from you your school work?
   1. yes
   2. with most conflicts
   3. with some conflicts
   4. rarely
   5. never

ZG) if you are emotionally affected by students’ conflict, does it affect your friendships with other students?
   1) yes
   2) with most conflicts
   3) with some conflicts
   4) rarely
   5) never
ZH) Do you feel that students’ interpersonal conflicts can be sorted out satisfactorily by your schools discipline system?
   1) yes
   2) with most conflicts
   3) with some conflicts
   4) rarely
   5) never

ZI) Do you think it’s fair when students are dealt with by your high school’s discipline system?
   1. yes
   2. most of the time
   3. sometimes
   4. rarely
   5. never

ZJ) Do you think it is a good idea to teach students about positive conflict resolution and conflict management?
   1. Yes
   2. no
   3. I don’t know anything about it

ZK) Do you think it is a good idea to teach students about positive conflict resolution and conflict management at primary school?
   1. Yes
   2. no
   3. I don’t know anything about it

ZL) Do you think learning about positive conflict resolution and conflict management at primary school has helped you at high school?
   1. Yes
   2. in some circumstances
   3. no
   4. I don’t know anything about it

ZM) Do you use the skills you learnt at primary school to deal with inter-personal conflict at high school?
   1. yes
   2. no
   3. in some circumstances
   4. I don’t know anything about it
ZN) Do you think learning about conflict resolution and conflict management helps you with:

1. school work
2. getting on with students
3. anger management
4. understanding other people in general
5. all of the above
6. none of the above
7. other (please specify)______________________
8. I have never learned about this

ZO) Do you think you are able to understand other students’ points of view because you have learnt about conflict resolution/management?

1. yes
2. maybe
3. no
4. don’t know anything about it

ZP) Do you think it is beneficial for you as a member of society to learn about conflict resolution/management?

1. yes
2. maybe
3. no
4. I don’t know anything about it

ZQ) what describes your home situation?

1. I live with mum and dad and they both work
2. I live with mum and dad and one of them works
3. I live with mum and dad and none of them work
4. I live with mum and she works
5. I live with dad and he works
6. I live with mum and she stays at home
7. I live with dad and he stays at home
8. I do not live with mum or dad
9. I don't live with mum or dad
ZR) Do you have brothers or sisters who are part of your home situation? (include people who are part of your home situation even on a part-time basis)

1. yes more than 1
2. one brother or sister
3. no, only child
4. one half or step brother and sister
5. more than 1 half or step brothers and sisters
6. other people are part of my home situation and they are not siblings or half or step siblings

ZS) With the people who are part of your home situation, do you try to sort out fights or disagreements by trying to “talk it out”?

1) yes
2) most of the time
3) sometimes
4) I try
5) never

ZT) When you are with friends and you are not at school do you try to sort out fights or disagreements by trying to “talk it out”?

1) yes
2) most of the time
3) sometimes
4) I try
5) never
Questionnaire 6: Parent Questionnaire

Parent Questionnaire - September 2005

Please circle the most correct answer.

1) I have ____ children at the school, ____ boy/s and ____ girl/s.

2) Is your child/children happy at school? (circle one)
   1) yes, all the time
   2) yes, most of the time
   3) sometimes
   4) no, not really
   5) I don’t know

3) Does your child/children tell you about arguments between students or students being mean at school? (circle one)
   1) yes, all the time
   2) yes, most of the time
   3) sometimes
   4) no, not really
   5) no, never

4) Do you think your child/children get upset about arguments between students or students being mean at school? (circle one)
   1) yes, all the time
   2) yes, most of the time
   3) sometimes
   4) no, not really
   5) I don’t know

5) Do you think arguments between students or students being mean at school can make a difference to how your child/children do their school work? (circle one)
   1) yes, all the time
   2) yes, most of the time
   3) sometimes
   4) no, not really
   5) I don’t know
Questionnaire 6: Parent Questionnaire

6) Do you feel upset when your child/children tell you about arguments or students being mean at school? (circle one)

1) yes, all the time
2) yes, most of the time
3) sometimes
4) no, not really
5) no, never

7) Do you think this school is trying to deal with issues about student behaviour? (circle one)

1) yes, all the time
2) yes, most of the time
3) sometimes
4) no, not really
5) no, never
6) I don’t know

8) What types of student behaviour upset your child/children? (Please write them below)

________________________________________________________________________
________________________________________________________________________

9) Did you know that the school conducts a peer mediation program? (circle one)

1) yes
2) no

10) Do you think the peer mediation program has made a difference to how students get on with each other at school? (circle one)

1) yes, all the time
2) yes, most of the time
3) sometimes
4) no, not really
5) I don’t know
11) Do you think the peer mediation program has made school more enjoyable for your child/children *(circle one)*
   1) yes, all the time
   2) yes, most of the time
   3) sometimes
   4) no, not really
   5) I don’t know

12) Do you think the peer mediation program has been successful? *(circle one)*
   1) yes, all the time
   2) yes, most of the time
   3) no, not really
   4) I don’t know

13) Do you have any comments about the peer mediation program? *(Please write them below)*

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Appendix C.1
Interviews and Observations

There were a total of 85 interviews conducted, with 63 used in the data analysis, and 6 observations recorded. Interviews were not used if they were a repeat for some reason or the participants did respond appropriately to the interviewers questions about peer mediation. For example: In some attempted interviews the subject matter was totally unrelated to the Study, or the student(s) did not want to talk at all. The summary is in Table C1. It should be noted that some students participated in both individual and group interviews.

Interviews

- Students: 64 students – individual (22 interviews) and in groups (15 interviews)
- Parents: 3 parents – individual (one interview) and 2 in a group (one interview)
- Staff: 10 – individual (10 interviews)
- Non-Teaching Staff: one – individual (one interview)
- Former students: 22 – individual (seven interviews) and group (seven interviews).

N.B: some students participated in both individual and group interviews. See Table C1.

Attached to this thesis is a DVD containing video clips that relate to selected transcripts as summarised in Table C.2 in Appendix C.2.

Interview Question Lists

- Students
- Staff
- Former Students
- Parents
Student Interview Question List

1. When did you leave Public School?
2. Do you like Public School?
3. How long were you at Public School?
4. Do you remember the peer mediation program?
5. Is there a peer mediation program at your high school?
6. Is the atmosphere different at your high school?
7. Did students get along with each other at Public School? Why?
8. How did you sort out issues at Public School?
9. What sorts of issues came up with other students at Public?
10. Do these issues come up at your high school?
11. How does it make you feel when there are issues between students at high school?
12. How does it make you feel with kids are not getting along?
13. Do you remember the skills you learnt at Public?
14. How do you deal with issues or disputes at high school?
15. Do you think you have a different way of looking at things to fellow high school students who have not learned about peer mediation?
16. Did you enjoy learning about peer mediation?
17. If yes or no then Why?
18. Do you think peer mediation is a good thing?
19. Do you think it works at Public School
20. Why?
21. Do you think peer mediation is helpful for students/teachers/the school?
22. How does peer mediation work?
23. Do you think peer mediation makes people feel better?
24. Do you like talking about things?
25. Do you like talking about how you feel?
26. Why?
Staff Interview Question List

1. What do you think of the peer mediation program at the school?
2. How long have you been teaching at the school?
3. Have you observed the peer mediation process in progress?
4. How does it affect the students?
5. Does the peer mediation program impact on the staff?
6. Can you give me some idea of how you feel when you have to discipline students?
7. Is it different with referrals to peer mediation /
8. Do the kids respond to the program?
9. Are the kids receptive to the program?
10. Can you give me some examples of any negative aspects of the program?
11. Can you give me some examples of positive aspects of the program?
12. Do you use peer mediation in the classroom?
13. Do you think the program affects kids academic performance?
14. Do you think the program affects how kids feel?
15. Do you think you role as a teacher has changed since working in a school with a peer mediation program?
16. Do you enjoy working at this school?
17. Why?
18. Does the program take up a lot of your time?
19. Do you see kids generalising learned behaviours and skills?
20. Do you notice that kids enjoy the program?
Former Student Interview Question List

1. When did you leave Public School?
2. Do you like Public School?
3. How long were you at Public School?
4. Do you remember the peer mediation program?
5. Is there a peer mediation program at your high school?
6. Is the atmosphere different at your high school?
7. Did students get along with each other at Public School? Why?
8. How did you sort out issues at Public School?
9. What sorts of issues came up with other students at Public?
10. Do these issues come up at your high school?
11. How does it make you feel when there are issues between students at high school?
12. How does it make you feel with kids are not getting along?
13. Do you remember the skills you learnt at Public?
14. How do you deal with issues or disputes at high school?
15. Do you think you have a different way of looking at things to fellow high school students who have not learned about peer mediation?
16. Did you enjoy learning about peer mediation?
17. If yes or no then Why?
18. Do you think peer mediation is a good thing?
19. Do you think it works at Public School?
20. Why?
21. Do you think peer mediation is helpful for students/teachers/the school?
22. How does peer mediation work?
23. Do you think peer mediation makes people feel better?
24. Do you like talking about things?
25. Do you like talking about how you feel?
26. Why?
Parent Interview Question List

1. How many children do you have at this school?
2. Do you like [Redacted] Public School? Is it a good school for your child/ren?
3. Are you aware of the peer mediation program?
4. How do you think the peer mediation program has affected your child/ren?
5. Do your children seem to have learned about solving issues and disputes in constructive ways?
6. Do you think the program has affected your children?
7. Do you think the program has affected the school atmosphere?
8. Do your children talk about the peer mediation program?
9. Are your children happier when they follow the peer mediation process at school?
10. Do your children think the program is beneficial for themselves?
### Table C.1 List of interviews and observations (NB DVD excerpts are edited)

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Notes:

1. Not used = either duplicated, subject matter was not relevant or student didn’t want to talk.
2. Transcriptions (or excerpts) of interviews referred to in the thesis are in Appendix C.
3. Some of the transcriptions (or excerpts) are on the DVD attached to this thesis. The DVD can be played on a computer or on a television. See Appendix C.2.
4. Video footage was edited for the purpose of conference presentations.
5. Observations:
   - Observation 1 – Peer mediation training day.
   - Observation 2 – Peer mediation process.
   - Observation 3 – Peer mediation process.
   - Observation 4 – Year 6 students giving class presentations on peer mediation and being a Peer Mediator.
   - Observation 5 – Problem-solving observation of two students resolving their own dispute using methods learned from the Program.
   - Observation 6 – Problem-solving observation of students completing a class project about themes of harmony and empathy.
Transcriptions of interviews and observations

Transcriptions are verbatim from the recordings. Abbreviations for people involved: I = interviewer (thesis author), S = student (S1, S2 etc. for group interviews), MS = male student (used in group interviews), FS = female student (used in group interviews), T = teacher, P = parent.

Interview 1

Female student

I: OK. So how would you feel if you could talk about the way you felt?

S: Happy and more comfortable.

I: Why?

S: Because… Think it helps when you talk, makes people understand how I feel, I think

I: Do you think so?

S: [Nods]

I: Do you know what mediation is?

S: [Shakes head]… about talking about the way you felt and talking about things, about things in the playground?

I: Ok

S: Yes.

I: Why do you think it would be helpful in the playground?

S: Because it’s helpful when I know what to do [inaudible] when something bad happens.

I: Why do you think talking about the way you feel would be better for example in the playground?

S: Because when someone is being mean to me or something, I’d know what to do then.

S: And I won’t get so angry.
Interview 2

Male student

I: Have you done peer mediation before?

S: Yeah I’ve been a co-mediator.

I: Oh really and did you enjoy it?

S: Yeah it was fun.

I: Yeah. Why was it fun?

S: Because you get to cooperate with other kids that you normally don’t see in the playground that often.

I: Ah. So these are kids that are not normally your playmates?

S: No.

I: No. Tell me why you think peer mediation is a good thing?

S: Because it stops bullying and it stops other people from leaving the school.

I: From what?

S: From leaving the school.

I: Oh and why does it stop bullying?

S: It just teaches people not to be so hard on each other for just little reasons, and what to do if you’re in a tight situation.

I: Right. So tell me what it taught you.

S: Well peer mediation can really help like, stop make you, say, just think of something else.

I: Right. And so what happens with the peer mediation?

S: What you do is you get, you don’t choose the group of kids you work with, they just get you with a leader and a co-leader, and we just try to stop bulling and stuff, really as much as possible.
I: But how does it actually work?

S: Well they have peer mediation we try solve the problem and then when they solve the problem they get to sign a piece of paper to say that they’ve done peer mediation.

I: What happens during the peer mediation?

S: We ask them how the fight was started, how did you respond to it and who was the victim and why the bully acted that way and that’s all.

I: Right.

S: Last year there was only two fights in the whole school, that’s all I saw last year, so I think it’s improving over the years.

I: So the peer mediation commences before there’s an actual fight.

S: Yes.: As soon as you see there’s a problem.

I: Oh right.
Female student

I: So tell me about peer mediation.

S: It’s about solving a problem, if two people have a problem or they’re fighting over something.

I: How does peer mediation solve the problem?

S: You talk about it a lot and someone will say sorry and then the other person will say sorry and they’ll sign the paper.

I: Why do they say sorry?

S: Because they might find out that they’re wrong about something or that there’s something else that you’re wrong about.

I: Oh I see. And how does it all work?

S: First the year six will read a piece of paper and we can’t yell at anyone or say that they did something that we’re not having peer mediation about and then we’ll have our goes and peer mediation will say who’s fault, like they’ll say “well we think that you should say sorry because…and they think you should make up because of these reasons, and stuff like that.

I: Do you have to be friends after peer mediation?

S: No, you just have to be nice to each other.

I: Right. So it’s all about being nice to each other?

S: Yeah.it makes people feel better. I think.

I: Ah right. Tell me, why do you think it makes people feel better to go to the peer mediation table, what is it about it?

S: Because you get to solve problems that you had.

I: How do you solve those problems?
S: Round the peer mediation table you’ll talk about them and you’ll say what you think. So everyone gets a chance to say what they think.

I: So everyone gets a chance to say what they think?

S: Yeah. And that makes people feel a bit better about themselves.

I: And you think that makes people feel a bit better about themselves?

S: Yeah. If I was in the playground and you were feeling sad about something I would go to peer mediation.

I: How do you do that?

S: I just go ask one of the year sixes, if it’s about one of the kids, if I could have peer mediation.

I: And if you’re feeling sad about another friend or another student and they said they didn’t want to go to peer mediation, what would happen then?

S: Then you’d go to [teacher’s name] and [same teacher’s name] (inaudible) you’re not allowed to do that, you have to try to solve everyone’s problems.

I: Who is[teacher’s name]?

S: My teacher.

I: Right, but now you’ve got a new teacher?

S: No that is [teacher’s name].

I: Will you be alright if I ask you about this again after your training.

S: Yes
**Interview 4**

**Female student**

I: Do you know about peer mediation?

S: Yes

I: What’s it all about?

S: Solving problems.

I: Solving problems? And how do you solve problems by peer mediation, how does it work?

S: Peer mediators, they write on a piece of paper who’s the bully and who’s the victim. Sometimes there’s witnesses.

I: What do they all do? How does it make them feel, do they all talk about it?

S: Yep, they talk about it and they…

I: They all give their opinions about how it works?

S: And then they say sorry or try to work out things somehow.

I: Have you ever been in a peer mediation situation?

S: Yeah.

I: And did it make you feel better?

S: Little bit.

I: A little bit. Why do you think it made you feel better?

S: Because I heard their side of the story and I felt better.

I: Ok. Where do you do if you want to have peer mediation?

S: Go to the peer mediators. It’s good that you’ve got somewhere you can go if you have fights.

I: That’s good. Do you have to be friends with the people after the peer mediation?
S: No.

I: No. So what happens after the peer mediation, after you’ve signed the contract and everything?

S: You can either be friends or if you’re not being friends that at least just be nice to them.

I: Do you think peer mediation taught you to think differently about things?

S: Yeah.

I: Yeah. So what do you think at other schools where they don’t have peer mediation, how do you think they deal with problems?

S: They probably just keep get angry or something…don’t do anything about it.

I: And then what happens do you think?

S: Ignore them.

I: And then what happens do you think?

S: They might just…they might fight or they might be mean to each other?
**Interview 5**

*Male student*

S: Yes I was a co-leader for peer mediation. I’ve been in it a couple of times because I got into some fights and people have made me angry.

I: And how do you feel when they make you angry, what do you feel like doing?

S: Feel like hitting them, but I just go away.

I: So why is peer mediation helpful for you?

S: Because it helps solve your problems and they tell us how to make friends again…I don’t really know what to say. I really like peer mediation. It’s fun.

I: Well you just tell me what you think of peer mediation.

S: It’s good because it helps you figure problems and people that organise peer mediation, they take up their time to solve and deal with our time and so I think that’s good and that’s nice.

I: Tell me, at other schools where they don’t have peer mediation, what do think happens when you feel angry or sad or unhappy?

S: They usually just go and take matters into their own hands.

I: What happens then?

S: Get into fights.

I: What do you think a better way of dealing with it is?

S: Tell a teacher to help or come to peer mediation.

I: Why do you think peer mediation works so well, what do the kids do?

S: They cooperate, they listen to each other, they won’t try and lie and take over their story and tell lies I think, they speak in turns.

I: Why do they speak in turns?

S: So they can tell their own parts of the story.
I: Are there certain rules?

S: You can’t say any bad things about each other, you can’t yell, you can’t get angry.

I: Do you enjoy it; do you think it’s fun?

S: Yeah, kind of, yeah.

I: Do you think everyone is happier?

S: Yeah.

I: That’s great.
Interview 6

Two female students

S1: My name is [name of student 1].

S2: My name is [name of student 2].

I: Tell me about peer mediation.

S2: Peer mediation is when people solve your problems and…

I: How does peer mediation work?

S1: It makes them feel better.

I: Why?

S2: Because we ask them questions and then we make them be friends again.

I: How can you make people be friends again? Do they have to be friends.

S1: No they just have to be nice to each other.

I: And how does it work round the peer mediation table, what happens?

S1: We get the two people and we get these papers and then we read out the rules.

I: Do you think it’s only going to work at school?

S2: It can work anywhere.

I: It can work anywhere. And do you think it’s going to be really helpful for you guys?

Both: Yeah.

I: Why?

S1: It makes everyone feel better.

I: So what do you talk about at the peer mediation table?

Both: No.

S1: We just tell them to be calm and stuff.
S2: We tell them to tell us what happened and how did they first get into fights.

I: So what did you say you had to tell them to be? Calm?

S1: Calm and friends.

I: Calm and friends, well that’s good, and how does it help to be calm?

S2: We have to tell them first the rules then…

I: Yeah, and tell me if you’re in the playground and you’re feeling sad, or angry, or a bit hurt about something or other, what do you do?

S1: Just make them feel better.

S2: Go and play with them, make them play with you too.

I: Say you just cannot work it out, say it’s just not working, what can you do?

S2; Tell the teacher or something.

S1: Ask them if we can do peer mediation.

I: What if they say no I don’t want to do peer mediation, then what happens?

S2: They will because when we tell the teacher, they will make them do it.
Interview 7
Two students, one male, one female
MS: My name is [boy’s name].
FS: I’m [girl’s name].
I: Tell me about peer mediation [MS name]. What do you do in peer mediation?
MS: When somebody gets in a fight you should go to peer mediation.
I: Why do you think it’s a good idea to go?
MS: Because you don’t get in arguments.
I: And does it make people feel better to go to peer mediation?
MS: Yes.
I: Why do you think that?
MS: Because you won’t do any more fights or arguments.
I: Do you have to be friends after peer mediation?
B: Yes.
I: Yes. [FS name], tell me what you think about peer mediation.
FS: It solves a lot of problems and it can make people who are enemies, friends.
I: How does it work? How do you do that?
FS: If you’re in a fight you can go to peer mediation and solve it.
I: How does it work when you’re at peer mediation, how do you solve it? What do you do?
FS: You talk about what has happened and then you try and solve your problem.
I: Has it worked for you, have you ever been to peer mediation?
FS: Yeah.
I: And it’s worked?
FS: Yeah.
I: Do you want to tell me about it, who wants to go first, do you want to tell me about your experience?

MS: Yeah, [another boy’s name] was whipping his watch at me, and I didn’t do anything to him and then me and [same boy’s name] got friends.

I: That’s good, so you went to peer mediation?

MS: Yeah I did.

I: And did [boy’s name] go as well?

MS: Yeah he has to.

I: Right. And what about you [FS name]?

FS: We were in Italian and some people were making fun of me and we had to go to peer mediation. Another time because I was a suspect in a fight. That’s about it.

I: So do you enjoy it, do you think it’s fun?

FS: Yes.

I: Do you think peer mediation only works at school?

Both: No.

I: Where else do you think it would work?

MS: In work.

FS: In courts.

MS: It could work in the playground.

I: Yes. Where else?

FS: Does it work in the conference room at the church or something?

I: That’s a good idea, you can really use it anywhere, can’t you, wherever people are feeling sad or unhappy, don’t you think, or where they’re not getting on.

FS: You can solve it with your mum or dad.

I: That’s right.
Interview 8

Male student

S: My name is [boy’s name].

I: Tell me about peer mediation, have you done it before?

S: Yes, a couple of times.

I: Did you enjoy it?

S: Yes, it solved my problems.

I: It solved your problems. How did it solve your problems, you tell me?

S: Because when friends, they have fights and, peer mediation, they realised that they didn’t mean to do it and become friends again. It’s really cool.

I: But how does it work, tell me what do you do around the peer mediation table? You can’t make people become friends, can you? So what do you do?

S: You say sorry and because that person did something and they didn’t realise that, meant to hurt our feelings. They didn’t know they were going to tease us. Then we shake hands.

I: What makes them realise, what exactly is it?

S: You tell them that you’re upset and that you’re not happy with what they did to you. You tell them that they hurt your feeling and then you realise that they didn’t know that they were hurting our feelings.

I: If you didn’t go to peer mediation, what would happen?

S: Well we’d probably just stay enemies, for ages.

I: Do you think this only works at school or in the playground or do you think peer mediation could work anywhere else?

S: I think it could work on adults or outside school.

I: Why don’t you think they do it?

S: I don’t know.
I: I suppose you’re lucky because you learn at school, because lots of other schools don’t do it, do they?

S: No not really.

I: So do you think the playground’s a fun place?

S: Yeah.

I: And if you ever feel unhappy in the playground, what do you do?

S: I go and tell the teacher and ask if I can please have peer mediation because I’m unhappy and he’d say yes straight away, and go to peer mediation. Two year six people come.

I: Do you enjoy it? Do you think it’s a good thing?

S: Yes.

I: Why do you enjoy it?

S: Because we always become friends at the end and every time I’ve gone to peer mediation I have never, when we come out, not been friends with the person.

I: Do you have to be friends?

S: No you don’t have to be friends, if you don’t want to. You just make sure you’re happy and that they won’t do it again. You don’t have to be friends. It’s really fun.
**Interview 10**

*Female student*

S: I think it’s good because it helps other children so they can become friends.

I: Are you enjoying the training day?

S: Yes, it’s very fun.

I: Why is it fun?

S: Because we get to learn stuff that we’ve never learnt before.

I: What type of things?

S: Yes, how people feel and if they can try and become friends.
Interview 18

Female teacher

(Please note DVD excerpt is edited)

I: [start of question not on tape] [Vale] Public School for?

T: This is my third year.

I: Oh right, and you’ve been involved in the peer mediation programme?

T: Yes.

I: Do you enjoy teaching the peer mediation programme to the children?

T: Yes. It’s really interesting, I think it fits very nicely with the curriculum, the kids get a lot from it and I think they can see that they can have power in a situation.

I: How do you mean?

T: Well they can have control over, perhaps how things are going to go with their peers in any interaction and they can see that it’s OK to be cranky, or irritable but that there are ways of diffusing situations and then getting their control back or their power back in a relationship.

I: That’s great. Why do you think that [Vale] should continue to be committed to the programme?

T: I’ve got a fifth grade this year and you can see, when you are dealing in class both with the problems that come up and also when you’re doing the peer mediation unit, that there’s definitely a roll on factor, the curriculum spirals up and so the children are beginning to know the answers and the questions and so it becomes part of their life.

I: It’s second nature.

T: It’s just second nature to them so that by the time they are actually mediators in the sixth grade hopefully that it is second nature and they can see both sides of an argument for instance.

I: Have you seen them in the playground solving their own disputes?
Y: Oh yes definitely, because not necessarily everything gets to peer mediation and sometimes another child may interrupt and that diffuses the situation and it doesn’t need to get to peer mediation or they try and talk things out before they get to peer mediation. Sometimes the kids think that if they can solve it themselves, they don’t need to go to mediation, so that’s really good. Which is an aim too, so they can solve the problem themselves. I think the children are prepared to work at relationships and trying to solve problems and because they’ve got some skills, they’re prepared to give things a go. So for instance if you go back to the beginning of the year you will see the children very involved in peer mediation because the first term is when we do our unit of work and we just sort of refresh the kids as we go along. First term, high profile, the kids are really into it, on the playground, in the classroom and then over the year, while the emphasis isn’t so much the lessons in the class, that continues, so you see a change of behaviour over the year. I think very much at this school, I’ve only been here three years but there’s always a willingness of the kids to try and work things out. I believe that things like our detention rates and things like that, for things like physical fights, have gone down over the years from the moment that the school introduced peer mediation to now where it’s quite established and it’s just accepted fact, peer mediation, Term 1, all the units of work and yet you have access to that programme all year.

I: Over the whole academic year, have you noticed that the children retain the knowledge of the process?

T: Yes because when you come back to the beginning of the year, I’ve got a 5th Grade this year, and I have some darlings that I had last year and they will say things like “oh I remember doing this year, this is what we do” so at 5th Grade level it acts as a refresher so that they’re definitely remembering things, and it’s not as if what you’re presenting is brand new; “oh I don’t remember, you’ve never taught me anything like this before”. I also try and link my Literature in with my peer mediation, so I try and find a book that matches and the kids relate to the literature and the peer mediation at the same time; “oh this kid in the book should have been doing the same thing as you were telling us yesterday.

I: During class times, say in a Math’s lesson, if something came up and there was a conflict within the class, would you bring it up?
T: Yes I try to approach things first and alleviate a problem before it happens, if I can see, but if something comes up in class, everything down, “let’s sort this out”. Last year, quite often with my 5th Year girls, because they tend to get into relationship issues, we’d often have lunches and I’d just say, “OK girls, bring your lunches in, we’ll have lunch in the classroom and just sit around and chat” and often just by being there and letting them chat, they were doing their own peer mediation without having to go to the 6th Graders, because sometimes they can see that as losing face, on occasion. Often if you gave them that opportunity those girls last year worked things out, which is good for this year because they’re peer mediators this year. So they were trying to work out their own problems last year and now they’re helping the other kids sort out their problems.

I: One last question. If you didn’t have the peer mediation programme, do you think you could still sort out the conflicts or do you think you needed the knowledge and the training.

T: I think they need peer mediation, there are other programmes that this school does too, like peer support, which very much links in with that but without the peer support and the peer mediation the curriculum’s not being covered, so we’re not giving the kids the skills that we need to give them so there needs to be something. At my last school we didn’t do peer mediation, we had peer support and that provided the seniors with some skills that they would use but not in such a formal structure as we have here, where they have meetings and they have a procedure to go through and contracts to sign.

I: Do you feel that’s it’s an add-on as part of the curriculum or do you feel it’s infused into the curriculum?

T: Peer mediation, as a whole it’s an add-on but it is part of the curriculum so all that PDHP, Personal Development stuff, where we have outcomes to achieve, they are achieved by peer mediation, so if we didn’t do peer mediation, we would have to be doing very similar units of work to cover those outcomes.

I: What are those subjects, can you just explain what those subjects are?

T: PDHP is Personal Development, Health and Physical Education and so it’s not just sport so the PD, Personal Development range of outcomes are covered by doing peer mediation.
I: How does it work?

T: The curriculum?

I: How is it implemented? Where you sit around and talk about it, about your feelings.

T: In the peer mediation?

I: In the Personal Development.

T: Well you’d write units of work about understanding ourselves, how we communicate with people, what is body language.

I: So you follow the same format, that’s what you’re saying?

Y: Yes so there are outcomes that units of work would need to be written for, to cover those outcomes but those outcomes are covered in peer mediation.

I: So you’re talking about that folder?

T: Yes so [teacher’s names] put together the folders, one for each stage to suit our kids, and those outcomes match, or near match the outcomes that are in the state curriculum.
Interview 19

Two female students

I: This is [S1 name] and [S2 name], and [S1 name] and [S2 name] are at [Vale] Public School. Which classes are you in?

S1: 6T.

I: And?

S2: 6T.

I: You have been involved in your school’s peer mediation programme?

Both: Yeah.

I: Can you [S2 name] tell me have you been a peer mediator?

S2: Yes just this year.

I: Have you been doing peer mediation training?

S2: Yeah.

I: Before this year, have been involved in the programme?

S2: No.

I: No. So you’ve never had one of your problems mediated?

S2: No actually.

I: You haven’t. And what about you [S1 name]?

S1: No.

I: What about this year? What about this one, [S1 name] and [another girl’s name]?

S1: Oh that was when we went to solve somebody else’s problem.

I: OK so can you tell me what happened?

S1: I don’t remember.

I: You don’t remember. Do you want me to give you the peer mediation interview sheet?
S1: Some of the girls were saying that they don’t want to be friends any more. One of them are saying that one of the girls aren’t the other one’s friend and we had to solve their problem.

I: So how did you help them as a mediator, because you were the Year 6 mediator, how did you help them?

S1: We come up with ideas of solving the problem and they all agreed to be friends afterwards.

I: I see, and what sort of ideas did you come up with?

S1: They all agreed to be friends or sometimes they can be by themselves.

I: Right and what’s that form that you’re holding, can you explain to me what that’s all about?

S1: You have to write down who is the victim and who’s the bully and the complaint and the agreement that they agreed to solve the problem and a signature.

I: Right. When you’ve been a mediator have you always had an agreement?

S1: Yes.

I: That’s good. And do you enjoy being a peer mediator?

S1: Yes.

I: Why do you enjoy being a peer mediator?

S1: Because it’s fun solving other people’s problems. I like being a peer mediator so I can help people.

I: Do you feel it helps you solve your problems with other friends?

S1: Yeah.

I: Do you have brothers and sisters?

S1: Yes

I: Does it help you when you’re having issues with your brothers and sisters?
S1: No. They don’t know what to do.

I: No. What about you [S2 name], have you been a peer mediator?

S2: Yes.

I: Can you tell me some of the peer mediations you’ve been involved with?

S2: Fights, arguments, disagreements, things like that.

I: How did you help solve those problems?

S2: They agreed to be friends or keep away from each other or play with each other sometimes.

I: Did it work, did the agreement work?

S2: Yeah, they’re best friends.

I: Did you enjoy the peer mediation training?

S2: It was fun.

I: Why was it fun?

S2: Because [teacher’s name] was putting on these little acts with people arguing and all that, so it was fun.

I: So you did role playing?

S2: Yeah.

I: What’s the most important thing to do when you’re a peer mediator?

S2: Not to take sides.

I: Right and what else?

S1: And not forcing them to be friends and shouting at them and threatening them.

S2: Blaming.

I: Not blaming?

S2: Yeah. And talking a lot- letting them all talk all the time
I: So you let everyone at the mediation talk a lot?

Both: Yeah.

I: Are there any rules that you have to follow when you’re a mediator?

S1: It’s in the yellow sheet.

S2: Do you want us to read it out?

I: Just tell me.

S1: Some of the rules of peer mediation are, one person is allowed to speak in turn, you’re not allowed to make nasty comments about the other person.

S2: We’re here to deal with bullying behaviour.

S1: And we have to ask if everybody accepts these rules.

I: Having been through the peer mediation programme and now being peer mediators, has it changed the way you would sort things out if there was a conflict?

S2: Probably. Maybe. yes. I think so yes. It makes things fair and much better for everyone.

S1: I want to be a peer mediator when I grow up.
Interview 21

Male student

S: [Name of boy 1] and [name of boy 2] were leaving out [name of boy 3] and were pulling him and teasing him a bit.

I: So what happened, they came to the mediators?

S: No [name of boy 3] came to the mediators because he had a problem with those two and then, that they were leaving him out of the group and we also discovered that [name of boy 3] was shouting at them and swearing at them. That’s why they were leaving him out of the group.

I: What happened then?

S: They got a mediator and sat down at the mediation table?

I: Everyone?

S: Yep. Then we just said the rules.

I: What are the rules?

S: Only one person is allowed to speak in turn. The rules of peer mediation are, peer mediation is not about blame, it is about changing the behaviour, not about saying the bully is a bad person. It’s not the person we dislike but the behaviour and peer mediators do not take sides and deal with bullying behaviour only.

I: So tell me about how sorted out the problem with [name of boy 1], [name of boy 2] and [name of boy 3], so what did you do as a peer mediator?

S: We firstly get the victim and they say what the problem was and then one person writes it down and the other person gets the bully from then playground. When the bully gets to the table they say “why you were leaving [name of boy 3] out of the group, is that right that you were leaving [name of boy 3] out of the group?”

I: Do you let them all talk?

S: Yes.

I: Then what?
S: The bully takes their turn to speak.
I: And was it a successful mediation?
S: Yeah.
I: Before you did your peer mediation training did you know about talking about things, about talking about issues, did you know about that beforehand?
S: Yeah.
I: So after the mediation training did you feel that you could solve a problem?
S: Yes.
I: How did you do that?
S: Much the same as I do with mediations.
I: Do you enjoy being a peer mediator?
S: Yes
I: Why?
S: I really like helping other kids get through their years in school.
I: Do you think it helps you with your school work?
S: Probably
I: Why?
S: I suppose I’m helping more people.
I: Do you think it teaches you how to think about things?
S: Yes.
Interview 22

Female teacher

(Please note DVD excerpt is edited)

T: I think that any program that allows children to sort out their own problems is a good thing. It’s not coming from an adult, which can be seen as too confrontational so when they are sorting out their problems themselves they use language that they would just use themselves anyway.

An adult’s perspective might not be the right thing to do so it’s a good thing in that it just allows children to talk to each other as children and sort out the issues that they have because we often forget what they are going through. I haven’t trained the year six mediators but I have listened.

I sat in with some of their sessions where they are actually mediating and the language that they use is different it’s more constructive language, its language that allows a younger child to express their feelings, so I think that’s good and having two or three mediators allows them to bounce ideas off each other. But I haven’t actually trained them.

I have noticed one little girl who I had last year, she had a lot of anger management problems and she was having a lot of arguments in the playground. The mediation process did help her with her academic levels because I was finding that before mediation [training] she would just come into the classroom and would be very angry, couldn’t sort herself out, it would take us half an hour to calm down, whereas when she was mediated she would then come into the classroom and would be a little bit more calm and from that she could learn. No one can learn if they are really angry and carrying these feelings inside but because she would have a forum to express what she was feeling then she could calm down and come into the classroom and then learn.

She wasn’t the only one but because she was new to the school like I was last year and I could see her academic level was quite low because she had these anger management problems but as the year progressed by term 4 and having been mediated a lot I could see there was a development in her academic work.

Sometimes they have arguments in the playground.
I: What sort of arguments?

T: Any arguments like the flying fox for instance — they love the flying fox they have to take turns. Where one starts at one end and goes across and the next one needs to go across [from the other end] and sometimes the one going across will go back again so they get into issues over that. One of the issues that was mediated last year was that I had a little girl and a little boy — they had a terrible confrontations one instance in my very first week here the little boy stamped on the girl’s lunch box — so they needed to sort out their problems, why he did it and in response to what.

Bullying they get peer mediated if they bully each other; lots and lots of things; issues with each other if they are swearing at each other; or sometimes a child might take someone else’s food. Then they talk about things like how do you think the other person is feeling if you took his food.

In the classroom it can be a bit tricky — but the class I had last year there were lots of instances of them getting in each other’s way so I used to go outside here and just calm down first because I found — they could not deal with something unless they were calm. So they would go out and time out and after about ten–fifteen minutes they could come in and they would calm down.

I don’t often in class time use peer mediation — it can be disruptive — although they would love it but I know being a teacher you cannot be interrupting the Year 6 in their classes. So sometimes just calming down and getting the children to talk to each other it works but only if the person was calm enough to deal with it so then they could talk to each other.

This one little girl I have been talking about — she has learnt from the peer mediation training. Some children often just need one or two sessions, some need a lot, just like any situation — some people learn a lesson really quickly and other people need to go through the process many, many more times.

They do learn something they do come back calmer and they go up with these scowls on their faces and they come down looking and feeling calmer and they can get straight back into a lesson. If they don’t sort their problems out then it takes you a long time to get them calm in the classroom.
Having someone else deal [with the problems] it also allows you the teacher not to take on board that baggage, which is really important — you do take it all on board.

They do learn something. It just depends on the child and how quickly some children can have two or three sessions and that’s all they need — others (like the little girl I have been mentioning) she is still going along on the process so she will get there in the end.

This school is a very different school. And it has different clientele; the kids are gorgeous obviously. Kids come from different backgrounds and they often have more issues than the kids at the other school, so I find that this program is really relevant for this school because it’s just another forum for them to get things off their chest. Rather than going to an adult and some kids don’t trust adults that much where as they feel like they can talk to a child slightly older and get those thinks off their chests so I think it’s a very good program for this school but even at the last school there were those kids who could have benefited from talking to the older children and also I think it’s a good program for older kids because they get a lot of value from it and they learn to sought out their own problems by dealing with other peoples’ problems too so I think it would be a good program for any school really, but this is the first time I’ve seen it.
I’d like to talk first about the peer mediation program we have at the school. It’s part of the overall student welfare program that we have, which has evolved over the last ten, eleven years. We started off with a program that emphasised the positive rewards for kids, rather than the negative consequences. We still have negative consequences in place though we don’t have to use them as much as we used to.

We have a peer support program, which we started several years ago. When Chris [Redacted] started off (our assistant principal), he also suggested that we look at a peer mediation program. We had an in-service with the staff to see what they thought about the idea, with Sue Bum. We all thought it was a great idea so we trialled it and the teachers felt that it was really successful, so we’ve incorporated it in our student welfare program ever since. There are lots of benefits to our school from the program; probably our school has changed significantly over the last decade. One of the benefits for the school has been an improved understanding by children of their responsibility for their own actions and how their own actions affect other children.

This has, together with other things that we’ve been doing, resulted in a significant lift in the academic standards that our children have achieved and also by the time they get to year six, given them excellent skills that they can use in high school and indeed for the rest of their life. Moreover, all of our year six train as peer mediators but most of them as they’ve come through the school have had experience of peer mediation themselves. We did a survey last year and we found that the majority of the kids in the school had been bullied at some time and felt benefited from the peer mediation program. As far as the kids themselves are concerned, we have noticed, and it’s not just our student welfare program, it’s our technology program, its leadership opportunities we give the kids, it’s the quality of the Teaching Staff that we have, but there has been a increase in the level of confidence and performance of the children in a wide range of areas and the peer mediation program, which is I guess the essential socialising agent right across the school, has been a significant factor. How much that has contributed compared to other factors that have changed the way the school?? is difficult to imp?? say, but it’s certainly been a significant factor. The, I talked about the kids, and the school, as far as the parents are concerned I think we’ve tried to include the parents in
helping to understand the skills have but I think the parents are the last group to pick up on what we are doing and how important it is for the kids.

We’ve tried to give information to parents but it’s very hard to actually show the parents what the kids are doing unless they actually sit in peer mediation. But I can testify having being here over ten years to the improvement of both the interrelationships kids have with each other and with the staff and with the effect on the school as a whole.

As far as the future is concerned we can really keen to see the program continue. We fiddle around with it at times and make slight adjustments but basically we think we’re onto a really good program. The year six kids develop tremendous skills, firstly from being peer mediators as I guess it’s the old saying if you teach something than you really learn a lot about the subject. So by being peer mediators they understand peer mediation in a way that people who aren’t involved in the program or who are just victims or participants in process would never understand. So by actually doing peer mediations it gives the kids a tremendous insight into the whole process and into the effects of bullying, not only on the victims but on the bullies themselves. I think it’s a great program.
Interview 24

Student group: 3 females

S1: Hi my name is S1 and this is S2 and S3. Last year somebody came to talk about peer mediation. The three of us had a problem and we had to have peer mediation. Now we’re friends now and now my friend S2 is going to talk about what went on.

S2: S1 and S3 weren’t good friends because they didn’t like each other. They began to fight and this term I came. [Girl’s name]’s friend is S3’s friend and I know they are not friends and they aren’t happy and I am very upset. Last Friday we did a peer mediation and [teacher’s name] knew they were fighting and didn’t like each other and not friends.

I: How did that make you feel?

S2: I feel upset.

I: So what did you do when they were fighting, you went and got the peer mediator?

S2: Yes. I told S3 that we needed to do something. This is S3, my friend, she will tell you something about peer mediation.

S3: Since Year 3 we’ve never been friends, we’ve already had a conversation about it but we never did peer mediation. The first time we did peer mediation it didn’t work and then we did another one last week, it did work, we are now friends. We always play together, sometimes work together, sit beside each other. Before we did it we argued, made faces, pushed each other when we walked but when we had the peer mediation all that stopped.
Interview 25

Female student

I: S1 are you a peer mediator?

S1: This year I am.

I: Do you enjoy being a peer mediator?

S1: Yes because I like sorting out people's problems.

I: What is peer mediation?

S1: Peer mediation is when we get the victim and the bully to sit around the table and we ask them questions, to see what is wrong and to let their feelings come out.

I: What sort of things have you been mediating, what sort of issues.

S1: My first one was about a girl who was being left out of the group, the girl who was the bully was being difficult and so we had to get [teacher's name] to sort it out.

I: Does it help you at home with your brothers and sisters, do you think you have learnt skills to help you there?

S1: I only have one sister, and no my sister is still mean to me.

I: What about with your school work?

S1: I've learnt about bullying more since last year and it has helped me to understand how people feel.

I: Did you enjoy doing the peer mediation training course?

S1: Yes

I: Did you learn a lot?

S1: Yes

I: Do you think those skills will stay with you forever?

S1: I hope so.
**Interview 26**

*Female student (peer mediator)*

M: I’ve been a Peer Mediator just this year. I like being a Peer Mediator because I sort out people’s problems and help them be friends again.

I: Do you have brothers and sisters?

M: Yes I have 3 sisters and one brother.

I: And do you use your Peer Mediation skills at home if you ever have disagreements with you siblings?

M: I don’t use peer mediation skills with my brother and sisters at home because it wouldn’t work. They don’t know it. They don’t know the mediation process

I: So do you think you have to know the process for it to work?

M: Yeah.

I: When you’ve been a Peer Mediator, have you been successful at solving disputes?

M: Yeah.

I: Can you give me an example of one of the disputes and how you solved it?

M: It was between 2 girls, they were both the bullies and the victims. They didn’t want to listen, when somebody talks, the other one wouldn’t listen. They were friends in the morning and then in the afternoon they were fighting. One girl was crying and so she came to the teacher, she wanted to have a Peer Mediation. [Teacher] brought me and another girl and the other day they were friends again.

I: So the mediation really helped?

M: Yep.

I: What do you do as mediator,

M: I had to talk to one about things and then other, and then get them to talk together but if I talked to one the other one would close their ears. But then they started talking. Until the bell went. We were meant to do it again the next day but by then after the long talk they were friends again.
Interview 27

Female student

S1: I have not been a peer mediator but I have seen peer mediations. When the victim is bullied they are really sad as I suppose they think they are not different. Some people think they are different. I really want to be a peer mediator because when you solve the problems of two people they are really happy.

I: Do you think peer mediation works well for you and the other students at the school?

S1: yes

I: why do you think that is?

S1: Peer mediation works because they are able to sit down with people. They all listen and want to listen and they feel like they don’t have to fight any more to say what they want.
Interview 28

Two former male and one female students

MS1: It’s helped me because I can help other people if there is a disagreement or something. When I was at primary school I learnt how to sort things out without resorting to violence.

I: Is the atmosphere at your high school very different to the atmosphere at [Vale].

MS1: Yeah.

I: Why?

MS1: It’s different because the atmosphere is very multi-cultural, everyone knows everyone at [Vale] because it’s such a small school, I think that was better. Because it’s high school there’s always more fights than there always has been at [Vale].

I: Do you think it’s got anything to do with the fact that there was a really good peer mediation programme at [Vale]?

MS1: Yeah I think that also helped because any small thing whatsoever, if there was any disagreement between two people it would be looked at straight away, they wouldn’t wait for it to get out of hand, whereas at my school, teachers will wait until there is a fight or something to stop people.

I: They don’t teach you at high school how to deal with conflict?

MS1: No.

I: You remember everything from [Vale]?

MS1: Bits and pieces.

MS2: My friend, he gets in heaps of fights, and teachers after the fights they’ll come, because they’re always in the classroom just chatting and having their lunch.

I: Is your friend from [Vale]?

MS2: No he went to some other school, I don’t think they had it [peer mediation].

I: Do you think you deal with problems better than he does?

MS2: Yeah.
I: How do you deal with problems now?

MS2: I just talk about it now.

I: And what does he do?

MS2: Agree, if not we go away from each other. He always gets physical. If he is really angry he’ll just get physical. I would just talk, if it was me.

I: FS, do you agree with all of that?

FS: My school is a bit different because we don’t really have that many students and so it is a bit more like primary school because everyone knows each other. We kind of have just a discipline system that sorts it all out; we don’t really have peer mediation. We had peer mediation in Year 7 but that’s the only year we have it so we just kind of sort it out between each other.

I: What do you remember about the peer mediation programme at [Vale]? What do you remember that helps you the most at high school?

FS: Probably just being able to talk about things so that we understand others feelings.

I: Do they encourage you to do that at high school?

All: No.

MS1: They don’t pay that much attention to it at high school.

FS: I think they just think we should be able to sort it out by now.

MS2: They think we’re old enough

I: Do you think you’re old enough?

MS2: No

MS1: No one is ever old enough, everyone gets into fights, and you can’t help it. It’s just at primary school we got into less, because when you’re young there’s nothing to fight about.

I: Isn’t it about, everyone gets into fights, everyone gets into disagreements, it’s about how you deal with it that is important.

MS1: Yes
I: At high school they don’t really talk to you about that?

MS2: They just tell you to stay away from each other and that’s it.

MS1: They don’t go into it in such detail as [Vale] who mediate, there’s no such thing as a peer mediation, and you just sort yourselves out.

I: Are there friends from [Vale] at your high schools?

All: Yeah.

I: Do you think you all have a different way of how you look at dealing with fights and disputes?

All: Yes

I: Is it noticeable, can you give me any examples?

FS: At my school there are two other people who were from [Vale] and we have completely different friends and I think we sort things out differently.

I: How?

FS: I’d probably talk it over or not make it into a big deal but they’d more make it into a big deal and everyone would get involved.

MS1: Only one of my friends from [Vale] has got into a fight. Since leaving [Vale] hardly anyone gets into fights.

I: What about with school work, do you think the skills you learnt at [Vale] have helped you with your school work?

FS: I don’t think so.

MS1: I guess the Peer Support thing has helped a bit, to an extent.

FS: If the conflict affects you, if there’s something wrong at your school then it might affect your school work.

I: So you don’t think you’ve got better coping mechanisms, having come from [Vale]? Do you think about how you feel more, do you think about how the other person feels more?
MS1: Yeah we do but that doesn’t affect our school work. I guess if you get into a fight and you start getting physical then yeah because then you might not concentrate on your school work, but it’s only to an extent. It’s not very critical.

FS: If you’re involved, if you are one of the people in the conflict then yes.

I: Do you think the discipline system is fair, do you think that’s a good way of coping with it?

MS1: Yeah.

I: Why? Tell me why you think it’s fair?

FS: I don’t think that the other stuff works. Detentions and that.

I: Why not?

MS1: People aren’t afraid of it?

FS: No one cares because you’re just going to sit in a room for half an hour. Then you just go back the next day and the problem is still there.

MS2: At our school the detention is just like pick up twenty papers and that’s it.

MS1: People only start to worry about it when they might get expelled. But if you’re just going to get a level and they say they’ll monitor your work, no one bothers.

FS: People think it’s funny. They don’t care.

I: What do you think would work?

MS2: Detention should be harsher. Straight away they should call your parents.

FS: They always threaten to but they never do. And we know that.

I: But is there a real problem?

MS1: The majority of people are OK; it’s only a few people who just keep getting levels.

I: What is a level?

MS1: Stages of discipline. Level one, they will monitor your work in one class for five lessons. Level 2 they monitor your work in all classes. Level 3 is afternoon detention.
and then Level 4 is suspended for 2 day. If you do it again you get another Level 4, which is 20 days of suspension and then expulsion.

MS2: Level 4 at our school, you get a blue sheet and every time you go to class the teacher has to write about your behaviour.

MS1: We have different numbers for that, 1 means you behaved bad in class, 3 is where they behaved excellent.

MS2: In our school suspension means you stay at school in the office, you still have to do your school work, even at lunch times.

I: Do you think it would work better if everyone was taught how to talk to each other?

MS1: There’s no consistency because some teachers are heaps nice to you and they’re never going to put you on a level. If teachers love you and some teachers hate you then depends. I might get put on a level by my English teacher but my history teacher loves me so I’ll never get put on a level.

I: So there is no real uniform policy at the school?

MS1: At my school there is.

I: But in terms of how people talk to you or about any conflict that comes up.

MS1: They don’t really care that much about students talking rudely with other students it’s just if you talk rudely to the teacher. Most teachers you can still have a joke with, but it’s when it gets out of ...like when you start going off at teachers and when you start insulting them and if they do the same back then obviously it’s going to get out of hand. You can expect something happening then.

FS: We’ve had a few fights this year but the teachers don’t get involved. People will be fighting but when the teachers start walking up they stop.

I: So can you give me a few examples without giving any names?

FS: Well there was one this year where it was two guys and the entire school started watching, but there was no one around teachers around.

I: You mean a physical fight?

MS1: That always happens...teachers never...Someone will get smashed and eventually a teacher will rock up and say “what’s going on”?
FS: It went on for ages and then the teachers came up, the guys went away.

I: Where they hurt?

FS: Not really. I think one of them was. Nothing happened, I think one of them just got a detention.

MS1: There’s teachers on duty that are supposed to be there all the time at lunch, even they don’t see everything.

MS2: There’s not enough teachers.

MS1: Everyone will know there’s going to be a big fight at lunchtime except for the teachers.

FS: It’s usually the same people.

I: Is that because they don’t understand the way you guys operate?

MS1: Teachers are intelligent, they’re pretty clueless when it comes to what’s going on outside of the classroom. Some teachers, like PE teachers, they know what’s going on.

FS: They think that by punishing someone will solve it, that won’t solve it. Sometimes it does.

I: So you don’t think punishment works, it doesn’t deter people.

MS1: It depends on the person. Say a full rebel person, someone who always gets detention, if you threaten them with a Level, to someone who’s always getting suspended, what are they going to think, nothing! But someone who gets all A’s in class and does all their work properly then obviously they’re going to get shaken up by it.

FS: One of my friends this year, he was getting into trouble and getting detentions all the time but then he got threatened with a suspension and he stopped. So I think the more extreme punishments work, but that’s about it.

I: What about undercurrent style aggression? What about people who are constantly being teased? Not about physical violence but about insults?

FS: The teachers would probably never find out about it, people are too scared.

MS1: People don’t go up to teachers because you’ll just get bagged out. I know if I was getting teased I would never go up to a teacher about it. Teachers always say you can come and talk to us but no students ever would.
I: What would that person do?

FS: They might talk to the person who was doing it to them.

MS1: Depends on the person entirely, if you’ve just been bagged out and got low self-esteem or if you’re someone who talks well, speaks properly...people are different.

I: What about at [Vale], what you happen here?

FS: peer mediation.

I: So people had a forum that they could go to?

MS2: Yeah, you talked it out.

FS: It was different at primary school as it is so much smaller, high school is bigger and has heaps of different people and personalities.

MS1: Everyone almost knew everyone at the school.

I: Do you think it would work at high school to have a system like they have here?

FS: I think it would.

MS1: It would work on certain people but it wouldn’t work on others.

FS: Because we’re not young anymore, we do our own thing.

MS1: People aren’t going to give up their lunchtime just to go to a peer mediation meeting to sort something out.

MS2: I just think it’s a waste of time.

FS: They would just want to sort it out for themselves. When you get older you want to be able to do it yourself and you don’t rely on teachers.

I: Do you think that is the culture at high school, you could change the culture at high school so that it was cool to talk about things.

MS1: If everyone was very cooperative it’d work fine, I just don’t reckon everyone would be that cooperative.
Interview 29

*Former male student*

I: At your primary school there was a conflict resolution or management programme?

S: Yeah.

I: Do you think you benefited from that programme when you were in primary school?

S: Definitely.

I: Why?

S: It was Year 4 when I started coming here, I had a bit of a problem with one particular person and basically it was resolved using that peer mediation programme.

I: Did that programme continue on in your high school, was there a programme like that?

S: Well for 4 years I went to one school and there wasn’t particularly anything like it as such except for a group mentoring programme. Now I’m at Freshwater it’s the same sort of thing but there is no specific thing to help with bullying and such.

I: Do you think you benefited from your education in conflict management at [Vale]?

S: Yeah.

I: How do you think it helps you?

S: I just think it helps me understand how other people feel about what goes on, and why people bully and that sort of thing.

I: Can you see the difference in your behaviour and your fellow student’s behaviour who’ve never had that training or education.

S: Yeah, definitely. Currently we have a lot of different backgrounds of people and you can definitely see where people have come from and what type of training they’ve had.

I: What about the teachers, do they seem to try to get you to talk things out or to try to deal with conflict in a positive way?

S: Yeah, mostly. Generally they let us go outside and talk it out rather than in a physical way as such.
I: Are there many physical fights?

S: There was a couple at Cromer but at Freshwater I haven’t seen any.

I: What about more sort of subtle aggression, teasing?

S: Not to a great extent.

I: Why do you think that is?

S: Possibly because of differences in people.
**Interview 30**

*Two former female students*

S1: I suppose the people who didn’t go to [Vale], who didn’t have a peer mediation system, for all the answers they would have “I don’t know”. See we have positive yeses but people who don’t go, who didn’t have a peer mediation system would have had “no”, but most of them would just have “I don’t know”.

I: So why do you think it was helpful to do peer mediation?

S1: It builds character, we learnt about just how to deal with certain situations between friends, and fights.

I: Do you use those skills now?

S1: Yeah.

I: Can you give me an example?

S1: Just learning to accept people. Their differences.

I: Do you think about what you learnt at [Vale]?

S1: Sometimes yes.

I: At your school now, do they teach you about conflict management or conflict resolution?

S1: No not really, I don’t think so.

S2: They just expect us to know it because we are grown up, mature.

S1: They think we learnt it in primary school, which we have but others haven’t.

I: Or at home?

S1: Yeah.
**Interview 31**

*Former female student*

S1: There’s not that many fights in my high school, I think when there is a problem you work it out by, instead of getting all angry and worked up about it, you talk about what the problem is, tell them what’s affecting you, what’s affecting them. Try and figure it out that way.

I: Do most people handle a situation like that or do you think it’s because you’ve learnt about how to handle it that way?

S1: Some people get really aggressive and get worked up and do it physically, the boys. Most of the girls do it emotionally, they get all emotionally worked up and then after a few hours they will get over it by talking about it.

I: Do you get taught about conflict management at your school?

S1: We have a programme called ‘Hands Off’, there’s a little song and we have a special teacher who comes in and talks about it. We watch a little video once a month about what to do if there is a problem.

I: What school is that?

S1: Narrabeen Sports High School

I: Do you think you benefited because you learnt all this in primary school?

S1: Yeah because you learn to do deal with it in a more calmer way, more easier. Instead of getting all worked up and upset about it you get you do slowly.

I: Do you think it’s helped your school work as well?

S1: Yeah because you make friends easier and if there’s a problem you don’t get all worked up and start really disliking that friend, you work it out between them. You figure out what works for each other so you can be better friends. You kind of think back and you think how you use to work out problems. You were taught to deal with the problem – ask them what’s bothering them and you tell them what’s bothering you and then you’d try to work out the problem together.

I: Where you a peer mediator at [Vale]?
SI: Yeah.

I: Do you think those skills have lasted all this time?

SI: In some ways you think back about how you used to work out problems.
**Interview 32**

*Three former female students*

S1: We used to have our own folder and roster. We did it in partners. If there was a problem you’d go with your partner to work it out.

S2: Then we’d write down the problem on that special sheet.

S1: We used to have to sign it, and the kids had to sign it too.

S2: Saying “I will not bother this person any more”. Then it worked. Some of the kids came back a second time, but then after that they were fine. Some of them would ask for certain Mediators.

I: Why do you think it worked?

S3: Because we were older we were able to set an example for the younger kids and they’d listen to people who were older.

S1: I think we sorted it out in a more child friendly way.

S2: I think they listened to us more because teachers were older and scarier, we were young like them.

S3: Sometimes they hold back in front of teachers.

S1: They could relate to us more easily than to a teacher.

S3: Some of the problems we ourselves had been through.
Interview 33

Former male student

S: There were 3 guys in my school, their names were [3 boy’s names]. They really liked football and I didn’t and they thought that was weird. So they kept bugging me about that. Then I asked them if they wanted to play basketball and they said “no, it’s a crap sport”. Then we started having an argument about that and everyday they’d call me weird names. We were on a school camp and they were teasing my friend really badly so I went up to them and told them what it feels like and then they stopped. Now they’re three of my best friends.

I: That’s great. How did you tell them?

S: I told them to stop bugging my friend and they started calling me names instead. I told them what it felt like and they just stopped.

I: What made you think about going to talk to them like that?

S: I’d had enough, they were bugging me every day. It made me not want to go to school, I didn’t want my friend to feel that too so I went over and told them what it felt like.

I: Do you think it was because you learnt about all sorts of things at [Vale]?

S: Yeah, that helped too.

I: Why do you think that helped?

S: Because I knew what would happen, before it did happen.

I: So you think the skills you learnt at [Vale] have really helped you at high school.

S: Yes.

I: Do you remember what those skills are?

S: Yes and no.

I: Do you think they just come naturally now?

S: Yeah.
I: That’s great. Are you really happy at school now?

S: Yeah.

I: And you’re friends with the boys?

S: Yeah, they play basketball more than they play football now.
Interview 34

Two former female students

I: Why don’t you tell me about what you remember about peer mediation?

S1: Every lunch, during the second half of lunch we had to come up here to the table.

S2: Ours was different to yours because it changed. We just had people come up to us if they had a fight. There was a little set of instructions telling you not to take sides and stuff, and you had to sign it.

S1: We came up every second half of lunch and we discussed it, but we already knew what to read out because it was already stuck in our brains as we did heaps of them.

S2: The students were really cooperative, they listened to us and they told us how they felt.

I: Because they felt really proud of it?

S1: Yes because they could discuss with us. I felt really happy because I could help others, when I discussed it with them and then solved it I was so happy because they were friends again.

I: What about at high school?

S2: We don’t have anything at high school.

S1: We just solve it ourselves.

S2: I don’t really have that many issues, we just talk about it and get over it and then we’re just friends again.

I: Do you think you have benefited because you had that peer mediation training?

S2: Yeah, I don’t think if I hadn’t done peer mediation I wouldn’t know how to sort it out, I would just keep it to myself and that’s not good, it’s better to talk about it, and I learnt that from peer mediation.

I: Are you at the same high school?

Both: Yes
Interview 35

Former female student

S: When I was first at [Vale], I came from a school in New Zealand which didn’t have any of the bullying programmes or anything and I was pretty new to this system of peer mediation. But I think I had a really positive reaction to it, because I thought it was quite helpful. The peer mediators don’t tell you what to do, they give you suggestions. Sometimes it’s hard just by yourself to make things better because you don’t know what to do about it and it’s good to have an outside perspective on it and that really helped, I think.

I: What year are you in?

S: Year 9.

I: At your high school do they have any conflict resolution programmes?

S: No.

I: Are there fights and disagreements?

S: Not really, people are more mature in high school so there is less tension.

I: Do you feel you can get on better with people because of the skills you learnt at [Vale]?

S: Yes. When you are a peer mediator you have to think of suggestions and ideas of how to solve problems and that really helps yourself and it helps you think about what you can do about things when you’re in a bit of trouble or something.

I: Can you remember some of the issues you had to deal with?

S: It was mostly about friendships. There was one about two boys who were best friends. One always offered the other his snack even though he really wanted it. He became upset when his friends didn’t offer to share it back with him so he came to talk to us about it. We talked them through it, I suggested to the friend who had the snack to tell the other boy’s mother to buy him his own snack. So they were friends again.

I: Do remember how it made you feel?

S: It was really awesome. Once you are a peer mediator you realise you can actually help people in the school even though you are only a primary school pupil.
Interview 36

Former female student

I: Do you think the skills which you have learnt at [Vale] have helped you at high school for example in solving problems?

S: Yeah.

I: Why?

S: If I ever have a fight with friends, it is easier to sort through it. You learnt how to problem solve with people and how to mediate people.

I: So what do you do when you have an issue?

S: Try to talk it through but if it doesn’t work sometimes we don’t talk for a while, and then we try to sort it out when we realize that it’s stupid.

I: Do you think that other friends who didn’t have that mediation training deal with things differently?

S: Yes I think so. It’s easier to deal with it.

I: What do you remember about peer mediation training at [Vale]?

S: I just remember that we did a course and then at lunch times if kids ever had fights, two of the Year 6s would go up and we’d sit at a table and just talk about it and then try to find a way to resolve it.

I: Do you remember it being a fun thing?

S: It was fun most times unless you were having fun outside and you didn’t want to go in.

I: Do you wish you had that sort of thing at high school?

S: Yeah.

I: Do you have anything like that at high school?

S: Yeah we’ve got a school counsellor who you can talk to during class or at lunchtime.
I: But there is no forum for you guys to go and talk about things? If you want to talk about it you just have to talk about it yourselves?

S: Yes. The teachers sometimes offer to talk about it.

I: Did you ever go to the peer mediation table at [Vale]?

S: Once.

I: Do you remember any issues specifically?

S: They were usually just little things.

I: But they weren’t little things at the time.

S: I suppose. The peer mediators would always help us sort things out.

I: Are there lots of fights at high school?

S: There are some but you usually work it out with your friends.

I: What about bullying?

S: I haven’t seen any but there could be.
Interview 38

Former student group: 2 females, 1 male

Part 1

MS: It has helped me by holding my back when I want to hit someone, I just have to talk it out like they taught me at primary school.

I: How does that work when you have to talk about it?

MS: I talk to my mates.

I: Do you find that other people in high school don’t want to talk it out?

MS: Yes, they just want to get into it (punches fist into palm).

I: So what do you do?

MS: I walk away, or I say “after school”.

I: Do you ever try and talk to them?

MS: Yes.

Part 2

I: What about you [FS2 name]?

FS2: Learning about peer mediation has affected me at high school. When I have problems with my friends we sit down and talk about it.

I: What about kids at your school who didn’t have peer mediation?

FS2: Some do fight and do get angry but they don’t talk about it because they don’t know how to talk about it, because they haven’t been taught it when they were young. They don’t really know how to say how they feel and how to solve their problem. So that’s mainly what happens in high school in my school.

I: What do you remember about [Vale] Public School?

FS2: It was a good school because I wasn’t the one who was left out because of my culture, this school has opened my culture for me to appreciate it. At my old school I thought my culture was a bad culture, when I came to this school I thought the opposite.
Part 3

I: What about you [FS1 name]?

FS1: Yeah I do remember what you learnt?

FS1: We learnt how to deal with situations when two children are having an argument, so we bring them into a room and have the sheet and we’ll say “okay, well, why are you upset?” and then they explain their situation. We come up with a solution of how to fix it to make them both happy, so they meet each other half way.

I: Do you feel that is how you deal with things now?

FS1: Yes, with my brother, we talk about why we’re each upset.

I: What about kids who didn’t have training?

FS1: A lot of the kids just don’t know how to control their anger. With girls it’s a bit different, they just gossip a lot more and they don’t really care about how the other person feels, it’s just more about their emotions. They don’t really care about how the other person is taking it, and how to solve it, they just don’t care anymore and they just want to be angry at them constantly. They don’t really try to solve it.

I: How does it make you feel when you solve things?

FS1: It is like a release. It’s easier because you know what to do and you know how to just get over it instead of have to hold a grudge for too long, which can be very stressing, you don’t need it.
Interview 41

Former student group: 2 males, 1 female

I: You both did the peer mediation course at [Vale]? You were peer mediators in Year 6?

Both: Yes

I: Do you think you have retained the knowledge, do you still use those skills?

M1: I think subtly we do, not as direct, maybe in say just a sporting match or something we are able to settle conflict or tension.

I: How do you do that?

M2: Talking about it, getting both sides of the problem and looking at it from a neutral perspective.

I: Do you think that students who haven’t had the background you have had at [Vale] deal with issues in the same way?

G: No.

M2: They haven’t had the privilege of doing peer mediation so they haven’t as much experience in settling such conflicts as we have.

I: At high school do they teach you about positive ways of dealing with conflict?

M2: Not really.

G: If any conflicts do occur the teachers will sort it out, tell them how it should be done.

I: Do you remember you days at [Vale]?

Both: Yes

MS: The people, the teachers, everything was easy. There were no big problems and when there were it was settled.

G: It was a safe environment.

I: Was it very different when you went to high school?

G: It was a much bigger environment, you met different people, different teachers.
M1: In [Vale], you know everyone. At high school you struggle to remember people’s names.

I: Do you think because you have those communication skills that you learnt at [Vale] it is easier to communicate in high school?

M1: By doing peer mediation you are able to see from the bully and victim’s perspective.
**Interview 42**

*Former female student*

S: Definitely peer mediation was good from primary school carrying it into high school. At high school you can kind of see the people that haven’t really had the experience with trying to deal with conflict. They would either walk away or carry out physical abuse and think that would resolve it. I remember in primary school there used to be posters set up around the room and one was traffic lights, and I’ve always remembered this, and sometimes I think about it in my head. There was the red light which means stop and think about what the person said to you. The orange light was think about what you’re going to say. Then green was how you deal with it, if you should not say anything or go and tell a teacher. I will always remember than in my head.

I: What skills do you think you use at high school?

S: Say friends have a fight, I can step in and give them advice about how to handle the situation.

I: You think about the red lights?

S: I actually do sometimes, not all the time. I remember not to take sides or just jump in and assume anything and come in at the end of the fight and take a person’s side. You just look at both sides and see how to deal with it both ways. You don’t always have to go to the teacher, small problems can be fixed just among friends. But if it does get out of hand go and tell somebody, with peer mediation from primary school there was always someone to tell. With high school there wasn’t really someone to go and tell so if high schools could sort out some kind of programme that would be really good.
**Interview 43**

*Former student group: 3 males*

S1: I felt as a peer mediator I was responsible and like a hero.

I: Why?

S1: Because I was helping younger kids.

S2: I also felt the same, I felt responsible for helping other kids.

I: Can you give any examples of when you went to the mediation table, when you had an issue with someone else? Can you give me any examples of problems that were solved at [Vale] by peer mediation?

S1: There were two kids who were tackling each other but they started getting too rough, one punched the other. The peer mediation sorted it out by working it all out with them so not to tackle each other and to play another game.

I: Do you think the peer mediation program was fun?

All: Yes

I: Why?

S3: Because it solves problems and kids can be friends.

S1: And mediators feel responsible.

S2: And trustworthy.

S1: And it’s fun to solve other kid’s problems.
Two female students

FS1: We’ve been having a little bit of a fight and we just need to sort it out because it’s getting a little bit too hard with us to cope with.

I: How are you sorting it out?

FS1: We’re just talking about what we think and how we should get back to being friends, like we were yesterday.

I: OK, Well you two sort it out.

FS1: I really think that next time we get angry at each other we should tell each other that we’re getting angry and ask each other…

FS2: But when I tell you in class "it doesn’t matter, I’m not in the mood for this" but that doesn’t work.

FS1: And then I go "fine then".

FS2: “But I’m not in the mood for this OK" and then I just ignore you and then you look at me and go "fine then" and just look away.

FS1: Yeah but why should we fight like that? We shouldn’t really fight.

FS2: Because I think you’re angry at me and I… I think you wouldn’t be my friend after you got angry at me and then I just leave you and then you like get all upset and then that’s how we have our fight and then like I’m just playing with [girl3’s name] or something and you’re playing… you’re like walking around by yourself or you might be talking to people and you go off to talk to somebody else not straight away but that’s how we have fights and then people come up to me and they say "can I talk to you” and then I say "Yeah what do you want to talk for me for?" And they say “oh are you OK?” And I say “Yeah why?” and they say “I thought you and [FS1 name] were having a fight” and I don’t say anything and they say “are you really OK" and I go “yeah” and they go “you can tell me, OK I’m not going to tell anybody else”.

FS1: And then you tell them and then all these other people come up to you and go “are you OK”… “I know how that feels”… “that’s what I do”.

Interview 48 / Observation 5
FS2: I saw you down there. Heaps of people came up to you.

FS1: No they didn’t come up to me. That was down there. That’s cos everyone was asking [girl4’s name] something and [girl4’s name] was around me. That’s how it worked.

FS2: Well um and then did they ask you?

FS1: Yeah they asked me and I told them.

FS2: And they gave me these evil looks.

FS1: [Girl5’s name] and that?

FS2: Yeah.

FS1: Oh yeah [girl6’s name].

FS2: [Girl7’s name], [girl8’s name], [boy1’s name].

FS1: [Boy1’s name]? I never told him that!

FS2: Cos he must have heard and then he started asking me and kinda going [does nasty look].

FS1: People were giving me nasty looks like going…[does nasty look].

FS2: Yeah I know…

FS1: [Girl9’s name] and [girl10’s name] were giving me nasty looks and then alter when

FS2: And [girl4’s name] as well and [girl11’s name] and then…um "are you our friend" and she goes "yeah" and she said "are you mine" and then umm they were friends again and they were having a fight.

FS1: Can you and me agree if you and me are fighting we sit down and talk about it instead of going off and telling everybody.

FS2: I don’t know because like you know when we were coming up like outside and I think I heard you say a couple of stuff that made me angry.
FS1: Then we were coming up here and I go maybe oh people should mind their own business and not tell anyone our business and you go. [Hand action]...[faces].

FS2: Cos that made me angry and I was about to go...[action]...but then I just went like that...[action]...like that cos it made me really angry and everybody...

FS1: Everybody looked at you and I just laughed and I was like you shouldn’t have done that.

FS2: And then we were coming up and Mrs...asked you, “What’s wrong?” and you said oh um and then I heard [girl5’s name]say...

FS1: She said "oh [FS2’s name]’s making you upset" and then she goes "oh alright" and then um like she’s not sticking up for me it’s just I was crying and not you. That’s what happened to me and [girl12’s name]. I wasn’t crying but she was.

FS2: But what happened to me and you, you cried...but when it’s you and [girl12’s name], [girl12’s name] cries.

FS1: I don’t mean to cry it’s just that I let it out because I have to...that’s the way my mum wants me to be.

FS2: That’s the way you were born, but it’s not funny.

FS1: But that’s cos my nanna’s very sensitive. Well my mum isn’t but...

FS2: And umm she came up to me and she was all angry about something and she came up to me and said where’s [girl13’s name] and I go why and she goes fine then be slack and I go I’m just asking you why and she something like mind your own business or something but she didn’t say that something like it.

FS1: She probably wanted to talk to her about me. Well I guess we better be friends again or if you don’t want to you don’t have to. Your choice.

FS2:...I only want to be [FS1’s name]’s friend if she’s going to not yell at me and like not yell at me and that.

FS1: Well you shouldn’t have told [girl14’s name] because you know when you and me had that little fight?

FS2: At camp?
FS1: No we didn’t have a fight at camp.

FS2: Another one, remember?

FS1: Oh no that wasn’t really a fight. But um yeah, when [girl14’s name] and that were with...[names]...she goes “are you OK" and I go “no" like this [pulls face] and that was on the way there, then she came back, she goes ‘[FS1’s name] are you my friend?’” and I go...[pulls face]... and then I go “why would I be your friend?”...not you, I was talking about [girl14’s name] and I was thinking in my head why don’t they mind their own business? And just leave us alone.

I: How did you sort it out?

FS1: Just talked about it, but over what we did and we just sorted it out.

I: What have you decided?

FS2: We don’t know if we’re going to be friends but we might be.

FS2: Um when we came to you on the field...

FS1: I knew you guys were coming over to me that’s why I was going to walk away but I thought they’re probably not coming over to me they’re probably going to [girl3’s name] and then you guys came to me and told me all that and I was like go away [pause].

FS2: I forgot what I was going to say.

FS1: Look I don’t know if we can be friends or not or just say hello. As for best friends well not best friends.

FS2: From just this day...

FS1: But we should just say hi, be friends, play be best friends.

FS2: We can say hi from today lunchtime but if we’re like tomorrow almost lunch...because you never know we might never have another little fight or I might make you angry or you might make me angry.
FS1: Yeah but we haven’t had a fight since two years. We had that little one when we were making the banana boat but we were at camp and we were tired. But I’m tired right now.

FS2: No when we were at camp and we were coming back from the water slide and you were umm talking to [girl12’s name], wait…

FS1: Yep, was it [girl12’s name]?

FS2: Yeah it was [girl12’s name]. Yeah and umm, but…

FS1: You were talking to [girl14’s name].

FS2: No I said no [girl14’s name] [waves hand to come back] and then she came back and then I started walking up and said you were talking to [girl12’s name] and umm…

FS1: Yeah that’s because I was a little bit angry.

FS2: At me?

FS1: Yeah when I hurt myself you and [girl14’s name] just ran off without me.

FS2: Did you hurt yourself?

FS1: Yeah I went “ow” and you went are you OK and [girl14’s name] went “oh come on the rock slides are just here!” and you went “OK” and you didn’t care about when I was hurt so I got angry and started talking to [girl12’s name].

FS2: You did that’s right.

FS1: Remember when that stick poked me and I went “ow” and you go “are you OK?”

FS2: On the way to the water slide like that’s why you weren’t talking to me.

FS1: But we weren’t having a fight I was just a little bit angry at you.

FS2: I ran off.

FS1: Yeah you ran off. Then you looked back and just kept running.

I: Have you sorted it out or you still talking? Keep chatting and you tell me when you’re finished and you’ve resolved the problem OK?
FS2: On the way back you were talking to [girl12’s name] and like you were angry at me cos I didn’t help you and I was angry at you cos I thought you weren’t my friend and you didn’t want to be my friend.

FS1: Oh yeah so you went off to talk to someone else and I went off to go talk to [girl12’s name]. I thought we were having a tight but then we went back and we made the banana boat.

FS2: I was walking with you and you looked down at me and you looked away like I was there, and you just looked back at me and I was right there and you walked up and I ran up to you and you were talking to [girl12’s name] and then you just moved over a bit but I walked up and said she’s not talking to me she’s talking to [girl12’s name] and she’s my friend.

FS1: But like you know how you wanted to say hello at little lunch? What about if... which would you prefer...me and you play at little lunch? Which one?

FS2: I’d like to be all-nice. We can talk...oh did you watch that movie?

FS1: Like did you watch ‘home and away’ and all that. I’m probably going to watch ‘home and away’.

FS2: OK there’s another reason I’m angry at you so don’t...this might sound a little weird.

FS1: Tell me what...I don’t care.

FS2: I’m angry at you because I don’t know how it happened. How it started or you made it I’m angry at you because umm all of this you told to people I only like talking to.

FS1: You’re angry at me cos I told people and I’m angry at you cos you told people so we’re even. I told 2 people.

FS2: I’m not angry at you OK. I’m angry at them.

FS1: Don’t be angry at [girl5’s name]. I’m the one who told him. I’m the one you should be angry at. I’m the one that told the people.

FS2: I can’t be angry at you.
FS1: Yes, you can. I’m angry at you, you’re angry at me. We need to sort it out. I’m angry at [boy2’s name] as well.

FS2: I just hate them

FS1: Same.

FS2: I’m not talking to them cos F said something when we were walking [hard to understand] couldn’t see it but we just walked by.

FS1: And umm…next time you and me have a fight can you like come and tell me cos you told…um you even proved it to me that you got me in trouble cos you told [girll5’s name] to say to me cos FS2 said to say sorry.

FS2: We always do that when we have a fight.

FS1: But I don’t want to do that again OK. Next time we have a fight you come up to me and tell it to my face.

FS2: But I asked…and [girl15’s name].

FS1: And I was just about to see if I could play with you guys and I thought nah, she’d say no, I know she will.

FS2: And then I said to [girl15’s name], “[girl15’s name] can you please go to FS1 and say…and tell FS1 I’m really sorry."

[Pause]

FS2: I think we should be friends now.

FS1: So why were we fighting?

FS2: [Shrugs] I’m sorry.

FS1: I’m sorry too.

I: Now did you two sort out your problem?

Both: Yes.

I: And how did you sort it out?
FS1: Well we tried to figure out how we would do it and we just thought if we just played with each other once a day we won’t have so much problems. So every lunch time we’re going to play but not at recess. I’m going to play with my other friends and she’s going to play with hers and that’s how we sorted it out.

I: And you both agreed?

Both: Yes.

I: Does that make you happy?

Both: Yes.

I: That’s great. Did you both talk about your feelings?

Both: Yep.

I: What class are you in?

Both: 3/4S.

I: So you’re in 3rd class.

Both: 4th class.

I: Have you done peer mediation training?

Both: No only Year 6 do it.

I: But you’ve learnt about it?

Both: Yes.

I: And when did you first learn about peer mediation?

FS1: I learned last year cos I only came last year.


I: Oh right and do you think the mediation training helped you both to solve this problem?

Both: Yes.
Interview 49

Female teacher

T: Well I’ve at the school for about 6 years and I really like the peer mediation programme. I like the way that they start from kindergarten right through every single year we do a unit of work so that the children can first of all identify the bullying behaviour and so they’re able to report to the teachers and the way most teachers, and I think it’s nearly all of us, because we do it every year it reminds us to go act on any story a child might tell us from the playground and the advantage is that it’s a smaller school… so you get to know the children.

And then you notice with the children that as they get older they are starting to help each other and they are very cooperative and you’ve only got to sit the children down and explain to them that somebody’s being picked on and we all need to help each other they seem to all come together and understand how that must feel…and it’s also when there is a big argument between children it’s great having fifth graders who’ll take the children off and work through the situation together without us having to be involved…and they even get to the stage when they do that themselves.

I can’t see any negatives with the system it’s just really good system.

Academic work I really think has changed this school and the attitude of the children towards their work has changed. I can see that because of the computer system and technology used there’s been a growth in their story writing.

I: What about thinking skills?

T: Well when they get their groups together, I don’t really see it developing any deeper than it was…Oh, what is good is when we do the peer mediation groups are the peer groups where they get in different levels and that’s quite good because you see the bigger kids helping the little kids and the little kids are brave enough to put input in because they feel safe in that little group. And even when they go out in the playground I do notice the little kids do gravitate they feel people they’ve got people they feel safe within the playground. They’ve got people they know from their groups.

I: So the little kids feel comfortable in conflict going up to big kids?
Older kids are quite protective of the little kids and they know their personalities are different. That makes...it’s a good help for kids.

I: What about within class time? Are there any disagreements between the kids? Do you see them trying to sort it out according to the process?

T: It’s hard because you’re so busy all the time. Usually what happens is in the playground an issue comes up so when they come in to the classroom you might have to sit and discuss it or you might be able to say if you’re in a rush, look you two we’ll talk about that later or you can come and see me later about that one cos we’re going to leave that for now because we have to do work but we do write things up on the board to remind us.

I: And do you think you’ve learnt a lot from PMP?

T: Oh yeah, it’s fantastic...every year it’s great and every year you follow children. With my own children I try not encourage it too much because at the dinner table it’s too easy to say this person did this, this person did that.

At this school it’s good because I know that with the other teachers it will be followed up and there’s somewhere for the kids to go whereas I feel with my own children, there probably wasn’t anywhere for them to go and get any help, they had to deal with it on their own.
Interview 50

Male teacher (Assistant Principal 1)

T: Okay at [Vale] Public School we’ve implemented our peer mediation program (PMP) just over 6 years now. It started difficult, very difficult for the school to manage children to behave towards themselves, to teachers and other people it was very poor, a lot of bullying, a lot of physical violence in the playground.

Over the years we’ve seen very significant changes in the attitude of children and also this will flow on in the changes in their academic standards. One of the things that peer mediation does is allow children to resolve their own conflicts without the fear of teacher retaliation if you like, the fear of them being in trouble, the fact that the mediator tries to take neither side seems to encourage the children to actually spend more time talking to each other and trying to resolve it rather than if it was a teacher who was involved in trying to settle it they would clam up and try and get away from the situation as quick as possible by saying what they thought would be the best answer.

The other thing that we’ve seen besides a change in the attitudes and behaviours in the playground is the skills that the Year 6s leave with when they leave at the end of year. One of the things I say to them at the beginning of the year is the best thing they can do is leave in a better state than when they first came. And as they develop their own skills as peer mediators they contribute to the school and it just has a build-up and it gains its own momentum. You see that year six children become more confident and they become much more articulate, their problem-solving skills I believe become improved and also how they approach people, their personal skills of interaction are much more improved. I feel the number of children once they’ve got to high school and continued on and have found their way into leadership roles within high schools and even though our school is a small school, a large number of those children have got into leadership roles as prefects, as school councillors, or whatever at their high schools and it seems to be disproportionate to the number of children that we have here.

I: And you did describe a few examples of conflicts that were resolved by peer mediation?

T: Oh we’ve had lots of really interesting resolutions through peer mediation. I think the one that convinced me that it was going to work and was going to get somewhere
toward the end of year first year I was here and the first year we implemented peer mediation and we used to have the high school students come back into the school to visit. The purpose of coming back to visit was not so much to talk and interact with people within the school but was more to harass and cause problems within the school. This particular year, a group of high students came back on our presentation night, there was our local member of parliament, local business people, parents. The hall was full and the year seven students came back and they were creating havoc around the outside of the school and I was almost at the point, I was so frustrated that I was going to call the police to get them off the school premises. But I had to go in and play the school piano for the national anthem and when I came out there was a standoff between the current year six of that time and the year sevens who’d come back to cause problems. And it looked very much like there was going to be a fight and just out of the blue one of the boys stepped between the two gangs if you’d like and said we don’t solve issues like this at this school with fights anymore, with this sort of behaviour. What we need to do is a peer mediation and they sat down and started to resolve the problem. The fact that there was no fight, the fact that that there was no noise, the fact that everything seemed to flow proved to me that the kids had really taken on board what they had been using during the year.

Another incident was last year and I was most impressed with this student. It was a case of a boy, they were actually two friends and one of the friends would always offer his mate a biscuit for morning tea but his mate would always take the best biscuit and in the end he got very upset about it. He didn’t like it and he asked for peer mediation about it and I was quite stunned when the mediator came up with the solution well why don’t you tell your friend the type of chocolates, or the type of biscuits they are so his mum can go and buy them and then he doesn’t have to eat yours. I thought that was a really interesting solution, one that I never really thought of myself.

I: Do you think the structure of the school has changed? Do you think that the peer mediation program is actually infused into the school way of life, rather than being an add on?

T: Well when we started it completely was an add on because it was new, and it was something that hadn’t been tried before. But as you move around the school you often see children in the process of mediation, you often hear teachers talking about the
mediation process that’s built into the curriculum now — in first term every class does a whole unit of work. It’s become part of the culture within the school, it certainly is part of the behaviour and how children react to situations where they once would have turned and been either violent or abusive they now look for other ways of solving the problems. So yes, without a doubt. In fact one of the students this year in year six actually took some worksheets home to give to his mum and dad to try and resolve their problems at home.

When we first started off there were obvious, not so much racial divisions within the school, but there were gangs or power groups. And often we would find that there would be an incident between two students and one would go and get their group of cousins and the other would go and get their group of cousins and their friends and that’s how the gang mentalities seemed to happen. There certainly was an element of racism in that they were split and divided, but it wasn’t the sort of racism where it was black against white. It was more an anger, I guess, and a frustration.

I: And since mediation that has definitely improved?

T: Yeah, we do have instances of racism, but our biggest problem of racism now is new kids coming into the school, where we get the children who are in the special classes who come from a school that don’t see black kids and the first thing they call them is some sort of racist comment. Whereas our kids, they don’t even notice it anymore.

I: And can you see with the mediation that depending on their culture they will take in the skills in a different way?

T: I don’t think it’s so much their culture and taking in the skills a different way. I really don’t know how to answer that. It may be a cultural thing, it may be just a plain ability thing. I think a lot of it is, well if you want to call it cultural, is the fact that the child has a lot of exposure to a lot of things in their world then they’ll take things on board quickly, whereas, if a child just watches TV and hasn’t had much worldly experience they might not take it on so quickly.

I: Do you think the students learn to negotiate on their own?

T: Definitely. They talk about problems and try to sort out issues on their own and then they go to peer mediation if it doesn’t work. Some definitely work through
disagreements on their own and really get a kick out of it. They learn this in training and can apply it to their own issues. When this happens friendships usually become stronger but having said that its usually good friends who talk on their own — but not always — it’s getting better with all students. Also students enjoy working things out for themselves within their peer groups because then there is no adult intervention.

I: If the problem is not sorted out do you think students think about alternatives or what they will do if an agreement cannot be reached?

T: The concept of alternatives tends to make students insecure and make it difficult for them to decide whether what they are accepting is good enough. When they try to resolve an issue they will focus on reaching an agreement oblivious to other alternatives and will really only want to resolve the problem and they will devote the attention to this aspect. Sometimes students become friends again even if the friendship is not a good one — what I mean is an unequal friendship if one person is a stronger personality and influences the other all the time. Often with disputes students do want to patch things up rather than think about the alternative.

I: Do you have to keep an eye on power imbalances with negotiation and PMP?

T: Yes we have to watch it but if they are communicating it’s a good thing and the training does improve assertiveness. The 6th class students are always aware of this and we do monitor the children quite closely.
Interview 64

Female parent

I: So you were talking about how there is a bit of mimicking idea between the parents and probably teachers as well?

P: What you find is there’s a lot of conflict happening between the parents that attend the school regularly. As you can see there’s almost a mimicking between the child and the parent themselves, the children of those parents having the same kind of conflicts, which is really interesting. Because I’m not heavily involved in that school I can see it as an outsider.

I: What about the Teaching Staff?

P: What I have found with the Teaching Staff is when I’ve raised issues of bullying it has been swept under the carpet or not validated. If fact with one young teacher she actually said "well your child obviously fell off the monkey bars or she was making up her own story up about what actually happened". It was physical injuries. Later I found out the injuries happened within her classroom, she was present.

I: Is there any conflict resolution education programme at that school?

P: Well not that I’m aware of. I know that the policy is that if you bully you get put in the ‘bully’ book, if you get your name written in there so many times your parents are notified. Sometimes the parents are involved in the conflict as well.

I: With your daughter, can you tell me a bit about what happened to her, with her being bullied?

P: The reading class? My daughter is pretty outgoing, fairly extrovert. The bullying is happening all the time but she tends to deal with it pretty well in most cases. The teacher will say to the bully "that’s not nice, I don’t like it when you do that" so she is quite assertive. What’s been challenging, this term she is taking an intensive reading class and she is being bullied around that. The kids are saying "you dummy, you can’t read”, ongoing comments. She said to some of them, "that’s not very nice” so she has tried to assert herself with them. She has told me and the teacher of the reading class.

I: You went to the Principal, what did you say to the Principal?
P: I didn’t actually report it at the school. I told the reading teacher who went to the school and tried to address it. The issue with my daughter is that she also attends after school care. There are a lot of pupils who filter through to after school care of all age ranges and so although the pupils in her class were spoken to, there are a lot of different age ranges who were not addressed.

I: Your older daughter experienced bullying. You went to the principal, what happened there?

P: My daughter had physical injuries, to the extent were she was coming home with bruises on her shins and her earlobes. I questioned her but she would fob me off so I went to her teacher. This was the teacher who said my daughter must have hurt herself on the monkey bars. I went to the Principal who was fantastic and she went straight into the classroom on the day I rang because of the injuries that occurred. He knocked it on the head. At that point I had tried so hard to stop it and nothing was happening so I decided to pull my daughter out of the school. They couldn’t provide her a safe environment.
Interview 66

Female teacher

I: You are the...?

T: I'm the intensive reading teacher at [Vale] Public School and the schools that read into my program are mainly the schools in the Northern Beaches and North Sydney region from Avalon to Chatswood down to Neutral Bay.

I: And do you find that the students in your class experience a lot of interpersonal conflict?

T: Many of the students who attend my program have attended from large schools of 80-100 students and often the peer mediation programs had in their schools have not had the same performance in the classrooms at here at BPS and this can be quite obvious in the child’s behaviour in the playground, how they sort out their personal issues, they behave with different classroom situations.

I: How does it manifest itself?

T: Often when there’s conflict in the playground they tend to lash out, hit the other child, call them a name, rather than approaching the teacher and working out a solution or approaching an older child. They will explode rather than going through some sort of conciliatory program.

I: The kids at BPS, you can tell that it’s more part of normal mode of behaviour?

T: They are very accepting as the children who attend my program are from all over and they are very accepting. They are usually very, very friendly. Often the new children, it’s all new to them and the BPS children are very, very welcoming to them.

I: Do you find it stressful when you do have to deal with their personal issues?

T: I find that I need to put in a program when they come into visit. First 2 weeks I need to put in to help the children to organise their personal confrontation within the playground; usually they have the benefit of a program like the peer mediation program but to avoid conflict I openly discuss it in the first 2 weeks. They’re only in the school for 10 weeks so it’s a very short program.
I: As a teacher do you find it stressful though, despite putting a program into place?

T: Yes it is and I am employed to teach them to read and often they come in and they’re 12 and they have a reading age of 5 and are very bad at communicating, so there’s a lot of frustration there — so my time is spent sorting out behaviour issues rather than teaching them to read. It’s time that could be better spent teaching the skills of literacy than the skills of peer mediation.
Interview 68

Female teacher

I: Basically what I’m trying to find out from the teachers is if they feel overburdened by managing interpersonal conflict and if their workload is increased because of a lot of conflict.

T: In our case, the conflict has lessened.

I: And how long have you been at the school?

T: Seven years.

I: So can you tell me about what it was like 7 years ago versus now?

T: I put it down to the fact that the kids know what conflict is and they know what’s expected of them and how to talk about it. I always put it back to them and say well can you deal with this conflict then and if they can deal with it, I tell them to go outside to sort it out themselves. Then I say to them if you can’t sort it out yourself, perhaps we’ll have peer mediation. Now not all teachers do it that. Some send them straight to peer mediation. I put it back to them and 9 times out of 10 they resolve it themselves and they come back because in the bullying program we went through what you say to them, tell them how you feel and because we do that in the first time, that’s been reinforced over and over every year. It helps them know what the processes are and how to deal with conflict. Maybe by Year 6 they’re over it but I’m not sure.

I: But I suppose the systems are in place so they can generalise the knowledge.

As a teacher do you feel stress when you deal with the conflict?

T: It doesn’t worry me but it’s a time factor. You might be in the middle of a lesson, I take them out after to deal with but often it’s a time constraint

I: Have you ever felt like you’ve made the wrong decision or that you could’ve dealt with something better?

T: Because I’ve always put it back to them and had them deal with it first, it gives them the power to make the decision so it takes it away from me.

I: But do you think this is a school where kids are encouraged to talk to themselves?
T: Absolutely it’s part of the culture of the school. But there are some children it’s not going to work or it will never work because they have too much going on in their head or their family and asking them to understand the complexity of what they have to do, they can’t cope, they can’t empathise because of everything else going on in their lives. So those kids that keep going back to the peer mediation in the end, they say it doesn’t work.

I: And it probably does work more than they feel it does

T: Yeah it probably does. Some of them who are always having problems, they will say no I don’t want to go because it doesn’t work. But for those children, it’s always going to be hard to find something to work with them because they will have so many other problems at home. So you can’t always expect it of them but maybe that’s what I’ve found with the children who have problems.

I: Do you find they’re calmer after peer mediation when they come back into class?

T: Yes when they can and have resolved it. Those children who find it hard want it resolved their way.

I: But talking about it and expressing their feelings you don’t think it does?

T: A lot of children it does but there is a small minority it’s really sad that for them it won’t work but I guess at least it’s a starting point for them in making them realise they have a say and that’s empowering And there’s only a handful of children I’m talking about but children who keep having to have it, they’re the children who perhaps it won’t work for. Most of them now since they’ve been dealing with PM since Kindy, they know the progress, they know how to go about resolving the conflict themselves one to one rather than having another person. They come back often saying right it’s all sorted out and it gives them a lot of pride.

I: And you can tell a difference between 7 years ago and now?

T: Definitely and because we’re no longer trying to solve all their problems, we get them to sort it out. With the children sometimes I sit down with them and I say what’s going on, can you tell me about? Then I say would you like to go outside to sort it out yourself? They say yes or no

I: Did you follow a mediation format rather than a school mediation format?

T: Yes
Interview 69

Male teacher (Assistant Principal 2)

I: Can you tell me if you have in the past, before the peer mediation program (PMP) felt overburdened with interpersonal conflict with the kids. How has that affected you with the kids, in the classroom, when you get home, if in the past you’ve felt you haven’t dealt with things properly. That sort of thing. Do you feel you have increased time now and do you feel you’re less affected because you’re not dealing so much with the kids’ conflict?

I: So how long have you been at the school?

T: This is my 11th year

I: And you instituted this PMP?

T: Yes the principal asked me to establish it in my first year

I: So in terms of how you feel when you deal with students’ interpersonal conflict do you feel that there’s a completely different atmosphere at the school from the time when you first started?

T: Yes and it’s a good one for the teachers we feel as if we’re no longer being embroiled in these disputes between the children and that they’re developing a whole new range of skills where they’re searching out ways to solve these problems themselves. Often they will come to us with the problem still, but we will guide them in how to sort the answer out for themselves. The peer mediators do that role so a lot of that time we’re able to pass responsibility on to peer mediators which in many cases solves the problem by just allowing the children to express their own points of view.

I: And it takes the burden off the teachers?

T: It does because virtually all of PM are done at recess or lunchtime. The only person really involved is me personally because I have overseen it to make sure the resolution is reached and is reasonably fair and I’ll get a bit of feedback after lunchtime, those sorts of things.

I: And how does that compare to what the school was like 10 years ago before the program?
T: Probably not fair to describe it as a war zone but the only means of dealing with
dispute was through physical action, calling them names, hitting, calling their friends or
relatives to get gangs. We were having 60 kids a week on detention and it was because
they didn’t know how to interact with other kids when there was a problem. I mean half
of my big issue then was we were trying to get the playground safe! Now we spend the
whole time teaching and we spend more time on playground dealing with safety rather
than the conflicts that occur

I: And in terms of your emotional health, do you feel you were emotionally affected
then?

T: I was really distressed at Petersham before here. Several times I felt intimidated by
children in the school. One time something happened and I called a student over as I
was walking and a whole group of students came over and got in my personal space and
they knew they were threatening me. I found that incredibly frustrating because no
matter what you were saying, there was no process that everybody was following. So
when we got started here, the important thing clearly was that everybody followed the
same sorts of procedures and had the same sorts of responses for the incident. In the old
days, someone would say “don’t do it again”, or “don’t be a naughty boy”, or “don’t be
a naughty girl” someone else would say well you’re on detention, someone else would
say “see the principal” and someone else would say “I don’t want to know about it”.
Whereas now we’ve got a really firm structure that the teachers can follow and the kids
know all of the steps in it. It takes out all emotion for us. We don’t have to think about
who’s right and who’s wrong. It allows us to know in the end the problem will be better
solved than us trying to impose a judgment

I: And can you tell the kids are better in class once they have resolved their problems?

T: If you are involved in PM, you see the children come to the table really angry, really
hurt and really frustrated because something’s happened they feel they need revenge.
After some time of talking about it, quite often they discover the reason it happened was
just an accident and someone didn’t stop to say I’m sorry or to explain an accident.
They jump after being knocked over and want their chance to knock someone over. It
doesn’t happy much anymore but you can see the kids’ faces when there is a peer
mediation, that they’re angry and they’re frustrated, and you can see as they’re
explaining and listening to the other point of view, you can see their face and their body
language change. If PM has gone well, they’re calm, go home doing some classwork
and perhaps going home to say there was an incident but it was resolved

I: And can you see that the kids are generalising this behaviour so they can sort things
out before they have to go the PM table?

T: Always yes you see the Year 6s go out to solve the PM and the kids say it’s alright
we solved it already. But I still insist the children go back to the table and write down
how they’re feeling so we’ve got record of the outcome. So that’s why now we’re
moving to the stop, think do type of approach where the peer mediators grab the kids
and they jot it down so there is no long haul process. They are developing and in many
cases, have developed the skills to deal with it.

I: Do you think you’ve seen much empathy amongst the kids since they’ve learnt this
process?

T: Well yes there’s no doubt about it. We used to have such a difficult time getting
things done in the classroom. Interaction in the classroom, children used to be in each
other’s face. They are now helpful and courteous

I: Well you must feel very satisfied with the program

T: Yes well you just get to a point where everything’s going smoothly and then in
comes this new force from outside in the form of a new student who’s never had peer
mediation and the first thing they try to do is organise a place in the pecking world and
of course at a school where there isn’t one at such, it’s harder. We’ve had some students
come in with difficult backgrounds but they’d found the PMP quite useful.

I: Have you heard much feedback from their parents?

T: Not from the one I’m thinking of this year but in the past we’ve had parents who
want to know what peer mediation is and whether the children are in trouble but when
we explain the process, they are really quite interested and think it’s great.
**Interview 75**

*Female teacher*

I: How long have you been at the school?

T: Since January.

I: And you like teaching at the school?

T: I love it. It’s a great school.

I: And do the students experience a lot of interpersonal conflict?

T: Um they will have conflict. I’m with the infants so a lot of it’s to do with play and things like that um.

I: What sort of things?

T: If they’re playing then one of them gets a bit rougher and playing star wars or something like that and something happens there’s an accident, then they’ll talk about it with someone being hurt. It’s not being I mean they do have their odd conflicts it’s not as much as I have experienced at other schools.

I: So you don’t feel at this school you don’t spend a lot of time sorting out problems in comparison to other schools?

T: Yeah I’ll sort out a couple of things and walk around the playground.

I: So you don’t feel overburdened by the demands?

T: No.

I: That’s good. So when you are asked by the students to help them sort out conflicts what do you do.

T: If it’s the really little ones I’ll talk to them to get an idea of whether it was an accident or intentional. With my Year 2s or Year 1s upwards, they’ll ask for the peer mediation. And they get referred to the Year 6er straight away and they’ll usually grab one on the playground to find out what happened.

I: And it works?
T: Yes it does they really enjoy it and whenever it happens they’ll come back to me and I say is it all sorted and they say ‘yep’ I don’t get repeats of things it’s not a consistent thing it won’t be the same person doing the same thing. It’s more a coincident.

I: So you feel their kids feel their conflicts are sorted out?

T: Yeah they come back really happy.

I: And do you feel affected by the fact you have to sort out kids when they’re fighting? Does it stress you out?

T: Yeah sometimes it does especially if it’s something that someone’s behaviour and you want the other kids to understand because you have a more adult perspective on things. I find that frustrating. When they talk to the other kids, it’s more on their level. I don’t find it that much normally but it might be more something happening in my room like I might have 7 kids from the class up in peer mediation.

I: Oh that’s good so they come back and they’re calmer?

T: Oh yeah everything’s fine. It’s really great because I wasn’t expecting that. When I started and it was all explained to me, I thought that’s a nice program and that was as much as I put into it. And when I saw it in practice, I thought oh my gosh it really works and it’s definitely noticeable in the school.

I: And in the environment and in the way you’re viewed as a teacher?

T: Yeah they will come up to me and say ‘I’m glad you’re on duty’ I don’t feel like I am breaking up arguments and walking away and it starts again. You don’t get that. One or two times I’ve walked away and it’s carried on but it then went to peer mediation but it’s not left.

I: In the past when you’ve had to deal with interpersonal conflict, has it affected you in your private life? I should have done it this way or I should’ve done it like that?

T: Sometimes. I will lay in bed and think about it and there are a few occasions where I’ve thought perhaps if someone else was involved or wasn’t so every now and then I will…. Anything to do with work I carry home but never really anything where I think oh gosh this is really bad. It’s a pretty nice environment.

I: Do you think that’s a result of the peer mediation program?
T: Totally I was in another school and it was in the UK and it was a small school, same sort of classes and number of kids. We didn’t’ have behaviour problems there but we were always writing the behavioural policy and trying to find successful ways to deal with stuff. None of the teachers had anything that was consistent throughout the school. We talked about it but never got there. But it would be ‘such and such is still doing that in the playground’ the same kids are being affected whereas here the teachers have the same tools to use and it’s all consistently applied.

I: And do you think it’s decreased your workload as a teacher?

T: Yeah definitely. I would hardly deal with the he said, she said in the Infants class. That’s what wears you down and you don’t get that as much. It might be a bit in class but they’re good kids and they really care about each other. I don’t know whether that’s the peer mediation and it sets up the kids and they talk to each other about things or they get genuinely upset about hurting someone’s feelings. There’s obviously one or two cases where it might not be the case but on the whole, they’re taught about empathy. They talk about how they felt when they’re in a situation. They put their points across and then they realise and go ‘oh I didn’t realise that’ or ‘that happened to me too, I felt like this’ so they really understand each other.

I: Do you think it helps them concentrate in class, so by the time they come back in they’re resolved?

T: Definitely the other day it happened. They went off to Tongan and I didn’t send them to peer mediation and they’d gotten into trouble in Italian and Tongan as they were agitated, acted up and hadn’t sorted it out. They wouldn’t normally be like that so I thought then oh I should’ve sent them to peer mediation. But the other times I’ll say to them is everything okay? And they go ‘yep’ with their arms around each other.

I: Do you think it affects the way they look at school?

T: Yeah they definitely enjoy being here they have real ownership of it and it’s a nice to be. We had some graffiti on the school recently and some of the boys were pointing at it going that’s my favourite one. And we talked to them to explain it was sort of disrespecting them and then they all pulled together and thought oh yeah that’s my school. So I think they do enjoy and it carries through to the classroom and they’re good kids because of it.
Interview 76

Student group: one female, one male

I: Do you like school?

FS: Yes.

MS: Yes.

I: And do students at this school get along well with each other?

FS: Sometimes.

I: Speak up.

FS: Sometimes.

I: Tell me why you say sometimes.

FS: Because some people have fights about everything.

I: What sort of things?

FS: Football.

I: Yeah? What else?

MS: Soccer, football, it’s always outside usually.

I: And what happens when they have fights?

MS: Well just like arguments and sometimes it’s very rare that someone gets hurt.

I: We have to speak much louder otherwise we won’t be able to hear. And how does it make you feel when you see arguments at school.

FS: It makes me really upset because I want our school to be happy and cheerful.

I: What about you (indicating MS) how does it make you feel?

MS: It makes me feel sad because people can get badly injured.

I: And has that ever happened?

MS: No not during the time I have been at this school, no.
I: And are you ever involved in any sorts of fights? Have you two been involved ever? Do you want to tell me about that?

MS: One time I sprained my ankle.

I: What happened?

MS: I was having a fight with someone and he grabbed my foot and as he twisted it he let go and it went smack bang on the metal pole.

I: Oh dear, oh dear. And how did it make you feel when you were...

MS: Very sore and angry.

I: Why were you angry?

MS: Because he didn’t need to do that.

I: And why do you think he did it?

MS: Because he was angry with me for some reason.

I: And you don’t know why?

MS: Yeah, I said to tease him that he was evil and he got really angry and just started hitting me.

I: Oh dear, and did you try and talk to him about it, do students at this school try and talk about those things?

MS: Oh yeah but I just walked away from him.

I: And what about you (indicating FS), have you ever been involved in a fight or a disagreement?

FS: Umm…

I: What about yesterday? Do you want to tell me what happened?

FS: Well [boy’s name]’s chair was hanging out (indicates MS) and I pushed it back accidentally, and he asked me not to but I didn’t hear him the first time. I walked up to go somewhere and then I had to do it again and then he [MS] got upset and he told me that I hurt him.
I: What happened?

FS: He told me again and then I think slapped me.

I: And did you try and talk about it? How did you deal with it?

MS: We were sent down to the principal’s office, he said it was not a very right thing to do to someone and we had to sit outside to think of what we should do, and we decided, I decided to move spots with me friends so I won’t be able to bump her and she won’t be able to bump me. So yeah we made up.

I: And do you feel that [teacher’s name] understood what happened; do you think he tried to understand?

MS: Yeah

I: And how did he show that to you? Was he good at sorting it out or helping you sort it out?

MS: He was listening to what we had to say.

I: Do you agree with that (indicating to FS)?

FS: Yes

I: And do you think teachers take sides?

BOTH: No

FS: No it has to be equal.

I: And how does that make you feel when the teachers understand?

MS: Much better.

FS: Better.

I: And have you been taught how to deal with disagreements or fights?

BOTH: Yes we have.

I: When?
MS: Peer mediation. If its fights at school we just go over there and if they are fighting we push them away and try and ask someone what’s going on.

I: And how do you sort it out?

MS: Ask why are you fighting, then they give us an answer and we say what is the solution. Maybe you should use the solution to shake hands and be best friends again, and maybe try to figure out if you can’t play together maybe play at something else.

I: And do you enjoy learning about peer mediation?

BOTH: Yes

I: Why?

FS: Because I like helping other children.

MS: It’s also a lot’s of fun.

I: And how does it work? How does peer mediation work?

FS: Well they take turns to say what has happened. They can agree if they um, if they want to be friends again.

I: And have you ever been involved in peer mediation?

MS: I have been involved in three.

I: Oh really? Tell me about one of those. Were you the mediator?

MS: Yes there is one mediator that writes and there is one that talks. We had ten children in one. I think it was one child against nine other kids. It was a year four, and they were younger kids. He was punching them because they were annoying each other. And yeah there is one person that writes down the arguments and what happened and how you can solve them and then you have to sign them. And a person that speaks and says the rules and asks how you can solve it and be best friends again.

I: Oh that’s good. And how did it make you feel when you helped people sort out their problems?

MS: Much more better because, you get much more friends because you are solving problems.
I: And do you think it helps, do you think peer mediation really helps at this school?

BOTH: Yeah.

I: Do you want to tell me about your experience with peer mediation (indicating to FS)?

FS: Well I have had one with a girl and a boy, they were arguing with each other, because the boy was pulling her hair and then the girl kicked him back. I asked if they wanted to be friends again and they agreed.

I: And how did it make you feel when you helped them sort it out?

FS: Happy.

I: Why?

FS: I like to help.

I: And do you always ask for peer mediation if there is a problem?

MS: Well the teacher will ask if there is a boy or girl and the whole class will put their hand up, except maybe two people because they would have had it twice in a row and that’s not fair.

I: Right. And tell me have you ever tried to sort out a problem without peer mediation, just talking to your friends about it?

MS: Yes, I’ve talked to young kids and solved problems.

I: And what do you say to them?

MS: Well one was about soccer and it was unfair teams and I told them to choose two captains and they did and it was even, well it was uneven on one side, and then this kid came over and said can I play and they said no and I said well that’s not fair if you exclude him, and they said fair enough and they let him play, then both two teams were even and they started playing soccer.

I: And how did it make you feel to sort that out?

MS: Much more confident and happy about all the fights happening.

I: And how do you think it may the children feel?
MS: I’d assume happy.

I: And what about you (indicating FS), have you ever solved a problem without going to peer mediation?

FS: Not sure.

I: Not sure? Would you like to? How do you think would be the best way to sort it out?

FS: Listening to the other person’s opinion and work it out so everyone has a say about what they think happened.

I: And how do you think that makes everybody feel?

FS: Everyone feels happy and confident.

I: And why?

FS: Because everyone feels it’s fair and on one feels left out. Then next time everyone knows how to listen because it makes us all feel better. Maybe then no more fights going on and everyone is happier.

I: Great.
Interview 77

Student group: one female, two males

I: So do you like school?

MS1: I like school.

I: You like school? (Indicating to MS2).

MS2: Yeah I like school.

FS: Yeah I like school.

I: Do students get on well with each other at this school?

MS1: Yep.

I: All the time?

MS1: Sometimes.

I: Do you want to tell me about that?

FS: They do most of the time.

I: Yeah they do most of the time? And when they don’t get why don’t they get on? What are some of the issues that happen at this school? What are some of the reasons for people not getting on?

MS1: Bullying

I: What darling.

MS1: Bullying

I: Bullying. Do you want to tell me about that?

MS1: (Giggles) OK.

I: You tell me about what sort of issues there are at this school including bullying.

MS1: Fighting.

I: Fighting! What else is there?
MS2: People getting hurt and beating people up.

I: Oh yeah so do you want to tell me about that?

MS2: Well someone falls over and a group of people come past and they start laughing at them.

I: Have you got an example of when people don’t get on at this school (indicating FS)?

FS: Kids spreading rumours or having arguments.

I: Does this happen at this school?

FS: Sometimes.

I: Sometimes? And how do students deal with these sorts of issues? For example, how do students deal with it?

FS: They go to a teacher or have peer mediation, or they just talk about it.

I: And what happens when you see these sorts of things happening, how does it make you feel?

FS: If it’s a really weird rumour it makes you feel embarrassed, and yeah angry or sad.

I: If you see it happening to other students how does it make you feel?

FS: Annoyed

I: Annoyed? Why?

FS: Because other people are saying things that aren’t true, just lighting with their friends.

I: And have you ever been involved in that sort of thing?

FS: Seeing or being in it?

I: Both.

FS: I’ve seen it happen with a few girls and me and my friends always argue.

I: You and your friends always argue? And how does that make you feel? How do you sort it out?
FS: Usually it just goes away the next day.

I: Oh right. And do teachers get involved?

FS: Sometimes.

I: And what happens when teachers get involved?

FS: They sort it out.

I: They do, and do you think they are fair?

FS: Yeah.

I: And what about have you learnt how to sort these problems out on your own?

FS: Umm most of them yeah.

I: Yeah? How do you do it?

FS: We just talk about it and say sorry and all that.

I: Uh huh, OK. And umm have you learnt about peer mediation?

FS: Yep.

I: Do you think it works?

FS: Yep.

I: Tell me why you think it works.

FS: Because at the end of it the people are back to being friends again.

I: And why do you think it works, what do you think is the key to peer mediation?

FS: I think it is a fair chance at speaking.

I: And what do you feel like when you are involved in peer mediation? First as a mediator. Have you been a mediator?

FS: (Girl nods).

I: How does it make you feel?

FS: I like to help people.
I: And what about when you are one of the people who is being mediated how does it make you feel when you are in a mediation?

FS: Um it feels OK because you get a good chance to tell your story.

I: And have you ever tried to sort out a problem on your own with some of your friends, without going to a teacher or without going to peer mediation? Tell me about that.

FS: We just talked about it then we started laughing because it was practically about nothing.

I: And what about you (indicates MS2) have you ever been involved in peer mediation?

MS2: And do you want to tell me about your involvement? When have you been involved?

MS2: Umm with my friends.

I: And what happened?

MS2: We had an argument and we couldn’t sort it out ourselves.

I: Yeah, did you try and sort it out yourselves.

MS2: Yeah but we couldn’t.

I: How did you try and sort it out?

MS2: Just talking about it.

I: Right.

MS2: and then we found a sixth grader and asked for peer mediation, so we had peer mediation.

I: Tell me why that worked?

MS2: Umm because they helped us work it out.

I: How did they help you?

MS2: They just let everyone have a chance to talk.

I: How did it make you feel when you had your chance to talk?
MS2: Happy

I: Happy?

MS2: Cause I got to say my side of the story, and my friend got to say his.

I: And were you friends afterwards?

MS2: Yep

I: And do you like peer mediation? Do you enjoy learning about peer mediation?

MS2: yep

I: Why

MS2: Because you get the chance to help everyone around the school with their problems.

I: And how does that make you feel?

MS2: Happy because they become friends after peer mediation.

I: And what about you (indicates MS1) have you been involved in peer mediation?

MS1: yeah

I: Do you enjoy it?

MS1: Yeah

I: Yeah? Do you enjoy being a peer mediator?

MS1: yeah.

I: Why?

MS1: (Stays silent doesn’t answer question).

I: Have you ever tried to sort out a conflict on your own with your friends?

MS1: Yeah.

I: Yeah? What have you done? How do you do it?

MS1: Just talk with them sometimes.
I: Oh that’s good. And do you want to tell me some more about the playground and how everyone sorts out problems when they have a disagreement about something.

FS: What was the question again?

I: How do children in the playground sort out their problems?

FS: Mainly they just talk about it or they go to a year six person or a teacher.

I: OK well thank you very much.
Interview 78

Female student

I: Do you like school?

S: Yeah.

I: Yes you do like school? And do children get along well at this school?

S: Most of them do.

I: Most of them do? And tell me about that.

S: OK like nearly every day little kids always come up to me and tell me problems that they have in the playground and if I can’t do it by myself I get my friends to help me do it, and then we sort out their problem and the next minute we see them and they’re playing with each other again.

I: And why do they come to you if they have problems in the playground?

S: Um I think they come up to me because I am school Captain and most of the time they come up to me because I met them first.

I: And how do you sort it out?

S: Well I ask them what is wrong first and then they start by telling me who done it first and then I say oh show me this person and then they show me it the person and what I do is I ask the person why he or she made the person sad and then they tell and I just solve it by saying can you say sorry and then they say sorry and they end up being friends.

I: And tell me what sort of misunderstandings happen in the playground?

S: Most of them the little kindergartens will kick punch or push people, or say cruel words to them and that’s why they fight.

I: And how does it make you feel when you help them?

S: It makes me feel happy. ·

I: Why?
S: Because it was my role to help children as a year six member and as school captain.

I: And have you ever been involved in a disagreement or a misunderstanding?

S: Yes I have.

I: And how did it make you feel?

S: It made me feel sad and then after we all finished it I was happy again.

I: And how did you sort it out?

S: Well we had peer mediation.

I: Tell me about peer mediation what’s that all about?

S: Peer mediation is when you solve problems with children, their bully behaviour, and what you do is you try and stop them from bullying and the kids end up being happy.

I: How do you solve it and how do you do that?

S: Well what we do is gather the children around the playground at lunch or recess time, we sit them at the peer mediation table outside our classroom and we ask them questions and we write down what happened and the we ask them how they each feel from being teased or got pushed and they said that they feel sad and then the bully ends up saying sorry and then they shake hands and sign the sheet and then become friends.

I: And why do you think it works?

S: I think it works because when children have peer mediation and they don't like the person they end up becoming friends, and that just makes them more happy again.

I: And why do you think they become friends again?

S: Um because out in the playground they don’t really talk to each other and when they come together in peer mediation they talk to each other, say sorry to each other face to face and they end up becoming friends because when they come to peer mediation it’s just really good for them.

I: And why do you think, how does it make you feel when they're friends again?

S: It makes me feel very happy to help children out in the playground.
I: And when they’re out in the playground and they’re not getting on together how does that make you feel?

S: It doesn’t make me feel very happy but when I see someone alone by themselves and I ask them if they don’t have any friends I tell them they can be friends with me and my two best friends and I just play with them and then yeah.

I: And are teachers good at sorting these things out?

S: Yeah.

I: Do they take sides?

S: the teachers? No they don’t take sides.

I: How do they deal with it?

S: They do it the same as the years sixes do it they ask them what the problem was and then they need to say sorry and shake hands.

I: And do you enjoy learning about peer mediation?

S: Yeah I do.

I: Why?

S: Because I think that if there wasn’t any peer mediation there would be more bullying than I thought. There is not much bullying in our school anymore.

I: And why is that?

S: because everyone in our school is getting along with each other and there haven’t been any fights in our school for the past few days.

I: And have you ever tried to sort out any issues on your own with your friends?

S: Yep.

I: Without peer mediation?

S: Yep.

I: Do you want to tell me about that?
S: There was this one time when this kindergarten came up to us and she was crying and we ask her what happened and she tells us this other girl in the kindergarten playground has pushed her off the monkey bars and she hurt her she scraped her elbow, and so we go up to the girl that pushed her and we ask why did you push her and she said she wouldn’t hurry up on the monkey bars and we said the rules on the monkey bars are, you gotta take turns and be patient because some people are just beginning to learn how to do the monkey bars and it takes time to learn and so she was just like oh and we asked her if she could say sorry to make the other person feel better and she said it and then we go and OK now shake hands and they shook hands and we said could you not do that again and she said yeah I understand now and they became friends.

I: And do you think peer mediation helped you with other things at school or at home?

S: Yeah.

I: Like what?

S: Peer mediation has helped me because when I do peer mediation with children I can sort things out at home like with my sisters when they have lights I always say who started it and then they tell me and then I tell them to say sorry and then they do and they don’t fight anymore.

I: thank you.
Interview 79

Male student

I: Do you like school?

S: Yes I do.

I: Tell me why you like school.

S: Umm because it’s really enjoying and you get to play with your friends.

I: And do students get along well with each other at this school?

S: Most of the time yes.

I: So do you want to tell me about that?

S: It’s good but sometimes kids can get into fights.

I: What sort of fights?

S: Umm when we are playing football and someone knocks it on and they say they didn’t someone else on the other team gets angry and starts pushing and shoving.

I: And how do you sort it out?

S: Um well we usually just keep playing and if it gets too rough we just stop the game and tell them that it’s a game and to get on with it.

I: And how does it make you feel when they’re not getting on?

S: Sometimes it makes me angry.

I: And do you learn about peer mediation?

S: Yes.

I: Yes and do you enjoy it, learning about peer mediation?

S: Yeah.

I: Why?

S: Because you get to listen to [teacher’s name] and he’s sometimes really funny.
I: What’s he funny about?

S: Sometimes when he makes up a problem he makes it funny like he tells a joke and stuff and its OK.

I: And do you think peer mediation is a good thing?

S: Yeah.

I: Why?

S: Because it helps bullies become not bullies anymore.

I: And how does it do that?

S: Because when they go and they talk they talk about their problems and they don’t have a need to fight anyone else.

I: And why do you think that’s the case?

S: I don’t know.

I: Has that ever happened to you?

S: No.

I: Do you always ask for peer mediation if there is a problem in the playground?

S: No not always, no.

I: What else do you do?

S: Only if their teacher because they go and tell the teachers and if the teacher thinks it’s serious enough then they ask [teacher’s name] and year six to do a peer mediation.

I: And have you ever tried to talk about a problem with your friends if you’ve had a problem with them?

S: Yeah a couple of times.

I: Yeah and do you want to tell me about that?
S: Yeah I had a problem someone tripped me over when I was running and so I went to one of my friends and said I’ve been pushed over and I don’t feel very well and he just goes oh yeah I’ll take you and get a drink and we sorted it out in the end.

I: And what did you talk about it?

S: Yeah I just said that he pushed me over and I didn’t feel very well and he just went off playing and my friend just said well that’s OK we’ll try and get a peer mediation and we did a peer mediation.

I: And tell me about the peer mediation.

S: We all sat down and I said what he did and he said that it was an accident and he kept saying it was an accident and I said that he kind of did it on purpose because we were playing basketball and then we made an agreement that if he pushes over he should say sorry and I should get up and say well did you mean to do that.

I: And how did it make you feel at the end of the peer mediation?

S: Good because I knew that it was sorted and it wasn’t going to happen again I don’t think.

I: And did you think it was fair that he got to tell his side of the story and you got to tell your side of the story?

S: Yeah.

I: Yeah? How does that make you feel?

S: Very happy.

I: Why?

S: Because that means the peer mediation can’t take sides because if a bully tells a story they don’t know what the victim has done so they could take the bully’s side.

I: Do you think peer mediation has helped you at school and at home?

S: Yeah.

I: Why?
S: Because my uncle’s used to scare me a lot and I get really scared really fast and I sat down and talked a little to them and now they don’t scare me anymore.

I: Oh why did they scare you?

S: Oh I don’t know.

I: And what did you talked to them about?

S: Just talked to them about that I don’t feel safe when people scare me.

I: And because you learnt about peer mediation you felt like you could talk to them?

S: Yeah.

I: Well thank you.
Interview 80

Female student

I: Now do you like school?

S: Yes

I: Yes? Why do you like school?

S: Because it’s fun.

I: And why is it fun?

S: You get to see all your friends.

I: And do kids get along well with each other at this school?

S: Yes.

I: All the time?

S: Yeah.

I: There’s never any problems?

S: Oh sometimes yeah there is bullying but if it’s not bullying there isn’t.

I: Do you want to tell me about that?

S: Well sometimes there’s a few kids that bully each other and so we do peer mediation and but normally every time after we finish peer mediation they’re always friends.

I: And why is that?

S: I think it’s just they’ve just had a fight and they don’t really like each other for that certain amount of time but after peer mediation then they actually dig out their feelings and so both of them know how each other feels and so then they see and they must feel really upset about that so they say sorry and make up and be friends.

I: What sort of fights or disagreements happen at this school?
S: Sometimes there is a few punches but not really it’s just arguments like if someone don’t want to be friends and they turn people against someone that’s normally the only fights.

I: And how does it make you feel when you see kids at this school not getting on?

S: It makes me feel quite sad because then other kids feel lonely and they have no friends to play within their class.

I: Right, well, have you ever been involved in any of these sorts of issues?

S: Well, I have been involved in a few but I’ve always made out being friends with them.

I: So, what sorts of situations have you been involved in, just give us some examples?

S: Just some arguments…

I: How did it make you feel when you were involved?

S: Just sad I guess.

I: Why?

S: Cos normally my fights are always with my best friends, so like they’re like my really good friends so, cos sometimes it makes me sad, they turn other girls against me.

I: Hmm. And is there a way you can sort it out at this school?

S: Well, normally if Year 6 has a problem either [teacher’s name] holds it or our class teacher holds it.

I: And when teachers get involved do you think they understand?

S: Yeah.

I: And why is that?

S: Well, they have been going through it as well when they were school kids going to school as well.

I: So are they good at sorting it out?
S: Yeah.

I: How do they sort it out?

S: They just sit us down, and they make talk to each other. Cos normally when we are out on the playground we wouldn’t normally talk to each other at all.

I: And they don’t take sides?

S: No.

I: So how don’t they take sides, how they do it, you explain it to me?

S: Well, we sit down, and they ask us a few questions like, how did it happen? Why did it happen? And all that other stuff and once they know the actually problem, then they somehow solve the problem.

I: So do the teachers find the answer or the kids find the answer?

S: Well the teachers find the answer but they don’t tell us, and then right before the end of the peer mediation they tell us.

I: Aha. And have you been thought have to deal with disagreements or misunderstandings or?

S: Yeah, we taught it in term 1.

I: Tell about that. What were you taught?

S: We did a training. And we got to sit in a circle, and we got given sheets that had problems we had to solve, and we had a victim and we had a bully and 2 peer mediators, and we did a role play of it, and we had 5 plays done.

I: Well tell me about the role plays. What sort of role plays?

S: Well there was one where someone threw sand in someone’s eye. And they found out that it was an accident. There was another one where people were turning other people against them. And that was only because of one fight, and there was one where someone accidentally punched someone, and that was actually because when they were turning around their arm swung around and they hit the other person by mistake.

I: And how were these issues sorted out?
S: The questions, and we told them ask each other how they felt, and if it would be good idea to be friends, and asked them to say to each other that they were sorry.

I: How does saying sorry help?

S: Because it actually means that they didn’t do it on purpose, it was an accident and that they still wanted to be your friend.

I: And do you learn about peer mediation?

S: Yes.

I: And do you enjoy learning about peer mediation?

S: Yes.

I: Why?

S: Because instead of showing that you don’t want to be their friend anymore and instead of going to a teacher, you can solve it out between yourselves. And you can get 2 other people to do it.

I: And do you think that works?

S: Yes.

I: Why does it work?

S: Cos sometimes people don’t want to tell teachers their feelings but they would rather tell their friends. And if they tell their friends and it actually works. And they can express their feelings.

I: And why does it work with friends?

S: Cos friends know you a lot more and they know how you react to something.

I: Hmm. And how do you feel when you are involved as a mediator?

S: I feel really good about it, cos I that I can get them to be friends again and that I can get them to feel each other’s feelings.

I: And why is that important?
S: It is important because if it happens again we know what to do, so they know who to come to.

I: Hmm. Do you always ask for peer mediation when there is a problem on the playground?

S: Well sometimes, now that it has been happening quite a lot children know how to solve between themselves.

I: And how do they know?

S: Umm, cos most of the children, they ask for peer mediation; other ones have had peer mediation a lot of times.

I: And so they try to figure out how to solve the problem themselves?

S: Yes.

I: And how do they do that by themselves?

S: They just sit down and ask each other how they feel. And what would have happened if that didn’t happen. And then they end up being friends again.

I: And why do you think that works?

S: Maybe because they know each other really well.

I: And do you have you ever resolved an issue on your own with your friends?

S: Yes we have.

I: What did you do?

S: Well there was this fight going on, and we asked them why did this happen and how did it happen and then both said it was an accident. And then we switched people and we just told them what the other person said and that they wanted to be friends and that is was accident.

I: And why do you think that worked?

S: Maybe because then they felt what the other person felt and now they actually know they didn’t want to hurt them.
I: Right, well has that ever happened to you when you have chatted to your friends after a disagreement?

S: Yeah only once.

I: Well do you only use this method at school? Do ever use this method outside the school or at home?

S: No cos I don’t really have fights outside the school.

I: OK Thank you!
Interview 81

Female student

I: Do you like school?
S: Uh-huh.

I: Why do you like school?
S: I like school because you can meet all your friends there every day.

I: And do kids at this school get on well with each other?
S: Yeah most of the time.

I: Yeah, so tell me about that.
S: Umm. Sometimes if they’re having arguments they fight a little bit, but that’s about it. Otherwise we get along fine.

I: What sort of fights?
S: Well if someone calls another person names and they retaliate.

I: And how do they retaliate?
S: They usually call them a name back or, they punch or fight or…

I: And how do you feel when you see that sort of thing happening?
S: It makes me feel a bit sad and annoyed.

I: Why?
S: Because the world should be a happy place and you should always get along with each other.

I: And when people don’t get along with each other, how do the students deal with it?
S: They either tell a teacher or they get a Year 6 person to help them out.

I: So why the Year 6 person?
S: Because we are peer mediators.
I: And what does that mean?
S: It means we can help them with their problems anytime.
I: And how do you help them?
S: By sitting with them and talking with the other person trying to solve the problem.
I: So how do you do that?
S: By trying to find out how to make them friends again.
I: OK, uh-huh. And have you ever been involved in a fight or disagreement at school?
S: Not really.
I: Not really. And when students are involved do they try to talk about it?
S: Sometimes yeah.
I: And do the teachers get involved?
S: Sometimes yeah.
I: And what happens when the teachers get involved? Do they understand?
S: Teachers understand, yeah…
I: And how do the teachers deal with it?
S: Umm not sure.
I: Do they take sides?
S: No.
I: So what do they do if they are not allowed to take sides?
S: They listen to both sides of the argument and they try to solve it.
I: That’s good. And have you ever been taught how to deal with a disagreement or a fight at school?
S: Yeah we have peer mediation training. (I: Louder louder) We have peer mediation training at the beginning of the year.
I: And tell me about that?

S: It's where we learn how to be peer mediators and work out how to solve problems.

I: What happens when you are peer mediator what do you do?

S: It's just when little kids and people come to you for help, to sort about their problems.

I: And do you enjoy peer mediation?

S: Yeah, it's a good way to help people and the school and anywhere else if they need help.

I: And what do they need help about?

S: Their problems, bullying and stuff.

I: And do you enjoy being involved?

S: Yeah.

I: How does it make you feel when you are the peer mediator?

S: It makes me feel happy, because I can actually stop the bullying and problems than happen in the school.

I: And do you think peer mediation actually helps to sort out problems?

S: Yes.

I: Why?

S: Well. Because next time when it happens again we know what to do again, like to say stay away from him, and stuff like that [the bell rings].

I: Do you always ask for peer mediation if there is a problem on the playground?

S: Usually sometimes if it is older kids they can usually work it out by themselves but if it is really bad they can usually tell a teacher. If it's not that bad not that hard they can ask peer mediation.

I: How about themselves? How do they do it?

S: They just talk to each other nicely and calmly.
I: And why does that work?

S: Oh because sometimes when you get to.

I: Tell me again, say it again.

S: They talk to each other nicely and say nice words…

I: And where do you, they lean how to do that?

S: Peer mediation they had before.

I: Do you think it’s only due to peer mediation that they are trying to solve it out by themselves?

S: Yes. They just want to try without the help of year sixes.

I: Do you think peer mediation training has helped you at home and outside school?

S: Not really.

I: OK.
Interview 82

Male student

I: OK. Do you like school?

S: Oh Yeah.

I: Why?

S: Cos we get to play and stuff if we finish our work.

I: And do students get along well with other students at this school?

S: Most of them do, but some people have endless enemies and stuff.

I: And why don’t you tell me about that.

S: Well some people don’t like other people because of what they look like and what they like and stuff.

I: And what happens?

S: Fights, teasing, name calling and stuff.

I: And how do they deal with it?

S: Well umm we have this new program called peer mediation and year sixes try to work out the problems and stuff.

I: And how does it work?

S: Umm, the 2 year sixes ask questions and stuff, trying to find out what happened and they try to come up with a solution. Then the other people usually end up getting along with each other.

I: And have you ever been involved in a fight or disagreement at school?

S: Umm no, I don’t think so. But I’ve done peer mediation with other kids at the school.

I: And how does it feel when you see other kids doing it at school, fighting and so on?

S: It doesn’t really affect me cos I am not a part of the fighting and so on. But I sometimes see it in my best friends and stuff, they get teased and stuff.
I: And how does that make you feel?

S: It’s sad that…

I: Why?

S: Because they’re my friend and I don’t want them to get hurt or anything.

I: And is there somewhere where you can go and sort out these problems?

S: We have peer mediation.

I: Yeah and do teachers get involved?

S: Yeah only when year sixes have problems between themselves.

I: Do you think teachers understand?

S: Yeah.

I: How do you think they show that they understand?

S: They try to help solve the problem and they to make it fair for both of them.

I: And how do they do that?

S: They are not anyone’s side. They try to solve the problem for both of them.

I: How do you think it makes them feel?

S: I think it makes them happy if they can talk to someone else and express how they feel.

I: And have you been taught how to deal with issues at school?

S: Yeah, earlier this year we did the peer mediation training day where we learn about all this stuff.

I: What did you learn?

S: About how to solve problems and how to get people get along with other people.

I: And how do you do that?
S: By trying to solve the problem and trying to find out what they don’t like about the other person and try to help each other.

I: And have you ever been involved as a peer mediator?

S: Yeah many times. Like some people fight with each other over a game. Like once I interviewed these two kids and one person was playing the game and like rugby or something, and the person of the game called the referee really bad or something and they started a fight.

I: And how did you help as a peer mediator?

S: Well I kind of told them that the referee’s decision is the final decision and if you worked together you wouldn’t have all these conflicts.

I: And did you tell them how they should work together?

S: Umm, yeah just play together.

I: Why do you think peer mediation works?

S: Because it gives people enough time to express what they feel and their problems can be solved really easily once you find out what they have trouble with or something.

I: How do you think it makes them feel when they can express how they feel and their opinion or tell their side.

S: It makes them feel good. Because they have a say in the peer mediation thing as well.

I: And have you ever tried to solve and issue on your own with your friends?

S: Yeah once, but…

I: And tell me about that.

S: Yeah well there is this guy in our class and he always gets in the way of other people’s faces. So like you know, we try to stop him and even then it is really hard to stop him. So my friends and I try to stop him and he won’t stop. He’s been in trouble lots of times when he just won’t stop.

I: So how did you try to talk to him?
S: Well we tried to talk to him, and kept on telling him doing the wrong things is no good and getting in people’s faces is no good because then you won’t have any friends, and stuff.

I: How does he respond?

S: Sometimes he says ‘I don’t care’ and sometimes he says ‘I am trying but I just can’t stop’.

I: How do you think he feels?

S: He probably feels sad and lonely but he just doesn’t listen. I feel kind of sad for him cos he has no friends and stuff, just not really friendly.
Interview 83

Student group: two females

I: So do you like school?

FS1: Yeah.

I: You like school?

FS2: Yep.

I: Do kids get along well at the school?

FS2: Most of the time.

I: Most of the time, do you want to tell me about that?

FS2: Sometimes there is a little of fighting in the playground.

I: What sort of fights?

FS2: Like people disagreeing and stuff.

I: Well tell me about the fights.

FS2: It’s people disagreeing and stuff about games.

I: What sort of games?

FS2: Like games with rules and stuff.

I: And how do they sort these out these disagreements?

FS2: Peer mediation.

I: And what happens?

FS2: Umm 2 people from Year 6 sit, and one describes and one reads and we ask them question and see how we can resolve the problem.

I: And what sort of questions do you ask them?

FS2: Like how does the other person feel and.

FS1: And we ask them for both sides of the stories.
I: And why do you think that helps?

FS1: So they can like see it from a different point of view.

I: Umm, so they can put themselves in someone else’s shoes?

FS1: Yeah.

I: So do you think that helps?

FS1: Yeah you see the kids playing and stuff afterwards. You see them playing with each other on the playing ground and stuff sometimes after fighting with each other.

I: And how does it make you feel when you see disagreements on the playground?

FS1: Not sure.

I: Have you ever been involved in a disagreement in a playground?

FS1: yeah.

I: And how did that make you feel?

FS1: Annoyed and angry.

I: Why?

FS1: Cos don’t like having disagreements.

I: Oh, so when you see others having disagreements does it make you feel sad as well?

FS1: Kind of, yeah I guess.

I: Why do you think that is?

FS1: Cos you want kids having fun and stuff, yeah I guess you know how they feel.

I: So do students try to speak about it when they have disagreements or have fights.

FS2: Yeah sometimes, like sometimes they either come up to [teacher’s name] or like one of us and they ask for peer mediation.

I: And do teachers get involved?

FS2: Umm, with the peer mediation?
I: In general?

FS2: Yeah, yeah.

FS1: Not always though.

I: When don’t they? Do kids sometimes sort them out by themselves do they?

FS1: Yeah.

I: So when does that happen?

FS1: Yeah kind of sometimes see Year 6 or sometimes they try to figure it out themselves. Mostly they see Year 6 or a teacher.

I: And are teachers good at sorting out when they sort it out?

FS1: Yeah.

I: And why are they good??

FS2: Cos they have lots of experience at it.

I: So what do they do?

FS2: They do the same kind of stuff that peer mediators do I guess.

I: Really and what is that?

FS2: Trying to sort out the problem by talking to both people.

I: And do you enjoy learning about peer mediation?

FS2: Yeah.

I: What do you learn?

FS2: How not to bully, and how to when you are, and if someone is you know what to do.

I: And what do you do?

FS1: You try to sort it out by talking and talking.

I: And when you are a peer mediator what is it like being involved?
FS1: You feel good after when you solved the problem.
I: Why?
FS1: You done something good for the kids and school.
I: And have you ever been in peer mediation where you have been part of the conflict?
FS1: Yeah.
I: And do you want to tell me about that one at a time.
FS1: Umm, usually our Year 6 teacher takes the role of a peer mediator and asks us the same things that would usually happen.
I: What happens with your example?
FS1: Umm, just some girls saying stuff that wasn’t very nice.
I: And how was it sorted?
FS1: We all said sorry and realised it wasn’t the right thing to do.
I: What made you realise?
FS1: Finding out how they felt as well as me.
I: Right what about you?
FS2: Well it was over a football game and someone wasn’t playing fairly and got into a big argument and it was last year when we were in Year 5 and we had the peer mediators do it.
I: And what happened?
FS2: It all got solved.
I: How did it get solved?
FS2: By learning how they felt and what actually happened.
I: And why do you think it gets solved when people talk about how they feel?
FS2: Not sure.
I: Cos they get a chance to tell their side?

FS2: Yeah pretty much.

I: And do you think it affects you when you hear the other side of the story?

FS1: yeah

I: Why?

FS1: It makes you feel like you are not the only victim here.

I: And have you ever tried to sort out a problem on your own without going to peer mediation?

FS1: Yeah.

I: And what do you do?

FS1: Talk to the other person. And usually it all works out or you usually stay away from them until it all blows over.

I: Right, And do you think peer mediation lessons have helped you in everyday life, in school at home, outside school?

FS2: Yeah definitely.

I: Why?

FS2: Cos you know how to solve the problems now, more than you did before.

I: Can you give me an example?

FS2: umm, like one with my brother, when we have arguments and stuff, we kind of solved it and stuff by talking in a way.

I: [teacher’s name] said that you guys had a particular issue a couple of days ago, is that right?

FS2: Well it was over like lots of time, it was a while ago.

I: What happened?
FS2: Well this boy kept on getting into fights and stuff, and we helped him to solve the problem. It was mostly the same group of people it kept on happening with.

I: So how did you do it?

FS2: Pretty much the same way we do peer mediation. And other things.

I: So what did you do?

FS2: Well there was like, it was same group of people that he plays with and stuff and they always have arguments with them and we got them all to have peer mediation with each other. They all agreed that it was the wrong thing to do and then a week or two later it happened again. And it keeps happening. Yeah and at the end of the peer mediation they had signed an agreement and when they went back to peer mediation again, second time they had a fight we would take out the agreement and show them that they had the same thing happen before and they signed not to do that again.

I: And then what happened?

FS2: And they signed another agreement.

I: And did they understand why they had another conflict again?

FS2: Yeah, that’s when you ask them again for their sides of the stories.
Interview 84

Male student

I: Now, do you like school?

S: Yes.

I: And do kids at the school get on well with each other?

S: Not very well.

I: No? Tell me why?

S: Cos they sometimes… there’s lots of bullies around. And um I, there was one at my old school and umm then and the at my old school the teachers were a bully to me. Because I was to do wrong things and then um I stopped and then he kept pulling my pants down and said it was me who I did it. And I did not and I had got suspended.

I: Umm, and now this school. How are you getting on with all the children?

S: Yes. Umm, but not [boy’s name] in Year 6. He is always saying me names and once I was at Mac Donald’s he said to me to cry and I didn’t. And he said something rude.

I: And how did that make you feel?

S: Sad, and then my grandpa said to me he didn’t like him, and that he wanted to punch him because he wasn’t being nice to me and I am his grandson so he doesn’t like that.

I: And how do kids sort it out at this school?

S: Umm. They are doing peer mediation. They say you have to say what happened and that there’s two sides to the story and there’s like you have to like follow the rules. Some of the rules are you have to speak one at a time and not say nasty comments.

I: Do you think it works?

S: Yes.

I: And why do you think it works?
S: Because it’s like, it helps people. It’s making kids being more nice to each other. Because I’ve been normally crying a few times at this school. And I only began at Year 2.

I: And what class are you in now?

S: Year 3.

I: And do teachers get involved?

S: Umm, no not very well, it’s just the Year 6 that does it.

I: And do they take sides?

S: Umm no. They are here to help.

I: And does it help?

S: Yes, but I haven’t had my peer mediation with [boy’s name] yet and he’s been really bullying. He’s been making everyone crying and when other of his ages ask to play with him, he says no and that he will play by himself.

I: And how does that makes you feel?

S: Sad.

I: And have you been involved in a peer mediation?

S: Lots of times.

I: And how does it make you feel at the end?

S: Umm, happy and not doing it. But when I first came I never knew the rules, and I couldn’t get along and some people were being mean to me and I bit them.

I: What do you do now?

S: I go to the peer mediators.

I: And how do they sort it out?

S: They tell us like not to do it again and make the result how to be friend.

I: Do you have to be friends at the end?
S: No but you have act like a friend to each other.

I: Right.

S: Not really but you are just being nice to each other.

I: Do you have to talk about how you feel?

S: Not a lot.

I: Does it help do you think if you talk about how you feel?

S: Yes.

I: Why does it help?

S: There’s like, there’s lots of thing, there is and lots of things there is and it goes lots of full and it just goes cold for lunch. It just goes up when you are eating.

I: Great. Do you enjoy being at [Vale]?

S: Yes.

I: And why is [Vale] a nice school?

S: Because the teachers are nicer, my old school the teachers weren’t really nice.

I: OK.
Students: one female, one male

I: OK, do you like school?

FS: Yep.

MS: It’s OK…

I: Yeah? Tell me why it is OK.

MS: Sometimes I like to play more than work.

I: But you like school? Do you think kids at this school get along with each other?

FS: Mostly.

I: Mostly? Tell me about that.

MS: Sometimes we’ll get along and sometimes we’ll have fights during some game if someone is cheating or something.

I: What sort of lights?

Both: Not really punch ups or anything, it’s just accusing someone of cheating and stuff. During a game.

I: And how you do you sort it out?

MS: We either stop playing or up a little bit.

FS: We usually just walk away.

I: And does the school teach you how to sort out problems?

FS: Umm, yeah we have peer mediation and the year sixes do it.

I: And tell me about that.

FS: You have 2 main people, and you take them up and the two year sixes do it. And then they’ll ask you some questions and then they’ll sort out the problem.

I: What sort of questions?
Both: Who started it? Who did it? What was the problem and how do you think they felt and.

I: And do you think it’s important to ask that question?

FS: Yeah.

I: Why?

FS: You don’t know how they feel unless you ask them.

I: And do you think that helps?

Both: Yeah.

I: And how it makes you feel when you see other people in the playground not getting on?

Both: They feel a bit sad. Because either someone’s getting hurt and bullied.

I: And have you ever been involved in a fight or a disagreement at school?

FS: Yep.

MS: Yeah.

I: And how did it make you feel?

FS: Angry.

MS: A little bit angry

I: And how did you sort it out?

MS: Normally we just walk away.

FS: Yeah we just walked away.

I: Are there other ways you can sort it out at this school?

MS: Tell the teacher, have peer mediation.

I: And what happens when you have peer mediation.
MS: You either have two people and maybe a witness and they talk about it and find a resolution.

I: And when the teachers sort it out do you feel as if they’re fair they understand?

MS: Yeah.

FS: Yes

I: Tell me why.

MS: They know both sides of the story so they can sort it out.

FS: And what they say it always works out.

I: And have you been taught at this school how to sort problems out?

MS: We learn peer mediation in Year 5 or 6.

I: And what do you learn at peer mediation?

MS: You just learn on no one’s side to try to help them to get along.

I: And do you enjoy learning peer mediation?

MS: Yeah kind of.

I: And have you ever tried to sort out a problem on your own in the playground or in the classroom?

MS: Normally we do.

I: And how do you do it?

MS: We walk away or have a little chat.

FS: Yeah tell them about and how you feel.

I: And what does a chat do?

MS: You learn both sides of the story and you make a solution.

FS: Yeah that’s all.

I: Thank you.
Interview 86

Female teacher

I: How long have you been at this school?

T: Just over a year so since April this year

I: Do you enjoy teaching at this school?

T: Very much it’s got a lovely atmosphere and a good environment.

I: Why is that?

T: The support with the staff there is a good support network to behaviour and education also the children, they are lovely children to work with.

I: Does the school experience a lot of interpersonal conflict?

T: I don’t really notice a lot of it not severe sort of conflict there’s always nit picking and things like that but that’s with all children. I haven’t noticed anything that’s quite significant in terms of it being problematic.

I: Because there is a peer mediation program at this school and do you think that affects the way the kids relate to each other?

T: Yes I think it has set a bench mark and there is a certain standard and the children are well aware of the expectations and it’s [the Program] is always in the back of their minds and when I have been on playground duty I have noticed that the children kind of refer to that and utilize it as well. They initiate it, so they’ll think can we have the mediation or can we talk amongst one another and suggest it deliberately to themselves and to others so that’s really good.

I: And as a teacher in that environment how does that affect you.

T: In what regard?

I: In terms of your enjoyment teaching at the school? Well how does the fact that the kids can deal with their own issues or that they have a bench mark or have a way of dealing with interpersonal conflict?

T: Well it facilitates the management of them they still need that guidance however they are in that mode of thinking which makes things a little easier rather than starting at square, the absolute starting block. You can kind of launch in at a different level which
is quite interesting. So you don’t have to set all those foundations sorts of things they’re already there.

I: Often teachers in this sort of school environment say that it’s very stressful when they have to deal with interpersonal conflict, when they have to be the arbitrators when they have to organise kids when they’re going through their own interpersonal conflict. So do you think it is less stressful because they have this peer mediation in place?

T: I wouldn’t say it’s more or less stressful I think it’s just the way it is, it’s beneficial for them and it’s also beneficial for us as well.

I: But do you think it reduces the burden on teachers?

T: To an extent yeah it probably does.

I: So when you do have to deal with any interpersonal conflict do you think it emotionally affects you?

T: Yeah very much so.

I: In what way?

T: It’s just stressful in an emotional way as with anything] mean it involves emotions so it ultimately affects your emotion there is no way of coming to it any other way.

I: Do you think it has affected you for a long period of time for example when you have gone home to your own private time.

T: At times it has I mean I have had quite severe behavioural problems in my class, where if I mean this is a side of peer mediation these are behavioural applied behaviour analysis sort of stuff and this had a big effect on me going home I have even walked into the staffroom one day because you have to keep that front and that thing and you walk in and just meltdown and your body shakes and that is an emotional response. But it’s not always like that you know that’s just sometimes.

I: So how does it make you feel when you see kids constructively and positively sorting out their issues?

T: Oh it’s rewarding it completely reinforces what you do really.

I: That’s great thank you.
Interview 87

*Group Parents: two females*

I: So you’re both parents at this school? Or former parents at this school? And are you aware of the peer mediation program at this school?

PI: Both nod.

I: How do you think it affected your children being taught peer mediation?

P2: I think my daughter [girl’s name] got a lot of benefits out of it. Not that the peer mediation always worked but just learning the process of solving things and that I mean most of the time it does work but just when you need three or four peer mediations and just learning the process of solving problems and I think it has equipped her for high school.

PI: Yeah I support that and I have [boy’s name] who is in Year 6 now and I find that his skills in resolving problems have improved. He often tells me about any peer mediation session and we joke about peer mediation sessions between himself and his sister so I’ll use that as an excuse to get them to sort each other out without too much conflict. I think it has definitely enhanced his communication skills really and try to maybe appreciate how other people feel.

P2: I think that’s it they learn to stop and look at the other side as well.

PI: It doesn’t always work but you often see the benefits.

I: Do you think they are happier when they have sorted out the problems?

PI: Definitely.

P2: Definitely.

PI: Yeah there is a definite satisfaction.

P2: Not only them sorting it out but with the little ones, I know when [daughter’s name] was in year six and she was actually one of the peer mediators they feel good when they have helped the little kids sort it out.

PI: Quite proud of themselves actually.
I: What about the atmosphere at the school generally?

P1: As a parent I can see the school as a whole has a different atmosphere at the school with all the kids learning peer mediation.

P2: Well I think so I’ve noticed it.

P1: You still get the usual trivia. Bickering and carrying on, but there isn’t any major conflicts that I am aware of.

P2: No, like with the bickering and that I have had friends at other schools where it has just carried on and on but because of the peer mediation it’s sort of nipped in the bud.

I: And do you think they enjoy learning about it do you think it’s a fun part of the curriculum?

P2: Sometimes.

P1: Any instruction is a little tedious for them you know, I don’t know if they enjoy it but they do benefit from it, they are aware of the benefits.
Combined transcript of Interviews 31, 34, 35 38pt1 & 38pt 2 (edited excerpts) on DVD

Interview 31
FS1: Yeah like you learn to do deal with it in a more calmer way, more easier. Instead of getting all worked up and upset about it you do it slowly. Yeah because you make friends easier and if there’s a problem you don’t get all worked up and start really disliking that friend, you work it out between them. You figure out what works for each other so you can be better friends. You kind of think back and you think how you use to work out problems. You were taught to deal – ask them what’s bothering them and you tell them what’s bothering you and then you’d try to work out the problem together.

Interview 34
FS2: I don’t think if I hadn’t done peer mediation I wouldn’t know how to sort it out, I would just keep it to myself, that’s not good, it’s better to talk about it, and I learnt that from peer mediation.

Interview 35
S3: Yes. When you are a peer mediator you have to think about suggestions and ideas of how to solve it and that really helps yourself because it helps you think about what you can do about things when you’re in a bit of trouble or something. Once you’re a peer mediator you realise that you can actually help people in the school.

Interview 38 pt 1
S4: It has helped me by holding my back when I want to hit someone, I just have to talk it out like they taught me in primary school.

S4: I talk go to my mates.

I: Do you find that other people in high school don’t want to talk it out?

S4: Yes, they just want to get into it (punches fist into palm).

Interview 38 pt 3
S5: It’s very releasing. It is easier because you know what to do and you know how to just get over it instead of having to hold a grudge for too long, because it’s just very stressing, you don’t need it.
Combined transcript of Interviews 2, 3, 5, 6 & 8 (excerpts only) on DVD

Interview 2
MS1: It teaches people not to be so hard on each other for little reasons and what to do if
you’re in a tight situation.

Interview 3
FS2: It’s about solving problems if two people have a problem or they’re fighting over
something. You’ll talk about them and you’ll say what you think.

Interview 5
MS3: They cooperate; they listen to each other; they don’t try and lie and take over their
story; they speak in turns so they can tell their own parts of the story.

Interview 6
FS4: It makes them feel better.

FS5: Because we ask them questions and then we’ll make them be friends again.

FS4: We tell them to be calm and stuff.

FS5: And we tell them to tell us what happened and how did they get first at the fight.

Interview 8
MS6: You tell them that you’re upset and you’re not happy with what they did to you
and you basically tell them that they hurt your feelings and then they realise, they didn’t
know that they were hurting our feelings. I reckon that it could work on adults outside
of school.
Appendix C.2
Interviews on DVD (attached)

Attached to this thesis is a DVD (see page 190) containing video clips that relate to selected transcripts as summarised below in Table C.2.

<table>
<thead>
<tr>
<th>Interview</th>
<th>Participants</th>
<th>Sex</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Individual Teacher</td>
<td>F</td>
<td>Excerpt</td>
</tr>
<tr>
<td>22</td>
<td>Individual Teacher</td>
<td>F</td>
<td>Excerpt</td>
</tr>
<tr>
<td>23</td>
<td>Individual Teacher</td>
<td>M</td>
<td>Excerpt</td>
</tr>
<tr>
<td>28</td>
<td>Group Former students</td>
<td>M</td>
<td>Excerpt</td>
</tr>
<tr>
<td>29</td>
<td>Individual Former student</td>
<td>M</td>
<td>Excerpt</td>
</tr>
<tr>
<td>30</td>
<td>Group Former students</td>
<td>F</td>
<td>Excerpt</td>
</tr>
<tr>
<td>31</td>
<td>Individual Former student</td>
<td>F</td>
<td>Excerpt in compilation</td>
</tr>
<tr>
<td>33</td>
<td>Individual Former student</td>
<td>M</td>
<td>Excerpt</td>
</tr>
<tr>
<td>34</td>
<td>Group Former students</td>
<td>F</td>
<td>Excerpt in compilation</td>
</tr>
<tr>
<td>35</td>
<td>Individual Former student</td>
<td>F</td>
<td>Excerpt in compilation</td>
</tr>
<tr>
<td>36</td>
<td>Individual Former student</td>
<td>F</td>
<td>Excerpt</td>
</tr>
<tr>
<td>38</td>
<td>Group Former students 2F,1M</td>
<td>Excerpt in compilation</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Group Former students 1F,2M</td>
<td>Excerpt</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Individual Former student</td>
<td>F</td>
<td>Excerpt</td>
</tr>
<tr>
<td>48</td>
<td>Group Students</td>
<td>F</td>
<td>Excerpt</td>
</tr>
<tr>
<td>49</td>
<td>Individual Teacher</td>
<td>F</td>
<td>Excerpt</td>
</tr>
<tr>
<td>50</td>
<td>Individual Teacher</td>
<td>M</td>
<td>Excerpt</td>
</tr>
<tr>
<td>69</td>
<td>Individual Teacher</td>
<td>M</td>
<td>Excerpt</td>
</tr>
</tbody>
</table>

Compilation 1  Excerpts of Interviews 31, 34, 35, 38pt1 & 38pt2
Compilation 2  Excerpts of Interviews 2, 3, 5, 6 & 8

Interview with Dr Olav Nielsen
Appendix C.3
Transcript of Interview with Dr Olav Nielssen

Dr Nielssen: “I see this peer mediation program to be a fantastic possibility for prisoners because one of the key social skills lacking by many people in goal and one of the reasons they often get into goal is that they don’t have the skills in handling conflict or solving conflict in an adaptive kind of way. And the prison setting where we hope to pilot this program is a drug treatment centre, a therapeutic prison, and we’re dealing with a group of prisoners with very high rates of recidivism, so again we’re trying to arm them with skills to manage better in the community and hopefully not resort to drug use.”

Dr Nielssen is a clinical and forensic psychiatrist. He graduated in medicine from the University of Sydney in 1985, completed training as a psychiatrist in 1992 and obtained the degree Master of Criminology in 1997. He has worked in the UK and California and for 15 years as a visiting psychiatrist at Long Bay Gaol. He holds an appointment at St Vincent’s Hospital and is a member of the Mental Health Review Tribunal. He also does a clinic at the Matthew Talbot hostel. He has published a number of research papers in areas that include the prevalence of psychotic illness in prisons, the psychological complications of amphetamine use, the epidemiology of homicide and serious violence and the effects of changes in mental health law. He is associated with UNSW’s School of Psychiatry and University of Sydney Medical School.
Appendix D
Comments from Questionnaires

<table>
<thead>
<tr>
<th>Student</th>
<th>Question</th>
<th>Comment</th>
<th>Sex</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lii</td>
<td>Peer Mediation</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>G7</td>
<td>I sometimes keep it to myself</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>G7</td>
<td>I tell a friend outside of school and I try to comfort myself</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>G7</td>
<td>Say sorry and try to go away</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>G7</td>
<td>Try and stop it yourself and if it doesn’t work go to a teacher</td>
<td>M</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>G7</td>
<td>I would say sorry and try to get along with them again</td>
<td>M</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>J</td>
<td>I try to but sometimes it doesn’t work</td>
<td>M</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>G7</td>
<td>I say &quot;I don’t want to do this&quot; and walk away</td>
<td>M</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>G7</td>
<td>Tell your parent in the canteen</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>31</td>
<td>G7</td>
<td>Tell a teacher</td>
<td>M</td>
<td>10</td>
</tr>
<tr>
<td>33</td>
<td>G7</td>
<td>Talk to someone about it like friends or a teacher</td>
<td>F</td>
<td>8</td>
</tr>
<tr>
<td>42</td>
<td>lii</td>
<td>At church lessons and at this school</td>
<td>M</td>
<td>8</td>
</tr>
<tr>
<td>69</td>
<td>G7</td>
<td>It’s in the past let’s get over it!</td>
<td>M</td>
<td>11</td>
</tr>
<tr>
<td>71</td>
<td>G7</td>
<td>I walk away and don’t think about it</td>
<td>M</td>
<td>11</td>
</tr>
<tr>
<td>74</td>
<td>G7</td>
<td>If I got into a fight I would walk away</td>
<td>M</td>
<td>12</td>
</tr>
<tr>
<td>81</td>
<td>G7</td>
<td>Sometimes I just tell them off or walk away</td>
<td>M</td>
<td>11</td>
</tr>
<tr>
<td>82</td>
<td>G7</td>
<td>I will just walk away</td>
<td>M</td>
<td>12</td>
</tr>
<tr>
<td>87</td>
<td>G7</td>
<td>I would ask “what do you want to do with this problem?”</td>
<td>F</td>
<td>12</td>
</tr>
<tr>
<td>88</td>
<td>G7</td>
<td>Apologize and make up</td>
<td>F</td>
<td>12</td>
</tr>
<tr>
<td>91</td>
<td>G7</td>
<td>I do not worry about it</td>
<td>M</td>
<td>9</td>
</tr>
</tbody>
</table>

* Question G7: What would you do if you had a fight or disagreement with students at this school?

Question J: Have you ever tried to sort out, or sorted out a fight or disagreement by talking about it with other students?

Question lii: If you learn about different ways to sort out fights and disagreements at this school, can you write down what this lesson is called?
<table>
<thead>
<tr>
<th>Student</th>
<th>Question*</th>
<th>Comment</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>X</td>
<td>Because if you get into an argument you could say sorry, I got off on the wrong start, let's be friends.</td>
<td>M</td>
</tr>
<tr>
<td>5</td>
<td>X</td>
<td>It might make me find new friends in a strange place.</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>X</td>
<td>When I go to high school and someone gets hurt I will show them what Peer Mediation is.</td>
<td>F</td>
</tr>
<tr>
<td>11</td>
<td>X</td>
<td>You could make things fair and tell other people to take turns when people are pushing in the lines.</td>
<td>M</td>
</tr>
<tr>
<td>12</td>
<td>X</td>
<td>It can help you because you can get along with more people, you tell people to stop fighting and you can say to them let's all be friends.</td>
<td>M</td>
</tr>
<tr>
<td>13</td>
<td>X</td>
<td>Because if you saw a person at high school you should just sort the problem out if they're fighting for not going not to be fair for their own life.</td>
<td>F</td>
</tr>
<tr>
<td>14</td>
<td>X</td>
<td>I think it would help be in the future because I would be experiences when people are being mean to each other I can help the sort it out (e.g. high school).</td>
<td>F</td>
</tr>
<tr>
<td>15</td>
<td>X</td>
<td>Because you can help other people at different schools and different places by sorting their problems out if they are having a fight or an argument.</td>
<td>F</td>
</tr>
<tr>
<td>16</td>
<td>X</td>
<td>When I'm in high school I might be having an argument with someone I could use Peer Mediation to work it all out.</td>
<td>F</td>
</tr>
<tr>
<td>17</td>
<td>X</td>
<td>If someone is pushing in the line you could do a peer mediation.</td>
<td>M</td>
</tr>
<tr>
<td>18</td>
<td>X</td>
<td>It might help everyone in the whole school. If there is a fight you can try and make them friends.</td>
<td>M</td>
</tr>
<tr>
<td>19</td>
<td>X</td>
<td>If some of your friends are teasing someone you can tell them how do you think they (victim) feel?</td>
<td>M</td>
</tr>
<tr>
<td>20</td>
<td>X</td>
<td>It will help me because if I'm in high school and some people were teasing someone you could sit down and talk about it.</td>
<td>M</td>
</tr>
<tr>
<td>21</td>
<td>X</td>
<td>Because as older people I think it could be helpful by talking through things. Like if someone is being picked on I could go over and get them to talk it through.</td>
<td>M</td>
</tr>
<tr>
<td>22</td>
<td>X</td>
<td>I think it might help when I see a bully and I can break up the fight and also make other people see how the victim feels and see if the bullies will say sorry.</td>
<td>M</td>
</tr>
<tr>
<td>23</td>
<td>X</td>
<td>Because somebody might have a fight and as peer mediators we can tell them how to sort things out.</td>
<td>M</td>
</tr>
</tbody>
</table>

*Question X: If you think the experience of being a peer mediator will be useful in the future, can you write down why?
### Table D.3 Comments from Questionnaire 3: Student Survey

<table>
<thead>
<tr>
<th>Student</th>
<th>Question*</th>
<th>Comment</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Q</td>
<td>Year 6 are good. I like Peer Mediation. I enjoy talking about my problem</td>
<td>F</td>
</tr>
<tr>
<td>2</td>
<td>Q</td>
<td>Year 6 are good helpers.</td>
<td>F</td>
</tr>
<tr>
<td>3</td>
<td>Q</td>
<td>Year 6 are good.</td>
<td>M</td>
</tr>
<tr>
<td>4</td>
<td>Q</td>
<td>Peer Mediation is good.</td>
<td>M</td>
</tr>
<tr>
<td>5</td>
<td>Q</td>
<td>Year 6 are good</td>
<td>M</td>
</tr>
<tr>
<td>6</td>
<td>Q</td>
<td>Peer Mediation is excellent.</td>
<td>M</td>
</tr>
<tr>
<td>7</td>
<td>Q</td>
<td>Year 6 are good. I enjoy talking about my problems, but it's not fun.</td>
<td>M</td>
</tr>
<tr>
<td>8</td>
<td>D</td>
<td>Year 6 are good, they are good helpers</td>
<td>M</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td>I like peer mediation.</td>
<td>M</td>
</tr>
<tr>
<td>9</td>
<td>Q</td>
<td>Peer Mediation is fun.</td>
<td>M</td>
</tr>
<tr>
<td>10</td>
<td>Q</td>
<td>I like peer mediation, peer mediation is the best.</td>
<td>M</td>
</tr>
<tr>
<td>11</td>
<td>Q</td>
<td>I like peer mediation.</td>
<td>F</td>
</tr>
<tr>
<td>12</td>
<td>Q</td>
<td>I like peer mediation.</td>
<td>F</td>
</tr>
<tr>
<td>13</td>
<td>Q</td>
<td>Year 6 are good.</td>
<td>F</td>
</tr>
<tr>
<td>14</td>
<td>Q</td>
<td>Year 6 are good. I like peer mediation, I enjoy talking about my problems, they are good students, we are lucky.</td>
<td>F</td>
</tr>
<tr>
<td>15</td>
<td>Q</td>
<td>Year 6 are good. I like peer mediation. I enjoy talking about my problems</td>
<td>F</td>
</tr>
<tr>
<td>16</td>
<td>Q</td>
<td>Year 6 are good, I like peer mediation.</td>
<td>M</td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
<td>Year 6 are good at peer mediation.</td>
<td>M</td>
</tr>
<tr>
<td>18</td>
<td>Q</td>
<td>Year 6 are good.</td>
<td>M</td>
</tr>
<tr>
<td>19</td>
<td>Q</td>
<td>The Year 6 are good.</td>
<td>F</td>
</tr>
<tr>
<td>20</td>
<td>Q</td>
<td>Year 6 are good.</td>
<td>F</td>
</tr>
<tr>
<td>21</td>
<td>Q</td>
<td>Year 6 are good peer mediators at our school for us all.</td>
<td>F</td>
</tr>
<tr>
<td>22</td>
<td>Q</td>
<td>Year 6 are good. I like peer mediation, I enjoy talking about my problems.</td>
<td>F</td>
</tr>
<tr>
<td>23</td>
<td>Q</td>
<td>Peer mediation is cool. Year 6 help us. I like peer mediation, it's cool.</td>
<td>F</td>
</tr>
<tr>
<td>24</td>
<td>Q</td>
<td>Year 6 are good at mediation.</td>
<td>F</td>
</tr>
<tr>
<td>25</td>
<td>Q</td>
<td>I think peer mediation is very good because that we can solve the problem.</td>
<td>F</td>
</tr>
<tr>
<td>26</td>
<td>Q</td>
<td>Year 6 are good. I like peer mediation. I enjoy talking about my problems.</td>
<td>F</td>
</tr>
<tr>
<td>27</td>
<td>Q</td>
<td>Peer mediation is good, it is good!</td>
<td>F</td>
</tr>
</tbody>
</table>

*Table D.3 cont’d*
<table>
<thead>
<tr>
<th>Student</th>
<th>Question*</th>
<th>Comment</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>D</td>
<td>Fighting</td>
<td>M</td>
</tr>
<tr>
<td>4</td>
<td>Q</td>
<td>I think it’s really good.</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>Q</td>
<td>I think peer mediation is great because they help me and also they solve the problem and they make me and my friends come back together.</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>Q</td>
<td>I like peer mediation because they sort things out and solve the problems.</td>
<td>M</td>
</tr>
<tr>
<td>8</td>
<td>Q</td>
<td>Peer mediation helps us to not be a bullying and to let our school be kind.</td>
<td>F</td>
</tr>
<tr>
<td>9</td>
<td>Q</td>
<td>I think peer mediation is good for kids because they are kind.</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>Q</td>
<td>Peer mediation is good to solve problems.</td>
<td>M</td>
</tr>
<tr>
<td>11</td>
<td>Q</td>
<td>It helps you to be kind and be normal and it’s good to learn.</td>
<td>F</td>
</tr>
<tr>
<td>12</td>
<td>Q</td>
<td>It helps you to learn and be good.</td>
<td>F</td>
</tr>
<tr>
<td>13</td>
<td>Q</td>
<td>I think peer mediation is good because it can solve problems.</td>
<td>M</td>
</tr>
<tr>
<td>14</td>
<td>Q</td>
<td>It makes people best friends again and it will help you solve problems.</td>
<td>F</td>
</tr>
<tr>
<td>15</td>
<td>Q</td>
<td>Helps things out.</td>
<td>M</td>
</tr>
<tr>
<td>16</td>
<td>Q</td>
<td>I think peer mediation is a good door to solve problems out there.</td>
<td>M</td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
<td>Peer mediation is helpfully because they make people feel good.</td>
<td>M</td>
</tr>
<tr>
<td>18</td>
<td>Q</td>
<td>I don’t like peer mediation.</td>
<td>M</td>
</tr>
<tr>
<td>19</td>
<td>Q</td>
<td>Stop the people bullying.</td>
<td>M</td>
</tr>
<tr>
<td>20</td>
<td>Q</td>
<td>Telling people to stop bullying.</td>
<td>M</td>
</tr>
<tr>
<td>21</td>
<td>Q</td>
<td>It is good to go to peer mediation.</td>
<td>M</td>
</tr>
<tr>
<td>22</td>
<td>Q</td>
<td>I think peer mediation is very helpful and it is great most of the time.</td>
<td>F</td>
</tr>
<tr>
<td>23</td>
<td>Q</td>
<td>Great! Because it really helps me when I have a problem with other children.</td>
<td>F</td>
</tr>
<tr>
<td>24</td>
<td>Q</td>
<td>I think it is good because it helps people get on with each other and be kind.</td>
<td>F</td>
</tr>
<tr>
<td>25</td>
<td>Q</td>
<td>Helps you to learn.</td>
<td>M</td>
</tr>
</tbody>
</table>

*Table D.3 cont’d*
<table>
<thead>
<tr>
<th>Student</th>
<th>Question*</th>
<th>Comment</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 3</td>
<td>55</td>
<td>Q I think peer mediation is a really good thing because it helped me a lot to get along with the people I fight with so I can make more friends.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>56</td>
<td>Q Peer mediation is a good thing to help people.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>57</td>
<td>Q I think peer mediation is very good.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>58</td>
<td>Q My friend said that they don't help at all.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>59</td>
<td>Q I think that peer mediation is an important thing in the world because they can solve things at.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>Q Peer mediation is good for the school and other people.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>61</td>
<td>Q I think it is helpful because it made me sort out things and it made me happy again. It was great peer mediation.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>Q I think it is good.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>63</td>
<td>Q I think peer mediation is good to learn and makes people feel happy and calm.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td>Q Peer mediation was pretty helpful.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>Q I think peer mediation is good for other people and to get to know each other and becoming friendly.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>66</td>
<td>Q I think peer mediation is really useful because we explain how things happened.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>Q I like peer mediation because it helps me to figure it out and helps me get along with others.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>68</td>
<td>Q Year 6 learn about us or the world, not bullying.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>69</td>
<td>Q I like peer mediation because people in our school.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>Q I think it's pretty good because people might stop bullying others they always hurt.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>Q Peer mediation is very good, because it will help the world to stop the world to be very hurtful.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>72</td>
<td>Q I think peer mediation helps other students and me to cooperate and to be friends again.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>73</td>
<td>Q I think peer mediation is helpful because they settle things like fights and arguments.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>74</td>
<td>Q It is really important for bully's to cooperate.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>Q I think learning peer mediation is really good because it can sort things out and is good to tell you not to be a bad person so the world will always be good.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>Q I like peer mediation because Year 6 do a good job.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td>Q I think peer mediation is talking about bullying and I think that when you get upset you will feel better.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>78</td>
<td>Q I like to learning about peer mediation so when I am in Year 6 I really like peer mediation.</td>
<td>F</td>
</tr>
</tbody>
</table>

*Table D.3 cont’d*
<table>
<thead>
<tr>
<th>Student</th>
<th>Question*</th>
<th>Comment</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>Q</td>
<td>I think peer mediation is helpful.</td>
<td>M</td>
</tr>
<tr>
<td>80</td>
<td>Q</td>
<td>I think peer mediation is a good way to learn to be good friends.</td>
<td>M</td>
</tr>
<tr>
<td>81</td>
<td>Q</td>
<td>I think it is helpful for the job.</td>
<td>M</td>
</tr>
<tr>
<td>82</td>
<td>Q</td>
<td>It sets a good example.</td>
<td>F</td>
</tr>
<tr>
<td>83</td>
<td>Q</td>
<td>I like peer mediation because they really sort out problems and they make us happy.</td>
<td>M</td>
</tr>
<tr>
<td>84</td>
<td>D</td>
<td>Someone was teasing me because of my weight.</td>
<td>M</td>
</tr>
<tr>
<td>84</td>
<td>Q</td>
<td>I think peer mediation is helpful.</td>
<td>M</td>
</tr>
<tr>
<td>85</td>
<td>Q</td>
<td>My problem was not solved.</td>
<td>M</td>
</tr>
<tr>
<td>86</td>
<td>Q</td>
<td>I like to be a peer mediator because I will help people.</td>
<td>M</td>
</tr>
<tr>
<td>87</td>
<td>Q</td>
<td>I think peer mediation is helpful to people who get bullied a lot.</td>
<td>M</td>
</tr>
<tr>
<td>88</td>
<td>Q</td>
<td>It is good to sort out peoples problems.</td>
<td>M</td>
</tr>
<tr>
<td>89</td>
<td>Q</td>
<td>Peer mediation is helpful sometimes but not all the time.</td>
<td>F</td>
</tr>
<tr>
<td>90</td>
<td>Q</td>
<td>I think peer mediation is a good idea for school.</td>
<td>F</td>
</tr>
<tr>
<td>91</td>
<td>Q</td>
<td>They are helpful because they make people friends again.</td>
<td>F</td>
</tr>
<tr>
<td>92</td>
<td>Q</td>
<td>Peer mediation is helpful sometimes with friends.</td>
<td>F</td>
</tr>
<tr>
<td>93</td>
<td>Q</td>
<td>I think peer mediation is a good idea because they always sort things out.</td>
<td>M</td>
</tr>
<tr>
<td>94</td>
<td>Q</td>
<td>Peer mediation is good because it lets us be friends.</td>
<td>M</td>
</tr>
<tr>
<td>95</td>
<td>Q</td>
<td>Peer mediation is helpful.</td>
<td>F</td>
</tr>
<tr>
<td>96</td>
<td>Q</td>
<td>I think peer mediation is helpful when kids get into fights.</td>
<td>F</td>
</tr>
<tr>
<td>97</td>
<td>Q</td>
<td>It is a good way for kids to solve their problems themselves.</td>
<td>M</td>
</tr>
<tr>
<td>98</td>
<td>Q</td>
<td>Peer mediation is very helpful.</td>
<td>F</td>
</tr>
<tr>
<td>99</td>
<td>Q</td>
<td>I think it really helps me solve my problems.</td>
<td>M</td>
</tr>
<tr>
<td>100</td>
<td>Q</td>
<td>I think peer mediation is a good idea because it helps people to become good friends.</td>
<td>M</td>
</tr>
<tr>
<td>101</td>
<td>Q</td>
<td>When I grow up I want to be a peer mediator.</td>
<td>M</td>
</tr>
<tr>
<td>102</td>
<td>Q</td>
<td>Peer mediation is good.</td>
<td>M</td>
</tr>
<tr>
<td>103</td>
<td>Q</td>
<td>It is a good idea.</td>
<td>F</td>
</tr>
<tr>
<td>104</td>
<td>Q</td>
<td>Peer mediation sounds helpful.</td>
<td>M</td>
</tr>
<tr>
<td>105</td>
<td>Q</td>
<td>I think peer mediation is helpful and fun.</td>
<td>M</td>
</tr>
<tr>
<td>106</td>
<td>Q</td>
<td>Year 6 are peer mediators and they can help you feel better.</td>
<td>M</td>
</tr>
</tbody>
</table>

*Table D.3 cont’d*
<table>
<thead>
<tr>
<th>Student</th>
<th>Question*</th>
<th>Comment</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>Q</td>
<td>It is helpful to children who need peer mediation for their problems.</td>
<td>M</td>
</tr>
<tr>
<td>108</td>
<td>Q</td>
<td>Peer Mediation is a good way to sort out problems.</td>
<td>F</td>
</tr>
<tr>
<td>109</td>
<td>Q</td>
<td>I think peer mediation helps people with their problems.</td>
<td>F</td>
</tr>
<tr>
<td>110</td>
<td>Q</td>
<td>Peer mediation help me a lot.</td>
<td>M</td>
</tr>
<tr>
<td>111</td>
<td>Q</td>
<td>I think peer mediation is a great help between people.</td>
<td>F</td>
</tr>
<tr>
<td>112</td>
<td>Q</td>
<td>I think peer mediators are really good because they sort things out easily.</td>
<td>F</td>
</tr>
<tr>
<td>113</td>
<td>Q</td>
<td>I think it is a good way to sort things out.</td>
<td>M</td>
</tr>
<tr>
<td>114</td>
<td>Q</td>
<td>I think peer mediators only take one side and don't listen to the other.</td>
<td>M</td>
</tr>
<tr>
<td>115</td>
<td>Q</td>
<td>I think peer mediation helps all students.</td>
<td>F</td>
</tr>
<tr>
<td>116</td>
<td>D</td>
<td>I wasn't Xavier's friend because she said she wasn't mine and when she found out that I wasn't her friend then she began to cry, so we had peer mediation.</td>
<td>F</td>
</tr>
<tr>
<td>116</td>
<td>Q</td>
<td>I think peer mediation helps people become friends down.</td>
<td>F</td>
</tr>
<tr>
<td>117</td>
<td>Q</td>
<td>I like it, it's lots of fun because you can say how you feel and sort it out.</td>
<td>M</td>
</tr>
<tr>
<td>118</td>
<td>Q</td>
<td>Peer mediation is really good because it's a chance to talk to people.</td>
<td>F</td>
</tr>
<tr>
<td>119</td>
<td>Q</td>
<td>Peer mediation can solve anything because they fair. They let the people both speak at different times.</td>
<td>M</td>
</tr>
<tr>
<td>120</td>
<td>D</td>
<td>I kicked the ball and it hit someone</td>
<td>M</td>
</tr>
<tr>
<td>120</td>
<td>Q</td>
<td>The peer mediation help other kids in the school.</td>
<td>M</td>
</tr>
<tr>
<td>121</td>
<td>D</td>
<td>[name1] and [name2] and myself because we were bullying.</td>
<td>F</td>
</tr>
<tr>
<td>121</td>
<td>Q</td>
<td>Peer mediation is helpful when you have trouble with your best friends.</td>
<td>F</td>
</tr>
<tr>
<td>122</td>
<td>Q</td>
<td>I think peer mediation is really helpful to people who are sad.</td>
<td>F</td>
</tr>
<tr>
<td>123</td>
<td>Q</td>
<td>I think that peer mediation is a very good think to have at school because it helps people work out problems.</td>
<td>F</td>
</tr>
<tr>
<td>124</td>
<td>Q</td>
<td>It helps you sort things out.</td>
<td>M</td>
</tr>
<tr>
<td>125</td>
<td>Q</td>
<td>It is good and it helps other students in the school.</td>
<td>M</td>
</tr>
<tr>
<td>126</td>
<td>Q</td>
<td>I think peer mediation is good</td>
<td>F</td>
</tr>
<tr>
<td>127</td>
<td>Q</td>
<td>I think peer mediation helps people sometimes, but doesn't really help that much.</td>
<td>M</td>
</tr>
<tr>
<td>128</td>
<td>Q</td>
<td>It helped me so I think that they are great.</td>
<td>F</td>
</tr>
<tr>
<td>129</td>
<td>Q</td>
<td>It really helped me when I got in a fight.</td>
<td>F</td>
</tr>
<tr>
<td>130</td>
<td>Q</td>
<td>I think it is a waste of time.</td>
<td>M</td>
</tr>
</tbody>
</table>

Table D.3 cont'd
<table>
<thead>
<tr>
<th>Student</th>
<th>Question*</th>
<th>Comment</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 6</td>
<td>1 Q</td>
<td>I think it is helpful to little kids so when they have a fight they can come to us and tell us how they feel.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>2 Q</td>
<td>I think that it is good because year six can help other students solve their problems.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>3 Q</td>
<td>Peer mediation is a fun way to sort out problems.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>4 Q</td>
<td>I think it would help a bit for little kids.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>5 Q</td>
<td>I think peer mediation is a good program because it helps people feel better about themselves.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>6 Q</td>
<td>I think it's great and it helps little kids to talk to other big kids.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>7 Q</td>
<td>I think peer mediation is good to help the students get along.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>8 Q</td>
<td>I think peer mediation sorts out problems and it a good way.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>9 D</td>
<td>People were talking about me!</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>10 Q</td>
<td>I think peer mediation is great!</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>11 Q</td>
<td>It helps children get along and solve problems in the future.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>12 Q</td>
<td>I think peer mediation is very helpful.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>13 D</td>
<td>I spread a rumour to other children to my friend.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>13 Q</td>
<td>It's quite fun to do it and it really helps children solve problems and it's great fun to do it with children, and I feel proud when and even responsible to children.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>14 Q</td>
<td>Peer mediation is a good program; it helps me a lot when I have problems, fights and disagreements.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>15 Q</td>
<td>I think it helps make the school a better place and a kind school by having peer mediators.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>16 Q</td>
<td>I think that it's a great opportunity to tell other kids how they feel and/or what they have done.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>17 Q</td>
<td>I think that peer mediation can help sometimes.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>18 D</td>
<td>Yes I went to Peer mediation</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>18 Q</td>
<td>I think peer mediation is good because you can solve problems and be friends again.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>19 Q</td>
<td>I think it helps kids to be friends with each other.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>20 D</td>
<td>Because someone was calling me bad names</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>20 Q</td>
<td>I think peer mediation is a good helpful thing that all schools should have peer mediators to help kids share their feelings.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>21 Q</td>
<td>I think it is good for kids like us to talk to another kid that is just a bit older than the other.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>22 Q</td>
<td>I think that peer mediation is really good help to all the bullies and victims to have better behaviour and making the victim to feel safe at school.</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>23 Q</td>
<td>Peer mediation is a good way of solving problems.</td>
<td>M</td>
</tr>
</tbody>
</table>

* Question D: Have you ever had Peer Mediation for any other reason this year?  

**Question Q:** Can you write down what you think about Peer Mediation?
Table D.4 Comments from Questionnaire 4: Staff Survey

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Question*</th>
<th>Comment</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>V</td>
<td>Incidental ongoing conflict resolutions (happens throughout the day as incidents happen) in class and playground. Peer Support Program.</td>
<td>F</td>
</tr>
<tr>
<td>2</td>
<td>ZT</td>
<td>I've used ideas from: Friendly kids/friendly classrooms to supplement the Term 1 activities.</td>
<td>F</td>
</tr>
<tr>
<td>3</td>
<td>ZJ</td>
<td>The children who attend the Intensive Reading Class are referred from other schools in the district. Often it is very noticeable that these children have not benefited from a conflict or peer support program. I have witnessed racist remarks, taunting behaviour, lack of respect for rulers and an inability to tell the truth from these visiting children.</td>
<td>F</td>
</tr>
<tr>
<td>3</td>
<td>ZT</td>
<td>I have been teaching at this school for 16 years. I have seen the code of ethics change in the playground. Where once this was a touch school where the strongest ruled, it is now a 'calm place' (sometimes) where all children are respected. The children feel happy, safe and secure. They know they will be listened to.</td>
<td>F</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>But not often</td>
<td>F</td>
</tr>
<tr>
<td>4</td>
<td>V</td>
<td>Child Protection Education, Peer Support, Peer Mediation</td>
<td>F</td>
</tr>
<tr>
<td>4</td>
<td>ZJ</td>
<td>Students who are bullied, isolated or unable to communicate effectively will have low self-esteem and will be very quiet or unable to complete work or sometimes complete all work but not well and perhaps not be able to present to the class as they are very nervous of the reaction of their peers. Conflict in the playground always presents as conflict (obvious or hidden from teachers sometimes) in the classroom.</td>
<td>F</td>
</tr>
<tr>
<td>4</td>
<td>ZT</td>
<td>Encourage teachers to use it more.</td>
<td>F</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>3 and 4 aren't often but do happen – human beings – more often than all but 5.</td>
<td>F</td>
</tr>
<tr>
<td>5</td>
<td>V</td>
<td>Peer Mediation Lesson. Peer Support. Ongoing PD lessons about School Rules etc. School. Cross Motor Groups – Year 2 look after their group etc. Units on Me and also My Family and Going to School.</td>
<td>F</td>
</tr>
<tr>
<td>5</td>
<td>ZT</td>
<td>While it’s highly valuable, it needs to be understood it’s not the full solution and some children – while they do need to be included fully in the program – some do not have the mindset to understand mediation. However the value of the program as a whole to them is still of immense importance.</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>V</td>
<td>Peer Mediation Peer support Buddy Program School Motto.</td>
<td>F</td>
</tr>
</tbody>
</table>

Table D.4 cont'd
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Question</th>
<th>Comment</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>ZJ</td>
<td>Interpersonal conflict resolution skills are vital in ensuring that anti-bullying programs get the most beneficial results. Positive reinforcement, role models and continuous confirmation from K-6. All good!</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>ZT</td>
<td>Allow students to choose which students in Year 6 will be involved in their peer mediation system.</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>N</td>
<td>(Answer 5 “I am still affected by some of the conflicts”) – When I can see that it continually affects the students involved.</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>V</td>
<td>Peer Support, PDHPE, Buddy Program.</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>Z</td>
<td>(Answer 4 “No”) It would provide more time for curriculum over the long term.</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>ZJ</td>
<td>Couple Peer Mediation with Building Self Esteem (greater focus).</td>
<td>F</td>
</tr>
<tr>
<td>8</td>
<td>V</td>
<td>Peer Support Peer Mediation Our Caring School School Rules HSIE.</td>
<td>M</td>
</tr>
<tr>
<td>8</td>
<td>ZJ</td>
<td>Nicky’s comments about a lot of our peer mediation being conflict resolution shows how far we have come. We are now dealing with conflict before it becomes bullying.</td>
<td>M</td>
</tr>
<tr>
<td>8</td>
<td>ZT</td>
<td>Staff need constant reminding of peer mediation programs so that they refer appropriately. Referrals drop off as the year goes on.</td>
<td>M</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td>Special needs and ‘particular’ students.</td>
<td>F</td>
</tr>
<tr>
<td>9</td>
<td>V</td>
<td>Peer Mediation/Peer Support/Drama/HSIE/Sports/Buddy System.</td>
<td>F</td>
</tr>
<tr>
<td>9</td>
<td>ZJ</td>
<td>Kids love to be empowered to resolve conflicts.</td>
<td>F</td>
</tr>
<tr>
<td>9</td>
<td>ZT</td>
<td>Further encourage individuals to resolve their own conflicts.</td>
<td>F</td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td>Often these children are special behaviour/needs children.</td>
<td>M</td>
</tr>
<tr>
<td>11</td>
<td>V</td>
<td>“Our caring school” - Peer Mediation Peer Support School Rules – “Be kind, be safe and be courteous”.</td>
<td>M</td>
</tr>
<tr>
<td>11</td>
<td>ZJ</td>
<td>Conflict resolution skills which children can use will improve significantly the teaching/learning environment.</td>
<td>M</td>
</tr>
<tr>
<td>11</td>
<td>ZT</td>
<td>Peer mediation cook may be useful for tracking conflict and individuals.</td>
<td>F</td>
</tr>
<tr>
<td>12</td>
<td>D</td>
<td>Special behaviour kids.</td>
<td>F</td>
</tr>
<tr>
<td>12</td>
<td>N</td>
<td>Usually pass it on to someone else.</td>
<td>F</td>
</tr>
<tr>
<td>12</td>
<td>V</td>
<td>Peer support/peer mediation/PDHPE/School rules/Buddy Program.</td>
<td>F</td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td>Many conflicts involve special needs students.</td>
<td>F</td>
</tr>
<tr>
<td>13</td>
<td>V</td>
<td>Peer mediation program. Peer support, bullying lessons. School buddy program.</td>
<td>F</td>
</tr>
</tbody>
</table>

Table D.4 cont’d
Teacher | Question* | Comment | Sex
--- | --- | --- | ---
14 | V | Sometimes public attention to a problem could be discussed during the assembly. | M
15 | D | Not seen physical fights. | F
15 | V | Peer Support, Peer mediation, at assembly through reminders, through the school rules/classroom rules. | F
15 | ZJ | Getting to share if they had a happy lunchtime. 'Why did you have a happy lunchtime? Did you anyone have a problem? What did you do?'' Reinforcing class rules, lots of positive reinforcement. E.g. Someone saying sorry or "It was really good...that you said sorry when you realized that you did the wrong thing without being told" | F
16 | V | Peer support program (and similar) HSIE. | F
17 | V | Personal Development, Peer Support Program and Peer Mediation. | F
18 | V | Personal Development- “Our Caring School”, Peer Support Program Term 2. | F

* Question D: What sort of interpersonal conflicts often occurs at school?

Question N: Sorting out students' conflicts emotionally affects me for:

Question V: If students are given guidance on how to deal with interpersonal conflict at this school, could you write down the name of the lesson or program or when this guidance is given at this school.

Question Z: Do you think a conflict resolution and management program is/would be disruptive to the school's teaching schedule and curriculum

Question ZJ: Would you like to add your own comments about this?

Question ZT: Do you have any suggestions to make the Peer Mediation/Anti-bullying program more successful?
<table>
<thead>
<tr>
<th>Student</th>
<th>Question*</th>
<th>Comment</th>
<th>Sex</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>N</td>
<td>“Hands Off”</td>
<td>F</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>N</td>
<td>Student Representative Council</td>
<td>F</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>N</td>
<td>Mentoring Program</td>
<td>M</td>
<td>17</td>
</tr>
<tr>
<td>16</td>
<td>M</td>
<td>We have a program specifically for Years 7 &amp; 10</td>
<td>F</td>
<td>13</td>
</tr>
<tr>
<td>16</td>
<td>ZN</td>
<td>I don’t have many conflicts at school, but if I am involved in an argument it doesn’t really affect other aspects of my life.</td>
<td>F</td>
<td>13</td>
</tr>
<tr>
<td>20</td>
<td>N</td>
<td>Peer Support</td>
<td>F</td>
<td>16</td>
</tr>
<tr>
<td>20</td>
<td>ZN</td>
<td>Being calm in tense situations</td>
<td>F</td>
<td>16</td>
</tr>
<tr>
<td>23</td>
<td>N</td>
<td>“Hands Off”</td>
<td>M</td>
<td>14</td>
</tr>
<tr>
<td>27</td>
<td>N</td>
<td>Counsellor</td>
<td>F</td>
<td>14</td>
</tr>
<tr>
<td>28</td>
<td>N</td>
<td>There is a counsellor and welfare teacher</td>
<td>F</td>
<td>16</td>
</tr>
<tr>
<td>29</td>
<td>N</td>
<td>Counsellor</td>
<td>F</td>
<td>19</td>
</tr>
</tbody>
</table>

*Question M*: Does your High School conduct any conflict resolution program?

*Question N*: What sort of program is it?

*Question ZN*: Do you think that learning about conflict resolution and conflict management helps you with...?
<table>
<thead>
<tr>
<th>Parent</th>
<th>Question</th>
<th>Comment</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>Bullying</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>13</td>
<td>I think peer mediation has worked really well at helping my child resolve differences with her peers.</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>Physical Violence.</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>If someone is mean to them.</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>If someone at school is being mean to him.</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>Teasing and arguing.</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>Bullying.</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>8</td>
<td>Bullying and students making fun at the expense of others.</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
<td>Name calling.</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>8</td>
<td>Any type of verbal abuse. Being left out, being told to go away.</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>Being left out, mean behaviour.</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>8</td>
<td>Teasing, bullying, intimidating behaviour.</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>Bullying.</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>8</td>
<td>Children who bully other students.</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>8</td>
<td>When he told me that one student had given him a smack for no reason, pushing.</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>8</td>
<td>Bullying.</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>8</td>
<td>“I’m not your friend today” type situations</td>
<td>1</td>
</tr>
<tr>
<td>27</td>
<td>8</td>
<td>Mean students, bullying.</td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>8</td>
<td>Children who bully other students.</td>
<td>2</td>
</tr>
<tr>
<td>29</td>
<td>8</td>
<td>Teasing, saying unnecessary stupid comments that scare my child. Being hit.</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>8</td>
<td>Exclusion in break time play and teasing.</td>
<td>3</td>
</tr>
<tr>
<td>31</td>
<td>8</td>
<td>Teasing, fighting, excluding behaviour.</td>
<td>3</td>
</tr>
<tr>
<td>33</td>
<td>8</td>
<td>Kicking, pushing, hitting, bad words, swearing.</td>
<td>1</td>
</tr>
<tr>
<td>34</td>
<td>8</td>
<td>Bullying, children not sharing taking turns on playground equipment.</td>
<td>1</td>
</tr>
<tr>
<td>35</td>
<td>8</td>
<td>Teasing, bigger children pushing in queues i.e. the canteen.</td>
<td>2</td>
</tr>
<tr>
<td>36</td>
<td>8</td>
<td>Bullying others.</td>
<td>2</td>
</tr>
<tr>
<td>37</td>
<td>8</td>
<td>Teasing.</td>
<td>1</td>
</tr>
<tr>
<td>38</td>
<td>8</td>
<td>Bullying, spreading rumours.</td>
<td>1</td>
</tr>
<tr>
<td>39</td>
<td>8</td>
<td>Teasing, secrets and fights.</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>8</td>
<td>Excluding students and name calling.</td>
<td>1</td>
</tr>
<tr>
<td>41</td>
<td>8</td>
<td>Excluding.</td>
<td>2</td>
</tr>
<tr>
<td>42</td>
<td>8</td>
<td>Bullying, name calling, being left out of playtime activities.</td>
<td>2</td>
</tr>
</tbody>
</table>

Table D.6 cont’d
<table>
<thead>
<tr>
<th>Parent</th>
<th>Question</th>
<th>Comment</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>8</td>
<td>Bullying, spreading false rumours.</td>
<td>1</td>
</tr>
<tr>
<td>44</td>
<td>8</td>
<td>Bullying from other students, quarrelling, fighting, and disagreements.</td>
<td>1</td>
</tr>
<tr>
<td>45</td>
<td>8</td>
<td>Excluding.</td>
<td>2</td>
</tr>
<tr>
<td>46</td>
<td>8</td>
<td>Teasing and secrets.</td>
<td>2</td>
</tr>
<tr>
<td>47</td>
<td>8</td>
<td>Bullying, unfriendly, name calling.</td>
<td>2</td>
</tr>
<tr>
<td>48</td>
<td>8</td>
<td>Teasing.</td>
<td>2</td>
</tr>
<tr>
<td>49</td>
<td>8</td>
<td>Saying nasty things and peer pressure.</td>
<td>2</td>
</tr>
<tr>
<td>51</td>
<td>8</td>
<td>Teasing and bullying the others.</td>
<td>2</td>
</tr>
<tr>
<td>52</td>
<td>8</td>
<td>Being targeted as a bad child when he has severe problems.</td>
<td>1</td>
</tr>
<tr>
<td>53</td>
<td>8</td>
<td>Teasing, being told that they are not allowed to play with someone or being excluded for being too small.</td>
<td>2</td>
</tr>
<tr>
<td>54</td>
<td>8</td>
<td>Arguments with friends.</td>
<td>2</td>
</tr>
<tr>
<td>55</td>
<td>8</td>
<td>Name calling</td>
<td>2</td>
</tr>
<tr>
<td>57</td>
<td>8</td>
<td>If someone is being mean to them, like kicking or calling names.</td>
<td>2</td>
</tr>
<tr>
<td>59</td>
<td>8</td>
<td>Teasing, being mean, saying nasty things about them, and making up things to get them into trouble.</td>
<td>1</td>
</tr>
<tr>
<td>61</td>
<td>8</td>
<td>People taking her things like her lunch and when people interrupt when she is talking.</td>
<td>1</td>
</tr>
<tr>
<td>62</td>
<td>8</td>
<td>Physical and verbal bullying.</td>
<td>1</td>
</tr>
<tr>
<td>63</td>
<td>8</td>
<td>Bullying, being left out of a group.</td>
<td>1</td>
</tr>
<tr>
<td>64</td>
<td>8</td>
<td>Bullying, teasing and being left out of a group.</td>
<td>2</td>
</tr>
<tr>
<td>66</td>
<td>8</td>
<td>Teasing.</td>
<td>1</td>
</tr>
<tr>
<td>67</td>
<td>8</td>
<td>Teasing, Bullying.</td>
<td>2</td>
</tr>
<tr>
<td>67</td>
<td>13</td>
<td>Keep up the good work. Let’s hope for the best. I think it’s a good idea to help the school and the students to become better everyday and their future too.</td>
<td>2</td>
</tr>
<tr>
<td>68</td>
<td>13</td>
<td>We have to teach our children to be good at school and not argue with other children. We want our children to stay away from trouble. If we know our children are having trouble at school we can give them advice and talk to them.</td>
<td>2</td>
</tr>
<tr>
<td>71</td>
<td>8</td>
<td>Teasing, bullying.</td>
<td>1</td>
</tr>
<tr>
<td>71</td>
<td>13</td>
<td>More sessions where students discuss how issues can be better resolved.</td>
<td>1</td>
</tr>
<tr>
<td>72</td>
<td>8</td>
<td>Teasing, Bullying.</td>
<td>2</td>
</tr>
<tr>
<td>72</td>
<td>13</td>
<td>I think they should continue with whatever they’re doing which is a good thing for the students and the school.</td>
<td>2</td>
</tr>
<tr>
<td>73</td>
<td>8</td>
<td>When people are being mean or picking on him.</td>
<td>1</td>
</tr>
</tbody>
</table>

*Table D.6 cont’d*
<table>
<thead>
<tr>
<th>Parent</th>
<th>Question</th>
<th>Comment</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>13</td>
<td>Yes, I believe it has made a difference; people are being less of a bully and learning to cope better with arguments.</td>
<td>1</td>
</tr>
<tr>
<td>74</td>
<td>8</td>
<td>When they talk about their parents behind their backs, when it has nothing to do with the school at all.</td>
<td>1</td>
</tr>
<tr>
<td>74</td>
<td>13</td>
<td>I think peer mediation is excellent. To be kind to others, plus not everybody is the same but always treated the same. Rules are great, no favouritism.</td>
<td>1</td>
</tr>
<tr>
<td>75</td>
<td>8</td>
<td>White people.</td>
<td>1</td>
</tr>
<tr>
<td>75</td>
<td>13</td>
<td>I support my son for the program, it helps him a lot now and when he goes to high school.</td>
<td>1</td>
</tr>
<tr>
<td>76</td>
<td>8</td>
<td>Name calling, when kids don’t forgive after an apology. When a matter is dealt with by a teacher and now kids won’t allow him to join in as they think he might dob again.</td>
<td>1</td>
</tr>
<tr>
<td>76</td>
<td>13</td>
<td>Definitely needed.</td>
<td>1</td>
</tr>
<tr>
<td>77</td>
<td>8</td>
<td>Bullying, talking behind back, stealing, uncaring behaviour.</td>
<td>1</td>
</tr>
<tr>
<td>78</td>
<td>8</td>
<td>Name calling, Teasing.</td>
<td>2</td>
</tr>
<tr>
<td>78</td>
<td>13</td>
<td>The peer mediation program has made him more confident in himself. He comes home and talks about his day and everything that happened either good or bad.</td>
<td>2</td>
</tr>
<tr>
<td>79</td>
<td>13</td>
<td>I think it helps the children understand friendship and play together.</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>8</td>
<td>Being mean to my child. My child witnessing others being mean to vulnerable kids and friends. Bullying behaviour.</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>13</td>
<td>My child has benefited from being trained to facilitate the program. Increased her self-esteem and the capacity to mediate a variety of situations. Skills to be extrapolated to many areas of life now and in the future.</td>
<td>1</td>
</tr>
<tr>
<td>81</td>
<td>8</td>
<td>Children hitting my son. Fighting, pushing and punching.</td>
<td>2</td>
</tr>
<tr>
<td>81</td>
<td>13</td>
<td>Continue the program is the better way. I wish all the students can join the program</td>
<td>2</td>
</tr>
<tr>
<td>82</td>
<td>8</td>
<td>Bullying</td>
<td>1</td>
</tr>
<tr>
<td>82</td>
<td>13</td>
<td>The child is able to communicate and how to help others. Understanding how to treat others better.</td>
<td>1</td>
</tr>
<tr>
<td>83</td>
<td>13</td>
<td>As parents we think it’s very successful. It’s especially good to see the older kids taking time out for the younger students. It makes them feel less alienated especially in the first few years.</td>
<td>1</td>
</tr>
<tr>
<td>84</td>
<td>8</td>
<td>Having arguments with other students.</td>
<td>1</td>
</tr>
<tr>
<td>84</td>
<td>13</td>
<td>It’s great and it helps Xavier and her friends.</td>
<td>1</td>
</tr>
<tr>
<td>85</td>
<td>8</td>
<td>When some other kids don’t want to play with her, being mean.</td>
<td>1</td>
</tr>
<tr>
<td>85</td>
<td>13</td>
<td>I think it’s the best program to encourage kids to overcome their problems with other students.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table D.6 cont’d
<table>
<thead>
<tr>
<th>Parent</th>
<th>Question</th>
<th>Comment</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td>8</td>
<td>When older children push younger ones over. When older children lie and younger ones get into trouble.</td>
<td>1</td>
</tr>
<tr>
<td>86</td>
<td>13</td>
<td>I would be happy to find out more information, perhaps by a sheet or booklet with reference to the types of ideas taught in Peer mediation.</td>
<td>1</td>
</tr>
<tr>
<td>87</td>
<td>8</td>
<td>Mean behaviour, not sharing, hitting and bullying, yelling and not helping one another.</td>
<td>1</td>
</tr>
<tr>
<td>87</td>
<td>13</td>
<td>The school should continue this program as I am sure the kids actually do learn a lot.</td>
<td>1</td>
</tr>
<tr>
<td>88</td>
<td>8</td>
<td>Sometimes students tease other students, especially the older ones tease the younger ones.</td>
<td>7</td>
</tr>
<tr>
<td>88</td>
<td>13</td>
<td>I think peer mediation is successful at [Vale] because the students are more respectful than at other public schools I know. I don’t really hear from my kids about any concerns.</td>
<td>7</td>
</tr>
<tr>
<td>89</td>
<td>8</td>
<td>Lucy was teased because of her weight.</td>
<td>1</td>
</tr>
<tr>
<td>89</td>
<td>13</td>
<td>I believe that Mr [name]’s set up of peer mediation and the control he has made it a very productive program.</td>
<td>1</td>
</tr>
<tr>
<td>91</td>
<td>8</td>
<td>Fighting, yelling, verbal criticism.</td>
<td>1</td>
</tr>
<tr>
<td>91</td>
<td>13</td>
<td>Parents should be more informed about the program.</td>
<td>1</td>
</tr>
<tr>
<td>92</td>
<td>8</td>
<td>Moana was once upset because her classmates teased her and stopped others from playing with her.</td>
<td>7</td>
</tr>
<tr>
<td>93</td>
<td>8</td>
<td>Teasing and Bullying.</td>
<td>1</td>
</tr>
<tr>
<td>93</td>
<td>13</td>
<td>If this program continues it will improve time at school for many students.</td>
<td>1</td>
</tr>
<tr>
<td>94</td>
<td>8</td>
<td>If another child punches another child.</td>
<td>2</td>
</tr>
<tr>
<td>94</td>
<td>13</td>
<td>Good program, it should be in all schools. Helps children in growing and understanding.</td>
<td>2</td>
</tr>
<tr>
<td>95</td>
<td>8</td>
<td>Being called names i.e. Chicken Head</td>
<td>2</td>
</tr>
<tr>
<td>95</td>
<td>13</td>
<td>I think it is a really good program. Especially for kids this young. My kids come home every day and tell me all about their school day. All the fun stuff and the not so happy moments. The peer mediation program has taught them to talk to someone about any problems they may have and I am glad at the end of the day I get to listen to all their stories and complaints. Thanks to everyone who helps with the program. Keep up the good work.</td>
<td>2</td>
</tr>
<tr>
<td>96</td>
<td>8</td>
<td>Teasing, calling names, and not being allowed to join in games.</td>
<td>1</td>
</tr>
<tr>
<td>96</td>
<td>13</td>
<td>In my opinion it doesn’t work. “Sorry”</td>
<td>1</td>
</tr>
<tr>
<td>98</td>
<td>8</td>
<td>Teasing and Bullying.</td>
<td>1</td>
</tr>
<tr>
<td>98</td>
<td>13</td>
<td>Information via newsletter or information night on peer mediation for parents.</td>
<td>1</td>
</tr>
<tr>
<td>99</td>
<td>8</td>
<td>Bullying, calling names, teasing and hitting.</td>
<td>2</td>
</tr>
<tr>
<td>99</td>
<td>13</td>
<td>It is a good program and I think it gets better each year.</td>
<td>2</td>
</tr>
</tbody>
</table>

Table D.6 cont'd
<table>
<thead>
<tr>
<th>Parent</th>
<th>Question</th>
<th>Comment</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>8</td>
<td>Disagreements.</td>
<td>1</td>
</tr>
<tr>
<td>100</td>
<td>13</td>
<td>Please make it more popular for everyone, I know it's useful.</td>
<td>1</td>
</tr>
<tr>
<td>101</td>
<td>8</td>
<td>Swearing at other students. &quot;Smarty Pants&quot; children. Students taking things off the younger students,</td>
<td>1</td>
</tr>
<tr>
<td>101</td>
<td>13</td>
<td>Good effective way for students to handle issues they may have with other students as a first step before Teaching Staff.</td>
<td>1</td>
</tr>
<tr>
<td>102</td>
<td>8</td>
<td>Students hitting or fighting my children</td>
<td>2</td>
</tr>
<tr>
<td>102</td>
<td>13</td>
<td>I don't really understand about peer mediation.</td>
<td>2</td>
</tr>
<tr>
<td>103</td>
<td>8</td>
<td>Calling names, swearing, kicking and pushing.</td>
<td>1</td>
</tr>
<tr>
<td>103</td>
<td>13</td>
<td>Teachers should be stricter towards children that are a bit mean to other kids.</td>
<td>1</td>
</tr>
<tr>
<td>104</td>
<td>8</td>
<td>When someone bullies him.</td>
<td>1</td>
</tr>
<tr>
<td>104</td>
<td>13</td>
<td>As I haven't had that much to do with it, I don't know how well it works, but I believe it will do well.</td>
<td>1</td>
</tr>
<tr>
<td>105</td>
<td>8</td>
<td>Arguments, disagreements with friends.</td>
<td>1</td>
</tr>
<tr>
<td>105</td>
<td>13</td>
<td>A well-developed program that is needed and should be continued.</td>
<td>1</td>
</tr>
<tr>
<td>106</td>
<td>8</td>
<td>If children punch each other</td>
<td>2</td>
</tr>
<tr>
<td>106</td>
<td>13</td>
<td>I believe it's a great program, our children benefit from it. It should be in all schools. It helps children in their growing years.</td>
<td>2</td>
</tr>
<tr>
<td>107</td>
<td>6</td>
<td>Mostly with my child for letting silly things upset her.</td>
<td>2</td>
</tr>
<tr>
<td>107</td>
<td>8</td>
<td>If my daughter has an argument with a classmate she gets angry when that person tries to involve others by taking sides with them against her.</td>
<td>2</td>
</tr>
<tr>
<td>107</td>
<td>13</td>
<td>Excellent program. Obviously it has helped the kids, although my own kids are new this year at [blank], I've never heard of bully's in school. Sure some of the girls have their little arguments now and then but over silly things, nothing serious thankfully. That is just a female thing. Girls will be girls.</td>
<td>2</td>
</tr>
<tr>
<td>108</td>
<td>8</td>
<td>Calling names, swearing, pushing, lying, excluding, and competing for friends.</td>
<td>1</td>
</tr>
<tr>
<td>108</td>
<td>13</td>
<td>I do not think peer mediation really works with real bullying. I think it might settle down children but the problem is not solved. After it's done so many times it loses its effectiveness.</td>
<td>1</td>
</tr>
<tr>
<td>109</td>
<td>8</td>
<td>Name calling, Bullying.</td>
<td>2</td>
</tr>
<tr>
<td>109</td>
<td>13</td>
<td>What is it? How do I learn more about it?</td>
<td>2</td>
</tr>
<tr>
<td>110</td>
<td>8</td>
<td>Fights, arguments and bullying.</td>
<td>2</td>
</tr>
<tr>
<td>110</td>
<td>13</td>
<td>We just hope that it will always be addressed as it will affect their worlds in the future.</td>
<td>2</td>
</tr>
<tr>
<td>111</td>
<td>8</td>
<td>In my son's words: &quot;Laughing when mistakes are done in class, trying to boss, accusing of things that are not really done&quot;.</td>
<td>1</td>
</tr>
<tr>
<td>111</td>
<td>13</td>
<td>I believe that peer mediation is a great program if it is successful, so that all students can be equally happy in school.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table D.6 cont'd
<table>
<thead>
<tr>
<th>Parent</th>
<th>Question</th>
<th>Comment</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>8</td>
<td>Usually disagreements between younger and older kids when they play football together in the playground.</td>
<td>2</td>
</tr>
<tr>
<td>112</td>
<td>13</td>
<td>I think it is really good that the kids are given the skills to problem solving with their peers. It encourages maturity in this area for high school and into their adult lives. Is [school name] one of the few schools that have this program? My friend’s children don’t seem to have this at their schools in the area.</td>
<td>2</td>
</tr>
<tr>
<td>113</td>
<td>8</td>
<td>Verbal teasing, physically intimidating by taking items, moving things or damaging items.</td>
<td>1</td>
</tr>
<tr>
<td>113</td>
<td>13</td>
<td>Children who bully others are not going to stop because another child tells them to work it out together.</td>
<td>1</td>
</tr>
<tr>
<td>114</td>
<td>8</td>
<td>Being called names, when friends hurt him intentionally.</td>
<td>2</td>
</tr>
<tr>
<td>114</td>
<td>13</td>
<td>I think it’s a very good program. Older children have learned some leadership responsibilities- good development for them.</td>
<td>2</td>
</tr>
<tr>
<td>115</td>
<td>8</td>
<td>Being hit, being teased, and being excluded.</td>
<td>2</td>
</tr>
<tr>
<td>115</td>
<td>11</td>
<td>Mostly my children have reported that they don’t enjoy participating in the peer mediation groups, and that attending peer mediation for the resolution of problems was a waste of time.</td>
<td>2</td>
</tr>
<tr>
<td>115</td>
<td>13</td>
<td>We are unable to evaluate the effectiveness as there is little parent involvement or understanding of the peer mediation program. I know that the senior students run the peer mediation program and that all children attend the peer mediation groups. I know that earlier in their schooling my children hated attending group as they were often called “stupid” making the whole purpose counter-productive.</td>
<td>2</td>
</tr>
<tr>
<td>116</td>
<td>8</td>
<td>Being called names, being hit, being teased and being ignored.</td>
<td>2</td>
</tr>
<tr>
<td>116</td>
<td>12</td>
<td>We get very mixed reports from our children, sometimes they hate it and sometimes they find it useful.</td>
<td>2</td>
</tr>
<tr>
<td>116</td>
<td>13</td>
<td>We get mixed messages about the usefulness of the peer mediation program- sometimes it does not change the situation or the offending behaviour, sometimes things change. We have been lucky that our kids have not been subject to sustained bullying and have not had to test the effectiveness of the program. Many times my kids won’t report or complain of bad behaviour in others because they will have to go to peer mediation which they think will inflame the situation and expose them to more danger.</td>
<td>2</td>
</tr>
<tr>
<td>118</td>
<td>8</td>
<td>Swearing, name calling and hitting.</td>
<td>1</td>
</tr>
<tr>
<td>118</td>
<td>13</td>
<td>I think it is beneficial and I hope it continues.</td>
<td>1</td>
</tr>
<tr>
<td>120</td>
<td>8</td>
<td>One of my children was bullied once and the school dealt with it and it never happened again. I was happy with that.</td>
<td>2</td>
</tr>
<tr>
<td>120</td>
<td>13</td>
<td>I’ve heard about the program and I think it’s the best way to teach children to live in harmony. I think that [Vale] School is using it successfully</td>
<td>2</td>
</tr>
<tr>
<td>121</td>
<td>13</td>
<td>The peer mediation program has helped my son a lot with his anger management and to deal with conflict with friends and other students.</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix E.1
Generic Conflict Management Program 2

Peer Mediation (The Program) (copyright reserved)

Nicky McWilliam BA LLM FDRP NMAS and
Dr Olav Neilssen MBBS(psychiatry), M CRIM, FRANZCP

The Program comprises

❖ a framework for experiential training in:
  o Conflict management and
  o Implementation of mediation as a process and technique for managing conflict.

❖ A framework for ongoing peer mediation conflict management process in the community.

Individuals are trained in:

❖ Constructive skills, behaviours and strategies

❖ How to participate in, and facilitate as mediators in a mediation process.

Implementation of The Program requires community commitment to The Program which means inter alia use of constituent (peer) mediators for specified inter-personal conflict (and specified conflicts are excluded).

The Program consists of a six stage training module, each stage comprising a clearly defined focus, objectives, items for discussion and role plays. The entire community is trained and The Program must be infused into the daily life of the community.

Role plays, application and experience are an important component of The Program (and the six part training module).
These assist participants in:

- Analysing their own responses and behaviours to conflict and
- Focusing on skills and strategies learned.

**The Program is based on:**

1. Theories of:
   - integrative negotiation (Pruitt & Lewis 1977)
   - perspective reversal (Johnson D W 1971)
   - reality theory and choice theory (Glasser 2002, 2005)
   - constructive & positive conflict (Deutsch 1973)
   - cooperation (Deutsch 1973; Johnson DW 1989)
   - self-regulation (Flavell 1985)

2. Research outcomes:
   - negative outcomes of poorly managed conflicts (Johnson & Johnson 1996)
   - constructive responses to conflict are learned skills, behaviours and strategies
     (Opotow 1991; Johnson & Johnson 1995)
   - ability to manage conflicts constructively is an important aspect of
     psychological health (Zhang 1994)
   - systems and processes have an impact (positive or negative) on all community
     constituents (King 2006)
   - systems and processes become a social force in a community and cause norms of
     behaviour to shift (McWilliam 2010).
Aims of The Program

To provide:
1. An awareness of and appreciation of conflict (differences between people, viewpoints, ideas and behaviours).
2. Education, training, and experience in skills, behaviours and strategies that are constructive ways to respond to conflict.
3. Education, training and experience in the mediation process so as individuals can participate in, and facilitate a mediation process.
4. A forum for individuals to voluntarily participate and apply and practice learned skills behaviours and strategies in relation to their own conflicts and issues.
5. Community and peer recognition of individuals’ achievements.
6. An opportunity for individuals to participate in evaluation of their own behaviour and of the program as a whole.

Six stage Training Module (five half days)

1. Introduction: Conflict Management

FOCUS: What is conflict? How can it be positive?

OBJECTIVE: Information on positive ways in which individuals can assert feelings, needs and wants in order achieve ones goals.

Issues for discussion: communication, emotions, feelings, loyalty, power, peer pressure.

2 x ROLE PLAYS:

2. What is Mediation?

FOCUS: Elements and stages of mediation.

OBJECTIVE: To explain and demonstrate how the process of peer mediation works.

Items for discussion: parties decide the outcome, elements and stages of mediation process, rules/code of conduct, confidentiality, neutrality, the idea of win/win,
cooperation, focus on interests, communication, power imbalances, disputes which are unsuitable for mediation.

2 x ROLE PLAYS:
- Rules/code of conduct
- Win/Win
- Setting an agenda.

3. Participation in a Mediation Process

FOCUS: Skills, behaviours and strategies required to participate in a mediation process.

OBJECTIVE: training in skills, behaviours and strategy training required to participate and to facilitate as a mediator.

Items for discussion: voluntarism, communication, listening skills, brainstorming solutions, rules/code of conduct, negotiation, mediators.

3 x ROLE PLAYS/GAMES/ACTIVITIES (craft/poetry/acting)
- Active listening
- Perspective taking
- Brainstorming
- Setting an agenda.

4. The Role of the Mediators

FOCUS: What do the mediators do in mediation?

OBJECTIVE: Explain how the process is facilitated and qualities required in a mediator.

Items for discussion: neutrality, facilitating discussion, asking questions, no judgement, treat things seriously, parties themselves decide the outcome.
5. Behavioural Contract and Mediator Reports

FOCUS: Is mediation effective? Will agreements and solutions be effective?

OBJECTIVE: learning to take responsibility / about being accountable / power and meaning of apology / meaning of signing an agreement.

Items for discussion: relationships, focus on the future, contracts, trust, responsibility, accountability, respect, leadership, reliability, confidentiality.

6. Evaluation

FOCUS: Value of debrief and evaluation.

OBJECTIVE: Involvement of all participants and their perception of the mediation process and The Program.

Items for discussion: ways to improve things, ideas, criticisms of The Program

ROLE PLAY x 2.

Requirements for implementation of the Program:

❖ Five half days for training module.

❖ A member of staff is required to be trained as an administrator/coordinator for implementation of The Program and ongoing supervision and support of The Program.

❖ An area with a table for mediation is required to be made available at certain times so individuals can conduct the mediation sessions in relation to their own issues.
Appendix E.2
Psychiatric Considerations in Peer Mediation Training in a Prison Setting

Statement from Dr Olav Nielssen, 17th October 2011

Peer mediation training has been shown to improve conflict resolution and reduce the incidence of bullying in a school setting. The high level of violence and intimidation and the effect of impaired capacity to deal with conflict among many prisoners suggests that a similar program would be particularly useful in a prison setting. However, the range of psychiatric and psychological problems found among sentenced prisoners in NSW presents a particular challenge in providing peer mediation training in this setting.

Firstly, the people who enter NSW prisons have lower levels of intelligence, educational attainment and literacy than the general population. There is also a high incidence of brain injury, epilepsy and major mental illness. All of these conditions can affect the capacity to participate in a learning based program and to understand the concepts that are being taught. The program may have to be adjusted to check that each participant has understood the material.

A second consideration is the effect of neglect and trauma experienced by many prisoners during their upbringing as well as trauma in adult life, including the trauma of imprisonment. The consequences of early life neglect and abuse can include an impaired capacity for empathy and trust. There is often the lifelong experience of observing and using violence and intimidation to achieve personal goals. Long term prisoners have often developed an antagonistic attitude to correctional programs, which are perceived to be to achieve the goals of the criminal justice system, rather than their own goals. Hence it will be important to try to overcome the inherent suspicion of therapeutic programs and the institutional habits of the inmates.

A third consideration, also flowing from the effect of early life trauma, is the poor capacity for emotional regulation shown by many prisoners. The examples and role plays that form part of the course material may evoke tension and distress in prisoners as a result of being reminded of their own experiences. One reason for high levels of drug use among prisoners is a tendency to use drugs to modify distressing mood states triggered by small setbacks. A peer mediation program in a prison setting will need to monitor for self-defeating responses to emotional distress triggered by the scenarios used in the program.
Appendix F

Crime and Punishment Conference

The Australian & New Zealand Association of Psychiatry, Psychology and Law (ANZAPPL New Zealand) and The Royal Australian & New Zealand College of Psychiatrists (Faculty of Forensic Psychiatry).


Provisional Program

<table>
<thead>
<tr>
<th>Day</th>
<th>Session Details</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, 16 November 2011</td>
<td>Optional Workshops 9:30am - 10:30am Optional Workshops 1 and 2</td>
<td>9:30am - 10:30am</td>
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</table>
## Appendix G
### National Awards for Quality Schooling

**2004 National Awards for Quality Schooling (NAQS)**

**Award Category:** Excellence in School Improvement

**PART I: APPLICATION COVER SHEET**

(please mark appropriate box)

<table>
<thead>
<tr>
<th>Team of Teachers</th>
<th>Individual School</th>
<th>Cluster of Schools</th>
</tr>
</thead>
</table>

**PROJECT COORDINATOR DETAILS:** This is the designated contact person for the project and will be the person who, in the event of the application being successful, is invited to accept the Award on behalf of the nominated school. Please list other team members on page 3.

- **Surname:**
- **Given Names:**
- **Position:** Assistant Principal
- **School Name:** Public School
- **Phone (work):**
- **Fax:**
- **Phone (Mobile and/or AII):**
- **Email:**
- **NQSF Username:**

**School Postal Address:**

- **Suburb/Town:**
- **State:** NSW
- **Postcode:**

**FOCUS AREA OF PROJECT:** (A maximum of 5 worth - e.g. Safe School Environment, Student Welfare, Literacy and Numeracy, School To Work, Science Teaching, Value Education, ESL, Middle Years, Physical Education, etc)

- **Student Welfare - Reducing Bullying**

**NOMINATED BY** (Teams/schools/cluster of schools may not self-nominate but may be nominated by a colleague, a member of the immediate school community or, in the case of a cluster of schools, by a participating senior colleague or principal or equivalent):

- **Name:**
- **Signature:**
- **Position:** Principal
- **Date:** 28/7/04

**TYPE OF SCHOOL (Please mark appropriate box):**

- Pre-primary
- Primary
- Secondary
- Other
- Specify

**SECTOR OF SCHOOLING (Please mark appropriate box):**

- Government
- Non Government

**DID YOUR SCHOOL'S TEAM OR ANY MEMBER OF YOUR TEAM APPLY FOR NAQS IN 2003?**

- Yes
- No

*Continued over page*
PART 1: APPLICATION COVER SHEET
continued

ENDORSEMENT BY YOUR SCHOOL’S PRINCIPAL/S – For clusters, please list all additional
Principal’s endorsements on page 3.

Name of Principal: ____________________________
School: ______________________________________
Signature: ____________________________________
Date: 28/7/04

REFEEEREE DETAILS (2 must be supplied)

Referee 1:
Name: Mr Brad Hazzard
Position: President School Council

Referee 2:
Name: Mr Brad Hazzard
Position: Member Legislative Assembly

LODGING YOUR APPLICATION

1. You must email your completed Application Pack to the NAQS Project Coordinator by 5.00pm AEST Friday 30 July 2004. Email address: NAQS@australled.edu.au (you must add the word NAQS Awards and the name of your school in the subject line of your email). If you do not receive an email acknowledgement of your application please use the NAQS free call telephone number 1800 131 323 to follow up.

2. You must mail the original print copy of your Application Document to the NAQS Project Coordinator, Australian College of Education to be received no later than 5.00pm AEST Friday 30 July 2004. The Application Document must include:

- The completed Application Cover Sheet with the required signatures
- The completed Project Synopsis
- The completed Application Form and two signed Referee Verification Forms

Mail address:
NAQS Project Coordinator,
Australian College of Educators
PO Box 323
DEAKIN WEST ACT 2600

Continued over page
PART 1: APPLICATION COVER SHEET continued

IF APPLYING AS A TEAM OF TEACHERS/ AN INDIVIDUAL SCHOOL, PLEASE PROVIDE NAMES OF PROJECT TEAM MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Assistant Principal (Year 6)</td>
<td>PS</td>
</tr>
<tr>
<td>2</td>
<td>Assistant Principal (Spec Ed)</td>
<td>PS</td>
</tr>
<tr>
<td>3</td>
<td>Kindergarten Teacher</td>
<td>PS</td>
</tr>
<tr>
<td>4</td>
<td>Year 2 Teacher</td>
<td>PS</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
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IF APPLYING AS A CLUSTER OF SCHOOLS, PLEASE PROVIDE THE NAMES OF ALL PARTICIPATING SCHOOLS IN THE CLUSTER

<table>
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<tr>
<th>School Name</th>
<th>Sector (Gov/Non Gov)</th>
<th>Level of Schooling (primary/secondary)</th>
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</tr>
<tr>
<td>2</td>
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<td></td>
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<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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</tr>
</tbody>
</table>

ADDITIONAL ENDORSEMENT BY CLUSTER PRINCIPAL/S

Name of Principal: N/A  
School:  
Signature:  
Date:  
School Phone:  
Name of Principal:  
School:  
Signature:  
Date:  
School Phone:  
Name of Principal:  
School:  
Signature:  
Date:  
School Phone:  
Name of Principal:  
School:  
Signature:  
Date:  
School Phone:
PART 2: PROJECT SYNOPSIS

The Synopsis should be a maximum of one A4 page, 12 point font, Times New Roman

Name of Project Coordinator:  
Name/s of School/s: Public School

Project Title:  
Our Caring School – Changing bullying behaviour through Peer Mediation

Project Synopsis
About the School/s e.g. location, enrolment, sector, social/community characteristics)

Public School is a multi-cultural school on Sydney's Northern Beaches. Approximately 65% of children have Non-English Speaking Backgrounds, the largest group being about 20% Tongan. More than 50% of children are from low socio-economic backgrounds with 12% of children having high social, educational or behavioural needs. Two Special Education classes are also located at [ ].

Why was your project undertaken? (i.e., what led to the project...what was the need?)

Our project was undertaken to reduce bullying. Children's well-being and their learning opportunities were being disrupted. Excessive teacher time was consumed by incidents involving conflict amongst children. Although the school had in place policies and procedures which had reduced physical bullying, further improvements were required, in particular more appropriate teaching materials.

What strategies/action did you take?

Staff and children were surveyed and parents consulted as to the effectiveness of the existing policies and procedures. Clearly there was a need to make the teaching material more appropriate. The Student Welfare Team gathered resources and developed our own teaching kits. These kits have ten individual lessons for each class containing instructions, posters, worksheets, computer software and books. These are taught in all classes in Term 1 of each year. Staff are regularly inserviced and parents are informed of developments through the school newsletter as well as at P & C and School Council meetings.

What were the Outcomes?

Children at Public School have developed a better awareness of bullying and place greater value on the feelings of others. There has been a significant reduction in bullying behaviour as children have begun to negotiate and solve their own problems. Year 6 students' self-esteem and co-operation has improved and they are more respected amongst their peers. Classrooms are happy co-operative learning environments where teachers are able to spend more energy educating. There has been improved academic performance in standardised tests. There has been recognition of the success of the program in the community with visitors to the school, press coverage and increased enrolments.

Where to from here?
The Student Welfare Team will continue to develop their policies and procedures for dealing with bullying. This will include a survey of all staff, children and parents, purchase of new resources and the refinement of teaching programs. Inservice of staff will continue. Public School will publish material on the school website and welcome visitors to our school to learn from our experiences.

SIGNED  
PROJECT COORDINATOR:  
DATE 28/7/04
Our school is a Government sector Kindergarten to Year 6 public school. It is a multicultural school with approximately 65% of children coming from Non-English Speaking Backgrounds. About 20% of children are Tongan; the remainder of NESB children are primarily from Pacific Islands and Asia as well as parts of Europe.

The school was established 120 years ago. It is situated in an industrial & commercial area of a major city with most students coming from low socio-economic backgrounds. There are significant numbers of children with physical, learning, emotional and social problems enrolled at the school. The school also has 2 Special Education classes, K-2 Special Class Language and 3-6 Intensive Reading Class. We also had the District Behaviour/Emotional Disorder Class until this year. The District Itinerant Hearing teacher and Itinerant Behaviour Disorders teacher are also based at our school. Our school was the first school in Australia to teach Tongan as a Community Language.

Enrolments at our school had been in decline due to the fact that housing was being redeveloped into industrial & commercial factories. In recent years however, this decline has been reversed due to the innovative educational programs at the school. Enrolments had declined to 171 children in 1996. Enrolments have recovered and are currently 201 with an increased number of Kinder enrolments expected in 2005.

In recent years the school has developed innovative programs in areas of literacy, student welfare, peer mediation, technology and the environment. The school has raised its profile in the community and received greater recognition due to photographs and articles in the local press, aspects of school achievements featuring on children's television programs and even national television news. Articles have been published in educational journals. Many educationalists visit our school from various parts of Australia and overseas after viewing our website.

The parents are very supportive of the school with an active Parents & Citizens group, School Council and good attendances at school activities such as Education Week, parent-teacher interviews and information evenings. The children are enthusiastic about their education striving to achieve at all they attempt. They enjoy the activities and lessons, show consideration for their peers and respect for the staff who always work in the best interests of the children.
Our school has developed an innovative program to reduce bullying of children. Although the 'Empowering Kids' program had been used for some time, it became inadequate for our school needs. The new project 'Our Caring School' involved the development of unique teaching resources by a team of staff. These resources are taught to all classes in term 1 each year and Year 6 train as Peer Mediators to assist children solve their conflicts in a calm and supportive manner.

In 1996 a discussion was held amongst staff at a School Development Day about the behaviour of children in the school and what could be implemented to solve this situation. Cultural diversity, socioeconomic pressure and high turnover of the student population (more than 20%) were all discussed.

There was clear evidence that the current behaviour modification programs were not successful. In some weeks in 1996 there were as many as 60 children (more than 1/3 of the student population) on detention during a week. School excursions were rare as behaviour was difficult to manage. Some children who had left school for high school returned to disrupt sports afternoons and other activities.

An analysis of the 'Detention Book' carried out by members of the school executive indicated that 70% of the reasons for detention were due to conflict between children. These included fighting, kicking, stealing, hurting, swearing and name-calling. The message was clear - children needed to learn how to interact and to develop new skills to resolve their disagreements.

Creating the Peaceable School Program Guide had been read by one of the members of staff. It was suggested we explore mediation as a method of dealing with the problem. This led to new level of understanding of the problem and solutions to it.

At a subsequent School Development Day that year children's psychologist Sue Berne talked to the staff about her program 'Empowering Kids'. This program provided a theoretical framework, identified bullying, set out procedures to follow and provided lesson ideas for teaching. "The aim of Empowering kids is not only to treat the existing problem but to prevent incidences from occurring." (2)

The school purchased an 'Empowering Kids' licence and sets of manuals for each class. Sue Berne conducted a full day workshop with staff to inservice teachers in the program.

The inservice and kits made us realise that bullying was a social problem not just experienced by children at our school. According to Kids Help Line "four out of every five calls about bullying were made by 10-14 year olds. "More than 10% of callers report experiencing continual harassment while at school." (3)

Year 6 students were trained as Peer Mediators. From this point on, bullying between children was identified and cases referred to Year 6 Peer Mediators. Teachers used the 'Empowering Kids' kits to teach children how to identify bullying and develop skills in conflict resolution and communication.

At the end of 1996 all staff, children and parents were surveyed to ascertain the effectiveness of the program. The results indicated that children were aware of bullying within the school and thought that school should continue to do something about it.

2. Empowering Kids, by Sue Berne, Neutral Bay, 1995
Almost all children said they had been bullied at school (99%); the main sources of bullying were physical (50%), threatening (30%) name-calling or teasing (25%). Most bullying (80%) occurred in the playground. 100% of respondents thought that school should do something to stop bullying.

We were on the right path. Kids Help Line indicated a growing awareness amongst children for the need for help. "Almost two thirds of callers (about bullying—ed.) were younger than 15, an age group which is disenfranchised in term of services available to them. For the sixth year running, callers younger than 10 increased their level of contact from 4% in 1996 to over 7% of calls in 2001." (1)

Training of Year 6 as Peer Mediators at the beginning of each year continued, anti-bullying plays by Brainstorm Productions such as 'Sticks and Stones,' 'Misfits' and 'Buddies' were performed for the children. Regular staff inservicing continued and lessons ware held in classes Kinder - Year 6.

In 1999 staff were surveyed to find their views on the program. The results indicated improved behaviour by children (100%); children use the term bully/victim (95%), observed instances of children trying to resolve their own problems using skills of mediation (90%) and teachers found the Year 6 Peer Mediators useful (90%).

Our school was implementing recognised procedures for bullying. "Students learn best in environments in which they feel safe. Bullying devalues, isolates and frightens people so that they no longer believe in their ability to achieve. It has long term effects for those doing the bullying, their targets and the onlookers." (2)

One important survey response indicated a shift in awareness by teachers in the three years we had been implementing the 'Empowering Kids' program. The 'Empowering Kids' manual was in fact a manual written for High School students and was modified for primary schools. A teacher commented, "Infants materials need to be accessible, not high school stuff written down," and another "the folders are useful to some extent."

Research indicated that bullying was a social problem that could affect both the victim and the bully. Staff were keen to assist the bully change their bullying behaviour. New resources which were to be developed would need to be meaningful to both victims and bullies. According to Tattum et al. "a high proportion of young bullies achieve little in school, leave early and get into trouble with the law. They perform below their potential throughout their careers." (3)

Our school was maturing. The children, teachers and parents had worked together to change bullying behaviour within the school. We were aware it would take some time and had put considerable financial resources and time into the program. We now had a much better understanding of the issues and were set to develop our own resources, our own approach and our own policies based on our past experiences and analysis. In 2001 the Student Welfare Team met to review our program, gather appropriate resources and develop new teaching kits for use in the classroom.

(1) Kids Help Line Newsletter, March 2002
(2) Anti-bullying Best Practice in Schools, NSW Department of Education and Training, 1999
(3) Bullying: A Positive Response by Tattum, Delwyn Herbert & Graham, Cardiff Institute of Higher Education, 1994.
Section 2
PLANNING FOR CHANGE
(max one A4 page, 12 point font Times New Roman)

The Student Welfare Team met in 2001 and included teachers from Kindergarten, Year 2, a Special Education class and Year 6. Two members of the team were also members of the School Executive.

The Student Welfare Team met to review the ‘Empowering Kids’ program, gather new resources, develop new teaching kits and further integrate the peer mediation/anti-bullying programs into the school. Current programs and policies were to be enhanced with more appropriate teaching resources.

The goal of the Student Welfare Team was to build upon the proven success of the ‘Empowering Kids’ program and develop a new program supported by teaching kits that were relevant to our Kindergarten to Year 6 setting. ‘Our Caring School’ was conceived.

The new teaching kits would further educate the children in what bullying is, what to do about it and how to assist others who may be either victims or bullies. It was believed that over time there would continue to be a decline in violent and anti-social behaviour and that children would develop important skills for life.

The Student Welfare Team also believed that a decrease in bullying would provide every child with access to learning in a genuine safe and caring environment. We were striving to join the many “school communities ... developing environments where people welcome diversity and treat everyone with dignity, fairness and respect.” (1)

Evidence within the school setting had indicated Year 6 Peer Mediators provided a good role model for younger children. Year 6 students welcomed the opportunity to help others in a very positive way. The training of Peer Mediators would continue. “Most pupils (80%) are not actively involved in bullying. They are neither bully or victim. They know it’s wrong but unless they are asked for help, or are made to feel they have a responsibility or duty to act, they will silently collude with the abuse.” (2)

Inservices and workshops were planned for staff to orientate themselves to the ‘Our Caring School’ program. These opportunities would reinforce with teachers the nature of bullying and the need to be proactive and support the Year 6 students as they accept responsibility as Peer Mediators. Teachers would also meet in stage groups to evaluate the material included in the new kits.

Parents were to be consulted during this process. Discussions and information sessions were held at P & C meetings, School Council meetings and information was published in the school newsletter, new parents booklet and on the school website.

Once the ‘Our Caring School’ program was implemented in 2002, a survey of all children and staff would be carried out. This survey would involve children in classes from Kinder to Year 6 and Special Education classes. The survey would provide evidence that children had learnt how to identify bullying, who to turn to for help and growth in personal skills such as communication skills and being assertive.

(1) www.bullyknowhow.com.au - a website jointly developed by State and Federal Governments.
(2) www.nobully.org.nz - a website for schools maintained by NZ Police & Telecom.
In 2001 members of the Student Welfare Team met with other teachers who were also teaching classes in their Stage to discuss the project. All staff nominated resources to develop a more appropriate program. Teachers provided posters, drawings, teaching ideas, worksheets, book lists, videos and computer software. The school Librarian collated a list of resources from the Library.

Once the material was collected the Student Welfare Team met regularly (about once per month) to discuss progress and share ideas. A planning day was held in Term 2 where resources were shared and the overall approach of the project was established.

‘Our Caring School’ teaching kits would include a detailed introduction examining what is bullying, definitions of terms associated with our approach and the school Peer Mediation Policy. It was decided that each kit would contain ten lessons with appropriate materials for each stage all following a similar sequence of themes. The common themes each year are ‘What is bullying,’ ‘Who can I tell,’ ‘Building Self-esteem,’ ‘Friends and Trust,’ ‘Feelings and Empathy,’ ‘Feeling Angry,’ ‘Communication – body language,’ ‘Listening to others,’ ‘Becoming Assertive’ and ‘Conflict Resolution.’ As children would progress through the school the common themes of ‘Our Caring School’ kits would progressively build year after year on skills and understandings of the previous year. Each member of the Students Welfare Team developed lesson outlines for a particular learning Stage as well as worksheets or student activities to support the lesson.

In Term 3 the Student Welfare Team met again and presented their draft kits. The two members of the school executive checked the draft lesson outlines and teaching materials for consistency. The team leader then prepared the final production of the ‘Our Caring School’ teaching kits. This involved planning and developing templates, typing materials such as lesson outlines and student worksheets and supervision of photocopying, laminating, making posters and collation of materials.

In the beginning of Term 1 2002, the ‘Our Caring School’ teaching program was implemented. On the first School Development Day, staff were inserviced. The team leader assisted by the Student Welfare Team introduced staff to the organization of the kits and the philosophy supporting them. Lessons commenced immediately for children in classes from Year 1 to Year 6. Kindergarten would commence their lessons in Term 2 after they had settled into the routines.

Year 6 children attended a Peer Mediator Workshop in the first week at school and children wrote recounts, which were published on the School Website and in the school Newsletter for parents to read. Year 6 also read recounts and performed a role-play to show children how Peer Mediation works. Year 6 students prepared advertising posters in Art and displayed them around the school and in classrooms.

A play Misfits, a Brainstorm Productions was booked for Term 2 to build upon the understandings that children had developed in their lessons. The Peer Support program followed on in Term 2 to further development the leadership of Year 6 and cooperation of children throughout the school.

During 2002, teachers and children were surveyed to evaluate the various aspects of the program – ‘Our Caring School’ teaching program and kits, Year 6 as Peer Mediators and the Misfits play. The results would be analysed to further fine-tune the program for future years.
In Term 4, 2002 another survey was completed at our school. The survey included yes/no questions, circle the appropriate answer and short sentence answers. Teachers in Kindergarten and Year 1 asked the survey questions to their class and wrote down the children's comments. Children in Years 2 to 6 completed the survey themselves.

The children's responses were overwhelmingly supportive of the 'Our Caring School – Changing bullying behaviour through Peer Mediation' program.

The children completed a total of 131 surveys (Years 2-6). 92% of children had seen someone bullied in the school with 74% of children said they had been bullied themselves. Children's responses indicated that physical bullying was on the decline. Children indicated they were subject to 45 acts of physical bullying, 52 acts of name-calling, and 50 acts of teasing, while threatening behaviour had to declined to just 26 acts in the past 12 months.

Children responded that they had told someone about the bullying. 21% had told a friend, 29% had told the teacher, 27% had told a parent and 23% had told a Peer Mediator. Teachers forwarded any incidents directly on to Year 6 Peer Mediators and parents were encouraged to do the same.

Some 90% of children responded that they had been involved in Peer Mediation as a bully, a victim or witness and 80% indicated that the Peer Mediation had helped.

About the play Misfits, children were also asked if they 'enjoyed the play and learnt something about people who were different from it; 90% responded that they had.

Some comments included "Bullies hurt you and think it is funny" (Kindergarten), "Peer Mediators help you cool down" (Year 1), "I feel safe at school" (Year 2), "I think it is great" (Year 3), "We worked it out in the end" (Year 4), "Peer Mediators help people" (Year 5), "It makes me feel important" (Year 6).

Teacher responses supported the 'Our Caring School' program and Peer Mediation. 100% responded that there had been a noticeable improvement in behaviour, 100% responded that they had seen children attempt to resolve conflicts themselves although to varying degrees, 100% found the Peer Mediators useful, 100% found the 'Our Caring School' teaching kits useful.

Some of the teacher comments include "kids know there are actions to be taken", "students are really aware of bullying behaviours", "Peer Mediators do a great job", "Peer Mediators are extremely useful, the students respond to them well and are open to discussion."

Teachers commented about the 'Our Caring School' teaching kits: "excellent resource - so easy to use with visuals and worksheets provided;" "obviously a lot of time and effort has gone into them;" "The kits are well set out, every class follows a similar program each year which builds on the previous knowledge."

Less disruption in the school through problems created by bullying have allowed teachers to focus more on the education of children. Children are less distracted by inappropriate behaviour and can achieve much better academic outcomes. Improving results achieved in the annual Basic Skills tests for Years 3 and 5 support this. These results have progressively improved over the last decade.
In 1995, the year before our school began to implement the above strategies and policies our school scored a total of 10.3 points below the state mean; (-10.3). In 1999 the year we completed our first teacher survey we achieved a score of 7.9 points below the state mean; (-7.9). In 2002 the year we introduced the 'Our Caring School' program our results were 0.9 below the state mean; (-0.9). Last year 2003, our score was exactly state average; (0). Results for 2004 are not yet available.

The evidence indicates that our policies and procedures for dealing with bullying behaviour have contributed to an improvement of 11 points in Basic Skills tests results over the last nine years. Children are happier, feel more secure and enjoy their experiences at school.

Further evidence can be found in our enrolments. Over the same period enrolments have improved despite the decline in housing and accommodation in our immediate area due to the expansion of the industrial and commercial areas.

In 1995 enrolments totalled 149, in 1999 enrolments were 172. In 2002 enrolments increased to 195. In 2004, 204 children are enrolled in our school with a further increase in Kindergarten enrolments expected in 2005.

A number of parents when enrolling their children have commented on the 'Pupil Background Form' that they were enrolling their children "because the school is doing something about bullying." The P & C also requested that detailed information about the 'Our Caring School' and Peer Mediation programs be included in the 'New Parent Booklet' given to all prospective enrolments. Despite a decline in housing, student numbers are increasing attracting children from outside our traditional area.

Another source of evidence is the 'Detention Book.' This book records the date, child's name and reason for detention. In the early day of implementing the 'Empowering Kids' program in 1996, there were weeks when over 60 children were placed on detention.

The current 'Detention Book' dates back to 1999. In May, 1999 there were 75 children on detention. Common reasons included teasing, hitting, fighting, swearing, pushing, kicking, stealing and tripping. In May 2004 there were unfortunately 41 children placed on detention but the reasons were quite different. The reasons included no homework, being rude, being silly, using computer/internet inappropriately, and calling out in scripture with some just a few instances of fighting or swearing.

From 2001 the school received public recognition for its 'Our Caring School' program. Children were asked to speak and demonstrate a short role-play at a teachers' District Welfare meeting and a meeting for School Counsellors. Teachers, school counsellors and academics have visited our school to study our program in operation and members of our staff have spoken at other school staff meetings.

In 2002 we were national finalists in the Kellogs/Kids Help Line, 'Best Anti-Bullying Schools Competition.' Our school was selected in the final 10 out of 800 entrants nationally. In 2004 our school (one of 100 schools nationally) received a $5000 grant from the National Safe Schools Framework to "showcase effective programs ... under the NSSF Best Practice Grants Programmes."

We have been working together as a school (children, teachers and parents) to reduce bullying since 1996. The development of the 'Our Caring School' program in 2001 and its implementation each year since 2002 has added significant improvements in school life for everyone. The staff discussions and team approach to collating, modifying, drafting and preparing resource material that is specifically relevant to our school and children, has made the program most successful.
Children in Year 6 have developed great pride in their role in the school and look forward to making a positive contribution to the school as Peer Mediators. The 'Our Caring School' program has given Year 6 students' important responsibilities as Sue Berne told us so long ago in 1996 with her 'Empowering Kids' program.

The message from our experience is crystal clear; give children the opportunity to contribute to school in a positive and meaningful way and they will welcome it. Unlike many schools around us we do not have the problem of deteriorating behaviour Year 6 at the end of their final year. Our Year 6 children are keen to leave the school a better place than when they arrived.

The 'Our Caring School Program' program, Peer Mediation and Peer Support (term 2) also provide valuable skills for Year 6 children before they enrol at high school. Children in general are respectful, organised and are self-motivated. We often receive feedback from local high schools indicating how well our graduates are performing.

The 'Our Caring School' program and Peer Mediation have now become part of the culture of the school. In the future it will continue to be an important learning experience for children as it has been for some teachers. Staff are well aware of the change in the children's behaviour that the program has produced and parents are very supportive of the program.

A further survey of all staff, children and parents will be held in the beginning of 2005 to seek input into the program. It is anticipated as enrolments increase that a new class will form in 2005. The Student Welfare Team will need to prepare a new 'Our Caring School' kit for this new class.

Another aspect to be reviewed in 2005 will be impact of children transferring into the school. At present some new children who enrol into the school attempt to assert themselves physically in the playground. Examples of this would include not being out in lunchtime sports activities, spreading rumours about others, name-calling and teasing. This provides conflict between students as most students do not participate in these bullying activities. The Student Welfare Team will be able to develop a shortened or 'crash course' of worksheets which new children can complete to help them quickly understand the philosophy behind 'Our Caring School.'

At present information about our program is scattered in a number of areas on our school website. It is planned in 2005 that Year 6 children in the Student Research Team will prepare a 'Special Internet Project' to be published on our school website with more detail and information about the 'Our Caring School' program and Peer Mediation.

As with any program, circumstances will change but the staff, children and parents of our school will work together to modify the 'Our Caring School' and Peer Mediation programs to reflect the changing needs of those communities.

The innovative 'Our Caring School' program has changed the culture of the school. The improved relationships and interaction between children has made it a happy and safer place. Behaviour has improved, academic standards are up and enrolments have increased. When we look back at where we have come from since 1996 and the significant changes evident in our school the future looks bright!
## REFEREE VERIFICATION REPORT (I)

**Name of Applicant:**

**Names of School/s:**

**Focus Area of the Project:**

**Report:**

Your report should support the claims made in the application and detail your personal knowledge of the project and its impact on the school community. Please type in the box below. No more than one A4 page.

I have been a member of the school community for 4 years and have been a member of the School Council for 3 years. During this time I have witnessed the implementation of the 'Our Caring School' program in all classes and observed the improvement of behaviour and interaction between the children. It is also good to see the positive role model which Year 6 provide as Peer Mediators to other children while preparing them for their future studies in high school. This program has had a direct impact upon my son and is evident in his interaction with peers in a social and sporting atmosphere.

**Statement of Verification**

To the best of my knowledge, all of the information in the attached application presents an accurate and original description of the project undertaken in the school.

| Name of referee: |
| Position of referee: |
| Role in the school community and/or link with school project: |
| Email contact of referee: |
| Telephone contact of referee: |
| Signature of referee: | Date: 27/7/04 |
### REFEREE VERIFICATION REPORT (2)

**Name of Applicant:** Mr Brad Hazzard BA, DipEd, LLB (UNSW), LLM (Sydney) MP

**Name/s of School/s:** Public School

**Focus Area of the Project:** Student Welfare – Reducing Bullying

**Report:**

Over a period of 13 years as the local State MP and as a Shadow Minister I have become extremely aware of the cutting edge educational programs adopted at Public School. Public School caters for approximately 30 nationalities and a range of socio-economic groups with a heavy predominance of immigrant, low-income families.

In recent years the innovative programs have made strength out of the multicultural mix of the school and produced a very positive learning environment reflecting the differing multicultural needs of the students and families.

The "Anti-bullying/Peer Mediation Model" developed and applied at Public School has made it a role model for other schools particularly with a substantial multicultural mix.

It is student centred and empowers students to take part in mediation processes, not only as participants in the conflict but also as the mediator in the resolution of the issue. Its empowerment of the students appears to have a very positive outcome for all students involved and gives them skills beyond the immediate resolution of the issue.

I believe this type of innovative program should be considered for all schools and is capable of being adapted for almost all schools irrespective of the population mix within the school.
**Statement of Verification**

To the best of my knowledge, all of the information in the attached application presents an accurate and original description of the project undertaken in the school.

<table>
<thead>
<tr>
<th>Name of referee:</th>
<th>Mr Brad Hazzard BA, DipEd, LLB (UNSW), LLM (Sydney) MP</th>
</tr>
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<tbody>
<tr>
<td>Position of referee:</td>
<td>Member of Legislative Assembly</td>
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<tr>
<td>Role in the school community and/or link with school project:</td>
<td>Local MP for 13 years</td>
</tr>
<tr>
<td>Email contact of referee:</td>
<td><a href="mailto:brad.hazzard@parliament.nsw.gov.au">brad.hazzard@parliament.nsw.gov.au</a></td>
</tr>
<tr>
<td>Telephone contact of referee:</td>
<td>Business Hours: 02 9981 1111, After Hours: 0418 619 372</td>
</tr>
<tr>
<td>Signature of referee:</td>
<td>Brad Hazzard</td>
</tr>
</tbody>
</table>
2004 national
for schooling

Best National Achievement in School
Improvement by a School(s) or Team

Best National Achievement by a Principal

Best National Achievement by a Teacher

Outstanding National Achievement

Recognising innovation
and excellence in
Australian schooling
**Public School (NSW)**

**Project Title:** Our Caring School - Changing bullying behaviour through Peer Mediation  
**Project Coordinator:** Mr. [Name Redacted]  
**Category:** Individual School

Public School is a multi-cultural school on Sydney's Northern Beaches. Approximately 65% of children have Non-English Speaking Backgrounds, the largest group being about 30% Tongan. More than 50% of children are from low socio-economic backgrounds with 15% of children having high social, educational or behavioural needs. Two Special Education classes are also located at Brookvale.

**Why was your project undertaken?**

Our project was undertaken to reduce bullying. Children's well-being and their learning opportunities were being disrupted. Excessive teacher time was consumed by incidents involving conflict amongst children. Although the school had in place policies and procedures which had reduced physical bullying, further improvements were required, in particular more appropriate teaching materials.

**What strategies/action did you take?**

Staff and children were surveyed and parents consulted as to the effectiveness of the existing policies and procedures. Clearly there was a need to make the teaching material more appropriate. The Student Welfare Team gathered resources and developed our own teaching kits. These kits have ten individual lessons for each class containing instructions, posters, worksheets, computer software and books. These are taught in all classes in Term 1 of each year.

**Where to from here?**

Our partnership with the Riverland Youth Theatre is now in its second year and we are the only school to work with the organisation and to create engaging and rewarding experiences for all children.

**Contact Details:**  
**Tel:** 08 8582 1077  
**Email:** blfeather@berrips.sa.edu.au, featherston.brian@sa.gov.au
2004 National Awards for Quality Schooling (NAQS)

year, Staff are regularly inserviced and parents are informed of developments through the school newsletter as well as at P & C and School Council meetings.

What were the Outcomes?
Children at Public School have developed a better awareness of bullying and place greater value on the feelings of others. There has been a significant reduction in bullying behaviour as children have begun to negotiate and solve their own problems. Year 6 students' self-esteem and co-operation has improved and they are more respected amongst their peers. Classrooms are happy co-operative learning environments where teachers are able to spend more energy educational. There has been improved academic performance in standardised tests. There has been recognition of the success of the program in the community with visitors to the school, press coverage and increased enrolments.

Where to from here?
The Student Welfare Team will continue to develop their policies and procedures for dealing with bullying. This will include a survey of all staff, children and parents, purchase of new resources and the refinement of teaching programs. Inservice of staff will continue.

Public School will publish material on the school website and welcome visitors to our school to learn from our experiences.

Current School:
Tel:
Email:

Birandra School (QLD)
Project Title: Let the Children Think: Philosophy in the Classroom
Project Coordinator: I. Hinton

This project was undertaken for government primary schools three kilometres from the central business district of a large city.

The school draws its students from a wide range of socio-economic and cultural backgrounds, and the students exhibit a wide range of abilities.

The area in which the school is located suffers from being low socio-economic and high migrant, although re-gentrification is taking place. Many students are brought to this school from outside the local area because of the innovative programs offered, in particular the teaching of philosophy, which is taught as an optional extra. The current enrolment of 175 represents the maximum number that can be accommodated in the present facilities.

The appointment of a new principal for a small, declining inner city school led to identification of needs, a sharing of ideas and means to achieve the dream. The biggest problem, that of poor academic performance, was addressed. This would be done through teaching the students to think philosophically.

All students in the school participate in the curriculum.

With the support of the local community, representation of philosophy in all classes was begun. Since that time significant and measurable improvements have occurred in the learning outcomes of all students, who now achieve results well above state and national means. Unexpected gains have also occurred. The behaviour of the students improved to the extent that there is no bullying at the school and enrolments quadrupled.

The relevance and success of the philosophical core curriculum as practised at the school is now recognised and acknowledged within the city and internationally. The level of student achievement, for information, to visit, or for professional development, have been met by the desire and provision, by the school, of access to online course with an accompanying video. This work is expected to continue.
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