

ANTI-BULLYING AMBASSADOR PROGRAMME_



Department
for Education

CASE STUDY: TURVES GREEN BOYS' SCHOOL

In January 2024, The Diana Award staff met with 5 Anti-Bullying Ambassadors and staff from Turves Green Boys' School to learn about the impact of the Anti-Bullying Ambassador Programme in their school. We spoke to the students about their key highlights of the programme up to this point, the impact it has had on them and the wider school, the learnings from the programme, and the nuance of the anti-bullying programme in an all-boys school. We found that The Diana Award's Anti-Bullying Ambassador Programme (ABAP) has empowered Ambassadors with increased confidence, leadership skills, and a sense of responsibility, fostering a culture of kindness and respect within the school.

SCHOOL PROFILE_

In July 2022, 8 students from Turves Green Boys' School, a secondary school in Northfield, Birmingham, took part in The Diana Award's Anti-Bullying training session, sponsored by the Department of Education. Since then, thanks to the Anti-Bullying Ambassador Programme's peer-to-peer approach, the Ambassadors have grown to a 17-strong team. Through focusing on tackling cyberbullying, the Ambassadors have utilised various strategies, including presentations and discussions, leading to a noticeable decrease in negative incidents and improved student behaviour.

ACTIONS_

The Anti-Bullying Ambassadors at Turves Green decided to focus their anti-bullying work on tackling cyberbullying behaviour. They selected this badge because of the high number of students who are on social media creating a need to educate others about potential risks online. Ambassadors created an audio-visual presentation to promote online safety and link their campaign to the school principles:

"We made a PowerPoint on cyber-bullying, and it was put up in the canteen on one of the projector screens. [We used a] voice over to explain what was going on in the PowerPoint and read out the PowerPoint in assembly." -
Ambassador

These student resources served as a great visual reminder for students to know what to do and what not to do. Seeing the impact of their activities has given Ambassadors a greater sense of commitment to the role:

"There have been fewer bad things happening in this school because... we've been doing a lot of meetings, a lot of discussions on how we can do this and putting posters up. There's definitely been fewer people in reflection rooms [i.e. isolation]. The ABAP has helped a lot." -
Ambassador

SELECTION OF AMBASSADORS_

In order to be selected as an Ambassador, students at Turves Green are asked to apply for the role and present to their class. This ensures that the pupils are passionate about the role and aware of its responsibilities. Staff remind all aspiring Ambassadors that they are representatives of the school and that other pupils will look up to them in the role.

The staff member told us that careful consideration should be given when selecting Ambassadors and that it is worth considering students who 'may exhibit slightly more challenging behaviours too' as they are 'often more open to standing up and sharing their ideas with the rest of the group', which can be channelled into positive actions within the role of Ambassador.

PROGRAMME IMPACT ON AMBASSADORS_

Ambassadors proudly described the positive impact they have noticed in themselves such as:

1. Increased confidence: Ambassadors reported feeling more confident speaking to people and expressing themselves compared to their earlier years in school.
2. Behavioural improvements: Ambassadors noted changes in their behaviour, such as reduced anger and better control over reactions to situations.
3. Role modelling: Ambassadors recognised their role as potential role models for younger students, understanding the importance of setting a positive example.
4. Enhanced articulation: Both Ambassadors and staff observed improvements in communication skills and articulation among Ambassadors, leading to better engagement.
5. Community impact: Ambassadors were inspired to make a difference beyond the school environment, participating in activities such as community litter-picks and gaining awareness of broader social issues like climate change and shared responsibility.

“I feel more confident speaking out to people because in Year 7 I wasn’t very confident speaking at all. I wouldn’t speak to many people.” - Ambassador

The Ambassadors recognise that their role in school can be a role model for their peers, particularly the younger students:

“When I first started at this school in year seven... I didn’t see anyone to look up to. But now that I’m in year 8, I thought “if I become an Anti-bullying Ambassador, there might be someone in year 7 who looks up to me.” - Ambassador

Staff also shared that Ambassadors have become more ‘confident and better at articulating themselves’. Additionally, there has been an improvement in behaviour as a result of the responsibility of being an ambassador. This is acknowledged by both Staff and Ambassadors:

“Over the course of the term of him being an Anti-Bullying Ambassador, his behaviour has changed massively.” - School Staff

“In Year 7, I would get mad easily, like screaming at everyone for every little thing they did but my behaviour has changed.” - Ambassador



Photo: Anti-bullying online safety poster competition



Photo: Ambassadors at Anti-racism bullying training

Being Anti-Bullying Ambassadors has also inspired students to make a difference beyond the school gates in their wider community. Ambassadors agreed that they have all learnt valuable lessons they can use in the future about how to conduct yourself, how to be respectful towards others and how to speak out with confidence. For example, one Ambassador described how completing a community litter-pick has improved his awareness of climate issues and sense of shared responsibility:

“The world is getting more deadly every day because we’re not doing anything to stop our conditions, like cutting down trees, throwing our recycling on the floor. If you walk around... the playground, there’s loads of bins, but you can still see rubbish everywhere. So, we can choose to do a lunchtime litter pick, and getting involved in that is like calling to each other for help because we all need everyone’s help.” - Ambassador

IMPACT ON THE SCHOOL_

At Turves Green, the Anti-Bullying Ambassadors have found that changes in themselves have also extended to the wider school. One Ambassador pointed out he has noticed his friends are now more mindful of what they say to each other:

“My friend group is a lot more cautious about what they say to each other now than it was last year because they used to say stuff about each other that wasn’t necessarily nice. They’ve been more cautious to say stuff that is appropriate to say in the moment.” – Ambassador

The first cohort of Ambassadors took part in the creation of Equality Booklets for students who display bullying behaviour to fill out. One ABA shared that ‘the booklets are helping students to think more about their actions, so they don’t do it again. Overtime, the Ambassadors have found that their actions have helped others understand the deeper effects of bullying on individuals:

“Its definitely sunk into people’s heads that things that people can say or do can actually hurt a person on the inside rather than the outside.” – Ambassador

THE ABAP WITHIN AN ALL-BOYS SCHOOL_

Being an all-boys school, the staff member and Ambassadors are conscious of the need to tackle the misconceptions around banter and bullying:

“There’s a culture around boys with banter. I think there’s less of that culture within female friend groups.” – School Staff

Having been trained as Anti-Bullying Ambassadors, the students are recognising the importance of addressing bullying behaviour disguised as banter:

“Amongst boys, there’s kind of like a culture to seem like the strong one or a strong person. And so, to achieve that, people might seem like they have to bully others to become dominant or empowered. It’s important to stop bullying amongst boys to kind of break that culture and feel like you have to come out as that kind of person.” – Ambassador

The staff member also emphasised the importance of being a school that does not tolerate name calling:

“I think it’s that masculinity factor of trying to be sort of a ringleader or the Top Boy...It’s just making sure that we’re not for that culture: you might be all boys, and you might think of it all banter but we don’t accept that.” – School Staff

TELLING SCHOOL
UNDERSTANDING TOWARDS OTHERS
RESPECTFUL TO ALL
VALUABLE CONTRIBUTION
EVERYONE IS EQUAL
SELF MOTIVATED TO ACHIEVE



Turves Green Boys' School



Turves Green Boys' School

Photo: Anti-bullying presentation linking online safety to school principles

Photo right: Anti-bullying flier on ‘How to stay safe online’ displayed in classrooms

STOP
BULLYING
STAND UP. SPEAK OUT.



Anti-bullying Committee Says:

How to stay safe online

- “Don’t add people you don’t know!”
 - “Be careful with what you say and do!”
 - “Do not talk to people you do not know!”
 - “Think before you speak (don’t say words you don’t know the meaning of)”
 - “Don’t make comments on people views!”
 - “Don’t post discriminative things that may be offensive!”
- If you need help, speak to your antibullying representative or a trusted adult!!!

CONCLUSION_

We are delighted and inspired to see first-hand the passion the Anti-Bullying Ambassadors display towards their roles and their commitment to addressing bullying behaviour in their school. It is evident that, through engaging with the Anti-Bullying Programme, Ambassadors have grown in skills, confidence, and knowledge. The Diana Award looks forward to hearing about the continued impact of the ABAP at Turves Green and to supporting Ambassadors as they continue to make their school community a kinder, safer place for all.