

Final report from Phase 3 of the All Together Programme, March 2021

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Contents

Introduction	2
The All Together Programme	5
Previous evaluations	6
The present evaluation	7
Data sources	8
The Pupil Bullying and Wellbeing Questionnaire	8
School Audit and Action Planning Tool	9
Children's Workforce	10
Parent Information Tool	11
The Covid-19 questionnaire	12
Findings	13
Findings from the ABA Pupil Bullying and Wellbeing Questionnaire	13
Participants in the Pupil Bullying and Wellbeing Questionnaire	13
Demographics	13
Findings for victimisation and bullying others	15
School type and levels of victimisation and bullying experiences	22
Types of victimisation and bullying others experiences	25
School Experience	31
Pupil Wellbeing	33
School Audit Findings	39
School Leadership	40
School Policy	41
Data Collection and Evidence	42
Prevention of Bullying	43
Responding and Intervention	44
Staff Training and Development	45
At-Risk Groups	46
Evaluation of the All Together Programme's training and the Parent Information Tool	48
School Lead improvement in anti-bullying work	48
Children's Workforce Improvement in Anti-bullying Training	54
Parents' evaluation of the ABA Parent Information Tool	56
Covid-19 School Questionnaire	56
Key findings and Summary	58
Reducing victimisation and bullying of others	58
Pupil Wellbeing	59
School Experience	59
The All Together School audit	60
Developing skills, understanding and knowledge	60
Limitations	61
Conclusion	62
Appendix 1. School experience data	63
Appendix 2. School Audit data	66

Introduction

The All Together Programme is a whole school anti-bullying programme for schools in England run by the Anti-Bullying Alliance (ABA), part of the National Children's Bureau. The overall aim of the programme is to reduce bullying and improve wellbeing, particularly of disabled pupils and those with special educational needs (SEN/D) and other groups, that research shows disproportionately experience bullying.

This report was prepared by a team of independent researchers from Goldsmiths, University of London and will present data gathered during Phase 3, between April 2020 (beginning of baseline data collection) to March 2021 (end of final data collection). This data comes from a number of sources:

- Pupil Bullying and Wellbeing Questionnaire (WBQ) baseline (T1) and final (T2)
- School Audit data, baseline and final
- Follow up survey data collected from the school leads
- Children's workforce, baseline and final
- Parent/carer survey after accessing the ABA Parent information Tool.

In addition, some reference will be made to the data collected during Phase 2 of the All Together Programme between April 2019 and March 2020.

The main data source for Phase 3 is the ABA Pupil Bullying and Wellbeing Questionnaire of children and young people in England. Here baseline data was collected from 15,104 children and young people, aged between four/five and 18 years of age, who attended 111 schools throughout England; and 1,300 children and young people from 25 schools, who completed the final survey. This baseline data, together with the final data, was analysed to examine bullying experiences, pupil wellbeing and feelings about school. We highlight differences in gender, SEN/D and FSM and by school type. Some aspects will be compared with data gathered in the previous phase, Phase 2, in which data from 28,534 children and young people participated at baseline and 11,222 at the final stage.

The report will also present findings from participating schools who have completed the School Audit survey (baseline and final). This audit provides data across seven categories, and was completed by 334 schools at baseline and 138 schools at final.

The report provides findings from 101 school leads that provided evaluations at the end of the face-to-face/webinar training to explore their understanding and confidence of the impact of bullying on children and young people (including SEN/D) and their understanding of the most effective principles in preventing and responding to bullying of the training programme. Follow up data from 153 school leads will also be presented which examines their confidence in eight key areas of being involved in the programme and the impact on school, in addition to the usefulness of the All Together Programme and the online Hub resources. Additional follow up survey data was provided from 25 school leads.

Furthermore, the report will present findings from the wider children's workforce, 113 participants who provided data through webinar training evaluations to explore their understanding of the impact of bullying on children and young people, including those with SEN/D and their understanding of the most effective principles in preventing and responding to bullying of the training programme, in addition follow up survey data will be presented from 25 participants. 436 parent/carer survey data gathered after accessing the Parent Information Tool will also be presented.

All the data presented will be anonymous. Limitations of the research will be pointed out, and recommendations made for future practice and evaluation.

The All Together Programme

The All Together Programme is a whole school anti-bullying programme for schools in England run by the Anti-Bullying Alliance (ABA), which forms part of the National Children's Bureau.

The overall aim of the All Together Programme is to reduce bullying, based on the integration of the Social Model ([Social model of disability | Disability charity Scope UK](#)) and whole school approach. Previous research has indicated that children and young people with special educational needs (SEN) and disability are twice as likely to report having experienced being bullied (Institute of Education, 2014). The programme aims particularly to reduce bullying of children with Special Educational Needs (SEN) and those with disabilities (together, SEN/D) and provides resources and support for other groups at risk of being bullied including Looked After Children, young carers, those with mental health issues and Gypsy, Roma and Traveller children and young people.

The specific aims of the All Together Programme are:

- To reduce the incidence and impact of bullying (including cyberbullying) of children and young people, particularly those who are SEN/D, by training leaders across schools and the wider children's workforce in a unique model of bullying prevention based on a whole school approach and the social model of disability.
- To give parent/carers of disabled children and those with SEN the information they need to support their child with bullying issues.
- To work with a Young Advisory Group to continually improve and update the work of the All Together Programme.
- To expand learning from the All Together Programme to support other groups of vulnerable children – including looked after children and young carers.

All participating schools register on the All Together Hub; this is a whole school resource in which schools are required to complete the three steps of the programme: Step 1 (Plan) - a baseline audit and the baseline Pupil Bullying and Wellbeing Questionnaire are completed; Step 2 (Do) - schools implement their action plan; Step 3 (Review) - a Final audit and final Pupil Bullying and Wellbeing Questionnaire are completed.

The Hub provides resources to support the implementation and review of the action plan. It gives access to online CPD training for all staff and access to an online pupil questionnaire, which enables schools to collect data on their pupil's experiences of bullying and wellbeing. In addition, the Hub provides advice and guidance through the frequently asked question link.

The All Together Programme rewards participating schools at three different levels (bronze, silver and gold) and by awarding a logo. These quality marks are designed to encourage schools to celebrate that they are taking serious action in reduction of SEN/D bullying, working hard to become an All Together school. The award is given at the end of the programme to schools based on their evidence.

Previous evaluations

A precursory SEND programme run by ABA in 2013-2016 in which the data was gathered at two time points with wave 1 data gathered between October and December 2015 and wave 2 data gathered between January and March 2016 as part of the programme to reduce bullying of disabled children and those with special educational needs (SEN), which can be found at:

<https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Bullying%20and%20Wellbeing%20Report%20-%20wave%20one%20collection%20-%20March16%20-%20FINAL.pdf>

The Anti-Bullying Alliance secured funding from the Department of Education (DfE) to implement and run the All Together Programme in schools in England. This is now in its third phase. In each phase, data was gathered at two time points: baseline and final.

- The first Phase (phase 1) of the programme ran from September 2016 to September 2018.
- The second Phase (phase 2) took place between October 2018 to March 2020.
- DfE authorised a 12-month extension and Phase 3 of the programme was run from April 2020 to March 2021.

Previous reports have been produced which present findings from the Anti-Bullying Alliance (ABA) Pupil Bullying and Wellbeing Questionnaire of children and young people in England, under the All Together Programme. The data from the first phase of All Together was written up in an interim document in May 2018, with the final report being produced in October 2018

which can be found at <https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/All%20Together%20Full%20Evaluation%20Report.pdf>

The next Phase (phase 2) of the All Together Programme was carried out with data being collected between March 2019 and March 2020; this data was written up into an interim report in March 2020 which can be found [All Together Phase II Evaluation 2020_0.pdf \(anti-bullyingalliance.org.uk\)](#).

The present evaluation

The objective of this evaluation is to analyse the data from Phase 3 of the programme. The data comes from

- Pupil Bullying and Wellbeing Questionnaire
- School audit surveys
- Follow up survey data collected from the school leads
- Wider children's workforce who attended training sessions
- Parent/carers evaluations of the ABA Parent Information Tool

This report will be based on baseline and final data from both pupil and adult participants collected from April 2020 through to March 2021 who took part in this phase (Phase 3). Phase 3 was severely disrupted by the Covid-19 pandemic. Considerable baseline data was obtained between March and December 2020 (varying considerably by school) but much fewer final data, between November and December (with about 3 months between baseline or T1, and final or T2, at each school). We devised a Covid-19 school questionnaire to give some index of how much disruption, especially in pupil attendance, was caused (per school) by the pandemic.

In general, we are comparing data from baseline (T1) and final (T2) survey data for Phase 3. However where appropriate we also include comparable data from Phase 2, which ran from March 2019 to March 2020.

The results from the All Together Pupil Bullying and Wellbeing Questionnaire will be evaluated using the baseline and final data, structured around the survey scales: being bullied experience,

bullying others behaviour, school experience, and wellbeing. These will be analysed in relation to gender, special educational need and disability (SEN/D) status, receipt of Free School Meals (FSM), and school type.

The data from the School Audit will be examined and we will compare and evaluate the school audits at the beginning of the program with those presented at the end of the programme.

In addition, we will present data evaluating the All Together Programme's training tools, from school leads, children's workforce, and parents.

This wealth of data and information will be used to evaluate the extent to which the ABA All Together Programme has met its aims. In this final report both the baseline and final data will be evaluated. In addition, the data collected via the Covid-19 questionnaire will be evaluated.

Data sources

The next sections outline the main sources of data available.

The Pupil Bullying and Wellbeing Questionnaire

The survey was developed at the Anna Freud Centre and the evidence-based practise unit at University College London for and on behalf of the ABA and covered five areas pertaining to bullying and wellbeing: being bullied experiences; bullying others experiences; school experience; emotional difficulties; and behavioural difficulties. A full description of the survey can be found at: <http://anti-bullyingalliance.org.uk/sites/default/files/field/attachment/NCB%20Bullying%20Report%2021%2003%202014.pdf>

Specifically, besides 3 items on demographics, the ABA Bullying and Wellbeing Questionnaire comprise 33 multiple-choice items. The first section of the questionnaire consists of 17 items examining pupils' experiences of Bullying and School experience. These items are responded to using a four-point Likert scale ranging from never (0), a little (1), a lot (2) or always (3). The scales are *being bullied experiences*, 7 items (e.g. *Excluded during lunch and break times*); *bullying others behaviour*, 5 items (e.g. *I say bad things about other pupils when they aren't there*), and *school experience*, 5 items (*I like going to school, I get on well with my teachers*,

Other pupils don't like me, I feel safe at school and I feel like I belong at school. For each section, total scores are divided by the number of items to give a mean score between 0 and 3. For being bullied and bullied others, we also report the percentage who were bullied 'a little' or more (called 'any' bullying; and the percentage bullied 'a lot' and 'Always' (called 'frequent' bullying). For school experience, one item (*Other pupils don't like me*) was reverse coded, so that higher scores mean that pupils felt more positive about their school.

The second section of the questionnaire consists of 16 items examining Pupil Wellbeing. Pupils are asked to rate their response on a three-point Likert scale ranging from never (0) to always (2). The scales are emotional difficulties, 10 items (e.g. *I have problems sleeping*); and behavioural difficulties, 6 items (e.g. *I lose my temper*). Scores were combined and divided by the number of items (16) to reach the mean (negative) Wellbeing score which ranges between 0 – 2. We refer to this as (negative) Wellbeing, as higher scores mean that Wellbeing is worse.

School Audit and Action Planning Tool

The All Together Audit and Action Plan is available to schools registered on the programme and usually filled out by the school's Senior Leadership Team. The School Audit tool encourages schools to consider and reflect upon different aspects of their anti-bullying work, this comprises:

1. School leadership
2. School policy
3. Data collection
4. Prevention
5. responding and interventions
6. Staff training and development
7. At-risk groups (sections where schools can opt to focus on certain at risk groups)

The School Audit focuses on six compulsory areas and on one optional area in which participants are asked to rate each item on a scale as to whether they fully met, partially met or have not yet met the criteria. Through this audit process schools are able to audit their current anti-bullying practices and create an action plan that is tailored to their specific schools' needs. Schools are also asked if they have added each specific item within each category to their own

school audit. Schools provide evidence of their work in all six/seven areas of their anti-bullying work aimed at reducing bullying of all pupils, including SEN/D.

The programme provides access to the All Together Hub which has links to resources targeted at talking bullying, a questionnaire assessing pupil wellbeing and bullying experiences and provides certified online CPD training. Participating schools are required to complete the audits at the beginning and the end of the Programme evaluating their experiences through a questionnaire. School leads are asked to think about each item on the scale and rate whether they fully met, partially met or do not yet met the different criteria.

However, in Phase 3 schools were advised that due to the unprecedented circumstances of the Covid-19 pandemic, they were not required to complete the final data collection and that their award would be based on the data and evidence of the school audit and action plans as well as one pupil survey.

In the school leads follow up survey, school leads were about their confidence in eight key areas as a result of being involved in the All Together Programme and the impact on the school. They were asked to consider eight statements about the impact of the programme and respond on a 5-point Likert scale, 1 being strongly agree to 5 being strongly disagree.

Children's Workforce

Wider children's workforce participants attended webinar training on anti-bullying. At the end of the training session they are asked to provide feedback on the course. The feedback asks questions on two key areas: (1) To what extent has this webinar improved your understanding of the impact of bullying on children and young people (including those with SEN and disability)? They could respond from not improved, improved or significantly improved. (2) To what extent has this webinar improved your understanding of the most effective principles of prevention and response to bullying? They could respond from not improved, improved or significantly improved. Participants were also asked to evaluate the training and whether they would recommend the training to others.

The follow up survey asked the same two key questions in which participants were asked to respond on a five-point scale: neither agree or disagree, somewhat agree, strongly agree, somewhat disagree and strongly disagree.

In addition, follow up surveys were conducted to ascertain ‘Since attending the ABA session, have you made any changes to your organisation's approach to *preventing* bullying?’, ‘Since attending the ABA session, have you made any changes to your organisation's approach to *responding to* bullying?’ ‘Have you accessed the guidance materials on the Anti-bullying Alliance website since training?’, ‘How useful have you found the resources on the Anti-Bullying Alliances website in developing your organisation's anti-bullying work?’ and ‘What are you going to do as a result of attending the webinar?’

Parent Information Tool

Parent/carers were asked to complete a survey at the end of the course. Over the period 1st April 2020 to 8th March 2021 the Parent Information Tool was accessed 8,580 times by parents/carers. Of those that accessed the tool, 436 parents/carers completed the online survey.

The Parent Information Tool is an online training tool that consists of 8 lessons or modules. This is an information and advice tool for parents and carers; it provides a welcome to users and identifies areas where parent/carers may have concerns about children and young people in their care such as: are you concerned that your child may be vulnerable to bullying at school; are you aware that your child is being bullied; think or know that your child is bullying others.

Parents are guided to the online modules which cover 8 key areas and are encouraged to access them all, although the modules provide help and advice individually. The lessons offered include: what is bullying, the roles involved in bullying, what to do if you think your child is being bullied, what to do if you know your child is being bullied, what to do if you think your child might be bullying others, what should the school be doing? How to make a complaint about bullying at school and Cyberbullying (Online bullying).

The Covid-19 questionnaire

This was developed specifically for Phase 3 of the evaluation, since the impact of the Covid-19 pandemic started in late March 2020 and has continued to the present time (March 2021). Its impact varied at different times over this year, and by different parts of the country when the ‘tiered’ lockdown system was in operation. The Covid-19 questionnaire was designed to broadly assess the impact on individual schools, in terms of pupil attendance. Schools were asked to indicate how the Pandemic impacted on their school during each half-term duration of the data collection period, by ticking the responses that applied best (possibly more than one). There were five response options: (i) closed completely, (ii) open to key workers and vulnerable children, (iii) open to children with EHCP/SEN, (iv) only open to certain year groups (please specify) and (v) open to all students.

Findings

The following sections provide the main findings from the different data sources.

Findings from the ABA Pupil Bullying and Wellbeing Questionnaire

Participants in the Pupil Bullying and Wellbeing Questionnaire

After the data had been cleaned to remove any corrupt or incomplete responses, baseline or T1 data was collected from 111 schools, with a final total of 15,104 pupils providing valid data for analysis. The final or T2 data collection was made between April 2020 and March 2021. After data cleaning a total of 25 schools provided valid data from 1,300 pupils. Numbers were much reduced at T2, because schools were advised that due to the unprecedented circumstances of the pandemic, they were not required to complete the final data collection and that their award would be based on the data and evidence of the school audit and action plans, as well as evidence that they had carried out a pupil questionnaire and responded to the results through their action plans.

Demographics

Table 1 provides descriptive statistics for school type, gender, SEN/D and FSM for both survey points. School type refers to Secondary, Primary (for the purpose of this report those schools who identified as primary or junior were combined) and those schools who identified as Other.

The table includes the total number of pupils providing valid data at each time point: 15,104 at T1 and 1,300 at T2. Gender was fairly equally represented at both time points. Those who identified as SEN/D were 15% of participants at T1 and 21% at T2. Pupils in receipt of free school meals (FSM) were 19% at T1 and 23% at T2. However, a higher proportion of pupils who attended 'Other' schools at T1 identified as SEN/D, (43%) at T1 and 100% at T2, and as in receipt of FSM, 35% at T1 and 93% at T2, this is much higher overall than other school types.

Table 2 provides information on school status and category of participating schools, Academy and Maintained Schools are almost equally represented at 47% and 43.9% respectively. The vast majority of pupils attended mainstream schooling, 99% at T1 and 96% at T2.

Table 1: Descriptive statistics (number of pupils, and percentage of total sample) for gender, SEN/D and FSM, at T1 and T2.

		Total	Gender		SEN/D		FSM	
			Females	Males	Yes	No	Yes	No
T1	Total	15,104	7,746 (51%)	7,357 (49%)	2,315 (15%)	12,789 (85%)	2,932 (19%)	12,172 (81%)
	Secondary	7,517 (50%)	3,915 (52%)	3,601 (48%)	1,138 (15%)	6,379 (85%)	1,360 (18%)	6,157 (82%)
	Primary	7,428 (49%)	3,731 (50%)	3,697 (50%)	1,109 (15%)	6,319 (85%)	1,517 (20%)	5,911 (80%)
	Other	159 (1%)	100 (63%)	59 (37%)	68 (43%)	91 (57%)	55 (35%)	104 (65%)
T2	Total	1,300	679 (52%)	621 (48%)	268 (21%)	1,032 (80%)	292 (23%)	1,008 (78%)
	Secondary	617 (48%)	357 (58%)	260 (42%)	108 (18%)	509 (83%)	131 (21%)	486 (79%)
	Primary	669 (52%)	320 (48%)	349 (52%)	146 (22%)	522 (78%)	148 (22%)	521 (78%)
	Other	14 (1%)	2 (14%)	12 (86%)	14 (100%)	0 (0%)	13 (93%)	1 (7%)

Table 2: Descriptive statistics (number of pupils, and percentage of total sample) for school status and school category, at T1 and T2

		T 1		T2	
School Status	Academy	7,098	(47.0%)	716	(55.1%)
	Free School	10	(0.1%)	0	(0.0%)
	Independent School	1,321	(8.7%)	93	(7.2%)
	Maintained School	6,628	(43.9%)	491	(37.8%)
	Other	47	(0.3%)	0	(0%)
School Category	Mainstream School	14,948	(99.0%)	1,241	(95.5%)
	Special School	91	(0.6%)	59	(4.5%)
	Other	42	(0.3%)	0	(0.0%)
	PRU	23	(0.2%)	0	(0.0%)

Findings for victimisation and bullying others

Here we make a point of comparing Phase 2 and Phase 3 data, as they show a steady improvement.

Any and frequent victimisation and bullying others, over time

Figure 1 (Phase 2 pre pandemic phase) and Figure 1a (Phase 3 during pandemic phase) indicate the prevalence of victimisation and bullying others over time. These show the percentage of pupils who have experienced any form of victimisation ‘a little’ or more (ever) at T1 and T2, and also the percentage of pupils who have experienced victimisation ‘a lot’ or more (frequently).

Looking at the two graphs for both Phase 2 and Phase 3, victimisation experienced and bullying others show a steady decline (although pupils in phase 3 who reported ever having bullied others remains constant at 36% in T1 and T2). **It is worth noting that reported levels of victimisation and bullying others are overall lower in phase 3 than in T2 of phase 2.**

Any victimisation

Figure 2 (Phase 2 pre pandemic phase) and Figure 2a (Phase 3 during pandemic phase) shows the percentage of pupils that responded that they had ever experienced victimisation, in relation to gender, SEN/D status, and FSM, between T1 and T2. The figures are high but there is a steady decline between both phases for all pupils.

Those pupils who identified as SEN/D declined by 6 percentage points in phase 2 and 8 percentage points in phase 3, much more than those pupils that were not SEN/D. Those without FSM show a slightly greater decline between T1 and T2 in both phases, as do Males in Phase 3.

Figure 1. Phase 2 (pre pandemic phase) – prevalence of victimisation and bullying between T1 and T2



Figure 1a. Phase 3 (during pandemic phase) – prevalence of victimisation and bullying between T1 and T2

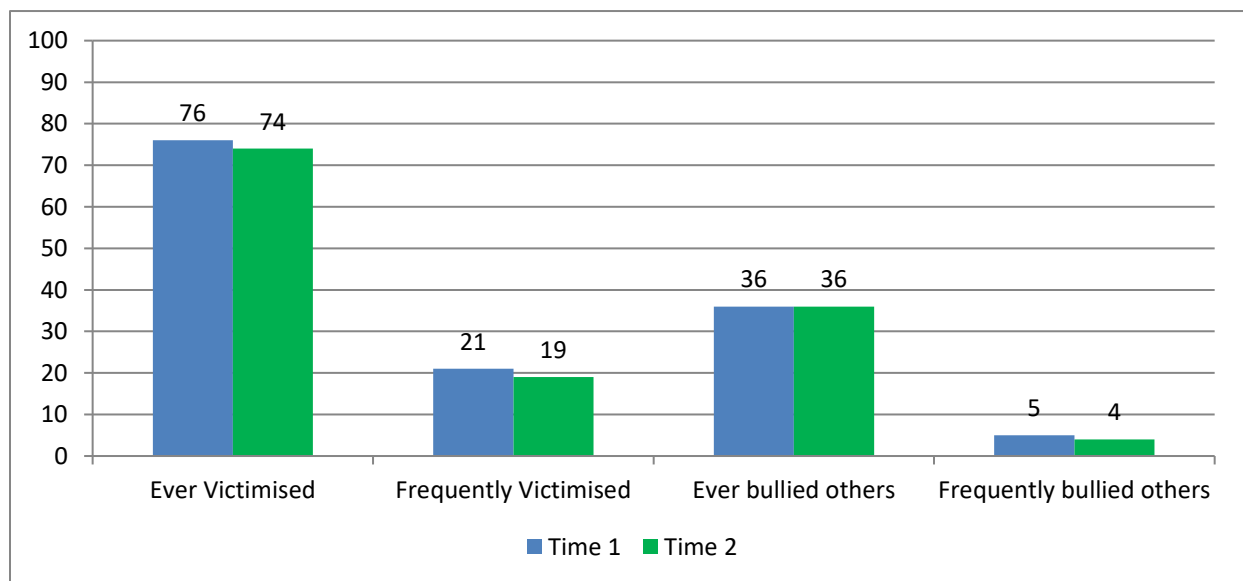


Figure 2 Phase 2 (pre pandemic phase) – prevalence of ever being victimised by gender, SEN/D and FSM, between T1 and T2

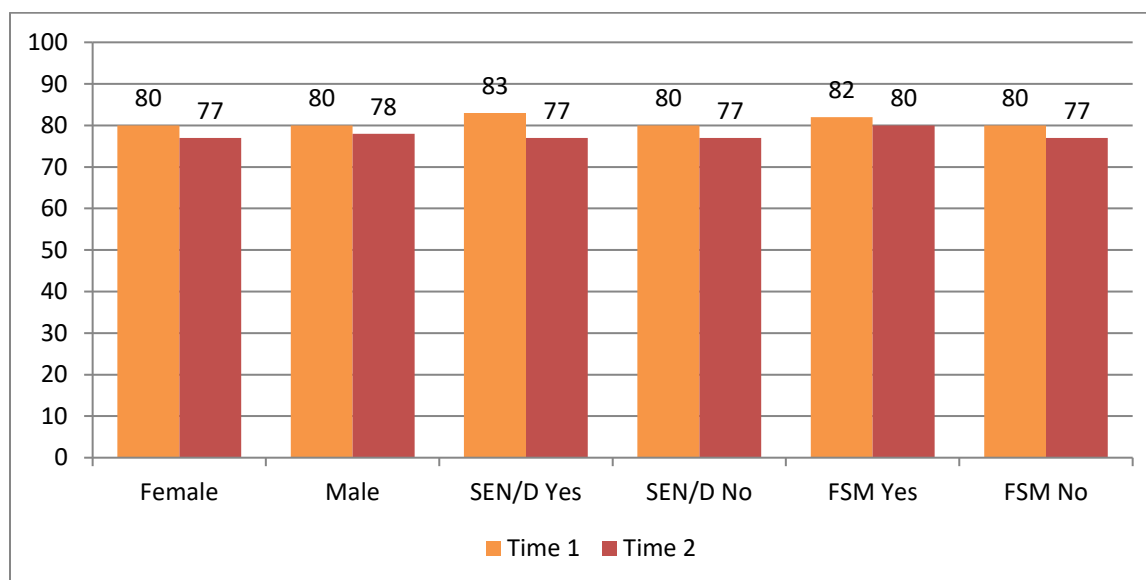
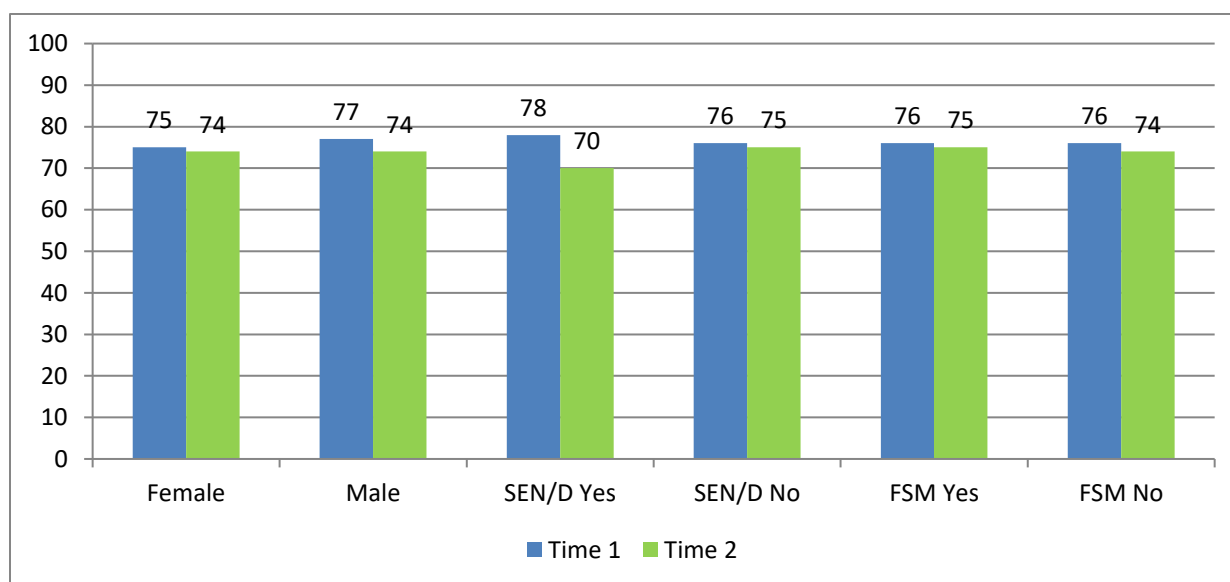


Figure 2a. Phase 3 (during pandemic phase) – prevalence of ever being victimised by gender, SEN/D and FSM

between T1 and T2



Frequent victimisation

Figure 3 (phase 2 pre pandemic phase) and Figure 3a (phase 3 during pandemic phase) show the percentages of pupils who reported frequently being victimised, in relation to gender, SEN/D status, and FSM, between T1 and T2. The overall prevalence across the two phases is around 25% but with noticeably higher risk for both SEN/D and FSM in both phases.

Those students who identified as SEN/D declined by 8 percentage points in phase 2 and 7 percentage points in phase 3, much more than those who were not SEN/D. Females show no decline in frequently being victimised in phase 3 between T1 and T2, although males show a fairly similar decline at phase 2 (4 percentage points) and phase 3 (5 percentage points).

Any bullying others

Figure 4 (phase 2 pre pandemic phase) and Figure 4a (phase 3 during pandemic phase) show the prevalence of ever bullying others, by gender, SEN/D status, and FSM between T1 and T2. Figures are higher for males than females in both phases which is in keeping with previous research findings.

There is a decrease in the percentage of ever bullying others between phase 2 and phase 3. However, in phase 3 this increased by 2 percentage points between T1 and T2 for those pupils who identified as SEN/D, and by 4 percentage points for those in receipt of FSM.

Frequently bullying others

Figure 5 (phase 2 pre pandemic phase) and Figure 5a (phase 3 during pandemic phase) show the percentage of pupils who reported frequently bullying others between T1 and T2, in relation to gender, SEN/D status, and FSM. Although the figures are noticeably higher for those who identify as SEN/D and those pupils in receipt of FSM, all groups show a decline at T1 and T2 for both phases of the programme.

Figure 3. Phase 2 (pre pandemic phase) – prevalence of frequently being victimised by gender, SEN/D and FSM, between T1 and T2

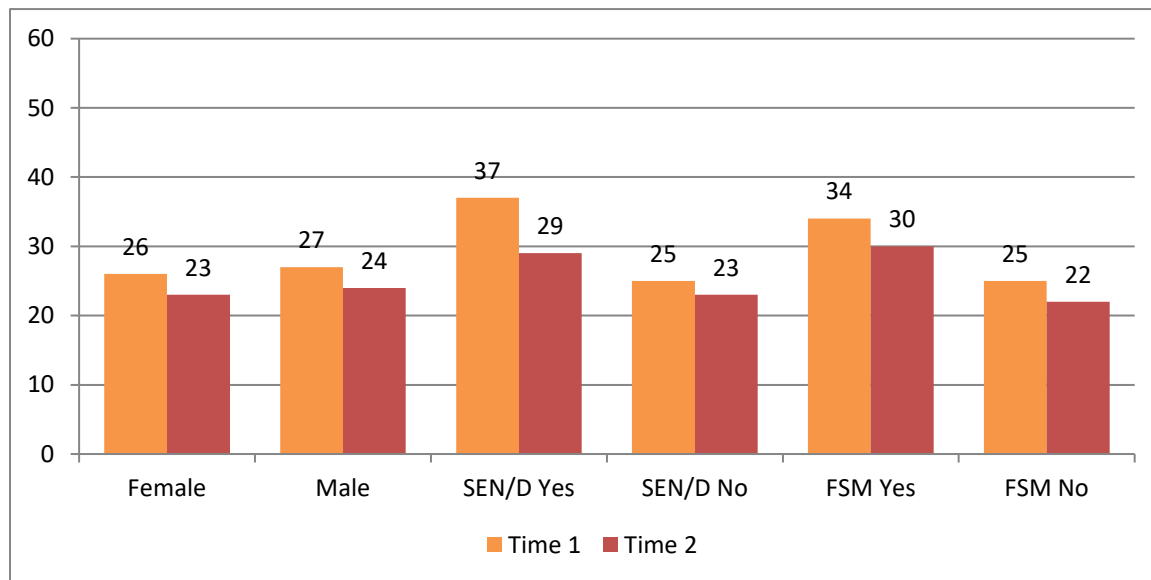


Figure 3a. Phase 3 (during pandemic phase) – prevalence of frequently being victimised by gender, SEN/D and FSM, between T1 and T2

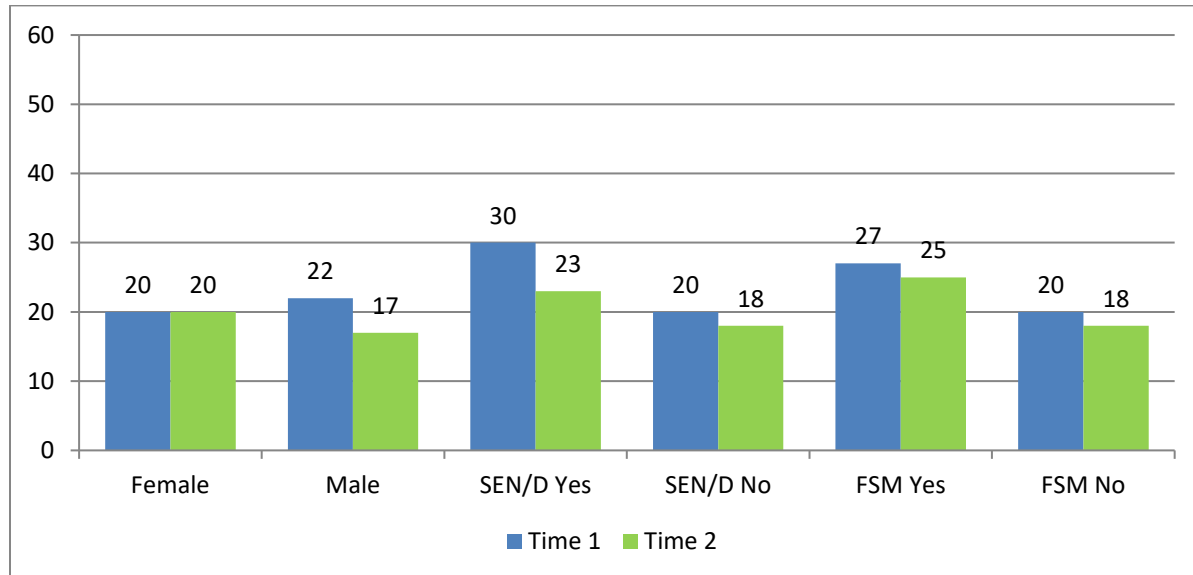


Figure 4. Phase 2 (pre pandemic phase) – prevalence of ever bullying others by gender, SEN/D and FSM, between T1 and T2

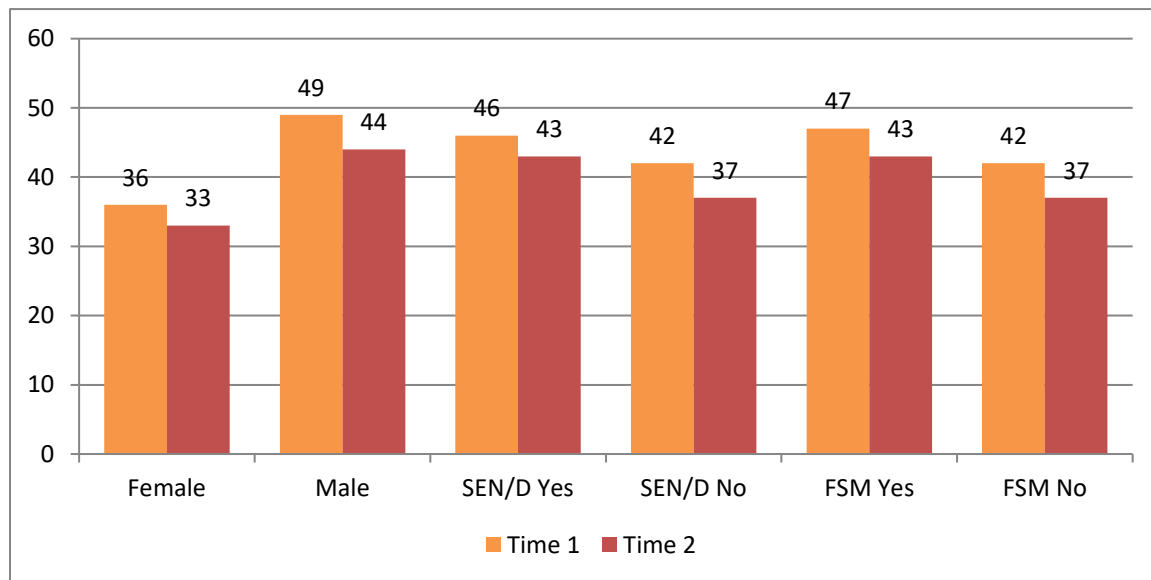


Figure 4a. Phase 3 (during pandemic phase) – prevalence of ever bullying others by gender, SEN/D and FSM, between T1 and T2

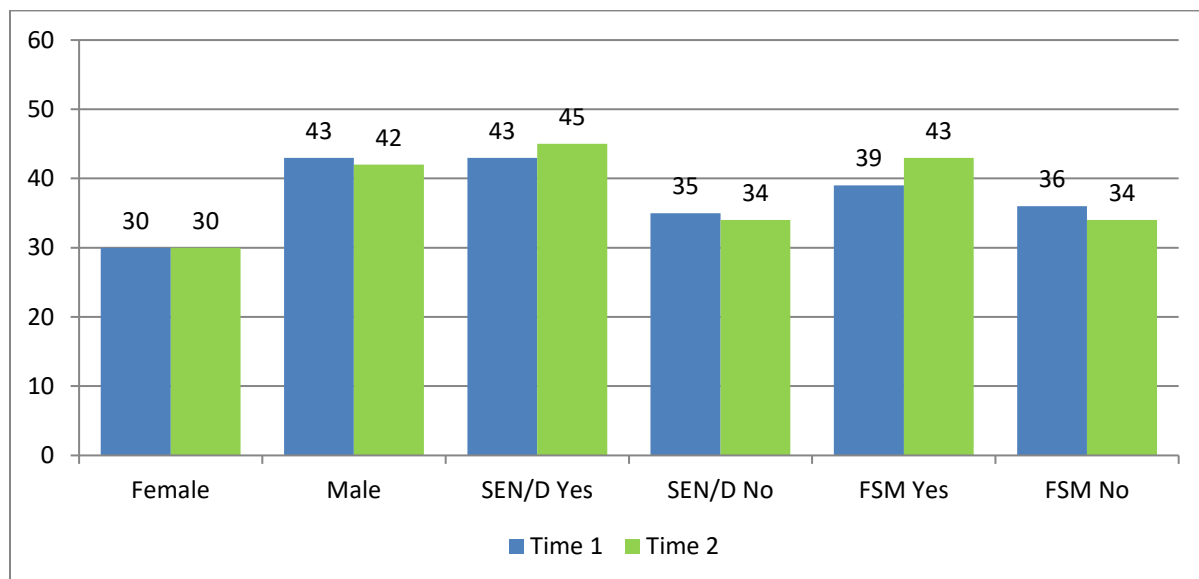


Figure 5. Phase 2 (pre pandemic phase) – prevalence of frequently bullying others by gender, SEN/D and FSM, between T1 and T2

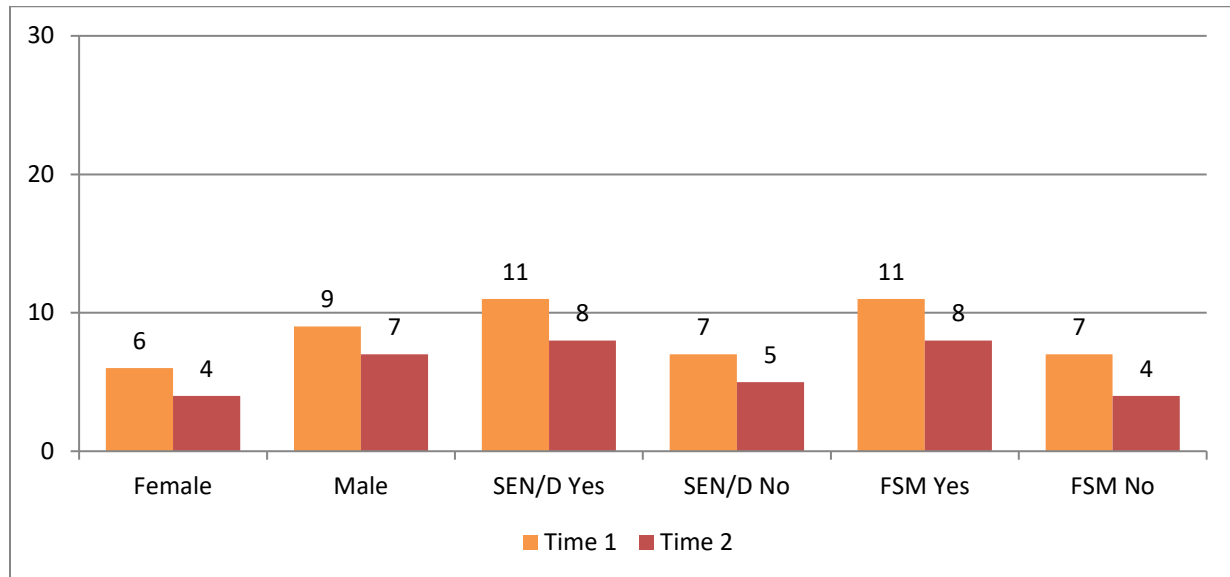
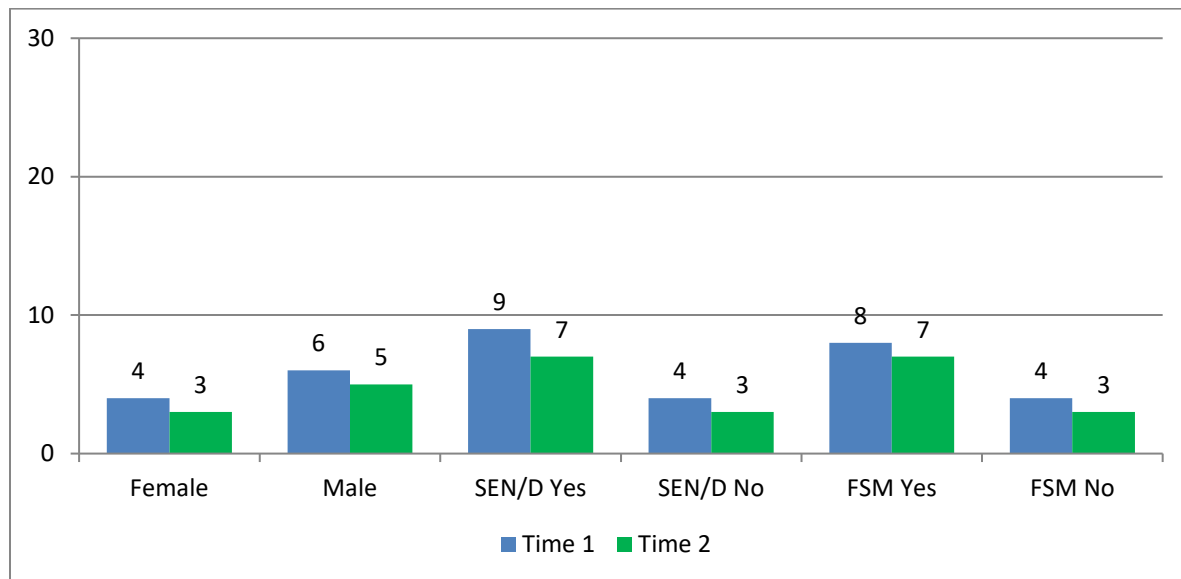


Figure 5a. Phase 3 (during pandemic phase) – prevalence of frequently bullying others by gender, SEN/D and FSM, between T1 and T2



School type and levels of victimisation and bullying experiences

Any or frequent victimisation

Figure 6 (phase 2 pre pandemic phase) and Figure 6a (Phase 3 during pandemic phase) shows the percentage of pupils who reported ever or frequently being victimised by school type, between T1 and T2.

For ever being victimised primary school pupils reported experiencing slightly higher rates of victimisation than secondary school pupils during both phase 2 and phase 3. There was a slight decline for both primary and secondary school pupils at phase 2 and for primary school pupils at phase 3. However, secondary school pupils report a small increase (1 percentage point) at T2 in phase 3.

For frequently being victimised, both primary and secondary school pupils reported rates about 20% for frequent victimisation during phase 2 and again in phase 3, with a steady although small decline in primary and secondary school pupils reporting ever or frequently being victimised over phases and times with the exception of secondary schools at T2 phase 3.

Any or frequent bullying others

Figure 7 (phase 2 pre pandemic phase) and Figure 7a (Phase 3 during pandemic phase) shows the percentage of pupils who reported ever or frequently bullying others by school type between T1 and T2.

There is a decline in pupils reporting ever bullying others between phase 2 and phase 3, however, primary pupils in phase 3 report an increase in bullying others between T1 and T2 of 2 percentage points.

Frequently bullying others by school type also shows a steady decline over both phases, although in phase 3 pupils who reported frequently bullying others remained constant at 3 percentage points between T1 and T2.

Figure 6. Phase 2 (pre pandemic phase) – prevalence of ever or frequently being victimised by school type, between T1 and T2

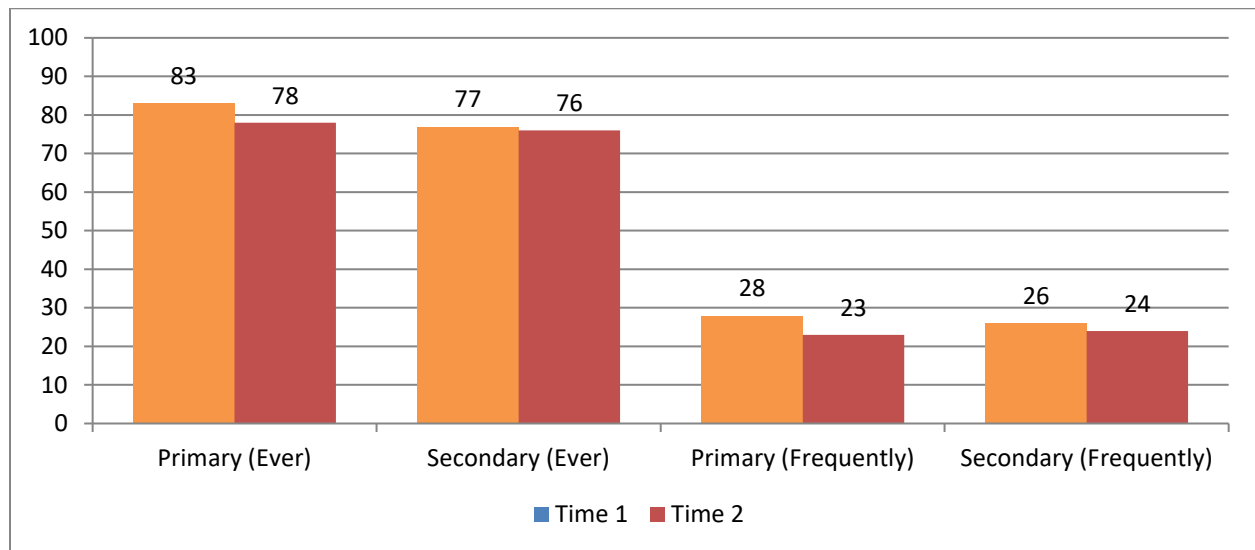


Figure 6a Phase 3 (during pandemic phase) – prevalence of ever or frequently being victimised by school type, between T1 and T2

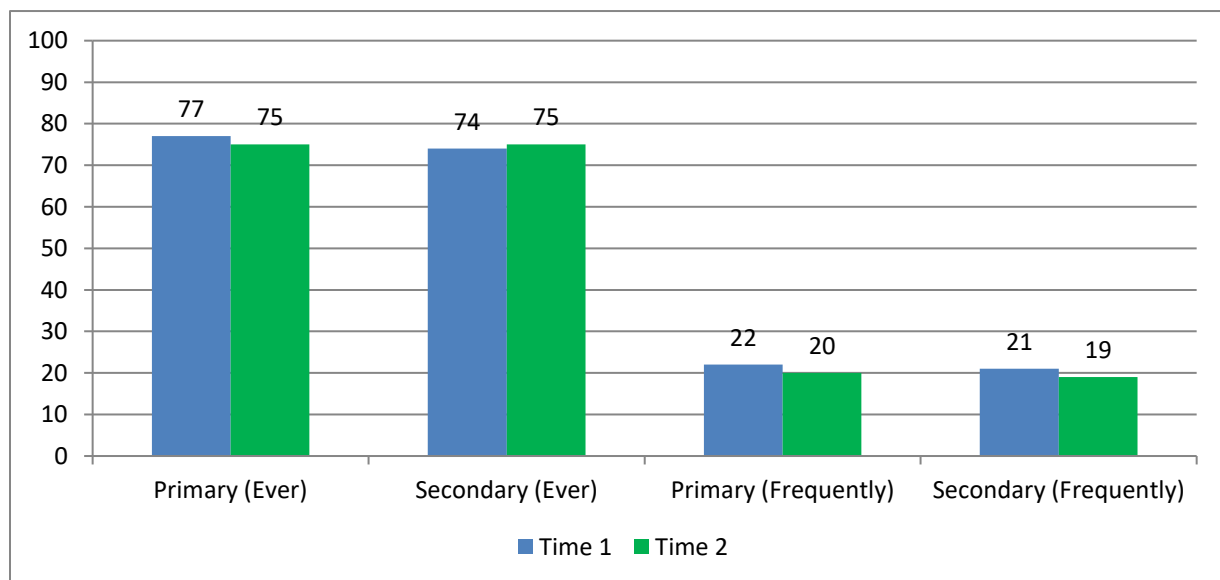


Figure 7. Phase 2 (pre pandemic phase) – prevalence of ever or frequently bullying others by school type, between T1 and T2

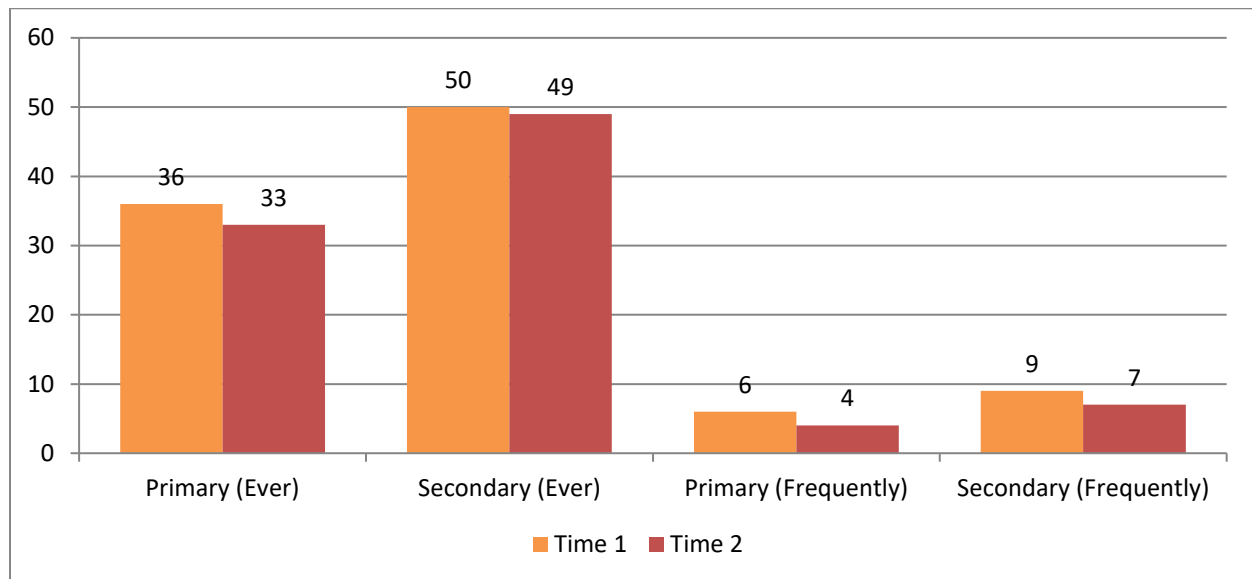
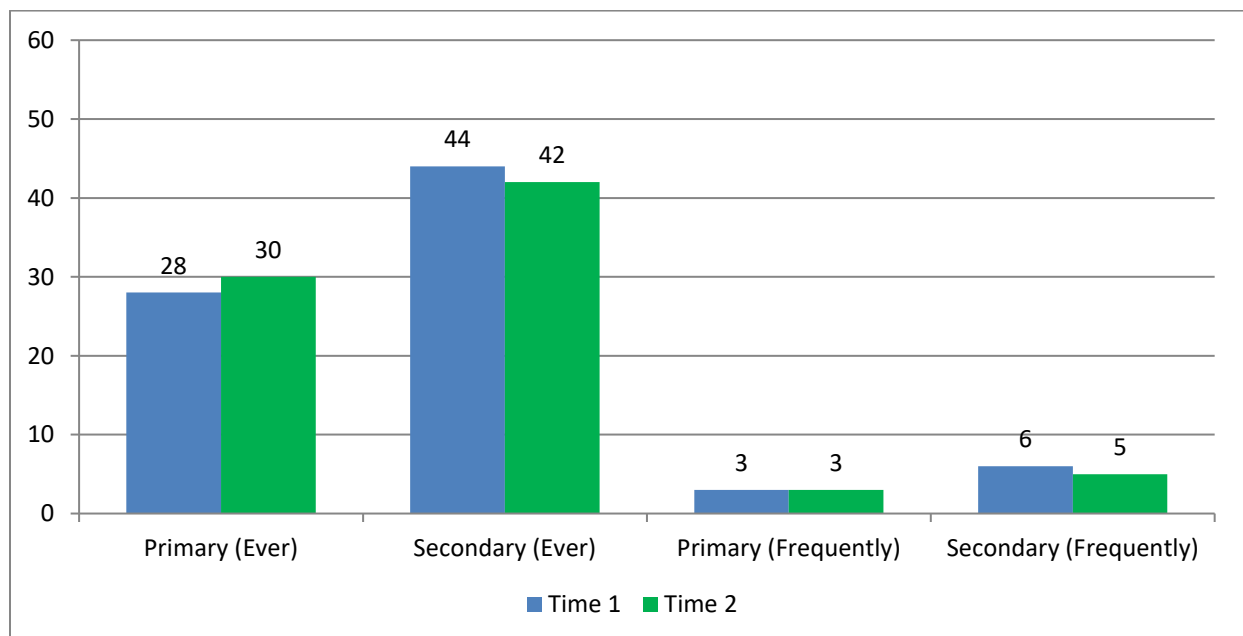


Figure 7a Phase 3 (during pandemic phase) – prevalence of ever or frequently bullying others by school type, between T1 and T2



Types of victimisation and bullying others experiences

Types of victim experiences

Figure 8 (phase 2 pre pandemic phase) and Figure 8a (phase 3 during pandemic phase) show types of bullying behaviours experienced at both time points and phases by all victims. Verbal kinds of bullying were the most frequent type of bullying experienced by pupils in both phases and time points – being teased, having bad things said about them or called mean names.

Physical and picked on because of differences came next, followed by social exclusion in both phases and time points.

In phase 2 there is a small decline between the two time points, however in phase 3 with the exception of being hit, pushed or kicked which declined 6 percentage points, and being picked on because of differences which remained unchanged, all other types of being bullied showed increases. Being teased and excluded during lunch and break times increased 4 percentage points, with having bad things said about them increased by 3 percentage points, whilst excluded from class activities and being called mean names also increased 2 percentage points.

Figure 9 (phase 2 pre pandemic phase) and Figure 9a (phase 3 during pandemic phase) show the types of bullying victimisation experienced by pupils with SEN/D at T1 and T2.

Types of victimisation of those with SEN/D increased in nearly all behaviours between phase 2 (pre pandemic phase) and phase 3 (during pandemic phase), except for being excluded during lunch and break time and being excluded from class activities. However, in phase 3 pupils with SEN/D reported a decline in being hit, pushed or kicked by 7 percentage points, followed by being picked on because of differences which declined by 4 percentage points, and being excluded from class activities which declined by 3 percentage points. Pupils with SEN/D reported higher levels at T2 of phase 3, of being called mean names by 5 percentage points, had bad things said about them by 4 percentage points, being excluded during lunch and break times by 3 percentage points, and being teased by 1 percentage point.

Overall, compared with figure 8 and 8a, pupils with SEN/D report higher levels of victimisation than those pupils who are non-SEN/D, although pupils with non-SEN/D reported experiencing

being teased more in phase 3 T2, pupils with SEN/D experienced higher levels of bullying at both T1 and T2 phase 3.

Figure 8. Phase 2 (pre pandemic phase) – Types of victimisation reported by all victims, at T1 and T2

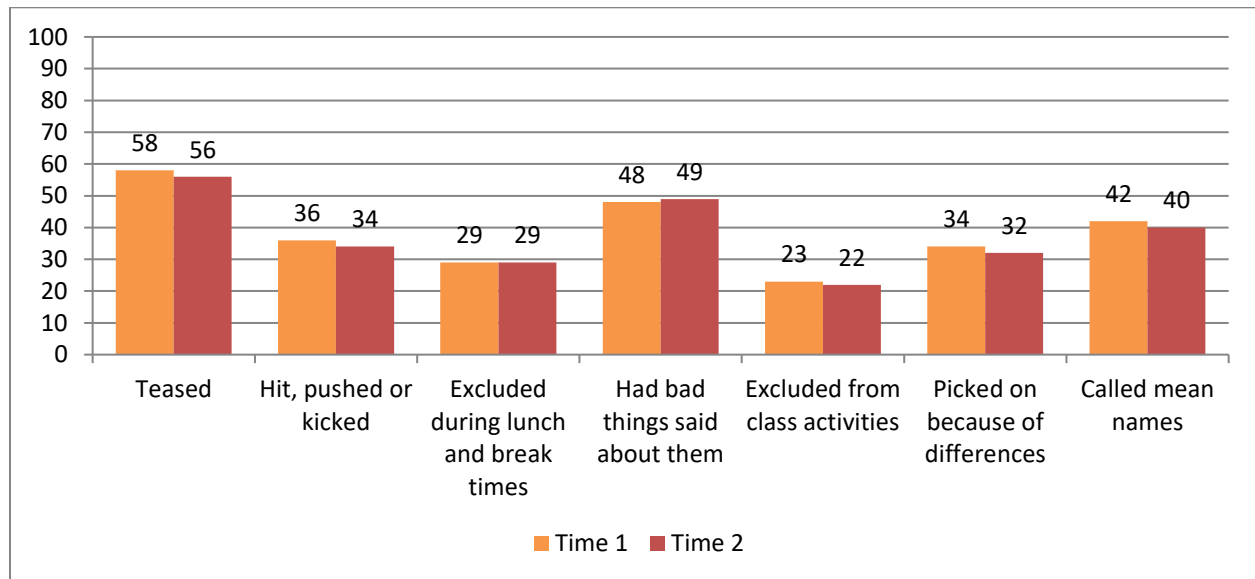


Figure 8a Phase 3 (during pandemic phase) – types of victimisation reported by all victims, at T1 and T2

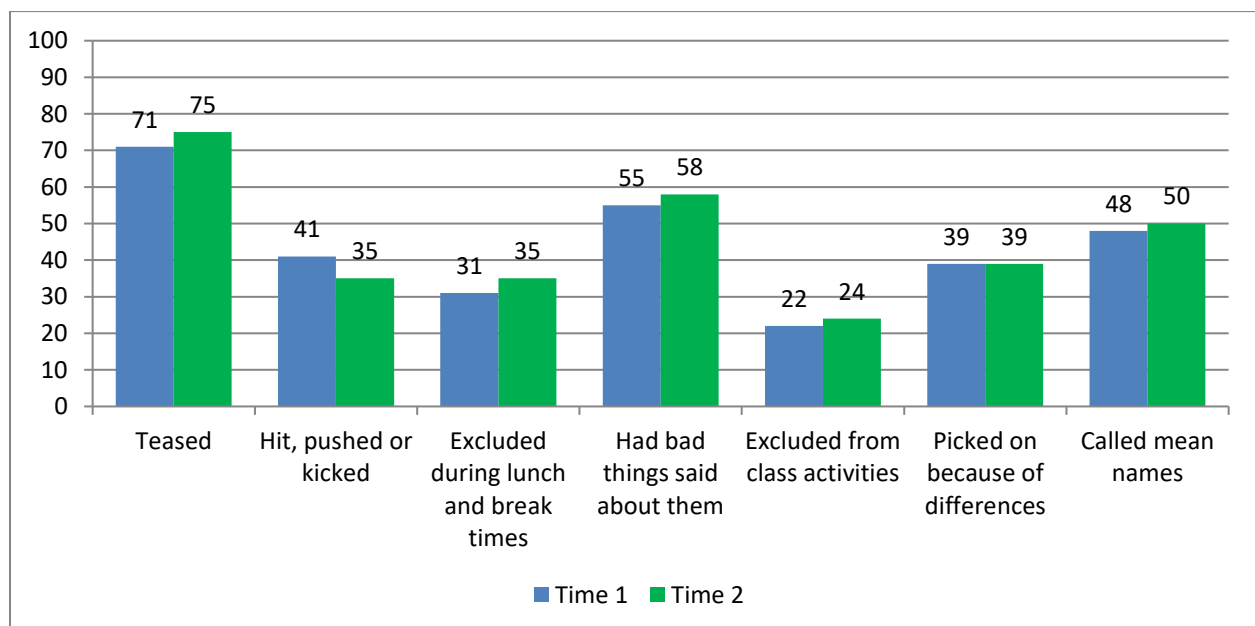


Figure 9 Phase 2 (pre pandemic phase) - Types of victimisation reported by pupils with SEN/D who were victims, at T1 and T2

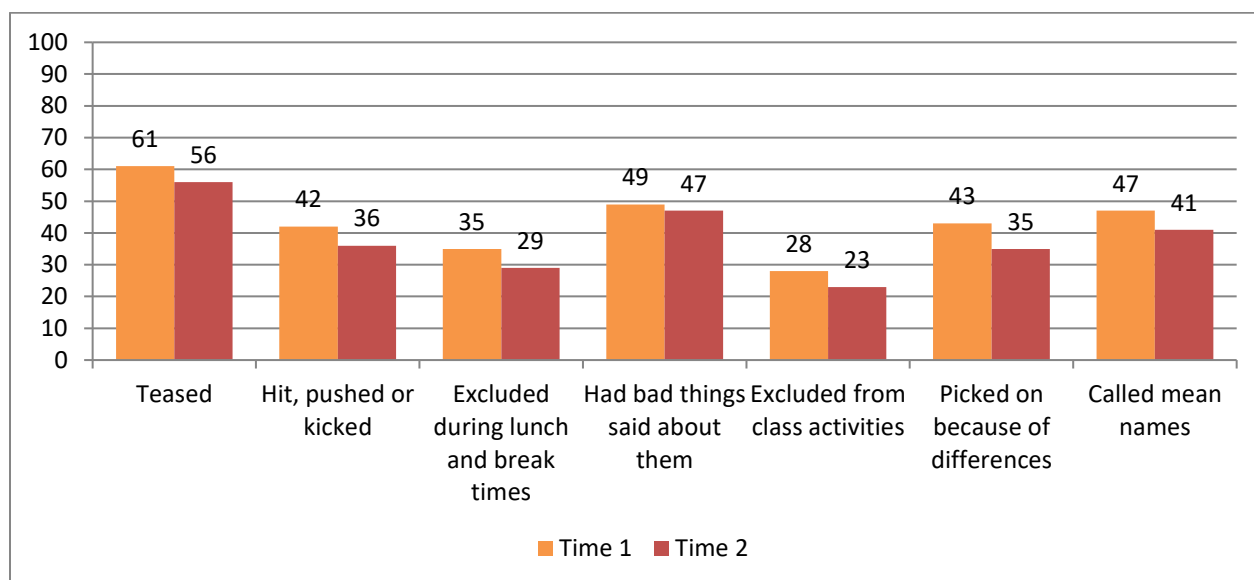
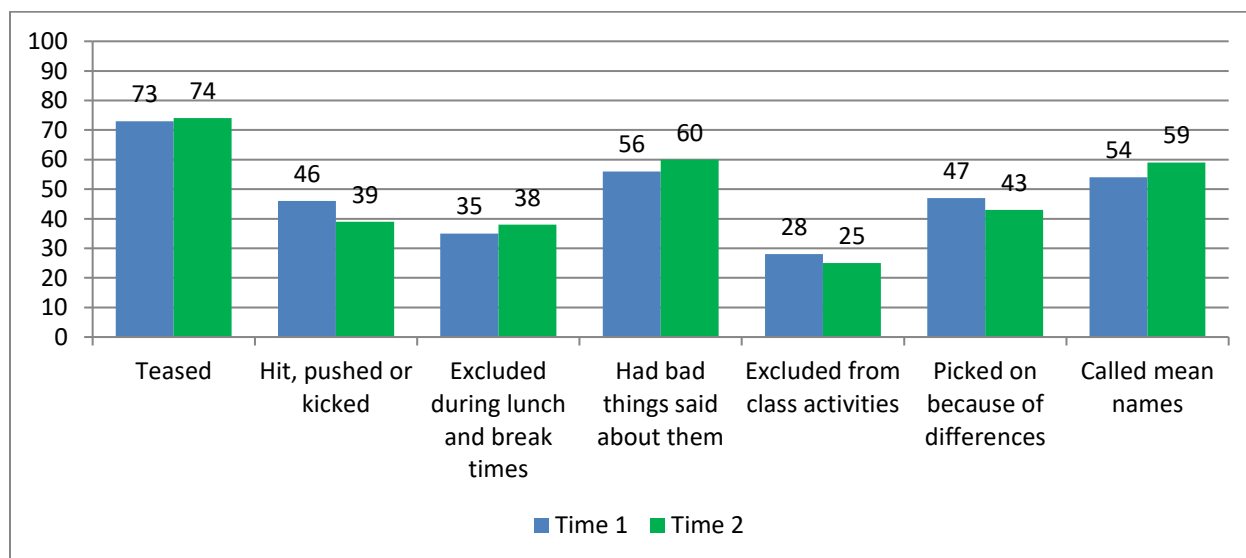


Figure 9a Phase 3 (during pandemic phase) – types of victimisation reported by pupils with SEN/D who were victims, at T1 and T2



Types of bullying others experiences

Figure 10 (phase 2 pre pandemic phase) and Figure 10a (phase 3 during pandemic phase) show types of bullying reported by all those who reported bullying others between T1 and T2.

Consistent with victims reports, verbal kinds of bullying were the most frequent types.

In phase 2 all types of bullying showed a modest decline between the two time points. In phase 3 the types of bullying behaviour experienced is similar to those reported at T2 for phase 2, however in T2 for phase 3 There is a small rise in two bullying behaviours, ‘say bad things about others and pick on others. Calling others mean names remains static with hit, pushed or kicked others and teas others decreasing by 2 percentage points.

Overall, reported behaviours of bullying others shows a decline between Phase 2 and Phase 3 for all behaviours.

Figure 11 (phase 2 pre pandemic phase) and Figure 11a (phase 3 during pandemic phase) show types of bullying others reported by those pupils who identified as SEN/D. It can be compared with Figures 10 and 10a.

Verbal bullying is most frequent, as for all pupils (Figures 10 and 10a). However, there are slightly higher percentages for verbal types of bullying others reported for those pupils with SEN/D. Verbal bullying is most frequent in phase 2 and phase 3.

In phase 3 T2 there was a small rise in three of the bullying behaviours reported for bullying others in pupils with SEN/D, ‘say bad things about others 2 percentage point, pick on others 2 percentage point and call others mean names 4 percentage point. Hit, pushed or kicked others showed a small decline of 2 percentage points and tease others showed a small decline of 1 percentage point.

Overall, reported behaviours of bullying others shows a decline between Phase 2 and Phase 3 for all behaviours.

Figure 10 Phase 2 (pre pandemic phase) – Types of bullying others reported, by all pupils, between T1 and T2

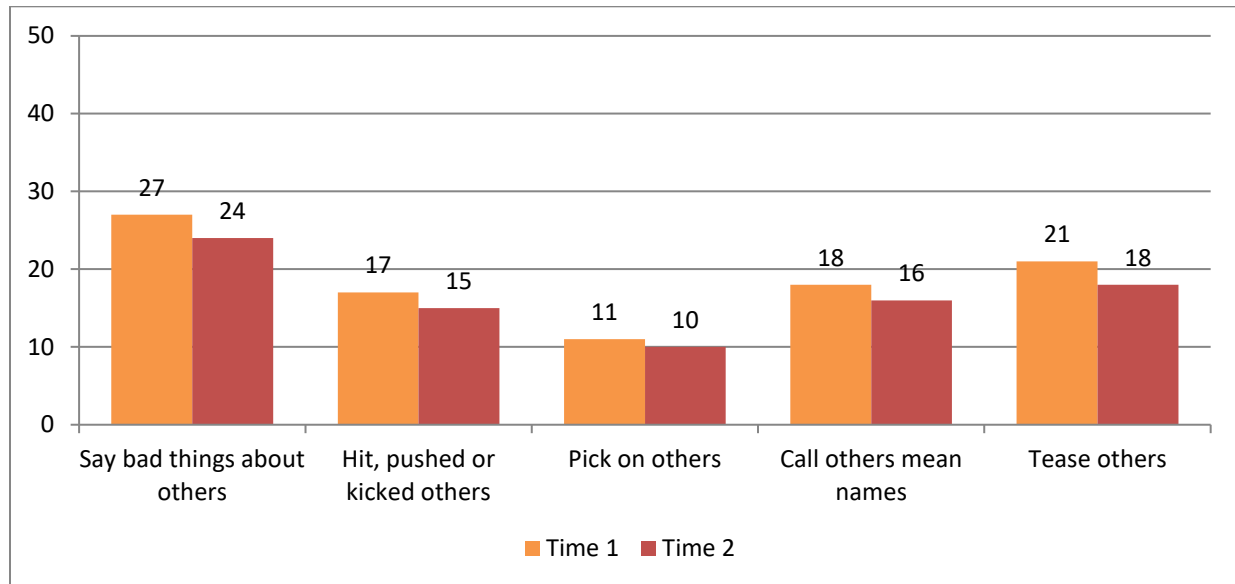


Figure 10a Phase 3 (during pandemic phase)– types of bullying others reported by all pupils, between T1 and T2

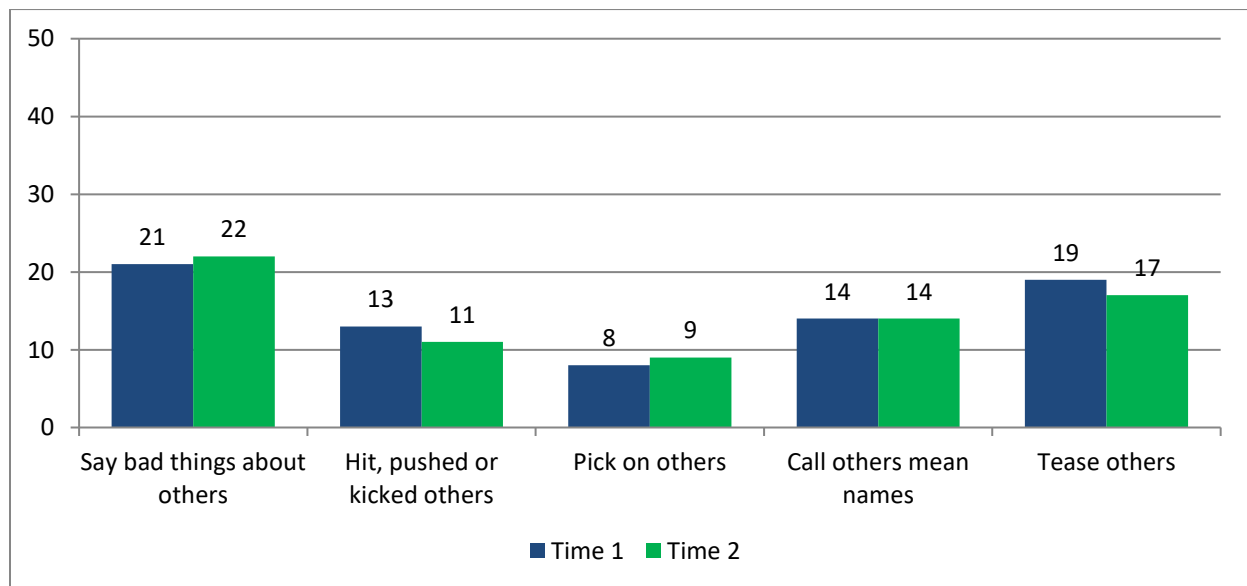


Figure 11 Phase 2 (pre pandemic phase) – Types of bullying reported for bullying others, pupils with SEN/D, at T1 and T2

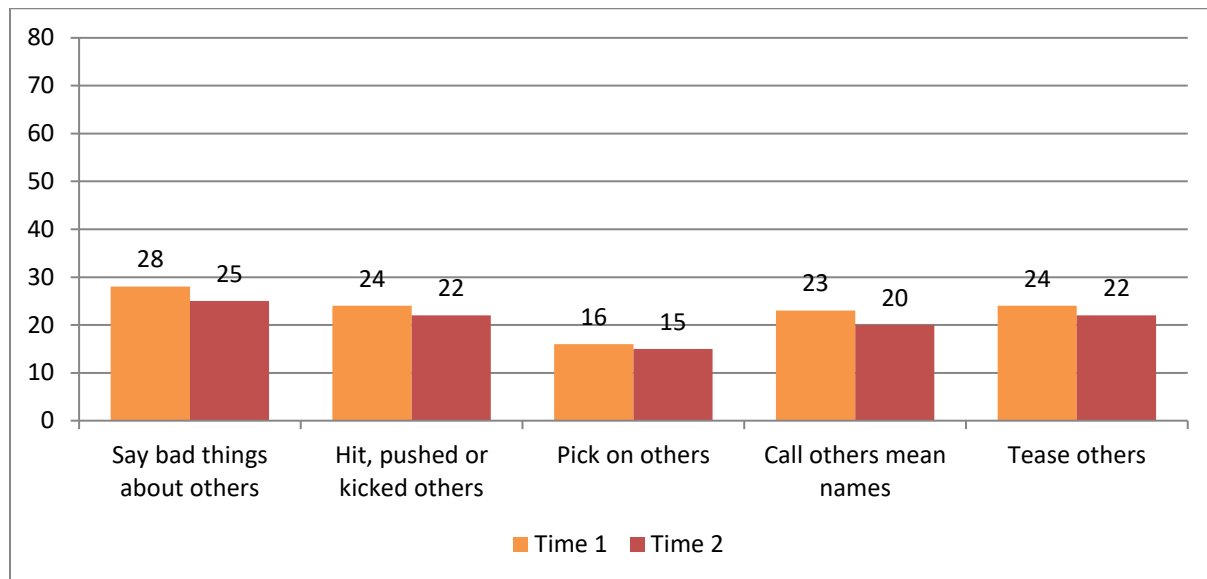
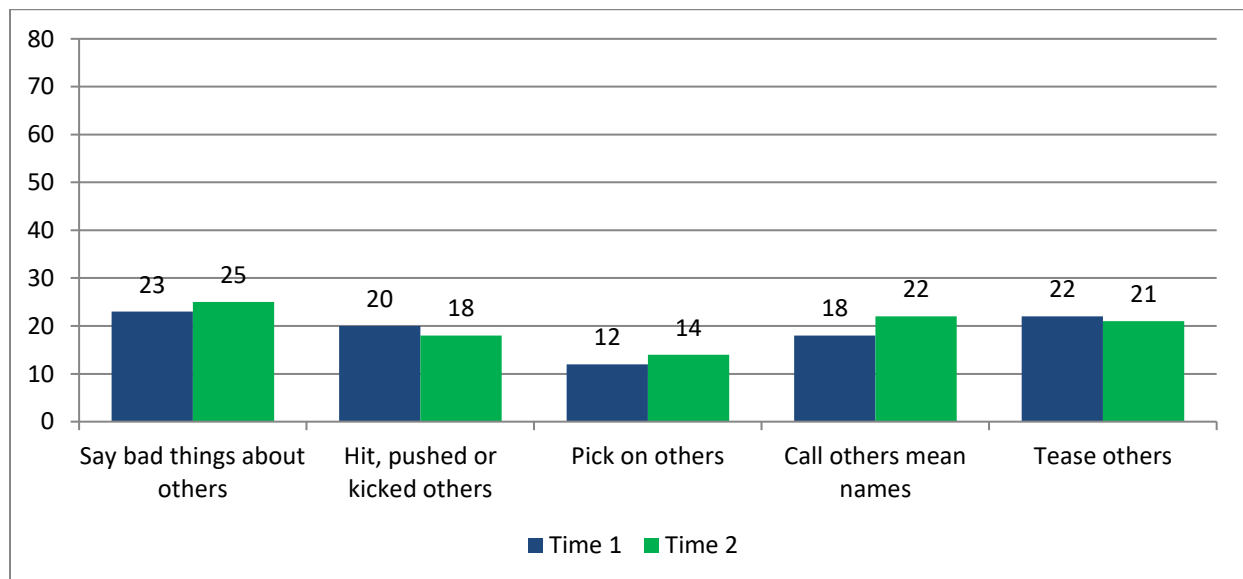


Figure 11a Phase 3 (during pandemic phase) – Types of bullying reported for bullying others, pupils with SEN/D, at T1 and T2



School Experience

School Experience was assessed by five items in the Pupil Bullying and Wellbeing Questionnaire: An overall mean score for (positive) feelings about school were calculated for phase 2 and phase 3 between T1 and T2. The overall mean scores for phase 2 were 1.95 at T1 increasing to 2.02 at T2, demonstrating an improvement in overall pupils (positive) feelings about school. Overall mean scores for phase 3 were 1.69 at T1 increasing slightly to 1.71 at T2. The overall scores for (positive) feeling about school are much lower in phase 3 than in phase 2.

Figure 12 shows the changes in school experience in relation to gender, SEN/D status and FSM from T1 to T2 for phase 2 (pre pandemic phase). At T1 those pupils who identified as SEN/D and those pupils in receipt of FSM reported the lowest scores at 1.86 each, compared with those were non-SEN/D and non-FSM; at T2 those pupils who identified as SEN/D and in receipt of FSM improved their positive feelings about school scores to 1.97 and 1.95 respectively. Also, males showed a higher improvement, from 1.93 to 2.04, compared to females who increased from 1.93 to 1.99.

Figure 12a shows the changes in school experience in relation to gender, SEN/D status and FSM from T1 to T2 for phase 3 (during pandemic phase). All pupils reported lower positive feelings about school compared with phase 2. At T1 pupils with SEN/D status, those in receipt of FSM and males reported lower scores for positive school experience. Overall scores improved from T1 to T2 for all, with the exception of females which remained the same.

Figure 12 Phase 2 (pre pandemic phase) – shows positive feelings about school by gender, SEN/D and FSM, at T1 and T2. **Higher scores mean more positive feelings of school experience.**

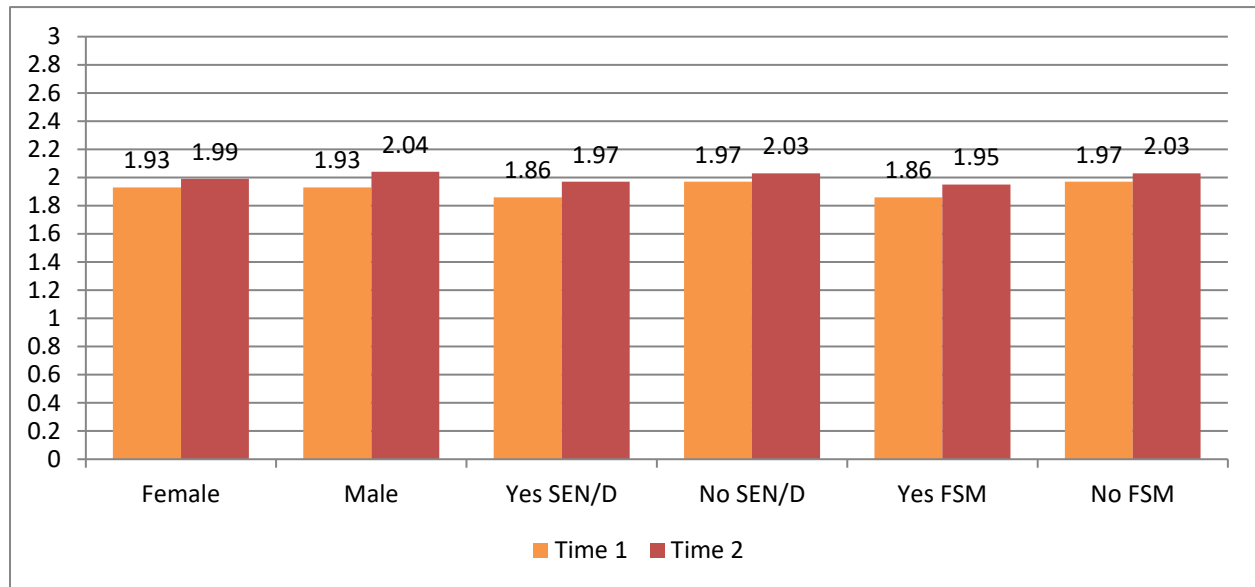
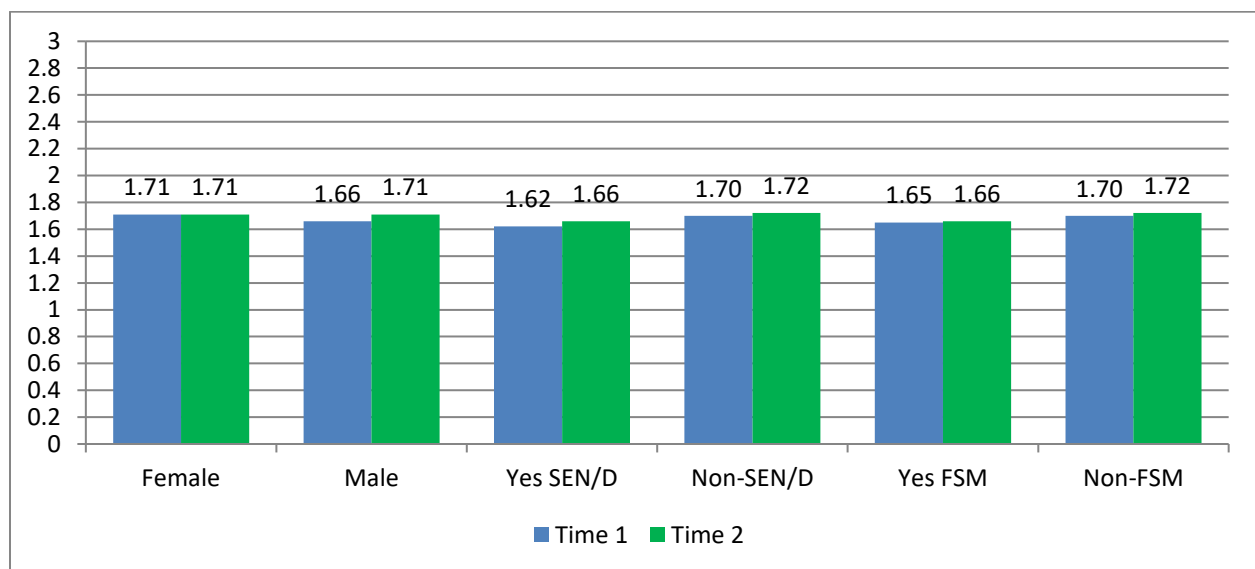


Figure 12a Phase 3 (during pandemic phase) – shows positive feelings about school scores by gender, SEN/D and FSM, at T1 and T2. **Higher scores mean more positive feelings of school experience.**



Pupil Wellbeing

This was assessed by 10 items for emotional difficulties, and six items for behavioural difficulties, each on a 0 to 2 scale. These items were combined to produce an overall mean score for pupil (negative) wellbeing. Higher responses indicate poorer pupil wellbeing scores.

The overall mean scores for phase 2 were 0.56 at T1 which remained unchanged at T2.

The overall mean scores for phase 3 were 0.60 at T1 which remained unchanged at T2. This indicates lower pupil wellbeing during phase 3 compared to phase 2.

Figure 13 (phase 2 pre pandemic phase) and Figure 13a (phase 3 during pandemic phase) shows the changes in wellbeing from T1 to T2, in relation to gender, SEN/D status, and FSM.

At both phases, wellbeing is worse for pupils with SEN/D and FSM pupils. However, this is only at T1 in both phases, at T2 wellbeing scores have improved for both pupils with SEN/D and FSM. For males, wellbeing scores also improve at T2 in phase 3, however female wellbeing scores decline from 0.64 to 0.66. Most notable is the wellbeing score for non-FSM pupils which is worse at T2 in phase 3, going from 0.51 to 0.59.

Figure 14 (phase 2 pre pandemic phase) and Figure 14a (Phase 3 during pandemic phase) shows wellbeing scores in relation to ever being victimised at T1 and time to across both phase 2 and phase 3.

Figure 14 (phase 2) shows that pupils who identified as ever being victimised reported improved wellbeing at the end of the programme from a mean of 0.63 to 0.56, whilst those pupils who identified as being frequently victimised reported an improvement of wellbeing from 0.81 down to 0.56.

The same cannot be said for pupils in phase 3, of those pupils who identified as ever being victimised, as their wellbeing score between T1 and T2 remained the same at 0.67, whilst those pupils who identified as frequently being victimised reported worse wellbeing at T2 with an increase from 0.86 to 0.92.

Those pupils who had not identified as ever being victimised or frequently victimised saw little to no change in their wellbeing at phase 3.

Figure 13 Phase 2 (pre pandemic phase) – (negative) Wellbeing scores in relation to gender, SEN/D status and FSM, at T1 and T2. **Higher scores mean lower wellbeing.**

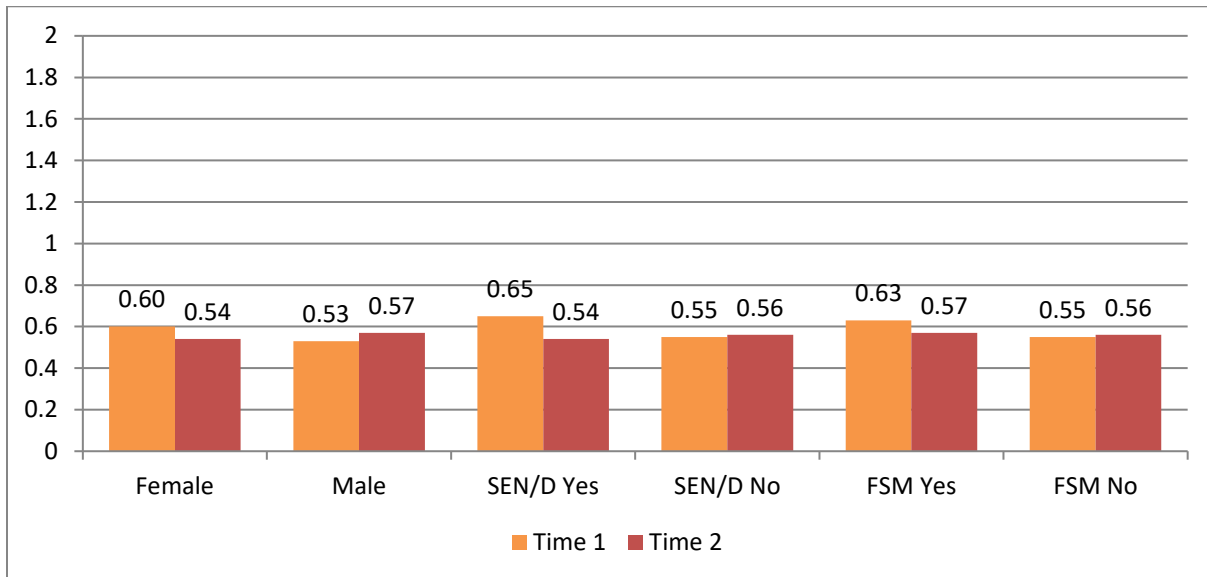


Figure 13a Phase 3 (during pandemic phase) - (negative) Wellbeing scores, in relation to gender, SEN/D status and FSM at T1 and T2. **Higher scores mean lower wellbeing.**

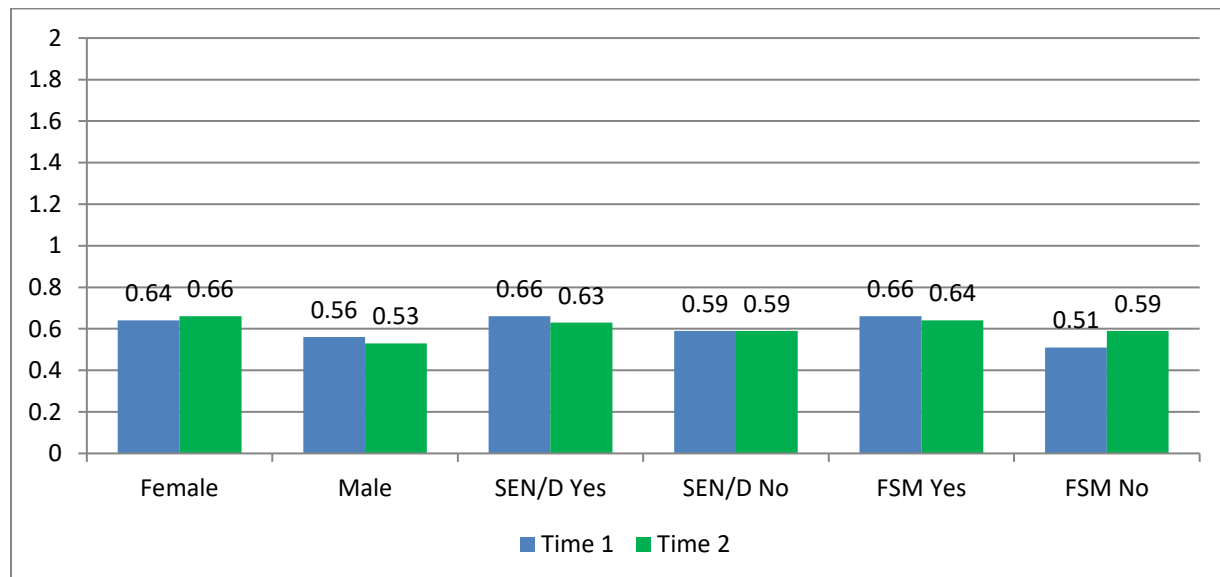


Figure 14 Phase 2 (pre pandemic phase) – (negative) wellbeing in relation to never being victimised, ever being victimised and frequently being victimised at T1 and T2. **Higher scores mean lower wellbeing.**

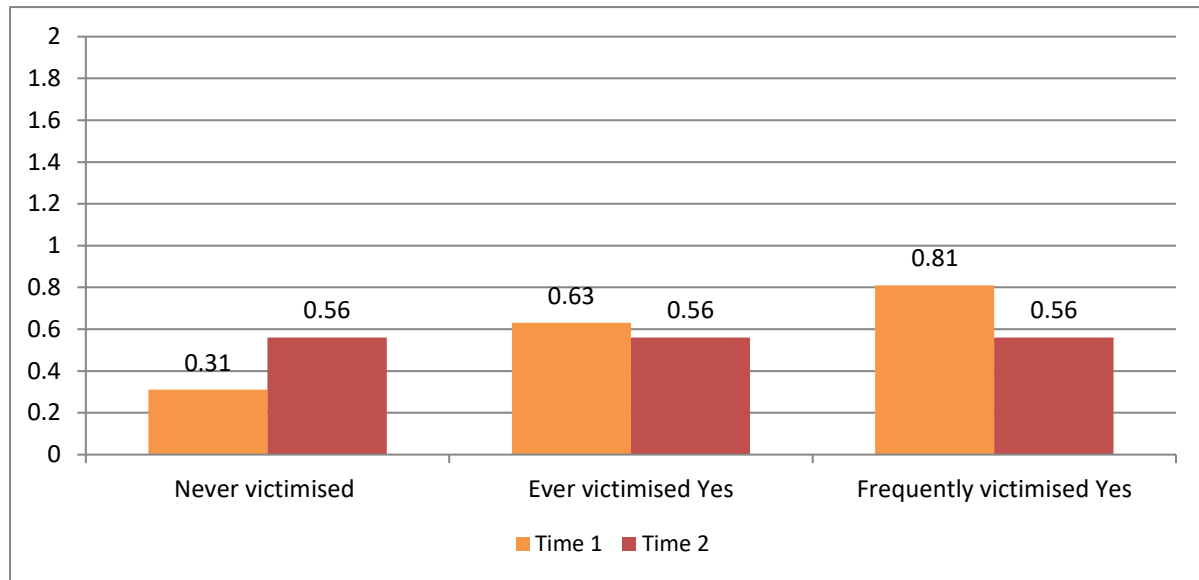


Figure 14a Phase 3 (during pandemic phase) – (negative) wellbeing scores in relation to never being victimised, ever being victimised and frequently being victimised at T1 and T2. **Higher scores mean lower wellbeing.**

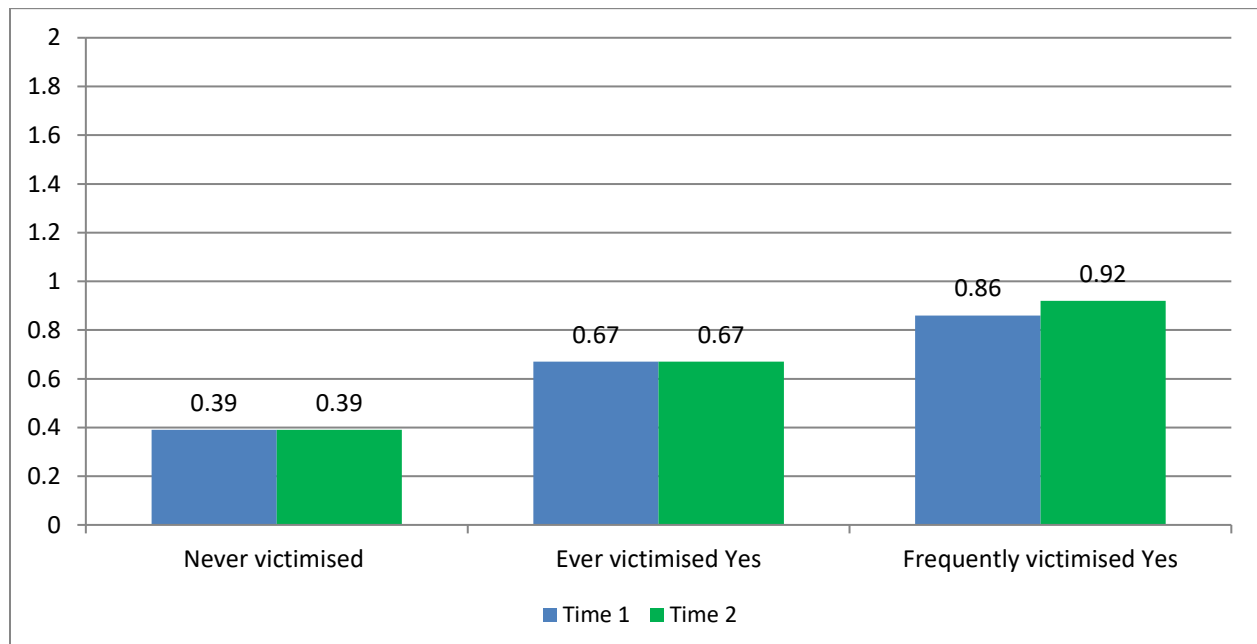


Figure 15 (phase 2 pre pandemic phase) and Figure 15a (phase 3 during pandemic phase) show wellbeing scores in relation to ever bullying or frequently bullying others at T1 and T2. Pupils who identified as ever bullying or frequently bullying others, consistently reported worse (higher) wellbeing scores. At phase 3, those pupils who identified as ever bullying others reported worse wellbeing at T2 going from 0.72 to 0.74, compared to those pupils who identified as not ever bullying or not frequently bullying others whose wellbeing improved slightly or remained the same respectively.

Figure 16 (phase 2 pre pandemic phase) and Figure 16a (phase 3 during pandemic phase) show wellbeing score in relation to school type at T1 and T2. Both primary and secondary wellbeing scores are slightly worse in phase 3 than in phase 2. Wellbeing in primary school pupils shows a small improvement from T1 to T2 in both phase 2 and phase 3. However, wellbeing in secondary school pupils shows a small decline from T1 to T2 in both phase 2 and phase 3.

Figure 15 Phase 2 (pre pandemic phase) – (negative) Wellbeing scores in relation to never bullying others, ever bullying others and frequently bullying others, at T1 and T2. **Higher scores mean lower wellbeing.**



Figure 15a Phase 3 (during pandemic phase) – (negative) Wellbeing score in relation to never bullying others, ever bullying others and frequently bullying others, at T1 and T2. **Higher scores mean lower wellbeing.**

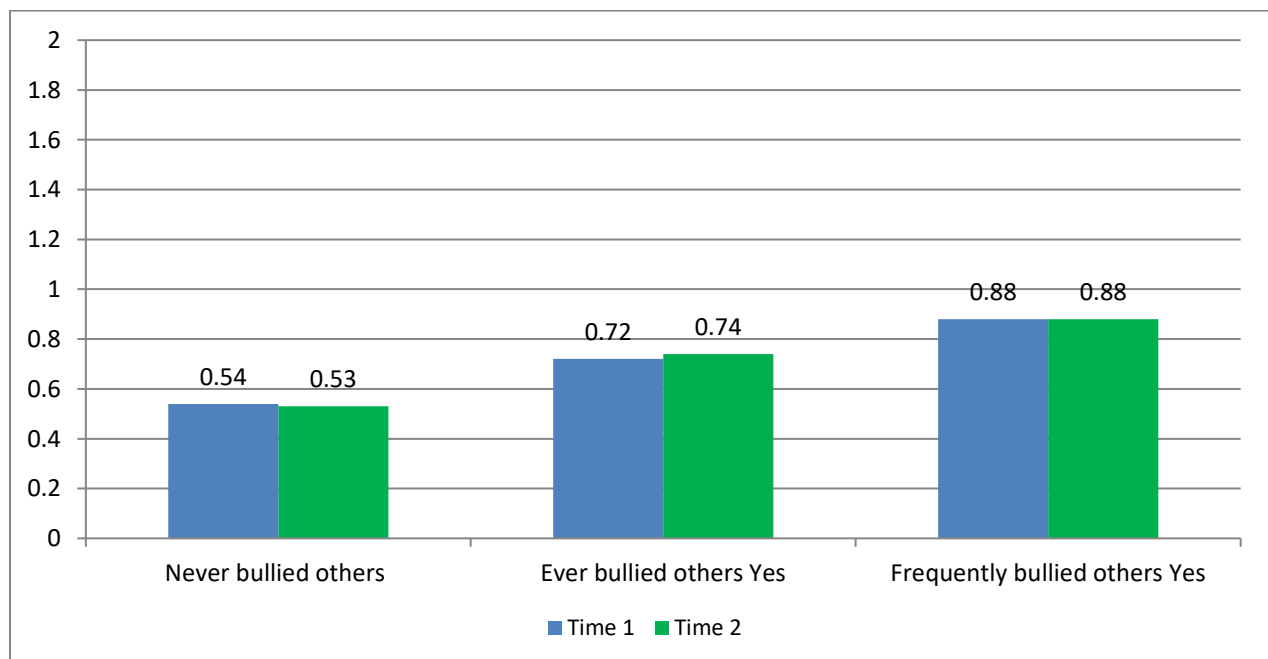


Figure 16 Phase 2 (pre pandemic phase) – (negative) Wellbeing score by type of school, at T1 and T2. **Higher scores mean lower wellbeing.**

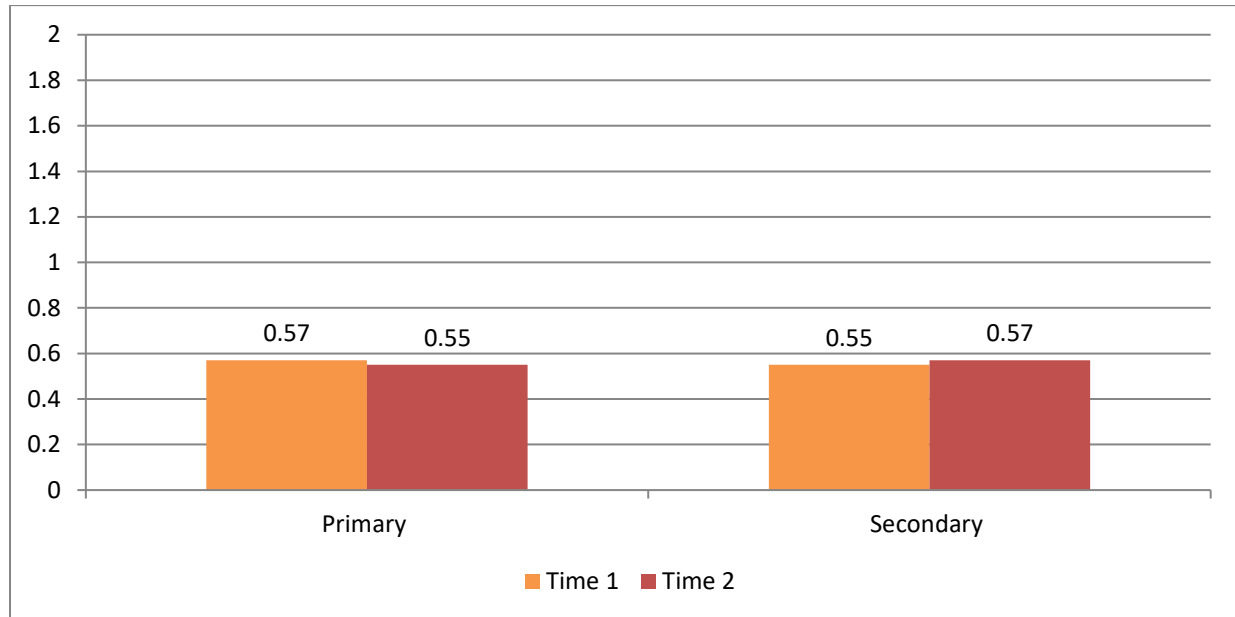


Figure 16a Phase 3 (during pandemic phase) – (negative) Wellbeing score by type of school, at T1 and T2. **Higher scores mean lower wellbeing.**

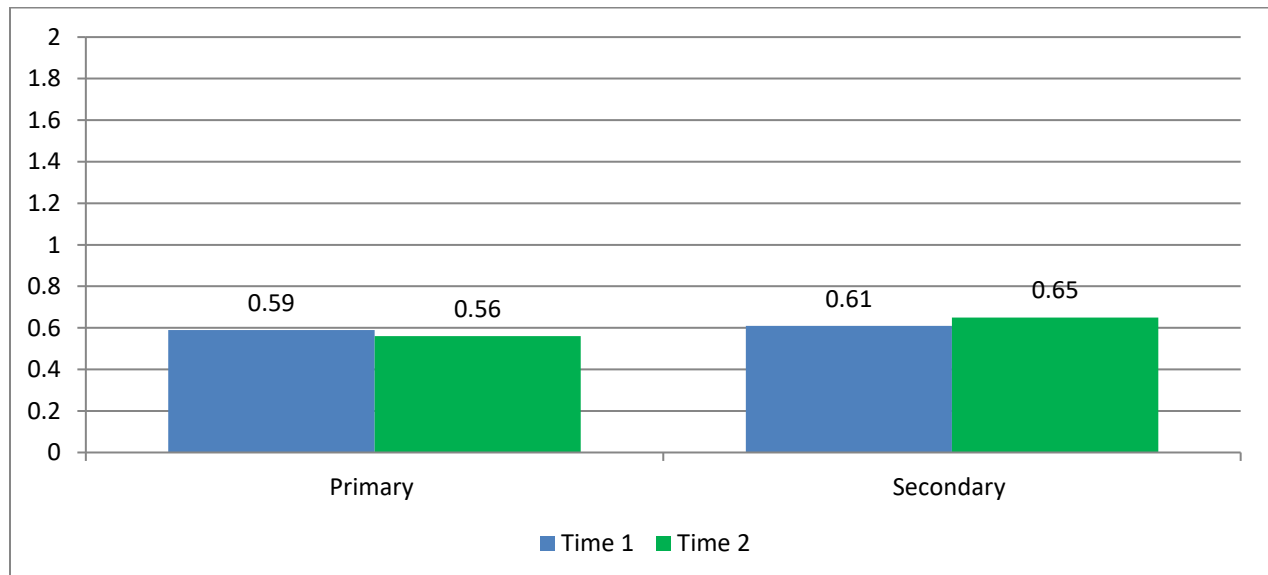


Table 3 examines pupil wellbeing in relation to three specific questions and compares the data from phase 2 with phase 3. The findings are mixed, with the most noticeable change in “I worry a lot” which could possibly have to do with the pandemic. Overall wellbeing was slightly more negative between T1 and T2, but improved slightly for I feel lonely and I feel scared, remaining static for I worry a lot.

Table 3. Some Wellbeing items at phase 2 and phase 3.

Questions	2020 Report		2021 Report	
	T1	T2	T1	T2
I feel lonely	61%	63%	63%	62%
I worry a lot	65%	65%	67%	67%
I feel scared	43%	44%	44%	42%

School Audit Findings

As part of the All Together Programme, the School Audit Tool was developed as a way for schools to reflect upon and consider different aspects of their anti-bullying work. The School Audit focuses on six compulsory areas and on one optional area in which participants are asked to rate each item on a scale as to whether they fully met, partially met or have not yet met the criteria. The Audit was administered at the beginning of the study to provide baseline data and again at the end of the study to provide final data from which evaluations of change can be made.

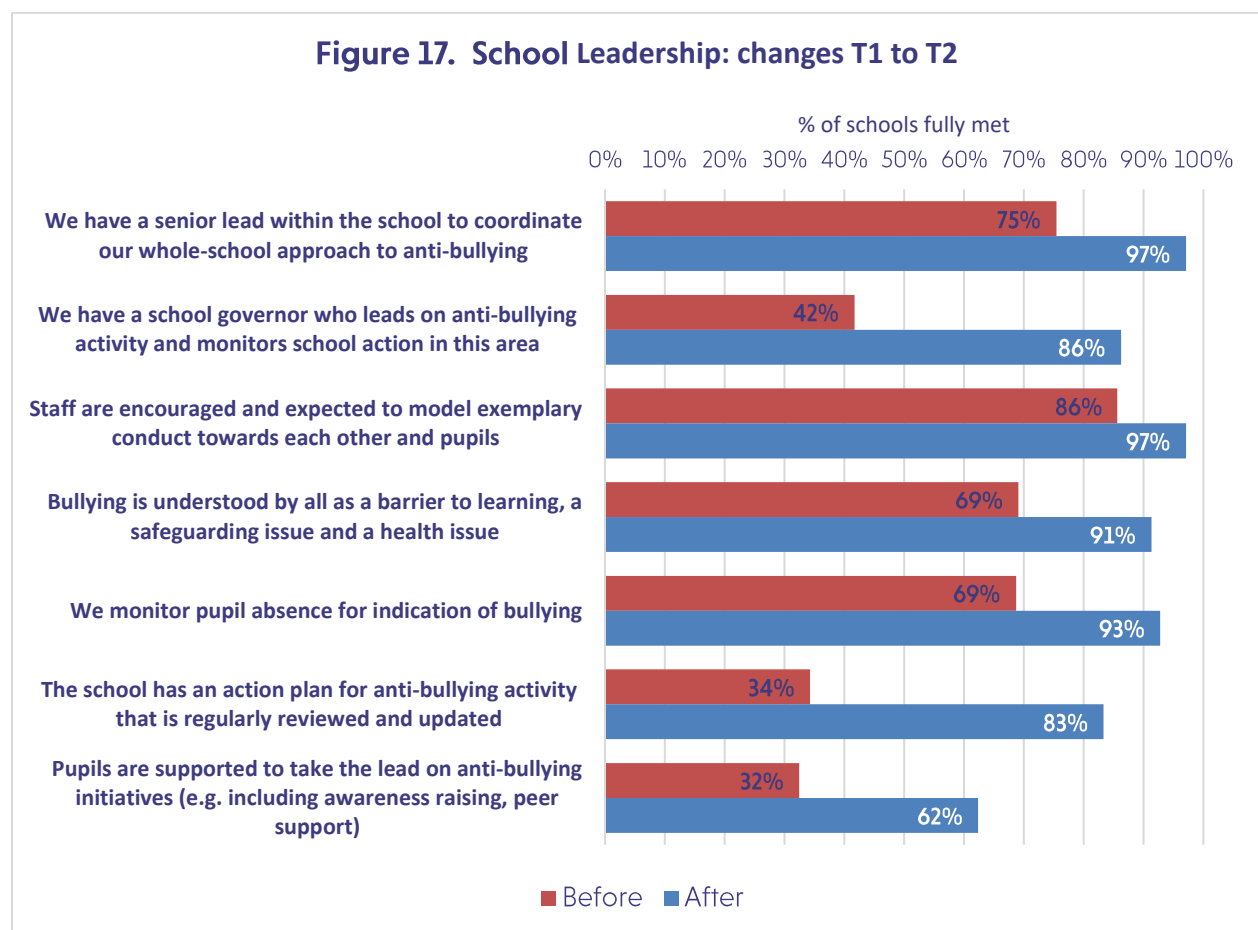
Baseline data was collected from 334 Schools, with 138 schools participating in the final Audit for categories one to six. Those schools who opted to complete the baseline data for the seventh category (asking about At-Risk Groups) was collected from 203 schools at baseline, and 98 schools for the final time point.

Of the 334 schools that completed the school audit at baseline, 203 schools opted to complete the additional audit question. At the final time point, of the 138 schools, 98 completed the additional audit question. Findings from the seven criteria are considered individually – see Appendix 1 for detailed tables which provide the frequency and percentages for each item. All schools participated in the programme reported substantial improvements from the baseline to the final data collection. These are detailed next.

School Leadership

This category comprised seven items, see Figure 17. At the beginning of the programme schools reported improvements at the end of the programme in most of the 7 criteria, the final audit shows that the most significant improvements were made in the following areas:

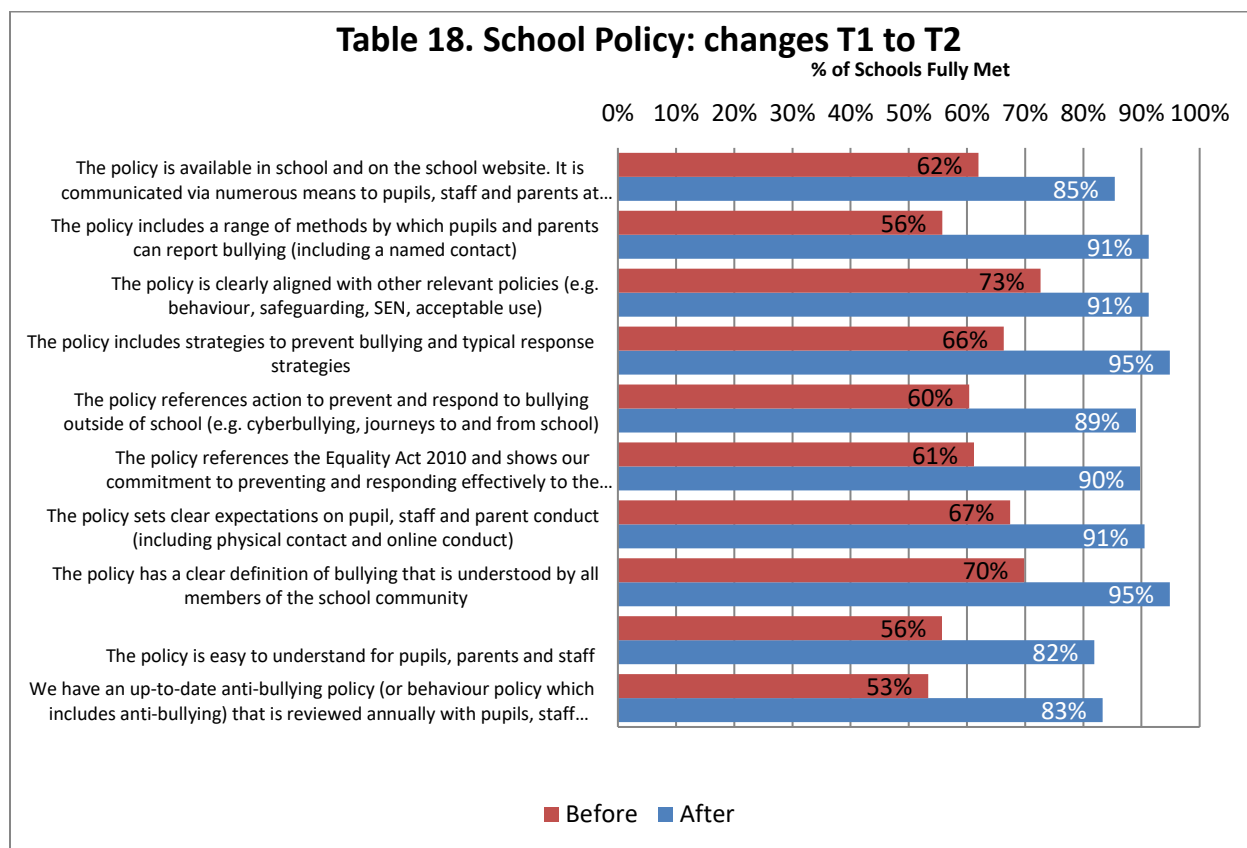
- Q1.2: 71% of schools reported at least partially meeting the requirement to have a school governor who lead anti-bullying work at the beginning of the programme, rising to 98% at the end of the programme.
- Q1.6: 62% of schools reported partially meeting the requirement to have a school action plan for anti-bullying activity at the beginning of the programme, rising to 100% at the end of the programme.
- Q1.7: 61% of schools reported partially meeting the requirement for supporting pupils to take the lead on anti-bullying initiatives at the beginning of the programme, rising to 98% at the end of the programme.



School Policy

This category comprised 10 items, see Figure 18. At the beginning of the programme the majority of schools had at least partially met the majority of items. However, there were three items where an appreciable minority of schools reported not meeting the criteria:

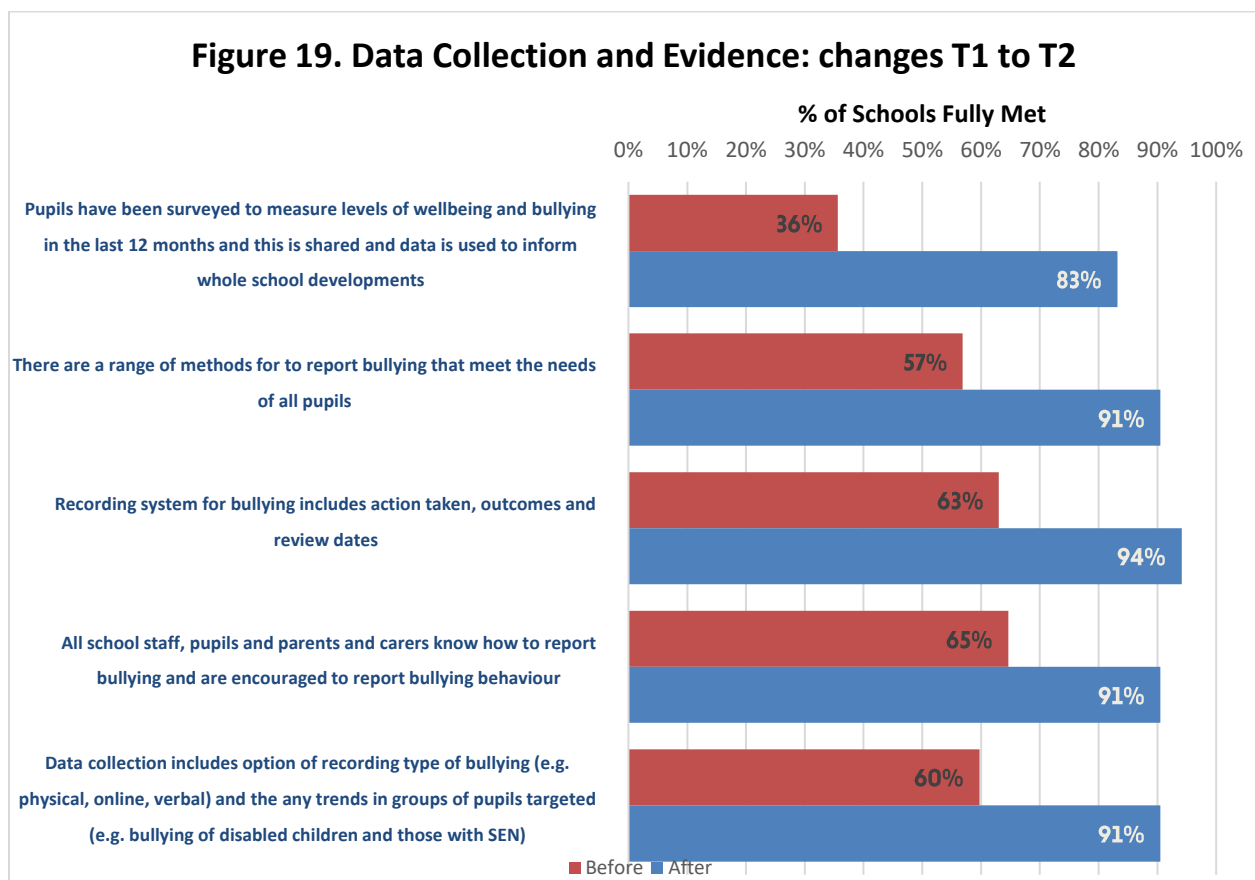
- Q2.5: 13% of schools reported not meeting the criterion: the policy references the Equality Act 2010 which shows commitment to preventing and responding effectively to bullying of protected and vulnerable groups of children, including disabled and those with SEN, those who are perceived to be LGBT, race and religion, targeted sexist and sexual bullying', at the beginning of the programme. This reduced to 1% at the end of the programme.
- Q2.6: 10% of schools reported not meeting the criterion: the policy references action to prevent and respond to bullying outside of school including cyberbullying, at the beginning of the programme. This reduced to 1% at the end of the programme.
- Q2.9: 10% of schools reported not meeting the criterion: the policy includes a range of methods by which pupils and parents can report bullying (including named contact), at the beginning of the programme. At the end of the programme 100% of schools reported meeting or partially meeting the criterion.



Data Collection and Evidence

This category comprised 5 items, see Figure 19. At the beginning of the programme the majority of schools reported meeting or partially meeting most of the criteria, however nearly a third of the schools reported not meeting the criterion for one key item:

- Q3.1: 32% of schools did not meet the criterion for pupils being surveyed to measure levels of wellbeing and bullying in the last 12 months and this data being used to inform whole school development, at the beginning of the programme. This improved to 96% of schools either fully or partially meeting the criterion by the end of the programme.

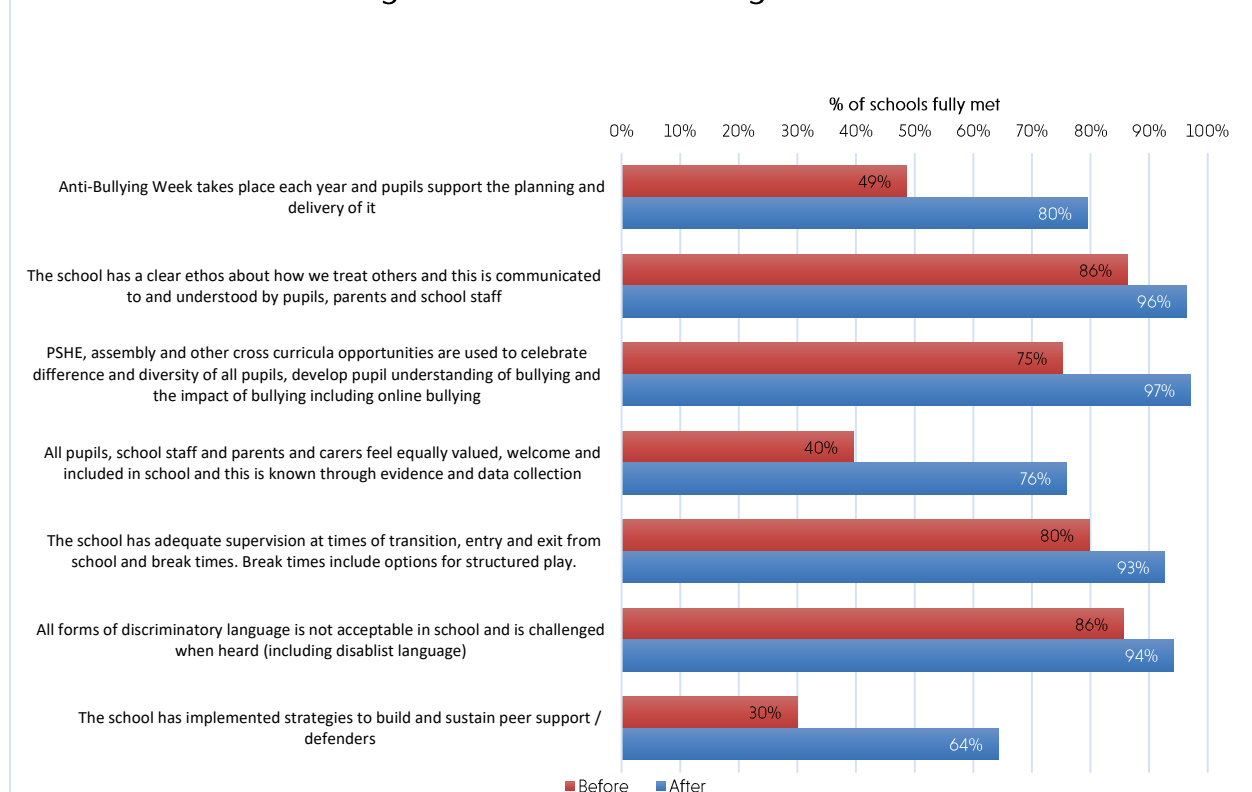


Prevention of Bullying

This category comprised seven items, see Figure 20. At the beginning of the programme all schools reported at least fully or partially meeting most of the criteria. However, there were three items where an appreciable minority of schools reported not meeting the criteria:

- Q4.1: 6% of schools reported not meeting the criterion in which pupils the pupils support planning and deliver of anti-bullying week at the beginning of the programme. This improved to 100% meeting or partially meeting the criterion at the end of the programme.
- Q4.4: 13% schools reported not meeting the criterion at the beginning of the programme which related to the statement that all pupils, school staff and parent/carers feel equally valued, welcome and included in school and this is known through data collection. This had improved to 97% of schools meeting the criterion at the end of the programme.
- Q4.7: 23% of schools reported they had not yet met the criterion for implementing strategies to build and sustain peer support/defenders, at the beginning of the programme. This improved to 94% of schools reporting that they had fully or partially met the criterion at the end of the programme.

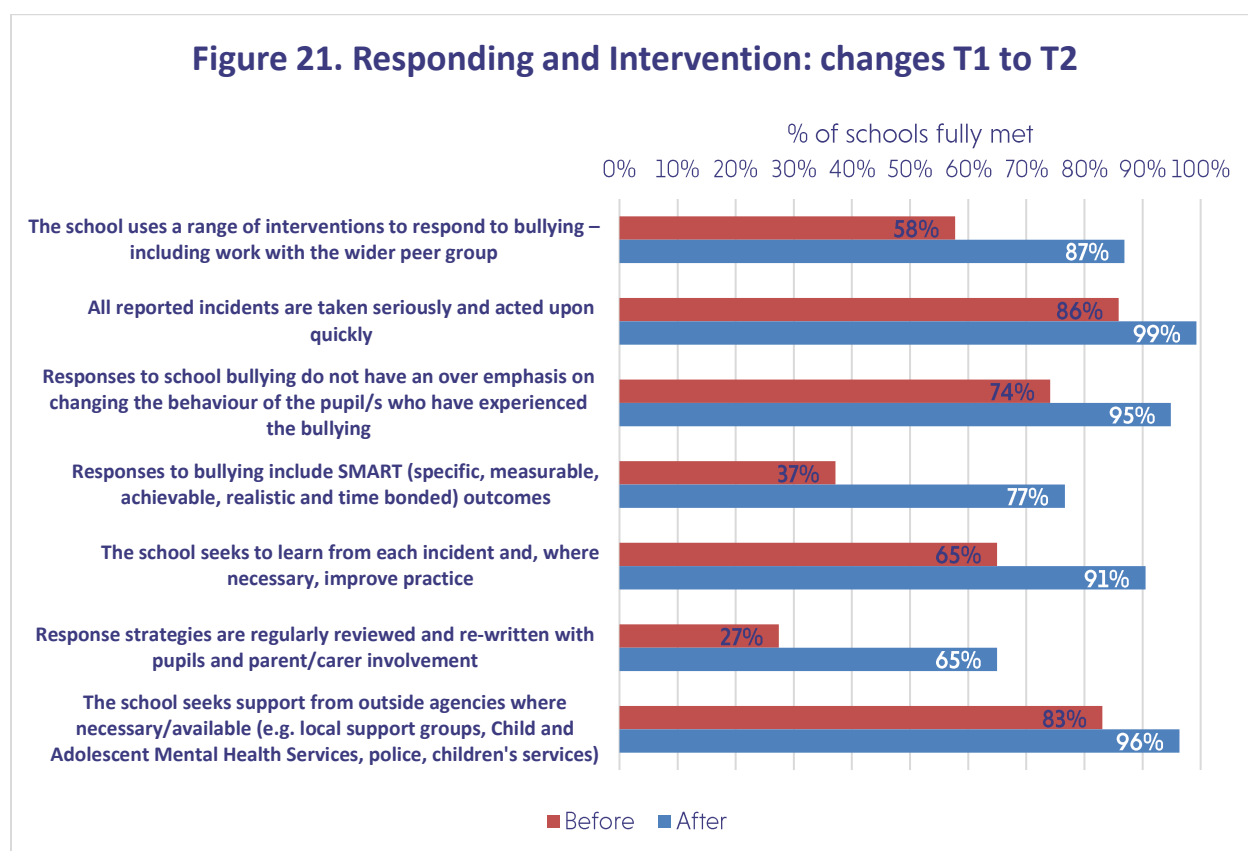
Figure 20. Prevention: changes T1 to T2



Responding and Intervention

This category comprised seven items, see Figure 21. At the start of the programme the majority of schools reported at least fully or partially meeting the criteria. However, there were two items where an appreciable minority of schools reported not meeting the criteria:

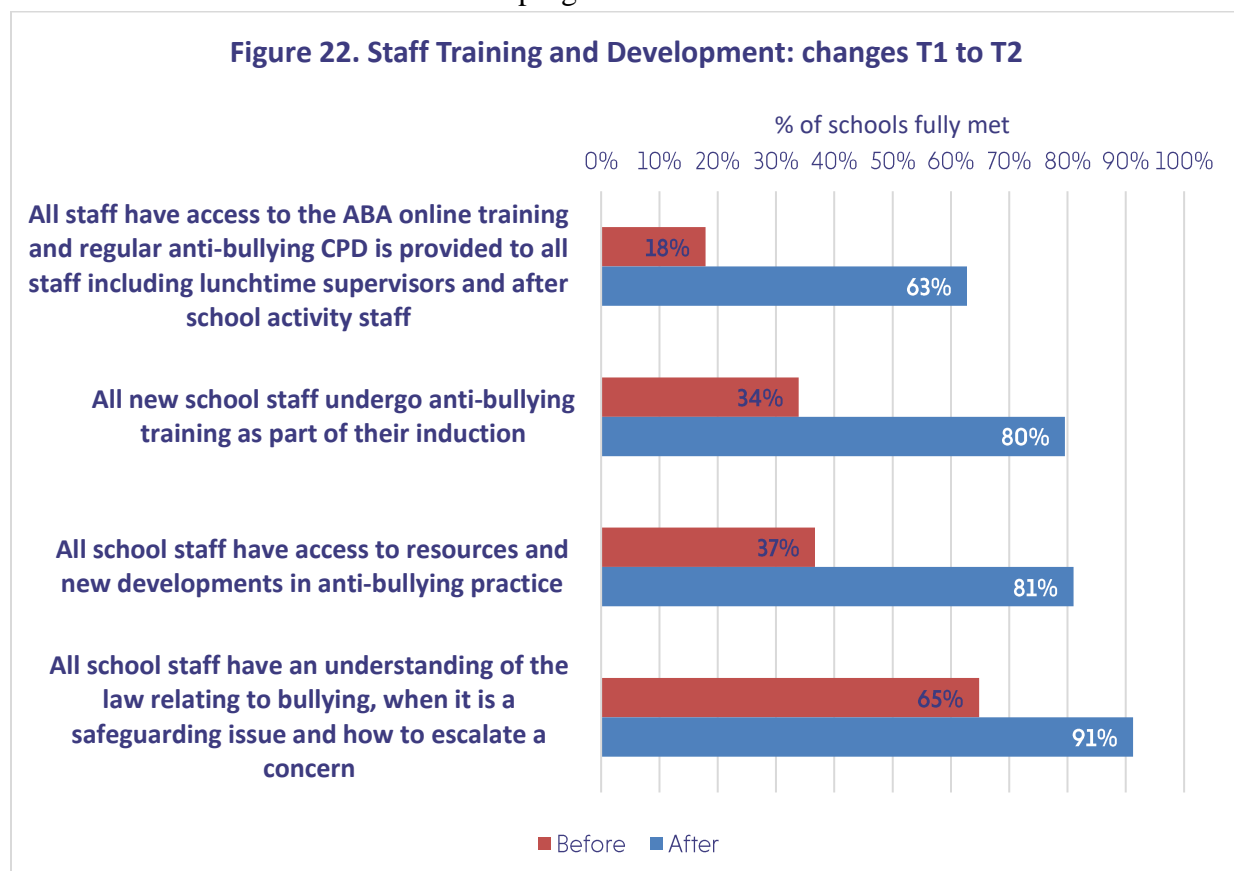
- Q5.4: 23% of schools reported not meeting the criterion ‘responses to bullying including SMART (specific measurable achievable realistic and time bonded) outcomes’, at the beginning of the programme. This improved to 98% of schools reporting that they had fully or partially met the criterion at the end of the programme.
- Q5.6: 32% of schools reported not meeting the criterion ‘response strategies are regularly reviewed and re-written with pupil and parent/carers involvement’ at the beginning of the programme. This improved to 96% of schools reporting that they had fully or partially met the criteria at the end of the programme.
- It is worth noting that for item Q5.2 ‘all reported incidents are taken seriously and acted upon quickly’, 100% of schools reported meeting the criterion at the end of the programme.



Staff Training and Development

This category comprised four items, see Figure 22. At the start of the programme the majority of schools reported at least fully or partially meeting the criteria. However, there were three items where an appreciable minority of schools reported not meeting the criteria:

- Q6.1: 42% of schools reported that they did not meet the criterion in relation to staff having access to the ABA online training and regular anti-bullying CPD. at the beginning of the programme. This improved to 95% of schools reporting that they had fully or partially met the criteria at the end of the programme. Feedback provided alongside the audit by staff identified how useful the training and resources were and how their confidence had increased as a result.
- Q6.2: 38% of schools reported not meeting the criterion in relation to ‘all school staff undergo anti-bullying training as part of their induction’ at the beginning of the programme. This improved to 96% of schools reporting that they had fully or partially met the criteria at the end of the programme.
- Q6.3: 26% of schools reported not meeting the criterion for ‘staff having access to resources and new developments in anti-bullying work’ at the beginning of the programme. This improved to 98% of schools reporting that they had fully or partially met the criteria at the end of the programme.



At-Risk Groups

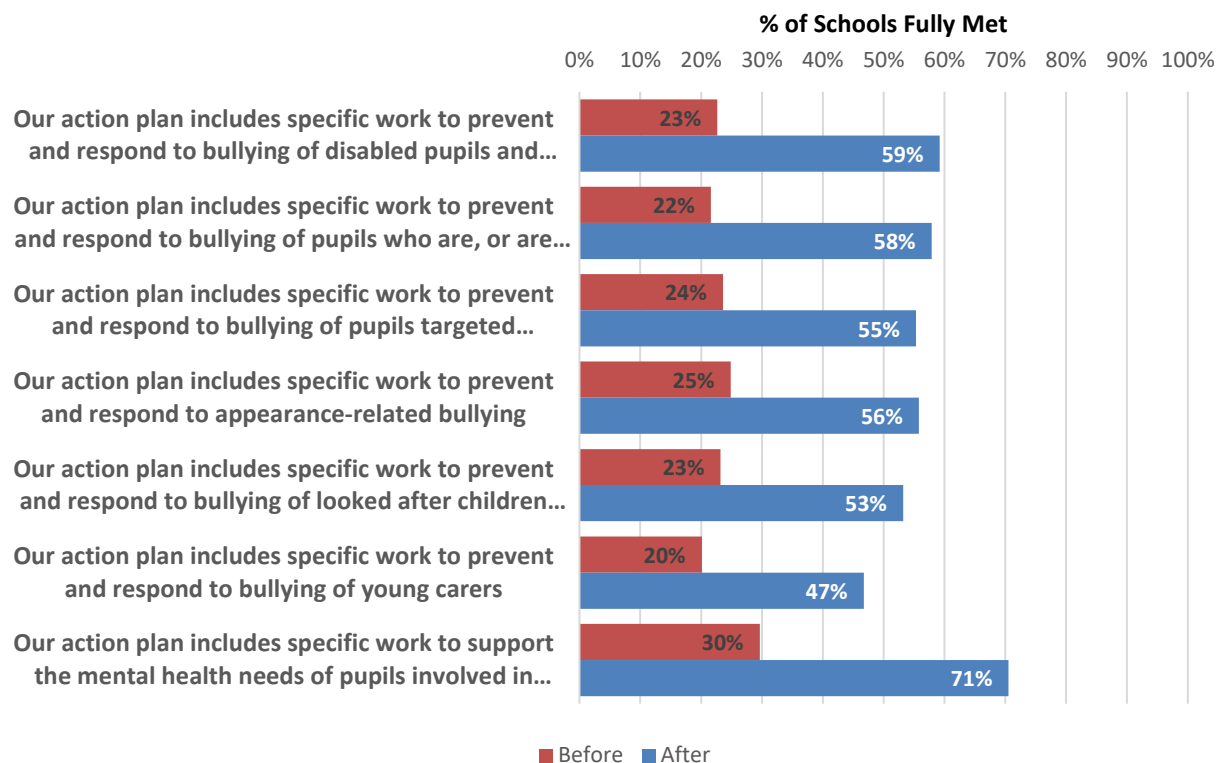
Of those schools who opted to complete this section of the audit, 203 schools completed the baseline data and 98 schools completed the final data. This category was an optional one in which schools were asked to respond to seven items in relation to at-risk groups, see Figure 23, and as itemised below:

- Q7.1) 33% of schools reported that they had not yet met the criterion ‘Our action plan includes specific work to prevent and respond to bullying of disabled pupils and those with special educational needs’ at the beginning of the programme. This improved to 96% of schools reporting having fully met or partially met the criterion at the end of the programme.
- Q7.2) 38% of schools reported that they had not yet met the criterion ‘Our action plan includes specific work to prevent and respond to bullying of pupils who are, or are perceived to be, LGBT+’ at the beginning of the programme. This improved to 92% of schools reporting having fully met or partially met the criterion at the end of the programme.
- Q7.3) 38% of schools reported that they had not yet met the criterion ‘Our action plan includes specific work to prevent and respond to bullying pupils targeted because of their race or faith (including Gypsy, Roma and Traveller pupils)’ at the beginning of the programme. This had improved to 90% of schools reporting having fully or partially met the criterion at the end of the programme.
- Q7.4) 37% of schools reported that they had not met the criterion ‘Our action plan includes specific work to prevent and respond to appearance-related bullying’ at the beginning of the programme. This improved to 92% of schools reporting having fully or partially met the criterion at the end of the programme.
- Q7.5) 39% of schools reported that they had not yet met the criterion ‘Our action plan includes specific work to prevent and respond to bullying of looked after children (LAC)’ at the beginning of the programme. This improved to 86% of schools reporting having fully or partially met the criterion at the end of the programme.
- Q7.6) 46% of schools reported that they had not yet met the criterion ‘Our action plan includes specific work to prevent and respond to bullying of young carers’ at the

beginning of the programme. This improved to 89% of schools reporting that they had fully or partially met the criteria at the end of the programme.

- Q7.7) 34% of schools reported that they had not yet met the criterion ‘Our action plan includes work to support the mental health needs of pupils involved in bullying’ at the beginning of the programme. This improved to 95% of schools reporting that they had fully or partially met the criteria at the end of the programme.
-

Figure 23. At-risk groups: changes T1 to T2



Evaluation of the All Together Programme's training and the Parent Information Tool

Data was collected from all those that participated in the face-to-face/webinar training element of the All Together Programme. This included 113 of the wider children's workforce participants whose training was conducted in September to December 2020; participants were asked to complete post evaluations of the webinar training, with follow up survey data collected by March 2021.

Data was also collected from 101 school leads who participated in face-to-face and or webinar training between September 2020 and November 2020; participants were asked to complete evaluations on the day of the training. Data was also provided by 153 school leads that participated in the All Together Programme and provided follow up data by March 2021; additional data was collected from 436 parents and carers between April 2020 and March 2021. During the programme the ABA conducted evaluations of their training and tools given to various groups, these are categorised as parents/carers, school leads and members of the wider children's workforce.

School Lead improvement in anti-bullying work

For School Lead Improvement in Anti-bullying work, 101 delegates attending webinar training between September 2020 and November 2020 were asked to complete questions to evaluate post training aspects; this included exploring improvements in their knowledge as a result of the webinar and to what extent did they feel they had improved their knowledge and understanding.

Participants were asked:

(1) To what extent has this webinar improved your understanding of the impact of bullying on children and young people (including those with SEN and disability)? **97% felt that they had improved or significantly improved in their understanding of the impact of bullying on children and young people (including those with SEN and disability).**

(2) To what extent has this webinar improved your understanding of the most effective principles of prevention and response to bullying? **94% felt that they had improved or significantly**

improved in their understanding of the most effective principles of prevention and response to bullying.

(3) Participants were also asked to overall rate the training webinar. **95% rated the webinar training as good to excellent, with 100% responding that they would recommend the training workshop to others.**

Areas of action identified by the School Leads Training delegates

In addition to rating improvements in the two key areas of the webinar training, participants were asked ‘What are you going to do as a result of attending the webinar?’ This question provided a wealth of data and the responses fell into a number of key themes e.g. review of anti-bullying policy, training, dissemination of materials, etc. Participants provided more detailed examples of the courses of action they intended to implement following on from the webinar training.

Review and Disseminate - A number of participants said that they would be reviewing their anti-bullying policy as a result of attending the webinar training; re-write the policy, unite the whole school, parents’ workshops. That they wanted to ‘look at easier ways for children to report, consider restorative justice approaches and ensure definition is displayed around school’. Other areas to review included to ‘follow the steps on the All Together programme and create an action plan for my school’. Other participants said they would provide ‘refresher training for staff; appoint a governor to the AB team’. In addition, participants said they would ‘implement a questionnaire and look at moving forward with our student council’, ‘conduct the pupil questionnaire with all the children in school’, ‘approach a governor to be a lead to support our anti-bullying approach and review the current school policy on anti-bullying’, and ‘complete audit. Disseminate information to parents.’

Training – participants identified the need for ‘staff training on recognising bullying and developing a positive culture’, ‘refresher training for staff; appoint a governor to the AB team’, and ‘a whole school staff meeting and it will help us to write an action plan and update the policy.’

Approaches to bullying – some participants identified the need to look at and review their bullying policies and using the programme they would ‘complete pupil survey, evaluate and change our bullying log, look in to the roles of pupils in bullying situations’, ‘create a clear action plan that works for the whole school community’, ‘look into how children can report bullying; develop children, staff and parents understanding of what defines bullying; work with school council regarding bullying; take part in anti-bullying week; create video by children to help educate families’, and ‘I will be working very closely with my PSHE lead to improve how we manage Bully across the school.’

Reporting and responding – one participant identified the need to ‘track incident more effectively using descriptors of types of bullying/isolated incidents to ensure a more effective method of monitoring.’ Some participants said they would develop a ‘responsive behaviour strategy’ and ‘set up pupil surveys, appoint anti-bullying ambassadors (ensuring they are representative of the diversity at our school and are not the children who often get chosen), choose a whole school definition of what bullying is - learn it off by heart using Talk 4 Writing, explore an on-line system for reporting incidents of bullying at our school’, ‘look at easier ways for children to report, consider restorative justice approaches, ensure definition is displayed around school’, ‘look at how we are communicating our process of dealing with reported incidents to parents, particularly at 6 -7 Transition.’

Pupil Wellbeing - some participants identified reviewing their approaches to pupil wellbeing and as a result said (for example) ‘I am going to share the learning initially with our Mental Health and Wellbeing team. We will begin to put our action plan together and look at next steps.’

Feedback of the All Together Programme Training Webinar - overall the webinar training was well received, **with 100% of participants saying they would recommend the training course to others.**

Many expressed regrets that under the current pandemic conditions they were not able to take full advantage of the training and were constrained in implementing much of what they had learnt, reflecting that ‘It has been a difficult year to take up the project and we probably have not done it justice. Therefore, we will be taking aspects forward into subsequent year’ and ‘I was disappointed that the programme ended when we had only just been able to start. We have all of

this pupil data and an action plan but now the programme has ended. I feel that, particularly given the past year in school, the programme should be extended. I also think this would provide valuable information for the programme about the impact of lockdown on children.'

'As stated earlier the whole current situation with closures made it difficult to implement this fully but was a lovely programme and would love to do again fully this time.' 'This has been a fantastic programme to be involved in and it has helped to raise the standards of the work we do. It has also provided an opportunity for us to take stock and reflect with pride on how far we have come.'

Others participants reported the course provided them and their colleagues with knowledge and confidence in taking the work forward 'We feel that moving forward we have a stronger foundation re anti-bullying to build upon.' And 'It's been wonderful - the staff are more confident and the children are able to talk about bullying in a new way. They are more empowered. Thank you and I can't wait until you're back !!'. 'The coming year will see us embed our work and see the positive effects of our whole school approach.'

Follow up survey for School Leads

153 School leads who participated in the All Together school programme completed a follow up survey by March 2021 to assess various aspects of the programme. The majority, 61%, took part only online, with 38% involved in webinar and online training, whilst 1% reported taking part in webinar training only.

School leads were asked to what extent they agreed that the school audit tool was useful? They could respond from a five-point scale, neither agree or disagree, strongly disagree, somewhat disagree, somewhat agree and strongly agree. Of those surveyed, 99% agreed somewhat to strongly that the school audit tool was useful.

73% of school lead participants reported using the ABA pupil wellbeing questionnaire, 89% of participants agreed somewhat to strongly that the questionnaire was easy to use, whilst 93% agreed somewhat to strongly that the pupil data was useful.

89% reported using the guidance materials and resources on the All Together Hub. School leads were asked questions relating to their confidence in eight key areas as a result of being involved in the All Together Programme and the impact on the school. They were asked to consider eight statements about the impact of the programme and respond on a five-point Likert scale 1 being strongly agree to 5 being strongly disagree, although there was an additional response 'Not Sure' included.

Table 4 illustrates the following key findings for those who reported strongly or somewhat agreeing with the statements:

- The vast majority, 98%, reported feeling more confident in preventing and responding to bullying as a result of the programme.
- The vast majority, 98%, reported feeling they had an understanding of the most effective principles of prevention and response to bullying as a result of the programme.
- Only 41%, felt that pupil behaviour had improved as a result of being involved in the programme with 45% neither agreeing or disagreeing and 12% felt unsure that pupil behaviour had improved – compared with the previous report this may reflect the disruption experienced by schools during the pandemic.
- Only 19% felt that there had been improvement in pupil attendance as a result of involvement in the programme. 60% neither agreed or disagreed and 17% reported feeling unsure.
- Only 15% reported improvements in pupil attainment as a result of being involved in the programme. 59% neither agreed or disagreed and 21% felt unsure.
- A high percentage, 91%, felt that their colleagues had an improved understanding of bullying of those with SEN/D
- An equally high percentage, 93%, reported an improved understanding of bullying.
- Altogether, 53% felt that bullying had reduced. Whilst 34% neither agreed or disagreed and 12% felt unsure

Table 4. The proportion of school leads (n=153) who reported agreeing with the following statements

As a result of being involved in the programme	Strongly agree	Somewhat agree	Neither agree/disagree	Somewhat disagree	Strongly disagree	Not Sure
I feel more confident in preventing and responding to bullying of vulnerable groups such as looked after children, young carers or children with mental health issues.	72% (109)	26% (39)	1% (1)	1% (2)	0	0
I understand the most effective principles of prevention and response to bullying.	76% (116)	22% (33)	1% (1)	1% (1)	0	0
Pupil behaviour has improved	5% (8)	36% (53)	45% (67)	1% (2)	1% (1)	12% (18)
Pupil attendance has improved.	3% (5)	16% (24)	60% (90)	1% (2)	2% (3)	17% (25)
Pupil attainment has improved	2% (3)	13% (19)	59% (88)	3% (4)	2% (3)	21% (32)
Colleagues have an improved understanding of bullying of those with SEN and / or disability.	39% (58)	48% (71)	13% (20)	0	0	0
Colleagues have an improved understanding of bullying.	49% (74)	42% (62)	9% (13)	0	0	0
Bullying has reduced.	15% (23)	38% (56)	34% (51)	1% (1)		12% (18)

Children's Workforce Improvement in Anti-bullying Training

A total of 111 participants who attended the webinar training were asked to complete a questionnaire to evaluate various aspects; this included:

(1) To what extent has this webinar improved your understanding of the impact of bullying on children and young people (including those with SEN and disability)? They could respond from not improved, improved or significantly improved. **99% said that they had improved or significantly improved in their understanding of the impact of bullying on children and young people (including those with SEN and disability).**

(2) To what extent has this webinar improved your understanding of the most effective principles of prevention and response to bullying? They could respond from not improved, improved or significantly improved. **99% said that they had improved or significantly improved in their understanding of the most effective principles of prevention and response to bullying.**

(3) How would you rate the webinar? **99% rated the webinar training good to excellent.**

(4) Would you recommend this webinar to others? **100% responded that they would recommend the webinar training to others.**

A follow up survey was conducted in March 2021 in which 25 children's workforce participated. They were asked to re-evaluate the first 2 previous questions.

(1) To what extent has this webinar improved your understanding of the impact of bullying on children and young people (including those with SEN and disability)?
100% said that they had improved or significantly improved in their understanding of the impact of bullying on children and young people (including those with SEN and disability).

(2) To what extent has this webinar improved your understanding of the most effective principles of prevention and response to bullying?

96% said that they said that they had improved or significantly improved in their understanding of the most effective principles of prevention and response to bullying.

Participants were also asked

(3) Since attending the ABA session, have you made any changes to your organisation's approach to *preventing* bullying?

96% said that some to significant changes had been made to their organisation's approach to bullying.

(4) Since attending the ABA session, have you made any changes to your organisation's approach to *responding to* bullying?'

60% responded that they had made some or significant changes to the approach to responding to bullying since attending the ABA training webinar.

(5) Had they accessed the guidance materials on the Anti-bullying Alliance website?

78% responded that they had accessed the guidance materials on the ABA website.

(6) How useful have you found the resources on the Anti-Bullying Alliances website in developing your organisation's anti-bullying work?

100% responded that they found the resources moderately to extremely useful, with 94% responding very to extremely useful.

(7) What are you going to do as a result of attending the webinar?

Responses demonstrated the impact of the webinar training on the wider children's workforce, a selection of comments are as follows: 'Implement strategies with anti-bullying ambassadors in school. Use resources to reaffirm anti bullying procedures since returning to school.' 'I hope to support young people who are either being bullied or are bullies themselves more effectively, it was interesting to learn that without knowing it we sometimes put more emphasis on the 'target' to change their behaviour, habits, routine etc to try and solve the problem. I will share the information with colleagues.' 'I will come up with an action plan of preventing bullying in my school, and also running our anti-bullying committee.' 'Speak to schools to understand their

challenges and how we can implement some of this training as a whole school approach together with offering parents an insight to bullying so they understand how we will support their child if it is reported.’

Parents’ evaluation of the ABA Parent Information Tool

Parent/carers were asked to complete a survey at the end of the course. Of these 436 respondents, 16% said that they were a parent or carer of a child with SEN/D.

Respondents were asked how they would rate the Information Tool:

- **96% rated the tool good to excellent**
- **95% said they found the information they were looking for**
- **96% said they would recommend the Information Tool to others**
- **96% of parents/carers said they did feel they were more confident about issues relating to bullying as a result of using the Information Tool.**

Covid-19 School Questionnaire

This was developed for phase 3 of the evaluation, to ascertain the impact that the Covid-19 pandemic had on individual schools, in terms of pupil attendance. A total of 53 schools completed the Covid-19 Questionnaire, and the main findings are shown in Table 5. Most schools were open in the Autumn term, when much baseline data was gathered; but few schools were open (except for certain groups) in Spring term 2021, when final data was gathered.

An additional question was where the pupils were when they filled in the questionnaire. Here 75% of schools reported that their students were at school when they completed it; 17% reported that their students were at home and at school; 6% reported that their students were being home schooled; and 2% reported that their students were at school for the baseline questionnaire and at home for final questionnaire.

Table 5. School responses to the Covid-19 questionnaire.

Term	Closed completely	Open to key workers and vulnerable children	Open to children with EHCP/SEN	Only open to certain year groups (please specify)	Open to all students
Spring 2 (2019/2020)		46	23	Mixed, some in school some at home	4
Summer 1 (2019/2020)	2	46	20	6	3
Summer 2 (2019/2020)	1	37	21	30	9
New school year					
Autumn 1 (2020/2021)	1			1	51
Autumn 2 (2020/2021)		1			50
Spring 1 (2020/2021)		51	27		9
Spring 2 2020/2021)		46	26		9

Key findings and Summary

The aims of the All Together programme are to examine and reduce the incidence and impact of bullying of children and young people, with a focus on those who are disabled or have SEN and to improve pupil wellbeing for all pupils but particularly for those with SEN/D. Through the training of leaders across schools and the wider children's workforce in a unique model of bullying prevention based on a whole-school approach and the social model of disability. To provide parent/carers of children and young people, but particularly those of disabled children and those with SEN, the information they need to support their child with bullying issues. In addition, the programme aims through its webinar courses and the information Hub to increase the confidence, knowledge and skills of schools and school leads, children's workforces and parents/carers. This section will examine the key findings in this report.

Reducing victimisation and bullying of others

Data was collected at baseline and final collection times, at the end of the All Together Programme through the use of the Pupil Bullying and Wellbeing Questionnaire. **The findings from this suggest that over time victimisation and bullying have reduced for all pupils, but more so for those pupils who identified as SEN/D.** This is for the most part consistent between phase 2 and phase 3. It is also generally consistent for any, or frequent, experiences. *In fact, from T1 in phase 2 through to T2 in phase 3, there are steady decreases in both reports of being a victim of bullying, and reports of bully others.*

However, those who did experience bullying reported a greater range of types of bullying experienced at T2 in Phase 3.

Pupil Wellbeing

One main focus of the All Together Programme is the improvement of pupil wellbeing. Although overall pupil wellbeing in phase 3 remained similar to that of phase 2, scores were slightly more negative, with females and non-FSM pupil's wellbeing especially declining slightly by phase 3 T2. Pupils who were involved in bullying (whether by victimisation or bullying others) reported poorer wellbeing scores, especially those who experienced bullying frequently, compared to those not involved in bullying.

Some general decline in wellbeing overall between phase 2 and phase 3 is not surprising, in light of the Covid-19 pandemic affecting everyone in phase 3. This backdrop makes the positive findings concerning reduction of victim and bully experiences, especially for SEN/D pupils, all the more encouraging.

School Experience

School experience was also assessed in the Pupil Bullying and Wellbeing questionnaire. At both T1 and T2 of the programme, pupils reported lower (positive) school experience in phase 3(during pandemic) than previously in phase 2 (pre-pandemic). However, those students with SEN/D status and those who identified as in receipt of FSM and Males saw some improvement in (positive) feelings about school experience. One potential explanation for poor school experience in Phase 3 is as a result of the impact of the Covid-19 pandemic in which pupils experienced a lot of disruption to their 'normal' school experience.

The All Together School audit

The school audit tool was administered at the beginning and the end of the programme and provided schools with a way of assessing their current anti-bullying work/policy. This tool then enabled schools to focus on and develop area that needed improvement. All participating All Together Schools at the end of the programme had considerably improved areas of their antibullying work and policies. *A large proportion of the participants reported increases in their confidence and knowledge and that of their colleagues as a result of participation in the programme.* The greatest improvement came from category seven optional looking at ‘At-risk groups’ with participants reporting an average improvement of 30% in all seven criteria.

Developing skills, understanding and knowledge

The All Together Programme has provided face-to-face and webinar training for all who work with children and young people either directly or as part of the wider children’s workforce. The training is designed to improve knowledge and understanding of key areas such as the impact of bullying on children and young people (including those with SEN and disability) and understanding of the most effective principles of prevention and response to bullying. The training and resources are also designed to facilitate further development of anti-bullying work through the All Together Hub. *All participants of the wider children’s workforce improved and sustained confidence in their knowledge as a result of the training.* Furthermore, they were able to utilise their knowledge to further inform and make changes to their anti-bullying work and anti-bullying practices.

Limitations

The biggest limitation in Phase 3 was undoubtedly the pandemic, which overlapped completely with the evaluation period. This caused problems not only with data gathering (schools were informed they had the option of answering the questionnaire only once instead of twice (pre/post intervention) but also with pupil attendance at schools which varied greatly at different times and in different parts of the country.

A limitation in comparing over time, whether comparing Phase 2 and Phase 3, or comparing T1 and T2 within each phase, is that the same schools did not necessarily take part at each time point. Nevertheless, there were large numbers of schools and pupils at each time point (although less in Phase 3 T2 especially).

There are also some limitations regarding the Pupil Bullying and Wellbeing Questionnaire. Although useful in many respects, we would suggest some consideration is given to the following possible changes:

1. Provide a time reference period for questions on being bullied or bullying others – ask about experiences ‘this term’ for example. At present the responses are not very sensitive to change. If a pupil answers ‘a little’ or ‘a lot’, we do not know what time period they are thinking of.
2. Balance the order of victim, bully, and school experience items as they appear in the questionnaire. This is important because not all pupils get through to the end of the questionnaire.
3. Of the 5 school experience items, only one is negative. This is ‘Others don’t like me’, which also may have problems as replying ‘Never’ is positive but this might not be obvious to a pupil for whom English is not their first language. It might be better to reword this as positive, for example ‘Others generally like me’.
4. The questionnaire should also include 1 or 2 cyberbullying items.

Although some revision of the ABA Bullying and Wellbeing Questionnaire might be considered, any changes would reduce the possibility of comparing findings to results from previous phases.

Conclusion

In conclusion, the All Together project has demonstrated considerable success.

Particularly impressive are the findings of reductions in victim and bully other experiences, over four successive time points (phases 2 and 3, T1 and T2). These were found for both frequency criteria. Also encouraging is that these improvements were, in general, especially marked for SEN/D pupils.

Although pupil wellbeing did not improve in Phase 3, this is really not surprising in view of the wider circumstances of the Covid-19 pandemic, that affected everyone in the U.K. (and globally) over the phase 3 period. In that context, the improvements in victim and bullying other experiences is all the more impressive.

The training and resources provided by the All Together programme are very well received and have positive impact on all users, from pupils, school leads, children's workforce and parents. The information provided is up to date. The feedback from school leads and children's workforce demonstrates the value of the knowledge of the trainers and the programme.

The School Audit and Action Planning tool has been immensely valuable in guiding schools in their development of anti-bullying policy and best practice. Through the three levels of attainment (Bronze, Silver and Gold) the school audit tool helps and enables schools to strive for an educational kite mark in anti-bully procedures and practices. This could be considered and implemented in all schools on a national level.

Appendix 1. School experience data

Table A. Pupils responses to “*I like going to school*” in total and according to gender, SEN/D and FSM over time. Time 1 = 1, Time 2 = 2.

	Total		Gender				SEN/D				FSM			
	1	2	Male		Female		No		Yes		No		Yes	
			1	2	1	2	1	2	1	2	1	2	1	2
Never	7%	8%	8%	7%	6%	8%	6%	7%	12%	12%	7%	7%	10%	10%
A little	39%	36%	40%	34%	37%	37%	38%	35%	41%	38%	38%	35%	40%	38%
A lot	32%	36%	31%	39%	34%	33%	44%	38%	26%	30%	34%	38%	27%	29%
Always	22%	20%	21%	20%	23%	21%	22%	21%	22%	20%	21%	20%	24%	24%

Table B. Pupils responses to “*I get on well with my teachers*” in total and according to gender, SEN/D and FSM over time. Time 1 = 1, Time 2 = 2.

	Total		Gender				SEN/D				FSM			
	1	2	Male		Female		No		Yes		No		Yes	
			1	2	1	2	1	2	1	2	1	2	1	2
Never	3%	2%	4%	3%	2%	2%	3%	2%	5%	3%	3%	2%	4%	2%
A little	19%	17%	21%	16%	18%	18%	20%	17%	21%	17%	19%	15%	22%	23%
A lot	38%	40%	38%	45%	37%	35%	38%	40%	36%	40%	39%	41%	33%	35%
Always	40%	41%	37%	37%	42%	45%	40%	42%	38%	39%	40%	41%	40%	40%

Table C. Pupils responses to “*Other pupils don’t like me*” in total and according to gender, SEN/D and FSM over time. Time 1 = 1, Time 2 = 2.

	Total		Gender				SEN/D				FSM			
	1	2	Male		Female		No		Yes		No		Yes	
			1	2	1	2	1	2	1	2	1	2	1	2
Always	42%	42%	44%	45%	40%	40%	42%	41%	39%	48%	42%	43%	40%	40%
A lot	49%	48%	47%	48%	51%	48%	49%	49%	47%	43%	49%	48%	49%	49%
A little	7%	7%	6%	5%	7%	9%	6%	8%	9%	4%	6%	7%	8%	8%
Never	3%	2%	3%	2%	3%	2%	2%	2%	4%	5%	2%	2%	4%	3%

Table D. Pupils responses to “*I feel safe at school*” in total and according to gender, SEN/D and FSM over time. Time 1 = 1, Time 2 = 2.

	Total		Gender				SEN/D				FSM			
	1	2	Male		Female		No		Yes		No		Yes	
			1	2	1	2	1	2	1	2	1	2	1	2
Never	6%	6%	7%	4%	6%	7%	6%	6%	10%	7%	6%	5%	9%	8%
A little	18%	17%	16%	16%	19%	17%	17%	17%	19%	16%	17%	16%	21%	19%
A lot	33%	35%	33%	34%	34%	35%	34%	35%	30%	33%	34%	36%	30%	30%
Always	43%	43%	44%	45%	42%	41%	43%	43%	40%	44%	43%	43%	41%	43%

Table E. Pupils responses to “*I feel like I belong at school*” in total and according to gender, SEN/D and FSM over time. Time 1 = 1, Time 2 = 2.

	Total		Gender				SEN/D				FSM			
	1	2	Male		Female		No		Yes		No		Yes	
			1	2	1	2	1	2	1	2	1	2	1	2
Never	13%	13%	14%	7%	12%	11%	12%	12%	19%	15%	12%	11%	18%	17%
A little	27%	25%	25%	34%	28%	26%	27%	25%	27%	27%	27%	25%	28%	28%
A lot	31%	33%	31%	39%	31%	35%	32%	34%	25%	28%	32%	35%	25%	26%
Always	29%	29%	30%	20%	29%	29%	29%	29%	29%	30%	29%	29%	29%	29%

Appendix 2. School Audit data

Table 1: Frequency (percentage) of responses for the **School Leadership** scores at time 1 and time 2 (the beginning and end of the phase)

School Leadership	Time point	Fully met percentage		Partially met percentage		Not yet met percentage	
Q1.1) We have a senior lead within the school to coordinate our whole-school approach to anti-bullying	1	75%	(n=252)	21%	(n=69)	4%	(n=13)
	2	97%	(n=134)	2%	(n=3)	1%	(n=1)
Q1.2) We have a school governor who leads on anti-bullying activity and monitors school action in this area	1	42%	(n=136)	29%	(n=93)	30%	(n=97)
	2	86%	(n=119)	12%	(n=17)	1%	(n=1)
Q1.3) Staff are encouraged and expected to model exemplary conduct towards each other and pupils	1	86%	(n=286)	14%	(n=48)	0%	(n=0)
	2	97%	(n=134)	3%	(n=4)	0%	(n=0)
Q1.4) Bullying is understood by all as a barrier to learning a safeguarding issue and a health issue	1	69%	(n=230)	30%	(n=100)	1%	(n=1)
	2	91%	(n=126)	9%	(n=12)	0%	(n=0)
Q1.5) We monitor pupil absence for indication of bullying	1	69%	(n=226)	23%	(n=77)	8%	(n=26)
	2	93%	(n=128)	7%	(n=10)	0%	(n=0)
Q1.6) The school has an action plan for anti-bullying activity that is regularly reviewed and updated	1	34%	(n=112)	28%	(n=93)	37%	(n=112)
	2	83%	(n=115)	15%	(n=21)	1%	(n=2)
Q1.7) Pupils are supported to take the lead on anti-bullying initiatives (e.g. including awareness raising peer support)	1	32%	(n=107)	47%	(n=156)	20%	(n=67)
	2	62%	(n=86)	36%	(n=49)	2%	(n=3)

Table 2: Frequency (percentage) of responses for the **School Policy** scores at time 1 and time 2

School Policy	Time Point	Fully met percentage		Partially met percentage		Not yet met percentage	
Q2.1) We have an up-to-date anti-bullying policy (or behaviour policy which includes anti-bullying) that is reviewed annually with involvement from pupils, staff and parents	1	53%	(n=168)	44%	(n=140)	2%	(n=7)
	2	83%	(n=115)	17%	(n=23)	0%	(n=0)
Q2.2) The policy is easy to understand for pupils, parents and staff	1	56%	(n=175)	41%	(n=129)	3%	(n=10)
	2	82%	(n=113)	18%	(n=25)	0%	(n=0)
Q2.3) The policy has a clear definition of bullying that is understood by all members of the school community	1	70%	(n=218)	27%	(n=83)	4%	(n=11)
	2	95%	(n=130)	5%	(n=7)	0%	(n=0)
Q2.4) The policy sets clear expectations on pupil staff and parent conduct (including physical contact and online conduct)	1	67%	(n=209)	26%	(n=81)	6%	(n=20)
	2	91%	(n=124)	9%	(n=12)	1%	(n=1)
Q2.5) 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 including disabled children / children with SEN those who are or perceived to be LGBT race and religion targeted sexist and sexual bullying	1	61%	(n=186)	25%	(n=77)	13%	(n=41)
	2	90%	(n=123)	9%	(n=13)	1%	(n=1)
Q2.6) The policy references action to prevent and respond to bullying outside of school (e.g. cyberbullying journeys to and from school)	1	60%	(n=183)	30%	(n=90)	10%	(n=30)
	2	89%	(n=122)	10%	(n=14)	1%	(n=1)
Q2.7) The policy includes strategies to prevent bullying and typical response strategies	1	66%	(n=199)	29%	(n=86)	5%	(n=15)
	2	95%	(n=130)	4%	(n=6)	1%	(n=1)
Q2.8) The policy is clearly aligned with other relevant policies (e.g. behaviour safeguarding SEN acceptable use)	1	73%	(n=218)	22%	(n=66)	5%	(n=16)
	2	91%	(n=125)	9%	(n=12)	0%	(n=0)
Q2.9) The policy includes a range of methods by which pupils and parents can report bullying (including a named contact)	1	56%	(n=169)	35%	(n=105)	10%	(n=29)
	2	91%	(n=125)	9%	(n=12)	0%	(n=0)
Q2.10) The policy is available in school and on the school website. It is also communicated via numerous means to pupils, staff and parents at least annually	1	62%	(n=189)	34%	(n=103)	4%	(n=13)
	2	85%	(n=117)	14%	(n=19)	1%	(n=1)

Table 3: frequency of responses for the **data collection and evidence** scores at time 1 and time 2

Data Collection and Evidence Items	Time Point	Fully met percentage		Partially met percentage		Not yet met percentage	
Q3.1) Pupils have been surveyed to measure levels of wellbeing and bullying in the last 12 months and this is shared and data is used to inform whole school developments	1	36%	(n=104)	33%	(n=96)	32%	(n=92)
	2	83%	(n=114)	13%	(n=18)	4%	(n=5)
Is this collected through the free ABA Wellbeing Questionnaire?	1	n/a	(n=n/a)	n/a	(n=n/a)	n/a	(n=n/a)
	2	n/a	(n=n/a)	n/a	(n=n/a)	n/a	(n=n/a)
Q3.2) There are a range of methods to report bullying that meet the needs of all pupils	1	57%	(n=166)	36%	(n=105)	7%	(n=21)
	2	91%	(n=124)	9%	(n=13)	0%	(n=0)
Q3.3) Recording system for bullying includes action taken outcomes and review dates	1	63%	(n=184)	33%	(n=95)	4%	(n=13)
	2	94%	(n=129)	6%	(n=8)	0%	(n=0)
Q3.4) All school staff pupils and parents and carers know how to report bullying and are encouraged to report bullying behaviour	1	65%	(n=190)	33%	(n=96)	3%	(n=8)
	2	91%	(n=124)	9%	(n=13)	0%	(n=0)
Q3.5) Data collection includes option of recording type of bullying (e.g. physical online verbal) and the any trends in groups of pupils targeted (e.g. bullying of disabled children and those with SEN)	1	60%	(n=175)	27%	(n=79)	13%	(n=39)
	2	91%	(n=124)	7%	(n=9)	3%	(n=4)

Table 4: frequency of responses for the **prevention** scores at time 1 and time 2

Prevention	Time Point	Fully met percentage		Partially met percentage		Not yet met percentage	
Q4.1) Anti-Bullying Week takes place each year and pupils support the planning and delivery of it	1	49%	(n=142)	46%	(n=133)	6%	(n=17)
	2	80%	(n=109)	20%	(n=28)	0%	(n=0)
Q4.2) The school has a clear ethos about how we treat others and this is communicated to and understood by pupils, parents and school staff	1	86%	(n=252)	13%	(n=39)	1%	(n=1)
	2	96%	(n=132)	4%	(n=5)	0%	(n=0)
Q4.3) 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	1	75%	(n=219)	24%	(n=69)	1%	(n=3)
	2	97%	(n=133)	3%	(n=4)	0%	(n=0)
Q4.4) All pupils school staff and parents and carers feel equally valued welcome and included in school and this is known through evidence and data collection	1	40%	(n=115)	48%	(n=139)	13%	(n=27)
	2	76%	(n=104)	21%	(n=29)	3%	(n=4)
Q4.5) The school has adequate supervision at times of transition entry and exit from school and break times. Break times include options for structured play.	1	80%	(n=233)	20%	(n=58)	0%	(n=1)
	2	93%	(n=127)	7%	(n=10)	0%	(n=0)
Q4.6) No form of discriminatory language is acceptable in school and all are challenged when heard (including disablist language)	1	86%	(n=250)	14%	(n=40)	1%	(n=2)
	2	94%	(n=129)	6%	(n=8)	0%	(n=0)
Q4.7) The school has implemented strategies to build and sustain peer support / defenders	1	30%	(n=87)	47%	(n=135)	23%	(n=68)
	2	64%	(n=88)	30%	(n=41)	6%	(n=8)

Table 5: frequency of responses for the **responding and intervention** scores ate baseline and final

Responding and Intervention	Baseline / Final	Fully met percentage	Partially met percentage	Not yet met percentage
Q5.1) The school uses a range of interventions to respond to bullying - including work with the wider peer group	1	58% (n=168)	39% (n=113)	3% (n=10)
	2	87% (n=119)	13% (n=18)	0% (n=)
Q5.2) All reported incidents are taken seriously and acted upon quickly	1	86% (n=250)	14% (n=41)	0% (n=0)
	2	99% (n=136)	1% (n=1)	0% (n=0)
Q5.3) Responses to school bullying do not have an over emphasis on changing the behaviour of the pupil/s who have experienced the bullying	1	74% (n=215)	23% (n=66)	3% (n=9)
	2	95% (n=130)	5% (n=7)	0% (n=0)
Q5.4) Responses to bullying include SMART (specific measurable achievable realistic and time bonded) outcomes	1	37% (n=107)	40% (n=115)	23% (n=66)
	2	77% (n=105)	21% (n=29)	2% (n=3)
Q5.5) The school seeks to learn from each incident and where necessary improve practice	1	65% (n=189)	31% (n=91)	4% (n=11)
	2	91% (n=124)	9% (n=13)	0% (n=0)
Q5.6) Response strategies are regularly reviewed and re-written with pupils and parent/carers involvement	1	27% (n=79)	41% (n=117)	32% (n=92)
	2	65% (n=89)	31% (n=43)	4% (n=5)
Q5.7) 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)	1	83% (n=241)	14% (n=42)	2% (n=7)
	2	96% (n=132)	3% (n=4)	1% (n=1)

Table 6: frequency of responses for **staff training and development** scores at baseline and final

Staff Training and Development	Time Point	Fully met percentage		Partially met percentage		Not yet met percentage	
Q6.1) 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	1	18%	(n=52)	40%	(n=117)	42%	(n=121)
	2	63%	(n=86)	32%	(n=44)	5%	(n=7)
Q6.2) All new school staff undergo anti-bullying training as part of their induction	1	34%	(n=98)	28%	(n=81)	38%	(n=110)
	2	80%	(n=109)	17%	(n=23)	4%	(n=5)
Q6.3) All school staff have access to resources and new developments in anti-bullying practice	1	37%	(n=106)	37%	(n=108)	26%	(n=75)
	2	81%	(n=111)	17%	(n=23)	2%	(n=3)
Q6.4) All school staff have an understanding of the law relating to bullying know when it is a safeguarding issue and know how to escalate a concern	1	65%	(n=188)	29%	(n=83)	7%	(n=19)
	2	91%	(n=125)	7%	(n=10)	1%	(n=2)

At-risk groups	Time point	Fully met percentage	Partially met percentage	Not yet met percentage
Q7.1) Our action plan includes specific work to prevent and respond to bullying of disabled pupils and those with special educational need	1	23% (n=46)	45% (n=91)	33% (n=66)
	2	59% (n=58)	35% (n=34)	6% (n=6)
Q7.2) Our action plan includes specific work to prevent and respond to bullying of pupils who are, or are perceived to be, LGBT+	1	22% (n=43)	40% (n=80)	38% (n=76)
	2	58% (n=55)	34% (n=32)	8% (n=8)
Q7.3) Our action plan includes specific work to prevent and respond to bullying pupils targeted because of their race or faith (including Gypsy, Roma and Traveller pupils)	1	24% (n=46)	38% (n=75)	38% (n=74)
	2	55% (n=52)	35% (n=33)	10% (n=9)
Q7.4) Our action plan includes specific work to prevent and respond to appearance-related bullying	1	25% (n=49)	38% (n=75)	37% (n=73)
	2	56% (n=53)	36% (n=34)	8% (n=8)
Q7.5) Our action plan includes specific work to prevent and respond to bullying of looked after children (LAC)	1	23% (n=45)	38% (n=73)	39% (n=76)
	2	53% (n=50)	33% (n=31)	14% (n=13)
Q7.6) Our action plan includes specific work to prevent and respond to bullying of young carers	1	20% (n=39)	34% (n=66)	46% (n=89)
	2	47% (n=43)	42% (n=39)	11% (n=10)
Q7.7) Our action plan includes work to support the mental health needs of pupils involved in bullying	1	30% (n=59)	36% (n=72)	34% (n=68)
	2	71% (n=67)	24% (n=23)	5% (n=5)