Abstract

Introduction. We are exploring the effects of a Peer Support Programme (Cowie, 1998), as a means to, amongst others, (friendship, mentoring, meditation or advise), to improve school relationship and prevent the bullying. It analyzes its possible effects on bullying and the satisfaction of different sections of the teaching community when putting in practice. Method. The work is carried out following a Programme in a Secondary school Centre through Support Teams. They compare their effects with those of a controlled population that did not undergo the programme. The information gathered comes from CIMEI (Avilés 2005), a questionnaire on the intimidation and maltreatment amongst equals. The questionnaire gathers students’ opinions regarding the incidences and consequences of bullying on school living together. Results. One does not find differences between incidences of bullying in the tested centres. However, when the Support Programme is undertaken, the victims significantly increase the communication with others regarding what is happening to them. Furthermore the aggressors are more aware of the actions and the social maltreatment is significantly more considered and visualized. By sectors, the pupils taking part in the Support Teams consider that their participation in the programme has altered their way of thinking and acting. The families of the pupils tested, think that is a very positive experience for their sons and daughters and defend the measures in the Centre; the pupils value the existence of the service and the teachers believe that the Support Teams are capable of realizing significant contribution in the improvement of school living together. Discussion. It seems necessary to combine peer support programmes with other specific antibullying initiatives in the teaching community. They should be collective (nature), participative and long-term measures.

Keywords

School living together, Bullying, Support Programmes, Support Teams, Teaching community.