

## Case Studies

### Good Practice in Community Cohesion in Schools

#### CIC Final Report Case Study process – Friends Against Bullying (Diversity Hub)

<b>CIC focus</b>	Equip young people with the capacity to challenge prejudice and bullying and welcome diversity
<b>Area</b>	Leicester (East Midlands)
<b>Name of project</b>	<b>Friends Against Bullying</b>
<b>Description</b> <i>What is it?</i>	Diversity Hub award-winning leadership training workshops (British Diversity Awards) equip individuals to welcome diversity and to provide the skills to take individual initiative within their own sphere of influence to work for change. The aim is that participants return to their workplace, school, place of worship etc. to act as community cohesion champions proactive in building welcoming communities.
<i>Aims and objectives</i>	We place young people at the heart of building cohesive communities through peer-led Friends Against Bullying (FAB) Teams. Schools are provided with a whole-organisation anti-bullying strategy with the capacity to involve every member of the institution to proactively confront bullying whilst developing participation and responsible action. There are 3 complementary programmes – FAB teams for secondary schools, where students lead a range of anti-bullying activities; Playground Mentors for primary schools, and Leicester Against Bullying (LAB) for young people with NEET status. On completion of a leadership training programme young leaders conduct activities in their school, including assemblies, delivering workshops, making interventions, and support sessions. Teams meet weekly for skills practice, and provide the opportunity for young people to share their experiences of bullying and mistreatment, including racism and homophobia.
<i>What's on offer?</i>	
<i>Who is it aimed at?</i>	
<i>Pitfalls?</i>	
<b>What is the cohesion outcome?</b>	FAB teams have a direct impact in reducing bullying, increasing young people's understanding of diversity and engaging young people in working for change. With shared values they work together to make their school 'home' for everyone and recognise they can make a difference for the common good – and are eager to do so. FAB engages young people at risk of exclusion and counteracts isolation.
<b>key success factors</b>	1. Youth led anti-bullying initiatives enable participants to go on to become community facilitators, taking their community cohesion leadership skills out into the wider community. 2. The capacity is created for young people to lead inter-generational and peer-led conflict

<b>(max 3)</b>	resolution work aimed at building cohesion. 3. The programmes provide a vehicle for addressing anti-social behaviour, violence prevention and diverting young people from extremism and terrorism.
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<b>Quote</b>	<p><i>“The growth in pupils skills and confidence is inspiring. They have made a big difference to the culture of the school.”</i> Staff member</p> <p><i>“It’s so exciting to know we pioneered a model of working with young people that works for them – and to be taking our skills to other schools and cities.”</i> Young leader</p>

### **CIC Final Report Case Study process – Dispelling the Myths (Diversity Hub)**

Case study no	
<b>CIC focus</b>	Build local community leadership teams.
<b>Area</b>	Bradford and other cities throughout country
<b>Name of project</b>	<b>Dispelling the Myths</b>
<b>Description</b>	Diversity Hub award-winning leadership training workshops (British Diversity Awards) aim to equip individuals to welcome diversity and to provide the skills to take individual initiative within their own sphere of influence to work for change. The aim is that participants return to their workplace, school, place of worship etc. to act as community cohesion champions. The workshops utilise a range of activities to expand thinking and increase understanding, along with specific leadership skills to enable participants to be proactive in building welcoming communities.
<i>What is it?</i>	
<i>Aims and objectives</i>	
<i>What’s on offer?</i>	The Community Development Department commissioned us to provide a training programme that would help the city respond to the needs of different communities following the 2001 street disturbances. We needed to assist people heal and move on; channel concerned citizens energy into building community cohesion and develop a leadership team and a focus for citizen action into the future.
<i>Who is it aimed at?</i>	
<i>Pitfalls?</i>	
<b>What is the cohesion outcome?</b>	A diverse group of people were brought together to build strong relationships across background, identity and difference. Along with a shared vision, a shared sense of belonging, ownership and contribution

was built.

**key success factors**

**(max 3)**

1. Participants saw themselves as agents for change, eager to work within their own sphere of influence to build community cohesion.
2. Participants partnered with others to deliver their own community building projects and activities. With an age range of 15-70 this included cross-generational teams.
3. There was increased trust in the institutions of the city as a result of the contact with the Community Development Department and the sharing of experiences of a diverse group of people.

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**Quote**

*“As an activist I thought I knew how to handle prejudice. But this gave me more insight into how to deal with it, and tools to help me be more effective.” Marie Stephenson*

*“The enthusiasm and courage, and the ongoing wish to participate by so many people of such different backgrounds is exciting. The positive outcome is that everyone feels good as well as having begun to dispel the myths because they had a chance to speak to groups and individuals they haven’t had a chance to even meet before.” Corine Campbell*

## **Diversity Hub delivers in 5 primary schools: Braunstone Frith, Herrick, Overdale, Parks, and Queensmead**

Strand – Teaching and Learning

Name Of Project: Playground Mentors (Leicester)

Description:

A 10-week programme trained children to be Playground Mentors, able to act as a pro-active force nipping bullying in the bud. The children then lead anti-bullying assemblies, help children befriend others, and intervene when bullying is going on.

What is the cohesion outcome?

Children have learned how to be pro-active in building a community that is welcoming to all and everyone can own a sense of belonging. One young person said, "I will now try to help rather than go against the bully." A member of staff said, "The children's confidence has grown as they was what the Playground Mentors did last year, they responsibility they now have to ensure everyone is welcomed, and because they feel valued."

Key success factors:

Each school now has 10 young people who see themselves as leaders and others who have identified that they would like to be leaders also. The schools now have a more welcoming culture throughout the whole institution, including the playground. One young mentor said, "I know I have made a difference because people are not being bullied so much."

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## **Diversity Hub have worked with 7 secondary schools Riverside, Rushey Mead, Sir Jonathan North Girls, and Lancaster Boys Secondary Schools**

Strand – Teaching and Learning

Name Of Project: Friends Against Bullying (Leicester and Derby)

Description:

Teams are trained in the leadership skills to enable them to be able to be pro-active in their schools in ending bullying. Once trained they deliver anti-bullying workshops in their school and to their peers in other schools; lead assemblies; run lunch time Friends Against Bullying clubs and produce anti-bullying resources.

What is the cohesion outcome?

Young people have increased shared values around a shared sense of belonging and an enriched understanding of community and diversity, including a clear sense that they can make a difference by taking active leadership on a range of cohesion issues. Staff noticed that pupils are now confident in talking about bullying. With a common language, and

understanding that it is okay to be different, they are also now more likely to intervene when they see bullying.

#### Key success factors:

In addition to making interventions in their school, many young people have also used their skills in more informal ways in their families, place of work or worship, friendship networks and communities. Others have continued to utilise their leadership skills to work on building community cohesion as Community Facilitators on several Diversity Hub projects out in the community, for example running community cohesion events at community festivals.

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### **Diversity Hub have worked with 3 primary schools: Imperial Avenue, Queensmead and Willowbrook.**

Strand: Equity and Excellence

Name of Project: Making A Difference – Parental Support and Personalised Learning (Leicester)

#### Description:

A project to engage underachieving Foundation Stage children and their parents living in LSOA's, to enable them to participate in learning. Using the Diversity Hub Friends Against Bullying model, we trained the children in self esteem and skills to tackle bullying. We worked with parents to increase their confidence in supporting their children in education and in becoming involved in the school.

#### What is the cohesion outcome?

Removing barriers to access and participation through increased active involvement of parents in the school community and supporting their children in learning, as well as building the self-esteem and confidence of their children in their own learning.

#### Key success factors:

Several parents went on to support others in getting involved in their children's learning in and outside of school. One parent, reflecting what many others were feeling, said, "I didn't realise I knew so much, or that I had so much to offer. It's great, and I want to get involved more."

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## **Diversity Hub worked with 6 secondary schools and colleges: Leicester College, New College, Babington, Beaumont Leys, Fullhurst, and Hamilton**

Name of Project: Champions Against Violence (Leicester)

### Description:

Working with young people living in the LSOA's with the highest incidence of recorded domestic violence, we provided training on anger management, violence prevention, conflict resolution, diversity issues and anti-bullying strategies.

### What is the cohesion outcome?

Young people recognise the effects of domestic violence on families and communities. Further, participants could see that they can also be positive agents for change in their own lives and with their peers, with many indicating they would like to become peer leaders working to build safer communities. One young woman said, "If someone experiencing domestic violence needed me to help out I would definitely do what I could."

### Key success factors:

very participant emerged with increased self esteem, confidence, and emotional literacy along with an understanding that they could both keep things safe for themselves and others, whilst helping to diffuse potentially violent situations. They recognise they each have an active choice in the kinds of personal relationships they build. One young man said, "I don't want that in my life, I'm going to make sure my relationships are different."

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