

United Against Bullying School Case Study: Development of the Lunchtime Leader role

How Cranborne Middle School, Dorset, developed Lunchtime Leaders into Anti-Bullying Ambassadors

Context of our anti-bullying work

As a school, we have previously trained Year 7 to become Playground Leaders (as explained in last year's Case Study-Lunchtime Leaders.) As a result of our 2022 pupil survey and discussions in tutor time, it was clear that pupils were keen to support staff in the supervision at lunchtimes. Teaching Assistants on duty also requested more supervisory support in areas such as toilets and classrooms, in order to walk in a circuit and act as a presence to prevent lingering in areas where there was no adult supervision. The team of approximately 28 pupils across all year group or three pair up to patrol the school in one shift a week. There are three groups moving around the school at any given time. They have T-Shirts, hoodies or baseball caps to choose from to wear during their shift.

As this initiative has developed through the academic year, the Leaders have expressed an interest in anti-bullying practice and enjoy our in-house training sessions we run once a term. They wanted to be more proactive at lunchtimes and help pupils who were quieter and be upstanders for others who report bullying.

What we hoped to achieve

To use an outside training provider to further train and raise the profile of the Lunchtime Leaders and transform them into Anti-Bullying Ambassadors: confident in how they support others who come to them with friendship and bullying issues and to begin social action projects to take this school wide.

The action we took

1. November 2023-Met with KS2 Phase Leader who had been recommended The Diana Award Anti-Bullying Ambassador training by a teacher friend in another school.
2. The Anti-Bullying Lead continued to deliver training briefings to all pupils involved in Lunchtime Leadership.
3. They were asked their opinion about ways to empower themselves to be assertive when faced with defiant pupils at lunchtime.
4. December 2023 onwards: Existing Lunchtime Leaders were recruiting new members who spoke with the Anti-Bullying Lead and she asked the L.L's to 'show them the ropes.' These new pupils were vulnerable and quieter members of their year group and yet felt confident to step forward, wear the uniform and want to do a shift.

5. November 2023-Anti-Bullying Lead met with Lunchtime Teaching Assistants and worked with them on a change in shift rota and asked them to review the Lunchtime Leader role and how it can be developed to support supervision and behaviour at lunchtimes. An orange Lunchtime Slip was introduced, which is filled in by TA's and given to form tutors at the end of lunchtimes. The LL's now report directly to them.
6. January 2024-Anti-Bullying Ambassador training booked for 21st February and 10 pupils selected and spoken to by AB Lead.
7. 21st February- ABA Training Day attended, run by the Diana Award.

Impact and outcomes of the work

The Anti-Bullying Lead has noted these positive outcomes

- More supervision is now provided around school. The Lunchtime Leaders are encouraged to use positive body language, simple scripts but are not required to intervene and can report any issues directly to staff on duty and this incurs a C1 (behaviour point) as an orange slip is written by the TA.
- All Leaders take their role seriously and feel proud to be a Leader. Many staff have positive comments to say about how mature they act with their uniform on and how the quieter LL's turn quite assertive when they have their baseball cap and lanyard on!
- Leaders are encouraged to look for positive behaviour and note it in the book. The AB Lead will then nominate these certain reported children for a Hot Chocolate Friday Award.
- In whole school assemblies at the ends of each half term, the AB Lead congratulates the Leaders and gives them small treats as rewards for their service: Christmas selection box in December, small Easter eggs at Easter and ice pops in Summer.
- The 10 LL's selected for the ABA training were a mix of overtly confident, quietly confident and shyer children (with two Pupil Premium children.) Several had personal experience of being bullied themselves.
- The training has already had a transformative and energising effect on those children. They have already discussed with the AB Lead ideas for the first social action project, and this will probably be some events on the last day of the Easter term: a Colour Run as part of our annual cross country run with the whole school taking part and a possible biodegradable balloon release. These will lead to the ABA's achieving their first of three badges: Community.

What we have learned

We have a handful of pupils in Y6 and Y8 who exhibit very challenging and influential behaviour. It will be a challenge to work with pupils to try and see past the views and behaviours of the very few and make an impact with the wider school.

We would like to build in for 2023-24 peer to peer support opportunities and further training in organising playground games equipment. This will lead onto our second ABA badge of Inclusion.