



THE DIANA AWARD ANTI-RACIST AND ANTI-SEXUAL BULLYING PROGRAMME EVALUATION

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Anti-Racist and Anti-Sexual Bullying Programme Evaluation

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Executive Summary

Background

Centre for Mental Health was commissioned by The Diana Award to conduct an independent evaluation of the Anti-Racist and Anti-Sexual Bullying Programmes. Launched in 2022, the new training programmes are designed to equip existing Anti-Bullying Ambassadors with the knowledge and skills to tackle racist and sexual bullying behaviours to help create a kinder and safer school community.

Our evaluation approach involved a combination of questionnaires and focus groups to understand the programmes' impacts on the Ambassadors, staff members, and wider school community, as well as to identify key challenges for future improvement.

Understanding of racist and sexual bullying behaviours

Our research found that the Anti-Racist Bullying Programme enhanced the student's knowledge of racist bullying behaviours but was more impactful for secondary-aged Ambassadors. All Ambassadors that we spoke to felt that the programme was useful, with the primary-aged Ambassadors acquiring terminology to discuss racist bullying behaviours with confidence, and secondary-aged Ambassadors gaining a better understanding of the severity of racist behaviours and the need to tackle racism at school.

Similarly, the Anti-Sexual Bullying Programme enhanced the Ambassador's overall awareness and understanding of sexual bullying behaviours. The impact was strongest at the post-training stage, showing the educational value of the training session. However, the Ambassadors that we spoke to required a level of prompting when discussing their understanding of sexual bullying behaviours, which highlights the need for further research into the long-term impacts of the training programme.

Development of support skills

Overall, the Anti-Racist Bullying Programme equipped both primary- and secondary-aged Ambassadors with the necessary skills to support those who experience racist bullying behaviours, and to report bullying incidents. While the questionnaire responses suggest that the programme was more impactful for secondary-aged participants, the staff members that we spoke to felt that older students were less likely to report bullying incidents compared to their younger peers.

Our findings also demonstrate that the Anti-Sexual Bullying Programme strengthens the Ambassador's support skills. However, the relationship between an individual and a bullying perpetrator was found to be an important barrier that could inhibit young people from reporting concerns and incidents to members of staff.

Key findings

- 100% of staff members said that they would recommend the training to other schools, with 92% of Ambassadors rating the programmes as *'enjoyable'*, and a further 91% agreed that it is important for young people to complete the training at least once
- 100% of staff members and 92% of Ambassadors rated the resources and overall delivery of the training session as either *'excellent'* or *'good'*
- Planning and delivering anti-bullying campaigns can help young people to build various skillsets (e.g. public speaking and presentation) and develop their self-confidence
- One staff member shared that young people often misinterpret sexual bullying behaviours, like handholding, as friendly behaviour, which highlights the importance of educating children about consent and boundaries from a young age
- Secondary-aged Ambassadors felt that their influence on their peers is often short-lived. Further research is required to understand the unique barriers that secondary-aged students face in tackling bullying behaviours
- Many untrained students stressed the importance of having Anti-Bullying Ambassadors as a source of support as they often find it easier to open up to similar-aged peers, which can encourage them to report bullying incidents more frequently
- In larger, secondary schools, more Ambassadors are required to increase access to their support and maximise their influence within the school community.

Recommendations

Based on our findings and the feedback that we received, we have made the following recommendations to The Diana Award for the development of the Anti-Racist and Anti-Sexual Bullying Programmes:

1. Increase the accessibility and availability of in-person trainings. This will ensure maximum student engagement and prevent technical difficulties from disrupting the flow of the session
2. Incorporate more interactive activities throughout the training to make it *"more fun"*. Examples include scenario-based activities to create more opportunities for the Ambassadors to practise key learnings and skills to be an upstander
3. Reduce the length of the training session, especially for primary-aged Ambassadors, to accommodate for their shorter attention span

Additionally, we provide the following recommendations to The Diana Award for the development of the Anti-Bullying Ambassadors Programme:

4. Offer additional support, ideas, and resources for the Ambassadors to create their anti-bullying campaigns and initiatives

5. Conduct further research to investigate how to best support secondary-aged Ambassadors to be active upstanders and to increase their self-confidence and influence as Anti-Bullying Ambassadors
6. Provide more nuanced training and guidance to equip Ambassadors with the skills necessary to be an upstander under different contexts
7. Give more time and resources in training to a greater number of students at each school to maximise the influence of Anti-Bullying Ambassadors in each participating school.

Introduction and Background

In 2022, The Diana Award launched the Respect Project, consisting of the Anti-Racist and Anti-Sexual Bullying Programme, as an extension to their original Anti-Bullying Ambassador Programme. These training courses are offered free of charge to primary and secondary schools across the UK with the aim to equip students and educators with the skills and knowledge required to tackle bullying behaviour to create a more inclusive and safe school community.

Funded by iWill and Spirit of 2012, the two new programmes were designed to provide additional training for existing Anti-Bullying Ambassadors on racist¹ or sexual² bullying behaviours. Following a virtual half-day training session, the Ambassadors are encouraged to design and deliver a series of anti-bullying campaigns and initiatives for an opportunity to earn the Respect Badge. The Diana Award offers up to 12 months of free, personalised post-training support to help participating schools and Ambassadors to complete the programme. While the Anti-Sexual Bullying Programme is currently only available to primary schools, the Anti-Racist Bullying Programme is offered to both primary and secondary schools at a limited capacity.

The Diana Award partnered with Centre for Mental Health to provide an independent evaluation of the new Anti-Racist and Anti-Sexual Bullying Programmes. Our approach involved a series of questionnaires, focus groups, and semi-structured interviews to understand the programmes' impacts on participating schools, with a focus on the outcomes to the Anti-Bullying Ambassadors, staff members or educators, and the wider school communities.

¹ Racist bullying behaviour is when someone repeatedly verbally, physically, or indirectly targets another person based on their skin colour, or their assumed culture, ethnicity, nationality, or race.

² Sexual bullying behaviour is when someone repeatedly crosses another person's boundaries with unwanted sexual contact, comments, or attention.

Method

A mixed-methods approach was adopted for this evaluation, gathering a combination of numerical and textual data from a series of questionnaires, focus groups, and semi-structured interviews to gain a holistic understanding of the impacts of the Anti-Racist and Anti-Sexual Bullying Programmes.

Quantitative Methods

Alongside The Diana Award, we co-designed a total of 6 questionnaires for the Anti-Bullying Ambassadors and staff members to complete at three different time-points, including (a) pre-training, (b) post-training, and (c) end of programme. The questionnaires were scripted using Jotform® and were circulated by The Diana Award. These were designed to track key outcomes of interest, and to gain an understanding of the schools' experience of the Anti-Racist or Anti-Sexual Bullying Programmes.

For a full list of questions, see Appendix A.

Qualitative Methods

Between November and December 2023, a total of 7 focus groups and 2 semi-structured interviews were conducted across 3 schools that had completed at least one of the two new training programmes. Three groups of participants were recruited, including:

- Anti-Bullying Ambassadors who completed the Anti-Racist or Anti-Sexual Bullying Programme
- School staff who were involved in co-ordinating the programme within their respective schools
- Untrained students (those who did not partake in either programme).

In total, we spoke to 13 Anti-Bullying Ambassadors, 4 staff members, and 12 untrained students. The focus groups and interviews were conducted online using ©Microsoft Teams and lasted between 30-45 minutes each. All participants signed a consent form and parental consent was obtained for those under 16 years of age. Participants were also assured of privacy, confidentiality, and anonymity for safeguarding purposes. All data from the focus groups and interviews were analysed thematically and reported to supplement the quantitative findings.

For a full set of questions for the focus groups and interviews, see Appendix B.

The schools we talked to were:

1. **Dashwood Banbury Academy** is based in Oxfordshire and had previously completed the Anti-Bullying Ambassador training by The Diana Award. With the intention to expand their pupil leadership team and further develop their Anti-Bullying Ambassadors' group, they decided to participate in the Anti-Racist Bullying Programme for primary schools in January 2023. They have since completed the programme and received their Respect Badges.

- 2. Gordon Primary School** is based in South-East London and believe in the importance of education in creating positive change. Impressed by the initial Anti-Bullying Ambassador training, they signed up to both the Anti-Racist and Anti-Sexual Bullying Programmes for the 2022-23 academic year. The focus groups and interviews were focused on understanding the school's experience with the Anti-Sexual Bullying Programme.

- 3. Bow School** is a comprehensive secondary school and sixth form college, based in East London. They were especially interested in the Anti-Racist Bullying Programme due to their diverse student demographic and believed that it would be beneficial for their existing Anti-Bullying Ambassadors to receive further training specific to racist bullying behaviours. They successfully completed the programme in June 2023 following a series of campaigns and initiatives led by their Ambassadors.

It is important to note that two of the three schools that we spoke to are based in London. As such, in terms of the demographic reach, our findings from the focus groups and interviews are not representative of all the schools that participated in the Anti-Racist and Anti-Sexual Bullying Programmes. Future research should aim to recruit a nationally representative sample for a more holistic understanding of different schools' experiences of the programmes.

Questionnaire Engagement: Demographics

Anti-Racist Bullying Programme (Primary School)

1. Student sample:

In the 2022-23 academic year, a total of 1580 primary school Ambassadors participated in the Anti-Racist Bullying Programme. 108 Ambassadors across 7 schools completed the programme and were consequently awarded the Respect Badge.

For the pre-training questionnaire, of the 1580 Ambassadors who participated in the training, a total of 371 Ambassadors took part (giving a response rate of 23.5%), with an average age of 9 years, ranging from 7 to 11 years. On gender identity, 55.3% (n = 205) of the Ambassadors identified as female, 42.1% (n = 156) identified as male, 0.3% identifies as non-binary (n = 1) and 2.3% selected 'prefer not to say' (n = 9). In terms of the Ambassador's ethnic backgrounds, the majority described their ethnicity as White (n = 271, 73.1%), 12.4% (n = 46) described their ethnicity as Asian or Asian British, 7.8% (n = 29) described their ethnicity as Black or Black British, 2.7% (n = 10) described their ethnicity as Mixed, and the remaining 4.0% (n = 15) Ambassadors selected 'other' or 'prefer not to say'.

For the post-training questionnaire, of the 1580 Ambassadors who participated in the training a total of 663 Ambassadors provided responses (giving a response rate of 42.0%). Demographic information was not collected for this sample.

For the end of programme questionnaire, of the 108 Ambassadors who were awarded the Respect Badge, a total of 82 Ambassadors took part (giving a response rate of 75.9%), with an average age of 10 years, ranging from 7 to 11 years. On gender identity, 42.7% (n = 35) identified as female, 32.9% (n = 27) identified as male, and the remaining 24.4% (n = 20) Ambassadors selected 'not sure' or 'prefer not to say'. In terms of the Ambassador's ethnic backgrounds, the majority described their ethnicity as White (n = 58, 70.7%), 13.4% (n = 11) described their ethnicity as Black or Black British, 8.5% (n = 7) described their ethnicity as Asian or Asian British, 1.2% (n = 1) described their ethnicity as Mixed, and the remaining 6.2% (n = 5) selected 'other'.

2. Staff sample:

For the pre-training questionnaire, a total of 74 staff members provided responses to our questions. For the end of programme questionnaire, a total of 2 staff members took part. Table 1 shows the occupation of the respondents. For the pre-training sample, most of the respondents were part of the senior leadership team (n = 35, 47.3%), or described their role as teaching staff (n = 35, 47.3%), and the remaining selected 'other' (n = 4, 5.4%). For the end of programme sample, both respondents selected 'prefer not to say' (n = 2, 100%).

Job Title	Pre-training		End of Programme	
	Number of respondents	Proportion	Number of respondents	Proportion
Senior Leadership Team (e.g., headteacher, head of department)	35	47.3%	-	-
Teaching staff (e.g., class teacher, teaching assistant)	35	47.3%	-	-
Other	4	5.4%	-	-
Prefer not to say	-	-	2	100%

Table 1 shows the job titles of the staff members who completed the pre-training and end of programme questionnaires.

For the post-training questionnaire, the responses from the primary and secondary school staff were combined. A total of 13 respondents took part in our questionnaire. No demographic data was collected for this sample.

Anti-Racist Bullying Programme (Secondary School)

1. Student sample:

In the 2022-23 academic year, a total of 1050 secondary school Ambassadors participated in the Anti-Racist Bullying Programme. 133 Ambassadors across 8 schools completed the programme and were consequently awarded the Respect Badge.

For the pre-training questionnaire, of the 1050 Ambassadors who participated in the training a total of 613 Ambassadors took part (giving a response rate of 58.4%), with an average age of 14 years, ranging from 12 to 17 years. On gender identity, over half of the Ambassadors identified as female (n = 378, 61.7%), 32.0% (n = 196) identified as male, 1.1% (n = 7) identified as non-binary, 2.1% (n = 13) selected 'other', and the remaining 3.1% (n = 19) selected 'not sure' or 'prefer not to say'. In terms of the Ambassador's ethnic backgrounds, the majority described their ethnicity as White (n = 415, 67.7%), 17.8% (n = 109) described their ethnicity as Asian or Asian British, 6.2% (n = 38) described their ethnicity as Black or Black British, 2.6% (n = 16) described their ethnicity as Mixed, and the remaining 5.7% (n = 35) selected 'other' or 'prefer not to say'.

For the post-training questionnaire, of the 1050 Ambassadors who participated in the training, a total of 351 Ambassadors provided responses (giving a response rate of 33.4%). Demographic information was not collected for this sample.

For the end of programme questionnaire, of the 133 Ambassadors who were awarded the Respect Badge, a total of 18 Ambassadors took part (giving a response rate of 13.5%), with an average age of 14 years, ranging from 12 to 15 years. On gender identity, half of the Ambassadors identified as male (n = 9, 50.0%), 33.3% (n = 6) identified as female, and the remaining 16.7% (n = 3) selected 'other' or 'prefer not to say'. In terms of the Ambassador's ethnic backgrounds, the majority described their ethnicity as White (n = 15, 83.3%), 11.1% (n = 2) described their ethnicity as Asian or Asian British, and 5.6% (n = 1) described their ethnicity as Black.

2. Staff sample:

For the pre-training questionnaire, a total of 76 staff members provided responses to our questions. For the end of programme questionnaire, a total of 5 staff members took part. Table 2 shows the occupation of the respondents. For the pre-training sample, most of the respondents were part of the senior leadership team (n = 53, 69.7%), some described their role as teaching staff (n = 11, 14.5%), and the remaining selected 'other' (n = 12, 15.8%). For the end of programme sample, all respondents selected 'prefer not to say' (n = 5, 100%).

Job Title	Pre-training		End of Programme	
	Number of respondents	Proportion	Number of respondents	Proportion
Senior Leadership Team (e.g., headteacher, head of department)	53	69.7%	-	-
Teaching staff (e.g., class teacher, teaching assistant)	11	14.5%	-	-
Other	12	15.8%	-	-
Prefer not to say	-	-	5	100%

Table 2 shows the job titles of the staff members who completed the pre-training and end of programme questionnaires.

For the post-training questionnaire, the responses from the primary and secondary school staff were combined. A total of 13 respondents took part in our questionnaire. No demographic data was collected for this sample.

Anti-Sexual Bullying Programme (Primary School)

In the 2022-23 academic year, a total of 657 primary school Ambassadors participated in the Anti-Sexual Bullying Programme. 115 Ambassadors across 8 schools completed the programme and were consequently awarded the Respect Badge.

For the pre-training questionnaire, of the 657 Ambassadors who participated in the training, a total of 154 Ambassadors took part (giving a response rate of 23.4%), with an average age of 10 years, ranging from 8 to 11 years. On gender identity, over half of the Ambassadors identified as female (n = 86, 55.8%), 41.6% (n = 64) identified as male, 0.7% (n = 1) identified as non-binary, and the remaining 1.9% (n = 3) selected 'not sure' or 'prefer not to say'. In terms of the Ambassador's ethnic backgrounds, the majority described their ethnicity as White (n = 127, 82.5%), 6.5% (n = 10) described their ethnicity as Asian or Asian British, 5.2% (n = 8) described their ethnicity as Black or Black British, 3.9% (n = 6) described their ethnicity as Mixed, and the remaining 1.9% (n = 3) selected 'prefer not to say'.

For the post-training questionnaire, of the 657 Ambassadors who participated in the training, a total of 282 Ambassadors provided responses (giving a response rate of 42.9%). Demographic information was not collected for this sample.

For the end of programme questionnaire, of the 115 Ambassadors who were awarded the Respect Badge, a total of 26 Ambassadors took part (giving a response rate of 22.6%), with an average age of 9 years, ranging from 8 to 11 years. On gender identity, over half of the Ambassadors identified as female (n = 14, 53.9%), 42.3% (n = 11) identified as

male, and the remaining 3.8% (n = 1) selected 'prefer not to say'. In terms of the Ambassador's ethnic backgrounds, the majority described their ethnicity as White (n = 16, 61.5%), 27.0% (n = 7) described their ethnicity as Black or Black British, and the remaining 11.5% (n = 3) described their ethnicity as Asian or Asian British.

3. Staff sample:

For the pre-training questionnaire, a total of 44 staff members provided responses to our questions. For the end of programme questionnaire, a total of 1 staff member took part. Table 3 shows the occupation of the respondents. For the pre-training sample, most of the respondents described their role as teaching staff (n = 26, 59.1%), some were part of the senior leadership team (n = 13, 29.5%), and the remaining selected 'other' (n = 5, 11.4%). For the end of programme sample, the respondents selected 'prefer not to say' (n = 1, 100%).

Job Title	Pre-training		End of Programme	
	Number of respondents	Proportion	Number of respondents	Proportion
Senior Leadership Team (e.g., headteacher, head of department)	13	29.5%	-	-
Teaching staff (e.g., class teacher, teaching assistant)	26	59.1%	-	-
Other	5	11.4%	-	-
Prefer not to say	-	-	1	100%

Table 3 shows the job titles of the staff members who completed the pre-training and end of programme questionnaires.

For the post-training questionnaire, a total of 3 respondents took part in our questionnaire. No demographic data was collected for this sample.

Understanding of Racist and Sexual Bullying Behaviours

Two statements were included in the pre-training and post-training questionnaires³ to explore the extent to which the programmes had impacted the Ambassadors' understanding of racist or sexual bullying behaviours. These statements measured the Ambassadors':

- Understanding of how racist/sexual bullying behaviours can make someone feel

³ Due to low response rates for the end of programme questionnaires, data from the post-training questionnaires were used in the analysis to explore the short-term, immediate impacts of the Anti-Racist and Anti-Sexual Bullying trainings. Future research should strive to recruit larger end of programme samples to investigate the programmes' long-term impacts.

- Ability to educate others on racist/sexual bullying behaviours.

Responses were given on 5-point Likert scales, with a value of 1 indicating strong disagreement, and a value of 5 indicating strong agreement. Figure 1 shows the proportion of respondents who agreed with the statements for each programme at the pre-training and post-training stages. An increase in proportions would suggest an increase in understanding of racist/sexual bullying behaviours.

It is important to note that the sample sizes for the pre-training and post-training questionnaires are different across all programmes. This means that the figures from our quantitative findings would likely change if the samples were more similar in size. Caution is advised when interpreting these figures.

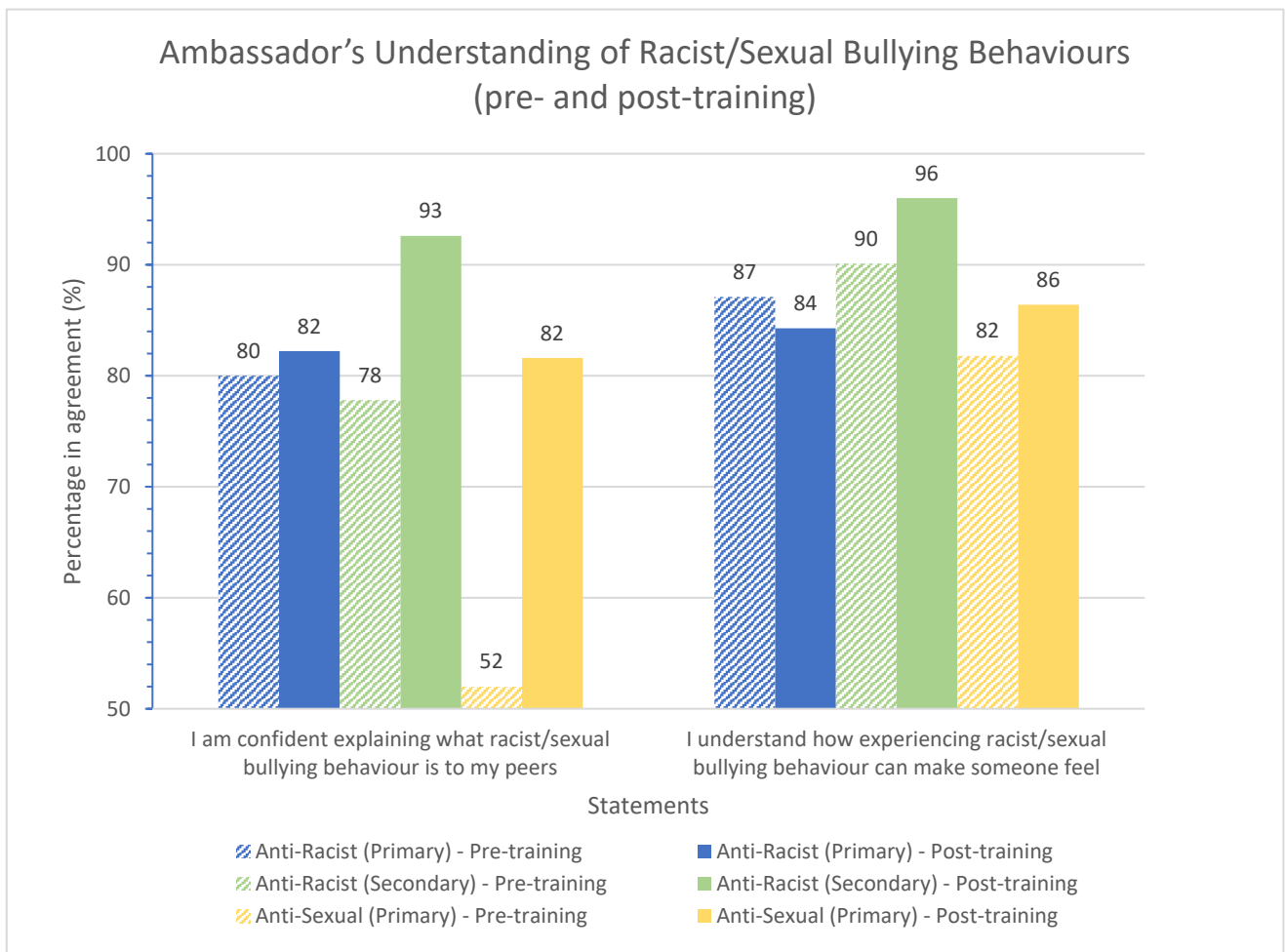


Figure 1 shows the proportion of respondents who agreed to the statements, "I can sport racist/sexual bullying behaviour in school and online", "I understand how experiencing racist/sexual bullying behaviour can make someone feel", and "I am confident explaining what racist/sexual bullying behaviour is to my peers", at pre-training and post-training.

From Figure 1, we can see an upward trend in the proportion of respondents who agreed to both statements for the Anti-Racist Bullying Programme for secondary schools, and the Anti-Sexual Bullying Programme. For the Anti-Racist Bullying Programme for primary schools, while a small increase was found in the proportion of students who reported good confidence in their ability to educate others about racist bullying behaviours, a small decrease was found in the respondent's understanding of how racist bullying behaviours can make someone feel.

The combined findings and analysis from Figure 1 and our focus groups are summarised in more detail below.

1. Anti-Racist Bullying Programme

One of the main aims of the Anti-Racist Bullying Programme is to increase young people's awareness of what racist bullying behaviours are. This includes the different ways that it can be presented in school, and how it can impact those who are affected by racism. Overall, we found that the training had enhanced the Ambassador's knowledge of such behaviours, although the benefits were different between the primary and secondary-aged Ambassadors.

For the primary-aged Ambassadors, a small increase of 2 percentage points was found for the statement *"I am confident explaining what racist bullying behaviour is to my peers"* between the pre-training and post-training responses. However, a small decrease of 3 percentage points was found for the statement *"I understand how experiencing racist bullying behaviour can make someone feel"*. This suggests that the Anti-Racist Bullying training had a mixed effect on the primary Ambassador's understanding of racist behaviours. Despite this, it was clear from our focus group that the young Ambassadors felt that they had gained more knowledge and confidence at discussing racist bullying behaviours. For example, many shared that the training had *"taught [them] quite a lot"* about new concepts and terminology related to racist bullying, such as *"microaggressions"*⁴ and *"how to be an upstander"*⁵.

For the secondary-aged Ambassadors, an increase of 6 to 15 percentage points was found for the proportion of respondents who agreed with both statements between the pre-training and post-training responses. The increase strongly suggests that the Anti-Racist Bullying Programme was more effective at strengthening secondary students understanding of racist bullying behaviours than primary school students. On the contrary, all the secondary-aged Ambassadors that we spoke to noted that they already had *"basic knowledge"* of racism and anti-bullying initiatives prior to the training, and thus did not feel that they gained a lot of knowledge or insight from the programme. It is worth noting, however, that the secondary-aged Ambassadors that we spoke to are part of a diverse student community. This means that they likely have a higher baseline understanding and

⁴ Microaggressions are actions or statements that discriminates against one or more members of a marginalised community.

⁵ An upstander is someone who recognises when something is wrong and acts to make it right.

awareness of racist bullying behaviours than those who are exposed to more homogenous environments.

Importantly, some secondary-aged Ambassadors shared that partaking in the programme had changed their perception of racist bullying behaviours. Notably, the training had increased their awareness of the severity of such behaviours, as well as the need for action against racism in school. As one Ambassador highlighted, it is common for young people to *"talk to people in a certain way and pretend it's banter"*, which perpetuates racism and trivialises the experiences of those affected. As such, all Ambassadors agreed that the programme had made them realise that racist behaviours are *"not really banter"*. In line with this, many of the staff members that we spoke to also shared that the programme had helped their Ambassadors to better understand *"what's acceptable and what's not acceptable"*. One member of staff further emphasised the importance of having these training programmes as it provides a valuable *"upskilling opportunity"* for their students to revisit and solidify their knowledge and skills to tackle bullying behaviours at school.

Overall, the findings from the questionnaires and focus groups suggest that the Anti-Racist Bullying Programme had a positive impact on the Ambassadors understanding of racism. While there were some differences between ages (the research suggests it may have been most effective for the older participants), we can see a small benefit to all in taking part in this research.

2. Anti-Sexual Bullying Programme

The Anti-Sexual Bullying Programme aims to strengthen young people's understanding of sexual bullying behaviours, including how to identify these behaviours, and why it is important to obtain consent and respect personal boundaries. Comparison of our pre- and post-training questionnaire findings showed that the training session had increased the Ambassadors overall understanding of sexual bullying. This is indicated by an increase of 4 to 30 percentage points in the proportion of respondents who agreed with the statements described in Figure 1.

However, it is worth noting that all the Ambassadors that we spoke to presented some level of confusion in the difference between sexual bullying behaviours (i.e., matters related to consent and boundaries) versus sexist behaviours (e.g., matters related to gender stereotypes), with most attributing sexual bullying as the latter. Since we spoke to the Ambassadors after they had completed the programme, this suggests that the positive impact from the training session on the Ambassador's understanding of sexual bullying may not be sustained to long-term knowledge. Thus, further research is encouraged to investigate the differences between the short- and long-term effects of the programme.

Nevertheless, all the Ambassadors and staff members that we spoke to shared that the programme was beneficial as it increased their awareness of the wide variety of behaviours that sexual bullying encompasses. As one staff member noted, many "lower level" examples of sexual bullying, such as handholding and hugging, are often misinterpreted as "friendly" gestures. Consequently, the programme was described as an "important" message to teach children as it helps them understand that "they can say no...rather than just let it happen". As such, this demonstrates the need for early education and training for young people to develop a more concrete understanding of the importance of consent and boundaries.

Development of Support Skills

In our questionnaires, three statements were included in the pre-training and post-training⁶ questionnaires to track the Ambassadors' ability to support themselves and others following a racist/sexual bullying incident. This included the Ambassadors' understanding of:

- How to seek support if they experience or see a racist/sexual bullying incident
- How to support others who have experienced racist/sexual bullying behaviours
- How to report incidents or concerns of racist/sexual bullying behaviours.

Responses were given on 5-point Likert scales, with a value of 1 indicating strong disagreement, and a value of 5 indicating strong agreement. Figure 2 shows the proportion of respondents who agreed with the statements for each programme at the pre-training and post-training stages. An increase in proportions would suggest an improvement in the Ambassador's support skills.

It is important to note that the sample sizes for the pre-training and post-training questionnaires are different across all programmes. This means that the figures from our quantitative findings would likely change if the samples were more similar in size. Caution is advised when interpreting these figures.

⁶ Due to low response rates for the end of programme questionnaires, data from the post-training questionnaires were used in the analysis to explore the short-term, immediate impacts of the Anti-Racist and Anti-Sexual Bullying trainings. Future research should strive to recruit larger end of programme samples to investigate the programmes' long-term impacts.

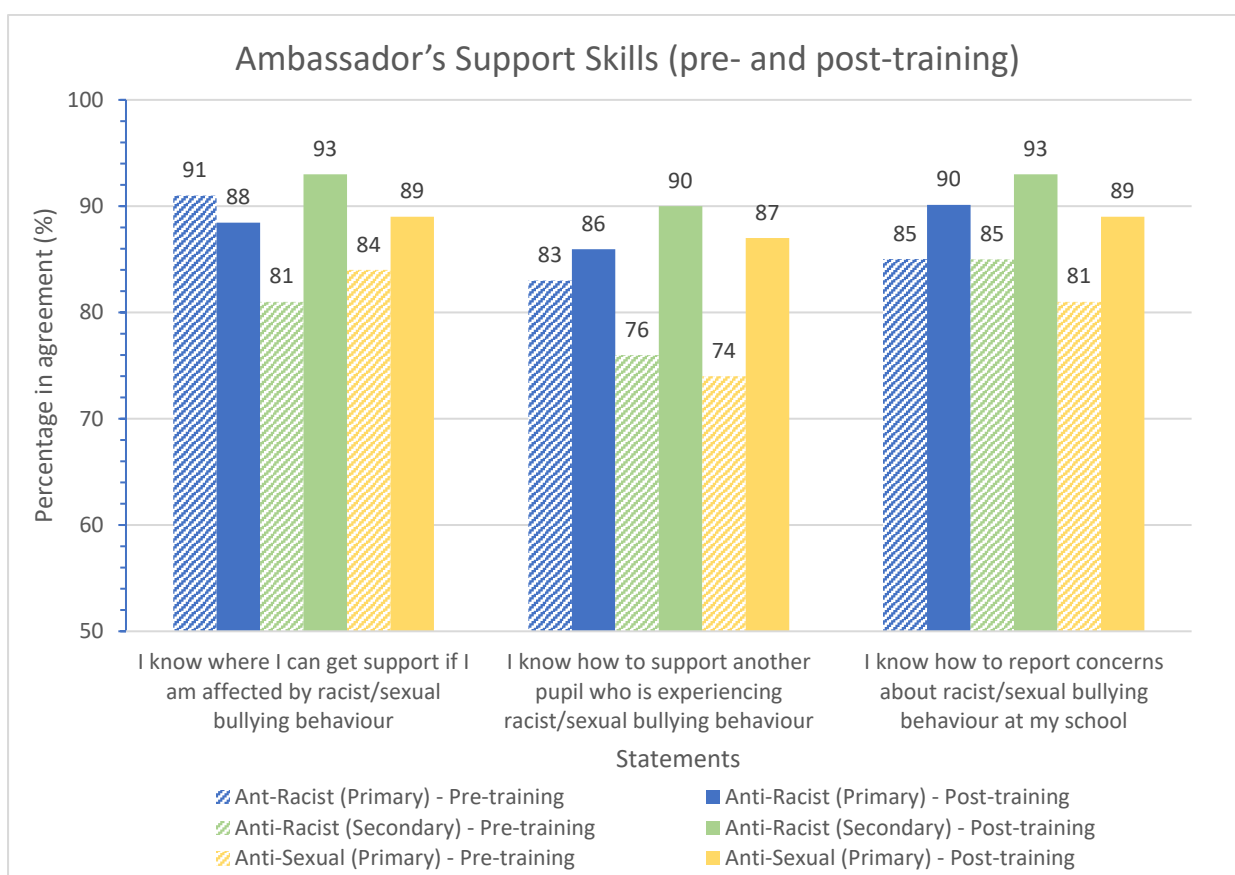


Figure 2 shows the proportion of respondents who agreed to the statements, "I know where I can get support if I am affected by racist/sexual bullying behaviour", "I know how to support another pupil who is experiencing racist/sexual bullying behaviour", and "I know how to report concerns about racist/sexual bullying behaviours at school", at pre-training and post-training.

As we can see in Figure 2, those who completed the Anti-Racist Bullying Programme for secondary schools and Anti-Sexual Bullying Programme saw increases in the proportion of respondents who agreed to each of the three statements. This suggests that the Ambassadors felt that the training had equipped them with a strong set of support skills. For the Anti-Racist Bullying Programme for primary schools, while small increases were found in the proportion of respondents who indicated having better ability to support others and report concerns about racist bullying behaviours, a small decrease was found in their ability to support themselves.

The combined findings and analysis from Figure 2 and our focus groups are summarised in more detail below.

1. Anti-Racist Bullying Programme

Our questionnaire findings show that the training session was able to develop the primary school Ambassador's ability to support others and report racist bullying behaviours at their schools. This is indicated by a small increase of 3 to 5 percentage points in proportion of respondents who agreed to the statements *"I know how to support another pupil who is experiencing racist bullying behaviour"*, and *"I know how to report concerns about racist bullying behaviour at my school"*. However, our findings suggest that the training was not effective at strengthening the primary school Ambassador's ability to support themselves, indicated by a decrease of 3 percentage points in the proportion of respondents who agreed to the statement *"I know where I can get support if I am affected racist bullying behaviour"*.

On the other hand, the questionnaire responses from the secondary school Ambassadors suggest that they were able to develop their support skills through the training. This is reflected by an increase of 8 to 14 percentage points in the proportion of respondents who agreed to each of the three statements described in Figure 2.

From our focus groups, both primary and secondary school Ambassadors shared that the training programme had enhanced their ability to support themselves and others, primarily by strengthening their communication and active listening skills. Prior to the training, one Ambassador felt that they *"wouldn't know what to say"* to those who experienced racist bullying. Following the training, however, they shared that the programme had provided them with an appropriate set of language and terminology that is necessary to lead conversations about racist bullying, which makes them feel better equipped to *"talk to people about how they're feeling"* and *"help them a bit more"*.

Although our questionnaire findings suggest that the training was more effective at building the older Ambassadors support skills, the staff members that we spoke to noted key differences in reporting behaviours between the primary and secondary-aged Ambassadors. For the younger Ambassadors, staff members shared that they were more likely to report incidents of racist bullying due to being *"more aware"* of how racism can be presented in school. On the contrary, another staff member told us that their older Ambassadors often fail to report bullying behaviours, and instead attempt to handle these incidents independently. The lack of reporting behaviour had *"not overly changed"* following the programme, which reduces the opportunity for staff members to offer support to their students and *"deal with [racist bullying behaviours] on a pastoral level"*. Thus, it is clear that secondary school students require more support and training in this area to develop stronger habits in reporting bullying concerns to members of staff.

2. Anti-Sexual Bullying Programme

Our questionnaire results show that the Anti-Sexual Bullying training had a positive impact on the Ambassador's overall support skills. This is demonstrated by an increase of 5 to 13 percentage points in the proportion of respondents who agreed to each of the three statements described in Figure 2. In line with this, all the Ambassadors that we spoke to reported that the training had enhanced their ability and confidence to *"stand up for people who are being bullied"*. This was especially pertinent for sexual bullying behaviours as the programme enabled them to develop a clearer understanding of the importance of consent and setting personal boundaries.

Although the questionnaire findings suggest that the training had improved the Ambassador's ability to report sexual bullying incidents, the Ambassadors that we spoke to shared mixed responses and provided deeper insight into the barriers that could impact on young people's reporting behaviours. For example, many shared that their relationship with the perpetrator often influences their ability to be an upstander. As one Ambassador noted, they *"wouldn't want to tell [their] friends off"*, but *"it would be pretty easy"* to stand up to those who they are less close to. Therefore, although we can be confident that the programme is effective at developing the Ambassadors understanding and skillset to support those who experience sexual bullying, the likelihood of these skills being used in a real incident are context dependent. Thus, more nuanced training is required to develop the Ambassador's confidence to showcase their support skills under different scenarios.

Ambassador's Impact on the Wider School Community

To assess whether the Anti-Racist and Anti-Sexual Bullying Programmes had impacted the wider school communities, we asked the Ambassadors and staff members to compare the prevalence of racist or sexual bullying behaviours before and after they had completed the programmes. Additionally, we spoke to students who did not participate in either training programmes to gain an understanding of their perspective on the impact of having Anti-Bullying Ambassadors at their schools.

Prevalence of Racist or Sexual Bullying Behaviours

In our end of programme questionnaires, we asked the Ambassadors to indicate whether they noticed more, the same amount, or less racist/sexual bullying incidents following the programme. Figure 3 shows the proportion of respondents who selected each option to the question *"how much racist/sexual bullying do you see now compared to when you started?"*.

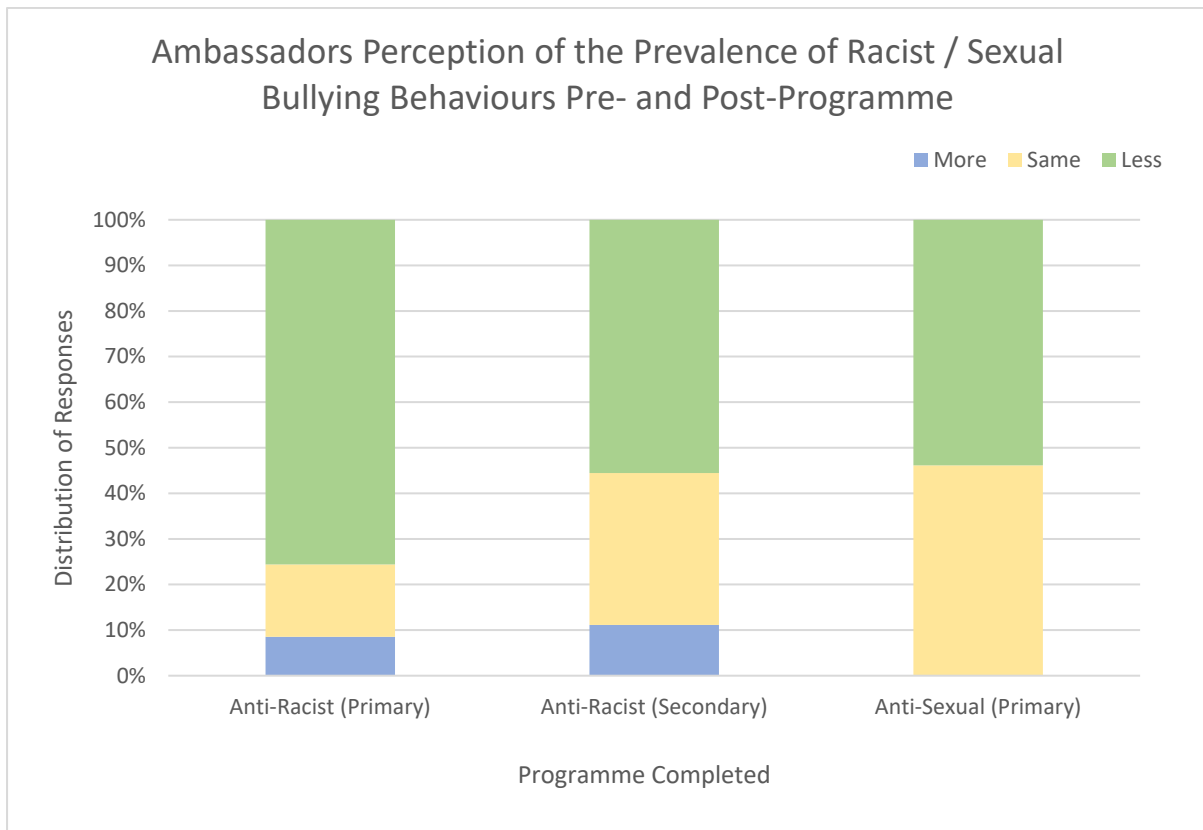


Figure 3 shows the proportion of Ambassadors who selected 'more', 'the same amount', and 'less' for the question "how much racist/sexual bullying do you see now compared to when you started".

As we can see from Figure 3, for those who completed the Anti-Racist Bullying Programme, most of the primary (76%) and secondary (56%) school Ambassadors reported a decrease in racist bullying behaviours after the programme. A further 15% of primary-aged Ambassadors and 33% of secondary-aged Ambassadors thought that there were no differences in the prevalence of racist bullying incidents before and after the programme, and a small number of Ambassadors (9% for primary, 11% for secondary) saw more racist bullying behaviours after completing the programme.

Similarly, responses from those who took part in the Anti-Sexual Bullying Programme showed that most Ambassadors reported seeing less sexual bullying behaviours (54%), while the remaining (46%) felt that there were no differences in the amount of sexual bullying behaviours before and after the programme.

The combined findings and analysis from Figure 3 and our focus groups are summarised in greater detail below.

1. Anti-Racist Bullying Programme

For those who completed the Anti-Racist Bullying Programme for primary schools, 76% of Ambassadors thought that there was less racist bullying after they had finished the programme, 15% reported no difference, and the remaining 9% felt that there was an increase in racist bullying incidents. A similar trend can be seen for the secondary school Ambassadors as the majority (56%) reported seeing less incidents, 33% selected no changes, and 11% saw more racist bullying behaviours.

During the focus groups, the Ambassadors provided mixed responses. A small number of Ambassadors shared that they had seen more incidents of racist bullying due to having a greater level of awareness and understanding of how racist behaviour can be presented in the school environment. Therefore, these Ambassadors felt that completing the training programme had enabled them to *"notice [racist bullying behaviours] more"*.

The majority of Ambassadors, however, felt that the programme had made no difference to the prevalence of racist bullying incidents at their schools. The reasoning for their responses differed between the primary and secondary school Ambassadors:

- The primary school Ambassadors felt that it was difficult to notice significant changes following the programme as racist bullying *"didn't really happen"* at their school even before they had completed the training
- For the secondary school Ambassadors, some shared that their influence as Anti-Bullying Ambassadors are limited as they feel that racist behaviours are more challenging to correct for older students. This is because secondary-aged school students typically understand the negative connotations of racism, which means that presentations of racist behaviours are often intentional. As one Ambassador expressed, it is difficult for them to *"just change people"* since it is *"more like [the perpetrator's] choice"*.

2. Anti-Sexual Bullying Programme

From the questionnaire responses, 54% of the Ambassadors reported seeing less sexual bullying following the programme, while the remaining 46% told us that the prevalence had not changed.

Meanwhile, all the Ambassadors that we spoke to felt that the prevalence of sexual bullying behaviours had reduced after they had completed the programme. This was attributed to an increased awareness of sexual bullying within the student community. As one Ambassador noted, those who presented sexual bullying behaviours *"might not have realised what it is"*. Thus, by learning about these behaviours through the campaigns that the Anti-Bullying Ambassadors delivered, the students *"have a greater understanding of how it's wrong to do that"*, which ultimately reduces the chance of sexual bullying from

happening. As such, the Ambassadors felt that incidents had reduced following the training programme.

Student's Perceptions of their Anti-Bullying Ambassadors

From our focus groups with the untrained students, we found that the Anti-Bullying Ambassadors are deemed important for the creation of a safe and inclusive school culture. For example, one student suggested that seeing the anti-racist bullying campaigns gave them a sense of psychological safety as *"it used to be like, if something happened, [the teachers] would try to stop it, but now before something happens, they would try to stop them"*. As such, having Anti-Bullying Ambassadors can push schools to adopt a preventive approach against bullying behaviours, which promotes a kind student community within the school.

In addition, many students shared that the Ambassadors can often be seen as a more accessible support source than the members of staff. Several students noted that young people often prefer to confide in their peers as *"kids open up more to [other] kids"* because teachers *"don't think like a child"*. Thus, because the Ambassadors are seen as more relatable and approachable, this can make it less effortful for bullying victims to reach out for support. In line with this, while all the students acknowledge that staff members are capable of handling different types of bullying behaviours, incidents are often left unreported, meaning that *"most of the time, [the teachers] don't know"* when bullying happens. Therefore, it is important for young people to have access to similar-aged Ambassadors to increase the likelihood of bullying incidents being reported.

However, it is worth noting that the perceived approachability of the Ambassadors may not be as strong in larger, secondary schools. This was inferred from our focus group with the secondary school students as they shared that some young people may find difficulty in approaching their Ambassadors for two reasons:

- First, one student shared that their Ambassadors are all from older year groups, which can make them seem more intimidating as they *"don't really know"* the Ambassadors at a personal level
- Second, another student reported that having Ambassadors from different year groups means that they *"need to have luck to find them"*, as physical proximity becomes a barrier for students to report bullying incidents.

In a similar vein, one staff member expressed that while the new programmes are beneficial and valuable to their school, the impact is limited as only selected students who had completed the original Anti-Bullying Ambassadors training are able to participate. Due to this, the school expressed interest in *"having more of that initial training"* for more of

their students, yet this was described as *"quite difficult"* to access since the programmes are *"so [high] in demand"*.

Ambassador Wellbeing and Confidence

In the questionnaires and focus groups, we sought to assess the programmes' impact on the Ambassador's overall wellbeing. This was measured in two ways:

- Using quantitative measures (e.g. life satisfaction and happiness ratings) to determine the Ambassador's mental wellbeing before and after the Anti-Racist Bullying Programme (for secondary school Ambassadors only)
- A combination of quantitative and qualitative insights to understand the programme's influence on the Ambassador's mental state, including their self-perception and level of self-confidence.

Ambassador's mental wellbeing

For those who completed the Anti-Racist Bullying Programme for secondary schools, we included 3 statements to measure the Ambassador's overall wellbeing when they completed the pre-training and end of programme questionnaires. These statements were:

- *'Overall, how satisfied are you with your life?'*
- *'Overall, how happy did you feel yesterday?'*
- *'Overall, how much do you feel the things you do in your life are worthwhile?'*

The Ambassador's responded using a 10-point Likert scale, with a score of 1 indicating low levels of wellbeing, and a score of 10 indicating high levels of wellbeing. The scores across the three measures were summed and averaged to produce overall wellbeing scores.

From the responses, we found a small increase in average wellbeing scores between the pre-training (7.44) and end of programme (7.69) timepoints. However, caution is advised when interpreting these figures as the extent to which the programme influenced this increase in average score is unknown. This is because a wide range of external factors, such as personal life experiences and events, can significantly influence the Ambassador's responses to these statements.

Nevertheless, it is likely that the programme had positively impacted the Ambassador's general wellbeing. This can be inferred from our focus group with the secondary school Ambassadors as all that we spoke to reported that partaking in the training programme had equipped them with the skills and knowledge to *"stop [racist bullying] from happening"* and having the ability to help and support others *"makes [them] feel better about [themselves]"*.

Ambassador’s self-perception and confidence

In our questionnaires, we asked the Ambassadors to indicate their level of confidence in their ability to produce positive changes to their school community. One statement was included in the pre-training and post-training questionnaires⁷ to measure the Ambassador’s self-perceived ability to create a safer and kinder school environment.

Responses were given on 5-point Likert scales, with a value of 1 indicating strong disagreement, and a value of 5 indicating strong agreement. Figure 4 shows the proportion of respondents who agreed with the statement for each programme at the pre-training and post-training stages. An increase in proportions would suggest that the Ambassador’s self-perception and confidence had improved.

It is important to note that the sample sizes for the pre-training and post-training questionnaires are different across all programmes. This means that the figures from our quantitative findings would likely change if the samples were more similar in size. Caution is advised when interpreting these figures.

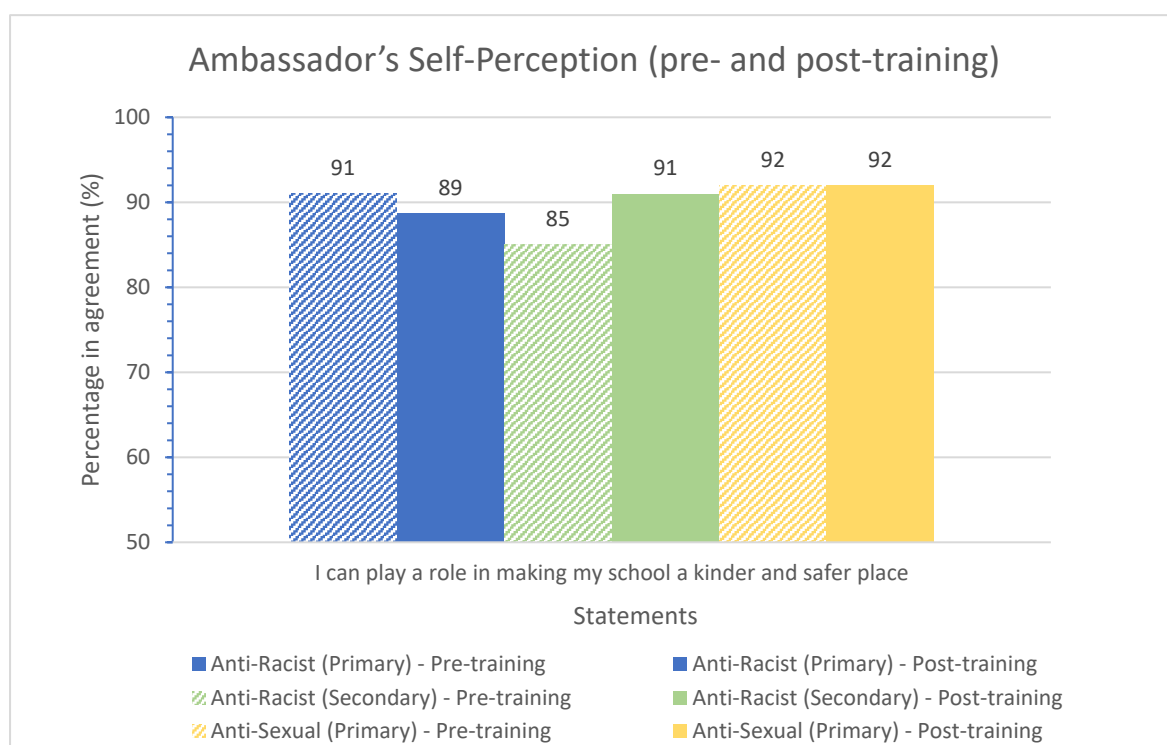


Figure 4 shows the proportion of respondents who agreed to the statement, *"I can play a role in making my school a kinder and safer place"*.

⁷ Due to low response rates for the end of programme questionnaires, data from the post-training questionnaires were used in the analysis to explore the short-term, immediate impacts of the Anti-Racist and Anti-Sexual Bullying trainings. Future research should strive to recruit larger end of programme samples to investigate the programmes’ long-term impacts.

From Figure 4, we can see mixed results across the three programmes. For those who took part in the Anti-Racist Bullying training, the primary-aged Ambassadors saw a decrease of 2 percentage points in the proportion of respondents who agreed with the statement. Conversely, an increase of 6 percentage points was found for the secondary-aged Ambassadors. Finally, the Ambassadors who completed the Anti-Sexual Bullying training reported no difference in their ability to create a kinder and safer school environment.

The combined findings and analysis from Figure 4 and our focus groups are summarised in further detail below.

1. Primary school Ambassadors

Overall, findings from our questionnaire suggests that the Anti-Sexual Bullying training had made no impact on the Ambassador's self-perceived ability to create a safer and kinder school environment. Meanwhile, for the same measure, a decrease of 2 percentage points was found for those who participated in the Anti-Racist Bullying Programme. This suggests that the training had a small negative impact on the Ambassador's ability to produce positive change to their school culture.

On the contrary, all primary-aged Ambassadors that we spoke to during our focus groups reported a good level of confidence in their abilities to promote change as Anti-Bullying Ambassadors. One Ambassador further noted that working on the anti-bullying campaigns alongside their peers increased their confidence as *"if [they] work as a group, [other students] are more likely to listen to [them]"*.

In a similar vein, the staff members felt that the programmes were beneficial for developing their student's self-confidence. Through the process of planning and delivering their anti-racist and anti-sexual bullying campaigns, this encouraged the Ambassadors to take on new challenges that are out of their comfort zones, such as delivering presentations during assemblies and PSHE lessons. As one staff member shared, some of their Ambassadors were *"quite quiet"* before joining the programme, but *"as time's gone on, they definitely have become more confident"* with their public speaking skills. Therefore, our research suggests that the process of planning and delivering the anti-bullying campaigns may be more effective than the training session in strengthening the Ambassador's confidence in making positive changes to their school community.

2. Secondary school Ambassadors

Our questionnaire findings demonstrated that the Anti-Racist Bullying training had a positive impact on the secondary-aged Ambassador's confidence in their ability to create a safer and kinder environment at school. This is indicated by an increase of 6 percentage points in the proportion of respondents who agreed to the statement outlined in Figure 4. In support of this, all Ambassadors that we spoke to felt that the programme *"gave [them]"*

a lot more confidence than [they] had before the training...to go and tackle [racist bullying behaviours]".

However, one Ambassador shared that their efforts to reduce racist bullying behaviours are not always effective. This is because their influence as Anti-Bullying Ambassadors is often short-lived since *"some people stop [presenting racist behaviours] when they see [an Ambassador] but start again when [the Ambassadors are] gone"*. Thus, it is clear that more research is needed to understand how the Ambassadors can be best trained and supported to enable them to engage with their peers in a sustained and meaningful way.

Programme Reflections and Feedback

In the focus groups and post-training/end of programme questionnaires, we asked the Ambassadors and staff members to reflect on their experience with the Anti-Racist and Anti-Sexual Bullying Programmes. We gathered their feedback on:

- Overall reflections of the programme
- What they liked about the training session
- Challenges and suggestions for improvement.

As similar themes were identified for both programmes, we summarise the combined findings below.

Overall Reflections

1. Staff reflections: All the staff members (100%) who completed the post-training questionnaire told us that they would recommend the new training programmes to other schools. In line with this, those that we spoke to in our focus groups strongly agreed that *"it's really important"* for young people to learn about racist and sexual bullying behaviours.

- The primary school staff emphasised the need for anti-racist bullying training for their students as *"there is a point where children start to notice and question things"*, and so it is vital for young students to *"talk about differences"*
- Another staff member highlighted the importance for children to learn that *"their choice and bodies can be respected"* from a young age. Thus, offering the Anti-Sexual Bullying Programme to primary-aged students is important to set a strong foundation for young people to build on
- The secondary school staff described the Anti-Racist Bullying Programme as *"quite unique"* as *"it focuses on different aspects of bullying...and other [programmes from similar organisations] don't often do that"*. This specialised training is considered to be necessary for young people to broaden their understanding of bullying behaviours and how this can be presented in different ways at school

- Both primary and secondary school staff stressed the importance of the work by The Diana Award as their anti-bullying initiatives are "*positive, worthwhile*" and "*a very powerful thing to be part of*". Additionally, one staff member shared that "*it's so hard to find*" similar resources that are free of charge, which makes them "*really grateful to have done the training*".

2. Ambassador reflections: Most of the Ambassadors (92%) who completed the end of training questionnaire stated that they found the programmes enjoyable, and 91% of respondents felt that it is '*extremely*' or '*very*' important for young people to complete the anti-racist or anti-sexual bullying training at least once. In line with this, all the Ambassadors that we spoke to in our focus groups told us that they would recommend the programmes to other students and agreed that "*everybody should learn about*" racist and sexual bullying behaviours as "*it's important [for young people] to know what's right and what's wrong*". Many Ambassadors also felt that training more students would reduce the prevalence of racist and sexual bullying behaviours as, "*if [people] are more well-informed, then obviously it's less likely to happen*".

Feedback on the Training Session

In the post-training questionnaire, we asked the respondents to rate the training that they received. All the staff (100%) and most of the Ambassadors (91%) who completed our questionnaire rated the training as "*good*" or "*excellent*". Additionally, we asked the staff and Ambassadors to provide feedback on the content, structure, and delivery of the training. Overall, two major themes were identified from the questionnaire and focus group responses.

- 1. Training content and activities:** many of the staff and Ambassadors shared that they found certain activities and resources from the training especially useful. This included:
 - A range of interactive activities, such as group discussions, games, and quizzes, to allow the Ambassadors to share ideas and summarise key learnings
 - Scenario-based activities were preferred as it provides opportunities for the Ambassadors to practise their support skills
 - The use of pictures and videos throughout the training to accommodate different learning styles and to keep the Ambassadors engaged
 - Having multiple examples of racist/sexual bullying behaviours (especially celebrity examples) to strengthen understanding.
- 2. Delivery of training:** many of the staff members reported that the facilitators were professional and engaging despite the training session being held virtually. Additionally, some primary school staff felt that the training was "*pitched perfectly*" for young children. For example, one staff member noted that the facilitator used

"age-appropriate" language which helped *"the children to understand [the subject matter] really well"*.

Recommendations: Challenges and suggestions for improvement

In the post-training and end of programme questionnaires, we asked the staff members and Ambassadors to provide insights on the challenges that they experienced with the Anti-Racist and Anti-Sexual Bullying Programmes. These were further explored during the focus groups to help us achieve a better understanding of how the programmes can be improved to enhance the experiences of future participating schools. Based on our findings, we present our recommendations below.

Recommendations: Anti-Racist and Anti-Sexual Bullying Programme

- 1. In-person sessions:** due to a number of practical issues related to capacity, cost effectiveness, and accessibility, all of the training sessions were delivered online. Although most of the Ambassadors enjoyed the virtual training session, the majority would prefer an in-person experience.

Many reported some technical difficulties that disrupted the flow of the session and made it *"a bit tricky"* to understand the facilitator *"when [the video call] glitched out"*. In-person sessions were described as *"more exciting"* and easier to engage in as they can have *"better conversations [with the facilitator]"*. This was echoed by many staff members as they often see higher levels of student engagement and enthusiasm for an in-person event. As one staff member reported, *"the motivation has not been as big"* after the virtual training, especially when compared to their initial experience with the in-person training for the Anti-Bullying Ambassadors training that left their students *"buzzing"*.

While it is clear that in-person sessions are generally preferred, some staff members noted that transportation to an in-person venue can be difficult to arrange. Thus, we recommend The Diana Award to increase the accessibility of in-person trainings. For example, this can be achieved by providing an option for the facilitator to visit participating schools for a training day. Alternatively, we suggest grouping multiple schools by region to identify a suitable venue that is accessible for all parties involved.

- 2. More activities:** while the Ambassadors enjoyed some of the activities from the training session, many felt that there were not enough and found the training *"a bit boring"* when they were required to stay seated and listen to the facilitator for an extended period of time. The Ambassadors suggested that more activities that require physical engagement, such as role-playing, or scenario-based activities would make the training *"more fun"*. Additionally, some Ambassadors highlighted the benefits of

having small group discussions as it allows all individuals to actively participate and share their ideas.

On the examples of racist bullying behaviours, one staff member suggested that having examples that are tailored to the school's demographic would be useful as *"some of the scenarios were a lot less relevant to [their] students"*, which can reduce the Ambassador's understanding of the subject matter.

As such, we recommend that The Diana Award implement more activities into the training session to maximise engagement. From our research, it is clear that young people prefer interactive activities that allow them to physically engage with the training content. For example, more physical activity can be incorporated by having the Ambassadors role-play different scenarios of being an upstander, or by encouraging them to move around the classroom to share ideas with other students during a brainstorming activity.

- 3. Shorter training sessions:** many Ambassadors shared that shorter training sessions would be preferred as they felt that it was *"too long"*, which made it difficult for them to stay engaged for the entire session. In support of this, some staff members suggested that shorter training sessions should be considered, especially for primary school students, due to their shorter attention spans. As one staff member noted, they felt that their Ambassadors were *"flagging a bit by the end [of the training]"*.

In light of this, we recommend that The Diana Award reduce the length of the training session to boost student engagement. For example, this can be achieved by splitting the training into a series of shorter sessions or implementing more breaks to prevent the Ambassadors from becoming mentally fatigued.

Wider Recommendations: Anti-Bullying Ambassador Programme

- 4. Support on campaigns:** some staff members suggested that more support can be offered in terms of the campaigns that the students are required to deliver to earn the Respect Badge. They shared that it would be useful for the training to offer some examples, and to allocate more time for the students to brainstorm their campaign ideas during the training. One staff member felt that this would *"excite the children and get them going"*.

It is worth noting that much of this is available and provided post-training through free resources on The Diana Award's website. However, teachers may not have been aware of this or may not have taken up these resources. Therefore, we recommend The Diana Award better promote and encourage schools to use the guidance and support on offer.

- 5. Additional support for secondary school Ambassadors:** our research found that secondary-aged Ambassadors face unique barriers that prevent them from being an upstander. For example, those that we spoke to showed low confidence in their ability to stop racist bullying incidents as they felt a lack of influential power over their peers. Some staff members also suggested that older students are less likely to report bullying incidents compared to their younger peers.

This shows that more tailored support and training is required for secondary-aged Ambassadors to strengthen their self-confidence and influence as an Anti-Bullying Ambassador. Thus, we recommend The Diana Award to conduct further research to explore how older Ambassadors can be best supported to be active upstanders.

- 6. Nuanced training:** from our discussions with the Ambassadors, it was clear that certain situations are deemed more challenging for individuals when speaking up against bullying behaviours. For example, if the Ambassador and perpetrator have a close relationship, this can make it harder for the Ambassador to report the bullying incident. Considering this, we recommend The Diana Award to provide more detailed training and guidance to equip Ambassadors with the skills necessary to be an active upstander under different contexts.
- 7. More training spaces:** our focus groups with the untrained students demonstrated the value in having Anti-Bullying Ambassadors in the school environment. Not only do they promote a culture of kindness and inclusivity, but student Ambassadors are also seen as more approachable and relatable than adults, which makes them a good point of contact for students to seek support from. However, as some students and staff members suggested, it would be beneficial to have a larger group of Ambassadors to increase access to their support and maximise their influence within the school community. Therefore, we recommend that more time and resource is given to train a greater number of student Ambassadors at each school.

Appendices

Appendix A: Questionnaire Content

Pre-training Questionnaire

The pre-training questionnaire provided baseline measures for the desired outcomes of the training programmes. Two versions of the questionnaire were created: one for the Ambassadors, and another for staff members.

Questions for Ambassadors:

1. How old are you?
2. How would you describe your gender identity?
3. How would you describe your ethnicity?
4. Wellbeing (for secondary school Ambassadors only):
 - a. Overall, how satisfied are you with your life?
 - b. Overall, how happy did you feel yesterday?
 - c. Overall, how much do you feel the things you do in your life are worthwhile?
5. How is your school at stopping racist/sexual bullying behaviour? (Very Good, Good, OK, Bad, Very bad, Don't know)
6. How is your school at supporting pupils who have experienced racist/sexual bullying behaviour? (Very Good, Good, OK, Bad, Very bad, Don't know)
7. To what extent do you agree/disagree with each of the following statements: (Strongly Agree, Agree, Neither agree nor disagree, Disagree, Strongly Disagree)
 - a. I can spot racist/sexual bullying behaviour in school and online
 - b. I understand how experiencing racist/sexual bullying behaviour can make someone feel
 - c. I know where I can get support if I am affected by racist/sexual bullying behaviour. (This includes if you experience it yourself or are upset by seeing it happen to someone else)
 - d. I am confident explaining what racist/sexual bullying behaviour is to my peers
 - e. I know how to support another pupil who is experiencing racist/sexual bullying behaviour
 - f. I'm not sure how I can encourage my peers to stand up to racist/sexual bullying behaviour
 - g. I can play a role in making my school a kinder and safer place
 - h. I don't think I can make any difference to my school
 - i. I know how to report concerns about racist bullying behaviours at school
8. How comfortable would you feel starting a conversation about racist/sexual bullying behaviours with your peers? (Very uncomfortable – Very comfortable)
9. How comfortable would you feel starting a conversation about racist/sexual bullying behaviours with adults? (Very uncomfortable – Very comfortable)
10. In the last year, have you ever: (Yes, more than twice; Yes, once or twice; No; Not sure)
 - a. Started a conversation with a peer who isn't an anti-bullying Ambassador about racist/sexual bullying behaviours

- b. Intervened or reported when you've seen racist/sexual bullying behaviours
 - c. Talked to a peer to support them when they experienced racist/sexual bullying behaviours
 - d. Helped someone to see that their action towards another student could be racist/sexual bullying behaviours
11. To what extent do you agree/disagree with each of the following statements?
- a. Anti-Racist Bullying Programme: Pupils from different cultural backgrounds get on well with each other
 - b. Anti-Sexual Bullying Programme: Pupils at my school respect each other's personal space (e.g. not grabbing someone's hand or touching someone's hair without permission)
 - c. Pupils at my school show respect to each other
 - d. I feel safe and comfortable with my teachers
 - e. I feel my views are not valued and listened to by school staff
 - f. School staff know how to support pupils if they experience racist/sexual bullying behaviour
 - g. Staff at my school understand what racist/sexual bullying behaviour is

Questions for staff:

1. What is your job role?
2. To what extent do you agree with each of the following statement: (Strongly Agree, Agree, Neither agree nor disagree, Disagree, Strongly Disagree)
 - a. I know what racist/sexual bullying behaviour is
 - b. I know how to support pupils who are experiencing racist/sexual bullying behaviour
 - c. I can identify signs of racist/sexual bullying behaviour among my pupils
 - d. I know where to signpost pupils experiencing racist/sexual bullying behaviour to receive additional support
 - e. I feel confident discussing racist/sexual bullying behaviour with pupils
 - f. I can take direct action to address racist/sexual bullying behaviour (direct action referring to talking to perpetrators and supporting targets)
 - g. I can support pupils wanting to reduce racist/sexual bullying behaviour
 - h. I can encourage colleagues to stand-up to racist/sexual bullying behaviour and support anti-bullying initiatives
3. Currently, how effective do you feel your school is at resolving racist/sexual bullying behaviour? (Very effective, somewhat effective, Not very effective)
4. Currently, how effective do you feel your school is at supporting students experiencing racist/sexual bullying behaviour? (Very effective, somewhat effective, Not very effective)
5. How comfortable are you discussing racist/sexual behaviours with your students? (1=Very comfortable – 10=Very uncomfortable)

Post-training Questionnaire

The post-training questionnaire was delivered immediately after the training session to explore its short-term influence on the Ambassadors and staff members, as well as to gather feedback on the content, structure, and delivery of the training. Similar to the pre-training questionnaire, two versions of the post-training questionnaire were created.

Questions for Ambassadors:

All responses were given on a 5-point Likert scale.

1. I am confident explaining what racist/sexual bullying behaviour is to my peers
2. I understand how experiencing racist/sexual bullying behaviour can make someone feel
3. I know where I can get support if I am affected by racist/sexual bullying behaviour (this includes if you experience it yourself or are upset by seeing it happen to someone else)
4. I know how to support another pupil who is experiencing racist/sexual bullying behaviour
5. I can play a role in making my school and kinder and safer place
6. I know how to report concerns about racist/sexual bullying behaviours at school
7. How comfortable would you feel starting a conversation about racist/sexual bullying behaviours with your peers?
8. How would you rate the training today?
9. How would you rate the resources we provided today?
10. The training would be better if... (free entry text box)

Questions for staff:

1. To what extent do you agree or disagree with the following statements: (Strongly Disagree, Disagree, Not sure, Agree, Strongly Agree)

After completing the training today...

- a. I feel more confident discussing racist/sexual bullying behaviour with students
 - b. I am better equipped to deal with racist/sexual bullying behaviour
 - c. I can help pupils lead anti-racist/sexual bullying behaviour campaigns
 - d. I am better able to support pupils experiencing racist/sexual bullying behaviour
2. Who trained you today? (List of trainers provided)
 3. How would you rate the trainers today? (Excellent, Good, OK, Poor, Very poor)
 4. How would you rate the overall training today? (Excellent, Good, OK, Poor, Very poor)
 5. How were The Diana Award resources today? (Excellent, Good, OK, Poor, Very Poor)
 6. Would you recommend this training to another school? (Yes, No)
 7. What were the most beneficial parts of the training today? (free entry text box)
 8. The training could be improved by... because... (free entry text box)
 9. How will you use what you have learnt today to challenge bullying behaviour in your school? (free entry text box)

End of Programme Questionnaire

The end of programme questionnaire was delivered upon completion of the entire training programme. The aim was to explore the long-term impacts by comparing end of programme outcomes to certain baseline measures that were collected in the pre-training questionnaire. Additionally, further feedback related to both programmes were gathered. Two versions of the questionnaire were created.

Questions for Ambassadors:

The same questions from the pre-training questionnaire were included in the end of programme questionnaire. Additional questions included:

1. What impact has the programme had on the level of respect pupils show to each other in school? (Much worse, Made it worse, No impact, Made it better, Much better, Not sure)
2. What impact has the programme had on how teachers and other school staff respond to racist/sexual bullying behaviours? (Made it worse, Made it worse, No impact, Made it better, Made it much better, Not sure)
3. How much racist/sexual bullying behaviour do you see now compared to when you started? (Much less, less, the same, More, Much more)
4. Were you able to play as much a part in designing anti-racist/sexual bullying projects in your school as you wanted? (Yes, No)
 - a. (If no) Can you tell us why not?
5. Overall, how have you found the process of becoming an anti-racist/sexual bullying Ambassador and doing projects in your school? (Very boring, Boring, Neither, Enjoyed it, Massively enjoyed it)
6. What things are you better at now you have completed this programme? (free entry text box)
7. What was the most challenging part of the programme? (free entry text box)
8. How would you rate the resources you used as a whole? (1 – 5)
9. The programme would be better if... (free entry text box)

Questions for staff:

The same questions from the pre-training questionnaire were included in the end of programme questionnaire. Additional questions included:

1. Since The Diana Award delivered the training for this programme, what have you noticed about the levels of racist/sexual bullying behaviour at your school?
 - a. There has been more bullying behaviour
 - b. There has been less bullying behaviour
 - c. The prevalence of bullying behaviour has stayed the same
 - d. I'm not sure
 - e. Other, please specify (free entry text box)
2. To what extent has the Diana Award Anti-racist/sexual Bullying programme helped you to address racist/sexual bullying behaviour in your school? (A great deal, A lot, A moderate amount, A little, None at all)

- a. Please explain your answer (free entry text box)
3. What changes, if any, have you noticed in the ArBA pupils since starting the programme? (free entry text box)
4. What changes, if any, have there been to the way your school deals with racist/sexual bullying behaviour since starting the programme? (free entry text box)
5. What changes, if any, have you noticed in yourself since completing the programme? (free entry text box)
6. Which areas of the training/support has your school benefited the most from?
7. Do you have any ideas for how The Diana Award could improve this programme? (free entry text box)

Appendix B: Focus Group / Interview Questions

Questions for Ambassadors:

1. Before taking part in the programme, have you ever heard of racist/sexual bullying behaviours?
 - a. If yes: what was your understanding before? Has this changed since the programme?
 - b. If no: How has the programme helped your understanding of what racist/sexual bullying behaviours are, if at all?
2. Through the programme, can you tell me what you have learnt about racist/sexual bullying behaviour?
3. Do you feel that you know how racist/sexual bullying behaviour would make you or someone else feel? How has the programme helped you to understand this?
4. Do you think that you would be able to spot racist or sexual bullying behaviour if someone was doing it to you or someone else?
 - a. Would you say that you have been able to identify more / the same amount/ or less incidents of racist / sexual bullying behaviour in you school since taking part in the programme?
5. What skills have you learnt from the programme on identifying racist or sexual bullying behaviours (if any)?
6. What skills have you learnt from the programme on tackling racists / sexual bullying behaviours (if any)?
7. Are there any behaviours that you feel more comfortable doing now after taking part in the programme? Why?
8. Using what you have learnt from the programme, do you feel like you have the ability to make a difference to the school environment?
9. Would you recommend the programme to other people? Why?
10. How important do you think it is to learn about racist / sexual bullying behaviours? Why?
11. Would you change anything about the programme? Can you tell me how the programme could be improved (if at all)?
12. To what extent has the programme impacted on your mental health or wellbeing, if at all? How? (for secondary school Ambassadors only)

Questions for staff:

- A) Why was your school interested in this programme?
- B) Has the programme changed your understanding of racist/sexual bullying behaviour?
 - a. If yes: what was your understanding before? How has this changed after participating in the programme?
 - b. If no: Why?
- C) Can you tell me if you have felt or noticed any changes in yourself since partaking in the programme?
- D) Have you noticed any changes in your students since completing the programme? If yes, can you share some examples?
- E) What changes, if any, have there been in the way your school responds to racist/sexual bullying behaviour since doing the programme?
- F) To what extent do you think the programme has impacted on the wider school environment?
 - a. Have you noticed any difference in the students who did not take part in the programme?
 - b. To what extent is this type of anti-bullying training important for young people? Why?
- G) Would you recommend the programme to other schools? If yes / no, why?
- H) Did you or your students face any challenges throughout this programme? Can you describe some examples?
- I) Would you change anything about the programme? Can you tell me how the programme could be improved (if at all)?

Questions for untrained students:

- A) Have you ever heard of racist/sexual bullying behaviours? What is your understanding of this type of bullying?
- B) How often do you think racist/sexual bullying behaviours happens at your school?
 - a. Since having Anti-Bullying Ambassadors in your school, would you say that there's been more, the same amount, or less racist/sexual bullying behaviours?
- C) Do you feel that you know how racist/sexual bullying behaviours would make you or someone else feel?
- D) How important do you think it is to learn about racist/sexual bullying behaviours? Why?
- E) Do you think that your school or teachers would be able to respond to racist/sexual bullying behaviours effectively? Why?
- F) Do you think that you would be able to spot racist or sexual bullying behaviours if someone was doing it to you or someone else?
- G) If you saw racist/sexual bullying behaviours, would you know how to respond or intervene? How & why?
 - a. If yes: how comfortable would you feel to respond or intervene?
- H) If you know that someone has experienced racist/sexual bullying behaviours, would you know how to support them? How?
- I) Do you know any Anti-Bullying Ambassadors at your school?

- a. If yes: Have you ever had a conversation with an Anti-Bullying Ambassador about racist/sexual bullying behaviours?
 - b. If yes: Has your Anti-Bullying Ambassadors done anything to tackle racist/sexual bullying behaviours in your school? What?
- J) Does having Anti-Bullying Ambassadors at your school make a difference to you? How?
- a. Seeing the work of your Anti-Bullying Ambassadors, have you felt any changes in your own behaviour or views on yourself?
 - b. Would you be interested in being an Anti-Bullying Ambassador? Why?