Interim evaluation report on bullying and wellbeing from the All Together Programme

March 2020

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Introduction

This report presents findings from pupil, school and parent/carer data collected by the Anti Bullying Alliance (ABA) as part of the All Together Programme to reduce bullying overall, and particularly of children with Special Educational Needs (SEN) and those with disabilities.

All the participating schools had been selected by the ABA to receive specialised support which specifically focuses on disabled children and those with special educational needs (SEN/D). In addition information is gathered on those in receipt of free school meals (FSM).

This report presents data collected between March 2019 and March 2020, through a number of sources: pupil bullying and wellbeing questionnaire pre (time 1) and post intervention (time 2), school audit data baseline (time 1) and post data (time 2), children's workforce pre and post training and parent/carer survey assessing access to the ABA Parent Information Tool.

The main data source is the ABA Pupil Bullying and Wellbeing Questionnaire of children and young people in England. Here, data has been analysed from 28,534 children and young people, aged between 4 - 17 years, who completed the time 1 survey, from 216 schools throughout England; and 11,222 who completed the time 2 survey, from 117 schools. We highlight differences in gender, special educational needs and disability (SEN/D), free school meals (FSM) and school type. Data was also collected from all those that participated in face-to-face training events offered by the All Together Programme.

The report also presents findings from the School Audit data. This was completed by 487 schools at time 1 and 235 schools at time 2. The findings presented show the proportion of schools who met the criteria for the six audit areas. The report provides findings from 236 school leads who provided data through pre and post face-to-face training to explore their confidence in understanding of the impact of bullying on children and young people (including SEN/D), and their understanding of the most effective principles of preventing and responding to bullying of the training programme. Follow up data from 139 school leads will also be presented which examines confidence in eight key areas of being involved in the programme and the impact on

the school, in addition to the usefulness of the All Together training programme and the Hub resources.

The report also presents findings from 100 wider children's workforce participants who provided data through pre and post training evaluations to explore their confidence in understanding of the impact of bullying on children and young people (including SEN/D), and their understanding of the most effective principles of preventing and responding to bullying of the training programme in addition to follow up survey data. In addition survey data from 332 parent/carers relating to accessing the Hub resources is evaluated.

The All Together Programme

The overall aim of the All Together Programme is to reduce bullying, based on the integration of the social model 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).

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.

The All Together Programme allows participating schools to access the online Hub, which provides a number of different resources training materials and evaluation tools:

- The Hub enables participating schools, through a three step programme, to create a responsive audit and action plan.

- The Hub provides resources to support the implementation and review of the action plan. It enables access to online CPD training for all staff and access to an online pupil wellbeing 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.

Previous evaluations

Previous reports have been produced which present findings from the Anti-Bullying Alliance (ABA) Pupil Bullying and Wellbeing Questionnaire survey of children and young people in England, under the All Together Programme. This earlier data was gathered in two waves between October and December 2015 (wave 1) and between January and March 2016 (wave 2) as part of the programme to reduce bullying of disabled children and those with special educational needs (SEN). The data from the two previous waves were written up in an interim document in May 2018, with the final report being produced in October 2018. This can be found at https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/All%20Together%20Full%20Evaluation%20Report.pdf

The present evaluation

Data was collected by the All Together Programme, via the Pupil Bullying and Wellbeing Questionnaire and the School Audit data. In addition, data is provided from the children's workforce evaluations and follow up surveys for both school leads and children's workforces. Data is also provided through the parent/carer survey relating to accessing the Hub resources. There is also qualitative and quantitative training evaluation data. This data combined provides a wealth of information and will be used to evaluate the extent to which the All Together Programme has met its aims.

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 Wellbeing questionnaire are completed; Step 2 (Do) - schools implement their action plan; Step 3 (Review) - a second audit and pupil wellbeing questionnaire are completed.

ABA 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 5 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: https://www.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 comprises 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 (e.g. *I feel safe at school*). For the purpose of this report being ever victimised or ever bullying includes those who responded a little, a lot or always on at least one item. Being frequently victimised or frequently bullying others includes those who responded a lot or always on at least one item.

The second section of the questionnaire consists of 16 items examining 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*). Data from this section will be combined and divided by the number of items (16) to reach the mean Wellbeing score which ranges between $0 - 2$.

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, which includes:

1. School Leadership
2. School Policy
3. Data collection and Evidence
4. Prevention
5. Responding and Interventions
6. Staff training and Development

Schools are required to complete audits at the beginning and end of the programme evaluating their experiences through a programme evaluation questionnaire, participants are asked to think about each item on the scale and rate whether they fully meet, partially meet or do not yet meet the different criteria.

Objectives of this Evaluation

This report will be based on the time 1 and time 2 data gathered from 2019/2020 from pupils and adult participants. The objectives are to analyse the Pupil Bullying and Wellbeing Questionnaire data, School Audit data, training data, the follow up surveys for school leads who had participated in the programme, children's workforce pre, post and follow up surveys, and the parent/carer survey assessing access to the ABA Parent Information Tool.

The data from the Pupil Bullying and Wellbeing Questionnaire will be analysed using the four scales: being bullied experience, bullying others behaviour, school experience, and wellbeing. We will analyse this data for all pupils as a whole, and in relation to the demographic data: gender, SEN/D status free school meal (FSM) status, and school type.

The baseline data (time 1) will be compared with the post data (time 2) surveys to examine changes in the prevalence of victimisation over time by demographic group, changes in prevalence of bullying others over time by demographic group, changes in prevalence of bullying over time by school type, changes in wellbeing over time and changes in school experience.

Data was collected from those that participated in face-to-face training events offered by the All Together Programme. This included data from 100 wider children's workforce participants, these are external bodies who are involved in working with children and young people e.g. Safeguarding and Child Protection lead, Fostering care worker, Partnership Manager. Their training was conducted in November and December 2019, with follow up survey data collected March 2020. Data was also collected from 236 school leads who provided data through pre and post training evaluations and whose training took place between May to November 2019. Additional data came from 139 school leads who participated in the programme and provided follow up data in March 2020; and data collected from 332 parents and carers.

The ABA Pupil Bullying and Wellbeing Questionnaire

Participants in the Pupil Bullying and Wellbeing Questionnaire

As of March 2019 to December 2019 baseline data (time 1) had been collected and was available from a large number of pupils at school in England. After data cleaning to remove corrupt or incomplete survey responses, 216 schools with a total of 28,534 pupils provided valid data for analysis. The second data collection point was between July 2019 and March 2020. After data cleaning, the number of schools who provided valid data for time 2 reduced to 117, with a total of 11,222 pupils.

Demographic data

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

The table includes the total number of pupils providing valid data at each time point: 28,534 at time 1 and 11,222 at time 2. Gender was fairly equally represented at both time points. Those who identified as SEN/D were 14% of participants at time 1 and 16% at time 2. Pupils in receipt of free school meals (FSM) were 17% at time 1 and 19% at time 2. However, a higher proportion of pupils who attend Other schools at time 1 identified as SEN/D (25%) whilst 32% of pupils at Other schools were in receipt of FSM this is much higher overall than other school types, no data for Other schools was collected at time 2.

Table 2 provides information on the status and category of participating schools. Academies and Maintained Schools are almost equally represented, at 47% and 45% respectively. The vast majority of pupils attended mainstream schooling, 98% at both time 1 and time 2.

Table 1: Descriptive statistics (number of pupils, and percentage of total sample) for gender, SEN/D and FSM, at time 1 and time 2.

		Total	Gender		SEN/D		FSM	
			Males	Females	Yes	No	Yes	No
TIME 1	**Total**	28,534	14,502	14,032	3,994	24,540	4,972	23,562
			(50.8%)	(49.2%)	(14.0%)	(86.0%)	(17.4%)	(82.6%)
	Secondary	12,623	6,544	6,079	1,626	10,997	2,097	10,526
		(44.2%)	(51.8%)	(48.2%)	(12.9%)	(87.1%)	(16.6%)	(83.4%)
	Primary	14,961	7,499	7,462	2,143	12,818	2,591	12,370
		(52.4%)	(50.1%)	(49.9%)	(14.3%)	(85.7%)	(17.3%)	(82.7%)
	Infant	119	60	59	14	105	15	104
		(0.4%)	(50.4%)	(49.6%)	(11.8%)	(88.2%)	(12.6%)	(87.4%)
	Other	831	399	432	211	620	269	562
		(2.9%)	(48.0%)	(52.0%)	(25.4%)	(74.6%)	(32.4%)	(67.6%)
TIME 2	**Total**	11,222	5,501	5,721	1,748	9,474	2,080	9,142
			(49.0%)	(51.0%)	(15.6%)	(84.4%)	(18.5%)	(81.5%)
	Secondary	3,927	1,865	2,062	649	3,278	621	3,306
		(35.0%)	(47.5%)	(52.5%)	(16.5%)	(83.5%)	(15.8%)	(84.2%)
	Primary	7,159	3,568	3,591	1,085	6,074	1,441	5,718
		(63.8%)	(49.8%)	(50.2%)	(15.2%)	(84.8%)	(20.1%)	(79.9%)
	Infant	136	68	68	14	122	18	118
		(1.2%)	(50.0%)	(50.0%)	(10.3%)	(89.7%)	(13.2%)	(86.8%)

Table 2: Descriptive statistics (number of pupils, and percentage of total sample) for school status and school category, at time 1 and time 2

		Time 1		Time 2	
School Status	**Academy**	13,289	(46.6%)	5,087	(45.3%)
	Free School	408	(1.4%)	356	(3.2%)
	Independent School	1,191	(4.2%)	1,006	(9.0%)
	Maintained School	11,906	(41.7%)	4,750	(42.3%)
	Other	1,740	(6.1%)	23	(0.2%)
School Category	**Mainstream School**	28,026	(98.2%)	10,943	(97.5%)
	Special School	388	(1.4%)	258	(2.3%)
	Other	100	(0.4%)	21	(0.2%)
	PRU	20	(0.1%)	0	(0.0%)

Findings for victimisation, and bullying others

Figure 1 indicates the prevalence of victimisation, and of bullying others, over time. This shows the percentage of pupils who have experienced victimisation at any time across a number of bullying behaviours for time 1 and time 2. At time 1, 80% of pupils reported victimisation, this reduced to 77% at time 2.

Looking at being frequently victimised, this reduced from 27% at time 1 to 24%.at time 2. Those pupils that reported ever bullying others was 43% at time 1, which reduced to 38% at time 2. Pupils who reported frequently bullying others reduced from 8% at time 1 to 5% at time 2.

Thus, there was a consistent decline in all measures of victimisation and bullying between the two time points.

Figure 1. Prevalence of victimisation and bullying between time 1 and time 2.
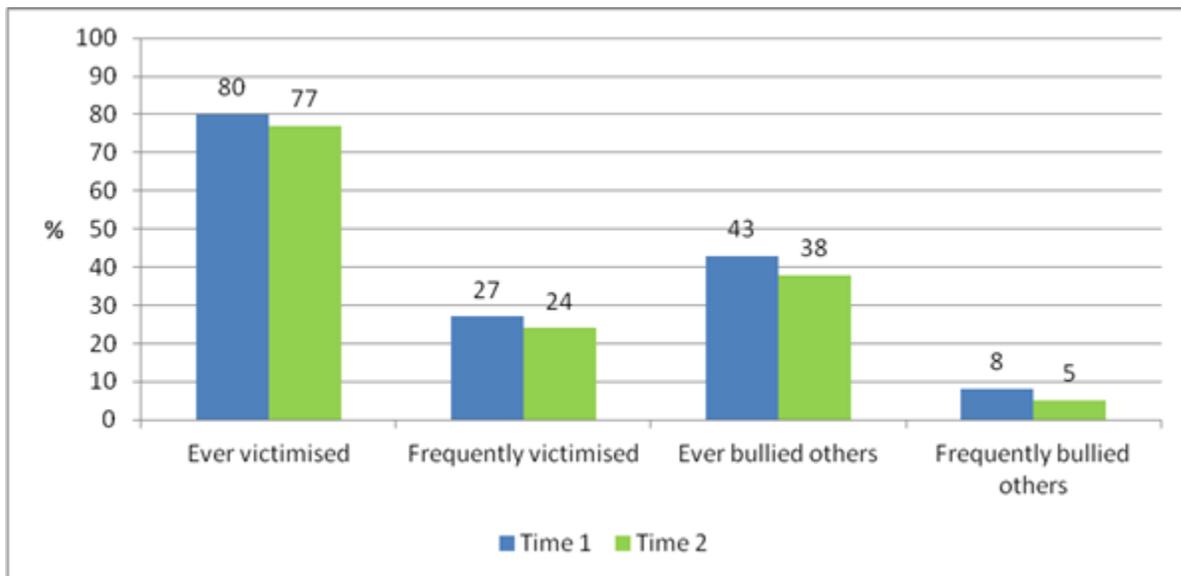
Figure 2 shows the percentage of pupils that responded that they had ever having experienced victimisation, in relation to gender, SEN/D status, and FSM, at time 1 and time 2. The figures are high for all groups at around 80%, but with SEN/D the most noticeably at risk.

Males and females showed a fairly similar decline between time 1 and time 2, as do those with or without FSM. Those pupils who identified as SEN/D declined by 6 percentage points, more than those who were not SEN/D (3 percentage points).

Figure 2. Prevalence of ever being victimised, by gender, SEN/D and FSM, between time 1 and time 2.
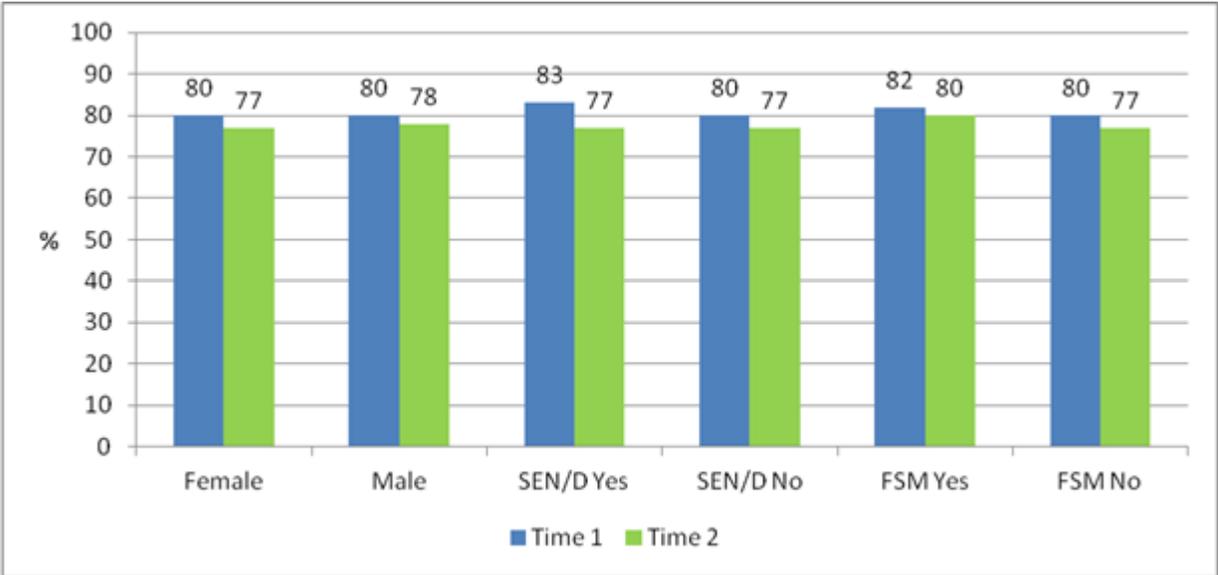
Figure 3 shows the percentage of pupils who reported frequently being victimised, in relation to gender, SEN/D status, and FSM, at time 1 and time 2. The overall prevalence is around 25% but with noticeably higher risk for both SEN/D and FSM pupils.

Again males and females showed a fairly similar decline between time 1 and time 2, as do those with or without FSM. Those pupils who identified as SEN/D declined by 8 percentage points, more than those who were not SEN/D, 2 percentage points.

Figure 3. Prevalence of frequently being victimised, by gender, SEN/D and FSM, between time 1 and time 2.
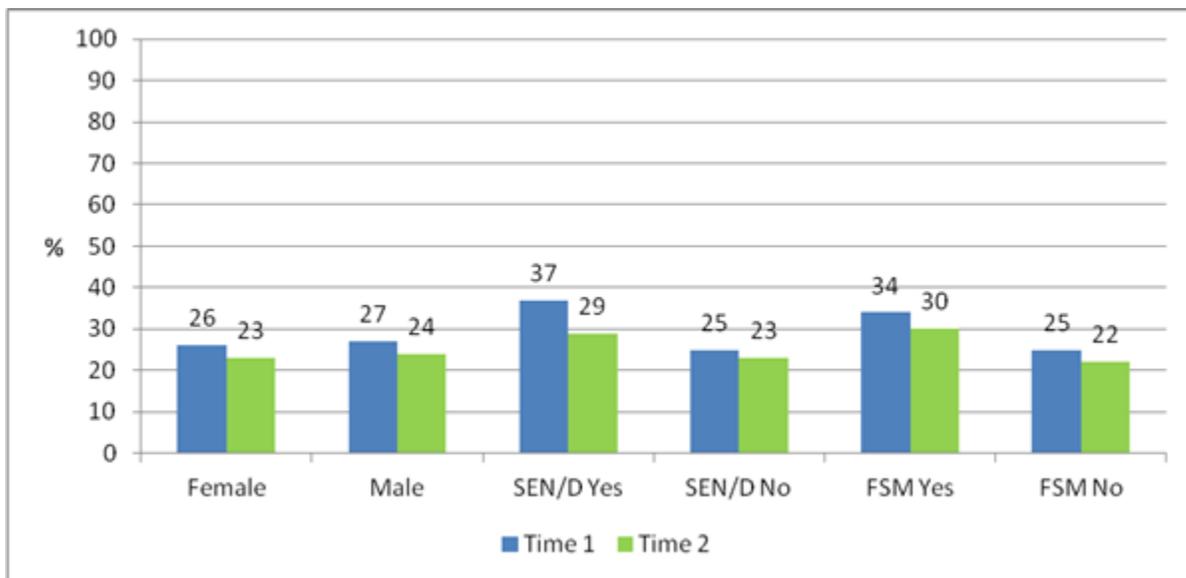
Figure 4 shows the percentage of pupils who reported ever bullying others, in relation to gender, SEN/D status, and FSM, at time 1 and time 2. The figures are quite high at around 40%. Figures are higher for males than females, which is in keeping with previous research findings. They are also somewhat higher for pupils with SEN/D or FSM.

All demographic groups show some decline between the two time points, without any strong contrasts between them.

Figure 4. Prevalence of ever bullying others, by gender, SEN/D and FSM, between time 1 and time 2.
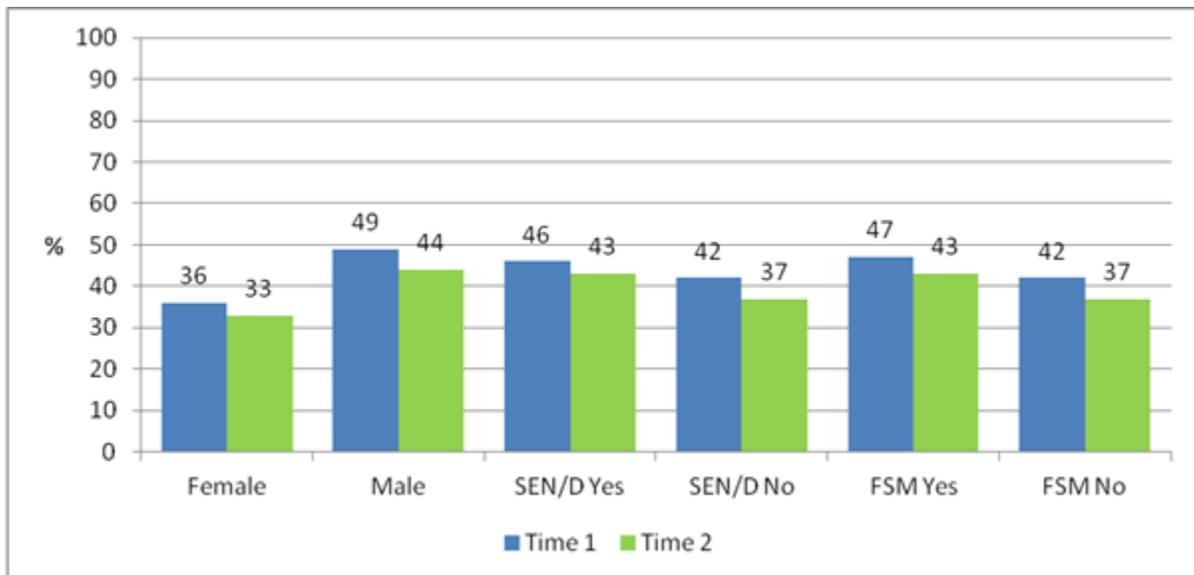
Figure 5 shows the percentage of pupils who reported frequently bullying others, in relation to gender, SEN/D status, and FSM, at time 1 and time 2. The figures are lower at around 6%. They are also noticeably higher for pupils with SEN/D or FSM.

Again all groups showed a decline from time 1 to time 2. This is slightly greater for those with SEN/D and those in receipt FSM and not in receipt of FSM (3 percentage points) than by gender and those who were not SEN/D (2 percentage points).

Figure 5. Prevalence of frequently bullying others, by gender, SEN/D and FSM, between time 1 and time 2.
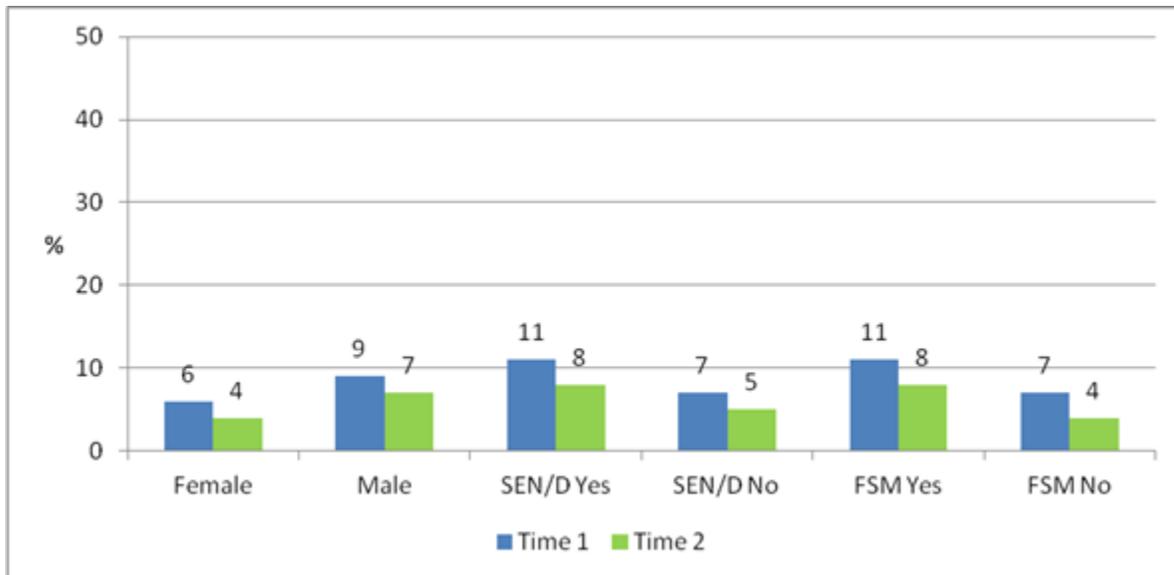
School type and levels of victimisation and bullying experiences

Figure 6 shows the percentage of pupils who reported ever or frequently being victimised by school type between time 1 and time 2.

For ever being victimised, primary school pupils reporting slightly higher rates of victimisation.

There was a decline in reported ever victimised for primary (5%) and secondary schools (1%) However infant schools reported a slight increase at time 2 (1%).

For frequently being victimised, infant schools reporting higher rates (29%) of frequent victimisation, especially compared to secondary schools (26%).

All school types show a decline in frequent victimisation at time 2 with primary schools reporting a 5% decline.

Figure 6. Prevalence of ever or frequently being victimised by school type, between time 1 and time 2.
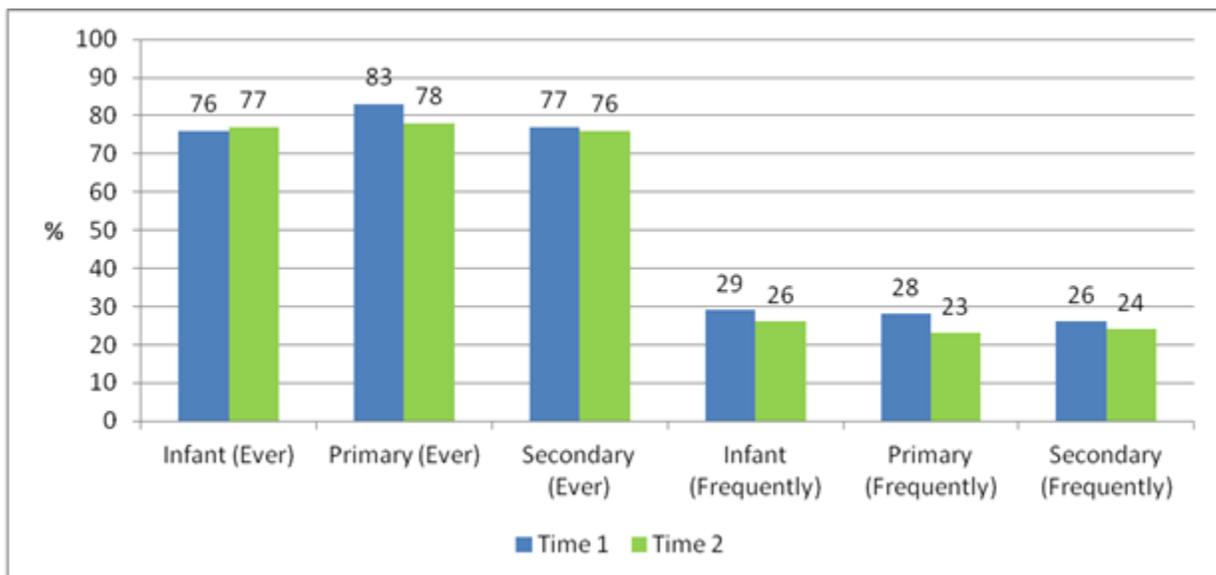
Figure 7 shows the percentage of pupils who reported ever or frequently bullying others by school type between time 1 and time 2.

For ever bullying others, there is an increase from infant through to primary and secondary schools. There is a small decline in ever bullying others for primary and secondary schools at time 2 but a noticeable decline of 8% for infant schools.

For bullying others frequently, there is not any clear increase with age. All school types show a fairly similar decline between time 1 and time 2.

Figure 7. Prevalence of ever or frequently bullied others by school type between time 1 and time 2.
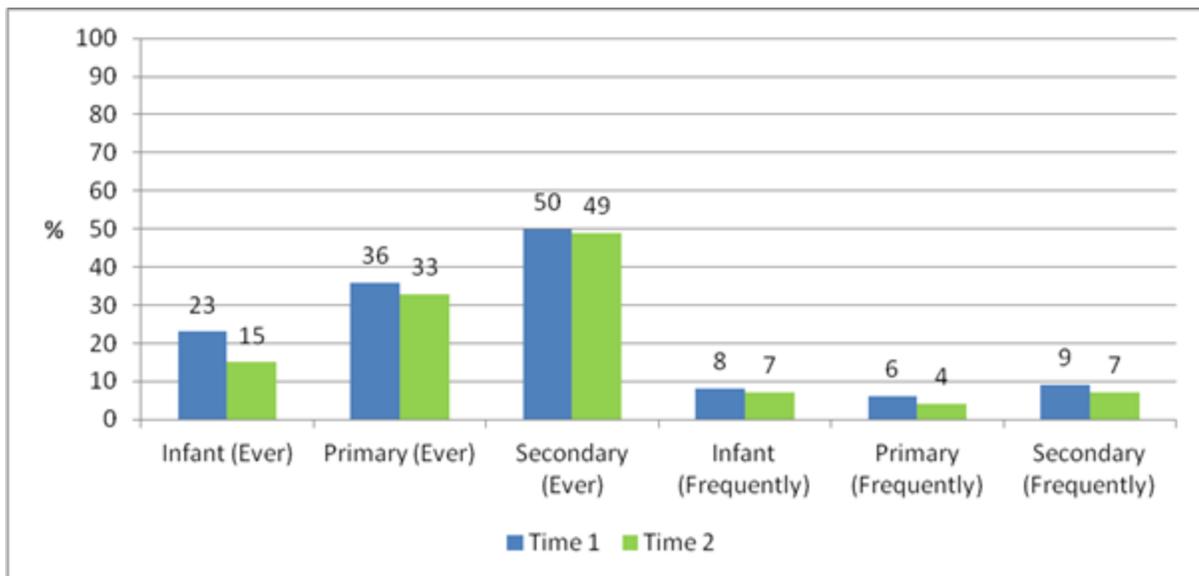
Types of victimisation and bullying experiences

Figure 8 shows the types of bullying victimisation experienced at both time points by all victims.

Verbal kinds of bullying were the most frequent type – being teased, having bad things said about them, called mean names. Physical bullying, and bias bullying, came next, followed by social exclusion. Most types of bullying showed a small decline between the two time points.

Figure 9 shows types of victimisation experienced by pupils with SEN/D, at both time points. It can be compared with Figure 8.

Overall, the data suggests that pupils with SEN/D say that they are particularly more often picked on because of difference, which is unfortunate but not surprising, given that other research suggests how such differences are often used as an excuse for bullying. They also experience more physical bullying, and social exclusion during class, and at lunch and break times. However, on the positive side all types of victimisation showed greater decreases between time 1 and time 2, such that by time 2, there is much less difference between pupils with SEN/D and pupils without SEN/D on these categories.

Figure 8. Types of victimisation experienced by all victims, at time 1 and time 2
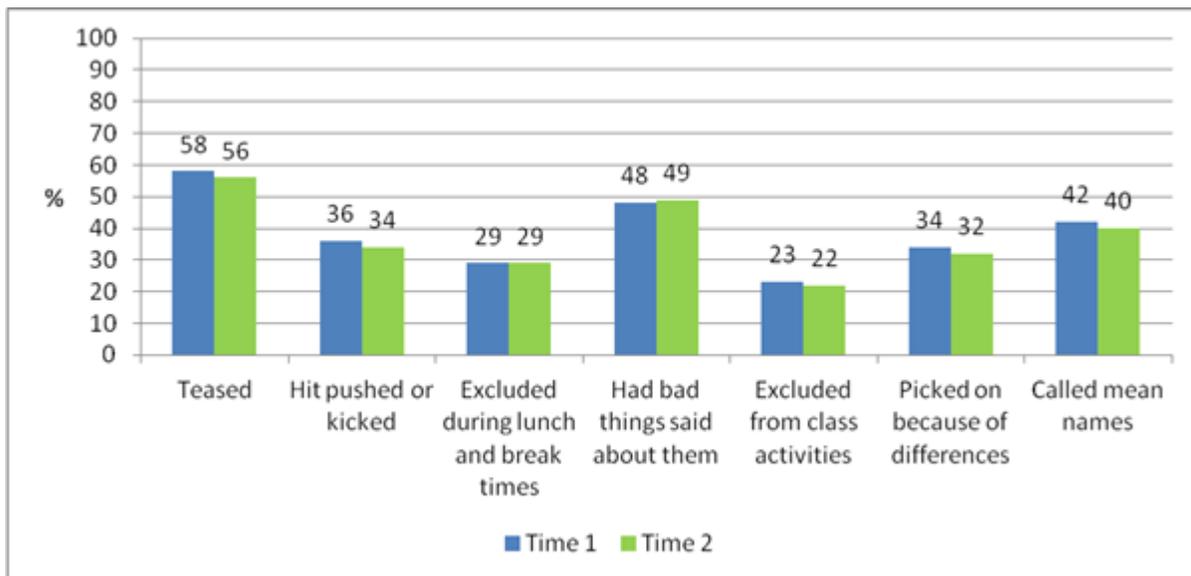
Figure 9. Types of victimisation experienced by pupils with SEN/D, at time 1 and time 2.
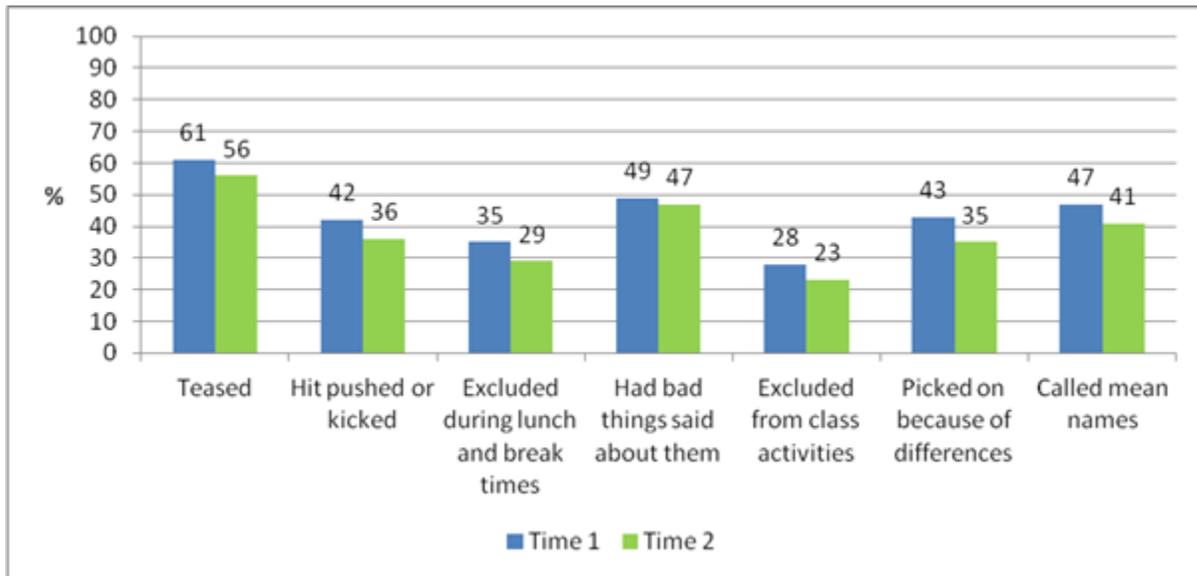
Figure 10 shows the types of bullying others at both time points by all those who reported bullying others. Consistent with victim reports, verbal kinds of bullying were the most frequent type. All types of bullying showed a modest decline between the two time points.

Figure 11 shows types of bullying others reported by those pupils who identified as SEN/D. It can be compared with Figure 10.

Verbal bullying is most frequent, as for all pupils (Figure 10). However, there are higher percentages for all types of bullying behaviours for pupils with SEN/D than for pupils without SEN/D. There are small reductions between time 1 and time 2, but no greater than for all pupils (Figure 11).

Figure 10. Types of bullying reported for bullying others, all pupils, at time 1 and time 2.
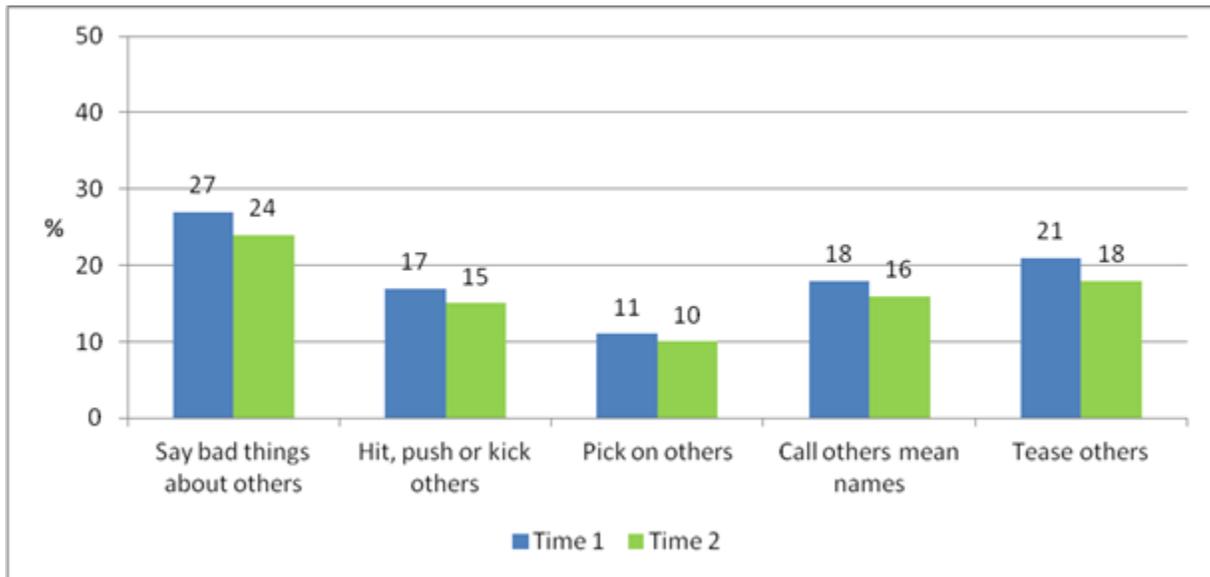
Figure 11. Types of bullying reported for bullying others, pupils with SEN/D, at time 1 and time 2.
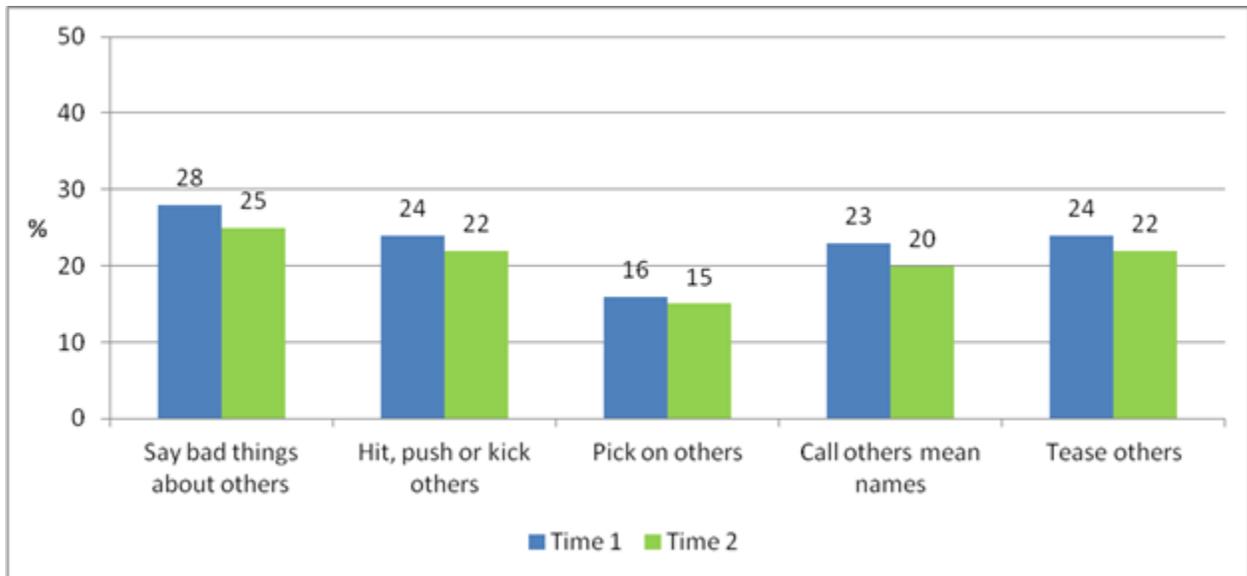
School Experience

This was assessed by 5 items in the Pupil Bullying and Wellbeing Questionnaire: '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'. It included 4 answering options ranging from 'Never' to Always'.

Tables 3 4, 5, 6 and 7 show data in response to each individual item over time for pupils as a whole, but also split by gender, SEN/D and FSM. Focusing on pupils with SEN/D and FSM the data in all 5 separate items showed a more positive school experience after the intervention compared to before. For pupils with SEN/D in particular two items had the largest improvement: 'I feel safe at school' and 'Other pupils don't like me'.

Table 3. 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			
			Female		Male		No		Yes		No		Yes	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Never	8.2%	7.4%	6.5%	5.3%	9.8%	9.5%	7.7%	7.0%	11.5%	9.6%	7.5%	6.8%	11.4%	9.9%
A little	40.3%	37.3%	39.8%	37.0%	40.7%	37.7%	40.1%	36.8%	41.6%	40.0%	40.0%	37.2%	41.6%	37.9%
A lot	30.9%	32.5%	31.2%	34.0%	30.6%	31.0%	31.9%	33.5%	24.7%	27.2%	32.1%	33.8%	24.9%	26.9%
Always	20.7%	22.8%	22.5%	23.6%	18.9%	21.9%	20.4%	22.7%	22.2%	23.2%	20.4%	22.2%	22.1%	25.3%

Table 4 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			
			Female		Male		No		Yes		No		Yes	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Never	4.5%	3.2%	3.5%	2.3%	5.5%	4.1%	4.4%	3.0%	5.6%	4.3%	4.3%	2.9%	5.8%	4.6%
A little	20.3%	17.7%	19.1%	16.5%	21.5%	18.9%	19.8%	17.2%	23.4%	20.2%	19.6%	17.2%	23.8%	20.1%
A lot	35.8%	36.1%	34.1%	34.2%	37.5%	38.0%	36.5%	36.3%	31.5%	34.6%	36.8%	37.1%	30.9%	31.5%
Always	39.3%	43.0%	43.3%	46.9%	35.5%	39.0%	39.3%	43.4%	39.5%	40.9%	39.3%	42.8%	39.4%	43.8%

Table 5. 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			
			Female		Male		No		Yes		No		Yes	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Always	3.7%	2.9%	3.6%	2.9%	3.8%	2.9%	3.2%	2.8%	6.5%	3.6%	3.2%	2.5%	6.0%	4.7%
A lot	8.2%	7.6%	8.8%	8.1%	7.6%	7.1%	7.8%	7.4%	10.5%	8.6%	7.7%	7.3%	10.8%	8.9%
A little	50.5%	49.9%	52.0%	51.7%	49.1%	47.9%	51.2%	50.7%	46.1%	45.4%	51.2%	50.0%	47.4%	49.1%
Never	37.6%	39.6%	35.6%	37.3%	39.5%	42.0%	37.7%	39.1%	36.9%	42.4%	38.0%	40.1%	35.8%	37.3%

Table 6. 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			
			Female		Male		No		Yes		No		Yes	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Never	8.0%	6.7%	6.9%	5.7%	9.1%	7.7%	7.5%	6.5%	11.4%	8.0%	7.4%	6.0%	11.0%	10.1%
A little	18.6%	17.6%	19.9%	18.8%	17.3%	16.4%	18.0%	17.5%	21.8%	18.5%	17.8%	17.2%	22.1%	19.5%
A lot	30.8%	31.3%	31.3%	31.1%	30.4%	31.5%	31.7%	31.9%	25.6%	28.1%	31.8%	32.2%	26.4%	27.4%
Always	42.6%	44.3%	41.9%	44.3%	43.2%	44.3%	42.8%	44.1%	41.2%	45.4%	43.0%	44.6%	40.5%	43.0%

Table 7. 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			
			Female		Male		No		Yes		No		Yes	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Never	15.8%	13.3%	14.2%	11.7%	17.4%	14.9%	14.9%	12.5%	21.7%	17.4%	14.8%	12.4%	20.6%	17.2%
A little	25.6%	24.9%	27.0%	25.9%	24.3%	23.9%	25.5%	24.8%	26.4%	25.4%	25.3%	24.6%	27.4%	26.6%
A lot	29.6%	30.8%	29.7%	30.9%	29.6%	30.6%	30.7%	31.5%	22.9%	27.0%	30.9%	32.0%	23.7%	25.3%
Always	28.9%	31.0%	29.1%	31.5%	28.7%	30.6%	28.9%	31.2%	29.0%	30.1%	29.0%	31.1%	28.3%	30.9%

Table 8 shows data according to school type for all 5 school experience items. The most positive changes were in Primary school, followed by Secondary school. Infant school pupils reported a small decline on the majority of items. For example, Infant school pupils 'liking of going to school' became slightly worse after the programme compared to before. We know from other surveys (e.g. HBSC) that liking of school does decrease with age generally. However on the positive side, infant school pupils did report feeling safer at school after the intervention. The difference in never feeling safe at school between Primary and Secondary school pupils was also notable. 10% of Secondary school pupils report never feeling safe at school at Time 1, which only decreased by 0.2 percentage points by Time 2. For Primary school pupils this improvement was a whole percentile point (from 6% never feeling safe at school in Time 1 to 5% at Time 2).

Table 8. Pupils school experience responses according to school type over time. Time 1 = 1, Time 2 = 2.

|		Secondary		Primary		Infant	
		1	2	1	2	1	2
I like going to school	Never	11.9%	11.8%	4.9%	4.9%	6.7%	8.2%
	A little	48.9%	48.7%	32.9%	31.6%	21.0%	17.9%
	A lot	29.5%	29.8%	32.5%	34.1%	21.0%	26.9%
	Always	9.6%	9.6%	29.7%	29.4%	51.3%	47.0%
I get on well with my teachers	Never	6.2%	4.6%	3.1%	2.4%	1.7%	2.9%
	A little	30.9%	30.9%	11.0%	10.6%	6.7%	8.1%
	A lot	43.1%	44.7%	29.7%	31.7%	17.6%	17.6%
	Always	19.7%	19.8%	56.2%	55.2%	73.9%	71.3%
Other pupils don't like me	Always	3.3%	3.4%	3.9%	2.6%	4.2%	5.1%
	A lot	9.4%	9.5%	7.1%	6.6%	0.0%	5.1%
	A little	53.9%	54.9%	48.1%	47.6%	19.3%	24.3%
	Never	33.5%	32.2%	40.9%	43.2%	76.5%	65.4%
I feel safe at school	Never	10.2%	10.0%	6.0%	5.0%	5.9%	2.2%
	A little	22.7%	22.3%	14.8%	15.2%	9.2%	9.6%
	A lot	37.0%	39.0%	26.0%	27.4%	15.1%	14.0%
	Always	30.1%	28.7%	53.2%	52.3%	69.7%	74.3%
I feel like I belong at school	Never	18.7%	17.1%	13.1%	11.3%	7.6%	7.4%
	A little	29.2%	31.1%	22.8%	21.7%	18.5%	14.7%
	A lot	33.4%	34.7%	26.7%	28.8%	16.0%	19.1%
	Always	18.7%	17.0%	37.4%	38.1%	58.0%	58.8%

Pupil Wellbeing

This was assessed by 10 items for emotional difficulties, and 6 items for behavioural difficulties, each on a 0 to 2 scale. These items were combined to produce an overall mean score for pupil Wellbeing; those responses closer to 2 indicate poorer Wellbeing scores. The overall mean scores between time 1 and time 2 remained unchanged over time with a mean of 0.56 at both points.

Figure 12 shows the changes in Wellbeing pre and post programme from time 1 to time 2, in relation to gender, SEN/D status, and FSM.

At time 1, boys have better Wellbeing than girls; however this gender difference reverses at time 2. Overall, Wellbeing is worse for pupils with SEN/D, and FSM pupils. However this is only at time 1; the differences have virtually gone by time 2, as their Wellbeing scores have improved to the level of others.

Figure 12. Wellbeing scores, in relation to gender, SEN/D status, and FSM, at time 1 and time 2. Higher scores mean lower Wellbeing.
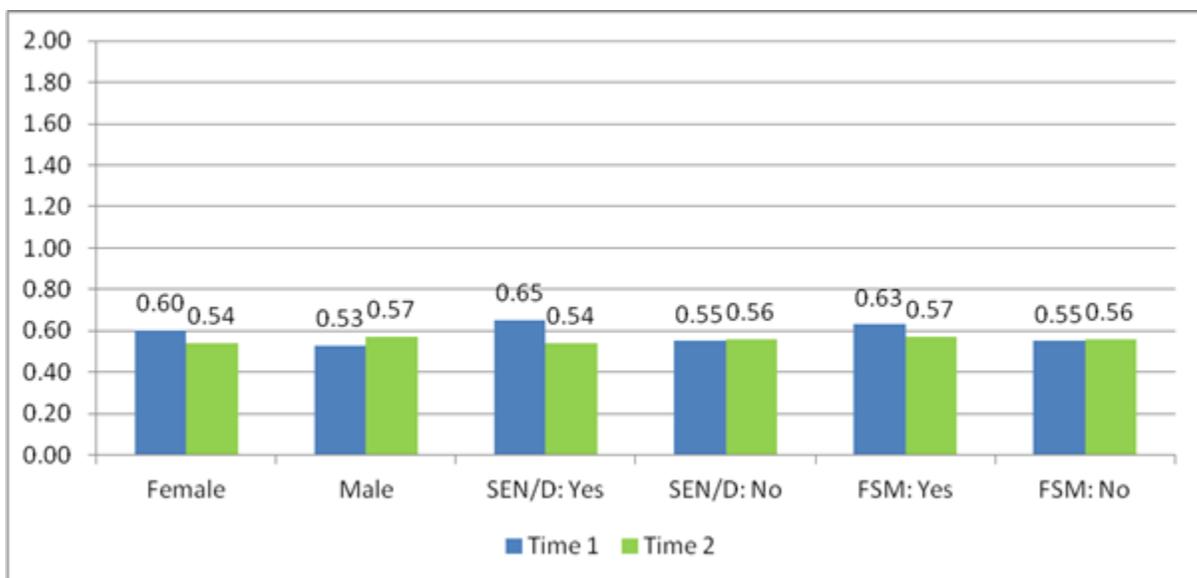
Wellbeing was also examined amongst those students who reported being victimised and those who reported bullying others. Figure 13 shows that those pupils who identified as ever being victimised reported improved Wellbeing score at the end of the programme from a mean of 0.63 to 0.56. The greatest improvement in wellbeing was reported by those pupils who identified as frequently victimised, improving from a mean of 0.81 to 0.56 at the end of the programme. However, for those pupils who have not ever been victimised or frequently victimised, Wellbeing scores actually declined for both groups between time 1 and time 2; the most significant decline was amongst those pupils who had not ever experienced victimisation, from 0.31 to 0.56. However this meant they were now at the average Wellbeing level.

Similarly, Figure 14 shows that those pupils who reported ever bullying others at the end of the programme reported improved Wellbeing scores from a mean of 0.69 to 0.56. The greatest improvement in Wellbeing was reported by those that frequently bullied others, improving from 0.82 to 0.57 by the end of the programme. However just as with those who reported not ever being victimised, so those pupils who had not ever bullied others or not ever frequently bullied others also reported a decline in wellbeing. The most notable decline was observed in those who had never bullied others between time 1 and time 2 from 0.47 to 0.55, again meaning they are now near the average Wellbeing level.

Overall, it appears that while for the whole student body, Wellbeing scores remained constant, there were definite improvements for (i) pupils with SEN/D, (ii) FSM pupils, (iii) those pupils who were victimised and especially those frequently victimised, and (iv) those who bullied others, especially those who frequently bullied others.

Figure 13. Wellbeing scores in relation to ever being victimised at time 1 and time 2. Higher scores mean lower Wellbeing.
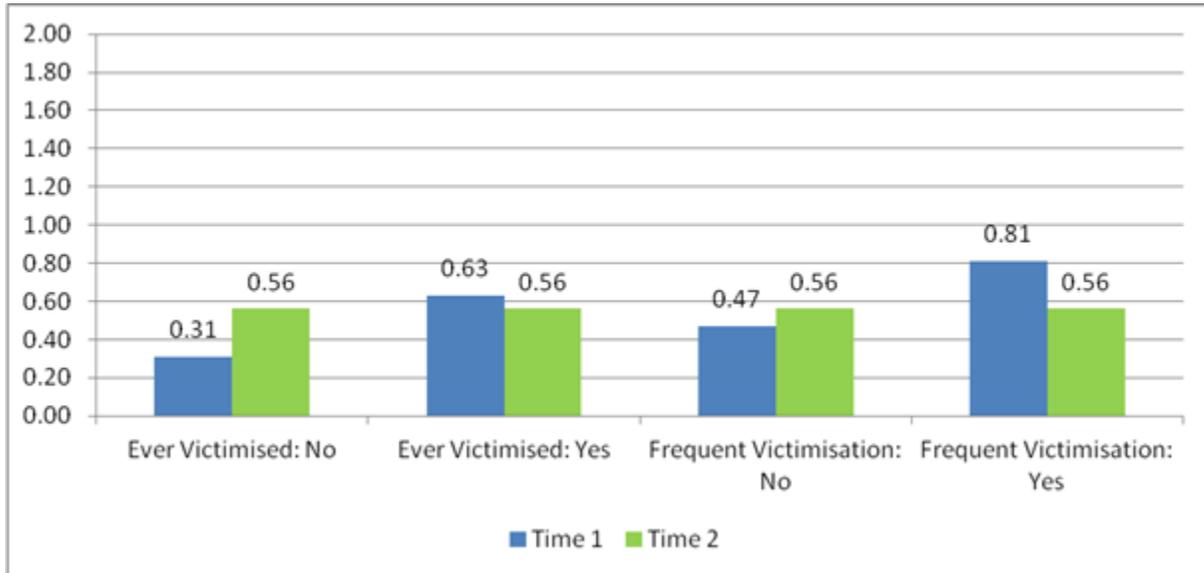

Figure 14. Wellbeing scores in relation to ever bullying others at time 1 and time 2. Higher scores mean lower Wellbeing.
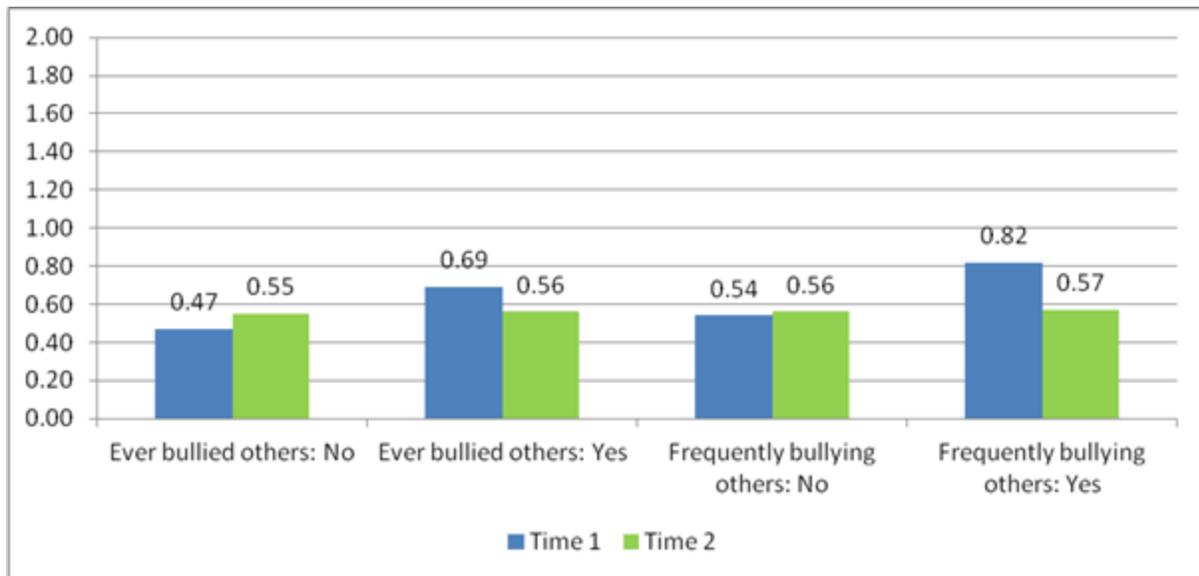
Figure 15 shows the changes in Wellbeing pre and post programme from time 1 and time 2 in relation to school type. Wellbeing in primary schools show a small improvement from 0.57 to 0.55 between time 1 and time 2, whilst Wellbeing in secondary schools reported a small decline from 0.55 to 0.57.

The most significant change in Wellbeing is seen in infant schools who reported an average Wellbeing score of 0.42 at time 1 but by time 2 this had declined to 0.51. Although infant school Wellbeing was still below the overall average, it nevertheless declined over time. This might seem unexpected, but one possible explanation for this change may be the raised awareness of what constitutes victimisation and bullying others as a result of the programme, and as a result of being older and more able to understand the concepts.

Figure 15. Wellbeing scores in relation to school type at time 1 and time 2. Higher scores mean lower Wellbeing.
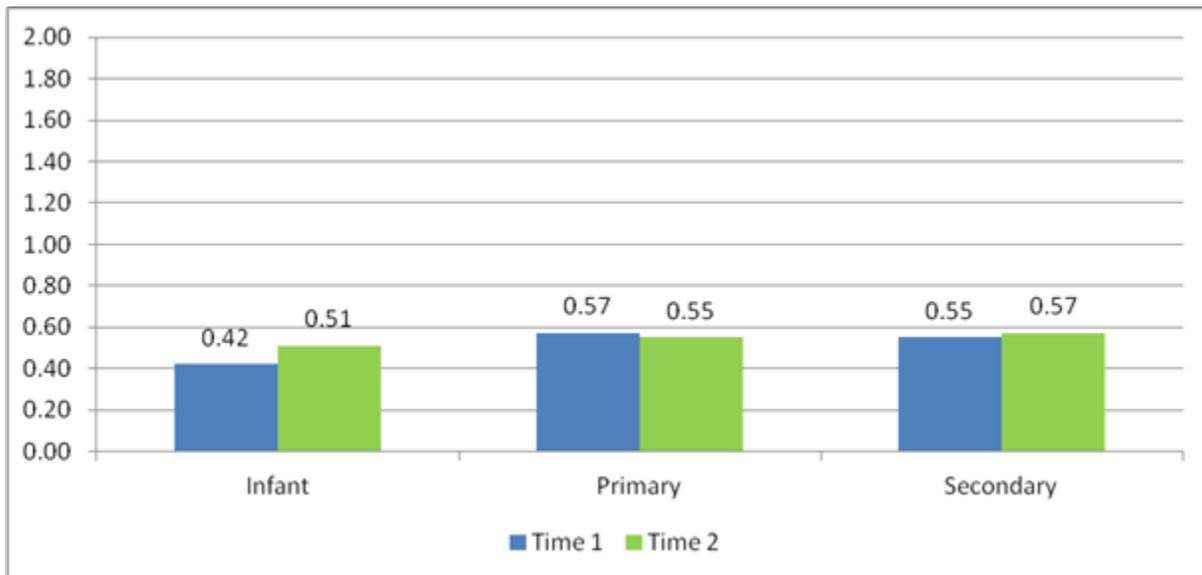
School Audit findings

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 areas in which participants are asked to rate each item on a scale as to whether they fully met, partially met or have yet to meet 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 provide evidence of their work in all six areas of their anti-bullying work which is aimed at reducing bullying of all pupils, including those with SEN/D. The programme provides access to the All Together Hub which has links to resources targeted at tackling bullying, a questionnaire assessing pupil wellbeing and bullying and provides certified online CPD training. 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 could be made.

Baseline data was collected from 487 Schools, with 235 schools participating in the final Audit. Findings from the six criteria of the School Audit are considered individually – see Appendix 1 for detailed tables which provide the frequency and percentages for each item. All schools who participated in the programme reported really well from baseline to the final data collection, development and improvements made are demonstrated below.

School Leadership

This category comprised seven items. At the beginning of the programme schools reported well in most of the 7 criteria, the final audit shows the most significant improvements were made in three areas:

Q1.2: 68% 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 97% at the end of the programme.

Q1.6: 61% 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. At the beginning of the programme the majority of schools had at least partially met the majority of items. However, there were two items where many schools reported not meeting the criteria.

Q2.5: 20% 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 2% at the end of the programme.

Q2.6: 19% 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.

Data collection and evidence items

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

Q3.1: 31% 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 rose to 100% of schools either fully or partially meeting the criterion by the end of the programme.

Prevention of bullying

This category comprised seven items. At the beginning of the programme all schools reported at least fully or partially meeting most of the criteria. However, schools reported three items in which they were not meeting criteria at the beginning of the programme, of which two items reported smaller percentages of not meeting criteria:

Q4.1: 11% 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 rose to 100% meeting or partially meeting the criterion at the end of the programme.

Q4.4: 10% 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 99% of schools meeting the criterion at the end of the programme.

Whilst a large improvement was noted on one item:

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 figure reduced to 4% at the end of the programme.

Responding and intervention

This category comprised seven items. At the start of the programme the majority of schools reported at least fully or partially meeting the criteria. However, schools reported not meeting the criteria for two items:

Q5.4: Schools were asked to rate their 'responses to bullying including SMART (specific measurable achievable realistic and time bonded) outcomes', at the beginning of the programme just over a fifth of schools reported not meeting the criterion (23%). This improved with just 97% meeting or partially meeting the criterion by the end of the programme.

Q5.6: 33% of schools reported not meeting the criterion 'response strategies are regularly reviewed and re-written with pupil and parent/carer involvement' at the beginning of the programme, this decreased to 3% by the end of the programme.

Staff training and development

This category comprised four items. At the beginning of the programme schools reported not meeting criteria in three of the four items:

Q6.1: 54% 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 reduced to 1% by 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: 42% 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 reduced to 3% by the end of the programme.

Q6.3: schools reported that 28% of staff not meeting the criterion for staff having access to resources and new developments in anti-bullying work at the beginning of the programme. However, by the end of the programme schools reported meeting or partially meeting this criterion by 99%.

Evaluation of the All Together Programme's Training and Tools

Data was collected from all those that participated in the training element of the All Together Programme. This consisted of data provided by 100 of the wider children's workforce participants whose training was conducted in October to December 2019; participants were asked to complete pre and post evaluations of the training on the day, with follow up survey data collected March 2020. Data was also collected from 236 school leads who participated in face-to-face training between May and November 2019; participants were asked to complete pre and post evaluations on the day of training. Data was also provided by 139 school leads that participated in the All Together Programme and provided follow up data in March 2020; additional data was collected from 332 parents and carers.

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 Confidence in Anti-bullying work

Attending delegates were asked to complete questionnaires to evaluate pre and post training to assess various aspects; this included exploring their confidence in (1) their understanding of the impact of bullying on children and young people (including those with SEN/D), and (2) their understanding of the most effective principles of preventing and responding to bullying. They were also asked to complete a follow up survey conducted March 2020.

Delegates were also asked to rate the training workshop. 95% rated the training as good to excellent with 99% of delegates responding that they would recommend the training workshop to others.

Delegates were asked to rate their confidence in understanding of the impact of bullying on children and young people (including those with SEN/D). Figure 16 shows that pre training only 6% of delegates reported feeling very confident compared to 66% delegates post training. In the follow up survey this had risen to 86%.

Figure 16. Confidence in understanding the impact of bullying on children and young people, at three time points.
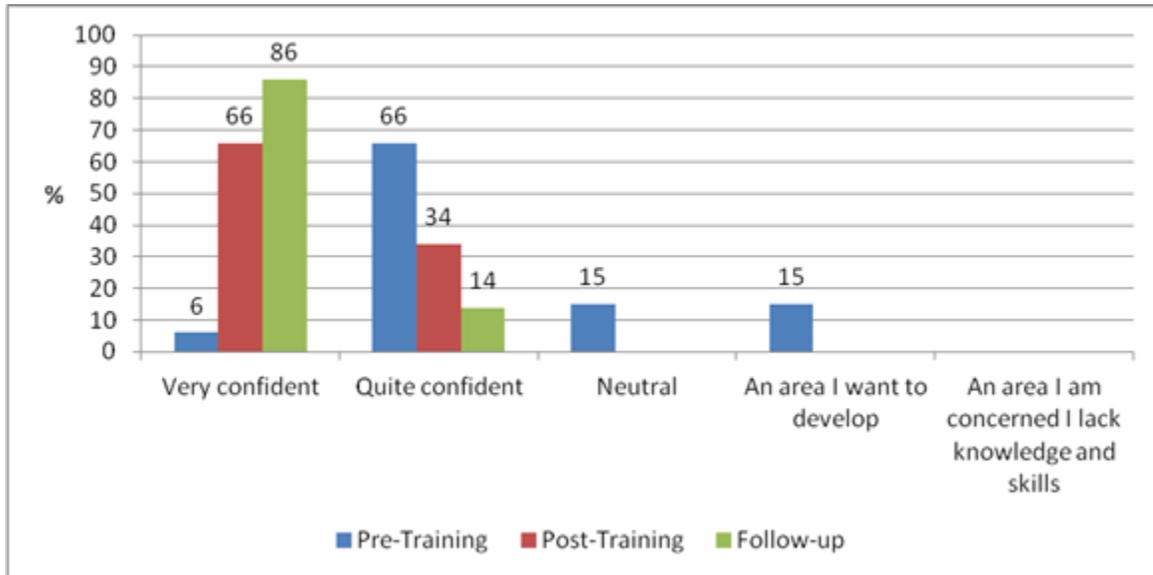
Delegates were asked to rate their confidence in understanding the most effective principles of prevention and responding to bullying. Figure 17 shows that at pre training 1% of delegates reported feeling very confident, this increased to 42% of participants post training. This confidence was not only sustained but increased at the point of the follow up survey in which 81% of delegates reported feeling very confident. It is possible that this continued increase in confidence is as a result of implementing and applying skills developed as a result of the training programme.

Figure 17. Confidence in understanding the most effective principles of prevention and response to bullying, at three time points.
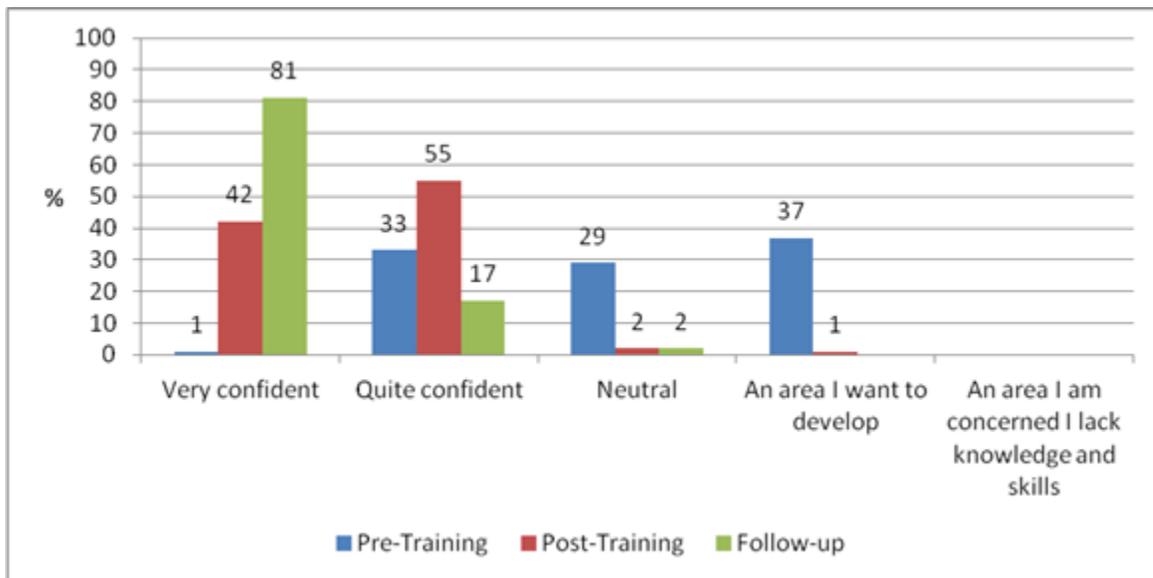
Areas of action identified by School Leads Training delegates

In addition to rating confidence in the two key areas of training, delegates were asked *'What are you going to do as a result of this workshop?'* 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. Delegates provided more detailed examples of the courses of action they intended to implement following on from the training workshop.

Review - A majority of delegates said that they would be reviewing their anti-bullying policy as a result of attending the training workshop; that they wanted to ensure their anti-bullying policy was 'accessible to all staff, students and parents and ensure there is a consistent definition'. Other areas for review include changing terminology/language and wording of their anti-bullying policy. In addition delegates provided examples of areas they would review such as 'actions and processes taken to tackle/reduce bullying', 'strategies and response in school' and 'review our whole school approach to bullying – involving staff, pupils and parents'. 'Consider social model when writing the action plan and re writing our AB policy' and to 'check our AB policy to see that it is appropriate and robust'.

Training – Delegates reported that following on from the workshop, using the ABA resources they would provide training for 'SLT's using ABA materials', other examples would be to provide 'INSET training for whole staff, parent workshops. ELSAs whole class sessions on PSHE days and staff CPD'

Dissemination – many delegates reported that they would share the training material such as slides and video clips with the wider school community through a variety of methods such as 'leading staff meeting for teachers, TA's using some of today's resources, especially the "is it bullying?" cards' or by 'working through the "All Together" resources to implement change'.

Approaches to bullying – in addition to reviewing their anti-bullying policies, delegates reported that they would review their approach to bullying via a number of initiatives, such as researching and implementing restorative thinking/approach or through the implementation of the GROW model to support conflict resolution. Developing peer mentors/AB Ambassadors, or introduce playground buddies, through the introduction of worry boxes or bubble boxes Delegates highlighted the need to identify areas within the school environment where bullying may occur and address these. Furthermore, delegates reported that they would deal with 'incidents in a different manner using the different approaches' Delegates also reported that they would use the training resources to develop and display posters, in addition to displaying definition of bullying around school. Many delegates identified the importance of working towards a consistent approach to dealing with bullying behaviour across the whole school.

Reporting and responding - Other delegates reported how they would change their responses to reporting and responding to bullying by ensuring 'staff and children are clear about procedures' and 'ensuring children know what to do if they feel they are being bullied'. Further initiatives such as 'bullying flowchart – reporting, recording, responding, revising, reflecting' and 'update policies and reporting protocol to reflect social model'. 'Think about ways younger children might report...Worry boxes' or 'try the bubble idea'.

Delegates felt it was important to recognise what they got right in terms of their anti-bullying work and to celebrate those successes equally as much as addressing the things they needed to improve or change. Delegates also felt inspired and better informed as a result of participating in

the training workshop. As a result of the training workshop most delegates were able to identify and recognise key areas that needed addressing and improvement in their anti-bullying policy and work.

Children's Workforce Confidence in Anti-bullying work

Attending delegates were asked to complete questionnaires to evaluate pre and post training to assess various aspects; this included exploring their confidence in (1) their understanding of the impact of bullying on children and young people (including SEN/D), and (2) their understanding of the most effective principles of preventing and responding to bullying. They were also asked to complete a follow up survey conducted March 2020.

Delegates were asked to rate the training workshop. 97% rated the training as good to excellent with 94% of delegates responding that they would recommend the training workshop to others.

Delegates were asked to rate their confidence in understanding of the impact of bullying on children and young people (including those with SEN/D). Figure 18 shows that pre training only 6% of delegates reported feeling very confident compared to 48% delegates post training. In the follow up survey this had risen to 55%.

Figure 18. Confidence in understanding the impact of bullying on children and young people, at three time points.
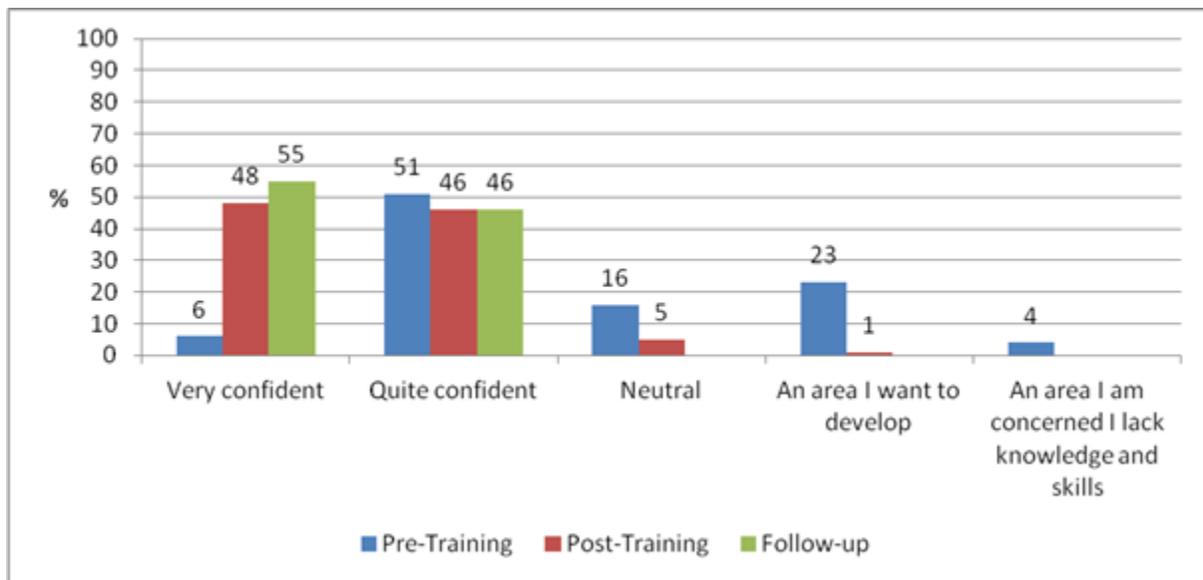
Delegates were asked to rate their confidence in understanding the most effective principles of prevention and responding to bullying. Figure 19 shows that at pre training 1% of delegates reported feeling very confident, this increased to 39% of participants post training. Although at follow-up this showed a slight fall, those who reported feeling either very confident or quite confident steadily increased – from 33% pre-training to 92% post-training and 95% at follow-up.

Figure 19. Confidence in understanding the most effective principles of prevention and response to bullying, at three time points.
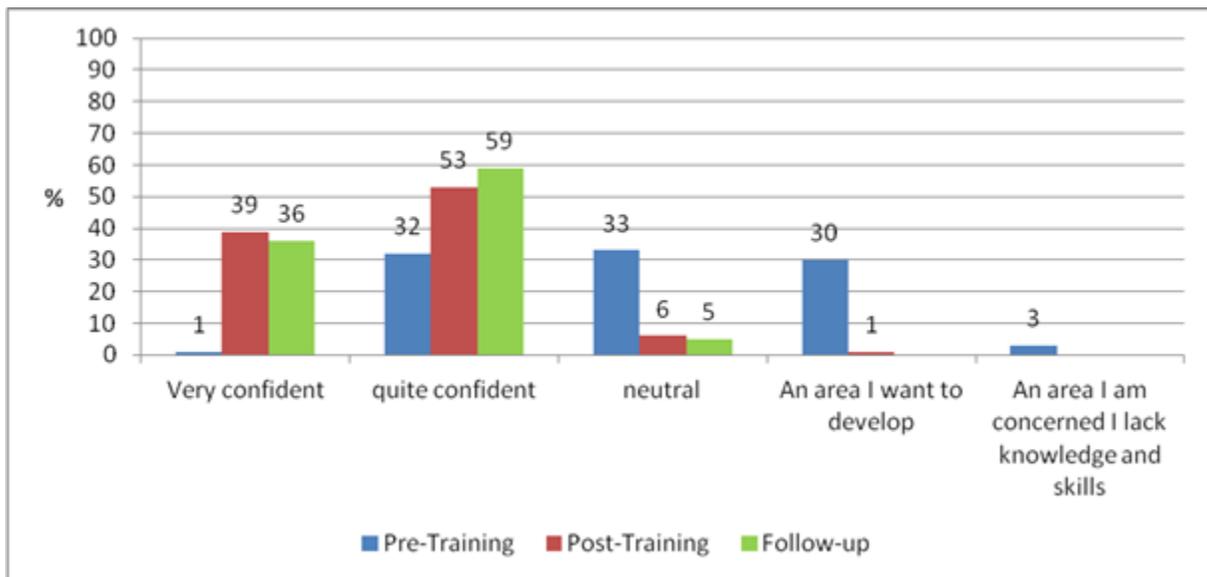
In addition delegates were asked if any changes had been made as a result of their training to preventing and responding to bullying within their organisation. Figure 20 shows that 91% of delegates reported making some changes to significant changes, while 64% reported that some change to significant change had been made in their organisation to responding to bullying.

Figure 20. The percentage of delegates who reported making changes to preventing and responding to bullying.
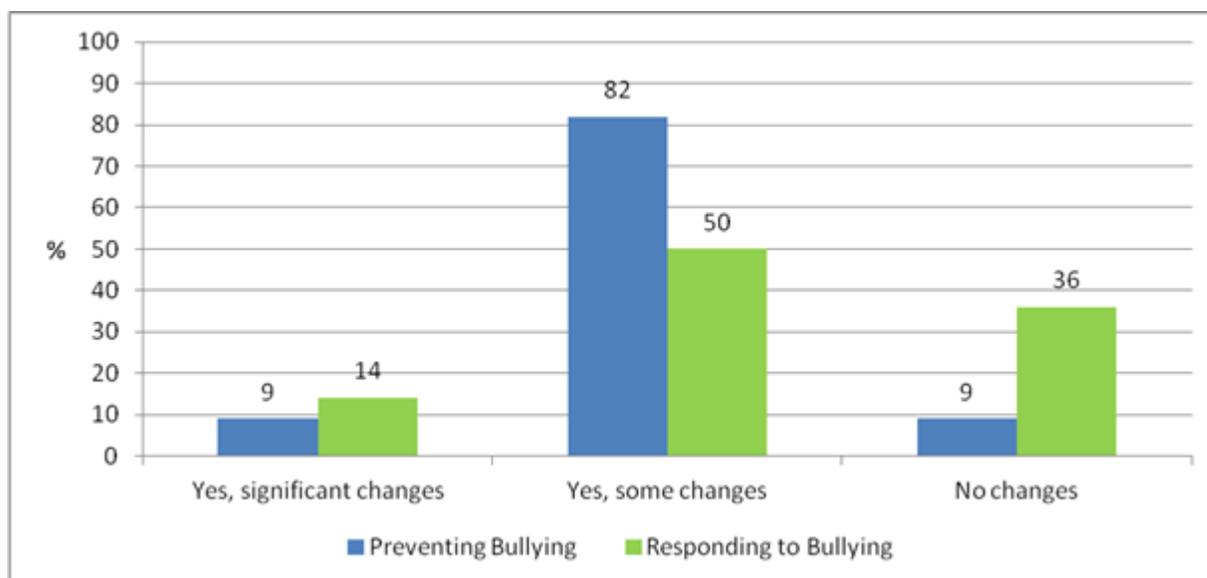
Delegates were provided with the opportunity to expand on their responses and provide examples relating to the changes made within their organisation in relation to prevention and responding to bullying.

Those delegates who said changes had been made to their organisations prevention of bullying identified changes such as 'open discussion and evaluation with staff', 'more awareness raising and sharing of good practice' and one delegate responded that "their organisation had further developed their contextual safeguarding model/approach and incorporated some of the tools from the training into their practice', in addition to 'putting in place a whole school definition of bullying and teaching phase specific lessons every week'.

In response to changes in responding to bullying, delegates mentioned 'reviewing all aspects of our anti-bullying policy', 'being more alert, we can hopefully respond quicker', 'clarity around language' and 'continue to have discussions with schools and other agencies'.

Delegates also reported that following their training they and their organisation had revised and further developed their anti-bullying initiative in particular 'the language used was revised', they 'developed better communication between agencies'. Also mentioned was incorporating elements such as restorative conversation and developing a student version of their anti-bullying policy.

Dissemination materials was also reported by a number of delegates further to the training session, some reported that they had used and 'shared the materials with colleagues and young people', including 'using the information and displayed specific topics on our notice board', 'used the tools/models and built them into my existing practice'.

Parents' evaluation of the ABA Parent Information Tool

332 parents/carers participated in the online evaluation of the ABA Parent Information Tool, of these 23% responded that they were a parent of carer of a child with SEN or a disability. Participants were asked how they would rate the Information Tool, 94% rated the tool good to excellent and 96% said they found the information they were looking for. 95% said they would recommend the Information Tool to others. Overall 94% of parents/carers felt they were more confident about issues relating to bullying as a result of using the Information Tool.

Overall evaluation of the All Together Programme, follow up survey for school leads

139 School leads who participated in the All Together school programme completed a follow up survey in March 2020 to assess various aspects of the programme. The majority, 57%, took part only online, with 35% involved in face-to-face and online training, whilst 8% reported taking part in face-to-face training only.

School leads were asked to what extent they agreed that the school audit tool was useful? 97% of those surveyed felt that the school audit tool was useful. 71% of participants reported using the ABA pupil wellbeing questionnaire, 92% of participants reported that the questionnaire was easy

to use, whilst 89% found the pupil data useful. Of those surveyed 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 5 point Likert scale 1 being strongly agree to 5 being strongly disagree.

Table 9 illustrates the following key findings are noted for those who reported strongly or somewhat agreeing with the statements:-

- The vast majority, 99%, 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.

- A majority, 66%, felt that pupil behaviour had improved as a result of being involved in the programme

- Only 29% felt that there had been improvement in pupil attendance as a result of involvement in the programme.

- 24% reported improvements in pupil attainment as a result of being involved in the programme.

- A high percentage, 94%, 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, 71% felt that bullying had reduced.

Table 9. The proportion of school leads (n=139) 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
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.	74.8% (104)	23.7% (33)	1.4% (2)	0	0
I understand the most effective principles of prevention and response to bullying.	80.6% (112)	17.3% (24)	2.2% (3)	0	0
Pupil behaviour has improved	15.6% (20)	50.8% (65)	31.2% (40)	2.3% (3)	0
Pupil attendance has improved.	3.9% (5)	25.0% (32)	70.3% (90)	1.3% (1)	0
Pupil attainment has improved	1.6% (2)	22.7% (29)	75.8% (97)	0	
Colleagues have an improved understanding of bullying of those with SEN and / or disability.	52.3% (67)	41.4% (53)	6.3% (8)	0	0
Colleagues have an improved understanding of bullying.	52.7% (68)	40.3% (52)	56.2% (8)	0.8% (1)	0
Bullying has reduced.	20.3% (26)	50.8% (65)	28.9% (37)		

NB: The number of responses varied between 128, 129 or 139 (total); numbers in brackets and percentages are of those who responded.

Key findings and Summary

The aims of the All Together Programme are to examine and reduce incidences of bullying among children and young people with a particular focus on disabled children and children who have special educational need (SEN/D); and to improve pupil wellbeing for all pupils but particularly for those with SEN/D. In addition the programme aims through its training workshops and online courses and information Hub to increase the confidence, knowledge and skills of schools, children's workforces and parent carers. This section will examine the key findings of this report.

Reducing bullying

Data collected at the beginning and end of the All Together Programme was examined and evaluated. Data on experiences of victimisation and bullying was collected through the online Pupil Bullying and Wellbeing Questionnaire. **The findings were that over time victimisation and bullying reduced for all pupils, but more so for those pupils who identified as SEN/D**. Pupils reported a reduction in the types of bullying they experienced.

Victimisation and bullying of others was also examined, the data indicates that prevalence of ever or frequently being victimised improves for most school types between the beginning and the end of the programme, with Primary schools showing the most improvement on both measures (5%). However infant schools show a small increase in the prevalence of ever being victimised (but not in frequent victimisation) at time 2; one explanation could be as a result of raised awareness as to what constitutes victimisation as a result of the programme.

Prevalence in bullying others showed that Secondary schools experienced much higher levels of ever bullying others with little decline at the end of the programme. However, frequent bullying of others was much lower generally, with all school types reporting similar rates of decline at the end of the programme. A majority, 71%, of schools leads reported that as a result of participating in the All Together Programme bullying had reduced at the end of the programme.

A further goal of the All Together Programme was to increase attendance and behaviour by all pupils from participating schools. The findings (see Table 9) indicate that 66% of school leads

thought there had been an improvement in behaviour of pupils in the participating All Together Schools. However, only 29% of school leads thought that pupil attendance had improved; the majority, 70%, remaining neutral about this. It is possible that improvement in attendance could not be measured at this time and if surveyed at a later date may reflect a different response.

Wellbeing

A further focus of the All Together Programme was the improvement of pupil Wellbeing at the end of the programme. The findings indicated that overall pupil Wellbeing remained static over time, however, further examination of the demographic groups identified improvement in pupil Wellbeing for females, and those in receipt of FSM, but the most significant improvement in Wellbeing was reported by pupils with SEN/D. In addition, those involved in bullying behaviour (whether perpetration or being victimised) had improved wellbeing.

School experience

Pupils' school experience was also assessed in the wellbeing questionnaire. For pupils overall, their school experience became more positive after the programme compared to before. Feeling safer at school and reporting an improvement for 'Other pupils don't like me' was particularly prominent for pupils with SEN/D. The most positive changes according to school type were in Primary school; whilst for Infant pupils the school experience in most areas became slightly more negative except for small improvements in feeling safe and belonging at school. However given the general age trend for liking of school to decrease with age (e.g. HBSC surveys), this change in Infant school pupils' ratings may be a largely age-related phenomenon.

Developing skills, confidence and knowledge

The All Together Programme also provided training through either face-to-face workshops or online, for all who worked with children and young people either directly or as part of the wider children's workforce. This training is designed to improve confidence, knowledge and skills in understanding the impact of bullying on children and young people (including those with SEN/D), to develop a better understanding of preventing and responding to bullying and to enable further development of anti-bullying work through the training and resources provided

through the All Together Hub. All participants reported significantly improved and sustained confidence as a result of the training. In addition they were able to utilise what they had learnt to make changes in forming and developing their anti-bullying work and anti-bullying policies.

Parents and carers data relating to the online Parent Information Tool was also evaluated as part of the programme. The great majority (94%) reported that the information was good/excellent, with significant improvements in confidence about issues relating to bullying as a result of accessing the Tool.

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 anti-bullying 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.

Recommendations

Most recommendations, such as recommendations on the questionnaires etc. will be made in the final report due 2021, as these should remain consistent between all 3 time points. However, one recommendation we would like to stress as it includes the data collection process of the 3rd time point. If possible, it would be useful if the time period between Time 1, Time 2 and Time 3 surveys were set to the same standard for all schools. For example: Time 1 – pre-intervention; Time 2 - 3 to 4 months after the intervention for interpretation of intermediate results; Time 3 - 1 year after start of intervention to investigate any long-term effects.

In practice this may be difficult, as the school environment at times does not allow for this to happen. In the current report for example, the time period between Time 1 and Time 2 could for some schools be more than a half-year apart whilst for others only a few weeks.

Limitations

Two limitations to the evaluation procedure should be noted. First, the Bullying and Wellbeing Questionnaire does not give a time frame for responses. Many questionnaires (e.g. HBSC) ask about what has happened 'over the last couple of months'. When given at successive time points, this gives a more sensitive measure of change than a survey which does not give a time frame. Thus, the survey used at present makes it more difficult to detect changes over time.

Second, we do not have control schools and pupils who have not used the programme. Thus, changes over time may be due to the programme or may simply be due to age changes. This will affect Infant schools the most, as a period of (say) one year will be relatively larger at these younger ages. They will also affect scores for victimisation (which usually show some age changes) more than bullying perpetration (which do not to the same extent). Liking of school also tends to decrease naturally with age (HBSC surveys).

Conclusions

It is apparent from the report that the All Together Programme has met its aims for this phase of the programme and has had a positive impact on those concerned. This is both in terms of understanding and developing skills to deal with the issue of bullying whether it is through victimisation or bullying of others. The data show that the programme has a positive impact on children and young people overall, but especially with those who identify as SEN/D. Furthermore, the school audit has provided an invaluable tool for schools to assess their strengths and weakness in relation to their anti-bullying work and polices, enabling them to develop and improve as a whole. The training and resources offered by the ABA have proved valuable and well received in developing confidence and knowledge in the key areas of understanding the impact of bullying on children and young people (including those with SEN/D) and further understanding in preventing and responding to bullying.

Appendix – School Audit Data

1. Frequency of responses for the **School Leadership** scores at baseline and final

Question	Baseline / Final	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	75.36%	(n=367)	20.33%	(n=99)	4.31%	(n=21)
	2	98.28%	(n=229)	1.72%	(n=4)	0.00%	(n=0)
Q1.2) We have a school governor who leads on anti-bullying activity and monitors school action in this area	1	37.78%	(n=184)	30.18%	(n=147)	32.03%	(n=156)
	2	87.12%	(n=203)	9.87%	(n=23)	3.00%	(n=7)
Q1.3) Staff are encouraged and expected to model exemplary conduct towards each other and pupils	1	84.19%	(n=410)	15.61%	(n=76)	0.21%	(n=1)
	2	97.42%	(n=227)	2.58%	(n=6)	0.00%	(n=0)
Q1.4) Bullying is understood by all as a barrier to learning a safeguarding issue and a health issue	1	61.19%	(n=298)	36.76%	(n=179)	2.05%	(n=10)
	2	95.71%	(n=223)	4.29%	(n=10)	0.00%	(n=0)
Q1.5) We monitor pupil absence for indication of bullying	1	61.60%	(n=300)	29.36%	(n=143)	9.03%	(n=44)
	2	94.42%	(n=220)	5.58%	(n=13)	0.00%	(n=0)
Q1.6) The school has an action plan for anti-bullying activity that is regularly reviewed and updated	1	28.54%	(n=139)	32.03%	(n=156)	39.43%	(n=192)
	2	87.98%	(n=205)	11.59%	(n=27)	0.43%	(n=1)
Q1.7) Pupils are supported to take the lead on anti-bullying initiatives (e.g. including awareness raising peer support)	1	28.54%	(n=139)	32.03%	(n=156)	39.43%	(n=192)
	2	79.83%	(n=186)	18.45%	(n=43)	1.72%	(n=4)

2. Frequency (percentage) of responses for the **School Policy** scores at baseline and final

Question		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	50.10%	(n=244)	47.43%	(n=231)	2.46%	(n=12)
	2	87.55%	(n=204)	12.45%	(n=29)	0.00%	(n=0)
Q2.2) The policy is easy to understand for pupils parents and staff	1	52.98%	(n=258)	42.92%	(n=209)	4.11%	(n=20)
	2	84.55%	(n=197)	15.45%	(n=36)	0.00%	(n=0)
Q2.3) The policy has a clear definition of bullying that is understood by all members of the school community	1	66.32%	(n=323)	30.80%	(n=150)	2.87%	(n=14)
	2	97.00%	(n=226)	3.00%	(n=7)	0.00%	(n=0)
Q2.4) The policy sets clear expectations on pupil staff and parent conduct (including physical contact and online conduct)	1	62.42%	(n=304)	32.24%	(n=157)	5.34%	(n=26)
	2	90.99%	(n=212)	8.58%	(n=20)	0.43%	(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 [1] 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	53.80%	(n=262)	26.08%	(n=127)	20.12%	(n=98)
	2	93.99%	(n=219)	3.86%	(n=9)	2.15%	(n=5)
Q2.6) The policy references action to prevent and respond to bullying outside of school (e.g. cyberbullying journeys to and from school)	1	47.84%	(n=233)	33.47%	(n=163)	18.69%	(n=91)
	2	90.99%	(n=212)	7.73%	(n=18)	1.29%	(n=3)
Q2.7) The policy includes strategies to prevent bullying and typical response strategies	1	60.37%	(n=294)	29.36%	(n=143)	10.27%	(n=50)
	2	93.13%	(n=217)	6.01%	(n=14)	0.86%	(n=2)
Q2.8) The policy is clearly aligned with other relevant policies (e.g. behaviour safeguarding SEN acceptable use)	1	68.99%	(n=336)	24.23%	(n=118)	6.78%	(n=33)
	2	94.42%	(n=220)	4.72%	(n=11)	0.86%	(n=2)
Q2.9) The policy includes a range of methods by which pupils and parents can report bullying (including a named contact)	1	48.67%	(n=237)	40.66%	(n=198)	10.68%	(n=52)
	2	89.27%	(n=208)	9.87%	(n=23)	0.86%	(n=2)
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	57.49%	(n=280)	37.58%	(n=183)	4.93%	(n=24)
	2	87.55%	(n=204)	12.45%	(n=29)	0.00%	(n=0)

3. Frequency of responses for the **Data Collection and Evidence** scores at baseline and final

Question	Baseline / Final	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	37.45%	(n=182)	31.28%	(n=152)	31.28%	(n=152)
	2	92.70%	(n=216)	6.87%	(n=16)	0.43%	(n=1)
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	52.26%	(n=254)	41.36%	(n=201)	6.38%	(n=31)
	2	90.99%	(n=212)	8.58%	(n=20)	0.43%	(n=1)
Q3.3) Recording system for bullying includes action taken outcomes and review dates	1	54.53%	(n=265)	40.95%	(n=199)	4.53%	(n=22)
	2	90.13%	(n=210)	9.87%	(n=23)	0.00%	(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	61.32%	(n=298)	37.86%	(n=184)	0.82%	(n=4)
	2	93.56%	(n=218)	6.01%	(n=14)	0.43%	(n=1)
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	51.65%	(n=251)	33.74%	(n=164)	14.61%	(n=71)
	2	89.70%	(n=209)	9.44%	(n=22)	0.86%	(n=2)

4. Frequency of responses for the **Prevention** scores at baseline and final

Question	Baseline / Final	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	46.09%	(n=224)	43.00%	(n=209)	10.91%	(n=53)
	2	85.41%	(n=199)	14.59%	(n=34)	0.00%	(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	82.51%	(n=401)	16.46%	(n=80)	1.03%	(n=5)
	2	97.42%	(n=227)	2.58%	(n=6)	0.00%	(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	65.84%	(n=320)	33.13%	(n=161)	1.03%	(n=5)
	2	96.14%	(n=224)	3.86%	(n=9)	0.00%	(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	37.45%	(n=182)	52.26%	(n=254)	10.29%	(n=50)
	2	76.82%	(n=179)	22.32%	(n=52)	0.86%	(n=2)
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	71.40%	(n=347)	27.16%	(n=132)	1.44%	(n=7)
	2	95.71%	(n=223)	4.29%	(n=10)	0.00%	(n=0)
Q4.6) No form of discriminatory language is acceptable in school and all are challenged when heard (including disablist language)	1	82.10%	(n=399)	17.49%	(n=85)	0.41%	(n=2)
	2	97.00%	(n=226)	3.00%	(n=7)	0.00%	(n=0)
Q4.7) The school has implemented strategies to build and sustain peer support / defenders	1	28.81%	(n=140)	48.15%	(n=234)	23.05%	(n=112)
	2	73.39%	(n=171)	22.75%	(n=53)	3.86%	(n=9)

5. Frequency of responses for the **Responding and Intervention** scores at baseline and final

Question	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	47.33%	(n=230)	46.71%	(n=227)	5.97%	(n=29)
	2	92.70%	(n=216)	6.44%	(n=15)	0.86%	(n=2)
Q5.2) All reported incidents are taken seriously and acted upon quickly	1	85.39%	(n=415)	14.61%	(n=71)	0%	(n=0)
	2	96.57%	(n=225)	3.43%	(n=8)	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	72.63%	(n=353)	25.10%	(n=122)	2.26%	(n=11)
	2	94.42%	(n=220)	5.15%	(n=12)	0.43%	(n=1)
Q5.4) Responses to bullying include SMART (specific measurable achievable realistic and time bonded) outcomes	1	32.30%	(n=157)	44.44%	(n=216)	23.25%	(n=113)
	2	74.25%	(n=173)	23.18%	(n=54)	2.58%	(n=6)
Q5.5) The school seeks to learn from each incident and where necessary improve practice	1	65.64%	(n=319)	30.04%	(n=146)	4.32%	(n=21)
	2	91.85%	(n=214)	8.15%	(n=19)	0.00%	(n=0)
Q5.6) Response strategies are regularly reviewed and re-written with pupils and parent/carer involvement	1	25.72%	(n=125)	41.36%	(n=201)	32.92%	(n=160)
	2	67.81%	(n=158)	29.18%	(n=68)	3.00%	(n=7)
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	81.69%	(n=397)	16.05%	(n=78)	2.26%	(n=11)
	2	97.42%	(n=227)	2.58%	(n=6)	0.00%	(n=0)

Frequency of responses for **Staff Training and Development** scores at baseline and final

Staff Training and Development	Baseline / Final	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	9.05%	(n=44)	36.83%	(n=179)	54.12%	(n=263)
	2	62.23%	(n=145)	35.19%	(n=82)	2.58%	(n=6)
Q6.2) All new school staff undergo anti-bullying training as part of their induction	1	24.69%	(n=120)	32.92%	(n=160)	42.39%	(n=206)
	2	76.82%	(n=179)	19.74%	(n=46)	3.43%	(n=8)
Q6.3) All school staff have access to resources and new developments in anti-bullying practice	1	25.93%	(n=126)	46.50%	(n=226)	27.57%	(n=134)
	2	80.26%	(n=187)	18.45%	(n=43)	1.29%	(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	54.94%	(n=267)	38.48%	(n=187)	6.58%	(n=32)
	2	87.98%	(n=205)	11.59%	(n=27)	0.43%	(n=1)