



REDUCING BULLYING IN SCHOOL:

A SUMMARY OF FINDINGS FROM
THE INDEPENDENT EVALUATION
OF THE ALL TOGETHER
PROGRAMME 2017 – 2021



Programme Lead



Part of the NCB family



Programme Partner



Programme Partner



Funder



"The All Together programme has been so useful and we will definitely try to keep building on the work and changes it's helped us to make. We can't thank you enough for the resources, fantastic CPD training, workshop and for there always being a lovely encouraging response from [ABA] to any queries we've had. Thank you!"

- All Together School

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

- All Together School

"We've found the training and the accreditation scheme incredibly useful in this crucial area of our safeguarding work at school. The expertise, resources and training are invaluable."

- All Together School



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WHAT WAS ALL TOGETHER?

All Together was a whole-school anti-bullying programme for schools in England, launched in April 2017. The programme aimed to reduce bullying, particularly of disabled pupils and those with special educational needs (SEND) and other groups research show disproportionately experience bullying. Schools worked to achieve 'All Together School' status by evidencing their activity to improve their school approach to bullying, how they've worked to reduce it and improve wellbeing. The programme was funded by the Department for Education and delivered by the Anti-Bullying Alliance with support from Achievement for All and Contact. It was provided free to schools across England.

Participating schools had access to:



A responsive 360° audit and action planning tool



Resources to support implementation of their action plan



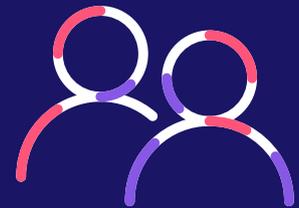
Online CPD training for all staff



An online pupil bullying and wellbeing questionnaire



Some local areas had access to face to face training



Expert support from ABA staff

In addition to support to schools, the programme also provided advice and support to parents and carers (targeting specifically parents of disabled children and those with SEND).



This short report summarises the achievements of the All Together programme, which ran from April 2017 to March 2021.

We arranged three independent evaluations of the programme:

- **Phase 1:** April 2017 – March 2018 – York St. John University, led by Dr Nathalie Noret.
- **Phase 2:** April 2018 – March 2020 – Goldsmiths University of London, led by Professor Peter Smith
- **Phase 3:** April – March 2021 – Goldsmiths University of London, led by Professor Peter Smith

You can find these full evaluations on our website at www.anti-bullyingalliance.org.uk/alltogether



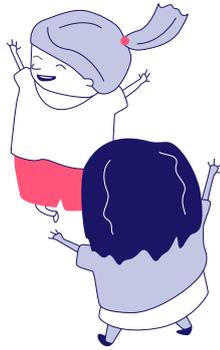
Goldsmiths
UNIVERSITY OF LONDON

The quotes within this report are from All Together Schools, training participants and parents and carers.



SUMMARY OF FINDINGS

71% of schools that took part said **bullying had reduced in their school** as a result of the programme. Our pupil bullying and wellbeing questionnaire showed that experiences of being bullied (victimisation) and pupils bullying others reduced over time. **The biggest reduction in bullying was reported by pupils with SEND.**



61%

of schools reported **improved behaviour** among pupils.



Parents and carers reported **feeling more confident** about issues relating to bullying as a result of using our parent and carer information tool.



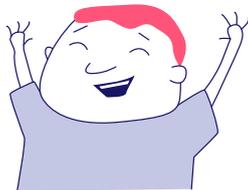
Wellbeing improved

for pupils involved in bullying (for both target and those who bully). Pupils who reported being frequently bullied, those who frequently bullied others, pupils with SEND and those in receipt of free school meals saw the greatest improvements.'



Pupils reported feeling more positive about school

after the programme compared to before. Feeling safer at school was particularly prominent for pupils with SEND.



School leads and other professionals reported **sustained knowledge and confidence** in preventing and responding to bullying, several months after attending our training.



We saw drastic improvements in the way schools approach bullying

after using our audit and action plan tool. We captured their good practice and inspiring case studies to share with other schools on the programme.





"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!!"
- All Together School

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

"Children in our school feel more comfortable talking about incidents and working with adults to resolve them."
- All Together School



THE PROGRAMME AND COVID-19

This programme ran in three phases. The third phase has been affected by the pandemic. We have quickly adapted to delivering materials online and adjusted our requirements of schools given the pressures they were under. We were not able to see as many schools through to the end of the All Together School process as we would have liked and fewer schools were able to complete our pupil wellbeing questionnaire a final time to measure results. We were astounded with the amazing efforts of schools to take part in the programme under such difficult circumstances.

This document summarises the findings from all phases of the programme. However, we have included the pupil wellbeing data from Phase 3 separately due to the impact of the pandemic.



"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." - All Together School



WHO TOOK PART?

Over all three phases of the programme, **4,000** schools took part. Of those **1,200** went on to fully complete programme steps and **638** schools achieved an All Together School award:



351 schools were awarded Gold All Together School status



201 schools were awarded Silver All Together School status



86 schools were awarded Bronze All Together School status



Our online CPD-certified antibullying training courses were

used by over **57,000** professionals rated 'good' or 'excellent' by **94%** of users



We conducted face-to-face training with **2,436** school and children's workforce staff (including over 300 via live online webinar since the pandemic started).



We provided advice and support to parents and carers:

25,000 accessed our online parent information tool on bullying.

96% felt they were more confident about issues relating to bullying as a result of using the Information Tool.

Over **500** parents and carers of young people with SEND received direct advice on bullying via Contact's helpline.

"It is an excellent course and gives you a greater understanding of what bullying is and how to deal with it. A super course that every school should do!"
– All Together School

"Very informative of what to look for, how to respond effectively and where to go for more support."
– Parent

"It has informed all aspects of our anti-bullying approach from our anti-bullying policy, through to our action plan and implementation. We are delighted to have been part of the All Together Programme and look forward to continuing our use of the hub to ensure best practice and outcomes." – All Together School

WHAT DID WE ACHIEVE?



At the end of this phase of All Together we saw a reduction in bullying for all pupils. We also saw improvements in wellbeing and school experiences. This was particularly the case for pupils with SEND and those on Free School Meals (FSM).

Schools that completed All Together reported that:



Bullying reduced in their school –

71%



They understood the most effective principles of prevention and response to bullying as a result of the programme –

97%



Attendance improved **32%** of schools²



They felt more confident in preventing and responding to bullying as a result of the programme –

99%



They had an improved understanding of bullying –

99%

SEND

Colleagues had an improved understanding of bullying of those with SEND –

99.5%



Behaviour improved **71%** of schools¹

“

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

– All Together School

“This programme is great for helping you to improve on these areas, slowly over time without rushing.” – All Together School

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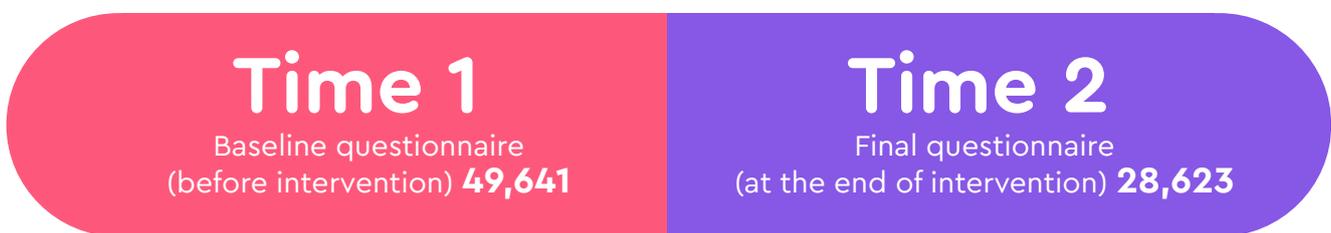
1 – Somewhat or strongly agreed
2 – Somewhat or strongly agreed

WHAT DID PUPILS TELL US?

Schools had access to an innovative online pupil questionnaire that measures bullying and wellbeing. This was a vital part of All Together as it gives direct feedback to schools from their pupils. This online questionnaire was developed with the Anna Freud Centre and we followed a series of recommendations relating to best practice for capturing pupil bullying experiences³.

As detailed earlier, the data from phase 3 of the programme has been included separately at the end of this document due to it being affected by the pandemic.

A huge number of pupils undertook the questionnaire before and after the programme intervention in phases 1 and 2:



Experiences of bullying

The questionnaires showed that bullying reduced over the course of the programme, whether that was experience of being bullied (victimisation) or pupils bullying others.

Figure 1. Prevalence of being bullied (victimisation) between Time 1 and Time 2

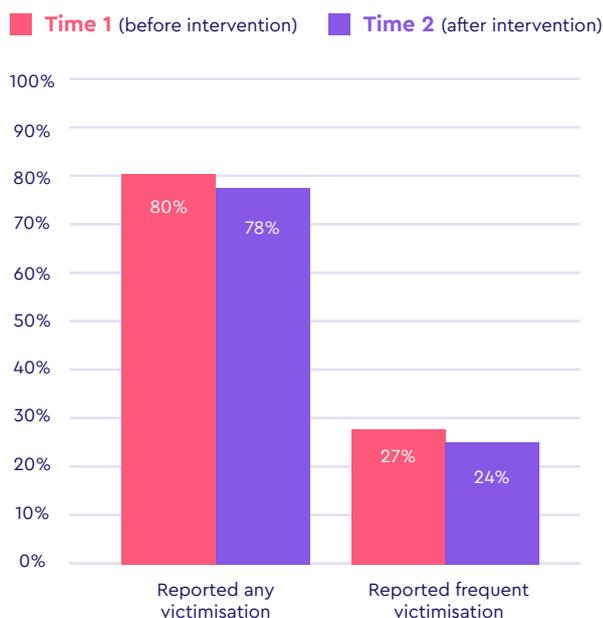
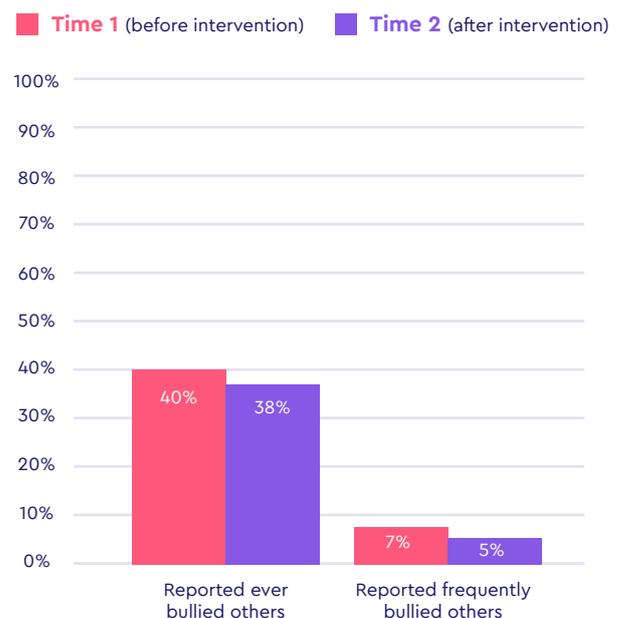


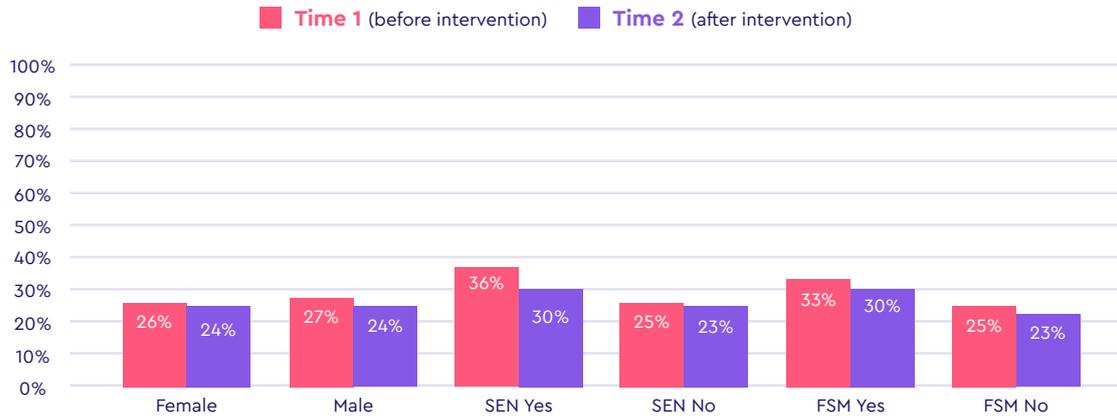
Figure 2. Prevalence of pupils bullying others between Time 1 and Time 2



3 - The Development of a Set of Indicators to Capture the Incidence and Experience of Bullying, and Well-being in Children and Young People with Special Educational Needs/Disabilities <https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/ABA%20top%20tips%20for%20creating%20bullying%20questionnaires.pdf>

Frequent victimisation reduced across all demographics, with the biggest reduction reported by pupils with SEND. These results are extremely important. Those who are bullied frequently and over time experience the worst outcomes in adult life⁴.

Figure 3. Percentage of pupils being frequently victimised by gender, SEND and FSM, between Time 1 and Time 2



“[The pupil questionnaire showed] Really surprising and uncomfortable results that I had to accept which made me more resolved to act – I could target my actions based on the results.”
– All Together School

.....

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

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

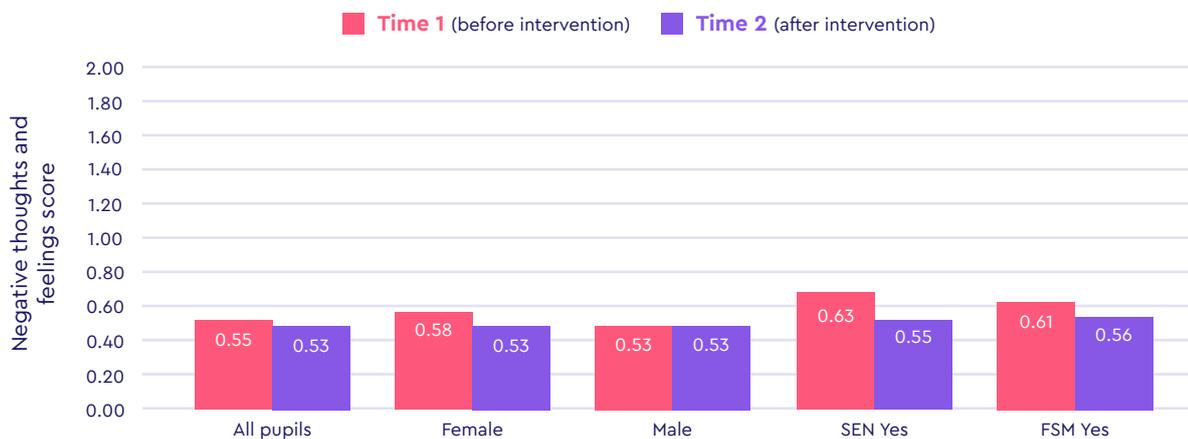
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“It has changed our approach to Anti-Bullying and allowed us to incorporate fresh ideas.”
– All Together School

Pupil wellbeing

After the programme, pupils' wellbeing improved. Those involved in bullying were less likely to report experiencing negative thoughts and feelings.

Figure 4. Wellbeing by demographics and frequency of bullying experiences.
NB: Higher scores mean lower wellbeing.



Feelings about school

The questionnaire asked pupils about their school experiences. This was to understand their feelings of safety, belonging and their relationships with teachers and other pupils. After the programme, pupils' feelings about school improved, especially for pupils with SEND and those on FSM.

For pupils with SEND in particular two items had the largest improvement:

'I feel safe at school' and 'Other pupils don't like me'.

“We are a PRU and bullying or being bullied has been a part of the lives of most of our students one way or another. It has been great to see them begin to realise that it isn't right, and for them to work together with us to make sure that everyone understands what bullying is and how they can help to deal with it when it occurs. For many it has been a big step to even acknowledge they were bullying others in the first place, for others it was the realisation that it shouldn't be a part of their lives they just had to put up with!”

- All Together School

SCHOOL AUDITS AND ACTION PLANS

Participating schools completed a 360° online audit of their current anti-bullying practice. The audit is based on a whole school measures. It clearly helps schools see where they need to take action. They then set objectives in their action plan. We support them to implement their action plan with an online Hub of tools and resources. At the end of the programme, they complete their audit again to see what they have achieved.

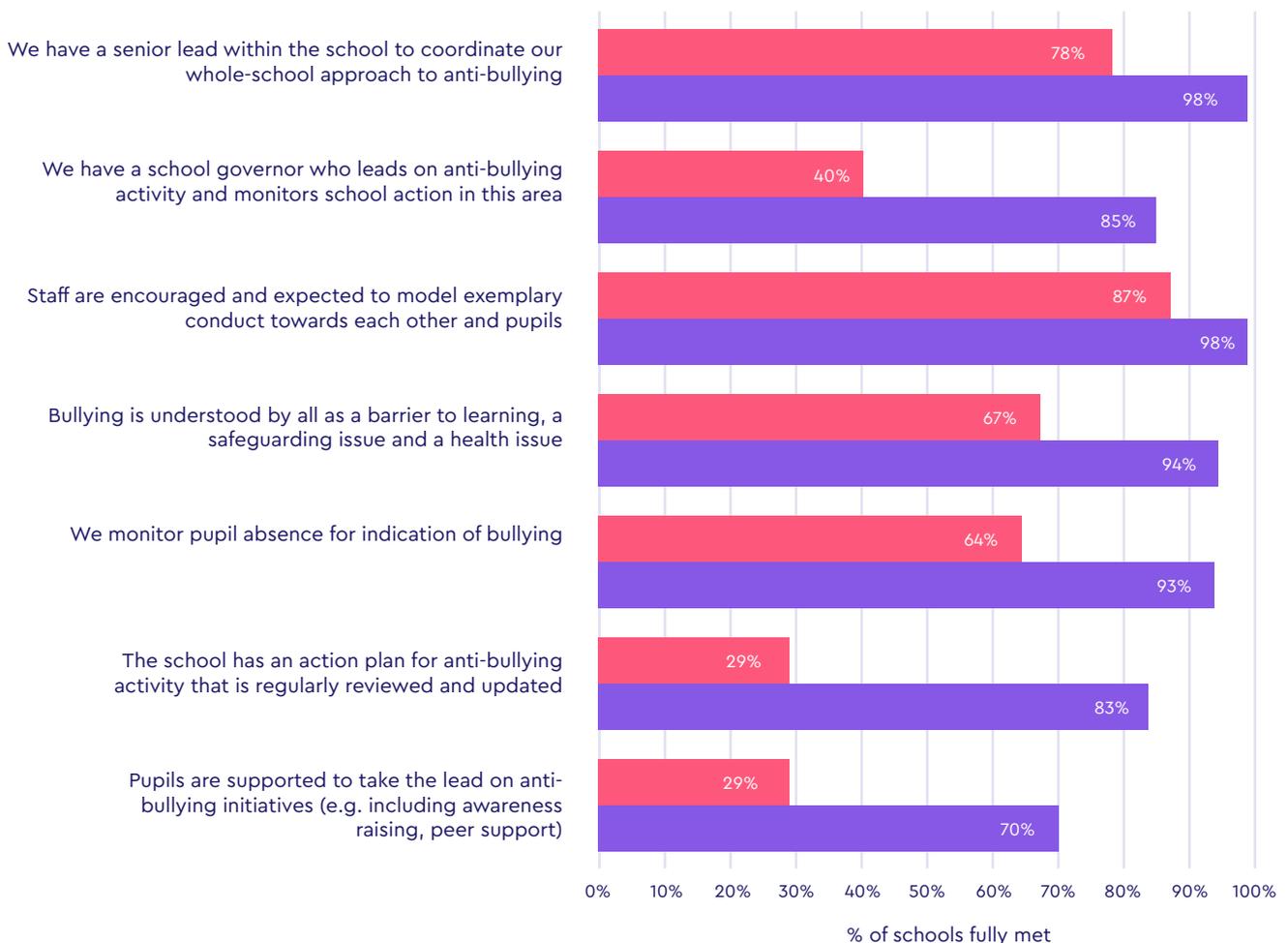
“[It allowed us to] Focus on the important actions needed and worked across our Trust to achieve and improve our policy and the way our schools work with regards to anti-bullying.” – All Together School

“We have really enjoyed the programme. It is well structured and very resourceful.” – All Together School

You can see from the graphs below that participating schools saw significant improvements in practice across the 360° audit from across all three phases of All Together.

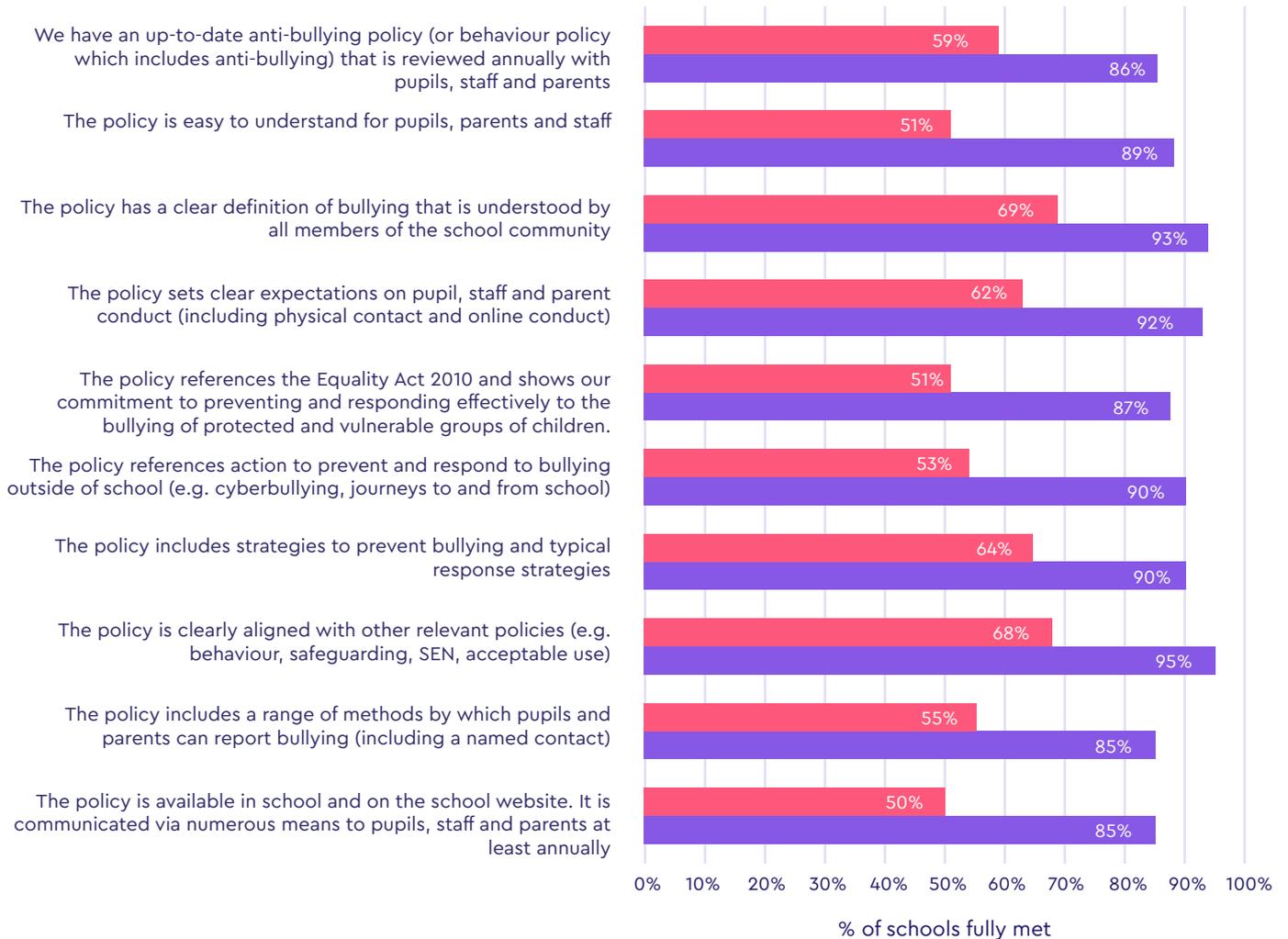
School leadership

■ Before ■ After



School Policy

■ Before ■ After



“

“I feel that it is a really effective way to plan – do – review and refine the processes in place to deal with bullying concerns. The resource hub is a great benefit. Working through the process has also made me feel more confident in my ability and knowledge to deal with reports and to help and coach others to do so too.” – All Together School

⋮

“The conversation about bullying is louder and people are more open in talking about it. There is a confidence amongst staff in recognising and naming bullying. The strengthening of our policy gives pastoral staff confidence in handling challenging cases. The work of the student anti-bullying ambassadors has been brilliant and will grow too.”
– All Together School

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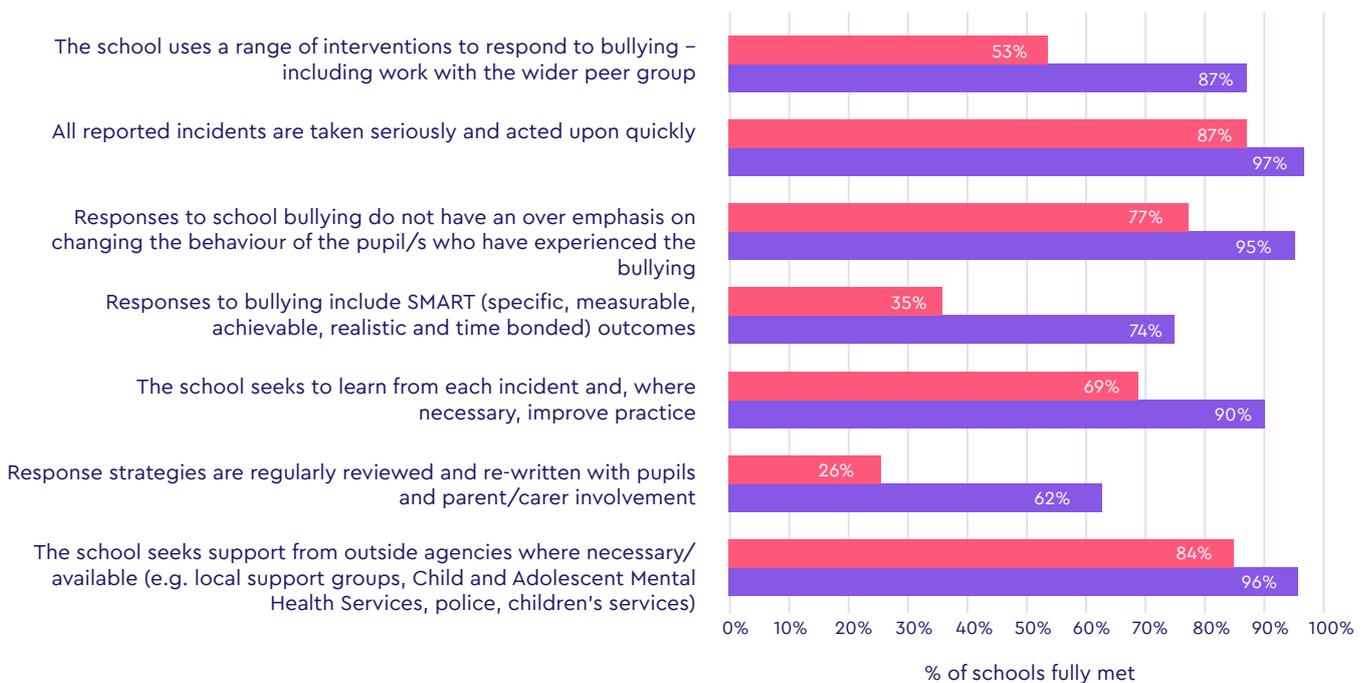
Prevention

■ Before ■ After



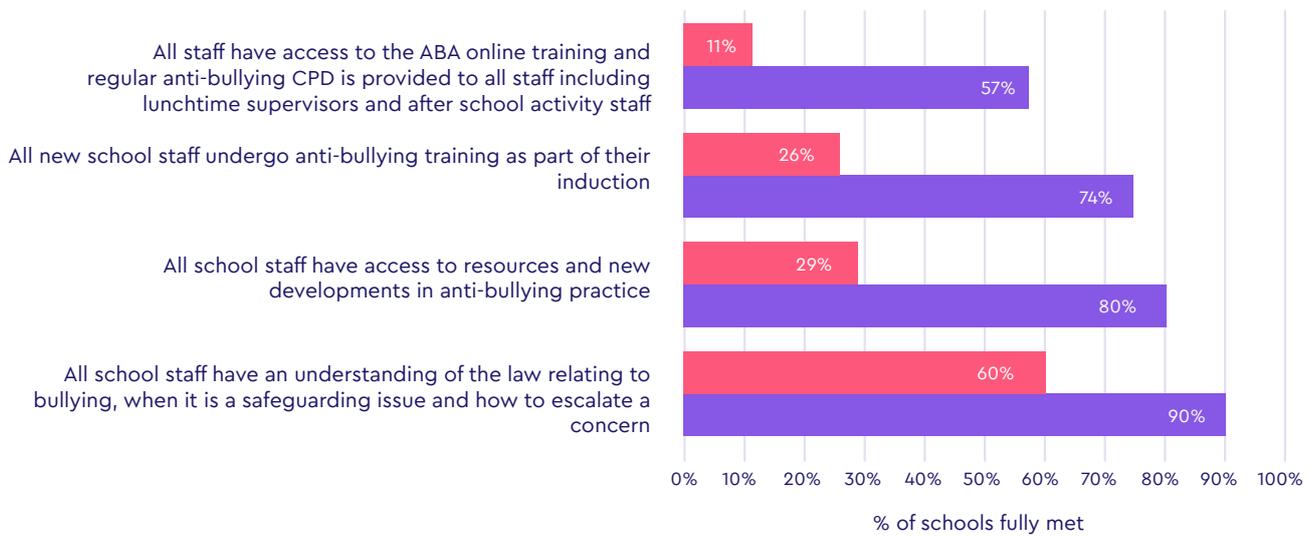
Responding and intervention

■ Before ■ After



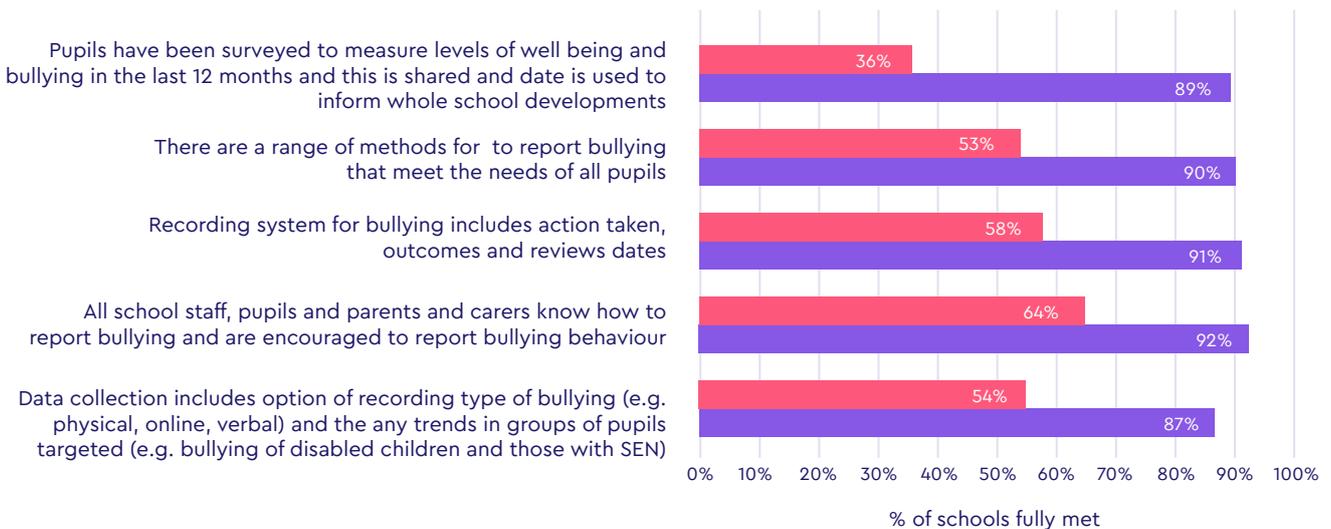
Staff training and development

Before After



Data Collection and Evidence

Before After



“It gave us an excellent overview of where we actually were with our Anti-bullying strategies from everyone’s point of view – children, staff, parents and governors.”
– All Together School

“The Hub has been an excellent resource. We have used all the CPD with every member of staff.. As an Anti-bullying lead, it has been really useful to have access to research and updates which I have used in staff training and with the children. The site is also full of links to other websites of organisations which have helped us develop our programme and introduce restorative strategies in to school.”
– All Together School

“[The audit] has given us a plan to work to and will be a constant feature of our policy from now on.” – All Together School

FACE-TO-FACE TRAINING FOR SCHOOLS AND THE CHILDREN'S WORKFORCE

We measured confidence levels of the school and children's workforce staff that attended training, prior to the training, directly after the training session, and then a follow-up survey several months later. Confidence levels consistently increased and sustained after the training.



"Children now trust adults in school to take reports seriously and to act on them every time in a fair and consistent way.

Parents confidence is growing in our school being able to deal effectively with reports of bullying. In our recent OFSTED report it was recognised that as a school we have good processes in place and that we deal quickly and effectively with bullying concerns." – All Together School

"The training opportunities available have helped to upskill all of our staff." – All Together School



95%

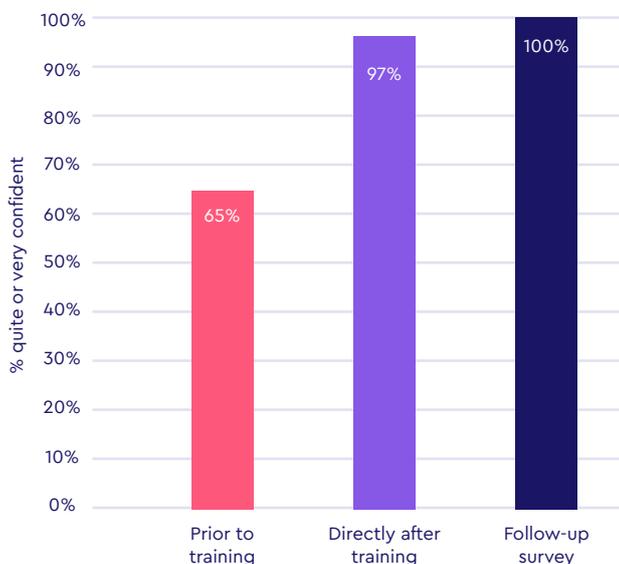
rated the training as good to excellent



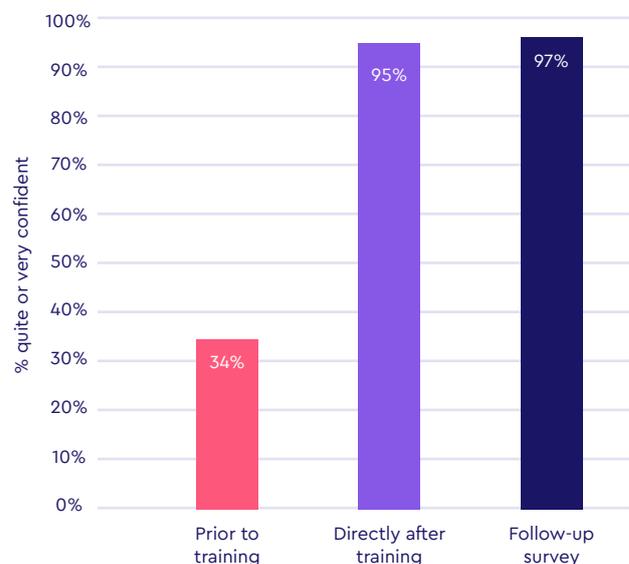
98%

would recommend the training workshop to others

Delegate confidence in understanding the impact of bullying on children and young people (including those with SEND)



Delegate confidence in understanding the most effective principles of prevention and responding to bullying



PHASE 3: WHAT DOES THE PUPIL QUESTIONNAIRE TELL US ABOUT THE IMPACT OF THE PANDEMIC ON WELLBEING AND BULLYING?

Whilst many schools undertook the pupil bullying and wellbeing questionnaire at Time 1 in Phase 3, very few were able to do so at Time 2 due to pressures of the pandemic. As such, we were not able to use the results at Time 2. We have instead included in this section data about pupil wellbeing before intervention (Time 1) in Phase 3 (during the pandemic) and compared them with Time 1 in Phase 2 (before the pandemic). We hope this will give insights into how the pandemic might have affected pupil wellbeing and level of bullying.

<p>Time 1 / Phase 2 (before the pandemic) of the programme: 28,534 children took part in the pupil wellbeing and bullying questionnaire</p>	<p>Time 1 / Phase 3 (during the pandemic) of the programme: 15,101 children took part in the pupil wellbeing and bullying questionnaire</p>
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Experiences of bullying

The questionnaires showed that bullying was reduced during the pandemic compared to previous years, whether that was experience of being bullied (victimisation) or pupils bullying others.

This is likely due to the pandemic and fewer children being physically in school when taking part in this questionnaire.

Figure 1. Prevalence of being bullied (victimisation) at Phase 2 Time 1 and Phase 3 Time 1

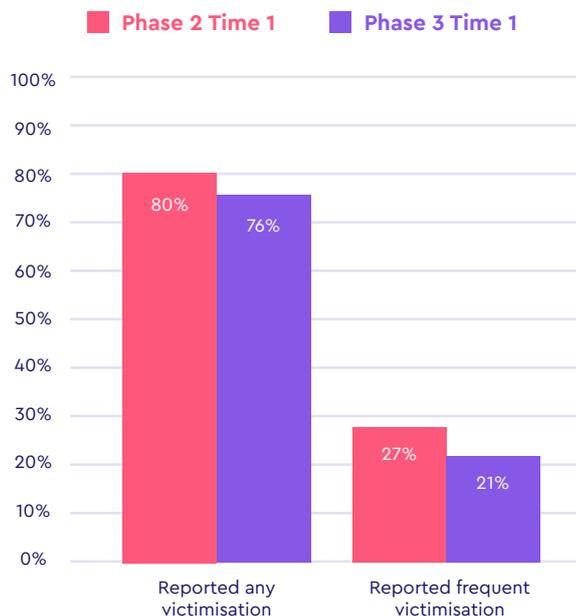
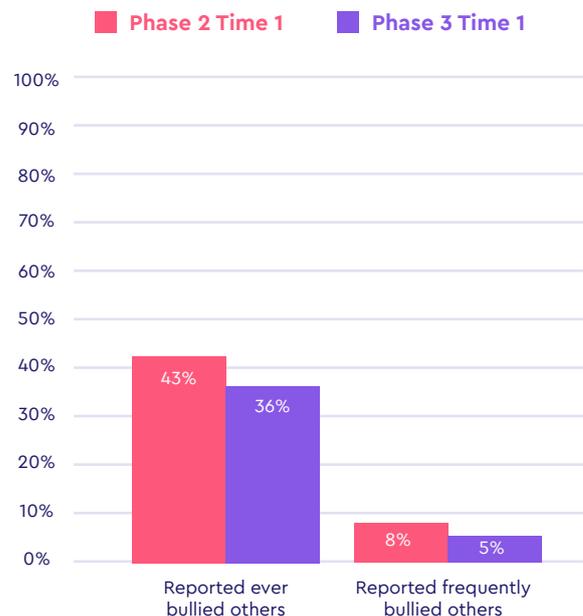
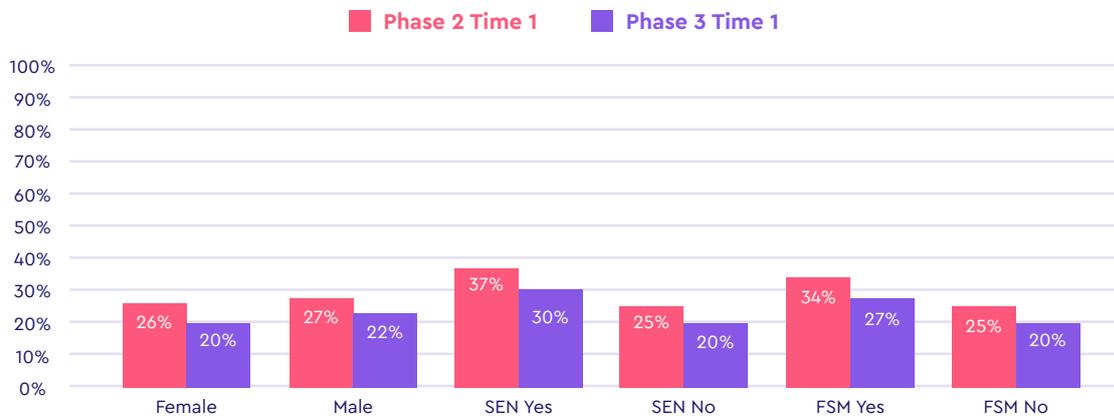


Figure 2. Prevalence of pupils bullying others between Phase 2 Time 1 and Phase 3 Time 1



Frequent victimisation was lower across all demographics during Phase 3, particularly for pupils with SEND.

Figure 3. Percentage of pupils being frequently victimised by gender, SEND and FSM, between Phase 2 Time 1 and Phase 3 Time 1



"I am emailing to ask if there is a possibility of extending the deadline for the All Together programme due to the current situation in schools?"

– All Together School

.....

"The first questionnaire, has shown us we need to do our own using similar questions but more often. The second was in the middle of the lockdown and has shown us how anxious these students are on returning."

– All Together School

.....

"There is a lot that needs to be done and this may be tricky remotely!"

– All Together School



Pupil wellbeing

Pupil's wellbeing was worse overall during the pandemic. However, pupils with SEN reported better wellbeing during the pandemic compared to the previous phase of the programme.

Figure 4. Wellbeing by demographics and frequency of bullying experiences.
NB: Higher scores mean lower wellbeing.



The thoughts and feelings that pupils most commonly reported feeling during the pandemic (Phase 3) were:

'I feel lonely'

reported by **63%** of pupils. **61%** of pupils reported this at the same stage in Phase 2 (pre-pandemic).

'I am unhappy'

reported by **68%** of pupils. **66%** of pupils reported this at the same stage in Phase 2 (pre-pandemic).

'I worry a lot'

reported by **68%** of pupils. **63%** of pupils reported this at the same stage in Phase 2 (pre-pandemic).

'I am calm'

reported by **62%** of pupils. **92%** of pupils reported this at the same stage in Phase 2 (pre-pandemic).

Pupil's feelings about school

Five statements in the pupil questionnaire assess feelings about school. Pupils rate each statement on a scale ranging from Never (0) to Always (3).

The results generate a score ranging from 0 to 3, **where 0 represents the most negative feelings about school and 3 represents the most positive feelings about school.**

Figure 5. Pupils' feelings about school



Pupils reported feeling less positive about school overall during Phase 3 (during the pandemic). Pupils with SEN reported the least positive feelings about school.



"It was excellent to be able to use the online training for staff that were isolating and for LSAs, TAs and midday staff that did not attend staff meetings. It was great to have everything in one place where you could access it and compare things that you had done."

– All Together School



THANK YOU!

We'd like to extend our thanks to the following organisations and individuals, without whom we would not have been able to deliver such an impactful programme:

- All the young people that helped us develop the programme
- The schools, school staff and children's workforce staff involved in All Together
- Our programme partners Contact and Achievement for All
- The Department for Education
- ABA Associates: Kate Martin, Kate Evans and Chris Gibbons
- Schnell Solutions Limited
- Our local authority partners from across the country
- York St. John University
- Goldsmiths University



ABOUT THE ANTI-BULLYING ALLIANCE

We are a unique coalition of organisations and individuals, working together to achieve our vision to: stop bullying and create safer environments in which children and young people can live, grow, play and learn. We welcome membership from any organisation or individual that supports this vision and we support a free network of thousands of schools and colleges.

The ABA has three main areas of work:

1. Supporting learning and sharing best practice through membership
2. Raising awareness of bullying through Anti-Bullying Week and other coordinated, shared campaigns
3. Delivering programme work at a national and local level to help stop bullying and bring lasting change to children's lives

ABA is based at leading children's charity the National Children's Bureau.
Find out more at anti-bullyingalliance.org.uk.



Help us unite against bullying today:



Make a donation to ABA to help us continue our vital work



Join us as a member



Sign up to receive our anti-bullying e-bulletins



Access our wealth of tools and resources to help you on your anti-bullying journey



Take part in our free CPD online training courses



“

“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.”

– All Together School

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Programme Lead



Part of the NCB family



Programme Partner



Programme Partner



Funder