



<b>Case study reference:</b>
<b>1. Title: Bullying on School Journeys</b>
<b>2. Area Central Bedfordshire, Eastern Region:</b>
<b>3. What was the issue?</b> Central Bedfordshire over the last year has ensured through the steering group that the focus on bullying continues to broaden out. This is to reflect national and local data that bullying which informs us that bullying does not just happen in schools but can happen anywhere. Central Bedfordshire has many rural areas where pupil's journey to schools involves using either public transport or transport provided by the local authority. It was felt that bullying on school journeys was an area where we needed to focus to ensure that children and young people feel safe whilst travelling.
<b>4. What action was taken?</b> A small group were formed to look at a number of different aspects which included the procurement of transport, data collection, school travel plans and educating pupils on behaviour whilst travelling. In response to educating and raising awareness central Bedfordshire had successfully used forum theatre in the past. Initially it was hoped that we could use a drama that had already been developed. We were however unable to find a product that met the requirements we had. The steering group commissioned a theatre group to devise, write, perform and quality assures a forum theatre piece that looked at travelling on a bus and the impact on individual's behaviour on peers. The piece involves allocating pupils to "powerful" group and removing power and status from another. In role pupils then enter a bus and see how belonging to either group feels. Through discussion and workshop this is unpicked and pupils have an opportunity to discuss. The LA has funded the development of the piece, pilot and delivery in eight schools.
<b>5. What impact has this had (so far)?</b> A number of schools received the workshop and forum theatre in September and initial feedback has been positive. The pupils engaged well and were able to understand the messages that we had hoped to convey. It was very interesting to see in different schools how the pupils responded to the drama and the unequal treatment of the two groups. Some additional quality assurance will be carried out in three months to see how many pupils continued to hold on to the key messages. Pre and post questionnaires were completed and we are awaiting feed back form these. Below is a quote from one of the schools who took part  "The play was fantastic – the pupils were engaged throughout and thoroughly enjoyed it. (I was a little concerned at the pupils calling out, but have been assured that it was part of the act.) I loved how the pupils were herded around and were involved in the action – they liked this too. This linked brilliantly with year 7 work on cyber bullying and resolving conflict and also with year 8 work on prejudice and discrimination. I would love to have the 'show' again.

**6. How did the above action help to embed anti-bullying work in your area?**

It raised the profile of anti bullying and also encouraged schools and others to consider bullying in a broader context.

It has also formed a key part in the strategic plan around bullying in the community.

**7. Additional information (OPTIONAL):**

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