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Peer Massage

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Child2Child Peer Massage

Child2Child Peer Massage has been developed by Jean Barlow, Teacher Consultant for Rochdale's Behaviour Management and Development Team. She has developed a sustainable model of peer massage that fits with the school routines and transitions, and is embedded in the school ethos. It is a very short and simple initiative that can be used by children in school, in clubs or at home to support their self management.

It is an easy combination of classic massage strokes that are put together to make a short routine, which if done daily, has many benefits, such as the capacity to reduce anxiety and stress. This daily practice builds up emotional awareness and social cohesion.

Children are asked to choose whether they wish to take part in the session on a daily basis and their choice is acknowledged and respected.

The peer massage is a process of teaching children those skills and competences needed in life

Child2Child Peer Massage has been specially designed to bring nurturing touch and experiential learning into the classroom. It uses the body's own resources to help to promote the improvements in concentration, attention and communication. It seeks to teach cognitively, self-respect and control. We know that touch is the first of the sense to develop in the womb and the last to leave us when we die.

This work is used with all children from the ages of 4-11 years in the primary schools and 12-16 years in the high schools. It is an inclusive programme

It provides teachers with a tool to empower, inform and develop assertiveness in children. It introduces empowering assertive language. This enables children to practice asking for and giving permission to touch. Thus it explains the individual's right to choose for him / her self.

It embraces the language of choice, self-knowledge and control.

The work allows the classroom to become a calm, safe, nurturing place. Children enter into a dialogue that is interactive, responsive and respectful. There are considered exchanges of information from peer giver to peer receiver. It is structured disciplined, short and practical. Children learn by being involved or watching their friend. The peer massage stimulates the imagination, concentration and tolerance levels as they become sensitive to one another. They learn by practice. They internalize the information because they use all their senses during the session.

The teacher is the practitioner who can work alongside the school Peer Massage Co-coordinator using the 'Coaching'; model and having had one



day's training in the use of the strokes, work with the class to facilitate the work.

The Practitioner oversees the stroke review and encourages the children to follow the guidance of the partner.

No adult is involved in giving the massage except in cases where children have a statement for a Special Educational Need, who would be unable to access the programme without his / her support worker. Every child has the option to choose whether or not to take part in all or part of the session. Some children may wish to have certain strokes omitted. In such a case the giver would have still hands for the duration of that stroke.

Child2Child massage can be used as part of the PSHCE syllabus, SEALS work or Healthy Schools curriculum. It has a part to play in the development of an emotional literacy curriculum and has potential to reduce stress, anxiety and mental health tendencies. It provides positive social acceptance and so reduce the potential for bullying

The provision of a daily routine may encourage children to challenge aggressive attitudes and provide alternative strategies for enabling children to stop unwelcome touch

Practicing positive, respectful touch, where children seek and are given permission to touch, is the first step in teaching assertiveness around self-protection.

There are four new routines

KS1 & 2

Animal Hand and Back Routines

KS3 & 4

Solar System Hand and Back Routines



TEN GOOD REASONS PROVIDED BY PARTICIPATING SCHOOLS AND THEIR PUPILS AS TO WHY PEER MASSAGE SHOULD BE IN YOUR SCHOOL CURRICULUM

1. Helps to develop positive relationships with other class members..... as it is inclusive.....
2. ...so leading to a reduction in bullying incidents
3. ... building a greater sense of positive image and self-esteem..... all down to massage keying in to the body's natural well being resources
4. Develops knowledge and understanding of what is 'safe touch'.... The difference between nurturing touch and less welcome touch... vital that children grow to be assertive to protect themselves from unwanted attention and touch.
5. Helps to empower children: to speak for themselves; to build positive language skills and assertive scripts that can be used at other times. Develops the sense of rights and responsibilities....
6. Helps to focus and settle children within the classroom, especially at the beginning of the day..... improving concentration levels leading to more effective learning.
7. Pupils enjoy the activities, helping to develop the right positive ethos for the classroom..... A happy, relaxed environment in which effective learning will flourish; helping children manage stress and anxiety.
8. Enhances 'Pupil Voice', with pupils taking more responsibility for themselves and others
9. Links with key DCSF initiatives, and is integral to both the 'Every Child Matters' agenda and the Healthy Schools programme... good evidence for the SEF and eventually OFSTED.
10. Good for Social Skills training.. ...with emphasis on 'asking permission' and thanking as part of the work and close 1 : 1 conversation.



What children say about peer massage:

- ✓ "It makes me feel warm and comfortable"
- ✓ "I feel safe"
- ✓ "It makes me feel happy"
- ✓ "I like to do it on my family"
- ✓ "I have lots of friends"

What teachers and teacher assistants say about peer massage:

- ✓ "The children really enjoy peer massage"
- ✓ "I do not need an incident log since we started peer massage."
- ✓ "Thank you for giving me the training that has brought such benefit to the children."
- ✓ "All my class thinks peer massage is great."



Respect

Respect is crucial when working with Child2Child Peer Massage, principles of respect should be expressed at many levels.

Children should be respected when learning the routine and allowed to learn at their own pace. There is no rush!

Each child has the right to say no to a massage. The child not wanting a massage is asked to sit still while the others are massaging. The child should be able to see the other children during the massage.

Children are encouraged to express their preferences regarding the strokes. They can say what they like and dislike, how much pressure and at what pace the massage is done.

The child giving the massage may ask the other child if what they are doing is suitable and if they are enjoying it.

Children are required to ask permission before beginning the massage routine. They should also ask permission before any touch activity that is brought in during the day.

The children who gave the massage are required to say "thank you" to the child who received the massage.

Importance of relaxation on learning

'Physical relaxation may be more important to learning than just having the will to learn.'

The Importance of Touch

The largest sense organ in the body is the skin and so touch is very important.

Peer Massage is based on the research that shows how positive touch can reduce stress and lead to students being relaxed and more ready for learning.

TOUCH RESEARCH

The Touch Research Institute was set up to conduct research into the human need for touch and their research has demonstrated that massage generally has an anxiety reducing, calming effect on children and adults.



Child2Child Peer Massage Training

Currently training is given by Lynn Munro.

The process of training is now

1: Practitioner's Award for all people who deliver peer massage to a group or class (Children's Workforce, T A, mentors, teachers) as one day INSET Day for whole school or organisation.

2 Day: Coordinator's Award for all people wishing to use peer massage (Children's Workforce, TA, mentors or class teacher, volunteers)

- To help the school develop Best Practice in the support of students and staff.
- To play a part in developing networks with others around the Healthy Schools / PSHCE work within the area.
- Continuing Professional Development route to improving skill and knowledge of the initiative

There is also a Continuing Professional Development partnership with Edge Hill University and is free. Completing the course and submitting an evidence folder can lead to:

- Certificate in Continuing Professional Development
- 30 credits towards a Foundation degree
- 20 credits towards a Post Graduate Certificate (Diploma or Masters) for existing graduates.

In 2010 the award will be directed to a Level 7 status, still offering the same number of credits to stand alone or to assist in gaining A Postgraduate Certificate in Education.

Child 2 Child is an approach for all children and young people and can be whole class, small group or paired work.

It can also now be part of the Life-skills ASDAN qualification in Year 9, 10 and 11.

It is hoped that other career options in massage will also be possible for young people from the early introduction of Child 2 Child.



National Healthy School Standard (NHSS)

There are 4 core themes:

- Personal, social and health education
- Healthy eating
- Physical activity
- Emotional health and wellbeing (EHWB)

Child2Child Peer Massage contributes to the Emotional Health and Wellbeing (EHWB) targets, these are shown in italics.

EHWB 1

Identifies vulnerable individuals and groups and establishes appropriate strategies to support them.

EHWB 2

Provides clear leadership to create and manage a positive environment, which enhances emotional health and wellbeing in school.

EHWB 3

Has clear curriculum opportunities for pupils to explore feelings and to empathise with others, and uses appropriate teaching and learning styles.

EHWB 4

Has a confidential pastoral support system in place for pupils and staff to access advice, especially at times of bereavement and other major life changes and that this system actively works to combat stigma and discrimination.

EHWB 5

Has explicit values underpinning positive emotional health, which are reflected in practice and work to combat stigma and discrimination.

EHWB 6

Has a clear policy on bullying, which is owned, understood and implemented by the whole school community.

EHWB 7

Provides appropriate professional training for those in a pastoral role.

EHWB 8

Provides opportunities for pupils to participate to build their confidence and self-esteem.

EHWB 9 Has a clear confidentiality policy. www.wiredforhealth.gov.uk



Every Child Matters

Every Child Matters, published in 2003, is the Government's vision for children's services. It formed the basis of the legislative changes made with the Children Act 2004 and outlines how children's services should work together to ensure a range of positive outcomes for children during their childhood and later life. These outcomes are summarised in 5 key areas.

The following highlights how the MISF contributes to children achieving each of them.

Be Healthy:

- Helps children receive and give nurturing touch
- Develops children's sense of belonging.
- Enables children to feel good about themselves, raising self esteem.

Make a Positive Contribution:

- Encourages an environment of care and respect.
- Develops positive relationships through active communication
- Develops more assertive behaviour
- Promotes family caring behaviours and quality time activity
- Supports positive choices around 'Touch'

Stay Safe:

- Give the opportunity to learn about touch in a safe environment.
- Teaches the difference between positive, healthy touch and negative, inappropriate touch.
- Teaches the use of clear, non-threatening, assertive language
- Promotes an environment that can lead to reduced bullying and aggressive behaviour

Enjoy and Achieve:

- An inclusive programme that embraces all abilities, faiths and races
- Contributes to children's enjoyment at school
- Encourages and sustains creative and fun approaches to learning.
- Supports subjects across the curriculum
- Encourages cohesive classroom environments
- Encourages children to learn from each other and work together
- Helps transition from home to school and primary school to secondary school

Achieve economic well-being

If children experience care and nurturing touch on a daily basis, in an environment that engenders respect and encourages confidence, that promotes learning in a variety of fun and inspiring ways, those children are more likely to have the self esteem, learning skills and imagination to shape their lives and future careers according to their own dreams and aspirations.

For more information about Every Child Matters go to

www.everychildmatters.gov.uk



Sample Risk Assessment Form for Peer Massage

The purpose of this risk assessment document is to try to rule out likely difficulties that may arise from the environment in which peer massage takes place.

Risk Assessment must take place before the work is introduced and the content of the planning must be shared with the instructor. The need to re-assess the risks will occur when new children enter the group or class or when children leave thus changing the dynamics of the relationships within the class.

RISK ASSESSMENT FORM FOR PEER MASSAGE

Measures	Options	Benefits	Drawback
<i>Class environment</i>			
<i>Children with SEN</i>			
<i>Additional Needs</i>			
<i>Proactive options</i>			



SAMPLE Governors Letter

Dear Chair of Governors,

We would like to be invited to attend the next Governors meeting so that we can demonstrate, discuss and come to agreement about the introduction of Peer Massage as a whole school initiative.

Peer Massage has been shown to support children in their social and emotional growth, development of pupil voice and positive language, and improved social cohesion.

Many new life skills can be addressed using peer massage work and we would like to have an opportunity to discuss how it might work in our school.

Peer Massage is a well established initiative in many school to promote Anti-bullying, Safeguarding and integral in Every Child Matters.

Yours sincerely,

(...Peer Massage Coordinator)



SAMPLE PARENT LETTER

Dear Parent,

We are planning to introduce peer support through Child 2 Child Peer Massage at our school.

Peer Massage is a teacher tool devised to benefit all children.

Pupils perform the routine on each other, fully clothed on the back, neck, head, shoulders and hands.

This positive relaxation technique is used daily to help children learn about respecting themselves and one another, communicating clearly and empowering them to make choices.

We are delivering it within our PSHCE and Healthy Schools Policy to promote emotional resilience and well being.

If you would like to see the work or have further questions please contact school or speak to your child's teacher.

We propose to start the Child 2 Child Peer Massage work in

school.....

Yours sincerely,

Signed _____