

# All Together Case study: Introduction of a buddy scheme to encourage pupils to think about how they interact with one another

## How this school has used Year 11's in assisting with the delivering of anti-bullying lessons

### This case studies main focuses have been to:

- Encourage students to encourage their fellow peers to think about the topic of bullying
- Use older students to support anti-bullying lessons
- Clarify what constitutes bullying behaviour

### Background on the School

Be a buddy not a bully system, Year 11's go across to KS3 classes and assist the anti-bullying champion with the delivery of anti-bullying lessons. This helps get the message through about what bullying is and how we overcome it.

### Desired outcome

Some of our KS3 classes can become very hostile due to the nature of our students and the range of academic and social abilities. As a result of this there can be a lot of behaviours that could be perceived as bullying. These occur within the classes between one another. Sometimes due to their low cognitive ability/understanding of social etiquette they'll do and say things without even realising how it will impact on others and it could be taken as a bullying behaviour/bullying.

What we hope to achieve with the "Be a buddy not a bully system" is to educate the KS3 students on what is and isn't classed as bullying behaviour as some of them will exhibit the behaviours not fully understanding.

### What is the action we took?

Some of our KS4 students support me in delivering anti-bullying lessons to KS3 classes; we focus on what bullying is and the different types of bullying. Dependant on the KS4 student

helping me and how confident they are, sometimes we will do a small role play activity with one another to demonstrate the points discussed (Also helps some of our younger students retain the information as it's a more interactive way of learning)

## Outcome

The positive outcomes of the be a buddy not a bully system is that it is educating the KS3's on how to manage the differences in peers within the class and learn different strategies on how to cope with them. Also, using a KS4 student to assist with it engages the students in a different way because it's someone they can identify with and look up to as a fellow peer.

In the future I would like to set up a 2:1 system where a member of staff and a KS4 student buddy up with a new KS3 student (maybe as they transition from their primary site to us), offering support to them if they're finding working in a new class environment challenging.

## Learning

Using fellow peers to assist with any anti-bullying work was very useful because as stated previously, the KS3's relationship towards a KS4 peer is something that as staff we will never be able to achieve, purely because we aren't students so they identify and relate differently with us as they do the KS4's.

Using the KS4's is a positive role for them as well because it gives them a sense of achievement assisting staff delivering messages surrounding bullying.