

Y.A.L.E. SCHOOL PEER MEDIATION MANUAL
(Northfield, Williamstown, North, Central, Cherry Hill)

September, 2012

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Note: Conflict Resolution and Peer Mediation Guides may be obtained for FREE from the N.J. State Bar Association. www.njsbf.org

I. INTRODUCTION TO THE CONFLICT RESOLUTION PROCESS

This program has been designed to help you teach students to explore the various forms of conflict and the tools needed to resolve them. A **CONFLICT** is a struggle between or among people resulting from incompatible or opposing needs, wishes, or demands. A conflict can arise in the context of a person's family, school, work or social relationships. Resolution of any conflict requires effective communication between people involved in the conflict to:

1. Identify the problem(s) causing the conflict.
2. Understand the other person's point of view.
3. Explore cooperative solutions.
4. Determine the appropriate solution and the method for implementing that solution.

PEER MEDIATION is an excellent tool that can be used by students and staff to help settle conflicts. It enables students to settle their disputes creatively, peacefully and cooperatively.

MEDIATION is voluntary and students choose to work with mediators. Many people help others resolve conflicts; a mediator is a "third person" who helps disputants solve a problem. He or she does not take sides, but serves as an impartial listener. **MEDIATORS** often work in pairs to help disputants solve their problems and reach their own agreement.

The following are some good qualities of a mediator.

- A mediator is a good listener.
- A mediator is a fair person.
- A mediator is a problem solving helper.
- A mediator is trustworthy.
- A mediator is respectful.
- A mediator is a team worker.
- A mediator is someone who helps others talk about feelings.
- A mediator is non-judgmental.

All mediators should be taught the steps and skills required in the process before attempting a peer mediation. These steps are presented in lessons within the Conflict Resolution and Peer Mediation Guides. Guides are written specifically for High School, Middle School and Elementary School students.

DISPUTANTS not only tell what happened in the conflict, but talk about feelings. Mediators help disputants talk and listen to each other. They solve their own conflicts; the mediator is only a facilitator. The mediation process helps students develop critical thinking skills and encourages them to analyze conflict and to think creatively about its resolution. These skills are further enhanced as they are applied to each student's life experience.

CONFLICT RESOLUTION AND PEER MEDIATION can help reduce disputes. In the process of learning and using these skills, students can build life-long habits that will improve all their relationships.

II. THE BASIC ELEMENTS OF THE MEDIATION PROCESS

Step One (1) – Staff/Student completes a Peer Mediation Request form.

Step Two (2) – Gain the Cooperation of the Disputants

1. Meet with each disputant individually and secure an agreement by both disputants to solve the conflict. The student that refuses to meet sits with an administrator until he/she agrees to meet with the other disputant.
2. Allow for a cooling off period. (Time will vary based on incident, history of disputants, and your relationship with them among a few.)

Step Three (3) – Introduce the Ground Rules individually and again in the presence of both students.

1. No physical fighting, no blaming, no put downs, threats or name calling. I will use “I messages” to stat my feelings.
2. One person speaks at a time, no interrupting. If I interrupt twice I will be required to complete and assignment independently for 40 minutes before the mediation is retried.
3. Everything that is said in this room stays in this room; if you tell us about drugs, guns, or abuse we have to tell a teacher.
4. We will tell the truth.
5. We will work together towards a fair solution.
6. Agree to follow the solutions and sign the Mediation Agreement Form.
7. Failure to follow the Mediation Agreement will result in additional consequences.

Step Four (4) – Mediating with the Win/Win Guidelines

1. Cool off.
2. Each person states their feelings and the problem using an “I Message.”
3. Each person state the problem as the other person sees it.
4. Each person says how they are responsible for the problem.
5. Brainstorm solutions together and choose a solution that satisfies both.
6. Affirm, forgive or thank each other.
7. Write down the solution and sign the “Mediation Agreement Form.”

III. REQUIREMENTS FOR PROGRAM IMPLEMENTATION

A. Training of Staff:

Prior to program implementation school staff are required to attend a training conducted by the N.J. Bar Association. These staff members will then train the remaining school staff. It is recommended that at least one (1) staff member in each room receive training. All staff will be introduced to the procedures and forms during orientation of each school year.

B. Training of Students

Each classroom should have two (2) students trained as peer mediators. School staff or students may use the “Nomination for Peer Mediator” form to begin the process.

Homeroom teachers will meet with the Peer Mediation Coordinator and designate two (2) periods per week for mediation training.

Students mediators must make up all missed classroom assignments while attending training sessions. Homeroom teachers should monitor these assignments and immediately report any incomplete assignments.

C. Manuals

The New Jersey Bar Association provides training guides for students.

- **Conflict Resolution and Peer Mediation** – Middle and High School Guide – 9 Lessons.
- **Conflict Resolution and Peer Mediation** – Elementary School Guide – 10 Lessons.

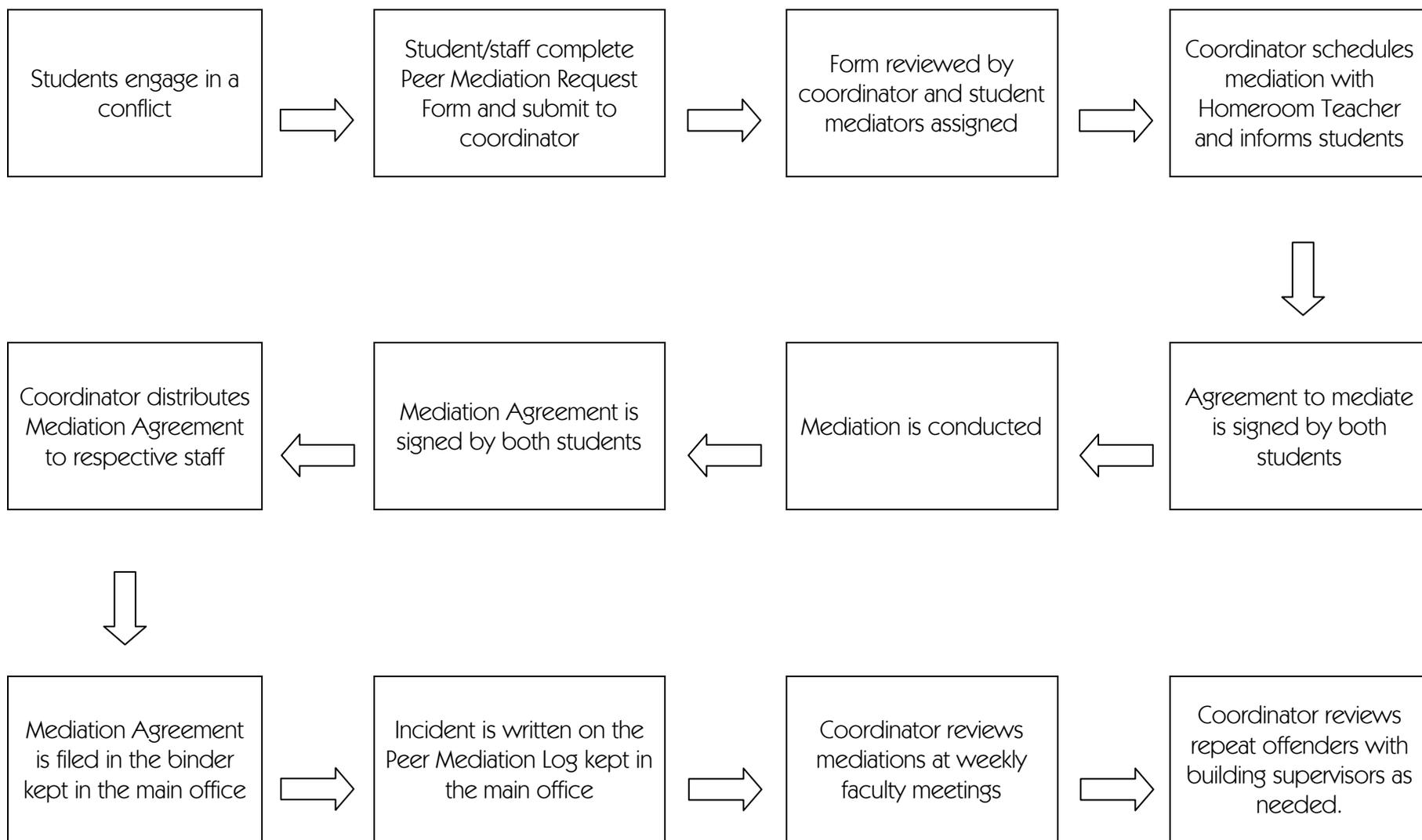
Staff should review the contents of these guides (lessons) and secure all materials needed prior to beginning instruction. After reviewing the lessons you may need to modify them to meet the needs of your students. Each guide has additional resources you can use to supplement instruction.

D. Program Implementation Dates

- September 12th

Note: This date identifies when Child Study Team members should begin training students to become peer mediators. Training should be completed within a 30 day period.

IV. REPORTING SEQUENCE FLOW CHART



V. RESPONSIBILITIES

Peer Mediation Chairperson Responsibilities

1. Review policy with faculty (newly hired staff as warranted).
2. Present/review manual with staff during orientation.
3. Log incidents daily on the Peer Mediation log and maintain a copy in a binder. This binder should remain in the office.
4. Maintain Mediation Request Forms in a binder.
5. Ask the following question during faculty meetings, "Are there any students (staff) in need of mediation?"
6. Follow up with teachers to ensure mediation agreement is being followed by students.
7. Compile and propose rubric based consequences with teachers before September 30th.
8. Maintain blank copies of forms in main office. Give start up supply to each homeroom in September.
9. Propose changes based on data and current research.
10. Propose student recognition awards at monthly assemblies.
11. Develop proactive strategies to prevent incidents from occurring.
12. Attend a NJ Bar Association training before November (optional if attended training during previous school year).
13. Publish student training schedule including dates, students, location and how students will make up missed assignments.

Building Administrator Responsibilities

1. Review policy with all faculty and chairpersons during orientation.
2. Ensure policy is implemented.
3. Review Peer Mediation log daily.
4. Assist the chairperson and teachers in developing proactive strategies for students habitually defiant or disruptive.
5. Attend and actively participate in recognition assemblies.
6. Review policy during Back to School night.
7. Ensure chairperson asks "suggested question" (see above) during each faculty meeting.
8. Assign a chairperson during orientation of each school year.

Counselor Responsibilities

1. Work with students to resolve peer conflicts.
2. Assist teachers in setting up and trouble-shooting classroom behavior systems.
3. Talk with students about their behavior.
4. Work with at-risk students, individually and in groups. Help develop plans for repeated offenders.
5. Work with parents needing support.

6. Develop and teach classroom lessons focusing on inclusion, friendship, problem solving, goal setting, and sticking up for others.
7. Develop a range of extracurricular activities to build students' bond to the school.
8. Help chairpersons implement the policy and procedures.

Staff Responsibilities

1. Review policy with students and parents.
2. Report incidents to chair person in writing on the day incident is reported or observed.
3. Immediately protect victim from any further incident.
4. Follow up with chairperson to ensure incident is addressed before student leaves school.
5. Notify parent(s) if warranted.
6. Nominate students to be peer mediators.
7. Greet and talk with students in halls.
8. Promote the process. Congratulate and honor mediators.
9. Post pictures of peer mediators in your classroom.
10. Make Peer Mediation Request forms easily accessible in your classroom/office. **TEACH** students how to complete the form.
11. Keep track of periods/assignments missed (and completed) by mediators and disputants.

PEER MEDIATION REQUEST

DATE: _____

Names of Students in Conflict:

Grade: _____
Grade: _____
Grade: _____
Grade: _____

Where Conflict Occurred (Check One):

Bus Classroom Hallway Cafeteria Outdoors Bathroom

Other – Please Specify: _____

Briefly describe the problem: _____

Mediation Requested By (Check One):

Student Teacher Counselor Administrator

Other – Specify: _____

Signature of Person Requesting Mediation: _____

Mediators Assigned to Conflict: _____ and _____

Mediation date: _____

Mediation Agreement

Peer Mediators _____ and _____

Date _____

Briefly describe the conflict:

Type of conflict – check one: () Rumor, () Threat, () Name-calling, () Fighting,
() Loss of property, () Other _____

The students whose signatures appear below met with a peer mediator and with the assistance of the mediator reached the following agreement.

Disputant _____ Agrees to:

Disputant _____ Agrees to:

We have made and signed this agreement because we believe it resolves the issue(s) between us. We also understand failure to follow this agreement will result in additional consequences from our Building Supervisor or his designee.

Disputant Signature Date

Disputant Signature Date

Peer Mediator Signature Date

Peer Mediator Signature Date

Length of Mediation (minutes) _____

ADMINISTRATIVE FOLLOW UP

Student that violated the Agreement _____

Date of initial agreement: _____ Today's Date: _____

First (1st) Time/Period: _____

Consequences for violating agreement:

Note:

Second (2nd) Time/Period: _____

Consequences for violating agreement:

Note:

cc: Homeroom Staff, Therapist, Building Supervisor, Peer Mediation Binder

TO:
FROM: Al Doyle
DATE: September 30, 2010
RE: PEER MEDIATION/BULLY INCIDENT UPDATE

Please complete this form at the end of each month and fax it to my attention (609)677-9985.
Thanks!

BUILDING/PROGRAM: _____

| MONTH | # OF MEDIATIONS CONDUCTED | # OF BULLY INCIDENTS REPORTED |
|--------------|---------------------------|-------------------------------|
| SEPTEMBER | | |
| OCTOBER | | |
| NOVEMBER | | |
| DECEMBER | | |
| JANUARY | | |
| FEBRUARY | | |
| MARCH | | |
| APRIL | | |
| MAY | | |
| JUNE | | |
| ANNUAL TOTAL | | |

c: Ed Vonderschmidt, Sarah Allen, Fred Gruber, Stephanie Jefferys, Noah McKay, Barry Walker, Tara Copskey, GW Krauss, Jim Morrow

AD/jb
AD:10:002

MONTHLY PEER MEDIATION/BULLY MEETING MINUTES

In Attendance: _____

Date: 2nd Thursday of Oct, Nov, Dec, Jan, Feb, March, April, May, June

I. Important Dates/Upcoming Events:

II. Peer Mediation Monthly Update:

| | Peer Mediation/ Bully Update Form | 2 Mediators Peer Room | Mediators Recognized at Assembly | Any Repeat Offenders | Training Needed | Peer Mediation Log Submitted |
|---------------|---|--------------------------|--|-------------------------|-----------------|---------------------------------|
| Northfield | | | | | | |
| Williamstown | | | | | | |
| Mansfield | | | | | | |
| Medford Lakes | | | | | | |

III. Bully Monthly Update:

1. Review incidents from Update form.

2. How were repeat offenders addressed?
 Northfield:
 Williamstown:
 Mansfield:
 Medford Lakes:

IV. Recommendations

1. Staff/Students we should acknowledge:

2. Other....

Peer Mediation/Bully Incident Summary
2012-2013

Building Program _____

| Month | Peer Mediator | # of Peer Mediations CONDUCTED | #of Bully Incident REPORTED |
|--------------|---------------|--------------------------------|-----------------------------|
| September | | | |
| October | | | |
| November | | | |
| December | | | |
| January | | | |
| February | | | |
| March | | | |
| April | | | |
| May | | | |
| June | | | |
| ANNUAL TOTAL | | | |

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| April | | | |
| May | | | |
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| April | | | |
| May | | | |
| June | | | |
| ANNUAL TOTAL | | | |

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| ANNUAL TOTAL | | | |

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| December | | | |
| January | | | |
| February | | | |
| March | | | |
| April | | | |
| May | | | |
| June | | | |
| ANNUAL TOTAL | | | |

Note: There should be a minimum of two (2) peer mediator per homeroom.

cc: Fred Gruber, Ed Vonderschmidt, Al Doyle, Jim Morrow, Jim Conely, Stephanie Slater, Tara Sheridan, Karen Carr, Noah McKay, Barry Walker, Al Doyle

Distinguishing Between Bullying and Peer Mediation Incidents

Bullying involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful.

Peer Mediation is an intervention strategy employed by school personnel to help students settle conflicts in a cooperative manner.

For Example:

A student that is being teased by a group of students about his/her attire or a student has his lunch stolen on the bus should be referred to the BULLY chairperson. (One side is clearly more powerful)

Two students arguing over a topic or about who is a better fighter and the matter cannot get resolved peacefully should be referred to the PEER MEDIATION chairperson. (No perceived imbalance exists)

Note: Whenever an imbalance of power exists – *a student sticks up for himself because he doesn't want to lose face in front of his peers* – the incident should be referred to the BULLY chairperson. A student being bullied should never sit in a peer mediation session with the bully. To ensure everyone's safety and well being all resources and efforts should be designed to STOP all bullying, harassment or intimidation incidents.