

Buddy up!

A guide to setting up
a peer support scheme
for deaf pupils



LOTTERY FUNDED

Created as part of the Helping Hands project.

ndcs
every deaf child

**Our vision is of a world
without barriers for
every deaf child.**





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Acknowledgements

Special thanks to the National Lottery through the Big Lottery Fund who kindly granted us funding for the Helping Hands project. Their support has enabled us to set up and establish peer support schemes for deaf children and young people. At time of print, 268 deaf children and young people have been involved in the Helping Hands project.

We would also like to thank the schools, teachers and young people who have taken part in the Helping Hands project. Your enthusiasm and support for the training has helped to develop this toolkit, which will benefit many other deaf children. We would also like to thank the Frank Barnes School for the Deaf and the Percy Shurmer Academy for their support with testing this resource.

Childline has run a successful peer support programme for many years¹ and the foundations of this learning and evaluation have been fundamental in the development of this resource.

We use the term ‘deaf’ to refer to **all types of hearing loss or impairment from mild to profound**. This includes deafness in one ear or temporary deafness such as glue ear.

We use the word ‘parent’ to refer to all parents and carers of children.

¹ *Peer Support Toolkit: Helping schools to set up their peer support scheme*, Childline, 2006.

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Part one: Introduction

Foreword

Peer support is important to all children. We know from research that children will naturally talk to their peers about problems before they talk to an adult. Schools do a great deal of work, through school councils, personal, social, health and economic education (PSHE) lessons and many other activities, to encourage pupils to ask for help and support each other. However, it can be difficult for a pupil to meet with others who understand the issues and challenges they are facing. In order to support deaf children effectively it is important to consider the impact of deafness on their social and emotional development.

I am therefore delighted to write the foreword to this peer support toolkit created specifically for deaf children. I was fortunate to have recently been involved in the project and can see the positive impact it is having on the children involved. Their growing confidence and self-esteem are tangible and their feedback has been 100% positive. A vital outcome of the buddying has been that deaf children – both Buddies and peers – have a growing understanding and acceptance of their deaf identity, and they are learning so much from each other.

Deaf children must be given opportunities to develop a positive image and schools need training and support to encourage a child's emerging awareness of their deafness. I therefore wholeheartedly recommend this resource, which provides a framework for schools and professionals to develop pupil-led peer support and strengthen the emotional well-being of deaf children.



Andrea Baker

President, British Association of Teachers of the Deaf

What is the Helping Hands project?

Helping Hands was a three-and-a-half-year funded project run by the National Deaf Children's Society. The project delivered peer support training to deaf children and young people aged 10–18 across four regions in England (London, the Midlands, Yorkshire and the Humber, and the North East) and helped schools to set up peer support schemes.

What is peer support?

Peer support builds on the natural affinity that children have to help one another. Research has shown that children are likely to turn to a peer for help before anyone else.

Taking part in peer support training means children are better able to help their peers when they ask for support. The training offers a safe environment for children to learn active listening skills, with support to find their own solutions to challenges they might be experiencing.

Peer support is about giving deaf children somewhere to go if they need help and support. This is particularly important for deaf children because they are:

- four times more likely to experience mental health problems than other children²
- more likely to be in mainstream education with no or little contact with other deaf peers – 76% are in mainstream schools where there is no specialist provision³
- vulnerable to isolation, bullying and poor self-esteem without the right support⁴
- more likely to be discriminated against.⁵

This toolkit will give guidance on delivering a training programme, looking at issues and challenges facing deaf children today, and how they can tackle them in a positive and productive way – leading to an increase in self-esteem, confidence and resilience. It also provides an opportunity for deaf children to engage with their deaf peers.

Why set up a peer support scheme in your school?

A peer support scheme can have a positive impact on the school environment for the following reasons.

- It encourages a stronger school community.
- It helps to reduce bullying and isolation.
- It enhances academic performance and children have higher expectations of what they can achieve.
- It promotes positive self-esteem and emotional well-being.
- It increases motivation and self-confidence.
- It improves pupils' participation in school activities.
- It enables a deaf child to engage with a deaf peer.
- It encourages children to be independent.
- It teaches children strategies for looking after themselves and where to go for help.⁶

A peer support scheme will help the emotional well-being of everyone in your school, by enabling staff and pupils to tackle issues in a productive and positive way.

² *Towards Equity and Access*, Department of Health & National Institute for Mental Health, 2005.

³ Consortium for Research in Deaf Education (CRIDE) report on 2014 survey on educational provision for deaf children in England.

⁴ *Responding to Bullying among Children with Special Educational Needs and/or Disabilities*, University of Cambridge review, July 2010 and *Cyberbullying and Children and Young People with SEN and Disabilities: Guidance for teachers and other professionals*, Anti-bullying Alliance, March 2015.

⁵ *See it, Say it, Change it*, Children's Rights Alliance for England submission to the UN Committee on the Rights of the Child from children in England, July 2015.

⁶ *Peer Support Toolkit: Helping Schools to set up their peer support scheme*, Childline, 2006 and *Responding to Bullying among Children with Special Educational Needs and/or Disabilities*, University of Cambridge review, July 2010.

You will select pupils for the Buddy training and then match the trained Buddy with the peer. Once you have selected pupils for the Buddy training, the training sessions can then go ahead. For information on how to set up a deaf Buddy scheme see page 12.

About this toolkit

This toolkit is a step-by-step guide for setting up a Buddy scheme for the deaf pupils in your school. It is designed for use in primary school settings, to help children in Years 4, 5 and 6 to train as Buddies to support peers of any age in the school.

While there are links to the National Curriculum of England, the toolkit is designed so that teachers can use their own judgement on how to best use it with pupils of different ages and abilities. It can also be used to address elements of a subject syllabus or as a cross-curricular approach for themed topics. It is likely that the lead subject area will be personal, social, health and economic education (PSHE) and citizenship Key Stage 1 and 2, but this is not a prerequisite for using the materials.

“Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

“All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.”⁷

Links to National Curriculum for England

PSHE and citizenship Key Stage 1
Knowledge, skills and understanding

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens.
- Developing good relationships and respecting the differences between people.
- Breadth of opportunities.




Educational policies and frameworks in England may be revised and subject syllabi vary, so the materials should be used in a way that best suits individual settings.

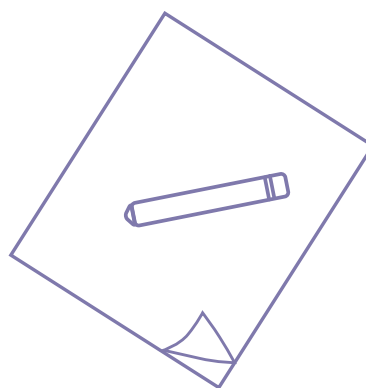
Safeguarding

It is important that the Buddies know where to go for help if a peer raises a serious concern, if they are worried about the peer's safety, or if the peer shares something that makes the Buddy uncomfortable. When using the toolkit, you will still need to adhere to your school's recordkeeping, child protection policy and safeguarding mechanisms for reporting disclosures or concerns.

How to use this toolkit

The training toolkit is divided into eight sessions. We suggest the training is delivered either over one day, two half days, or split over four separate dates. Each session will take approximately 20–50 minutes (refer to each session for timings), but this will vary depending on group size, literacy etc. All eight sessions need to be fully delivered and completed in order for the pupils to be thoroughly prepared to be Buddies, and for a successful peer support scheme to be set up in your school.

- The session plans and activities are in section three, page 14, indicated with the **purple** banner at the top of the page. If this session has an accompanying handout or other materials, this will be highlighted with this icon. 
- Handouts are in section four, page 24 and are indicated with yellow circles at the top of the page. These will need to be photocopied for the group in advance of each session. 
- There are some 'Don't forget! Buddy cards' for the Buddies to keep as a reminder throughout their training and for the life of their involvement with the scheme. You might like to photocopy, cut out and laminate these for the Buddies to keep somewhere safe. These are in the Handouts section, page 24 and are indicated with the 'Don't forget!' card icon on the handout. 



You will need to prepare for the sessions in advance as you might need to photocopy handouts, gather activity materials together (pens, paper etc.), and familiarise yourself with the content of the session and the activities.



Recognising the pupils' involvement

It is important that the Buddy training with your pupils ends with a positive acknowledgement of their achievement as trained peer Buddies, and that they are rewarded for their participation and commitment to the peer support scheme. By recognising the pupils' involvement and championing the scheme as a positive venture, it shows that the school is concerned with the emotional well-being of everyone in their community.

Options for recognising the pupils' involvement in the training could include:

- a school assembly that explains what the peer support scheme is, and handing out of Buddy certificates, along with a congratulatory speech for the Buddies given by the head teacher
- a Buddy certificate (remember to include the name of the pupil, your school, the date, school logo (optional), the training they've completed (peer support Buddy scheme), and the skills the pupil has developed e.g. communication and listening, working with others, problem-solving, team-building, supporting others, confidentiality etc., and a signature
- a Buddy badge
- giving out National Deaf Children's Society resources which can be ordered in advance from our Freephone Helpline (0800 800 8880). Examples include:
 - Buzz postcards (showing our website especially for deaf young people)
 - Fingerspelling postcards
 - *Talking to your Deaf Friends* postcards and posters
 - *See it! Stop it!* anti-bullying resource and postcards (see page 45).

Buddies may have other ideas about what they'd like to do to be recognised for their involvement, for example, they might want to make a poster or display showing other teachers and pupils what the Buddy scheme is all about, they might want to go on a special trip or a day out, attend a workshop, or promote the Buddy scheme to other schools by giving a presentation.

Part two: How to set up the Buddy scheme

Things to consider in setting up the training sessions

- 1 Identify and recruit deaf children for the Buddy training.
- 2 Book a room, share dates and times for the sessions.
- 3 Prepare for delivering each session i.e. read through the session plans, gather any material you will need e.g. paper, pens and photocopy any handouts to support the session.
- 4 At the end of the training sessions, recognise the achievement of the pupils, for example with an assembly, certificate or badge.
- 5 Set up the scheme by assigning the trained deaf Buddies to their deaf peers.
- 6 Monitor the scheme and the Buddies regularly.

Identifying pupils to train as Buddies

This scheme should be open to all deaf children who are interested in getting involved. It might appeal particularly to children in Years 4, 5 and 6 at primary school who are enthusiastic about helping other pupils and making them feel better.

After completing the Buddy training, complete the steps on the right to set up the Buddy scheme.

How to set up the Buddy scheme (when training is completed)

- 1 Book a one-to-one session with the trained pupil.
- 2 Consult the trained pupil to confirm that they wish to be a Buddy.
- 3 Ask the Buddy to read the Buddy contract. Go through the contract with them to make sure they understand, answer any questions they have and ask them to sign their name (page 36).
- 4 Identify a peer to pair up with the Buddy. It can help to match Buddies and peers who have something in common, for example if they have similar hobbies, similar personalities, or are from a similar background. Equally, Buddy-peer relationships can work just as well if there are differences, such as age.

When matching up pupils:

- the Buddy and the peer must understand each other without any extra communication support
- the Buddy and the peer must have respect for each other
- similar interests/hobbies may be helpful
- look for similar personality traits, for example the Buddy and peer may be quiet, have similar energy levels, or be dynamic.

- 5 Identify the issues that the peer would like to be tackled, e.g. problems at home, problems at school, being a new pupil, having no friends etc.
- 6 The peer and the Buddy should then read and sign the Buddy action plan so that they are both clear on why they are buddying up, and when, where and how often they will meet for sessions (page 37).
- 7 The Buddy should give feedback to the teacher after each session.
- 8 The peer should give feedback to the teacher after every four sessions.

It is important that you consider what approach will work best for the pupils in your school, so feel free to adapt how the peer support scheme works. For example, matching Buddies with peers can be a great way of making sure children get the support they need, but also having drop-in sessions at breaktimes that have more flexibility can be just as valuable.

Monitoring and evaluating

Your school should have a clear child protection policy and a reporting process for any disclosures or child protection concerns. There are **monitoring forms** (page 39) that should be completed using feedback received from the trained Buddies and peers after each buddying session. These forms can also be used to record any concerns, in accordance with your school's safeguarding and reporting mechanisms.

The forms in sections five and six will contain confidential information about the peer's problems. The teacher should adhere to their school's safeguarding and reporting mechanisms.

It is vital that the deaf children are clear that if something of serious concern is raised by a peer, if they are worried about their safety or if the peer shares something that makes them feel uncomfortable, they know who and where to go for help. This is covered in detail in session seven: Confidentiality (page 22), and is a theme that is revisited over the course of the training. Use the **Buddy contract** (page 36), **Buddy action plan** (page 37), **monitoring forms** (page 39) and **exit interview forms** (page 42) to record what happens during the sessions between the peer and the Buddy.

Once the Buddy contract has been signed by the Buddy, the Buddy and the peer will then sign the Buddy action plan as an agreement between them on their goals and the timeframes for achieving these.

Exit interview forms can be used to evaluate the scheme, and also as a way for the Buddy or the peer to end their participation in the peer support scheme. A Buddy or a peer may decide they wish to leave the scheme for a number of reasons such as:

- the peer may be happy with the support they've received and decide they don't need any further help
- the Buddy may decide they are not enjoying the role and want to end their commitment.

Using the exit interview form, you can make sure the peer is aware that their Buddy is no longer supporting them and seek a replacement if necessary.

Part three: The toolkit

Buddy training programme



By the end of the training, the children will have had the opportunity to become trained peer support Buddies, and will have gained the following skills:

- communication and listening
- working with others
- problem-solving
- supporting others
- team-building
- confidentiality.

Session plans

Buddy training session one: Introduction and icebreaker

Activity one: Icebreaker game

Activity two: Ground rules

You will need:

- flipchart and paper
- marker pen.



Introduction

- Welcome the group and tell them that they will be taking part in a fun programme to learn to become a Buddy. Sign/speak the word 'Buddy' to the group. Continue using the term 'Buddy' in all future sessions.
- Explain that the group are taking part in a fun programme to help them learn how to become a Buddy and how to support other deaf children.

Activity one: Icebreaker game

Aim: for everyone in the group to feel relaxed, and to get to know a little bit more about each other.

It will take:

You will need:

- roll of toilet paper
- flipchart and paper
- marker pens.



What to do

- 1 Explain to the group that an icebreaker helps to relax everybody, and tell them they can do icebreakers (playing games, drawing pictures etc.) with their peer for the first time if the peer is nervous or doesn't know the Buddy very well.
- 2 Ask the group to sit in a circle.
- 3 Pass round a roll of toilet paper, asking each pupil to take as many sheets of paper as they like – up to five each.
- 4 Once everyone has taken some toilet paper sheets, each pupil must now tell the group one thing about themselves for every sheet they have taken. This can be anything they want, for example where they live or their favourite food.
- 5 Going around the circle, give each pupil his or her turn to talk.
- 6 You may want to begin first so the group understands how the activity is played, and to give the children the confidence to participate.
- 7 Ask the group how they feel after taking part in an icebreaker game.

Activity two: Ground rules

Aim: for the group to identify core conditions for a safe training environment, for everyone to be included and join in.

It will take:

You will need:

- flipchart and paper
- marker pens.



- 1 Ask the pupils where we find rules and what places have rules, for example at school, in an airport, in the library. Write down their ideas on the flipchart.
- 2 Explain that rules are important because everyone is different, with different ideas on how to do things, so following the same rules can help everyone to live together.
- 3 Write the ground rules up on the flipchart for the training group to see. Explain that it's important that everyone sticks to them.

Ground rules

- Have fun!
- Learn something new.
- Listen to each other.
- Don't talk at the same time as other pupils.
- Share your ideas [explain that no idea is a silly one].
- Help each other.
- Be friendly.
- Listen to other pupil's thoughts and ideas.
- Keep confidentiality (don't tell other people). [Explain to the group that what they share is to stay in the room with the group, but if something is talked about that causes them to worry, they should share it with you.]

Buddy training session two: Feelings

Activity one: What is a Buddy and why are you here?

Activity two: Drawing a feeling on a person card

Activity one: What is a Buddy and why are you here?

Aim: to explain what peer support is, and why the group are here.

It will take:

You will need:

- flipchart and paper
- marker pens
- What do Buddies do? handout – one for each pupil (page 25).



1 Explain to the group that everyone needs support and help sometimes. It can be difficult to share a worry or ask for help from an adult – it is often much easier to talk to someone the same age as you (your peer) who knows what you are going through. Buddies are trained to support children and that is why you are here today. This is called ‘peer support’. (Make sure the pupils understand what ‘peer’, ‘Buddy’ and ‘peer support’ means before moving on with the training.)

2 Explain to the group that Buddies do not tell other children what to do. Buddies are there to chat and help the other child to look at ways to work through their worries and fears. Explain they are here for training in how to become a Buddy and it is an exciting, fun programme. Tell the group that once they’ve been trained, they’re only Buddies during school hours so it’s easy for them to tell the teacher something if they’re worried. Make sure they also understand that they will not be Buddies for children from other schools.

3 Write on the flipchart what peer support is and what Buddies are.

Activity two: Drawing a feeling on a person card

Aim: to explain what is meant by ‘emotions’, explore different types of feelings, and so develop the group’s understanding.

It will take:

You will need:

- flipchart and paper
- coloured felt-tip pens
- person card templates, photocopied and cut out so that each pupil has one (page 26).



What to do

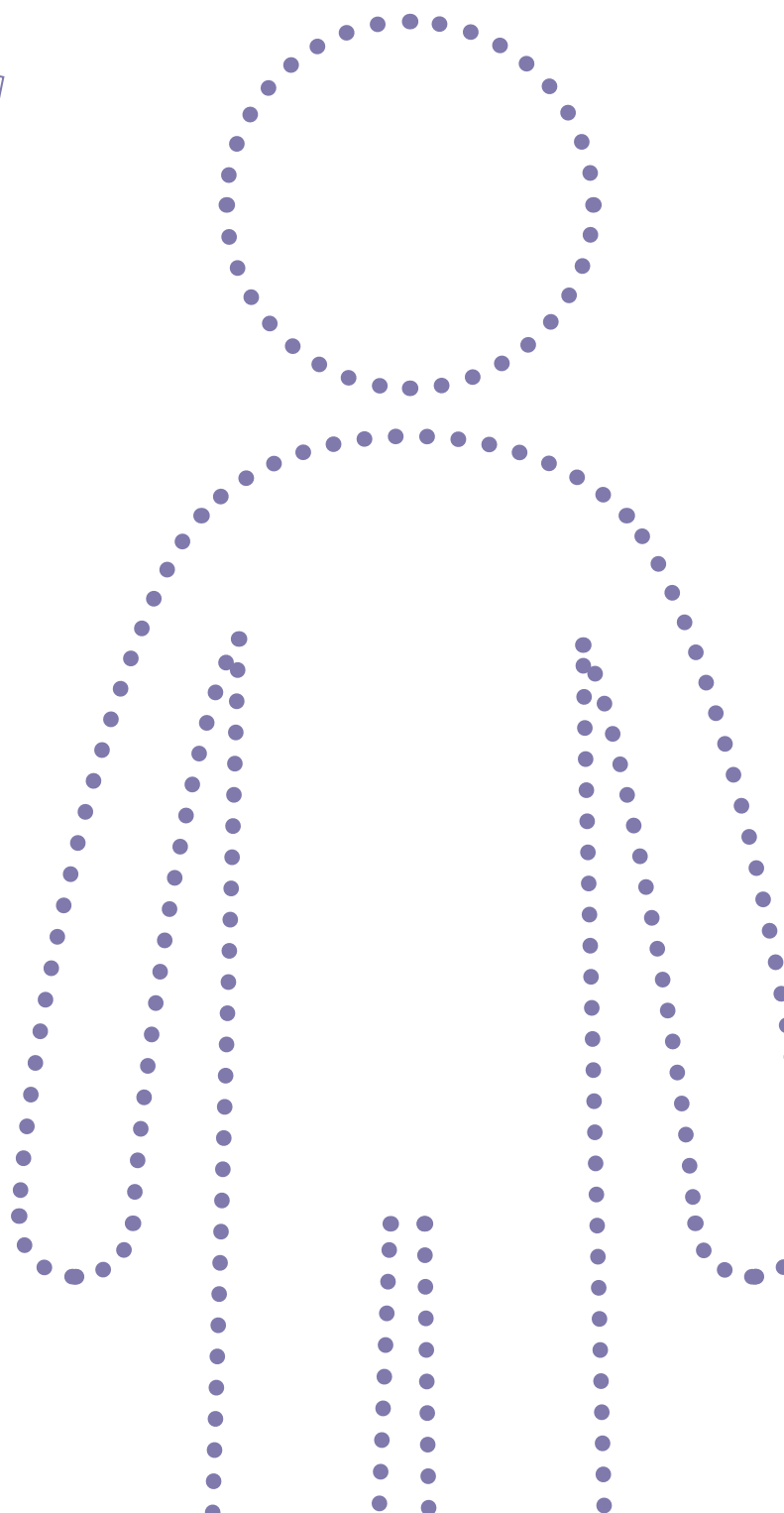
- 1 Ask the group: “What are feelings? Can you name some?”

The group should suggest different types of feelings e.g. happy, lonely, proud, disappointed, sad, angry, excited, worried, bored, frustrated, scared, hopeful etc.

- 2 The feelings should be added to the flipchart. Add others not mentioned by the group (see above for examples).
- 3 Ask the group to explain when they might experience each feeling, for example “I felt worried when I started at my new school”.
- 4 Each pupil will pick a feeling and draw themselves expressing this feeling on a person card. Each pupil should draw a different feeling on their card.

When everyone has finished, each pupil should show the rest of the group their drawing.

- 5 Collect each pupil’s drawing, or ask the pupils to keep their drawings in a safe place, as they will need them for session three.



Buddy training session three: Understanding feelings

Aim: for each pupil to understand the concept of different feelings by linking them to topics such as school, lessons, bullying, and making friends.

It will take:



You will need:

- person cards, from session two
- sticky tack
- flipchart and paper, from session two
- felt-tip pens
- pencils.



What to do

- 1 Ask each pupil to stick their person card from session two, activity two, on any wall in the room using the sticky tack.
- 2 Display the flipchart with the feelings suggestions from session two, activity two (see page 18) so everyone can see it.
- 3 Ask each pupil one question from the list on the right. To answer the question, they will need to point to one of the cards stuck up on the wall or to the flipchart.

Explain to the group that when they become a Buddy, they need to understand feelings and why the peer they are buddied with may be feeling sad, happy, angry etc. Ask the group if they have understood and if they have any questions about feelings.

Questions

How do you feel when...

- 1 You come into school on a Monday morning?
- 2 Someone calls you names?
- 3 You make a new friend?
- 4 Mum or dad/the childminder/the taxi/whoever takes you to school, leaves? Is it the same feeling you had when you were younger?
- 5 You are in the classroom? You are in your favourite lesson? Is it a different feeling for another lesson you struggle with?
- 6 You do PE?
- 7 It's playtime?
- 8 It's lunchtime and you open up your lunchbox or queue up for your food?

Buddy training session four: Your role as a Buddy

Aim: for each pupil to understand what a Buddy is and what they do.

It will take:

You will need:

- flipchart and paper
- marker pens
- felt-tip pens
- colouring pencils
- your role as a Buddy handout – one for each pupil (page 27).



What to do

- 1 Split the group into two smaller groups (if there are more than eight in the group).
- 2 Draw the outline of a big face on the flipchart paper (one for each group) and at the top of the page write the title: 'The ideal Buddy'.
- 3 Ask each group to draw or write down what they think a Buddy **should be like**. Give them some examples to start them off: friendly, helpful etc.
- 4 Then ask them to write or draw what a Buddy **shouldn't be like**. Give them some examples to start them off: grumpy, snappy etc.
- 5 When the groups have finished, they should show each other their ideas of what a Buddy should and shouldn't be like.
- 6 Ask the pupils questions about the drawings and words to make sure everyone understands what makes an ideal Buddy. Reinforce the idea that a good Buddy is someone who is helpful, listens, talks, and wants to make the other pupil happy.



Buddy training session five: Listening skills

Preparation needed:

- photocopy and cut out the peer conversation topic cards (page 28) and Buddy listening behaviour cards (page 29).

Aim: for each pupil to identify the essential elements of good listening by experiencing and observing different responses.

It will take:

You will need:

- flipchart and paper
- marker pens
- Peer conversation topic cards – one card for each pupil in line A (page 28)
- Buddy listening behaviour cards – one card for each pupil in line B (page 29)
- Buddy communication tips handout – one for each pupil (page 30).



What to do

- 1 Ask the group to stand up and form two lines facing each other (so each pupil forms a pair).
- 2 Label one line 'A' and the other 'B'.
- 3 Explain to the group that each person in line A will speak about something that contains a feeling, using a peer conversation topic card as a prompt. The person opposite them in line B will be given an instruction of how to respond using a Buddy listening behaviour card.

4 Give the group a few minutes to have their conversations.

5 Ask the group to stop their conversations, and ask line A whether they felt they were being listened to, and what they thought line B's listening behaviour instruction was. Ask line B how they felt about their involvement in the conversation.

6 Ask line B to tell the group what their listening behaviour instruction was.

7 Using the flipchart, write down some ideas for what it means to be a good listener, e.g. direct eye contact, look interested, don't look away, don't look bored, don't interrupt, and ask the group for other ideas to add.

8 Explain to the group that looking interested by giving eye contact, using facial expressions and repeating back information shows that they are listening and involved in the conversation, which means they'll have a good relationship and useful sessions with their peers.

9 Give each pupil a copy of the Buddy communication tips handout.

Buddy training session six: Communication skills

Preparation needed:

- photocopy and cut out the Who am I? name cards (page 31).

Aim: to understand the difference between open and closed questions, to improve communication skills and practise using open questions to encourage pupils to share more.

It will take:

You will need:

- Who am I? name cards (page 31)
- Buddy communication tips handout – one for each pupil (page 30)

What to do

- 1 The group will play a game called 'Who am I?'
- 2 Ask the group to sit in chairs in a circle, so that they can see each other.
- 3 Give one pupil from the group the name of a famous person or character (they shouldn't tell the group who he/she is). We have provided some example names of cartoon characters, musicians, actors, royals etc. but you can swap these for characters that will suit your training group best or that they are more likely to know.
- 4 The rest of the group have to take it in turns to ask a question to the pupil. The only two answers the pupil can give them are 'yes' or 'no'.
- 5 The group will need to work out who the famous person is by asking questions, for example, "Are you a singer?", "Are you a woman?" etc.
- 6 Once the group has played this game several times, explain that the questions being asked are called closed questions, which means you are only likely to get a short answer. This is not a good way of questioning if you are supporting a peer.
- 7 Explain to the group that open questions work better and give some examples: "Where does this famous person live?", "Tell me what this person looks like?" or "How did this person become famous?" You will get better answers if you ask an open question.



- 8 Continue the 'Who am I?' game but use open questions instead of closed questions.
- 9 Sum up by asking the group to remember to use open questions.
- 10 Give each pupil a Buddy communication tips handout if you haven't already done so in the previous session.

Buddy training session seven: Confidentiality

Please note, when using the toolkit you will still need to follow your school's record-keeping, child protection policy and safeguarding mechanisms for reporting disclosures or concerns.

Aim: for the pupils to understand confidentiality and to know when to tell the teacher if they are worried.

It will take:

You will need:

- flipchart and paper
- marker pens
- cards
- envelopes
- 'secret box'
- paper shredder or 'confidential waste' disposal unit
- When to break confidentiality and Buddy's responsibilities handouts — one for each pupil (pages 32 and 33)
- Buddy contract — one for each pupil (page 36).



What to do

- 1 Tell the group that what they talk about with their peer is private and should not be shared with their friends or anyone else.
- 2 Ask the group to think quietly for one minute about an embarrassing secret or a problem they have or have had in the past.
- 3 Ask them to draw a picture or write it down on some paper, put it in an envelope and place it inside a 'secret box'.
- 4 Pretend to open the secret box.
- 5 Ask the pupils how they would feel if their secret was shared with the others. (If they don't seem bothered then they probably have not written a real secret down.) Would they be tempted to peek at others' secrets?
- 6 Reassure the group that they won't have to share any secrets.
- 7 Ask the group to talk about how they are feeling.
- 8 Get rid of the contents of the secret box by shredding or placing into confidential waste immediately in front of the children so they can stop worrying about what will happen to their secret.
- 9 The group need to be aware they must agree to not share information that is discussed unless they think a deaf child is at risk. They are supporting their peers and encouraging them to think about what they can do to feel better about their worries, not telling them what to do.
- 10 Hand out the Buddy contract and talk it through with the group (see page 36).

Buddy training session eight: Role play

Preparation needed:

- photocopy and cut out the scenario cards for role play (page 34).

Aim: to give the group the opportunity to put all the learning into practice, to make mistakes and learn from each other in a safe environment.

It will take:



You will need:

- scenario cards for role play (page 34).



What to do

- 1 Divide the group into pairs and spread them out around the room so they are not distracted by others.
- 2 One pupil will act as the Buddy. The second pupil will receive a scenario card with a situation on it (e.g. having no friends, problems at home, difficulties with school work) and pretend to be a peer.
- 3 The pairs will role play the peer support process using the card. Some may finish quickly. If this is the case, remind the Buddies of all the steps e.g. talking to the peer, confidentiality, building trust, asking open questions, finding out the facts, and encourage them to have another try.
- 4 Each pupil in the pair should have a go at being a Buddy and a peer. Ask the pairs to give feedback to the group after each scenario.

Buddy training session nine: Recognising the pupils' involvement

Aim: for each Buddy to feel recognised and rewarded for their achievement, participation and commitment to the scheme.

It will take:



You will need:

- flipchart and paper
- certificates (if providing, please see page 11)
- Buddy badges (if using – school to provide)
- National Deaf Children's Society resources (optional – download, or order in advance from our Freephone Helpline, see page 45).



Certificates and Buddy badge presentation

What to do

- 1 Congratulate the group on becoming Buddies. Give each pupil a certificate, and/or Buddy badge (if providing), and any National Deaf Children's Society resources you have ordered.
- 2 Thank everyone for their participation and congratulate them again on becoming Buddies.



Part four: Handouts



Handout for session two, activity one: What do Buddies do?

Photocopy and laminate this sheet for the Buddy to keep somewhere safe.



Peer support = a group of children who support other children in the same school.

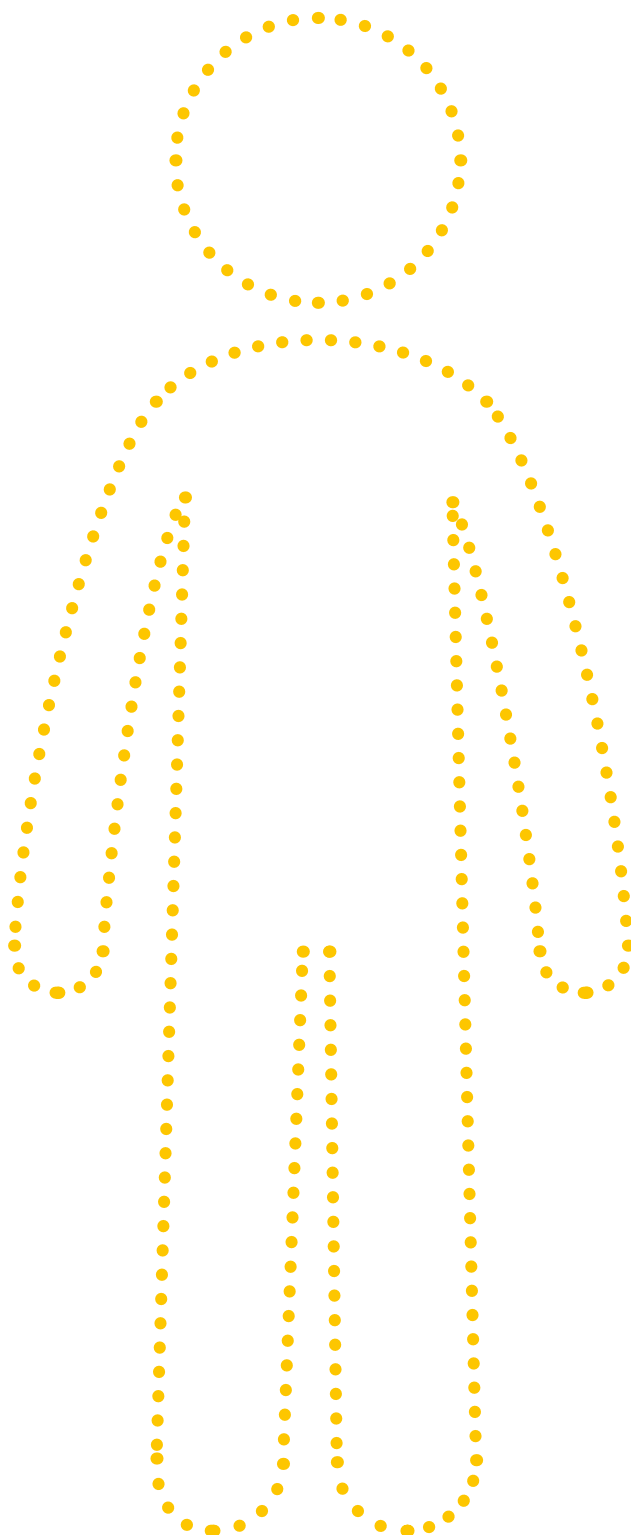
What do Buddies do?

- • • • • Buddies listen and help other children feel better.
- • • • • Buddies don't tell other children what to do.
- • • • • Buddies aren't bossy.
- • • • • Buddies don't tell other children off.



Handout for session two, activity two: Person card templates

Photocopy and cut out before the session.





Handout for session four: Your role as a Buddy

Photocopy and laminate this sheet for the Buddy to keep somewhere safe.



A Buddy is Someone who:

... is helpful

... listens

... talks

... wants to make the peer happy

... understands emotions (why the peer is feeling sad, happy, excited, angry, calm, grumpy and lots of other feelings).



Handout for session five: Peer conversation topic cards

Photocopy and cut out each card before the session.

Talk about
your
favourite
food

Talk about a time
when you
were happy

Talk about a time
when you
were angry

Talk about your
favourite
holiday

Talk about your
favourite
animal

Talk about your
favourite
hobby



Handout for session five: Buddy listening behaviour cards

Photocopy and cut out each card before the session.

Don't look them in
the eye

Laugh at
everything
they say

Interrupt all the
time

Yawn and look
bored

Treat them like a
baby

Act like everything
they are
saying is
terrible



Handout for sessions five and six: Buddy Communication tips

Photocopy and laminate this sheet for the Buddy to keep somewhere safe.



Make eye contact

- Don't stare.
- Show you're listening.
- Be sensitive and smile.
- Don't look bored, don't yawn.

Let them do the talking, don't interrupt

- Give them time to speak.
- Silence isn't a bad thing.
- The peer should control the conversation not the Buddy.

Positive body language

- Have a good, open posture, e.g. don't cross your arms or legs.
- Face the peer.
- Lean in.
- Look ready to talk (not looking at your fingernails etc.).

Treat them with respect, as if they were a friend

- Don't talk down to them.
- Be careful with your facial expressions – don't look shocked or worried, don't roll your eyes, or look bored, don't exaggerate your lip patterns.
- It's okay to laugh with someone, but not at them.

Stay calm

Even if you think what they are saying is really bad.
Some peers won't like you to touch or hug them, so it's best not to.



Session six: Who am I? name cards

Photocopy and cut out each card before the session, keeping them hidden from the group.

Ed Sheeran	Belle (Beauty and the Beast)	Cinderella	Cruella de Vil (from 101 Dalmatians)
Anna (Frozen)	Sleeping Beauty	Tarzan	Snow White
Lionel Messi	HRH Princess Catherine (Kate Middleton)	Ant and Dec	HRH the Queen
Harry Styles	Elsa (Frozen)	Merida (Brave)	Taylor Swift
Katy Perry	Harry Potter	Bart Simpson	Marge Simpson
Homer Simpson	Hermione Granger	Usain Bolt	David Cameron
Cristiano Ronaldo	Chris Pratt (Jurassic World)	Patch (Walking with Dinosaurs)	Ben 10



Handout for session seven: When to break Confidentiality

Photocopy and laminate this sheet for the Buddy to keep somewhere safe.



When to break confidentiality:

- ... peer is in danger
- ... peer is very unhappy and upset
- ... peer wants to do something that is not safe
- ... something bad is happening to someone at home
- ... someone is being threatened
- ... someone is breaking the school rules
- ... you and/or the peer don't know what to do.

- 1 Tell the peer you will not tell anyone else, but they must tell the teacher.
- 2 Tell the peer you will check with the teacher later to see how it went.
- 3 If the peer won't tell the teacher, offer to go with them.
- 4 If the peer says no, then say that you will have to tell the teacher as soon as you can because it is to help them feel better. They cannot be helped if no one knows about their worry.

Never keep it to yourself and never go home worrying about the peer.



Handout for session seven: Buddy's responsibilities:

Photocopy and laminate this sheet for the Buddy to keep somewhere safe.



... be on time

... reliable

... confidential

... supportive

... don't tell the peer what to do

... talk to your teacher after each peer support session.



Handout for session six

Scenario cards for role play

Photocopy and cut out each card before the session.

"I'm shy, I don't know what to say or how I am feeling."

"There are a group of lads threatening to beat me up."

"I was left on my own last night and I didn't have anything to eat."

"The other children in my class call me nasty names."

"Someone is picking on me. They pull my hair and push me around."

"My friends have been telling me to steal sweets. I'm afraid I'll get caught."

"I really don't like this boy. He makes me angry, so I hit him."

"I hate maths. I can't do it."

"My parents/carers are splitting up and I don't know what will happen."

"I'm worried about the tests I'm doing in class tomorrow. I've never done a test before."

"We have a spelling test tomorrow and I don't know all the words yet."

"My parents/carers keep shouting at me. I can't seem to do anything right at home."

"They keep leaving me out of the game and say I can't play."

"I have no one to play with."

"I had an argument with my friend and now he/she won't talk to me."

"I did something naughty and now my mum/dad says I can't have any pocket money all week."

"I'm new to this school. What if no one likes me?"

"My parents/carers won't let me play in the street with my friend."

"I'm the only deaf one at home and it's hard!"

"My hearing aid/cochlear implant falls off when it's raining, what can I do?"

"I miss out on dinner-time chats which makes me feel cross."



Part five: Buddy Scheme forms

The forms in this section should be kept somewhere safe as they will contain confidential information about the peer's problems. The teacher should follow their school's safeguarding and reporting mechanisms.



Buddy contract

Buddy name:.....

1 Keep things private and don't gossip about what someone tells you.

But...

- if someone is in danger
- if someone is very unhappy and upset
- if someone wants to do something that is not safe
- if something bad is happening to someone at home
- if someone is being threatened
- if someone is breaking the school rules or the law
- if you don't know what to do to help...

... tell an adult!

..... Tell the peer to see the teacher and tell them the problem.

..... If the peer says they don't want to tell the teacher, ask them if they would like you to go with them.

..... If the peer says they still don't want to come with you and tell the teacher, tell them that you will have to tell the teacher.

..... Don't tell anyone else but go straight to the teacher.

..... You have to do this as soon as you can.

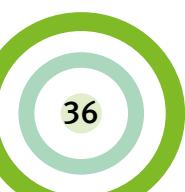
2 If you're not sure and you're worried, ask for help!
Never keep it to yourself.

As a Buddy:

- I will do my best to be on time when it is my turn to be a Buddy.
- I will treat everyone I talk to the same, no matter who they are.
- I will go to the meetings my teacher arranges about being a Buddy.
- I will turn up to my session as a Buddy each afternoon/week/month (delete as necessary) for as long as I am a Buddy.

I have read and understood everything above and will try my best to do these things.

Signature:..... **Date:**.....





Buddy action plan

All answers will be treated as confidential and are only to be recorded as part of the school's safeguarding procedures.

Date:.....

Your name:

Name of the person you are supporting:

.....

What support are you going to give?

.....
.....
.....
.....

How are you going to give the support?

.....
.....
.....
.....

Buddy signature:

Date:.....

Peer signature:

Date:.....



Buddy action plan

(sample for teachers)

All answers will be treated as confidential and are only to be recorded as part of the school's safeguarding procedures.

Date:..... 1 January 2015

Your name:..... Mandy Morris

Name of the person you are supporting:

..... Emma Elliot

What support are you going to give?

..... Meet once a week on a Wednesday for 10 minutes.

..... Let Emma share things that she is worried about

..... and look at ways they can be made better.

..... Speak to Mrs Smith if we need help.

How are you going to give the support?

..... I will make sure I meet Emma in the classroom

..... every week for the next six months.

..... Will have good chats for the next six months.

..... Talking with Emma about her low confidence.

Buddy signature:..... Mandy Morris

Date:..... 1 January 2015

Peer signature:..... Emma Elliot

Date:..... January 2015

Part six: Monitoring forms for teachers

The forms in this section should be kept somewhere safe as they will contain confidential information about the peer's problems. The teacher should adhere to their school's safeguarding and reporting mechanisms.

It is important for the children to know who and where to go for help if there is an issue raised by a peer, if they are worried about their safety, or if they share something that makes them uncomfortable. When using the toolkit you will still need to adhere to your school's record-keeping, child protection policy and safeguarding mechanisms for reporting disclosures or concerns.



Teacher's monitoring form for Buddies after each session

For teacher's use only

All answers will be treated as confidential and will be recorded as part of the school's safeguarding procedures.

Name.....

Age/year group:.....

Date:.....

1. How long was the session with the peer?

.....

2. Why did you see the peer?

- ☐ Being bullied.
- ☐ Problems with teachers.
- ☐ Problems with school work.
- ☐ Problems with friends.
- ☐ Problems with family.
- ☐ School attendance.
- ☐ Feeling sad.
- ☐ Feeling lonely.
- ☐ Just wanted a chat.
- ☐ Other:

.....

3. Where did you meet the peer?

- ☐ The playground.
- ☐ In the classroom.
- ☐ Other:

.....

4. When did you meet the peer?

- ☐ At lunchtime.
- ☐ At breaktime.
- ☐ Other:

.....

5. Do you think the session was:

- ☐ very helpful?
- ☐ a little bit helpful?
- ☐ not helpful?

6. What happened?

- ☐ The peer listened to me.
- ☐ The peer told me what they were going to do.
- ☐ The peer told me they would get a teacher to help them/the peer asked me to see the teacher for them.
- ☐ Other:

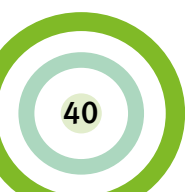
.....

7. After seeing the peer did you feel:

- ☐ happier.
- ☐ not alone.
- ☐ not as angry.
- ☐ better.
- ☐ same as before.
- ☐ worse than before.
- ☐ able to make my mind up.
- ☐ able to deal with my own problems.
- ☐ other:

.....

Sometimes the Buddy, also being deaf, may have their own issues – they may be angry with life, or frustrated with school etc., and by seeing the peer, and helping them, it may actually make them feel less angry and more confident to confront their own issues. Peer support can therefore often benefit the Buddy as well as the peer they are supporting, so it's important to take the time to ask the Buddy how they are feeling after the sessions. Sometimes talking about solutions or coping strategies with their peer can help the Buddy to come up with solutions to tackle their own problems too.





Teacher's monitoring form for peers after every four sessions

For teacher's use only

All answers will be treated as confidential and will be recorded as part of the school's safeguarding procedures.

Name:.....

Age/year group:.....

Date:.....

1. How long was the session with the Buddy?

2. Why did you see the Buddy?

- ☐ Being bullied.
- ☐ Problems with teachers.
- ☐ Problems with school work.
- ☐ Problems with friends.
- ☐ Problems with family.
- ☐ School attendance.
- ☐ Feeling sad.
- ☐ Feeling lonely.
- ☐ Just wanted a chat.
- ☐ Other:

3. Where did you meet the Buddy?

- ☐ The playground.
- ☐ In the classroom.
- ☐ Other:

4. When did you meet the Buddy?

- ☐ At lunchtime.
- ☐ At breaktime.
- ☐ Other:

5. Do you think the session was:

- ☐ very helpful?
- ☐ a little bit helpful?
- ☐ not helpful?

6. What did the Buddy do?

- ☐ Listened to me.
- ☐ Advised me what to do.
- ☐ Got a teacher to help me.
- ☐ Other:

7. After seeing the Buddy did you feel:

- ☐ happier.
- ☐ not alone.
- ☐ not as angry.
- ☐ better.
- ☐ same as before.
- ☐ worse than before.
- ☐ able to make my mind up.
- ☐ I could deal with the problem.
- ☐ other:

8. Do you now know how to help yourself?

- ☐ Yes.
- ☐ No.
- ☐ Not sure.

9. Which sentence do you agree with?

- ☐ Since the Buddy session I feel more confident to deal with my problem.
- ☐ Since the Buddy session I feel the same about dealing with my problem.
- ☐ Since the Buddy session I feel less confident about dealing with my problem.



Peer exit interview form

All answers will be treated as confidential and will be recorded as part of the school's safeguarding procedures.

Name:.....

Age/year group:.....

1. What date did you get involved in the Buddy scheme:

.....

2. What date are you leaving the Buddy scheme:

.....

3. What has been good about having a Buddy?



.....

.....

.....

.....

4. What was not good about having a Buddy?



.....

.....

.....

.....

5. Why do you want to leave the Buddy scheme?

.....

.....

6. Would you like to make any other comments?

.....

.....

.....

.....



Buddy exit interview form

All answers will be treated as confidential and will be recorded as part of the school's safeguarding procedures.

Name:.....

Age/year group:.....

1. What date did you get involved in the Buddy scheme:.....

2. What date are you leaving the Buddy scheme:.....

3. How many peers have you supported?.....

4. What has been good about being a Buddy?



.....

.....

.....

5. What was not good about being a Buddy?



.....

.....

.....

6. Do you feel you got support from your teacher during your time as a Buddy?

☐ Yes ☐ No Any comments?

.....

.....

.....

7. Why do you want to leave the Buddy scheme?

.....

.....

.....

8. Would you like to make any other comments?

.....

.....

.....

Part seven: What schools have told us about the scheme

“We found the initial training very good for our Year 5 and 6 Buddies, and the children enjoyed the training they did and gained a lot from it.”

Teacher of the Deaf, mainstream primary school

“[The Buddies] are a little more relaxed and [have a] better relationship with [their] peers. Better at solving problems without the adults having to be involved. Thank you for letting us be part of it. The children got a huge amount including boosted self-esteem.”

Teacher, specialist deaf primary school

“Very happy, I was very, very happy because sometimes Katy* was a little bit mean to me and Jane* was nice to me. She helped me because she told me how to stop Katy from being mean to me. She told me to just tell her to be nice. It helped me feel better.”

Seven-year-old peer being supported by an 11-year-old Buddy

“With our children, the Buddy scheme [saw] them developing relationships and working together, with the Buddy gaining confidence and giving them a sense of responsibility.”

Teacher of the Deaf, mainstream primary school

*names have been changed to protect the children’s identities.

Useful resources

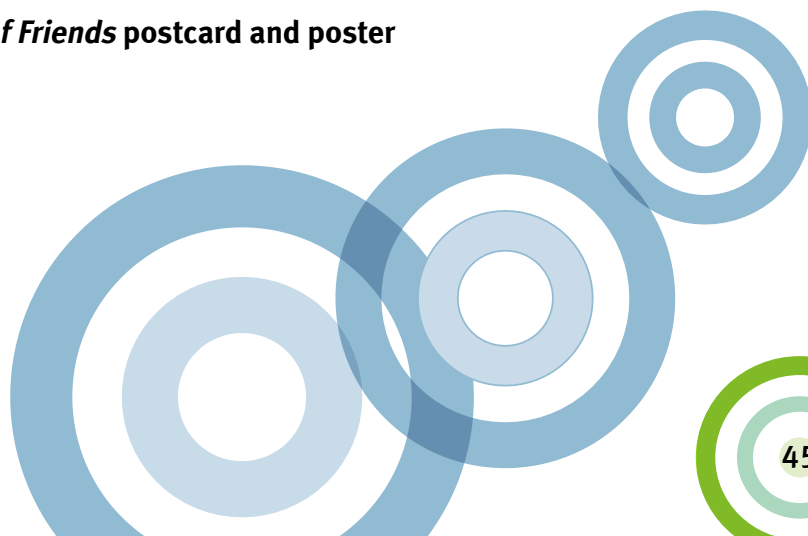
The National Deaf Children's Society has a range of resources for deaf children and young people and education professionals. These are available to download for free from our website **www.ndcs.org.uk**, or you can order them by contacting our Freephone Helpline.

Resources for education professionals

- ... Communicating with Deaf Children flyer
- ... Bullying and Deaf Children: A guide for primary and secondary schools
- ... Supporting the Achievement of Deaf Children in Primary Schools

Resources for deaf children and young people

- ... See it! Stop it! What you need to know about bullying
- ... Anti-bullying postcards for deaf young people
- ... The Buzz, our website especially for deaf children and young people www.buzz.org.uk
- ... Talking to your Deaf Friends postcard and poster



About the National Deaf Children's Society

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people across the UK.

For more information for professionals visit our website at **www.ndcs.org.uk/professionals**.

For information to support parents visit **www.ndcs.org.uk/family_support**.

For information and practical support on issues related to childhood deafness, contact the National Deaf Children's Society Freephone Helpline on 0808 800 8880, email us at helpline@ndcs.org.uk or contact us via Live Chat at **www.ndcs.org.uk/livechat**.

About the Big Lottery Fund


Every year, the Big Lottery Fund gives out millions of pounds from the National Lottery to good causes. The money goes to community groups and projects that improve health, education and the environment.

For more information, visit **www.biglotteryfund.org.uk**.

Helping Hands is funded by the National Lottery through the Big Lottery Fund.



Notes





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The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people.

**Freephone Helpline:
0808 800 8880 (voice and text)**

helpline@ndcs.org.uk

www.ndcs.org.uk/livechat

www.ndcs.org.uk

Helping Hands is funded by the National Lottery through the Big Lottery Fund.

Published by the National Deaf Children's Society © NDCS July 2015
Next review due: July 2017
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This resource can be requested in large print, in Braille and on audio CD.