

peacemakers

ANNUAL
REPORT &
ACCOUNTS
2023





Vision

Our vision is of people working together to build peaceful communities, helping our society to be more peaceful and so creating **a more peaceful world**

Management Committee members in 2023

Anne Christie
Anne Ullathorne
Carole Pannell

David Pulford
Ian Neal
Jill Stow

John Babb
Sally Kaminski-Gaze
Simon Best

Our Team

Anna Gregory Associate Trainer
Heather Rowlands Programme Manager
Helen Carvalho-Gilbert Associate Trainer
Jackie Zammit Associate Trainer
Jivan Thomas Newman Associate Trainer
Libbs Packer Schools Co-ordinator
Lynn Morris Associate Trainer

Michael Ogunussi Consultant
Nishi Pankhania Associate Trainer
Paul Tucker Associate Trainer
Rosie Lancaster-Barnes Associate Trainer
Sara Hagel Director
Yvonne Hunt Office Manager

Mission

- Our contribution to a more peaceful world is to work with people in different types of communities to create peace through exploring, learning about and practising peace.
- We have a particular emphasis on working with children and young people, especially in school communities.
- We support people within communities to build, strengthen and repair relationships at all levels. We equip them to deal non-violently and creatively with the inevitable conflicts that arise for us all.
- Our work centres on positive peace, which is more than the absence of conflict; it is the presence of peaceful beliefs and behaviours, of justice and inclusion as well as non-violence.

Our offer to schools

- Peacemakers educates for peace. We provide interactive professional development, training and resources to support the curriculum and develop essential emotional, social and conflict resolution skills with children and adults.
- We run **Peacemaker courses**, providing children with the social and emotional skills to build relationships and resolve conflicts peacefully.
- We train **Peer Mediators**, helping pupils to resolve disputes between themselves. We work with the whole school to develop skills to build, maintain and repair relationships. This combines all of the above with the development of a whole school ethos based on restorative approaches.

Values

- Our work is grounded in the Quaker practices (known as testimonies) of peace, simplicity and sustainability, truth and integrity, equality and justice.
- We respect every individual and value everyone's contribution and actively reject discrimination of any kind. We see education as a means of developing human potential, and healthy relationships as a foundation for learning.
- We value quality in all our work and see learning as a lifelong experience. We are always seeking to improve our work; evaluation and innovation is therefore of central importance to us. We value creativity in responding to the unique needs of each group.

- Our resource **Learning for Peace** supports Spiritual, Moral, Social and Cultural development. We train teachers to embed the resource in schools. Learning for Peace is available to purchase via our website.
- We work with **small groups** of at-risk young people around conflict and peace, particularly around knife crime and youth violence.

Peacemakers is the working name of the West Midlands Quaker Peace Education Project (WMQPEP). A branch of the Central England Area Quaker Meeting Charities (CEQ)



Management Committee Report

The Management Committee is responsible for setting the strategic direction of Peacemakers, overseeing the work and ensuring that the organisation's values are upheld in how we work and what we do. The Management Committee is appointed by, and accountable to the Central England Area Quaker Meeting, of which Peacemakers is a branch. A substantial part of our role is in liaising with the Trustees and other committees of Central England Quakers (CEQ) and upholding good governance, accountability, and integrity.

In 2023, the Management Committee met four times, twice in person and twice online. This included our first in-person meetings since 2020. We found that this balanced pattern enabled us to effectively and efficiently conduct our business, while allowing time to build a strong working relationship as a committee and with the director. We were glad to be joined by staff for relevant items and this provided us with a valuable opportunity to hear in-depth about aspects of the work.

Engaging in these discussions deepened our understanding of what Peacemakers does, so we can exercise effective oversight. We appoint a Finance and People Sub-Committee, comprising the Treasurer, Clerk and two others, which has delegated responsibility for detailed oversight of our finances, human resources and other policy matters.

This sub-committee also met four times during 2023 and reported to each meeting of the Management Committee. During 2023 Anne Ullathorne and Jill Stow finished their terms of service on the Management Committee and we were joined by Sally Kaminski-Gaze and Anne Christie. We are incredibly fortunate to have a dedicated, skilled and committed staff team which is led by Sara Hagel in her role as Director, and a growing group of enthusiastic and creative associate trainers.

Amongst other work, the management committee developed our management accounting processes, bringing more of this work in-house to give us a fuller picture of our real-time cashflow and overall financial position. We also undertook a review of staff salary scales, approving a revised travel policy for Associate Trainers and reviewed and updated our organisational risk register.

This work has improved our governance, increased our resilience and given staff and the Management Committee greater control and flexibility to plan and deliver the work. Although we were unable to recruit a Fundraising and Marketing Manager as we had planned, we have worked with a communications consultant to develop a communications strategy, including identifying key audiences and key messaging.

The most significant development was the launch of our new *Planting the Seeds of Peace* project which has been generously funded by the Sir James Reckitt Trust for three years.

This has already enabled us to do some exciting work, including hosting a symposium for experts

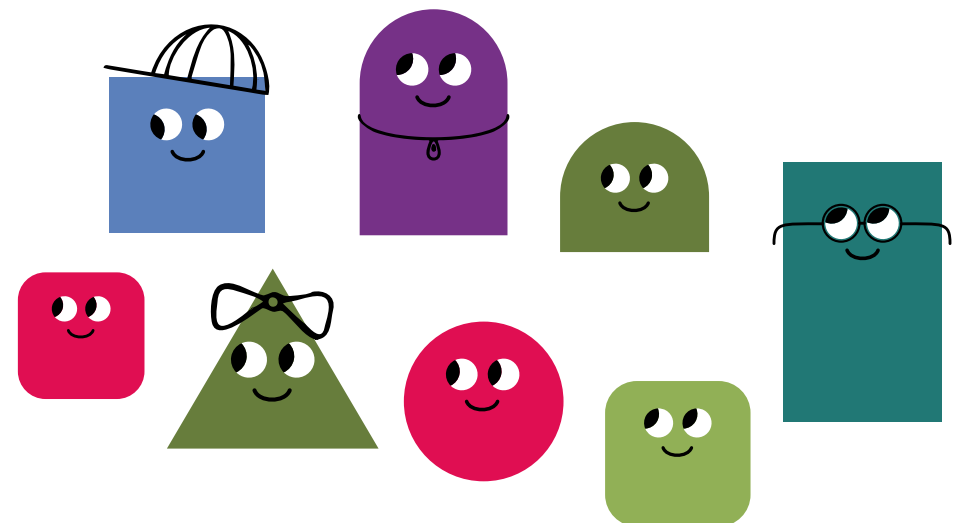
in Peace Education, developing and building the capacity of small peace education projects and producing a short animated film introducing Peace Education. Although focused on what a Peace Education curriculum should contain, the work so far has already highlighted the importance of articulating a pedagogy of Peace Education and how all those delivering Peace Education can support each other and strengthen their practice.

Alongside this, we have continued our longstanding and impactful Peacebuilder and Peer Mediation Plus programmes which continue to help young people develop social and communication skills, emotional literacy and techniques for responding to conflict.

Whatever the age, we believe in the importance of this work in developing young people who are equipped to resolve conflict, build peace and develop community – whether in schools or their wider lives.

We are, as always, grateful for the funding Peacemakers received from Central England Area Quaker Meeting and a number of charitable trusts as well as individuals. We are fortunate to have supporters who are willing to fund core activities as well as those who give to specific projects.

Simon Best
on behalf of the Management Committee





2023

Director's Report



Our new three-year project *Planting the Seeds of Peace* was launched at the start of 2023 and the name really sums up what we are trying to do here at Peacemakers: plant seeds of peace in children and young people's lives, that we hope will flower and fruit in wonderful ways. We do this through a range of programmes, some that we have been running for over 30 years (Peacebuilders course) and are still going strong, and some that we piloted for the first time in 2023 (Peaceful Leadership).

As part of our *Planting the Seeds of Peace* project we have created an animation to explain what peace education is in schools. Pulling this together for a 90 second animation was an interesting challenge and had us reflecting on what is key to peace education. Drawing on Hilary Cremin and Terence Bevington's book 'Positive Peace in Schools', we drew out the themes of peacekeeping, peacemaking and peacebuilding in schools. We wanted to recognise that every day, across the country, teachers and other school staff are keeping the peace in our schools, making peace between people and building community. Through peace education we want schools to recognise these strands of their work, and resource them to carry this out. We also want to enhance the building of these skills in young people so

they can keep, make and build peace for themselves. See our website peacemakers.org.uk to view the animation. You can read more about our national project, *Planting the Seeds of Peace*, later in this report.

We are very aware that the majority of our work takes place in primary schools, which is crucial for putting in place the building blocks of learning for peace (as it is for learning in any subject). However, we also want to ensure that young people have a structure and methodology to learn about peace throughout their education. We are exploring ways we can do this and our pilot of Peaceful Leadership, a course for Year 12 students, delves into issues around peace at an important transition time for young people. It is early days, but we are excited about the potential for this course.

Peacemakers continues to grow and work in more schools as demand for our work grows, and we have recruited three more Associate Trainers to work with us. We are always grateful for donations to our work, thank you to all those who have given and continue to give. We couldn't do it without you.

Sara Hagel
Director

IN 2023...



54 PROGRAMMES DELIVERED

558

**CHILDREN AND YOUNG PEOPLE
PEOPLE RECEIVED TRAINING**



**...INCLUDING 415 NEW
PEER MEDIATORS TRAINED**

910 SCHOOL STAFF TRAINED





DONORS

We are very grateful to all those who donated to our work, Charitable Trusts, Quaker Meetings and individuals. We'd especially like to thank:

Baron Davenport's Charity
CB and HH Taylor 1984 Trust
Edward Cadbury Charitable Trust
Edward C Oldham Charitable Trust
Lillie Johnson Charitable Trust
Marsh Charitable Trust
Radley Charitable Trust
South Birmingham Friends Institute Fund
The Archer Trust
The Cole Charitable Trust
The Edward and Dorothy Cadbury Charitable Trust
The Grantham Yorke Trust
The Grimmitt Trust

The Harry Payne Fund
The Joseph Hopkins and Henry James Sayer Charities
The Owen Family Trust
The Michael Marsh Charitable Trust
The Roughley Charitable Trust
The Sir James Reckitt Charity
The Sir John Middlemore Trust
Westhill Endowment
William A Cadbury Charitable Trust
William P Bancroft (No2) Charitable Trust / Jenepher Gillett Trust
WF Southall Trust

SCHOOLS AND OTHER ORGANISATIONS WE WORKED WITH IN 2023

All Saints C.E. Primary School and Nursery
Beechwood CE Primary School
Bells Farm Primary School
Blue Coat Church of England Academy
Bromley Pinsent Primary School
Causeway Green Primary School
Cawston Grange Primary School
drb Ignite Multi Academy Trust
Earlsdon Primary School
Eaton Valley Primary School
George Dixon Primary School
Hall Green Infant and Nurse School
Hazel Oak School
Hazrat Sultan Bahu Trust
Hereford Quakers
Hob Green Primary School
Holte Secondary School
Holy Souls Catholic Primary School
Holy Trinity CE Primary Academy (Handsworth)
Jervoise School
Marlborough Primary School
Montgomery Primary Academy

Nishkam High School
Paganel Primary School
Peace Hub
Peace Pathways
Percy Shurmer Academy
Princethorpe Junior School
Reddal Hill Primary School
Selly Park Girls' School
Shaw Hill Primary School
St Edmund's Catholic Primary School
St Matthew's C of E Primary (Nechells)
St Matthew's Church of England Primary School (Smethwick)
Stechford Primary School
Stivichall Primary School
Templars Primary School
The Oaks Primary School and Nursery
The Oval School
University of Birmingham School
Waverley School
Wychall Primary School
Yorkwood Primary School

PEACEBUILDERS

We delivered **Becoming Peacebuilders** courses in three schools in Summer 2023: St Edmund's Catholic Primary School, Cawston Grange Primary School and All Saints CE Primary School and Nursery, Nuneaton.

These courses take place over 8-10 weeks and work with one class to build skills in co-operation, emotional literacy, resilience, participation, affirmation and understanding conflict.

Working with classes and their teachers over time creates opportunity to build and develop relationships, giving quieter children time to build their confidence in participation. It also gives the class teacher the chance to see the class working in a different way and take ideas to use in other sessions.

The comments from participants of these courses include:

- "I remember that trust is what you need in teamwork."
- "I learnt that sometimes when you want something, you have to wait."
- "I learnt how to control my anger. I've learnt how to speak out loud."
- "I learnt that the tone of voice can be offensive."
- "You have the right to flip your lid."
- "By doing blindfolded games and the sun shines on, it is crazy but calm."

Libbs Packer Schools Co-ordinator





PEER MEDIATION

2023 was perhaps our busiest year ever for training Peer Mediators in schools across the West Midlands. We worked in 18 primary schools and three secondary schools, training 415 new mediators and working with nearly 550 staff in Peer Mediaton Plus (PM+) staff training sessions.

The training, as always, was very well received. Some comments from newly trained mediators include:

- "I enjoyed learning lots of new things and becoming friends with all of my team."
- "I enjoy how much more confident I am and understanding also I'm grateful for the opportunity."
- "I enjoyed that we got to learn about conflict and how to solve it."

Part of the Peer Mediation Plus funding has enabled us to return to schools for a follow up visit once a mediation scheme has been established. This enables us to find out how things are going and offer suggestions for any challenges, to help shape the scheme to fit the school. This has been extremely helpful in fine-tuning our offer to schools, so that we are able to talk through potential challenges with new schools when setting up a scheme, making things easier and smoother for them.

It has also been wonderful to meet the mediators, hearing the positive impact that training has had on them and what it is like actually working as a mediator in the playground. Meeting the Mediation Leads and Lunchtime Staff (LTS) has also been really useful, hearing from them how they have seen the children grow in confidence and assertiveness since taking on the role. When time and weather has allowed, we have also had the chance to talk with children in the playground to hear their views of the Peer Mediation scheme. These are some of the things they said:

- "Sometimes the grown-ups don't know what you are going through."
- "Children understand the problems of children better."
- "They are always there and ready to help."

- "I feel like the Peacemakers listened to me whenever I went to them."

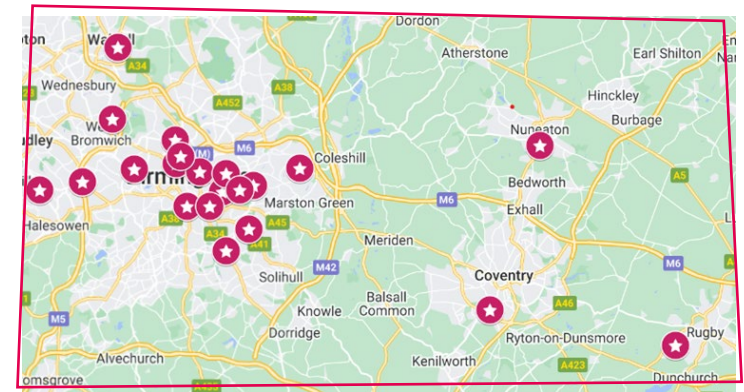
A lot of staff have found that having a Peer Mediation scheme in school has had a positive impact on lunchtimes. Comments from LTS and Mediation Leads have included:

- "Now the silly little arguments are sorted."
- "I have been really impressed by the maturity shown by mediators."
- "The mediators deal with the little arguments, which gives us more time to help with more serious things, like first aid or big fall outs. It is really helpful."
- "Trust the kids – they are more capable than you think."

Comments from the mediators themselves describe an increased confidence level when dealing with other people's problems, enjoying helping people and despite some frustrations in the role (such as being bored or not able to help all problems), and feeling a sense of satisfaction in what they do: "It is lovely to see them friends again after mediation."

In order to try and make mediation schemes more sustainable long term for schools, we ran one successful 'Train the Trainer' day in 2023, for 14 Mediation Leads with a scheme already established in their school. We have heard from some of the attendees of this day that they have successfully trained new mediators in school. We hope this is a more affordable and sustainable option for schools that will allow them to continue a successful mediation scheme for many years; giving more children skills in conflict resolution and access to peers who can help them try to find solutions to their problems.

Libbs Packer Schools Co-ordinator



Location of all the schools we delivered training in

Out of 110 Children (Six Schools)	Yes	No
Are you more confident at solving others' problems?	95%	5%
Do you think you're better at dealing with your own conflicts?	35%	65%
Are you more confident in other parts of your life?	77%	23%
Do you feel able to be assertive when needed?	85%	13%
Do you think you are a better listener?	77%	20%

Responses from trained mediators at our follow up visits



TRAINING IN RESTORATIVE PRACTICE

Restorative Practice is a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community, and can resolve difficulties and repair harm where there has been conflict. It allows for a peaceful approach to being together in community.

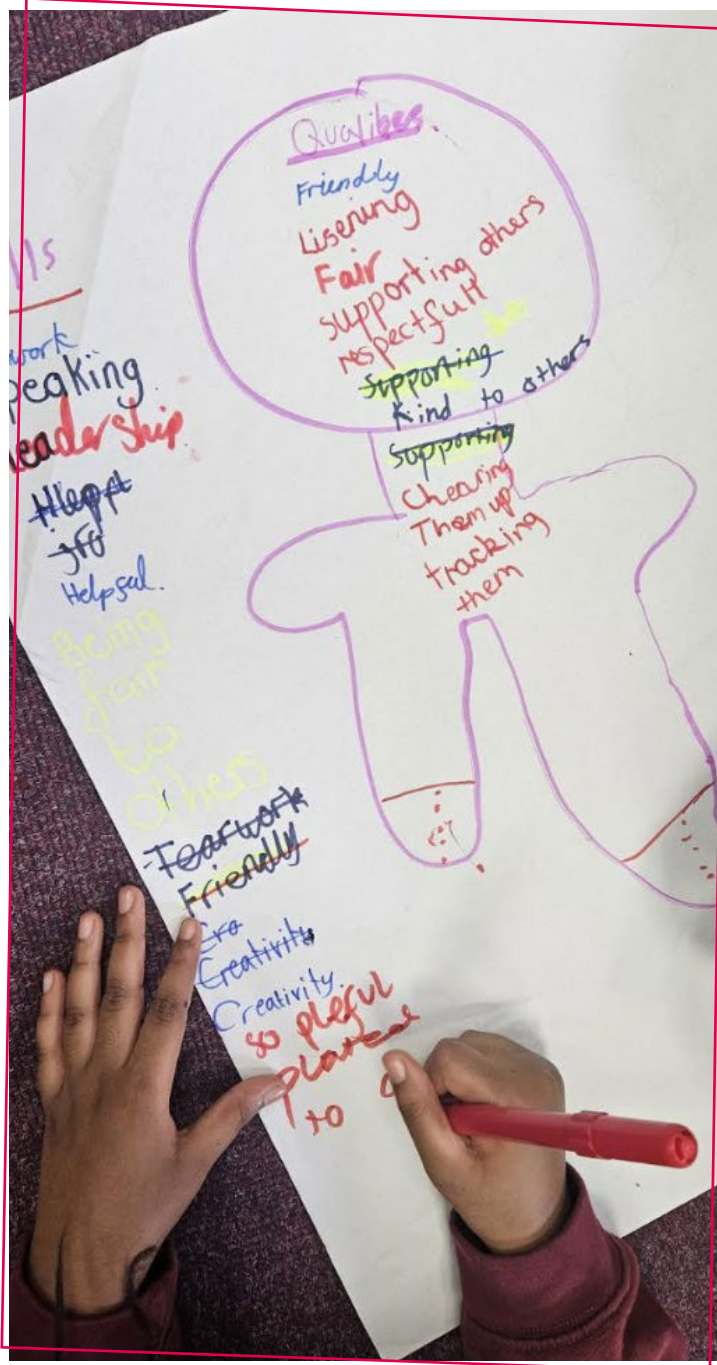
Implementation of Restorative Approaches has benefits at multiple levels in schools. On a practical level, Restorative Approaches provide a structured and consistent response to the inevitable incidents of conflict that arise in the life of a school. The benefits of improved conflict resolution in schools lead to reduced disruption of teaching and learning, improved relationships and a calmer school environment.

In addition to the conflict resolution benefits, Restorative Approaches have been shown to develop people's social and emotional competencies, such as increased empathy, improved self-discipline and more responsible decision-making. These benefits contribute to pupils' personal, social and moral development.

In 2023 we ran:

- Introductory Restorative INSET at Cawston Grange Primary School and Stivichall Primary School.
- Open Access Introduction to Restorative Practice in central Birmingham.
- Restorative refresh at Hazel Oak School.
- A mentoring scheme with 12 schools to enhance their understanding of restorative practice in education.

These events were attended by 206 people.



PEACEFUL LEADERSHIP

We piloted our new course: 'Peaceful Leadership' at a secondary school with students from Year 12 (ages 16-17). This course explores different aspects of peace and conflict with young people who are approaching a key juncture of their lives, transitioning into adulthood and independence.

We hope the course will resource young people to look at what peace means to them and how they can contribute to building it in their own contexts. 15 students completed the Peaceful Leadership Course (PLC), mostly female. The first piece of learning is not to offer a course that clashes with football as this impacted the make-up of the group.

Peacemakers' approach to learning is participative and engaging. It became apparent early on in PLC that the students were not familiar with informal learning and contributing in a circle, so they worked in small groups. During the course time was spent discussing, drawing and writing about peace, leadership, personal

stories, building bridges, thoughts and feelings etc. A highlight was a discussion about stereotypes.

We are awaiting further feedback but comments include how beneficial it was for the young people to think outside the box and to experience unfamiliar social and educational settings. Evaluating the pilot course has led to lots of learning; recognising the importance of the young people's participation and contributions will help ensure the second iteration of this course in 2024 builds on this.

Libbs Packer Schools Co-ordinator



POSITIVE PEACE GROUPS

Our Positive Peace Groups support young people at risk of exclusion, youth violence, self-exclusion or self-harm. In 2023 we worked in four secondary schools across our region. The work has been framed around the concept of positive peace: i.e. not just the absence of violence but the presence of factors that support peace – such as equality, to have your voice heard, participation and justice.

One-to-one sessions give space for young people to share their experiences with an adult who doesn't have a pre-existing role in their lives. The stories shared are often ones of direct violence. The young people can set goals for themselves based on various aspects of their lives: from school life, to home, relationships with others and their impact on their peers.

Our experienced trainers then facilitate group sessions to support the young people in beginning to understand conflict and their responses to it. The sessions are tailored to the group, their experiences and their goals. Strong links with school staff support the development of these peaceful shoots beyond the end of our involvement.

We have developed an evaluation tool based around *The Rickter Scale* – a tool originally created by educationalists Keith Stead

and Rick Hutchinson – which allows young people to track the progress they are making and supports conversations with our trainers about their successes. They rate their progress on a scale of 0-10:

Rickter Numbers (0-10)

Feeling calm	▲	4.75
Feelings about school	▲	3.50
Confidence	▲	3.30
Being negatively influenced	▼	4.00
Friends	▲	3.40
Feelings of stress	▼	3.57



The school staff reported...

- *"The assistant headteacher said she had seen a positive impact in all of the boys. She found being in the sessions helpful, giving her a useful perspective and greater understanding of them. She felt they were able to realise they could 'open up' and think about their feelings. This has not only positively influenced the conversations she has with the boys but has also improved her relationship with them."*

Some comments from the young people...

- *"I enjoyed talking about our feelings about certain things and how to express ourselves."*
- *"I like the [Rickter] board – I can really show how I feel with it."*
- *"Talking with someone else helps because I often feel pressure to be awesome and perfect but inside, I might be feeling terrified."*
- *"The things we've done taught me to be kinder to myself."*
- *"I don't get angry that often anymore because I know I can talk to people."*
- *"It's helped me stick up for myself more."*
- *"It's been good having someone I trust to talk to in school and where I don't feel rushed."*
- *"I've liked that an adult will listen to me, and I don't feel like other people will overhear or the adult will tell other teachers in the school about what I say (unless it's necessary)."*

Heather Rowlands
Programme Manager



Planting Seeds of Peace Education

Promoting peace education for children aged 7-11

2023 was the first of three years of our *Planting the Seeds of Peace* Project, funded by the Sir James Reckitt Trust. The overall aim for the project is to promote peace education for children aged 7-11 within the UK, leading to greater take-up of peace education in primary schools.

Our initial research and thinking led us to name the project *Planting the Seeds of Peace* (children aged 7-11). This came from thinking of all the different 'seeds' that could be planted – from individual days of teaching and learning to whole term long courses; from peer mediation to restorative approaches in schools; from mindfulness and individual mental wellness sessions to school-wide child mental health initiatives; and supporting children to engage with the big issues in the world. Each seed is important.

We also thought about whether the 'seeds' needed only to be planted in the fertile ground of a school or organisation where the ethos was well established. We strongly believe in the merit of a single 'seed' in a school or organisation, just like a seed planted between the cracks in the pavement can produce a welcome and beautiful plant.

This took us on to thinking about the 'gardeners' – the peace educators. Good peace educators need nurture and support. How can this be developed? How can we resource people to become good peace educators?

We took the opportunity to take a step back from the everyday focus of our work and gather those with expertise and experience in peace education for 7-11 year olds in the UK, from as broad a range of perspectives as possible. This group considered

what the core components of peace education for this age group are and how to deliver them (and train or support people to deliver them) in ways that reinforce the learning. Our key questions were:

- What is Peace Education Pedagogy? How should Peace Education be taught?
- What is core to a Peace Education curriculum for Key Stage 2?
- How can we facilitate peer quality assurance?
- How can we train others to become Peace Educators?

We have also reconnected with other Peace Education groups with Quaker roots. The reinvigoration of the Quaker Peace Educators Network has enabled some deep sharing and exploring of ideas around the peace education offer to schools. Through this network we have supported groups in developing their strategy, operations and delivery.

More seeds being planted

We are having conversations with a couple of Multi Academy Trusts about how we can multiply our effectiveness by developing a cascade model of training. A few schools in a Trust could take the lead in an area of training and cascade it to other schools in the Trust. This would enable more schools to access our training and resources.

Explaining what peace education is, succinctly and impactfully, is not an easy task. We know we can be wordy! To this end, we are developing an animation which explains peace education simply to others, encouraging schools and organisations to take a step

forward; and a starter pack with ideas about how to make that step, [available to download here](#).

We are deeply grateful for the opportunity to reflect on what we can offer beyond our West Midlands region – how can peace education be taken up in more schools? What support needs to be in place to develop quality peace educators? Next year we hope to reach out to schools more widely, offering them support to plant their own 'seeds of peace'. Watch this space!

Heather Rowlands
Programme Manager





Treasurer's Report 2023

Other sections of this annual report make clear that 2023 was a successful year for Peacemakers. The work of Peacemakers and this success would not be possible without financial support from so many individuals and organisations.

It is pleasing to report that our income during 2023 matched the high level of 2022. We are grateful to all those who have supported the project financially. Some individuals and organisations contribute regularly and for more than one year. Such stability allows us to plan our work with greater confidence. Income from schools who use our services is consistent but the current financial situation in many schools means that we rely on donations for our schools work to take place.

Our total expenditure during 2023 shows a significant increase over that in 2022. This is explained by our increased activity in schools and the number of courses undertaken. This is reflected in the direct project costs, which includes the costs of the increased number of associate trainers involved.

We are grateful for donations from Quakers, and we rely on these to cover our core costs (the costs of running our office, fundraising and some of our staff salaries). Special thanks to Central England Area Quaker Meeting for its regular, significant grant and for its support in many other ways, which is invaluable.

We received grants from a range of Trusts, listed elsewhere in this report. Every one of these is appreciated and has contributed to part of the work of the project.

The need for the work done in schools by Peacemakers is great, but we have limited capacity and cannot meet all requests. We hope that reading our annual report will motivate you to support our work financially

John Babb Treasurer, April 2024

Examiner's Declaration

In connection with my examination, no matter has come to my attention:

(1) which gives me reasonable cause to believe that in any material respect the requirements:

- to keep accounting records in accordance with section 130 of the 2011 Act and
- to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act have not been met or

(2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached

Signed Declaration *Peter Ussathorne*

Dated 20 March 2024

	Total 2023 £	Total 2022 £
Income		
Friends (inc. CEAQM)	44,612	52,702
Grants & Legacies	9,740	9,823
Trusts	97,393	88,966
Schools	20,739	22,737
Other Receipts	4,371	3,548
Learning for Peace	165	58
Total Income	177,020	177,834

Core Expenses

Salaries	42,373	58,146
Overheads	15,514	9,431
Total Core Expenses	57,887	67,577

Project Expenses

Salaries for Project Staff	69,972	58,514
Direct Project Costs	64,605	26,951
Overheads	1,881	9,430
Training (inc. Conferences & Committees)	1,027	1,030
Total Project Expenses	137,485	95,925

Total Expenditure	195,372	163,502
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	Total 2023 £	Total 2022 £
Income		
Surplus of income over expenditure	-18,352	14,332
Funds at 1 January	123,323	108,991
Total Funds at 31 December	104,971	123,323

Bank Accounts

Current	116,054	73,996
Triodos	36,646	47,917
Total	152,700	121,913

Debtors	2,271	1,410
Less Creditors	50,000	0

Net Assets	104,971	123,323
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Funds (including restricted)

Unrestricted	65,185	61,074
Restricted	39,786	62,249

Funds (including restricted)	104,971	123,323
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OUR IMPACT

Comments from staff about **Learning for Peace:**

- *“Peacemakers (circle) is a great addition to the school day, enjoyed by staff and pupils.”*
- *“Children who don’t normally speak are talking.”*
- *“Children who you think would struggle have been able to participate and in fact thrived. The desk seems to be the barrier for them and the circle breaks that away.”*
- *“They can build relationships and transfer skills to their other lessons.”*

Comments from staff about **Peer Mediation:**

- *“The children are more confident, definitely the Peer Mediators. Children are staying out of conflict.”*
- *“It gives children the skills to sort out problems themselves.”*
- *“They enjoyed the games and numerous stimulus which helped them to take turns, listen to others and explore different perspectives.”*
- *“Peacemakers has provided pupils and staff an opportunity to think about what we think about peace, what we want peace to look like and how we can work together for peace.”*
- *“I would really recommend Peer Mediation to other schools, it is a brilliant responsibility for the children concerned, it shows that things can be dealt with quickly and efficiently. The maturity of the children has been impressive.”*
- *“It’s great to have the option of sending less urgent problems to Peer Mediation.”*
- *“The staff training was brilliant, it deepened the staff’s knowledge and understanding and their responses to conflict.”*
- *“Peer mediation has taken a bit of pressure off the Lunchtime Supervisors. It has also given the children a sense of importance.”*
- *“I think the children appreciated the opportunity to discuss a number of issues the course addressed and spend the time to explore them... this isn’t always the case in a busy curriculum.”*

Comments from children who have received **Peer Mediation:**

- *“The Peer Mediators are good at fixing problems.”*
- *“There are fewer arguments now.”*
- *“The mediators are always there; the grown-ups sometimes have other things they need to do.”*

Comments from children who are **Peer Mediators:**

- *“I like seeing the change in people (the disputants) – they start in a mood and end as friends.”*
- *“I enjoyed the games and learning how to deal with arguments because at home I also have disagreements.”*

Comments from staff about **Restorative Mentoring:**

- *“Just that time to stop and reflect and think about what’s going on in school, because we all know we go 100 miles an hour. To spend an hour where the door is shut and you’re not disturbed and you’re just talking about behaviour and relationships and those sorts of things was actually really refreshing.”*
- *“I am excited to see this work lift our community support this year.”*

Comments from staff about **Positive Peace:**

- *“It’s been good having someone I trust to talk to in school and where I don’t feel rushed.”*
- *“I enjoyed the (Rickter) board – I can really show how I feel with it.”*
- *“Talking with someone else helps because I often feel pressure to be awesome and perfect but inside, I might be feeling terrified.”*

Comment from adult about **Positive Peace:**

- *“They were able to realise they could ‘open up’ and think about their feelings. This has not only positively influenced the conversations I have with the boys but has also improved my relationship with them.”*



peacemakers

41 Bull Street, Birmingham, B4 6AF

0121 236 4796 | peacemakers.org.uk | info@peacemakers.org.uk



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wm_peacemakers



wmpeacemakers



Peacemakers



Peacemakers @peacemakers9731

Peacemakers is the working name of The West Midlands Quaker Peace Education Project, a branch of The Central England Area Quaker Meeting Charities.

Charity Number 224571