

# Phase 1 report

October 2018













Programme Lead

Part of the NCB family

Programme Partner

Programme Partner

Programme Partner

**Funder** 

I think this programme should be compulsory for all schools, I can't recommend this highly enough.

All Together School





### What is All Together?

The All Together Programme is a whole-school anti-bullying programme for schools in England.

The overall aim of the programme is to establish All Together Schools. These are schools that have evidenced their work to reduce bullying of all pupils, including disabled pupils and those with special educational needs (SEN). The programme is funded by the <u>Department for Education</u> and delivered by the <u>Anti-Bullying Alliance</u> with support from <u>Achievement for All</u>, <u>Contact</u>, and the <u>Council for Disabled Children</u>. It was provided free to schools across England.

#### Participating schools have access to:

- A responsive audit and action planning tool
- Resources to support implementation of their action plan
- Online CPD training for all staff
- An online pupil wellbeing questionnaire
- Some local areas had access to face to face training

The programme launched in April 2017 and the first phase ended in September 2018. Schools had just over a year to implement their action plans.

This short report summarises the achievements of the programme and is based on an independent evaluation of the All Together programme.

The quotes within this report are from All Together Schools.

I can honestly say this has been one of the best projects I have worked on.

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#### What did we do?

1,340 schools signed up to All Together. Of these, 405 schools moved forward from the baseline stage to achieve All Together School status and 280 schools achieved an All Together quality mark:



172 schools

(59.9%) have been awarded Gold All Together School status



88 schools

(30.7%) have been awarded Silver All Together School status



20 schools

(7%) have been awarded Bronze All Together School status

#### Of the schools that completed the programme:

**36**% Academy

3% Free school

1% Independent school

58% Maintained school

1% Other

98% Mainstream

2% Special school

#### Conducted face to face training with:

643 teachers and school staff

staff from the wider children's workforce

...

We are very proud of what we have achieved in a year and we know where we want to go next.

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We provided online training to around 15,000 school and children's workforce staff.





#### What did we achieve?

After only one year, the reported experiences of bullying by pupils, including disabled pupils and those with SEN, has reduced and wellbeing of pupils has improved across all recorded demographics.

Schools that completed All Together agreed<sup>1</sup> that:

- Bullying reduced in their school 79% of schools
- Their confidence in preventing and responding to bullying (as well as that of disabled children and those with SEN) had improved – 99% of schools
- Colleagues were more informed about bullying – 95% of schools (96% of schools where it relates to disabled children, those with SEN and mental health issues)

There were also some benefits for schools outside of reducing bullying. Schools that completed the programme agreed<sup>2</sup> that All Together:

- Improved behaviour75% of schools
- Improved attendance 35% of schools
- Improved attainment 43% of schools
- 1 Somewhat or strongly agreed
- 2 Somewhat or strongly

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It is easy to fall into a rut and keep repeating the same things so the programme and given me food for thought and fresh ideas.

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This programme is great for helping you to improve on these areas, slowly over time without rushing.

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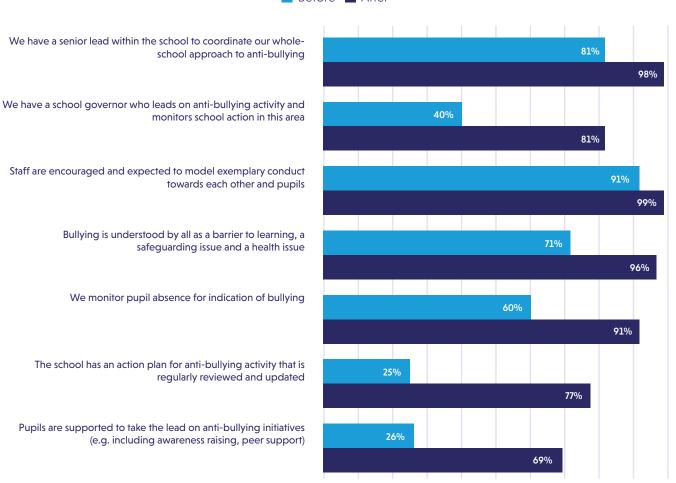
# Whole school activity

We asked schools to audit their practice against our markers of a whole school approach to reducing bullying at the start of the programme. They then set objectives via an action plan. We asked them to repeat the audit at the end of the programme.

We saw significant improvements in practice across all items in the school audit.

#### **School leadership**





0%

10%

20%

30%

50%

% of schools fully met

60%

40%





80%

90%

100%

#### **School Policy**

■ Before ■ After

We have an up-to-date anti-bullying policy (or behaviour policy which includes anti-bullying) that is reviewed annually with pupils, staff and parents

The policy is easy to understand for pupils, parents and staff

The policy has a clear definition of bullying that is understood by all members of the school community

The policy sets clear expectations on pupil, staff and parent conduct (including physical contact and online conduct)

The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children.

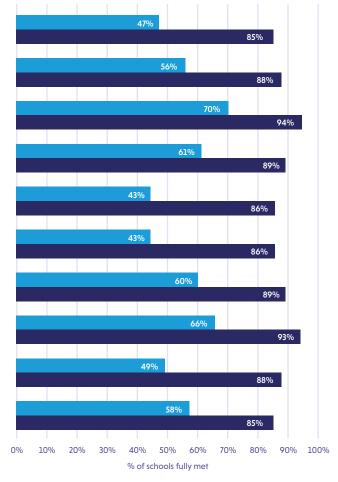
The policy references action to prevent and respond to bullying outside of school (e.g. cyberbullying, journeys to and from school)

The policy includes strategies to prevent bullying and typical response strategies

The policy is clearly aligned with other relevant policies (e.g. behaviour, safeguarding, SEN, acceptable use)

The policy includes a range of methods by which pupils and parents can report bullying (including a named contact)

The policy is available in school and on the school website. It is communicated via numerous means to pupils, staff and parents at least annually



#### **Prevention**

Before After

Anti-Bullying Week takes place each year and pupils support the planning and delivery of it

The school has a clear ethos about how we treat others and this is communicated to and understood by pupils, parents and school staff

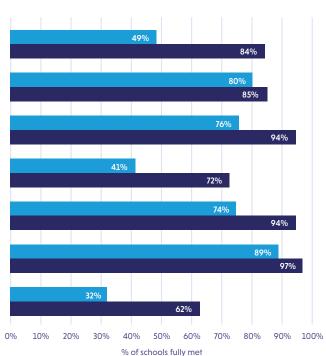
PSHE, assembly and other cross curricula opportunities are used to celebrate difference and diversity of all pupils, develop pupil understanding of bullying and the impact of bullying including online bullying

All pupils, school staff and parents and carers feel equally valued, welcome and included in school and this is known through evidence and data

The school has adequate supervision at times of transition, entry and exit from school and break times. Break times include options for structured play

All forms of discriminatory language is not acceptable in school and is challenged when heard (including disablist language)

The school has implemented strategies to build and sustain peer support / defenders







#### **Responding and intervention**

Before After

The school uses a range of interventions to respond to bullying - including work with the wider peer group

All reported incidents are taken seriously and acted upon quickly

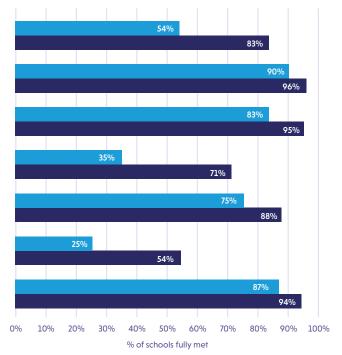
Responses to school bullying do not have an over emphasis on changing the behaviour of the pupil/s who have experienced the bullying

Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes

The school seeks to learn from each incident and, where necessary, improve practice

Response strategies are regularly reviewed and re-written with pupils and parent/carer involvement

The school seeks support from outside agencies where necessary/available (e.g. local support groups, Child and Adolescent Mental Health Services, police, children's services)



#### Staff training and development

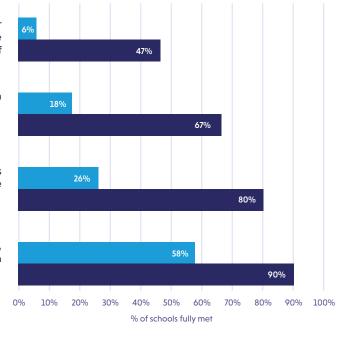
Before After

All staff have access to the ABA online training and regular anti-bullying CPD is provided to all staff including lunchtime supervisors and after school activity staff

All new school staff undergo anti-bullying training as part of their induction

All school staff have access to resources and new developments in anti-bullying practice

All school staff have an understanding of the law relating to bullying, when it is a safeguarding issue and how to escalate a concern







Our whole staff understanding of bullying has massively improved and tackling it successfully is now a key priority shared by all. Thank you for the support!

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It has changed our approach to Anti-Bullying and allowed us to incorporate fresh ideas.

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# School resources including online training

We provided schools with hundreds of resources from across the anti-bullying sector, including our free online CPD training. Resources and tools were a particularly popular part of the programme.

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We have really enjoyed the programme. It is well structured and very resourceful.

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# Face to face training

We measured confidence levels of the school and children's workforce staff that attended training, prior to the training, directly after the training session, and then six months later.

Confidence levels consistently increased and sustained after the training.

Delegate confidence in their understanding of the impact of bullying on disabled children / those with SEN



Delegate confidence in their understanding of the most effective ways of preventing and responding to the bullying of disabled children / those with SEN



In the follow up survey respondents said they have made changes<sup>3</sup> in school in the way they:

Prevent bullying of pupils 89% of respondents

Respond to bullying of pupils 81% of respondents

3 - Some or significant changes





## Wellbeing questionnaire

Schools had access to an online pupil wellbeing questionnaire as part of the programme. They could complete the questionnaire at the start of the programme and at the end. This was a vital part of All Together as it gives us direct feedback from pupils involved in the programme.

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The questionnaires were well worded, allowing for all students to put their views forwards across the academy. Results were extremely valuable in identifying areas requiring additional work not picked up through the audit alone.

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To ensure the total anonymity of those participating in the survey, pupils did not have to self-identify. Schools uploaded pupil data and characteristics directly to the online platform where it was encrypted. The results collected were based on the demographics of SEN/Disability status, Free School Meals (FSM), school year, and gender.

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This was a wonderful program!
The staff were great and we
found it a very useful experience!
Thank you so much for all of
your hard work, and thank you
- it has been such a worthwhile
programme for both children
and adults in school.

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A huge number of pupils undertook the questionnaire before and after the programme intervention:

- Baseline questionnaire (before intervention)
   21,107 pupils
- **Final questionnaire** (at the end of intervention) 17,401 pupils

Analysis from schools showed that bullying experiences reduced over the course of the programme as well as bullying perpetration. Pupil wellbeing also



improved across all demographics. This was especially the case for disabled pupils, those with SEN, and for children in receipt of free school meals.

We saw the biggest changes in **frequent** victimisation (frequently experiencing bullying) and in bullying **frequently** perpetrated towards others. This is especially important because it is those are bullied frequently and over time that experience the worst outcomes in adult life<sup>4</sup>. While reporting of frequent victimisation reduced across **all** demographics, the greatest reduction was with pupils with SEN.

Overall, the evidence presented highlighted the extremely positive result that, after only one year on the programme, pupils were experiencing less bullying and greater levels of wellbeing.

Children in our school feel more comfortable talking about incidents and working with adults to resolve them.

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4 - Takizawa R, Maughan B, Arseneault L. "Adult health outcomes of childhood bullying victimization: Evidence from a 5-decade longitudinal British birth cohort" is published in the American Journal of Psychiatry 2015 https://www.kcl.ac.uk/ioppn/news/records/2014/April/Impact-of-childhood-bullying-still-evident-after-40-years.aspx

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We have been granted an extension on the All Together programme from the Department for Education.

If you would like to become an All Together School, or if you would like to achieve higher All Together School status, you can fill in an expression of interest form at:

www.anti-bullyingalliance.org.uk/alltogether







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