



CASE STUDY

Protection Approaches, London's Active Upstanders

 Email

 Website

ABOUT

A joint initiative by Protection Approaches and the British East and Southeast Asian Network, London's Active Upstanders is a workplace- and schools-based bystander intervention project targeting adults and secondary education students (aged 13–16). The project employs a mixture of in-person and online workshops. These workshops present beneficiaries with a series of real-life scenarios of on- and offline hate incidents for them to discuss and model effective bystander responses. Through these activities, the project works to increase Londoners' ability and intention to conduct safe, effective and victim-centric bystander interventions when they encounter intolerance and hate.

THEMES

Types of prejudice/discrimination: General.

Extremist ideologies: General.

Prevention topics: Hate crime/hate reporting;
Bystander intervention.

BENEFICIARIES

528 adults

510 secondary and further education students

26 organisations and companies

3 schools

15 boroughs and online



PROJECT ACTIVITIES

Bystander Intervention Workshops – These highly interactive three-hour workshops use real-life scenarios of on- and offline hate incidents to model effective intervention strategies with small groups of 15–25 beneficiaries. The workshops explore the importance of individual responsibility; the principles of effective intervention (safety first, de-escalation and victim-centred approaches); and how to report hate incidents. Beneficiaries also learn techniques for challenging intolerant and hateful views among their peers, such as constructive questioning, building empathy and alternative messaging.

Bystander Intervention Handbook – This short handbook given to all workshop participants provides guidance on the law surrounding hate incidents/crimes as well as how to safely and effectively respond when witnessing potentially harmful situations such as harassment, violence or discrimination.

TESTIMONIAL

‘At a recent social event with friends, one person in the group started making jokes about gay and trans people. I noticed others looked uncomfortable, but most laughed along. Before the training, I probably would’ve called them out directly or stayed silent. Instead, I remembered what we learned in the workshop and took a different approach. I asked the person questions trying to understand where these comments were coming from. We had a proper conversation, and I explained why those kinds of jokes aren’t funny and how they can really hurt people. I also shared how things like that can make others feel unsafe or unwelcome. They actually listened and said they hadn’t realised the impact their words could have. They apologised. It felt like a real moment of change, not just for them, but for me too. The training gave me the tools to challenge prejudice in a way that opens up dialogue, not defensiveness.’ – Beneficiary

PROJECT RESULTS

Adults:

11%

increase in adults’ perception that they have a responsibility to intervene in hate incidents

23%

increase in adults’ knowledge of how to safely and effectively intervene in hate incidents

16%

increase in adults’ intention to intervene in hate incidents

‘Very good’

quality of implementation (score of 0.92 out of 1.00) based on adult ratings for the engagement, relevance and organisation of project activities

Students:

9%

increase in students’ perception that they have a responsibility to intervene in hate incidents

11%

increase in students’ knowledge of how to safely and effectively intervene in hate incidents

9%

increase in student’s intention to intervene in hate incidents

‘Very good’

quality of implementation (score of 0.66 out of 1.00) based on student ratings for the engagement, relevance and organisation of project activities