

DEMOS



A PEER'S PERSPECTIVE

THE IMPACT OF A PEER-TO-PEER APPROACH TO BULLYING AT SCHOOL AND **ONLINE**

A case study evaluation of
The Diana Award's Anti-Bullying
Ambassador Programme

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SEPTEMBER 2020

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Published by September 2020
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KEY FINDINGS

Anti-bullying approaches which involve the whole school including the parents, and which empower the students, are common among schools. This report evaluates one such approach, the Anti-Bullying Ambassador Programme (ABAP), by charity The Diana Award, which trains students to become Anti-Bullying Ambassadors online and offline, at 1200 schools. Insights into the impact this programme has had on schools, students, and what the barriers and contributors to successful implementation are valuable to policy makers and schools alike in tackling bullying more effectively.

Overall, the research finds that the ABAP creates a significant impact at schools. Students, teachers and Ambassadors reported the following types of impact at, although there were stark differences between schools.

- Increase in knowledge and awareness of bullying
- Increase in skills dealing with bullying, such as reporting offline and online
- Behaviour change among Ambassadors and some other students, e.g. Bystanders to bullying becoming Upstanders
- Culture change at some schools, with the creation of an anti-bullying culture, a culture of kindness, and a culture of inclusivity
- These effects could be seen offline, and, at the schools who did a targeted cyberbullying campaign, online
- Ambassadors themselves became more confident, made new friends, supported each other through hard times and gained leadership skills

Factors such as adherence to the whole school a nd peer-led approach, demographics, cooperation between teachers and Ambassadors and who the Ambassadors were all influenced the effectiveness of the programme at different schools. Overall, girls were more effective as Ambassadors and more likely to be Ambassadors than boys, and we also found that it is important that Ambassadors are motivated and ready for the responsibility of the role.

Other learnings for schools, policy makers and anti-bullying programmes include:

- Any anti-bullying approach ought to be adapted to the differential needs of a school, and the differential needs and ambitions of the Ambassadors
- Find a group of Anti-Bullying Ambassadors that is varied in terms of gender, ethnic background, age and skills and interests
- Engage directly with particular types of bullying, such as racist, ablist or homophobic bullying
- Involve parents in anti-bullying work more frequently

INTRODUCTION

Nearly a third of all teenagers experience some form of regular bullying behaviour, the majority of which takes place face-to-face, at or out of school.¹ When cyberbullying behaviour occurs, it is often alongside face-to-face bullying behaviour. Bullying behaviour of any kind has a very detrimental effect on teenagers' mental well-being: More than 60% of young people who were bullied in the last year report a moderate to extreme impact on their self-esteem, confidence, positivity and social life.² These effects are still visible 40 years later, with those who were bullied in poorer physical and mental health, and more likely to use mental health services.^{3,4} For the health and future of this one third of children, it is crucial that bullying behaviour is prevented, and that online and offline bullying behaviour is tackled together.

Schools are required by law to have a policy for tackling bullying.⁵ Both a whole school approach, where teachers and other staff as well as pupils, parents, school leadership and governors are involved in tackling bullying, and an approach that empowers students to tackle bullying, are common strategies used by schools.⁶ Schools interviewed by the Department of Education felt that pupil-led anti-bullying approaches were most effective. Who better to know who is being bullied, in particular online, and what to do about it, than students themselves? Giving them such autonomy is also a good exercise in democratic citizenship: just as UK citizens who are over 18 get to have a say on the issues that impact their life, and have a responsibility to be a good citizen, so young people should have a say over the bullying that impacts them and their peers so much, and take responsibility for creating a more positive school environment.

But how much responsibility should pupils be given? What works and what doesn't work when empowering students to fight bullying? This report summary addresses these questions by evaluating a peer-led, whole school anti-bullying programme, used by almost 1200 schools, reaching over 13,500 young people. The Anti-Bullying Ambassador Programme, by the charity The Diana Award, trains and supports students to become Anti-Bullying Ambassadors at their school and one member of staff per school to support them as the 'staff lead'. Through data analysis, focus groups with Ambassadors and other students as well as staff and surveys, Demos has evaluated the Anti-Bullying Ambassador Programme (ABAP). This report provides insights into the impact the ABAP has created at participating schools, and into the barriers and contributors to successful anti-bullying work. These insights are invaluable both for schools around the country, and local and national policy makers in ensuring anti-bullying work is as effective as it can be, empowering students, and creating a safe school and online environment for all children. With the increasing use and influence of the internet in children's lives since the Covid-19 crisis, tackling cyberbullying is becoming even more pressing.

In partnership with Facebook, the programme trains and supports students to be Anti-Bullying Ambassadors (ABAs), empowering them to become Upstanders rather than Bystanders when they encounter bullying behaviour at their school and online, and to advocate for Digital Safety. An Upstander is somebody who speaks out against harmful behaviour and offers their support to anyone going through bullying behaviour. The Diana Award provides training days to Ambassadors

1. Oxford Internet Institute, 'Face-to-face bullying more common than cyberbullying among teenagers', 2017, available at <https://www.ox.ac.uk/news/releases/face-to-face-bullying-more-common-than-cyberbullying-among-teenagers/> [accessed 17/07/2020]
2. Ditch The Label, 'The Annual Bullying Survey 2019', 2019, available at: <https://www.ditchthelabel.org/wp-content/uploads/2019/11/The-Annual-Bullying-Survey-2019-1.pdf> [accessed 30/07/2020]
3. S. Evans-Lacko, R. Takizawa, N. Brimblecombe, D. King, 'Childhood bullying victimization is associated with use of mental health services over five decades: a longitudinal nationally representative cohort study', 2017, Psychological Medicine, Volume 47, Issue 1 January 2017
4. Kings College London, 'Impact of childhood bullying still evident after 40 years', available at <https://www.kcl.ac.uk/archive/news/ioppn/records/2014/april/impact-of-childhood-bullying-still-evident-after-40-years>
5. Department for Education, Preventing and tackling bullying: Advice for headteachers, staff and governing bodies. Gov.uk, 2017 Available at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> [accessed 28/8/2020]
6. CooperGibson Research. Approaches to preventing and tackling bullying: Case studies. Department for Education, 2018

and school staff, gives them campaign packs and other resources to help them kickstart the ABAP at their school and provides frequent Aftercare calls with the Ambassadors post-training. The Diana Award also awards badges for schools who have organised a number of activities on a particular Anti-Bullying theme, such as Online Safety and Respect.

The ABAP applies a peer-led and whole-school approach. The programme gives young people the skills and confidence to become Ambassadors to tackle bullying behaviour in their schools long after the training has finished. The Diana Award's trained young people develop and share best practices and have been trained to provide ongoing peer support to their cohort. The Diana Award's whole-school approach ensures all members of the school community - students, teachers, support staff, and parents - feel empowered to tackle bullying behaviour through sustained anti-bullying campaigns.

CHAPTER 1

METHODOLOGY

Through analysis of quantitative data from The Diana Award covering many participating schools, and qualitative data sources from five case study schools, Demos has evaluated the impact of the ABAP, the process of the project and its varied implementation and takes valuable learnings for the future. Due to the COVID-19 crisis, these conversations at the 5 case study schools, had to take place online rather than in person. With schools closed, some schools conducted surveys rather than focus groups. Schools' names and individuals' names are not used in this report in order to provide anonymity to both students and staff. The five schools are located in the North, the Midlands, London and East England. The schools are varied in their Ofsted ratings and ethnic diversity.

DATA SOURCES

Ambassador programme surveys

3 Cohorts of baseline⁷ surveys filled in by students (Feb 2018 - Feb 2020, 4872 responses)

3 Cohorts of endline⁸ surveys filled in by students (Feb 2018 - Feb 2020, 9053 responses)

1 Cohort of follow-up surveys conducted 3 months after training (Sept 2019 - Feb 2020, 284 responses)

Staff programme surveys

3 Cohorts of baseline surveys filled in by staff members

(Feb 2018 - Feb 2020, 655 responses)

3 Cohorts of endline surveys filled in by students (Feb 2018 - Feb 2020, 963 responses)

Qualitative data

9 one-on-one interviews with staff members from 5 schools

3 focus groups with 15 Ambassadors from 3 schools

5 focus groups with 27 students (non-Ambassadors) from 3 schools

7 evaluation survey responses from Ambassadors at 2 schools

15 evaluation survey responses from students (non-Ambassadors) at 2 schools

19 responses to a secure online survey students could fill in after focus groups

We analysed the qualitative and quantitative data to assess the impact of the programme at participating schools, and identify barriers and contributors to success at these schools. We found that schools had seen 5 levels of impact, increasing in magnitude.

1. Knowledge

Students, Ambassadors and staff gain knowledge of bullying behaviour.

2. Awareness

They apply this knowledge, increasing awareness of bullying behaviour at their school and online and are now able to recognise bullying behaviour where they weren't before.

3. Skills

Students, as well as Ambassadors and staff, now have the skills to tackle bullying behaviour.

7. Baseline means it's filled in before the Anti-Bullying Ambassador Training

8. Endline means it's filled in right after the Anti-Bullying Ambassador training

4. Behaviour change

Students, as well as Ambassadors and staff, are changing their behaviour.

5. Cultural change

Cultural change occurs when it is clear to all that the school community deems bullying behaviour unacceptable. New students joining the school would experience this anti-bullying culture.

There are two additional categories of impact which require separate treatment:

6. Impact on Ambassadors

The impact participation in the ABAP had on the Ambassadors themselves

7. Impact on cyberbullying

The impact on online bullying behaviour follows the five stages above and is explored separately to understand potential similarities and differences with in-person bullying behaviour.

IMPACT MATRIX^{9,10}

The impact matrix provides an overview of the different levels of impact on bullying behaviour, seen at schools participating in the ABAP offline and online. Each level of impact is illustrated by a direct quote from students themselves.

	AT SCHOOL				ONLINE		
	DATA	IMPACT	QUOTES ⁹		DATA	IMPACT	QUOTES
Knowledge	95% of Ambassadors can identify & explain 3 types of bullying 3 months later	Students, Ambassadors and teachers know the definition & types of bullying	"I've learned the difference between bullying and banter. Bullying is where one person finds it funny whereas banter is where everyone finds it funny."	41% of Ambassadors saw bullying on social media in the last year	Ambassadors, students, teachers and some parents know the definition & types of cyberbullying	"You are responsible for what you post, and you may be traced, there are others that care enough that may report you."	
Awareness	99% of Ambassadors can spot bullying 3 months after training	Students, Ambassadors and teachers now recognise bullying where they didn't before	"I just realised after that [Anti-Bullying] assembly, that that was me, I had done some of those things and I'm so ashamed."	89% of Ambassadors can spot bullying online, 3 months later	Ambassadors, students, teachers and some parents are more aware of online safety and cyberbullying	"I've become more aware of people being bullied and more active in preventing it online."	
Skills	Ambassadors' confidence in their anti-bullying skills increased by	Most students can and would: <ol style="list-style-type: none"> 1. Be an Upstander¹⁰ 2. Support others 3. Report bullying 4. Talk to bullies 	"I would then and there put a stop to it. I have been bullied and seen it happen several times and it hurts [...] so if I saw someone bullying someone else I would gladly stop it."	Ambassadors' confidence in cyberbullying skills increased by 20%	Some students & parents would: <ol style="list-style-type: none"> 1. NOT ignore bullying 2. Report & block 3. Take screenshots 4. Share screenshots 	"Ambassadors have taught how to deal with it, to block or report, take evidence, show someone in case it gets deleted; not just pretend it didn't happen"	
Behaviour Change	Reports of bullying decreased at 4 out of 5 case study schools	Some students now: <ol style="list-style-type: none"> 1. Report & are Upstanders 2. Stopped bullying 3. Are open about pain bullying causes 4. Are kinder 	"People would call each other gay, like for no reason and this has stopped"	Teachers and Ambassadors at some schools now got more cyberbullying reports	Some students and ambassadors had changed their behaviour online to: <ol style="list-style-type: none"> 1. Be an Upstander⁸ 2. NOT ignore cyberbullying 3. Think before they post 4. Be kinder 5. Be safer online 	"With all assemblies that ABA do, show you online safety videos and [...] real-life examples - begin to become more aware of how you sound - type a message and then think no, could word that better."	
Cultural Change	Ambassadors felt confidence of 8.9/10 after training that they could make school a kinder place	At all schools, there was some cultural change. At 2 schools there was a shift towards a: <ol style="list-style-type: none"> 1. Anti-Bullying culture 2. Culture of Kindness 3. Culture of Inclusivity 	I feel like the atmosphere has become lighter and happier because if there is someone being bullied you can feel that they are sad and down. But since the ABAP it's completely different and everyone is happy."	Ambassadors felt 9.2/10 confident they could keep themselves safe online	At 2 schools: <ol style="list-style-type: none"> 1. Online bullying decreased 2. Bullying pages & accounts shut down 3. Group chats are more inclusive 	"People comparing each other on their Instagram stories etc. was a big problem but now it has almost completely stopped - no more hate, people being kind to each other - my year has really improved"	
Impact on Ambassadors	63% of Ambassadors have more confidence	Ambassadors: <ol style="list-style-type: none"> 1. Stop experiencing bullying 2. Support each other 3. Gain leadership skills and confidence 	"I think the ABAP helps us as young people be ambitious and lets us have our own ideas/ initiatives."				

9. All quotes are from students, except under "Impact on Ambassadors", which is from an Ambassador

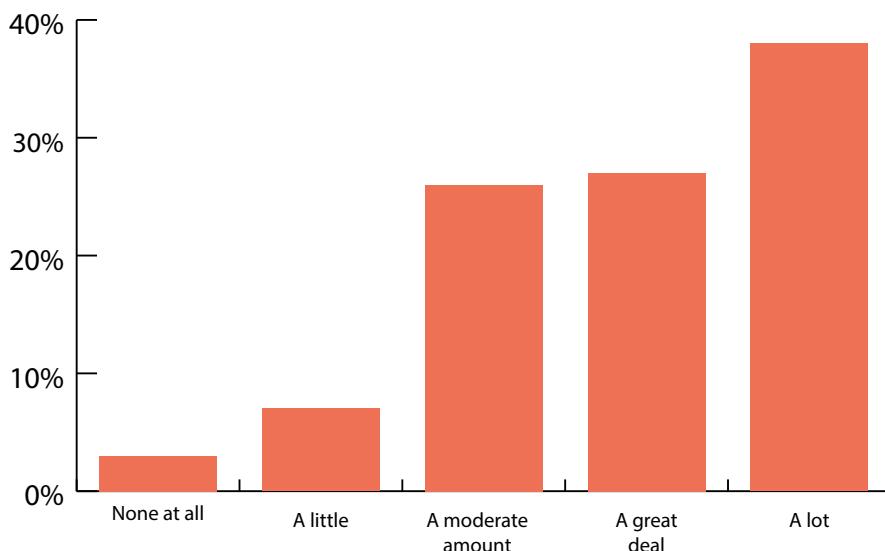
10. An Upstander is somebody who speaks out against harmful behaviour and offers their support to anyone going through bullying behaviour.

CHAPTER 2

IMPACT

Overall, students and teachers at participating schools report that the ABAP has had a significant impact on bullying at their school, as Graph 1 shows.

Ambassadors' views on whether the training has helped them address bullying behaviour



GRAPH 1.

THE EXTENT TO WHICH AMBASSADORS FEEL THE ABA TRAINING HAS HELPED THEM ADDRESS BULLYING BEHAVIOUR AT THEIR SCHOOL, AT 3 MONTHS

Source: 284 responses to 3 month student survey

This chapter will further elaborate on the impact students and staff report, and present case studies of successful anti-bullying stories at one of the five case study schools.

KNOWLEDGE AND AWARENESS

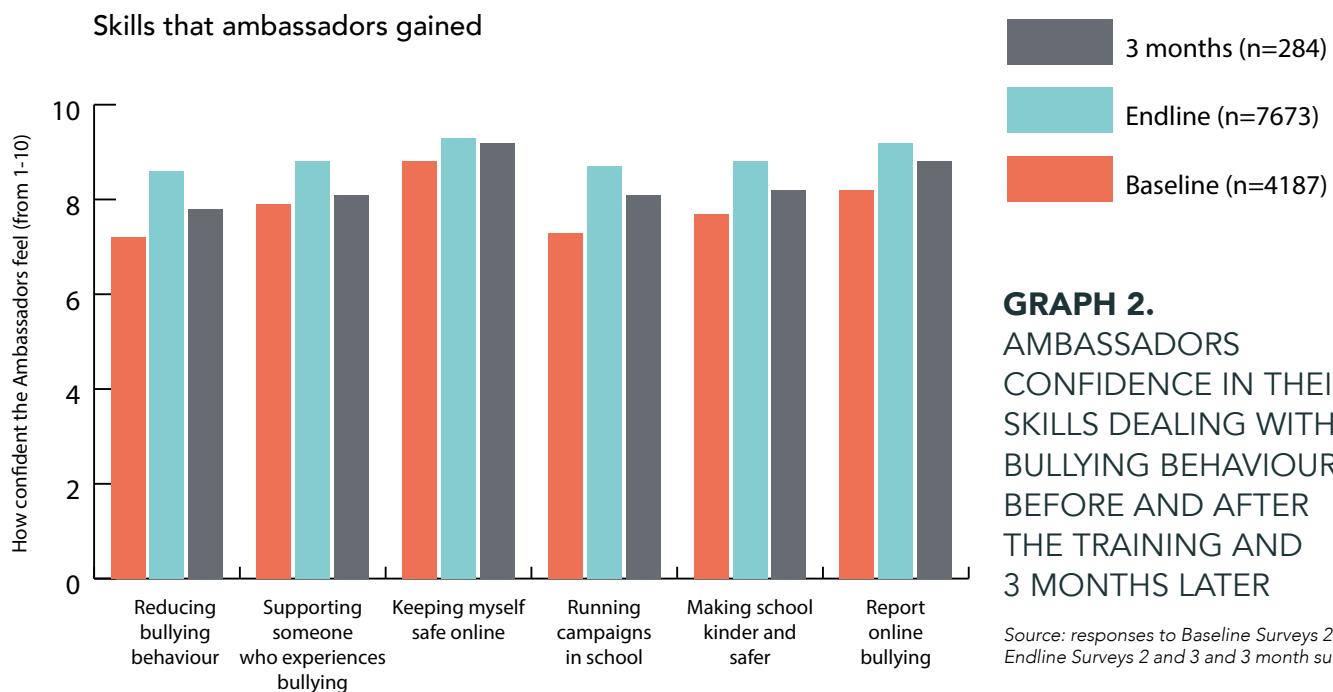
Nearly 100% of students who took the Anti-Bullying Ambassador training now know how to spot the signs that someone may be experiencing bullying behaviour and how to identify the three different types of bullying behaviour. There is clear evidence that the Ambassadors have passed this knowledge on to the other students at their schools, as students at each of the five case study schools report increased understanding of bullying behaviour and the ability to recognise instances of

bullying behaviour that they wouldn't have before. A year 9 student says "I've learned the difference between bullying and banter. Bullying is where one person finds it funny whereas banter is where everyone finds it funny."

SKILLS

Ambassadors and staff across schools have increased confidence in their skills dealing with bullying behaviour, as Graph 2 shows. Overall, at the case study schools, they have been successful at teaching anti-bullying skills to the students. Many students have learned to be an Upstander against bullying behaviour, rather than a bystander. They have learned how to support someone who is experiencing bullying behaviour, how to report

bullying behaviour and how to talk to someone exhibiting bullying behaviour. Many students would talk to an Ambassador if they were being bullied, but many would also talk to their parents, friends, or teachers.



BEHAVIOUR CHANGE

At four out of five case study schools, bullying reports have decreased since the ABAP. Ambassadors at every school say they have changed their behaviour to stand up against bullying behaviour and report it. At each of the case study schools, some students have also changed their behaviour but many students also haven't yet. There were big differences in the instances of behaviour change between the schools: some schools report that almost everyone exhibiting bullying behaviour had stopped, while at other schools, the main behaviour change was students who started to be Upstanders. One Ambassador recalls: "There was this girl who didn't like me and was having a go at me; people saw that and actually stood up for me. That is when I saw that what we're doing, telling people to be an Upstander and not a bystander, is really having an effect." Ambassadors at another school report how after their anti-homophobic bullying campaign, assembly and LGBTQ celebratory events, the use of the word 'gay' as an insult has stopped entirely.

CULTURAL CHANGE

Some of the five case study schools report a large shift in their culture since starting the ABAP towards an anti-bullying culture, a culture of kindness or a more inclusive culture. At these schools, students and staff reported not only that bullying was no longer acceptable, but that other students would go out of their way to help each other, and make sure everyone was included. An Ambassador at an all boys' school said: "the lunch [football] game is more integrated now and inclusive and they are accepting each other and getting closer. There are rarely cases where a group wouldn't accept someone." At other schools, some students and Ambassadors also perceive cultural changes such as a more positive atmosphere but this cultural change isn't perceived by everyone.

CASE STUDY 1: THE CULTURE OF KINDNESS

A school in a deprived area was given an Ofsted rating of "requires improvement" and was put in special measures. Student behaviour was the biggest issue: classes were disrupted constantly and little learning could happen. Bullying behaviour and use of racist and homophobic language were common. The new principal decided to make it his goal to address these issues. The school conducted a wide student panel to learn what changes the students wanted to make, launched a Kindness and Respect campaign and joined the Anti-Bullying Ambassador Programme as a central arm of this campaign. Another central feature of the campaign was the mascot, Bill, a bull who tackles misconceptions and wants you to be kind. The Ambassadors organised a kindness challenge, made cyberbullying videos for social media, and did many other campaign activities, and the principal built the Culture of Kindness into the strategic leadership plan.

Students, staff and Ambassadors all report that there has been a real transformation at the school in less than a year and cite the same changes. Use of prejudiced language is reported to have stopped, bullying reports decreased and Ambassadors and students see many others act like Upstanders. The Ambassadors see themselves as more general advocates of being kind and students report the Ambassadors support them in many different ways. Ambassadors and other students organise kindness activities targeted at the outside community, for example, helping in food kitchens and supporting the elderly. Local newspapers have written about the students' actions in the community and the last Ofsted report reads that there is continuous improvement in students' behaviour. The principal also shares that pupil panels give very positive feedback and, in the evaluation research, every Ambassador, staff member and student talks about the Culture of Kindness and the changes in the school.

IMPACT ON AMBASSADORS

Graph 2 shows that Ambassadors develop many anti-bullying skills during the ABAP training. However, they also report other positive effects, as the programme often requires and develops qualities and skills that are applicable beyond the ABAP. 63% of Ambassadors increased their self-confidence and 75% also gained leadership skills. Two Ambassadors at an all girls' school share that one of them was bullied by boys at a neighbouring school: they spread rumours about her via social media. Despite her knowledge from the ABAP, she was unsure what to do. Her fellow Ambassador and close friend convinced her to go to a teacher, who managed to solve it with the other school, and to not hang out with these boys anymore, as they weren't her friends. In many focus groups we see

that the Ambassadors are very good at supporting one another when they are being bullied themselves or face other issues.

CYBERBULLYING

At some schools, the ABAP created the same five stages of impact on cyberbullying as it did on face-to-face bullying. In the training, Ambassadors learned a lot of ways to tackle cyberbullying behaviour and develop online safety skills. At all case study schools, the research shows they have passed these skills on to some students. The students learnt how to report cyberbullying, and how to keep themselves safe online. Most importantly perhaps, many learned not to simply ignore cyberbullying, especially if it happened in private messages.

One student at school 2 says:

"Ambassadors have taught how to deal with it - what to do; told to block or report, take evidence, show someone in case it gets deleted; not just keep it and pretend it didn't happen because it might get worse if you ignore it."

At two schools where the Ambassadors chose to do a targeted campaign around cyberbullying behaviour and online safety, significant impact is reported: students have more knowledge and awareness of online safety, more skills and they often change their behaviour to be an Upstander, report it, and keep themselves safe. At these

schools, parents were taught about cyberbullying, in line with the whole-school approach. At one school, a joke page about all students in year 8 appeared on Instagram, with nasty comments about certain students and certain groups. A group of students (not Ambassadors) found out who the account holder was and told him to stop it and that his jokes were not funny but hurtful. The account was blocked by Instagram.

These findings imply that if a school and its Ambassadors focus on Online Safety and tackling cyberbullying behaviour in their campaign, the ABAP has a significant impact on the students' online experience and behaviour.

CASE STUDY 2: INSTADOS AND INSTADON'Ts

At an independent all girls school, the Ambassadors decided they wanted to focus their anti-bullying campaign on cyberbullying behaviour and online safety. There were a lot of instances of students comparing each other's photos and looks on Instagram stories and numerous instances of cyberbullying behaviour.

The Ambassador held assemblies on online safety and they created many videos for social media to educate the students about online safety. They realised parents often want to help but do not know how to: they might decide to just delete their daughter's social media or restrict their use, which often isn't a productive solution. The Ambassadors held workshops and provided resources and videos to explain how different platforms work and how their daughters can stay safe on them. Many students notice a difference and are happy their parents are able to help them now.

Secondly, they often have older girls talk to the lower years and find this to be very effective; the Ambassadors understand what the girls are experiencing and students are more likely to

listen, as they look up to older girls. The year 10 Ambassadors offer two examples of how effective this was. Firstly, one group of year 9 girls started using a website called "Tellonym" where you can put anonymous messages about others. It got used a lot and caused many problems in the year 9 group. The teacher talked to the students about it but to no avail.

Then, the year 10 Ambassadors asked students in the year 9 group why they were doing this. They explained the impact of their actions, that they shouldn't be hiding behind a screen and said that if they don't have a reason for putting up these messages, then they shouldn't be doing it at all. The messages stopped.

All students at this school express that the ABAP is very valuable: they are really happy to have someone to talk to, group chats and online spaces are a lot friendlier and people really think about what they post. One student said that on Instagram there was "no more hate and people being kind to each other - my year has really improved".

CHAPTER 3

BARRIERS AND

CONTRIBUTORS

TO SUCCESS

The evaluation identified various barriers and contributors to success, both in the set-up of the Anti-Bullying Ambassador Programme itself, and the implementation by schools of the programme. The reported impact varied widely between schools, and this can be explained to a large extent by the difference in how schools implemented the ABAP. The factors identified in this chapter provide a powerful guide for schools and local and national policy makers who would like to tackle bullying online and offline.

3.1 THE ANTI-BULLYING AMBASSADOR PROGRAMME

Adaptability

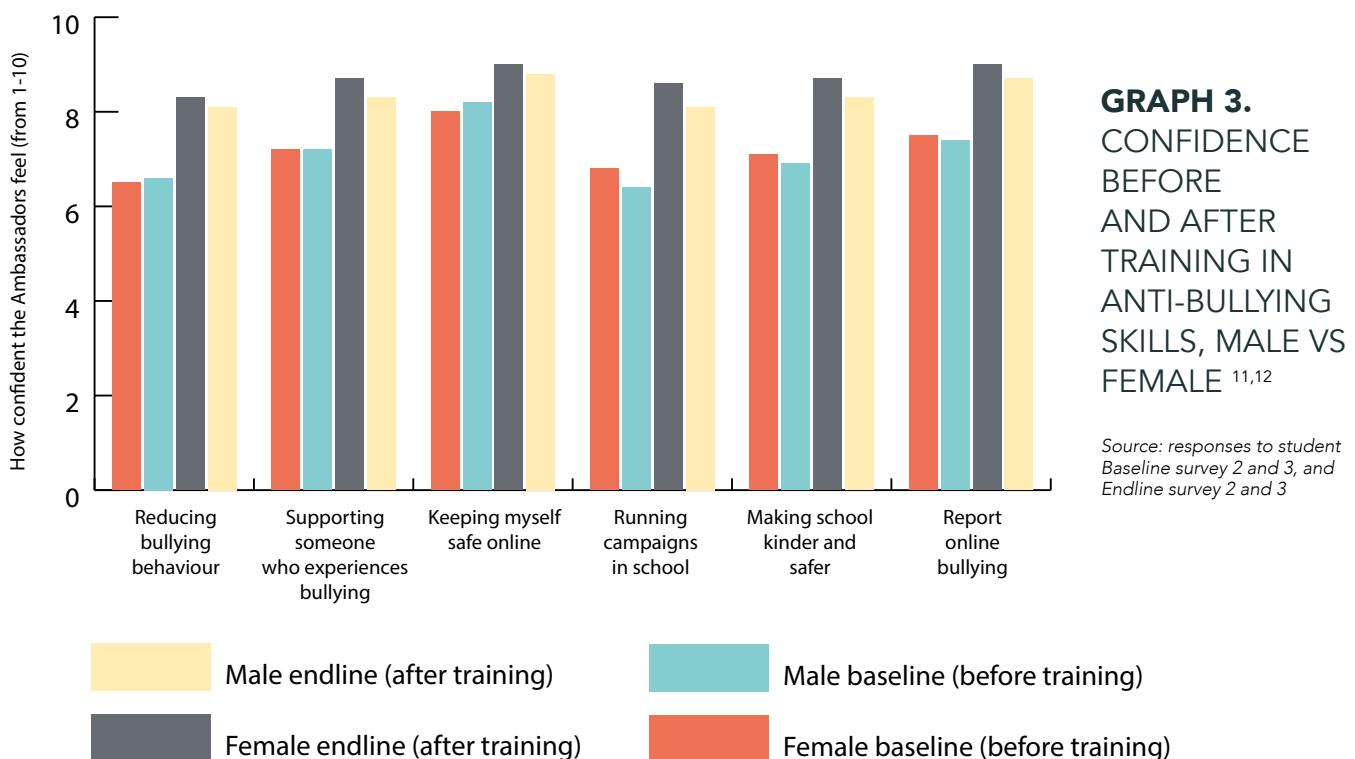
Most members of staff and Ambassadors ascribed a lot of the success of the ABAP to its adaptability: to the school's circumstances, the issues the school deals with and the goals of the Ambassadors themselves. The sense of ownership over the programme that the Ambassadors got because of this flexibility is key in their motivation and the programme's success. However, some members of staff at different schools pointed out that the programme could be more adapted to certain groups: schools with a low Ofsted rating might have different needs than one with a high rating, and boys can have a different approach to the role of Ambassador than girls, which the programme doesn't account for.

Peer-led approach

Staff and Ambassadors felt that the ABAP's peer-led approach is essential to its success. Many students find it easier to speak to the Ambassadors, as they can relate more easily and are less of an authority figure. One student said: "They are more relatable and you feel more comfortable around them and would be able to tell them more." All members of staff have observed that students are more open with Ambassadors and are likely to listen to what they say. One principal said: "Children holding their peers to account is essential. Wouldn't have had the same impact if it was done by the teachers, it would have felt as a 'done to them'". Not all Ambassadors ran activities with their own year groups: at an all girls school, older Ambassadors hold assemblies for and support and tutor their younger peers which they find helpful.

Demographic factors

Ambassadors' confidence before and after training, male vs female



GRAPH 3.
CONFIDENCE
BEFORE
AND AFTER
TRAINING IN
ANTI-BULLYING
SKILLS, MALE VS
FEMALE ^{11,12}

Source: responses to student Baseline survey 2 and 3, and Endline survey 2 and 3

Graph 3 shows that girls show a steeper increase in their confidence in all ABA skills. Various members of staff, both at single gender schools and co-ed schools, affirm this finding. Some reasons for this that came up are: 1) Boys' reticence to share their feelings and the higher risk they take in terms of their reputation among peers if they do so; 2) A particular culture among many boys of 'banter', which they find difficult to distinguish from bullying behaviour; 3) Teenage boys have more difficulty following through on their commitments as Ambassadors, and 4) Boys have gained the same skills but feel less confident about them. A few members of staff recommend that the programme more specifically engage with these differences and the unique pressures of masculinity on the boys.

Staff at many case study schools also shared that the ABAP is more effective for younger students. This shows itself both in the number of students of a certain age who are willing to be Ambassadors and whether students are willing to listen to

Ambassadors of that age. Reasons that came up include: 1) Concern about reputation which increases with age and 2) Lack of time among older students to be Ambassadors or engage with the issues due to exams and GCSEs. One member of staff says: "Especially the older kids or those who wanted to seem cool, the Anti-Bullying Ambassador label wasn't a label that they wanted. When I suggested we should wear a badge so we can parade around the school, they didn't want to stake their reputation on the playground. The younger ones were very keen to do it."

The total number of trained Ambassadors from different ethnicities is relatively representative of the wider population. However, the evaluation also found that Ambassadors from a White British background are less able to recognise racist bullying: 40% of Black British Ambassadors see or experience racist bullying behaviour at least once a month, compared to only 19% of white British students. Moreover, students who are something

11. Categories male and female are selected in the survey by the students themselves. The sample of "prefer not to say", "other" and "non-binary" isn't big enough compared to "male" and "female" to draw reliable conclusions about this group.

12. Support someone who experiences bullying, for Baseline and Endline Surveys 2 this is the average of "I can support another student who is being bullied in school" and "I can support another student who is being bullied online". For Baseline and Endline 3 it is "I am confident that I can support another student in my school who is experiencing bullying".

other than White British have a smaller increase in skills than White British students after the ABAP training. This implies the need for the ABAP and other anti-bullying programmes to engage with racist bullying directly. The ABAP helps schools

engage with anti-homophobic, biphobic and transphobic training and the impact of this at schools is very significant. Thus, discussion of particularly pervasive types of bullying behaviour of marginalised groups can be very effective.

CASE STUDY 3: BANTER OR BULLYING AT AN ALL BOYS SCHOOL

Members of staff at an all boys school saw that the ABAP is difficult for boys because they are less likely to express their emotions and because they are more occupied with looking 'cool' and 'tough', especially as they age. This school had a particular issue where anyone who reported bullying behaviour would be called "a snake". This made all students afraid to report bullying behaviour. The big focus for the ABAP at this school was to teach the students when something is and isn't a joke. A member of staff says: "Often the victim is laughing along, so that public face for teenage boys is vital. They often laugh along, they're not going to cry. Even if they're laughing, it doesn't mean it's OK. That's what my older boys find very difficult." Even though the ABAP made a big difference among younger boys, the older students frequently complain that "it's gone too far" and insist that their bullying behaviour is 'just bants [banter]'.

The member of staff has seen big changes at their school: students now come forward, no one gets called a 'snake' anymore and the word 'gay' no longer gets used as an insult. The students from this school from year 8 and year 9 are incredibly positive about the ABAP. Many express that they understand the difference between banter and bullying behaviour and that they changed their behaviour and see others do so too.

The changes in behaviour and culture at this school were created with the help of another programme, which focused specifically on fostering a more positive version of masculinity among the boys. The Good Lad Initiative did workshops with all students and the staff found the conjunction with the ABAP very effective. This effect was clear among the students, many of whom talked about the importance of empathy, support and kindness.

2.2. THE SCHOOLS' IMPLEMENTATION

Cooperation between Ambassadors and staff

At the schools with the biggest measurable impact, staff leads let the Ambassadors shape the implementation of the programme in terms of its goals and activities. They provide logistical support, putting their ideas into practice, ensure commitment from the whole school (see 3.2.3) and make sure the Ambassadors stay on track. One staff

lead says about their Ambassadors: "They've got fantastic ideas. The barrier would be that they have these ideas but then they need chasing to take it to the next stage."

Ambassadors' effectiveness

Moreover, many staff leads observe that both the students who become Ambassadors and the Ambassador label itself, aren't always viewed as 'cool' among the other students. For many

Ambassadors, this means they were unwilling to take on a public role which is important to raise the profile of anti-bullying. Moreover, especially for the older students, this means they were less likely to listen to the Ambassadors' campaigns and interventions. One solution suggested by some staff is to harmonise the role of student leaders, class leaders or school councillors with Ambassadors. Many staff reiterate the importance of having a varied group of Ambassadors with different skills and ambitions.

Whole school approach

All members of staff consider the buy-in from the entire school to be essential to the success of the programme. To create cultural change at a school, parents, school leadership, teachers and pastoral staff all need to embody this new culture: parents can teach their children about anti-bullying and kindness at home and help them when they're experiencing bullying behaviour; teachers and pastoral staff need to take bullying reports seriously and deal with them as the Ambassadors have set out, and school leadership needs to change policies and give the anti-bullying efforts validity with their active support. The role of staff lead, whether this is a teacher or support staff, is also very important. Many of the school staff will be too busy to dedicate the required time to anti-bullying, thus designating a staff lead or team of staff who have capacity is vital to devoting that time to the ABAP.

CHAPTER 4

CONCLUSION

This evaluation research implies that the whole-school and peer-led approach of the Anti-Bullying Ambassador Programme, creates varying levels of impact. Students who weren't Ambassadors, at all schools, reported increasing their knowledge and awareness of bullying, as well as their anti-bullying schools. At a significant number of schools, students and staff report that this has led to changes in behaviour: fewer students bully, more students have become Upstanders, and those subject to bullying behaviour more frequently stand up for themselves. At some schools, students and staff report a shift towards an anti-bullying culture, where bullying behaviour is not accepted by the community as a whole; a culture of kindness, where students are consistently kind and friendly to others and increase their charity work in their community; and an inclusive culture, where those who are different feel accepted and comfortable with themselves, students socialise with everyone and homophobic and racist bullying behaviour and words are reported as being all but eradicated.

Similarly, at those schools where the campaign is targeted towards tackling cyberbullying, students and staff report increased knowledge and awareness, skills, as well as behaviour change and change of the online culture. This report also identifies some learnings that are valuable not only for The Diana Award, but for each school's anti-bullying approach, other anti-bullying programmes provided by civil society, and policy makers.

The ABAP's whole school and peer-led approach are essential to creating impact and those schools that truly embodied these principles saw the biggest impact. Other useful learnings include:

- Demographic factors such as age, gender and ethnic background also influenced schools effectiveness and warrant targeted support within the ABAP. There is some evidence that girls and younger students find it easier to be Ambassadors and that girls and younger students change their behaviour more easily. These differences require different strategies and at times, targeted engagement.
- Any anti-bullying approach ought to be adapted to the differential needs of a school, and the differential needs and ambitions of the Ambassadors.
- Finding a mixed group of effective and representative Ambassadors is essential to successful anti-bullying work.
- Targeted engagement with particular types of bullying, such as racist, ablist or homophobic bullying, are essential in order to help the most marginalised students.
- Schools might consider choosing students not just to be Anti-Bullying Ambassadors, but take on wider roles relating to students well-being, inclusion and kindness.
- Buddy systems, and other forms of direct support for students who are the most vulnerable, are also essential.
- Effective cooperation between Ambassadors and staff, where Ambassadors get ownership over their anti-bullying campaign, is essential.
- Involve parents in anti-bullying work more frequently, so they can support their children, learn to recognise online and offline bullying behaviour and know what to do when their child experiences it.

The evaluation research finds clear evidence that the Anti-Bullying Ambassador Programme is an effective approach to tackling bullying in schools and online. The Anti-Bullying Ambassador Programme provides a good guide for schools and local and national policy makers for tackling bullying around the UK. The barriers and contributors to the success of the programme and varying impact at different schools can help schools more effectively shape their anti-bullying approach. Similarly, for national policy makers, civil society and The Diana Award alike, the findings regarding contributors and barriers to a successful anti-bullying work ought to shape future versions of the programme, as well increased research and perhaps, new interventions.

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