

**CRESST**  
 Handling conflict well  
**Quakers in Yorkshire**  
 Saturday 17<sup>th</sup> April 2021  
*Conflict resolution  
 for young people by young people*

Conflict resolution for young people by young people



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**What is Conflict?**  
*Conflict is a disagreement  
 where there's tension*

**CRESST aims to**  
*Reduce the hurt and harm  
 caused when conflict is not  
 handled well*

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**CRESST**  
 Young Peacemakers Project

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**CRESST** **GLIDE**  
 5 Steps of Peer Mediation

- G**reeting and promises
- L**isten to the story *listen then echo*
- I**deas for solutions *listen then echo*
- D**ecide on a solution *sum up the agreement*
- E**nd the mediation



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CRESST Celebrating 5 years of Young Peacemakers Project

**Feedback from 543 trained peer mediators**  
89.5% girls, 10.5% boys

What score would you give the training, out of 5? **70% ★★★★★ 25% ★★★★★**

Multiple deprivation data shows our work gets more 5 stars responses in deprived areas

Are you ready to be a peer mediator? **99.7% Yes**

Did you enjoy the training? **99.5% Yes**

Are you looking forward to being a peer mediator? **98.7% Yes**

Did the training make a difference to you as a person? **89.9% Yes**

Feedback from 291 teaching staff & Feedback from 161 lunchtime supervisors

Did you enjoy the training? (%)

Do you understand the peer mediator role? (%)

Would you refer pupils to the peer mediators? (%)

www.crest.org.uk March 2021

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**Youth Resolving Conflict**



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**Conflict coaching process**

Stages	Key questions	Role of coach
<b>Defining the problem</b>	What happened? When did you first become involved? Summary - on any one evening How - happened and you felt...? Is there anything else you want to add?	Introduction, outline of conversation, length of time that programme available at time of presentation Reflect back facts of incident and feelings Reflect on feelings Encourage problem to clearly articulated Encourage problem to be presented Encourage problem to be presented
<b>Exploring</b>	Do you have any other ideas? What do you think makes you feel that way about it? What's important for you?	Reflect on feelings Encourage problem to be presented Encourage problem to be presented
<b>In other's shoes</b>	So if I came to see you, how would you describe things? What is their position? What might their reasons be?	Try to get participants to see others Identify and challenge mind-reading Building understanding and possible empathy and other perspectives
<b>Defining expectation</b>	What do you want to achieve? What do you think the other person is concerned your point of view, or you might want something from or happen?	Clarify identity expectations and what generating ideas
<b>Rehearsing conversation</b>	So imagine you're there, what do you want to say to me? Then rehearse roles	Practice ways of opening the conversation Practice asking for what they want Encourage use of 'I' statements Reflect on their feelings response to right generated Practice use this to generate more ideas
<b>Checking fairness</b>	What do you think the other person will think of that idea? What has been said about this?	Check that request could be possible Assess fairness of idea
<b>Fallback option</b>	What will happen if they don't agree?	Identify other fallback options Including being proactive with 'un-expected' solutions
<b>Confidence checker</b>	Do you think what others or thoughts you have to take away with you that might be useful to help you change? How do you about it now?	Check whether proposed ideas stronger, clearer, and equipped to handle conflict with other opportunity to come again



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**Youth Resolving Conflict**

A 3-year programme working with 3 secondary schools to offer conflict resolution skills training to students and to introduce student-led mediation schemes. Funded by the Paul Hamlyn Foundation.

**What did we do?**

- 1000 student-hours of conflict resolution education developing knowledge and skills in:
  - Restorative conversations
  - Win-win solutions
  - Social discipline
  - Zone of Conflict Coaching
  - And lots more
- Supported students in the creation of a film about online conflict
- Created a programme for boys attracted to conflict
- Supported students to create a conflict resolution art installation
- 85 students trained as Conflict Coaches or Student Mediators

**What did we find?**

- 30% of 700 student respondents felt incidences of verbal abuse, name-calling, and put-downs were high or very high.
- 81% of students were using the communication skills when surveyed 8 and 18 months later.
- They also recalled:
  - Conflict Styles
  - Echo
  - Listening
  - Mediation skills
- The level of increase in knowledge, skills and understanding amongst Student Mediators and Conflict Coaches was:
  - 52%
- In responding to conflict, students wanted to try:
  - alternative conflict styles
  - listening
  - mediation
  - not taking sides
  - calming strategies

**What did we conclude?**

- Students find custom training more relevant and useful.
- Students remember programme content and put the ideas into practice to solve problems.
- Students learn to handle conflict in the right way. This means a real difference in their lives.
- CREST's workshops, programme and materials coaching has the potential to bring about positive change in schools.

**What next?**

- CREST has won funding to work in 6 more secondary schools to offer:
  - a set of 4 whole class workshops for Key Stage 3.
  - intensive to play and a conflict coaching model for older students to support younger students
  - workshops for those whose identity is closely related to their attraction to conflict
  - all to programme using a variety of media
  - workshops on handling conflict well online and offline
  - bespoke programmes developed in partnership with schools to address specific needs.
  - facilitated student-led enquiries into their experience of conflict in schools, as part of their DfE staff training to reduce active aggression, mediation skills and conflict resolution.
  - design studio on conflict resolution.

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This is to certify that

*Josiah Lenton*

has completed training in mediation and is qualified to act as a peer mediator at

*Wharmcliffe Side Primary School.*

*Cheryl Smart*  
Signature of CREST Co-ordinator

8<sup>th</sup> December 2015  
Date



**“One of the greatest problems of history is that the concepts of love and power are usually contrasted as polar opposites. Love is identified with a resignation of power and power with a denial of love. What is needed is a realization that power without love is reckless and abusive and that love without power is sentimental and anaemic. Power at its best is love implementing the demands of justice. Justice at its best is love correcting everything that stands against love.”**

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**Tweet**  
Maya Angelou  
@MayaAngelou  
"Develop enough courage so that you can stand up for yourself and then stand up for somebody else." - #MayaAngelou

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Young Leaders Project | South Yorkshire Conflict



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Thank you, any questions?  
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