Report from Phase 3 of United Against Bullying programme, 2024

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Introduction

Research has long recognised the negative consequences, both short- and long-term, of school bullying. It has detrimental consequences for pupil wellbeing and mental health, as well as school belonging and academic achievement. Schools in England are legally required to have an anti-bullying policy, and there are resources to help schools. Nevertheless,, to date there is no nationwide anti-bullying programme supported by the DfE, and interventions internationally have had limited success.

The United Against Bullying (UAB) Programme is a whole-school anti-bullying programme for schools in England run by the Anti-Bullying Alliance (ABA), part of the National Children's Bureau. The overall aim is to establish United Against Bullying schools that have evidenced their work to reduce bullying and improve the wellbeing of all pupils, with a particular focus on those children who are most at-risk, including pupils in receipt of free school meals (FSM) and those with special educational needs (SEND).

This report was prepared by a team of independent researchers from Goldsmiths, University of London. The evaluation report for this third year of the programme is mainly based on the Pupil Questionnaire (PQ) baseline and final. There is further evaluation material from School Audit data (baseline and final); feedback from children's workforce CPD training, via online webinars or face-to-face; and general feedback from schools who participated on the programme.

Schools were given an award depending on their level of participation in the UAB programme: Gold, Silver, Bronze. Those who didn't meet the requirements for an award were awarded with a Certificate of Participation. The findings here are mainly for Gold and Silver schools, that worked substantially on the programme.

Main findings

The main findings from this report are:

- **Reductions in bullying victimisation were found for all pupils, but more so for those pupils with SEND or in receipt of free school meals.** Pupils with SEND and receiving FSM generally showed higher levels of both being bullied and bullying others, including cyber-bullying, however this was reduced more than their peers.

- Gold-awarded schools generally showed lower levels of bullying than Silver-awarded schools.

- Male pupils show higher levels of bullying others, however their levels reduced more than those of females

- Infant schools consistently showed the lowest levels of bullying involvement, and also substantial decreases; primary schools showed somewhat higher levels of involvement but also some decrease. Levels of bullying others were higher in secondary and other schools. Changes were more mixed in secondary and other schools, generally small.

- Pupils reported a range of types of bullying. Encouragingly, SEN/D pupils reported decreases in all types of frequent victimisation, with the exception of cyber.

- School experience (liking of school) was often higher for pupils not involved in being bullied or bullying others, and they also showed improved levels over time. This was not the case for pupils who were involved in bullying others, especially those in Gold schools involved in cyber victimisation or bullying others.

- Gold schools had higher scores than Silver schools. Infant schools reported the highest levels of school experience and secondary schools the lowest.

- Pupil wellbeing generally was highest for pupils who reported never being victimised or never bullying others, and their wellbeing increased over time. Those victimised showed small improvements. The main exception to this trend for improved wellbeing was for those who reported frequently bullying others, including cyber-bullying, where wellbeing scores did not improve.

- Both those with and without SEN/D or FSM showed comparable increases in wellbeing. Pupils in infant schools showed the largest increased in wellbeing.

- The CPD training was very positively received with participants, both live training sessions and online courses. Large majorities rated the courses as good or excellent, and stated that their knowledge and confidence in dealing with bullying behaviours had somewhat or greatly increased (Tables 9, 10).

- The School Audit reports showed that many criteria were responded to quite highly, but with a number below 50% at baseline. At the end of the programme, all schools reported considerable improvement in all areas of their anti-bullying practices and policies.

- The Pupil Questionnaire data shows modest reductions in ever and frequent victimisation, and ever bullying others, including frequent bullying others. This is true for Section 1 (Figures 1, 1a) and for all types (Figures 19, 19a); over most phases as in Section 3 (Figures c77, 77a and including cyber (Figures 78, 78a), and Section 4 (Figures 126-131). There were improvements in school experience (Figures 31, 31a; 107, 107a) and pupil wellbeing (Figures 37, 37a; 114, 114a). Cyber levels of being bullied and bullying others are lower; they showed some changes over time.

In summary, **there are encouraging findings regarding the implementation of the programme, and general reductions in victimisation and bullying, and improvements in pupil wellbeing**. Three challenging areas identified are cyber bullying; working with secondary and especially 'other' schools; and pupils who frequently bully others.

The United Against Bullying Programme

The United Against Bullying (UAB) Programme is run by the Anti-Bullying Alliance (ABA), part of the National Children's Bureau. The UAB programme is free to all schools across England and is an anti-bullying programme with a whole school approach.

The programme's overall aim is to reduce bullying and improve pupil wellbeing. It has a particular focus on those children who are most at risk, such as children with special educational needs and disability, looked-after children, young carers, children who experience racist and faith-targeted bullying, sexual bullying, homophobic, biphobic and transphobic bullying and those receiving free school meals. These are some of the groups who have been identified through research as experiencing disproportionate levels of bullying.

Participating schools received access to the online United Against Bullying Hub which consisted of:

- a 360° audit and action planning tool;
- an online Pupil Questionnaire;
- specialist tailored resources;
- CPD online and face to face training; and
- an interactive anti-bullying parent information tool for parent/carers (not included in this evaluation)

During each phase, schools were required to complete the three steps of the programme: Step 1 (Plan) - a baseline audit and the baseline Pupil Bullying and Wellbeing Questionnaire are completed; Step 2 (Do) - schools implement their action plan; Step 3 (Review) - a Final audit and final Pupil Bullying and Wellbeing Questionnaire are completed. Each phase collected baseline and final data of work carried out to reduce bullying and improve the wellbeing of all pupils in their schools.

The UAB programme rewards participating schools at three different levels (Bronze, Silver, or Gold) on the basis of their work and achievements (see appendix). These quality marks are designed to encourage schools to celebrate that they are taking serious action in reduction of

bullying, especially at at-risk groups, working hard to become a United Against Bullying school. The award is given at the end of the programme to schools based on their evidence.

Data Sources

The main sources of data consist of the following:

- Pupil Questionnaire
- School Audit and Action Planning Tool
- CPD Training Evaluation for face-to-face and online
- Feedback survey sent to all participating schools

This report presents findings from pupil and school data collected from November 2021 through to March 2024, across all three phases of the UAB programme, including a focus on the final Phase 3.

Phase 1 ran from November 2021 to June 2022 and was assessed at T1 and T2, this has data provided by 49 Silver schools and 7 Gold schools. Phase 2 ran from September 2022 to June 2023 and was assessed at T3 and T4, this has 33 Silver schools and 7 Gold schools. Phase 3 ran from September 2023 to March 2024 and was assessed at T5 and T6, this has 50 Silver schools and 15 Gold schools (results detailed in Section 1 of the pupil questionnaire evaluation).

As part of the data collection, participating schools were asked to provide information about School Status, School Category and School Type. School Status identifies whether the school is an Academy, Free school, Independent school, Maintained school or whether the school identifies as other this status and is determined by factors such as their funding i.e. local authority for maintained schools or fee paying for Independent schools. Dependent on school's status this will also have an impact on the school's autonomy over their curriculum amongst other things. School Category identifies schools as Mainstream, Special, Pupil Referral Unit (PRU) or other. School Type refers to their categorisation as to whether they are an infant, primary/junior or secondary school, for the purpose of this report only data relating to School Type was examined.

Pupil Questionnaire

The primary data source is the Pupil Questionnaire. After demographic information, this collects pupil self-report data for three specific areas: 1) School Experience, 2) Pupil relationships and 3) Pupil wellbeing. The originally survey was devised by the Anna Freud Centre and the evidenced based centre University College London. The questionnaire was subsequently revised by the team from Goldsmiths, University of London. The items were reduced from 33 items to 24 items and other revisions were made. A pilot study was conducted at 1 primary school and 4 secondary schools during October 2021. Two versions of the revised questionnaire were produced which varied in the number of sections (2 or 3) and whether to have items jumbled or kept separate. The Goldsmiths team held 8 focus groups of 4 to 5 pupils in each (Year 4/5 and Year 9/10) and received questionnaire feedback from 13 teachers. During the focus groups, pupils were asked to fill in one questionnaire, followed by a discussion of their opinions on the questionnaire rather than their actual responses. We then showed pupils the second questionnaire and asked their opinions on several issues. The teacher questionnaires similarly showed the two different questionnaire versions and about their suitability and their opinions on the same issues. The Goldsmiths team found considerable agreement on the main issues from pupils and teachers and following this, a newly revised version of the questionnaire was produced.

All items are responded to on a four-point Likert scale ranging from never (0), a little (1), a lot (2) or always (3).

The first section consists of 4 items asking about School Experience which contained the following questions 'I like going to school', 'I feel safe at school', 'I get on well with my teachers' and 'I feel like I belong at school'. For this section the total scores were divided by the number of items to provide a mean score of between 0 and 3, the higher the scores (nearer to 3) the more positive the pupils felt about their school.

The second section consisted of 10 items on Pupil Relationships, measuring being bullied, and bullying others. The five items of being bullied experiences (e.g. 'other pupils stop me from joining in with them') included one item about online experiences of victimisation. The five items about bullying others (e.g. 'I call other pupils mean names') included one item about online bullying behaviour. Higher scores means more bullying experiences.

The third section consisted of 10 items on Wellbeing which asked questions about emotional and behavioural difficulties such as 'I am calm', 'I feel liked at school', 'I feel lonely', or 'I hit out when I am angry'. Five items were positive, and 5 items were negative. The negative items were reverse coded, and the total scores divided by the number of items to provide a mean score between 0 and 3, the higher the score (nearer to 3) the more positive wellbeing.

Completing the Pupil Questionnaire was integral to school participation in the UAB programme and along with the School Audit is a valuable tool for assessing improvements in the schools anti-bullying work. There were two options for collecting pupil questionnaire data. Option 1 was to use the ABA UAB Pupil Questionnaire online. Option 2 was that schools could download the Pupil Questionnaire and administer this paper version in class, or they could create their own Pupil Questionnaire.

Only schools who completed Option 1 have had their data included in the PQ sections of this report. The findings for the PQ are presented in four sections. The first three sections are for schools who attained either Gold or Silver awards across the three phases and compares findings for these schools as follows:

- **Section 1:** Data provided by schools who participated in Phase 3 of the UAB at T5 (baseline) and T6 (final), for schools who attained either Gold or Silver awards as a result of their participation.
- **Section 2:** The findings for schools who participated in any of the three phases of the UAB Programme, but only schools who obtained either Gold or Silver awards. The results for this section will show all baseline data (T1, T3 and T5) as T1, and all final data (T2, T4 and T6) as T2 across all three phases for both Gold and Silver schools.
- **Section 3:** The average combined score across all three phases of the UAB Programme at TM1 (baseline average score for all phases) and TM2 (final average score for all three phases) for all schools that obtained either Gold or Silver school awards.
- **Section 4:** Findings for those schools who participated in all three phases of the UAB programme at baseline and final. This consists of two primary schools.

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School Audit and Action Planning Tool

The School Audit and Action Plan Tool is available to all schools registered on the United Against Bullying Programme (UAB), this Audit is usually completed by the school's Senior Leadership Team. Through the School Audit Tool, schools are encouraged to consider and reflect upon the different elements of their anti-bullying work. This audit process allows schools to assess their current anti-bullying practices across seven categories and create an action plan specifically tailored to their school's needs.

The School Audit focuses on seven categories:

1. School Leadership (7 items)
2. School Policy (10 items)
3. Data collection and evidence (4 items)
4. Prevention (7 items)
5. Responding and intervention (7 items)
6. Staff training and development (4 items)
7. At-Risk Groups (SEND, LGBT+, Race & Faith [including Gypsy, Roma and Traveller], Appearance Related, Looked After Children, Young Carers and Mental Health) (7 items)

Participating schools are asked to rate each item in all of the areas as to whether they feel they have fully met, partially met or not yet met the criterion. The audit was conducted at beginning and end of the programme within each phase, approximately three to six months apart.

CPD Training evaluation

Fifteen online CPD courses were freely available for any members of the school workforce to complete and included:

- Course 1 - What is bullying?
- Course 2 - Bullying and the Law
- Course 3 – The 10 key principles
- Course 4 - Preventing bullying
- Course 5 – Responding to bullying

- Course 6 – Cyberbullying (Online bullying)

- Course 7 – Bullying and Difference

- Course 8 - Bullying and special educational needs/disability

- Course 9 - Young Carers and Bullying

- Course 10 - Looked after Children and Bullying

- Course 11 - Bullying and Gypsy, Roma and Traveller young people

- Course 12 – Reducing Disablist Bullying

- Course 13 - Sexual and Sexist Bullying

- Course 14 - Mental Health and Bullying

- Course 15: Preventing appearance targeted bullying

Data was collected from all those that participated in the live training and self-guided online training element of the programme. The self-guided online training courses were readily available to school staff across all three phases of the programme. The live CPD training sessions were conducted over three time periods between January to March 2022, October 2022 to March 2023 and September 2023 to March 2024. Across the three phases of the programme, a total of 1,560 participants took part in the live CPD training sessions. Additionally, a total of 45,249 new staff registered for the online training courses, with the course information being accessed 141,009 times overall.

Live Training Sessions

A total number of 1,560 participants attended the live CPD training sessions delivered over three time points between January 2022 to March 2024. Data was collected at the end of each training session. All participants were asked to complete a questionnaire to evaluate different aspects of the training received. Survey feedback was provided by 1,143 participants. The participant responses were measured using a 5-point Likert scale of greatly increased, somewhat increased, neutral, a little more understanding required or a lot more understanding required for the knowledge/understanding and confidence questions.

Self-Guided Online Training Courses

Upon completion of the self-guided online CPD training, participants were asked to complete an 8-item questionnaire to evaluate the training received and consider various aspects of the

training module in relation to bullying: knowledge/understanding, confidence, rating, recommendation and 4 open-ended questions.

The online CPD courses were accessed a total number of 141,009 times between November 2021 and March 2024. Participants were asked at the end of the training course to complete a feedback form. Participants responded using a 5-point Likert scale to assess knowledge and confidence corresponding with greatly increased, somewhat increased, neutral, a little more understanding required or a lot more understanding required for the knowledge/understanding and confidence questions.

Only summary data provided for CPD evaluations was available.

Feedback survey sent to all participating schools

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Findings from the Pupil Questionnaire

The following sections provide the main findings from the pupil questionnaire.

Section 1: Phase 3, Gold and Silver schools

This section focuses on findings for Phase 3 of the UAB Programme, September 2023 to March 2024, comparing T5 (Baseline) and T6 (Final) for schools who attained Gold or Silver Awards.

The data provided and subsequently analysed only included data from participants who answered six or more of the 24 Pupils Questionnaire items from schools who had achieved either a silver or gold school award. The data was collected during Phase 3 of the UAB Programme at T5 (baseline) and T6 (final) for those participants who completed the programme. Tables 1 and 2 provide the descriptive statistics for schools who had participated in the third and final phase of the UAB Programme at T5 (baseline) and T6 (final) for schools who attained a Gold school award as a result of their participation. Tables 3 and 4 provide the descriptive statistics for schools who had participated in the third and final phase of the UAB Programme at T5 (baseline) and T6 (final) for schools who attained a Silver school award as a result of their participation.

Table 1: Descriptive statistics (number of pupils, and percentage of total sample) for gender, SEND and FSM, at Time T5 and Time T6 for Gold schools.

		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T5	Total	3,406	2,012 (59%)	1,392 (41%)	437 (13%)	2,969 (87%)	385 (11%)	3,021 (89%)
	Secondary	1,511 (44%)	1,048 (69%)	463 (31%)	154 (10%)	1,357 (90%)	18 (1%)	1,493 (99%)
	Primary	1,797 (53%)	921 (51%)	874 (49%)	277 (15%)	1,520 (85%)	367 (20%)	1,1430 (80%)
	Infant	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Other	98 (3%)	43 (44%)	55 (56%)	6 (6%)	92 (94%)	0 (0%)	98 (100%)
T6	Total	3,343	2,081 (62%)	1,260 (48%)	475 (14%)	2,868 (86%)	438 (13%)	2,905 (87%)
	Secondary	1,327 (35%)	1,060 (80%)	267 (20%)	122 (9%)	1,205 (91%)	9 (1%)	1,318 (99%)
	Primary	1,947 (59%)	983 (51%)	962 (50%)	344 (18%)	1,603 (82%)	429 (22%)	1,518 (78%)
	Infant	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Other	69 (6%)	38 (55%)	31 (45%)	9 (13%)	60 (87%)	0 (0%)	69 (100%)

Table 2: Descriptive statistics (number of pupils, and percentage of total sample) for school status and school category, at Time T5 and Time T6 for Gold schools.

		T5		T6	
School Status	Academy	686	(20%)	623	(19%)
	Free School		(0%)		(0%)
	Independent School	98	(3%)	69	(2%)
	Maintained School	2,622	(77%)	2,651	(79%)
	Other		(0%)		(0%)
School Category	Mainstream School	3,406	(100%)	3,343	(100%)
	Special School		(0%)		(0%)
	Other		(0%)		(0%)
	PRU		(0%)		(0%)

Table 3: Descriptive statistics (number of pupils, and percentage of total sample) for gender, SEND and FSM, at Time 5 and Time 6 for Silver schools.

		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T5	Total	8,068	3,921	4,147	1,188	6,880	1,210	6,858
			(49%)	(51%)	(15%)	(85%)	(15%)	(73%)
	Secondary	3,067	1,447	1,620	488	2,579	381	2,686
		(38%)	(47%)	(53%)	(16%)	(84%)	(12%)	(88%)
	Primary	4,560	2,277	2,283	651	3,309	829	3,731
		(57%)	(50%)	(50%)	(14%)	(86%)	(18%)	(82%)
	Infant	32	16	16	1	31	0	32
		(0%)	(50%)	(50%)	(3%)	(97%)	(0%)	(100%)
	Other	409	181	228	48	361	0	409
		(5%)	(44%)	(56%)	(12%)	(88%)	(0%)	(100%)
T6	Total	8,007	3,878	4,129	1,149	6,858	1,182	6,825
			(48%)	(52%)	(14%)	(86%)	(15%)	(85%)
	Secondary	2,786	1,312	1,474	425	2,361	343	2,443
		(35%)	(47%)	(53%)	(15%)	(85%)	(12%)	(88%)
	Primary	4,740	2,348	2,392	678	4,062	839	3,901
		(59%)	(50%)	(51%)	(14%)	(86%)	(18%)	(82%)
	Infant	32	16	16	1	31	0	32
		(0%)	(50%)	(50%)	(3%)	(97%)	(0%)	(100%)
	Other	449	202	247	42	404	0	449
		(6%)	(45%)	(55%)	(10%)	(90%)	(0%)	(100%)

Table 4: Descriptive statistics (number of pupils, and percentage of total sample) for school status and school category, at Time T5 and Time T6 for Silver schools.

		T5		T6	
School Status	Academy	4,061	(50%)	3,887	(49%)
	Free School		(0%)		(0%)
	Independent School	1,535	(19%)	1,592	(20%)
	Maintained School	2,472	(31%)	2,528	(32%)
	Other		(0%)		(0%)
School Category	Mainstream School	7,169	(89%)	6,904	(86%)
	Special School	36	(0%)	33	(0%)
	Other	863	(11%)	1,070	(13%)
	PRU		(0%)		(0%)

Findings for victimisation and bullying others

Prevalence of ever and frequent victimisation, and bullying others, between baseline (T5) and final (T6)

Figure 1 (Gold Schools) and Figure 1a (Silver Schools) show overall prevalence of victimisation and bullying others. Many pupils report being 'ever' victimised whilst only about a third of those report it as 'frequent'. Similarly for bullying others, about a third of pupils admit to 'ever', but only about one-sixth of those report it is 'frequent'. Generally, there was less victimisation and bullying at Gold than at Silver schools, with the exception of frequently bullied others which was the same. There are small decreases for almost all categories.

Figures 1, 1a. Prevalence of any and frequent victimisation and bullying others between baseline and final for Gold and Silver schools.
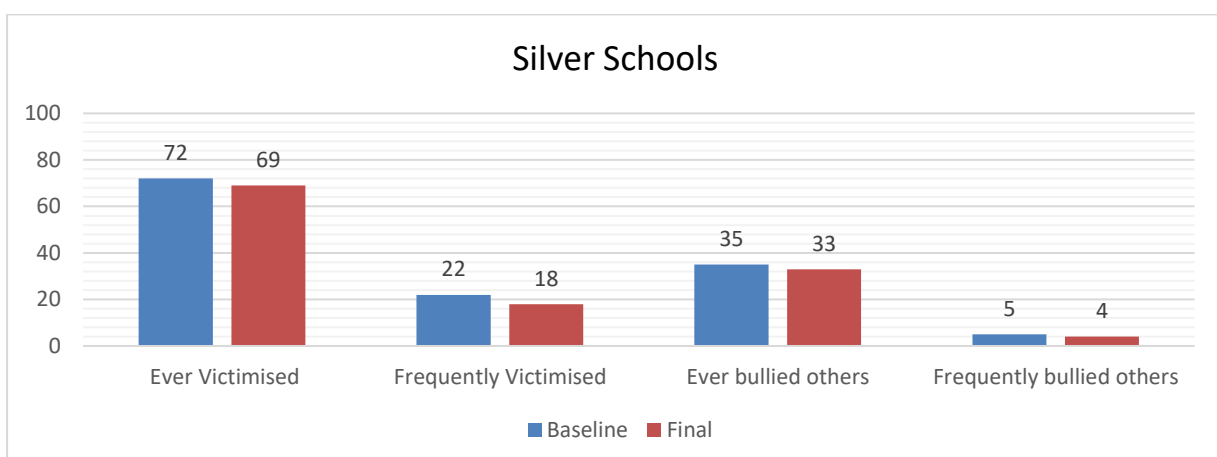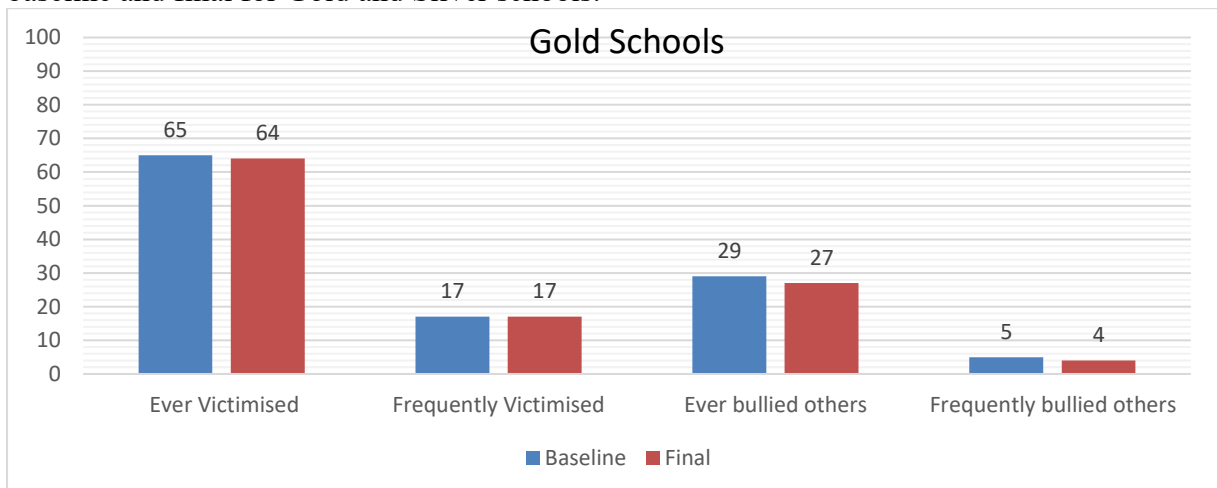
Prevalence of any and frequent cyber victimisation and cyberbullying others between baseline and final

Figure 2 (Gold Schools) and Figure 2a (Silver Schools) show overall prevalence of cyber victimisation and cyber bullying others. About one-fifth of pupil's report being ever cyber victimised whilst only about 4% report it as frequent. Similarly for cyber bullying others, between 6 to 9% report ever cyber bullying others, whilst 1 to 2% of pupils report it as frequent. Pupils admitting to frequently cyber bullying others reported a slight decrease, whilst other categories showed slight increases or no change. Overall, Gold schools reported lower cyber victimisation and bullying than silver schools, for all categories except frequently cyberbullied others.

Figures 2,2a. Prevalence of any and frequent cyber victimisation and cyber bullying others between baseline and final for Gold and Silver schools.


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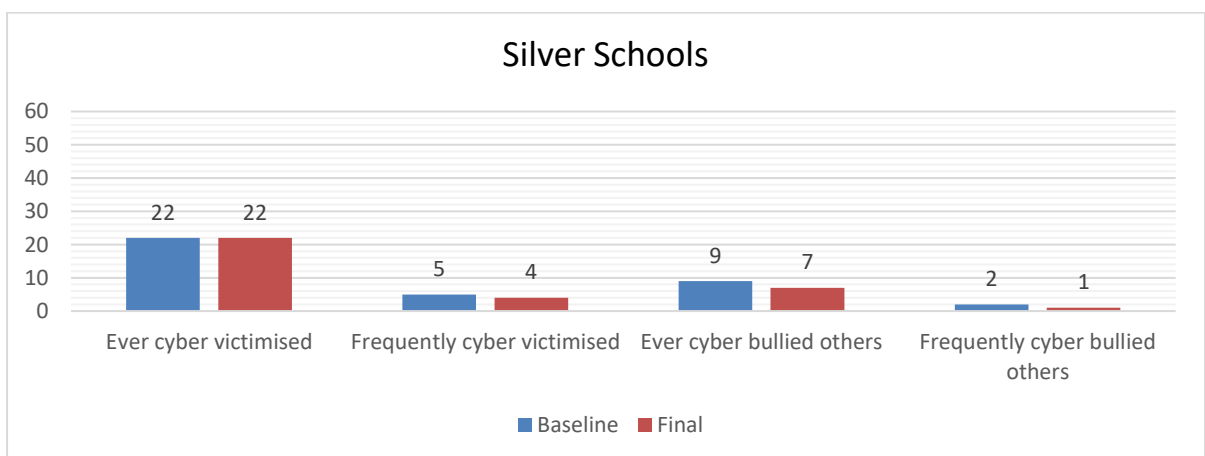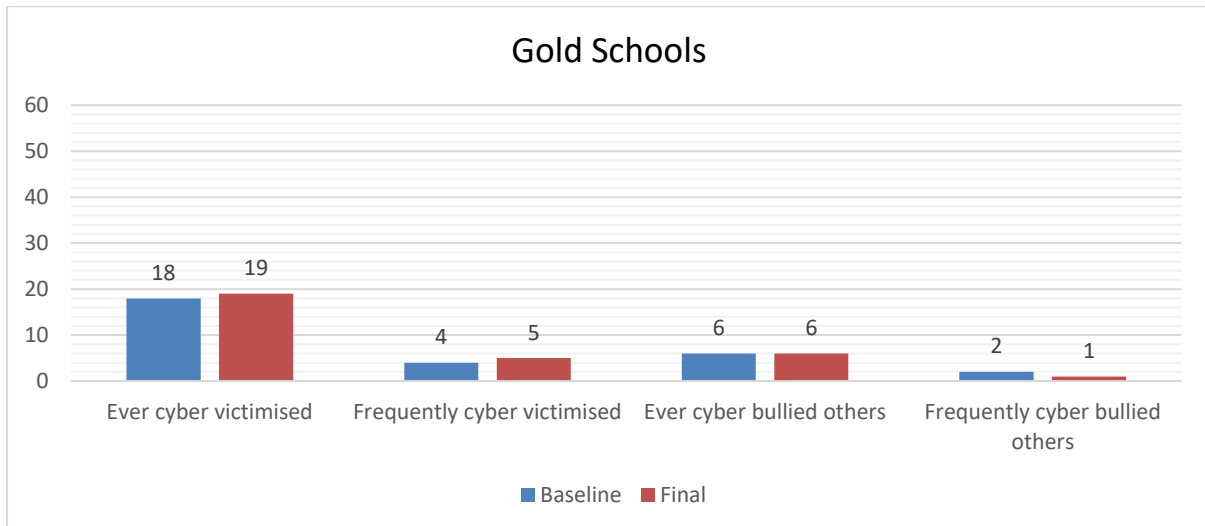
Prevalence of being victimised by gender, SEND and FSM between baseline and final

Any victimisation

Figure 3 (Gold Schools) and Figure 3a (Silver Schools) show overall prevalence of being ever victimised in relation to gender, SEND status and FSM. The figures are high for all groups. More males reported being ever victimised than females, similarly for those with SEND and in receipt of FSM. There are small decreases for male pupils, those with SEND and pupils in receipt of FSM.   Overall, Gold schools reported lower prevalence than Silver schools. Silver schools reported decreases in all categories, Gold schools reported decreases in some categories, not for females, those without SEND and pupils not in receipt of FSM. Gold schools reported substantial decreases for pupils in receipt of FSM and those with SEND.

Figures 3, 3a. Prevalence of being ever victimised by gender, SEND and FSM for between baseline and final for Gold and Silver schools.
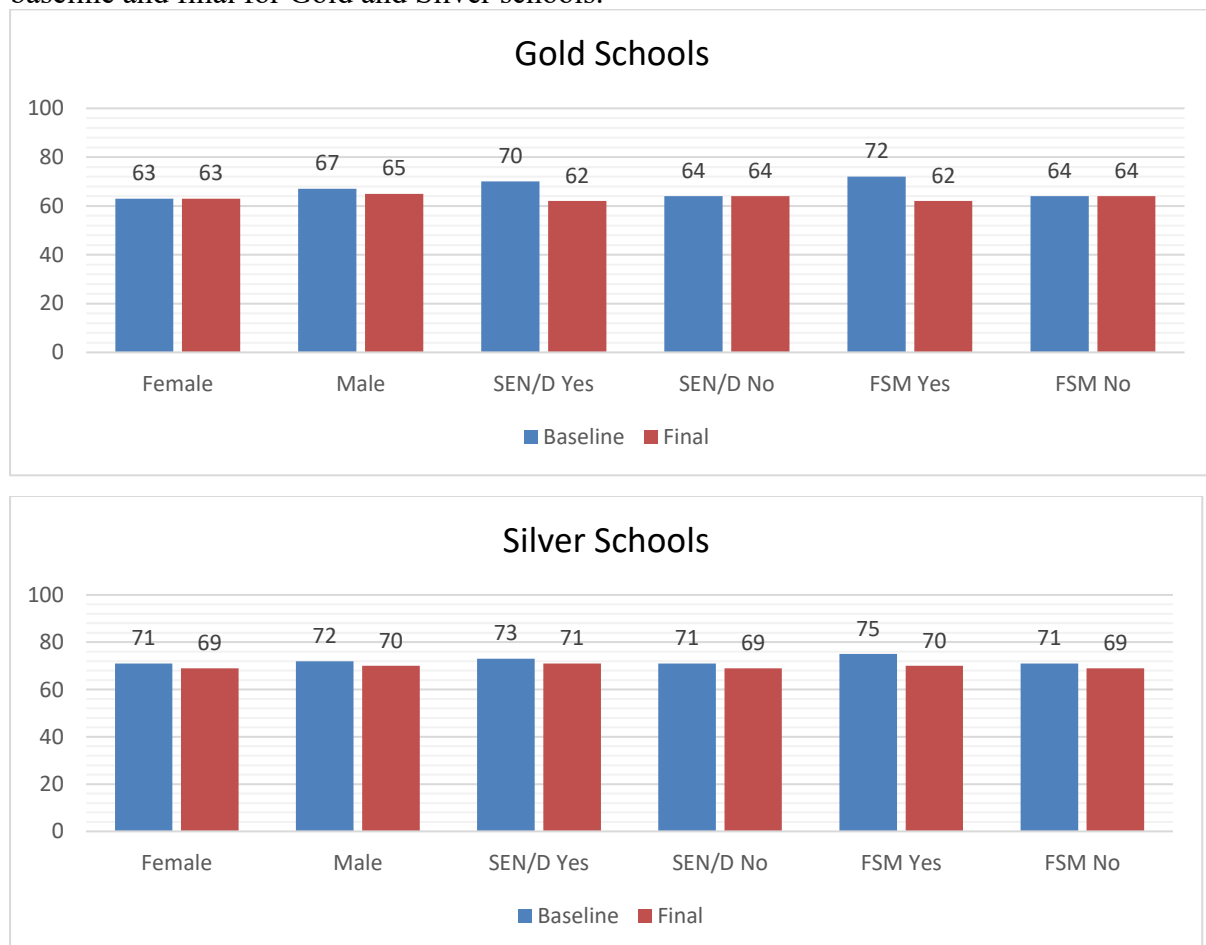
Frequent victimisation

Figures 4 and 4a (Gold and Silver Schools) show overall prevalence of being frequently victimised in relation to gender, SEND status and FSM. These percentages are naturally lower than those in Figures 3 and 3a indicating fewer pupils in these groups being frequently victimised over time. Slightly more males reported being frequently victimised than females, whilst pupils with SEND and those receiving FSM reported being frequently victimised more than those without SEND and not in receipt of FSM. There are decreases reported by pupils with SEND and pupils receiving FSM. Overall, Gold schools reported lower prevalence of being frequently victimised. Silver schools reported decreases in all categories, whilst Gold schools reported slight increases for females, those without SEND and pupils not receiving FSM.

Figures 4, 4a. Prevalence of frequently victimised by gender, SEND and FSM between baseline and final for Gold and Silver schools.
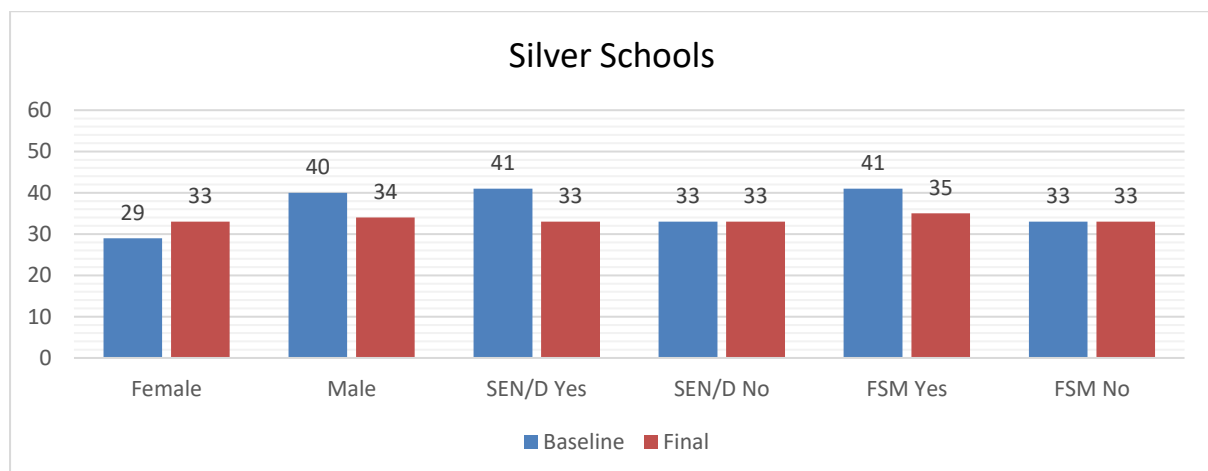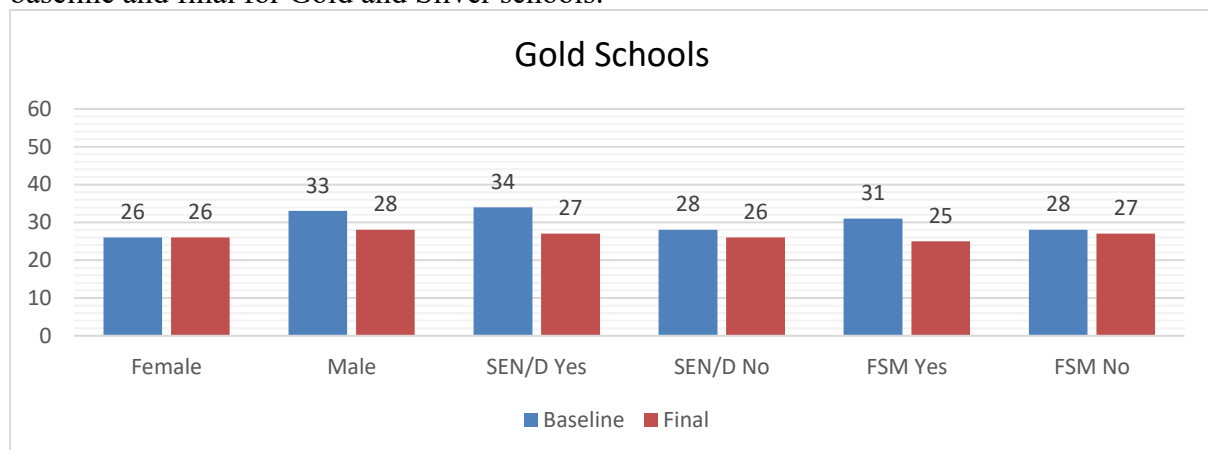

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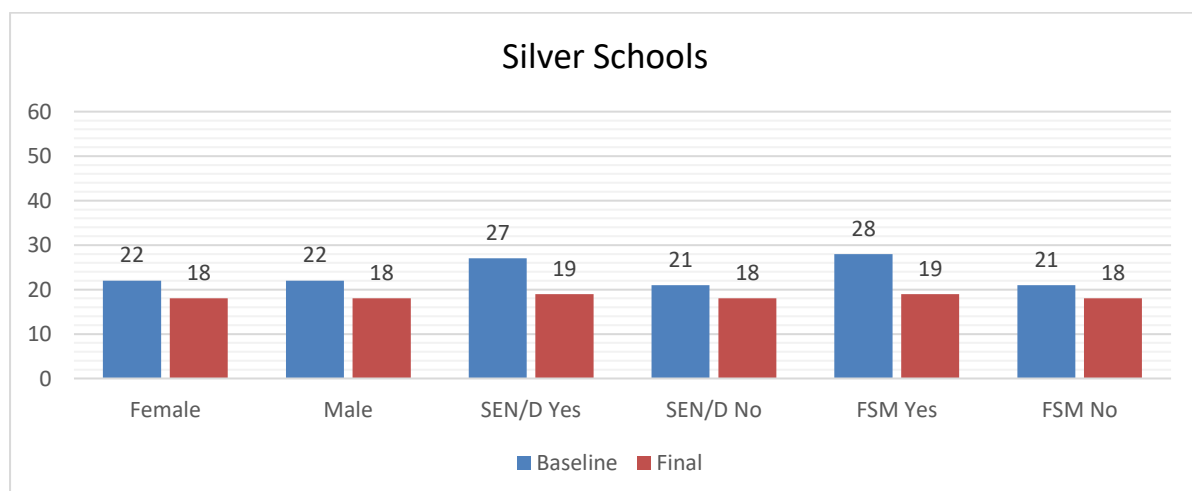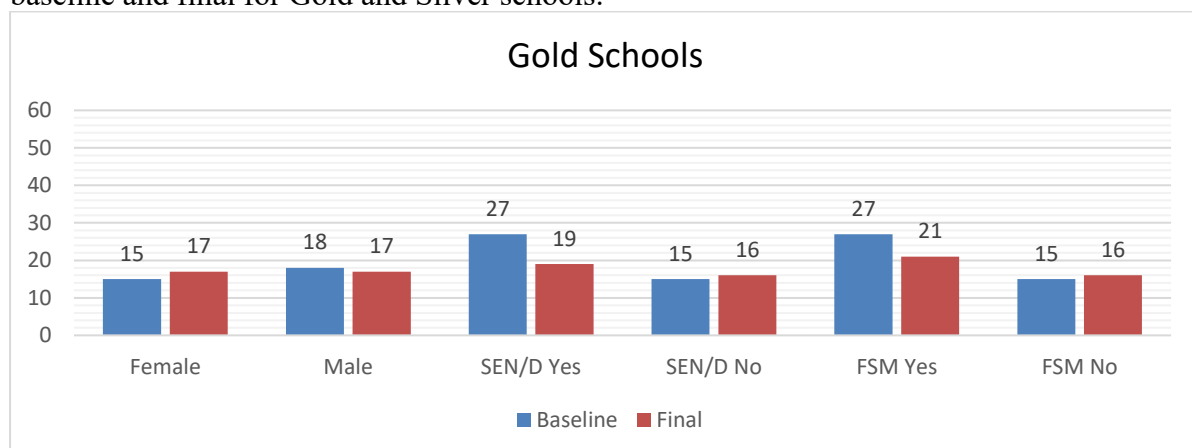
Prevalence of bullying others by gender, SEND and FSM

Any bullying others

Figures 5 and 5a (Gold and Silver Schools) show overall prevalence of ever bullying others in relation to gender, SEND status and FSM. Males, those with SEND and receiving FSM reported more than females, those without SEND and not in receipt of FSM. There are decreases for males, those identified with SEND and in receipt of FSM, whereas females, those without SEND and not receiving FSM showed slight increases or no change. Overall, Gold schools reported lower prevalence in relation to gender, SEND status and FSM than Silver schools. Gold schools reported decreases in all categories except females unchanged. Silver schools reported decreases for males, those with SEND and pupils receiving FSM, with increases for females and no change for pupils without SEND and not receiving FSM.

Figures 5, 5a. Prevalence of ever bullying others by gender, SEND and FSM between baseline and final for Gold and Silver schools.

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Frequently bullying others

Figures 6 and 6a (Gold and Silver Schools) show overall prevalence of frequently bullying others in relation to gender, SEND status and FSM between baseline and final. These percentages are naturally significantly lower than those in Figures 5 and 5a. Males reported more frequently bullying others than females, similarly for those with SEND and pupils receiving FSM. Many categories showed decreases in frequently bullying others, however females reported an increase whilst no change for pupils without SEND and not receiving FSM. Overall, differences between Gold and Silver schools are small. There are some decreases in most categories.

Figures 6, 6a. Prevalence of frequently bullying others by gender, SEND and FSM between baseline and final for Gold and Silver schools.
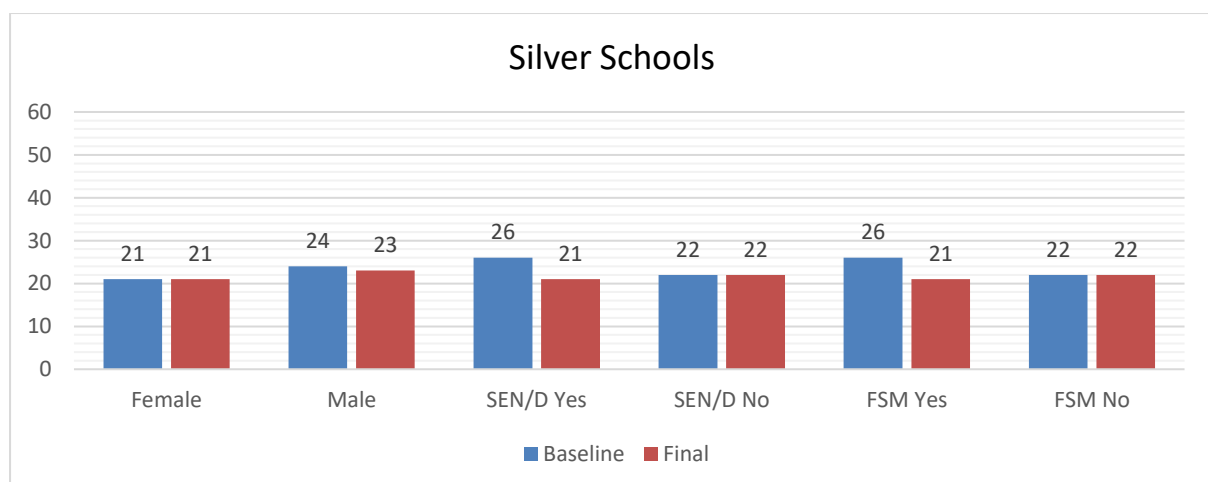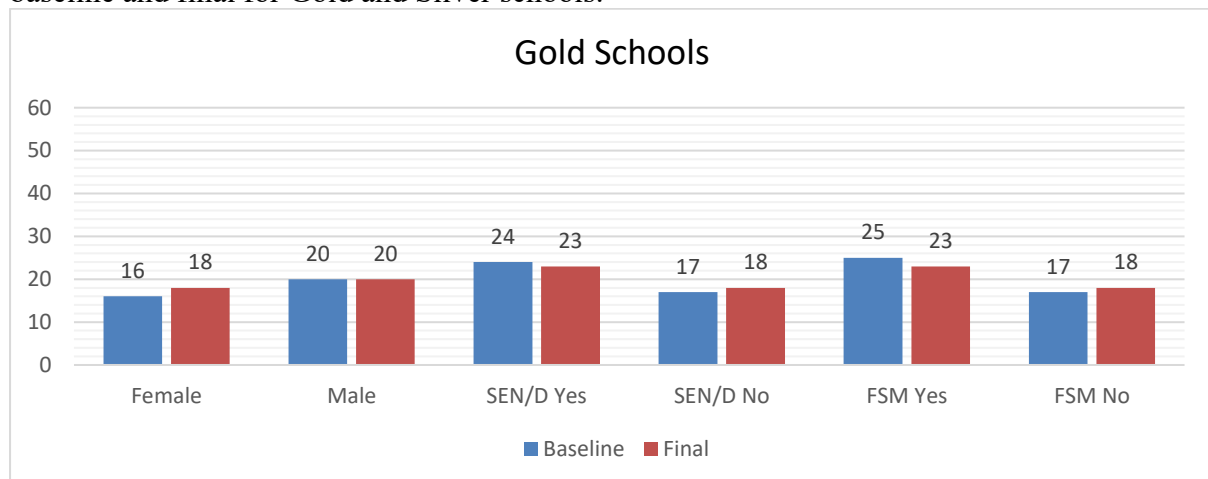

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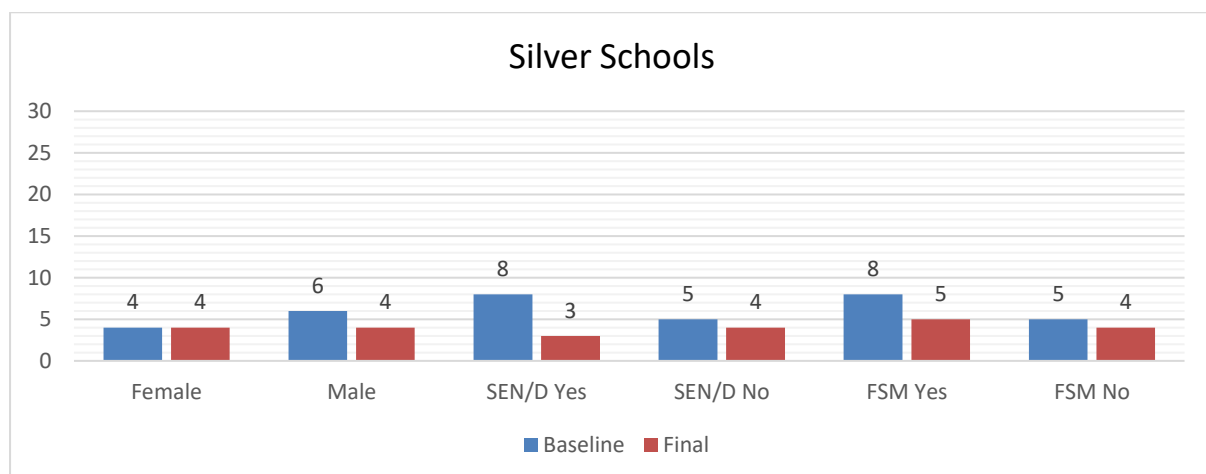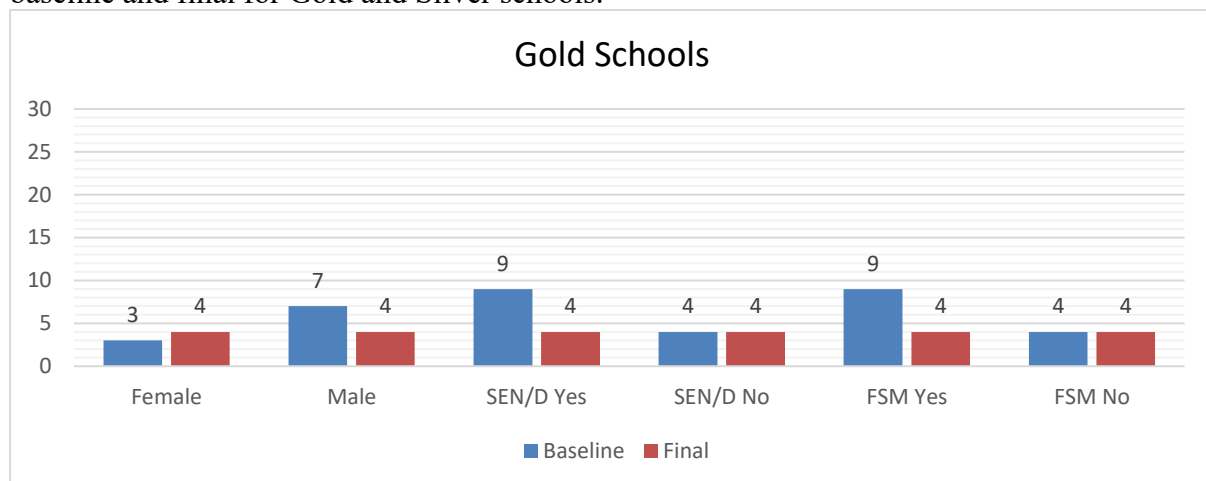
Prevalence of being cyber victimised by gender, SEND and FSM

Any cyber victimisation

Figures 7 and 7a (Gold and Silver Schools) show overall prevalence of being ever cyber victimised by gender, SEND status and FSM. More males report being ever cyber victimised than females, similarly for those with SEND and those receiving FSM. There are small decreases for pupils with SEND and those in receipt of FSM, all other categories either remained unchanged or showed small increases. Overall, Gold schools reported less ever cyber victimised than Silver schools. Silver schools reported decreases for male pupils, those with SEND and pupils receiving FSM. Gold schools reported small increases by females, those with and without SEND and pupils not in receipt of FSM.

Figures 7, 7a. Prevalence of ever cyber victimised by gender, SEND and FSM between baseline and final for Gold and Silver schools.

Frequent cyber victimisation

Figures 8 and 8a (Gold and Silver Schools) show overall prevalence of being frequently cyber victimised by gender, SEND status and FSM between baseline and final. These percentages are naturally significantly lower than those in Figures 7 and 7a. Males are frequently cyber victimised slightly more than females, similarly for those in receipt of FSM and pupils identified with SEND. There are small decreases for males and those receiving FSM, a larger decrease for pupils with SEND. Overall, Silver schools reported slightly lower prevalence than Gold schools. Silver schools reported decreases in all categories except no change for females. Gold schools reported slight increases for females and those without SEND. Silver school pupils with SEND reported the largest decrease.

Figures 8, 8a. Prevalence of frequently cyber victimised by gender, SEND and FSM between baseline and final for Gold and Silver schools.
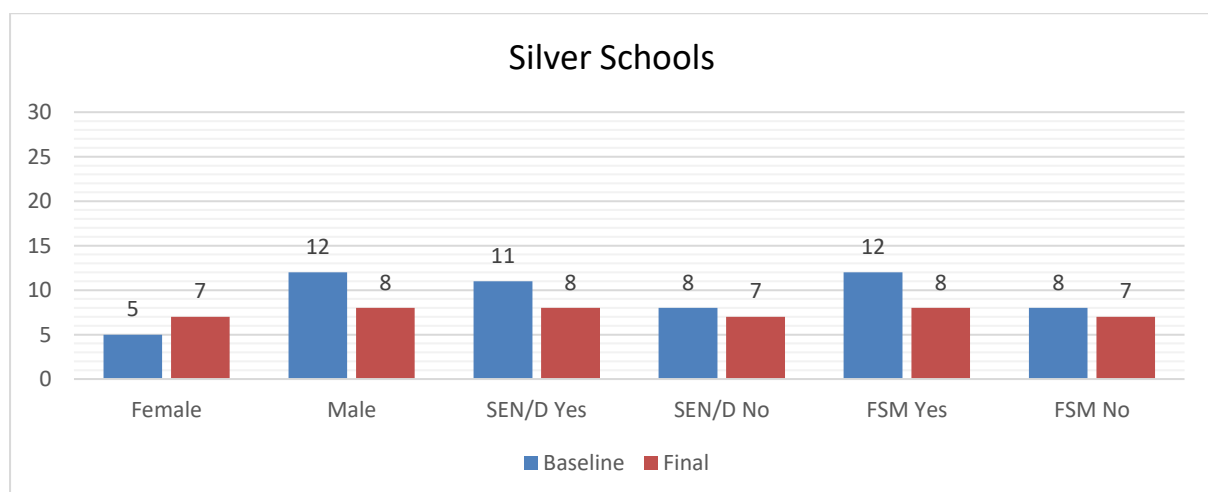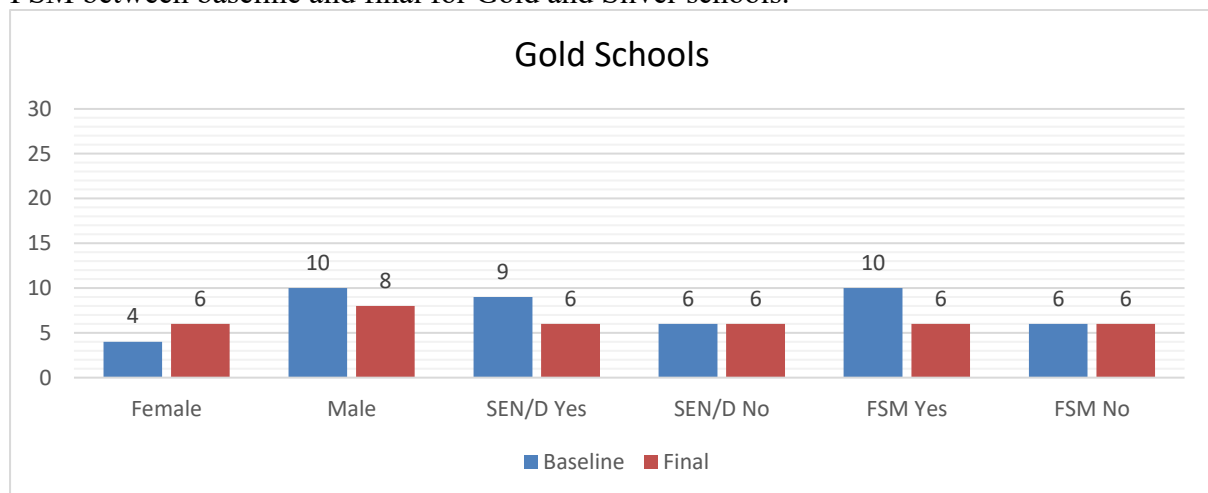

25
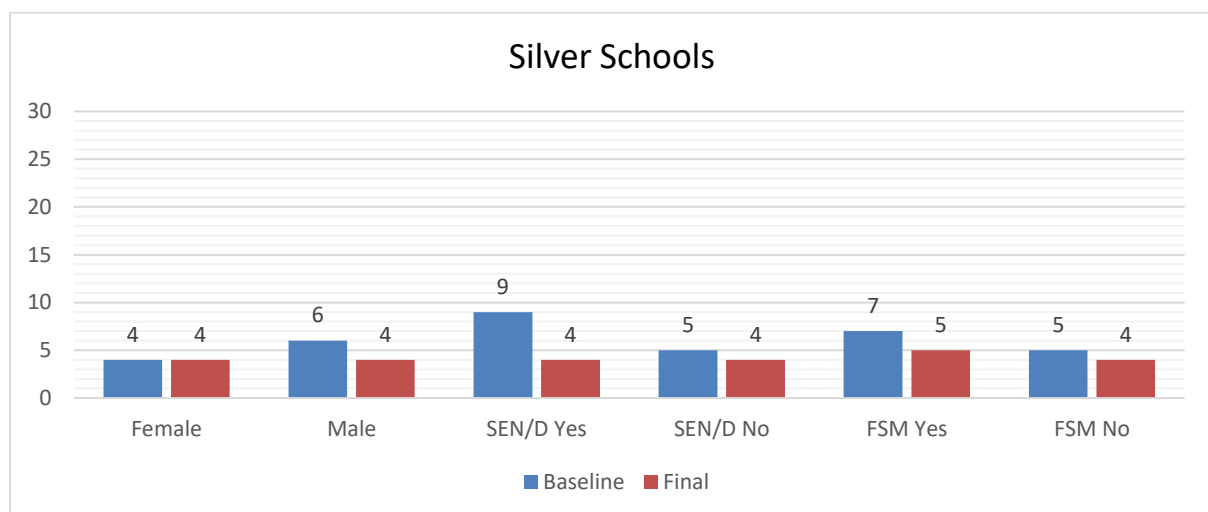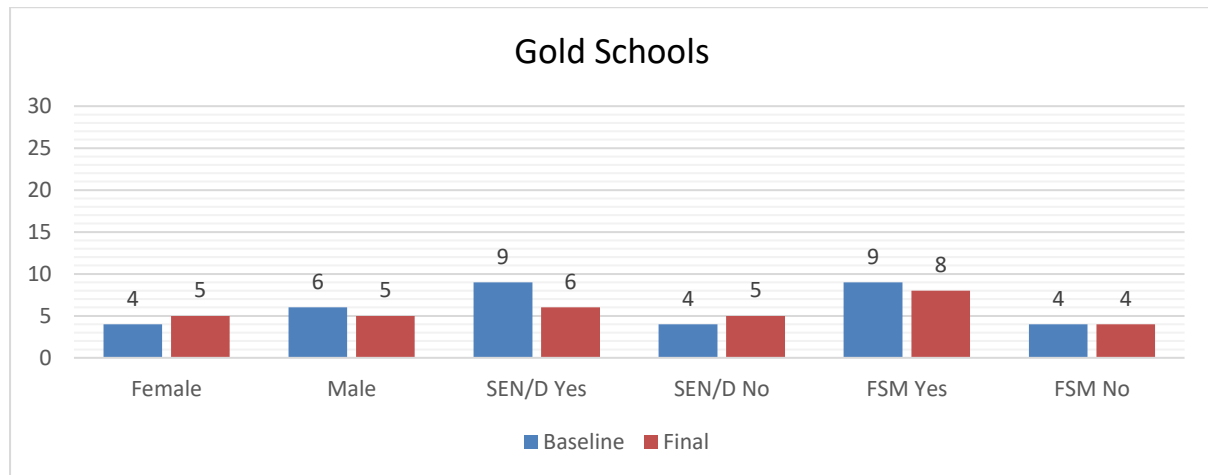
Prevalence of cyberbullying others by gender, SEND and FSM

Any cyberbullying others

Figures 9 and 9a (Gold and Silver Schools) show overall prevalence of ever cyberbullying others in relation to gender, SEND status and FSM. More males than females, pupils with SEND and those in receipt of FSM reported ever cyber bullying others, particularly at baseline. However, these categories show the largest decreases, whilst a small increase was reported for females and no change for those without SEND and pupils not receiving FSM. Overall, Gold schools reported lower prevalence than Silver schools. Silver schools reported decreases in all categories except for females who reported a small increase, whilst Gold schools reported slightly smaller decreases in three categories, absent in two categories and a small increase in one category.

Figures 9, 9a. Prevalence of ever cyber bullying others in relation to gender, SEND status and FSM between baseline and final for Gold and Silver schools.

Frequently cyberbullying others

Figures 10 and 10a (Gold and Silver Schools) show overall prevalence of frequently cyber bullying others in relation to gender, SEND status and FSM. These percentages are naturally lower than for pupils admitting to ever cyber bullying others in Figures 9 and 9a. Females and males, pupils without SEND and pupils not in receipt of FSM reported the same prevalence at baseline and final. Slightly more pupils with SEND and those receiving FSM reported being involved in frequently cyberbullying others at baseline only. There are small decreases in all categories and no change for females. Overall, the percentages are very low for both Gold and Silver schools.

Figures 10, 10a. Prevalence of frequently cyber bullying others in relation to gender, SEND status and FSM between baseline and final for Gold and Silver schools
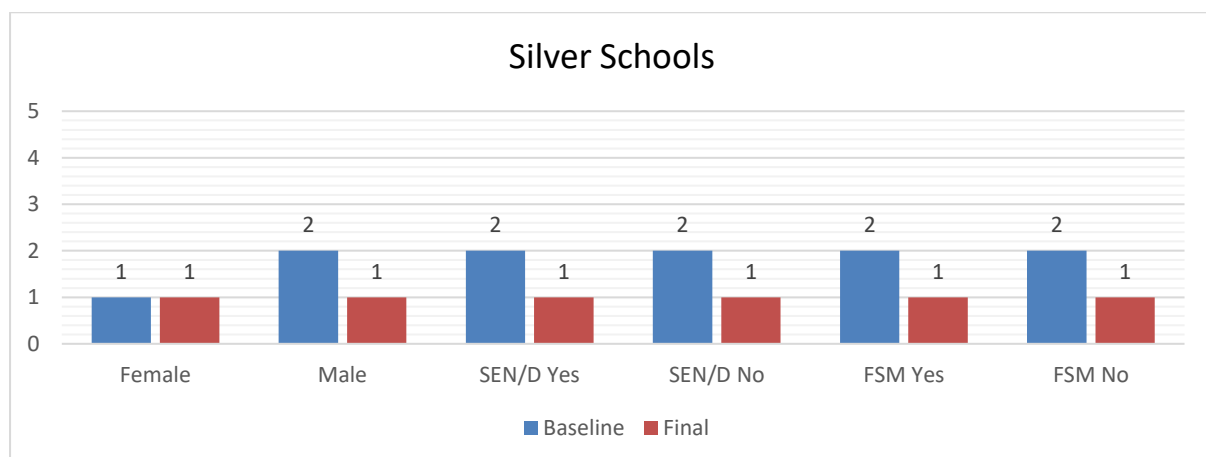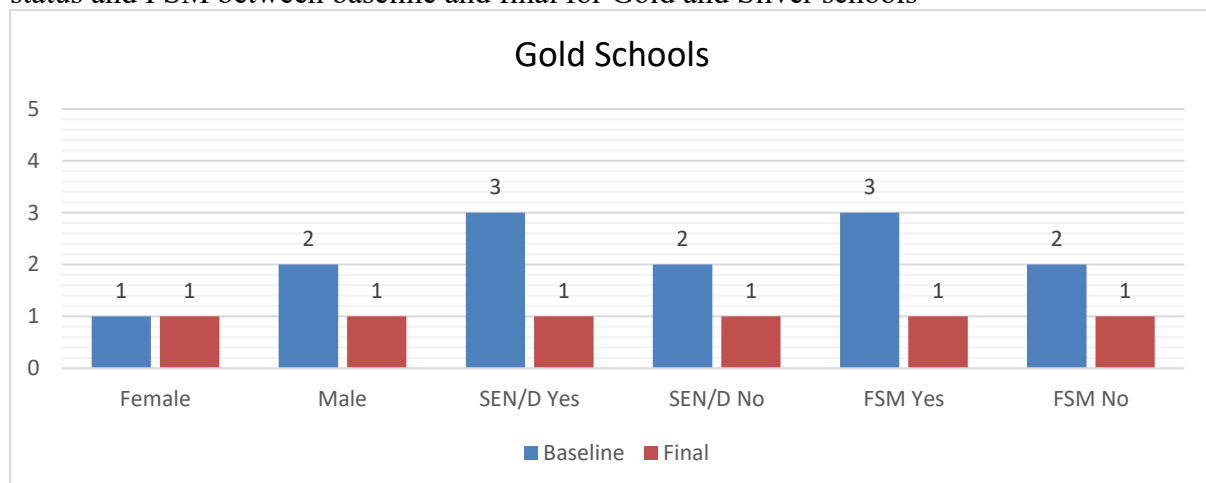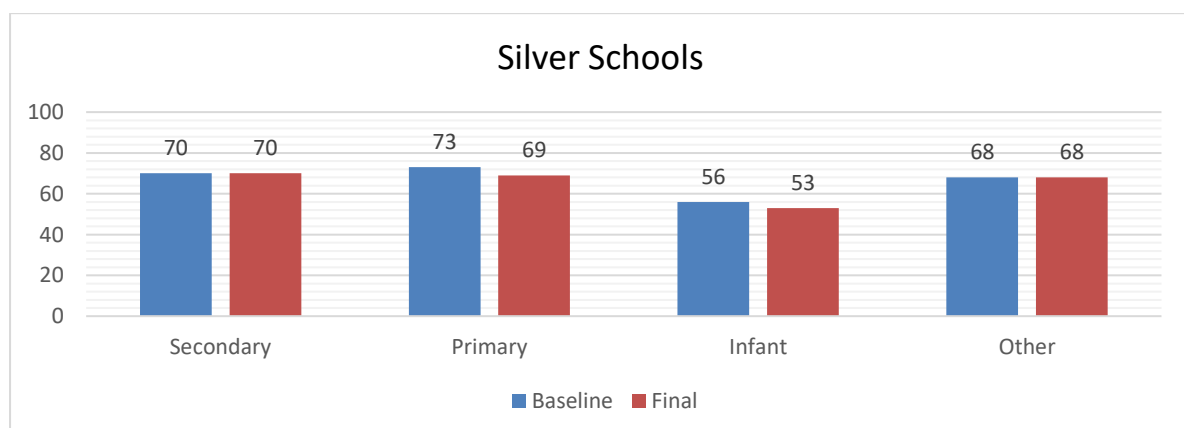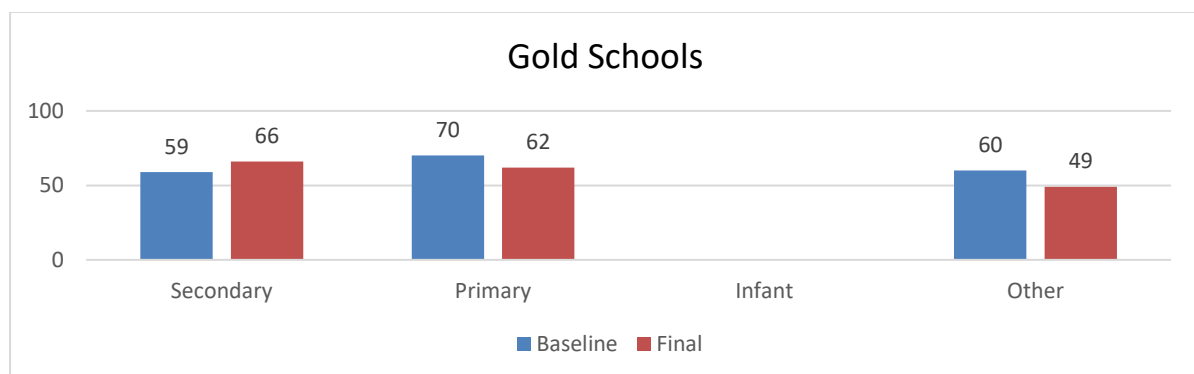
School type and levels of victimisation and bullying experiences

Prevalence of being victimised by school type

Any victimisation

Figures 11 and 11a (Gold and Silver Schools) show overall prevalence of being ever victimised by school type. Only Silver schools provided data for infant schools. Figures are high across all types of school. Primary schools reported the highest prevalence of ever victimisation at baseline, whilst secondary schools reported the lowest. By final, secondary schools reported the highest prevalence of being ever victimised whilst other schools reported the lowest. The largest decrease was reported by other schools. Overall, pupils in Gold schools reported less prevalence than Silver schools. Gold schools showed a large decrease for primary schools and a decrease for other schools, whilst secondary schools reported an increase. Silver schools reported small decreases for primary schools and infant schools, and no change for secondary schools and other schools.

Figures 11, 11a: Prevalence of being ever victimised by school type between baseline and final for Gold and Silver schools.

Frequent victimisation

Figures 12 and 12a (Gold and Silver Schools) show overall prevalence of being frequently victimised by school type. Only Silver schools provided data for infant schools. These percentages are about one-third of those in Figures 11 and 11a. Secondary schools reported the highest prevalence, followed by primary schools, the lowest prevalence reported by other schools. There is a decrease for primary schools. Overall, Gold schools reported lower prevalence than Silver schools. More categories showed decreases by schools awarded Silver than Gold, infant schools reporting the biggest decrease, followed by secondary schools, the smallest decrease being for primary schools. Gold schools reported increases for pupils attending secondary schools. Other Gold schools reported no pupils being frequently victimised at final, whilst other Silver schools had 17% of pupils admitting this.

Figures 12, 12a: Prevalence of being frequently victimised by school type between baseline and final for Gold and Silver schools.

Gold Schools

Silver Schools

29
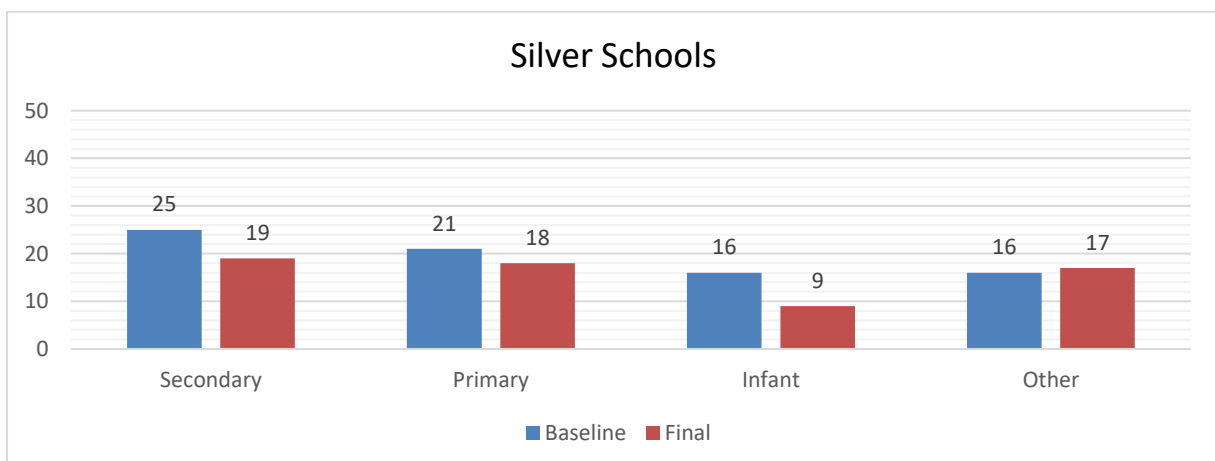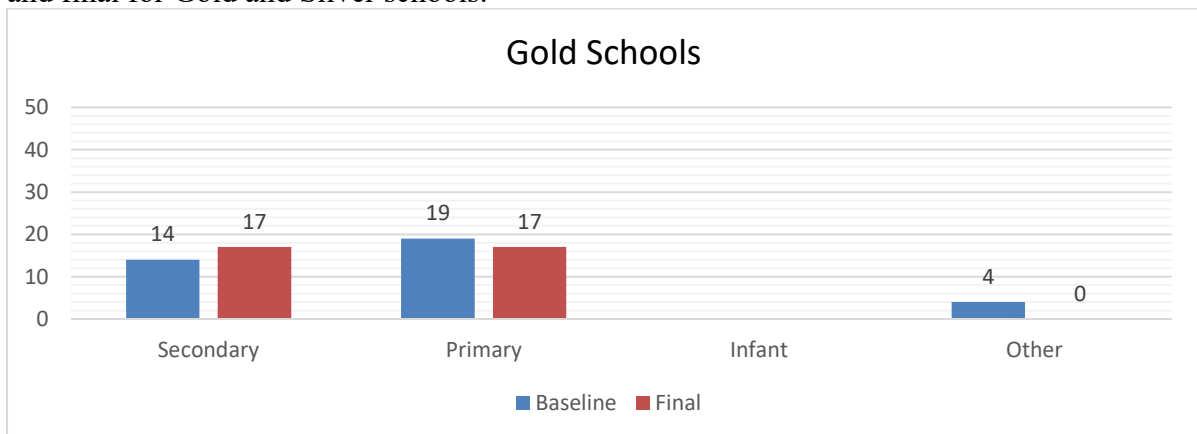
Prevalence of bullying others by school type

Any bullying others

Figures 13 and 13a (Gold and Silver Schools) show overall prevalence of ever bullying others. Only Silver schools provided data from infant schools. The percentages are high for secondary schools at baseline whilst high for other schools at final. There are substantial decreases reported for secondary schools, whilst infant schools reported the largest increases, however data is only recorded by Silver schools. Overall, Gold schools reported lower prevalence than Silver schools. Gold schools reported decreases across all categories, the largest decrease reported by other schools whilst Silver schools reported a decrease only in secondary schools. An increase was reported by infant schools awarded Silver.

Figures 13, 13a. Prevalence of ever bullying others by school type between baseline and final for Gold and Silver schools.
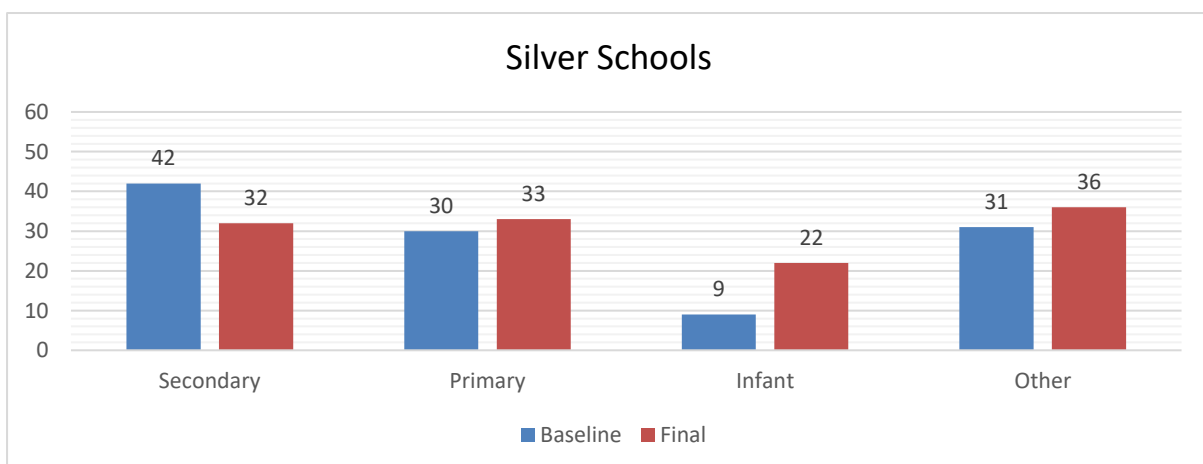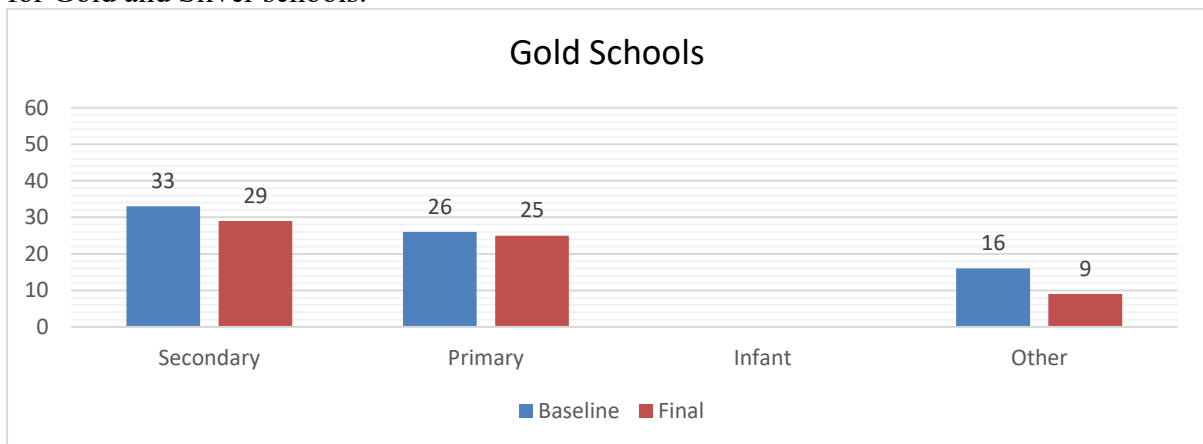
Frequently bullying others

Figures 14 and 14a (Gold and Silver Schools) show overall prevalence of those frequently bullying others. Only Silver schools provided data from infant schools. These percentages are naturally much lower than those in Figures 13 and 13a. For Silver schools, secondary schools scored the highest at baseline, however by final other schools reported the highest prevalence. Secondary schools reported small decreases, primary schools reported a slight decrease, whilst other schools and infant schools reported increases over time. Overall, Gold schools reported lower prevalence than Silver schools. Gold schools reported a small decrease for frequently bullying others, no change for primary schools and zero for other schools.

Figures 14, 14a. Prevalence of frequently bullying others by school type between baseline and final for Gold and Silver schools.
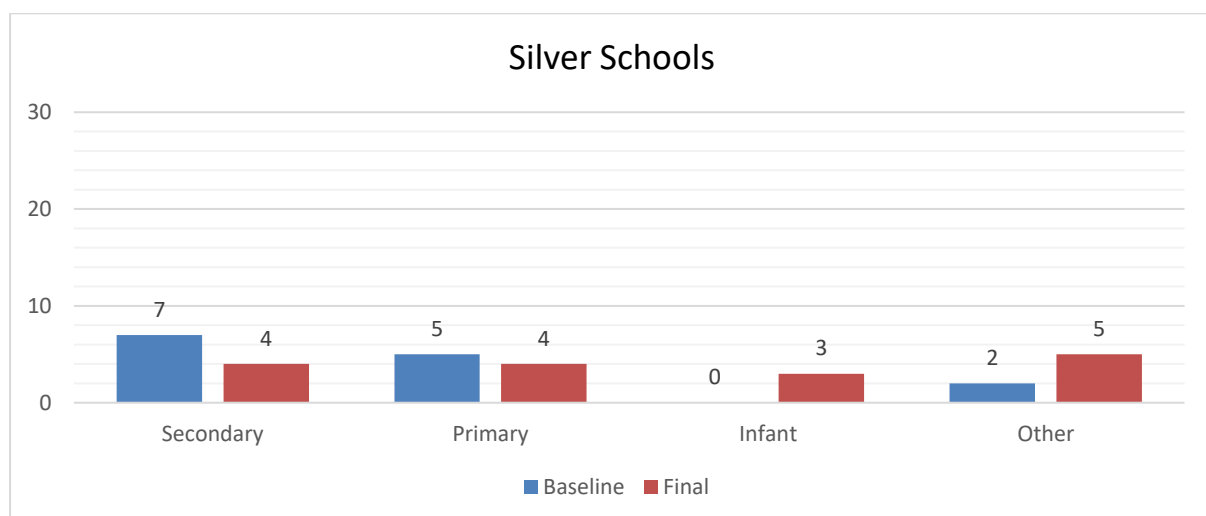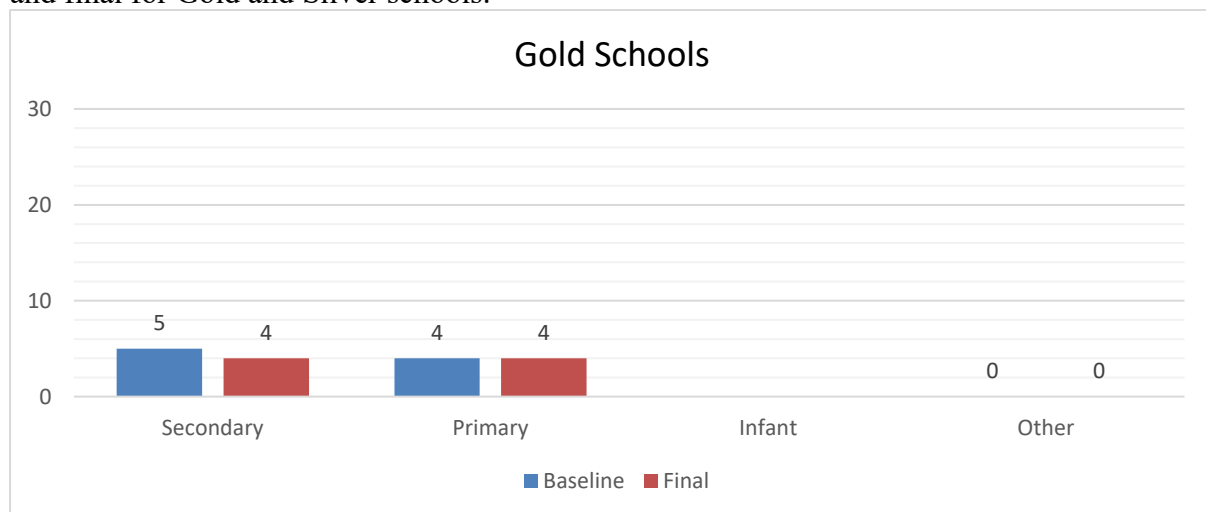
Prevalence of cyber victimisation by school type

Any cyber victimisation

Figures 15 and 15a (Gold and Silver Schools) show overall prevalence of being ever cyber victimised by school type. Only Silver schools provided data from infant schools. Pupils attending secondary schools reported this most at baseline, whilst infant schools reported the least. There is a large increase for infant school pupils. Primary schools reported minimal changes. Overall, Gold schools reported lower prevalence than Silver schools. Gold secondary schools reported an increase, no change for primary schools, whilst other schools reported a decrease. Silver schools reported a large increase by pupils attending infant schools, however secondary schools reported a small decrease.

Figures 15, 15a: Prevalence of ever cyber victimised by school type between baseline and final for Gold and Silver schools.

32
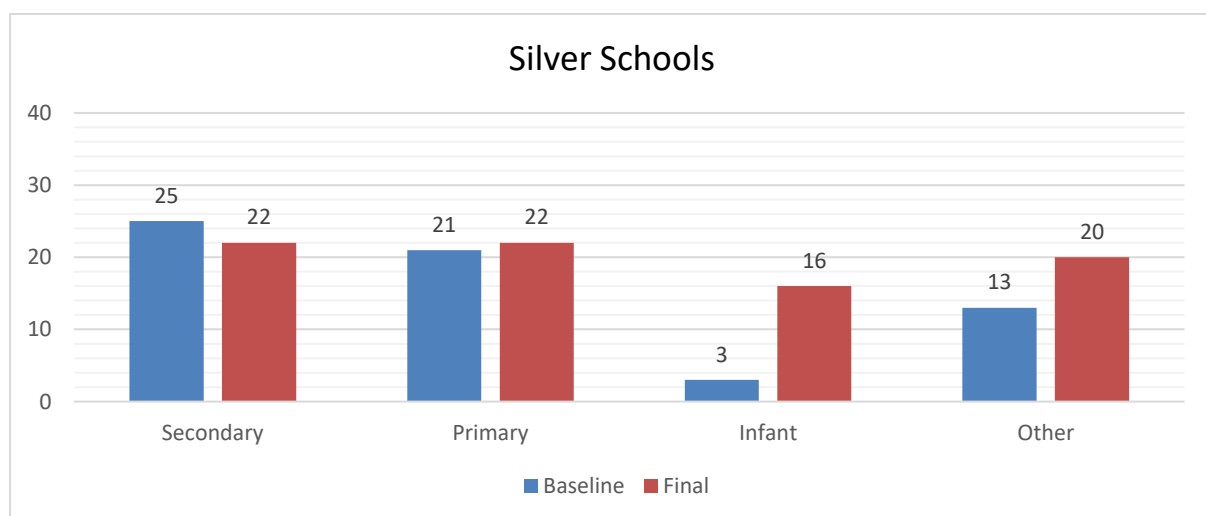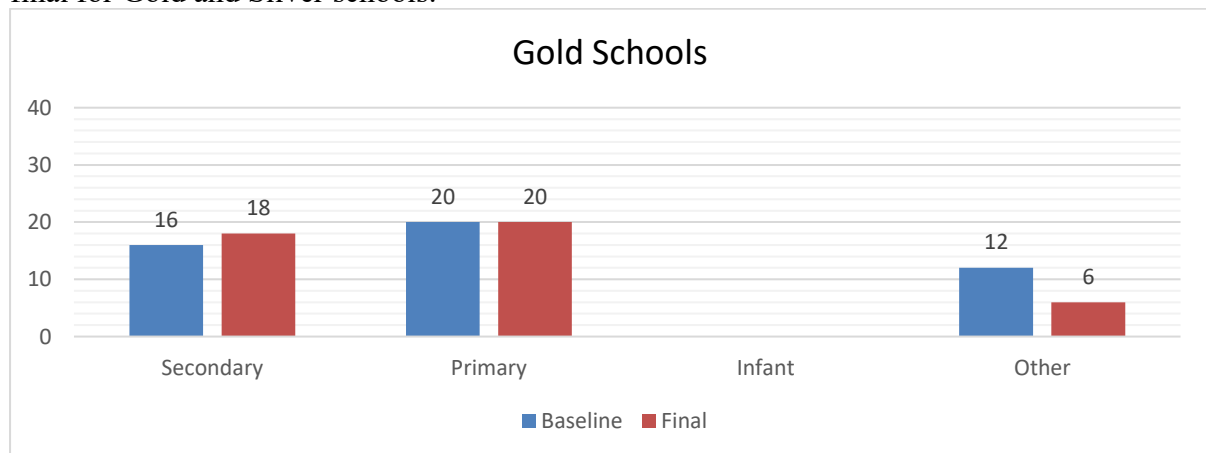
Any cyber victimisation

Figures 16 and 16a (Gold and Silver Schools) show overall prevalence of being frequently cyber victimised. Only Silver schools provided data from infant schools. These percentages are naturally much less than those in Figures 15 and 15a. Secondary and primary schools report more frequent cyber victimisation at baseline than infant or other school types. Primary schools and other schools reported small decreases or no change, whilst secondary schools and infant schools reported small increases. Overall, Gold schools reported lower prevalence than Silver schools. Silver schools reported the largest increase for infant schools. Secondary and primary Silver schools reported a larger prevalence than Gold at baseline, however by final, both Gold and Silver secondary schools reported the same figures. Gold schools reported decreases in other schools, Silver schools in primary and secondary.

Figures 16, 16a. Prevalence of frequently cyber victimised by school type between baseline and final for Gold and Silver schools.

33
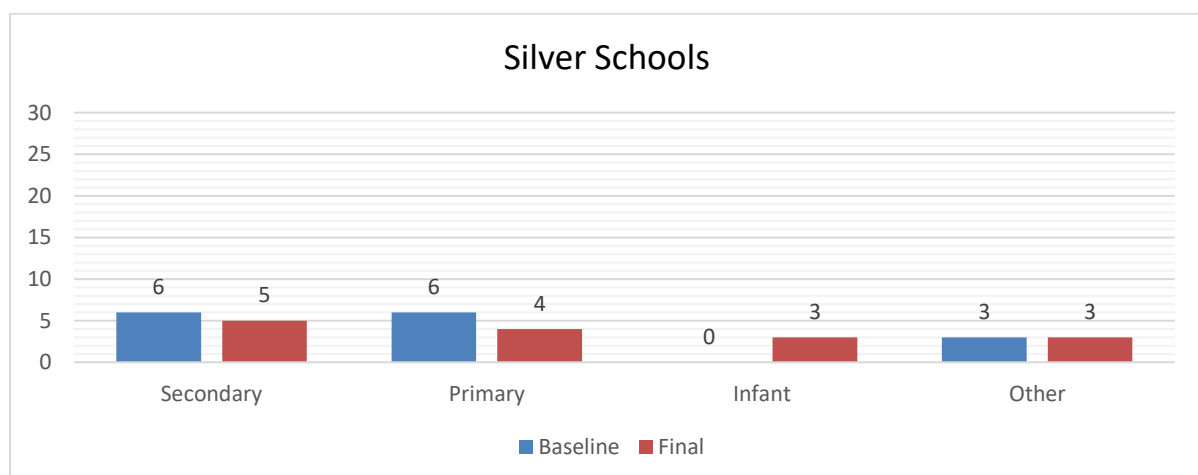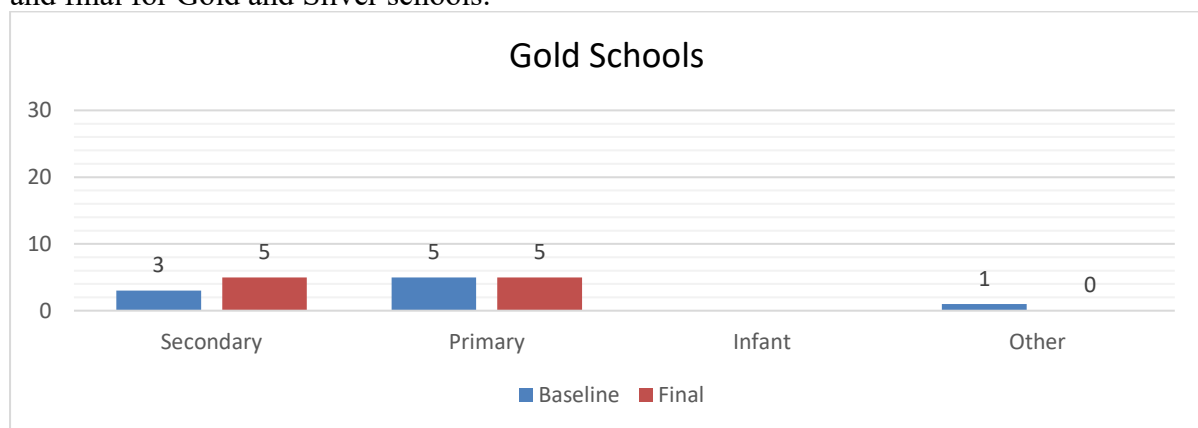
Prevalence of cyber bullying others by school type

Any cyber bullying others

Figures 17 and 17a (Gold and Silver Schools) show overall prevalence of ever cyber bullying others. Only Silver schools provided data from infant schools. Prevalence of ever cyber bullying others is highest in secondary schools, whilst other schools reported the lowest prevalence. Increases are reported by infant schools and other schools, with infant schools reporting a large increase. Primary schools reported no change. Overall, Gold schools reported lower prevalence than Silver schools. Gold schools showed a small decrease for other schools, no change for secondary and primary schools. Silver schools showed an increase for infant schools and other schools, infant schools reporting a large increase.

Figures 17, 17a. Prevalence of ever cyber bullying others by school type between baseline and final for Gold and Silver schools.
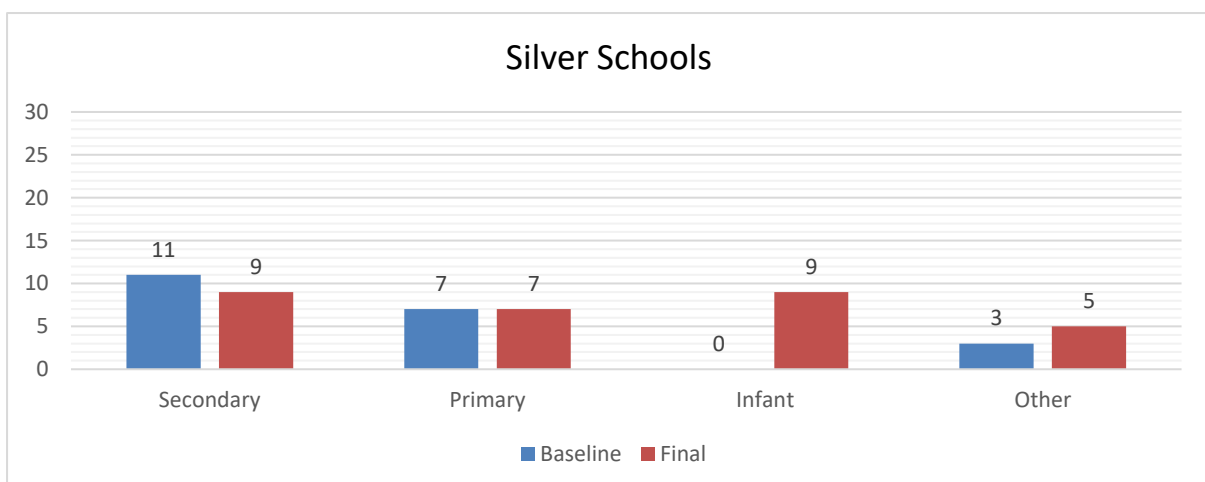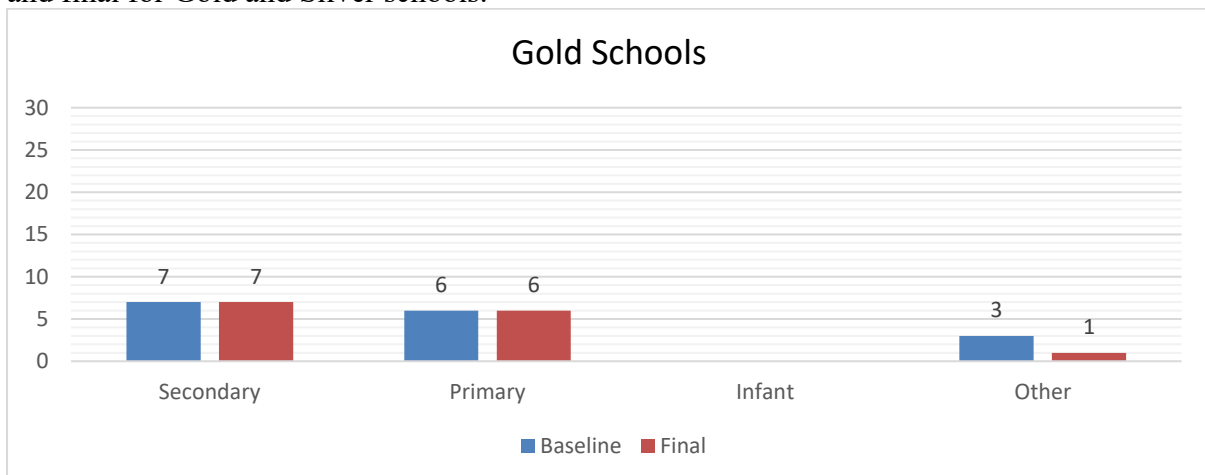
Frequent cyberbullying others

Figures 18 and 18a (Gold and Silver Schools) show overall prevalence of frequently cyberbullying others by school type. Only Silver schools provided data from infant schools. The figures are naturally low compared to ever cyberbullying others. The same figures are reported for both Gold and Silver secondary schools at baseline and final. Secondary schools showed the highest prevalence at baseline, whilst infant schools reported zero at baseline. There are no increases for any category. Overall, Gold schools reported slightly more prevalence at baseline whilst Silver schools reported slightly more prevalence at final. Gold schools reported slight decreases in three categories and silver schools in one category.

Figures 18. 18a: Prevalence of frequently cyberbullying others by school type between baseline and final for Gold and Silver schools.
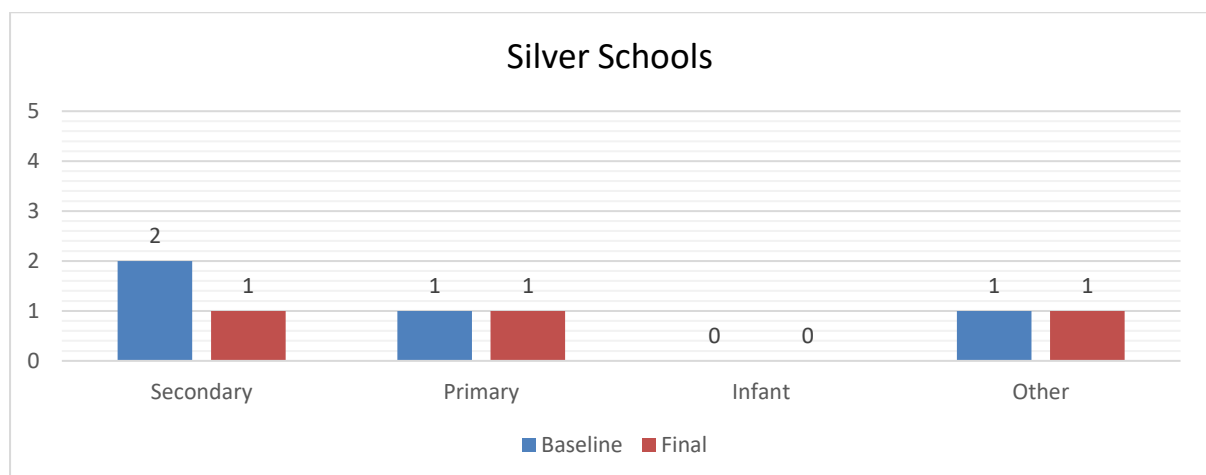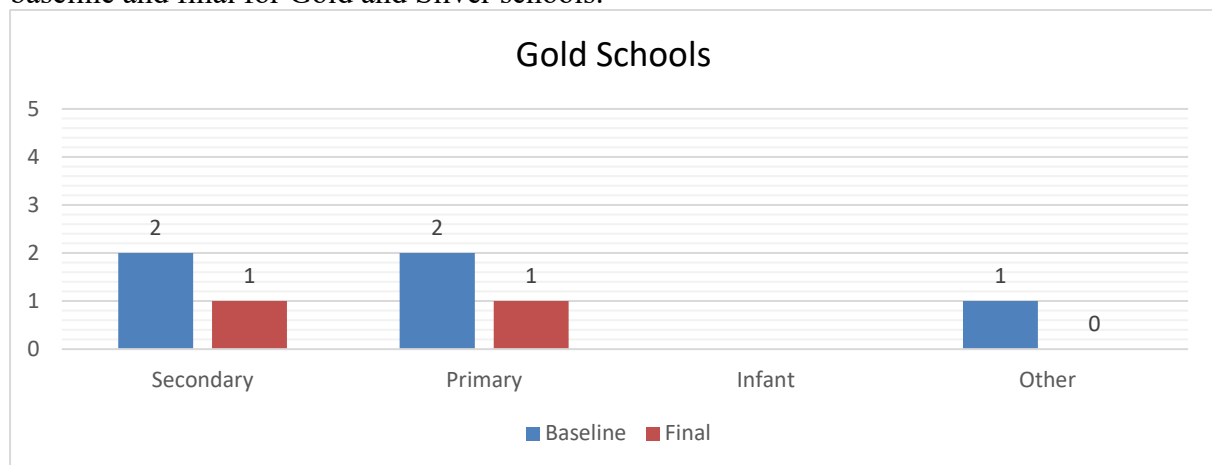
Types of victimisation and bullying others experience

Types of ever and frequent victimisation by all pupils at baseline and final

Any victimisation

Figures 19 and 19a (Gold and Silver Schools) show overall prevalence of different types of ever victimisation experienced by all pupils. 'Had bad things said about me' was the most reported type, the least was online victimisation. There are large decreases for all categories. Overall, Gold schools reported fewer types at baseline than Silver schools, whereas Silver schools reported less at final than Gold schools. However, Gold and Silver schools reported decreases in all categories. Silver schools reported larger decreases than Gold schools, a large decrease for 'hit, pushed or kicked' and 'other pupils stop me joining in'.

Figures 19, 19a. Prevalence of types of ever victimisation experienced by all pupils between baseline and final for Gold and Silver schools.

36
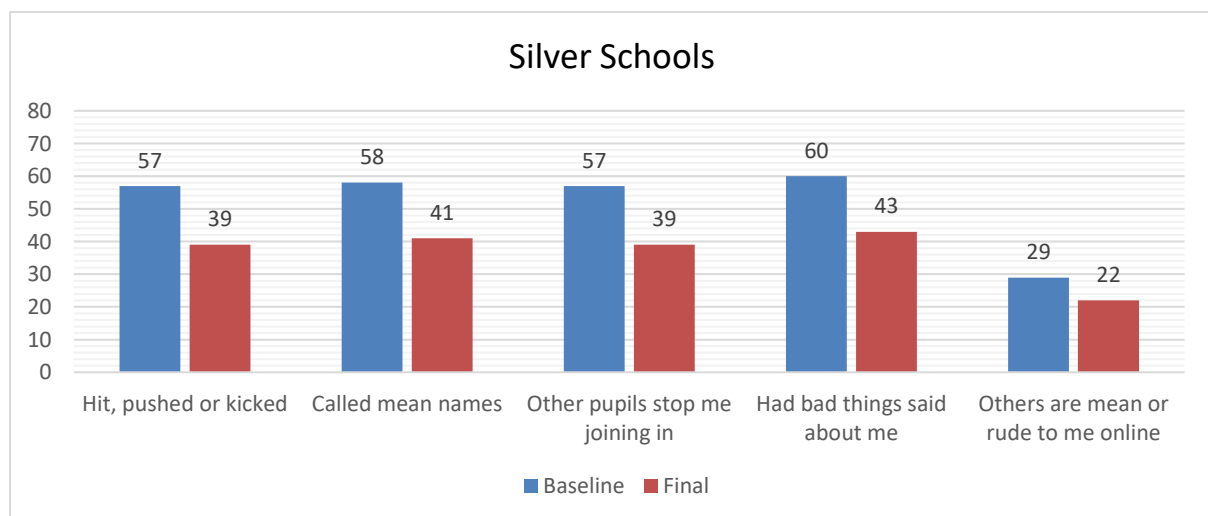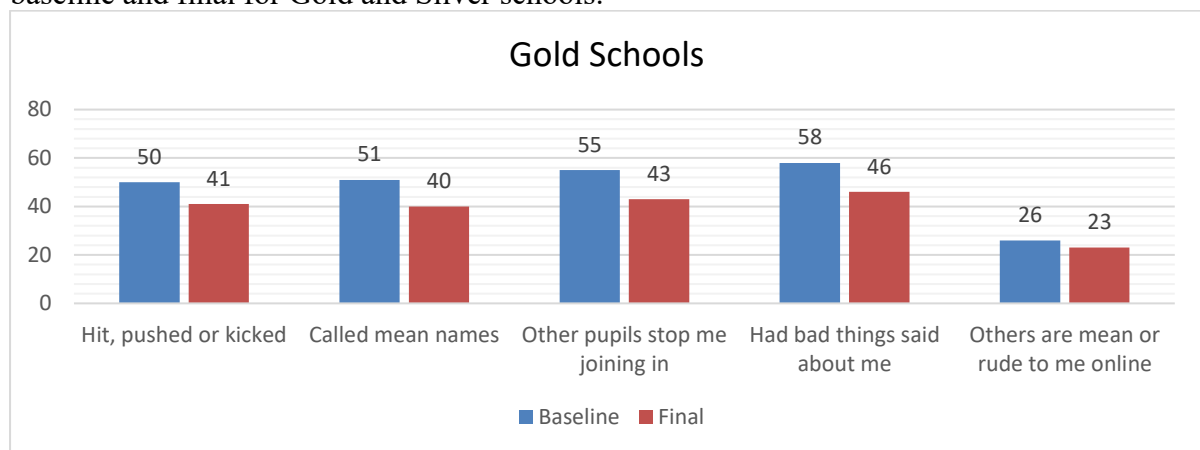
Frequent victimisation

Figures 20 and 20a (Gold and Silver Schools) show overall prevalence of types of frequent victimisation experienced by all pupils. 'Bad things said about them' was the most reported type, whilst 'others are mean or rude to me online' was reported the least at baseline. There are significant decreases for all categories, 'had bad things said about them' decreased the most whilst online victimisation showed the smallest decrease. Overall, Silver schools reported lower prevalence for 'hit, pushed or kicked', 'other pupils stop me from joining in' and 'others mean and rude to me online' at baseline than Gold schools, and for all categories by final. Silver schools reported larger decreases than Gold schools, the largest decrease being for 'had bad things said about them'.

Figures 20, 20a. Prevalence of types of victimisation frequently experienced by all pupils between baseline and final for Gold and Silver schools.
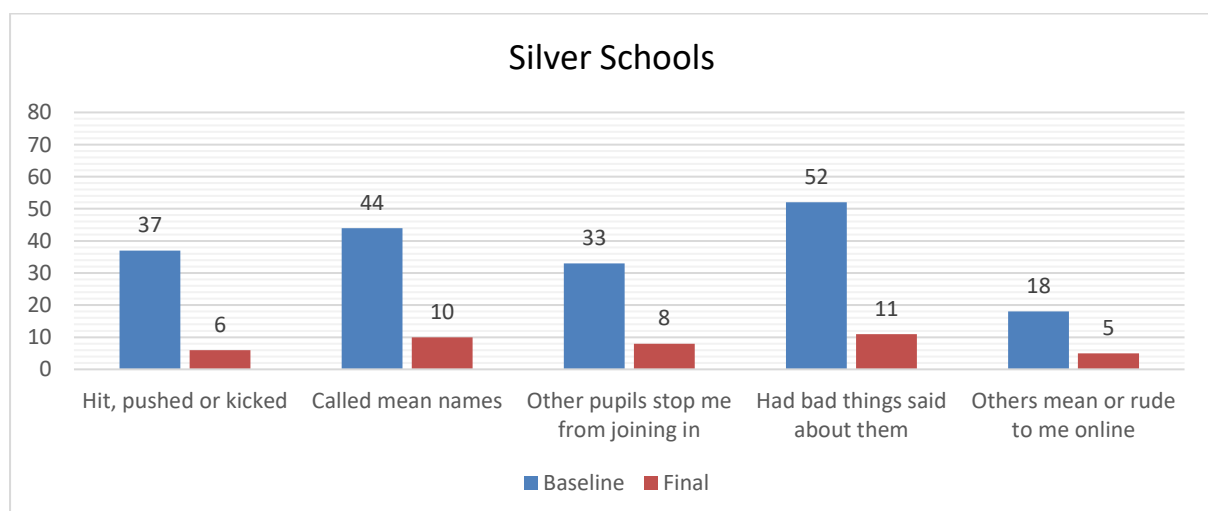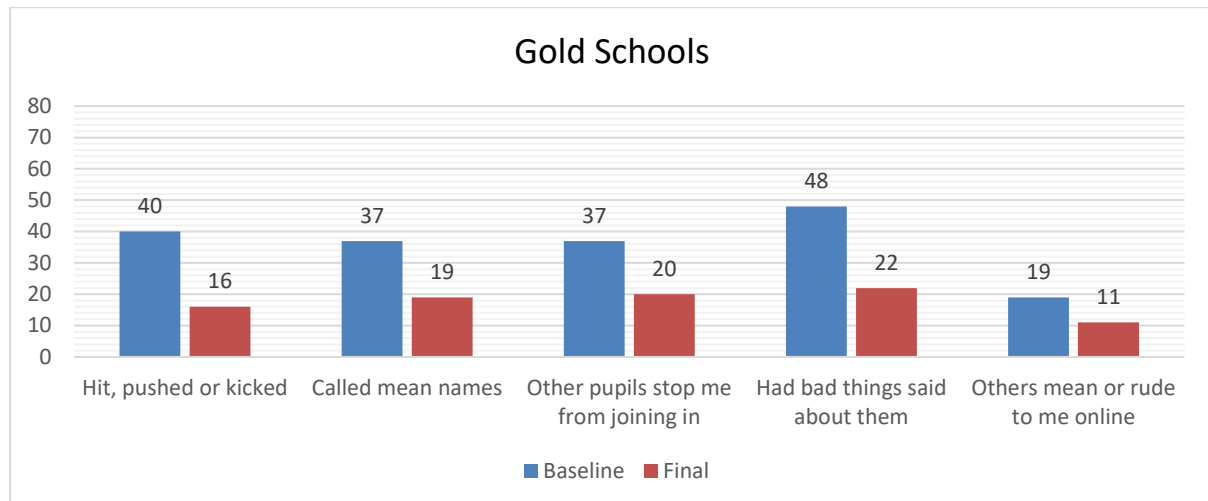
Types of bullying others ever and frequently reported by all pupils between baseline and final

Any bullying others

Figures 21 and 21a (Gold and Silver Schools) show overall prevalence of types of bullying others ever reported. At baseline, 'I say bad things about others' and 'I stop other pupils from joining in' were the highest types of bullying others ever reported, the least was 'I am mean or rude to others online'. There are large decreases for all categories, especially 'I stop other pupils from joining in' and 'I say bad things about others'. Overall, Gold schools reported lower prevalence for 'I hit, push or kick others', 'I call others mean names', 'I stop other pupils from joining in' and 'I am mean or rude to others online' at baseline; however, Silver schools reported lower prevalence in all categories. Silver schools reported larger decreases than Gold schools, the largest for 'I stop other pupils from joining in' and 'I say bad things about others'.

Figures 21, 21a. Prevalence of types of bullying others ever reported by all pupils between baseline and final for Gold and Silver schools.
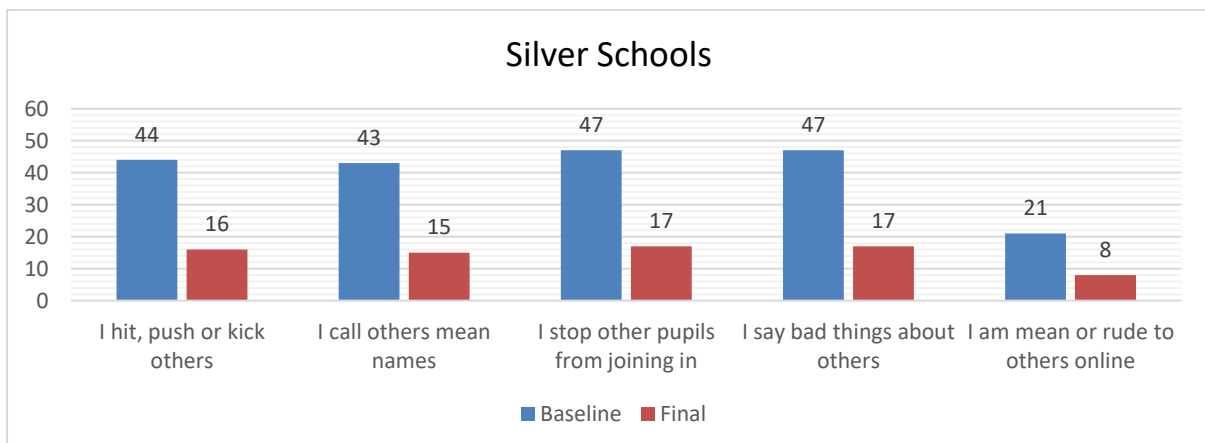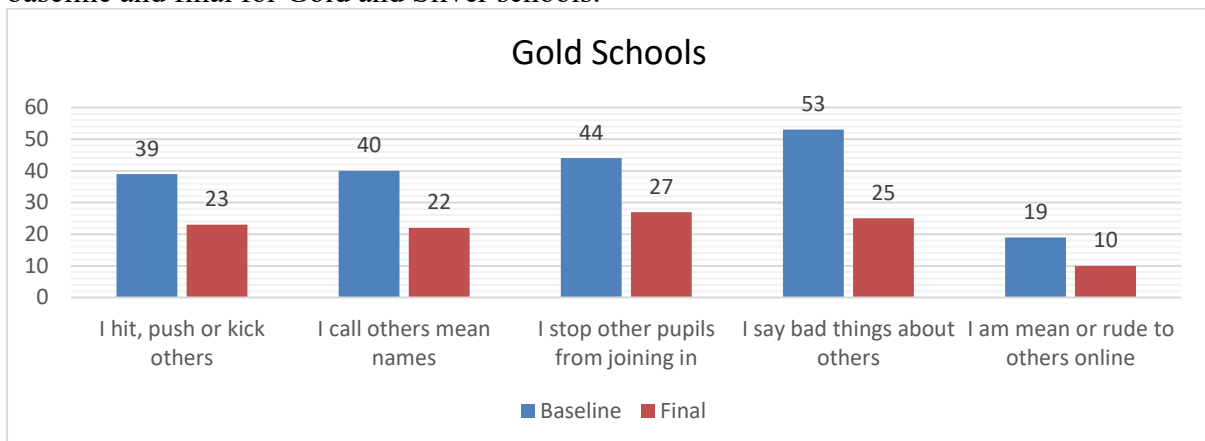
Frequently bullying others

Figures 22 and 22a (Gold and Silver Schools) show overall prevalence of types of bullying others frequently reported. Many pupils show frequently bullying others in all categories at baseline, however these figures decrease substantially in all categories by final. 'I say bad things about others 'is reported the most, followed by 'I hit, push or kick others', whilst online bullying others is the least reported type of frequently bullying others at baseline. Overall, Silver schools reported slightly lower prevalence than Gold schools. By final, all categories showed lower prevalence for Silver schools than Gold. Both Gold and Silver schools reported decreases in all categories. Gold schools showed the largest decrease for 'I say bad things about others', more than for Silver schools.

Figures 22, 22a: Prevalence of types of bullying others frequently reported by all pupils between baseline and final for Gold and Silver schools.
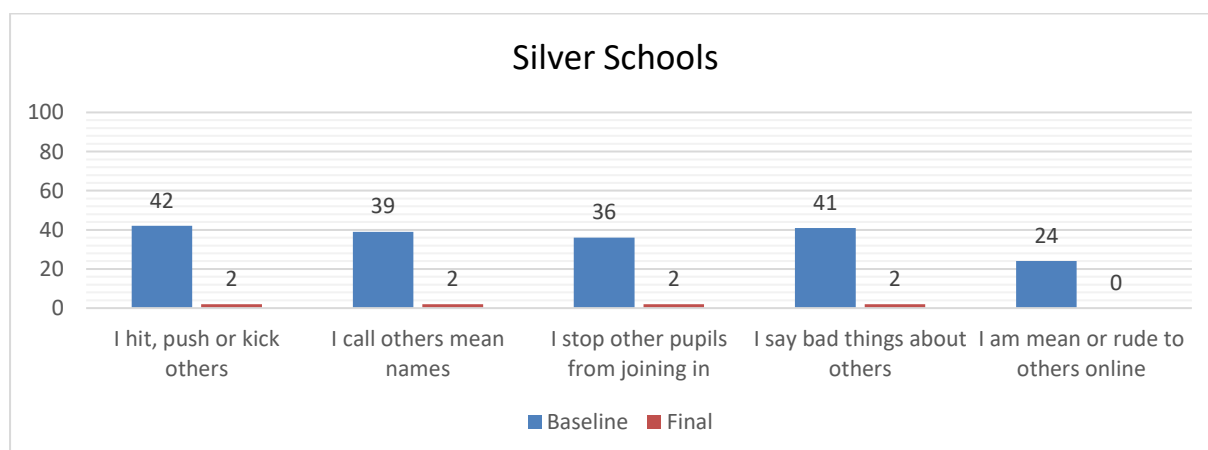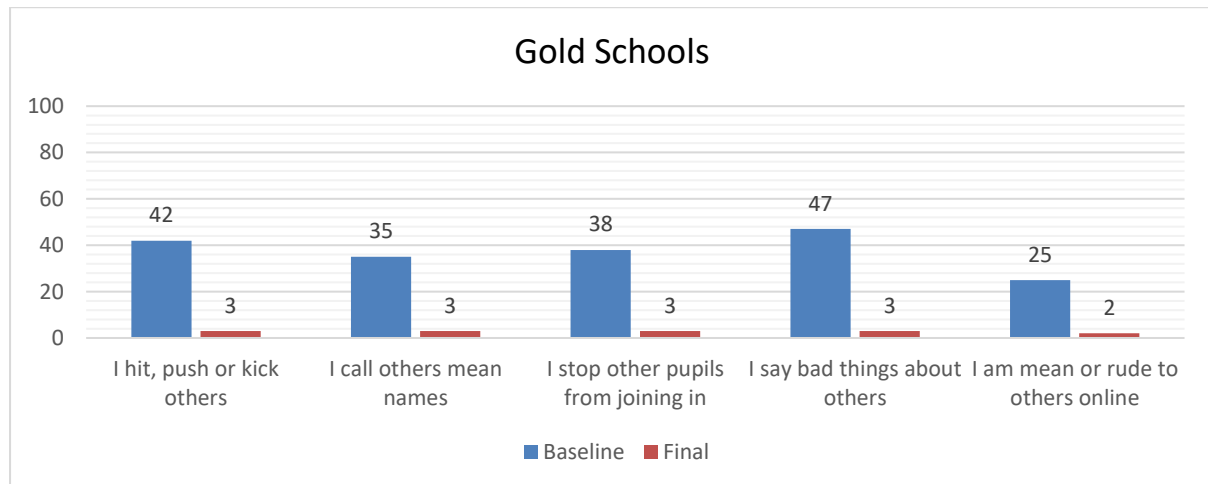
Types of victimisation ever and frequently reported by pupils with SEND between baseline and final

Any victimisation

Figures 23 and 23a (Gold and Silver Schools) show overall prevalence of types of victimisation ever reported by pupils with SEND. The type of victimisation reported the most was 'called mean names' whilst online victimisation was reported the least. There are decreases for most categories, but no change for 'others are mean or rude to me online'. The largest decreases are in 'called mean names' and 'other pupils stop me joining in'. Overall, Gold schools reported fewer types than Silver schools. Silver schools reported decreases in all types, and Gold schools decreases in nearly all. Silver schools reported the highest figure at baseline for called mean names, whilst Gold schools reported the lowest for 'others are mean or rude to me online' at baseline and final.

Figures 23, 23a. Types of victimisation ever reported by pupils with SEND between baseline and final for Gold and Silver schools.
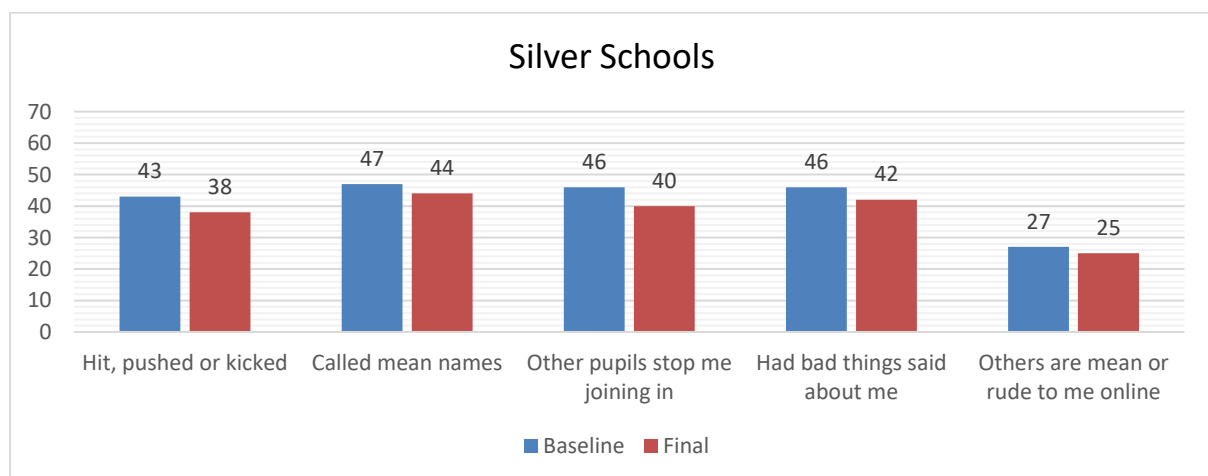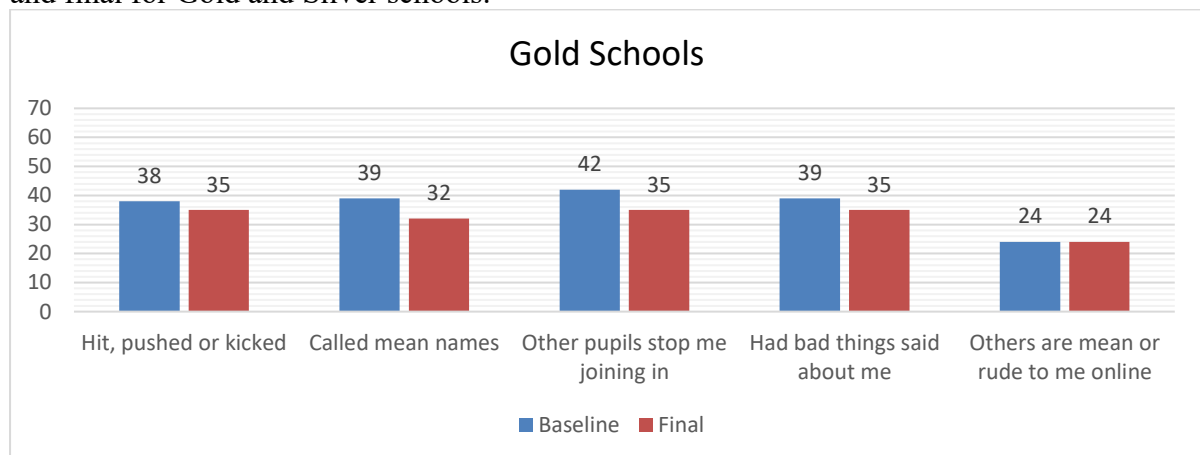
Frequent victimisation

Figures 24 and 24a (Gold and Silver Schools) show overall prevalence of types of victimisation frequently reported by pupils with SEND. 'Had bad things said about me' was the most frequently reported, whilst online victimisation was reported the least. There are decreases for nearly all types, 'called mean names' showed the largest decrease whilst online victimisation had the smallest. Overall, Gold schools reported slightly fewer types of victimisation than Silver schools. Silver schools reported a higher number of pupils than Gold schools at baseline for 'had bad things said about me'. Gold schools reported decreases in all categories whilst Silver schools reported decreases in nearly all types of victimisation and no change for 'called mean names'.

Figures 24, 24a. Types of victimisation frequently reported by pupils with SEND between baseline and final for Gold and Silver schools.

Gold Schools

	Baseline	Final
Hit, pushed or kicked	11	8
Called mean names	12	7
Other pupils stop me joining in	11	8
Had bad things said about me	14	10
Others are mean or rude to me online	8	7

Silver Schools

	Baseline	Final
Hit, pushed or kicked	11	8
Called mean names	12	12
Other pupils stop me joining in	12	8
Had bad things said about me	15	12
Others are mean or rude to me online	8	6
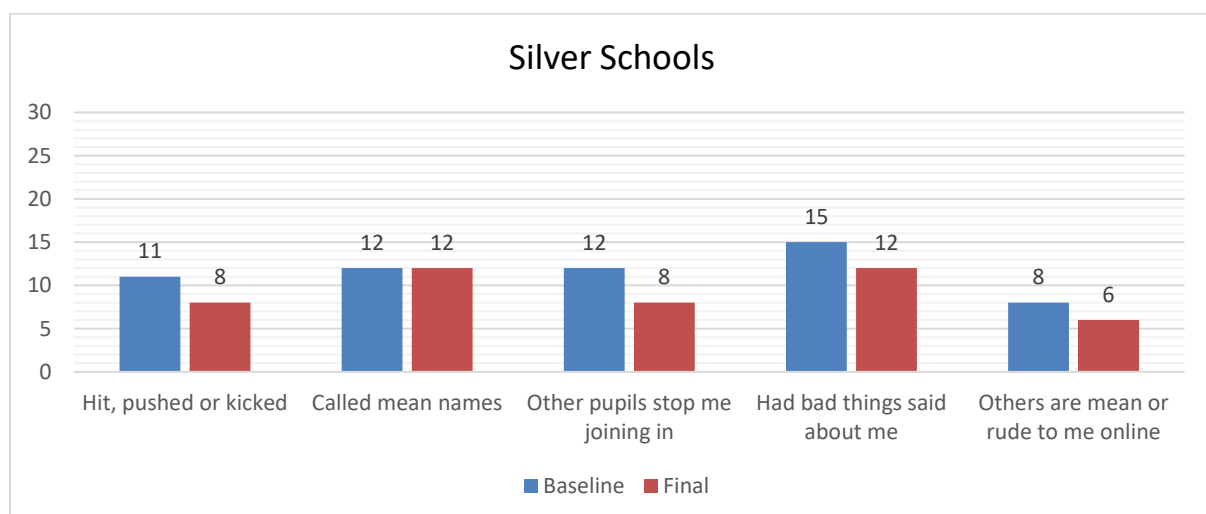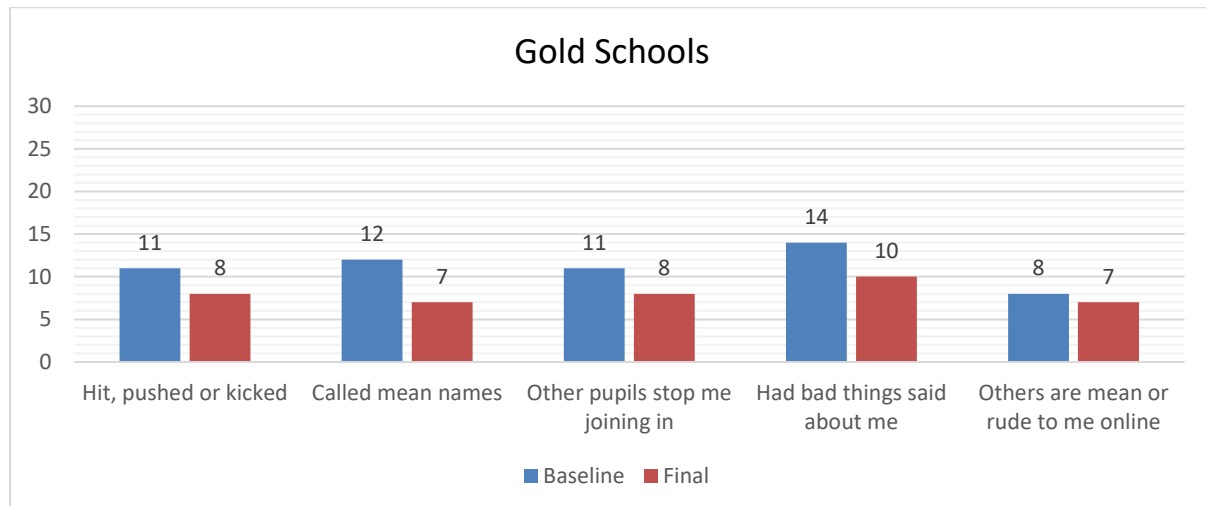
Types of bullying ever and frequently reported for bullying others, pupils with SEND between baseline and final

Ever bullying others

Figures 25 and 25a (Gold and Silver Schools) show overall prevalence of types of ever bullying others reported by pupils with SEND. 'I call others mean names' was reported the most whilst 'I am mean and rude to others online' was reported the least. There are decreases for nearly all types, no change for 'I stop other pupils from joining in' and 'I say bad things about others'. Overall, Gold schools reported fewer types than Silver schools. The highest category for Gold schools was 'I hit, push or kick others', but 'I call others mean names' for Silver schools. Online bullying others was the least reported for both Gold and Silver schools. Gold and Silver schools reported decreases in nearly all categories, except for 'I stop other pupils from joining in' (Gold schools), and 'I say bad things about others' (Silver schools).

Figures 25, 25a. Types of bullying reported for ever bullying others, pupils with SEND between baseline and final for Gold and Silver schools.
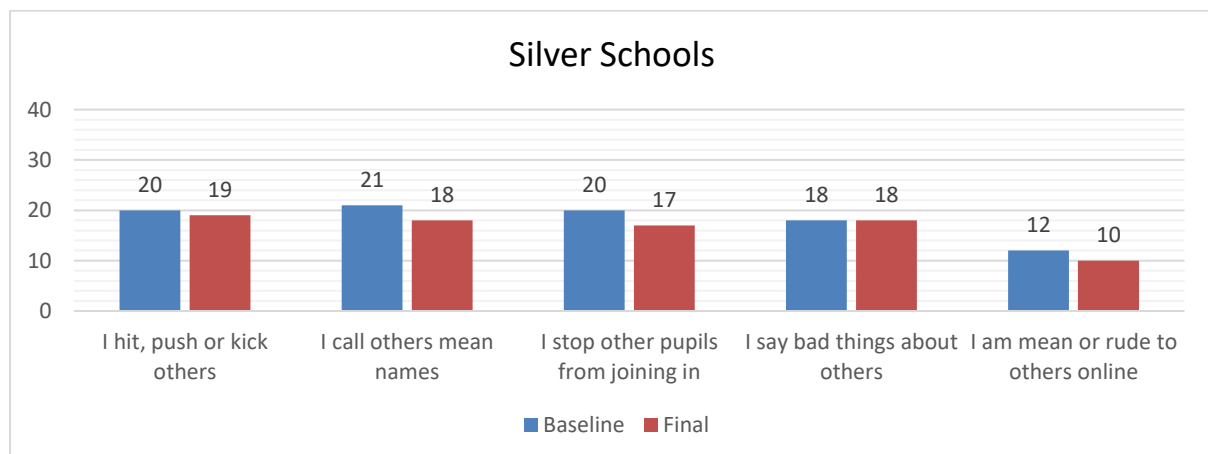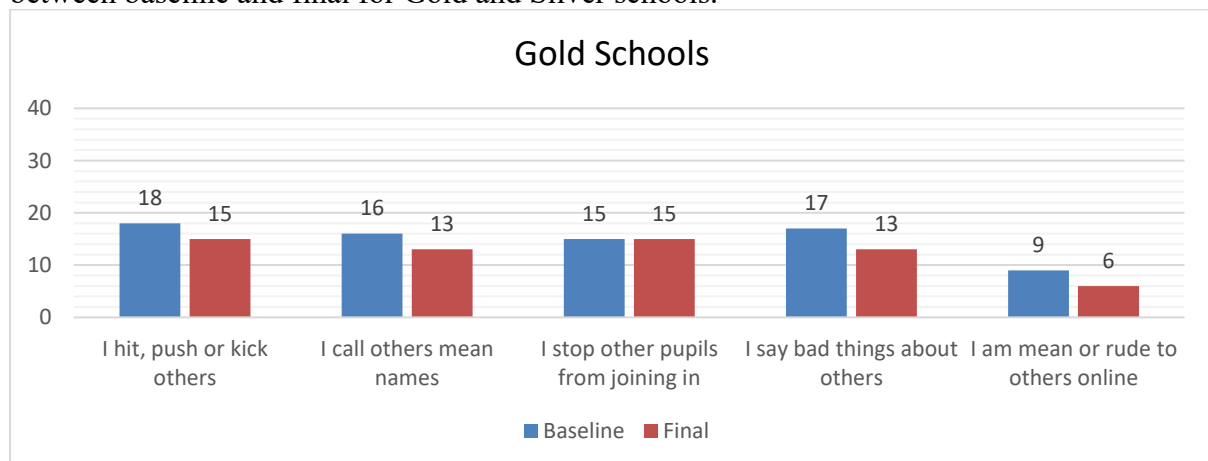
Frequently bullying others

Figures 26 and 26a (Gold and Silver Schools) show overall prevalence of types of bullying others frequently reported by pupils with SEND. These percentages are naturally lower than those in Figures 25 and 25a. 'I hit, push or kick others' was reported the most at baseline, whilst the least reported type was 'I am mean or rude to others online' at final. There are small decreases for 'I call others mean names' and 'I stop other pupils from joining in', whilst the remaining categories are unchanged. Overall, Gold schools reported fewer types than Silver schools. Gold schools reported higher prevalence in most categories at baseline, but by final, Silver schools reported higher prevalence. Gold schools reported the largest decreases for 'I hit, push or kick others' and 'I am mean or rude to others online'. Gold schools reported decreases in all categories whilst Silver schools reported decreases in two categories, the remaining categories unchanged.

Figures 26, 26a. Types of bullying others frequently, pupils with SEND between baseline and final for Gold and Silver schools.

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School Experience

School experience was assessed by four items in the Pupil Questionnaire and contained the following statements, *'I like going to school', 'I feel safe at school', 'I get on well with my teachers', and 'I feel like I belong at school'.*

These items were responded to using a four-point Likert scale ranging from never (0), a little (1), a lot (2), or always (3). The total scores were divided by the number of items to give a mean score of between 0 and 3, the higher the score (nearer to 3) the more positive the pupils felt about their school experience.

Victimisation and Bullying Others

School Experience in relation to victimisation, between baseline and final

Figures 27 and 27a (Gold and Silver Schools) show overall scores and changes in school experience in relation to victimisation. Pupils who reported being never victimised had the highest positive feeling about school, whilst those frequently victimised reported the lowest feelings about school. Pupils who are frequently victimised reported the largest increase in positive feelings about school, whilst ever victimised reported a smaller increase. For those never victimised, there was a reduction in positive feeling about school in Silver schools.

Overall, Silver schools reported pupils having higher positive feeling for those ever victimised and frequently victimised at final than Gold schools. However, Gold schools reported having higher positive feeling in all categories at baseline. Silver schools reported increases in positive feeling for ever and frequently victimised and a decrease for never victimised, whilst Gold schools reported slight increases in positive feeling for never and ever victimised and a larger increase for those pupils frequently victimised. Silver schools reported the biggest increase in positive feeling for frequently victimised, larger than any increases reported by Gold schools.

Figures 27, 27a: School experience in relation to victimisation between baseline and final for Gold and Silver schools.

Gold Schools

Baseline / Final values:
- Never victimised: 2.16 / 2.17
- Ever victimised: 1.93 / 1.95
- Frequently victimised: 1.68 / 1.85

Silver Schools

Baseline / Final values:
- Never victimised: 2.14 / 1.99
- Ever victimised: 1.80 / 1.97
- Frequently victimised: 1.54 / 1.93
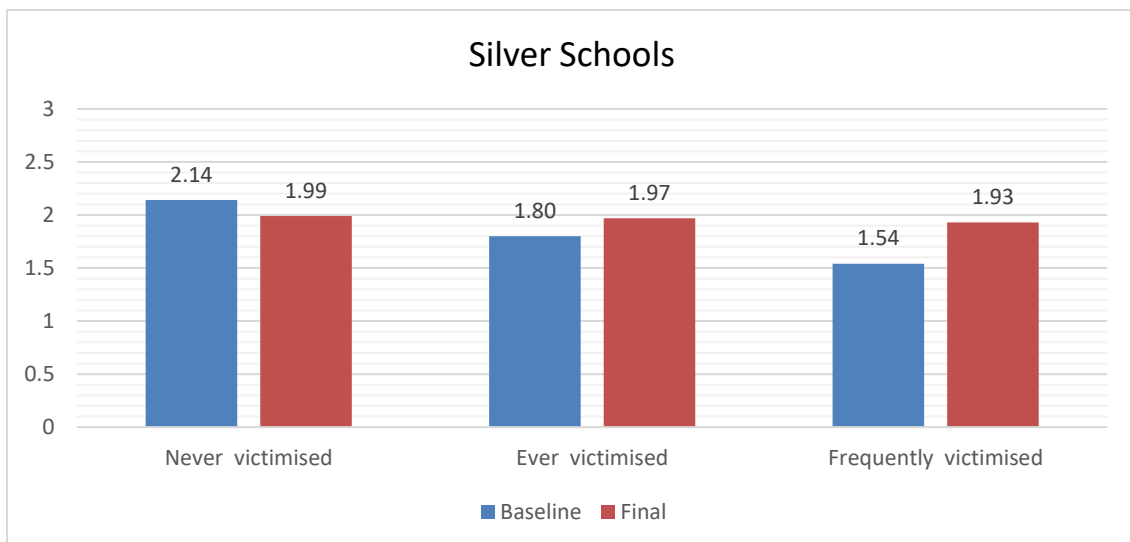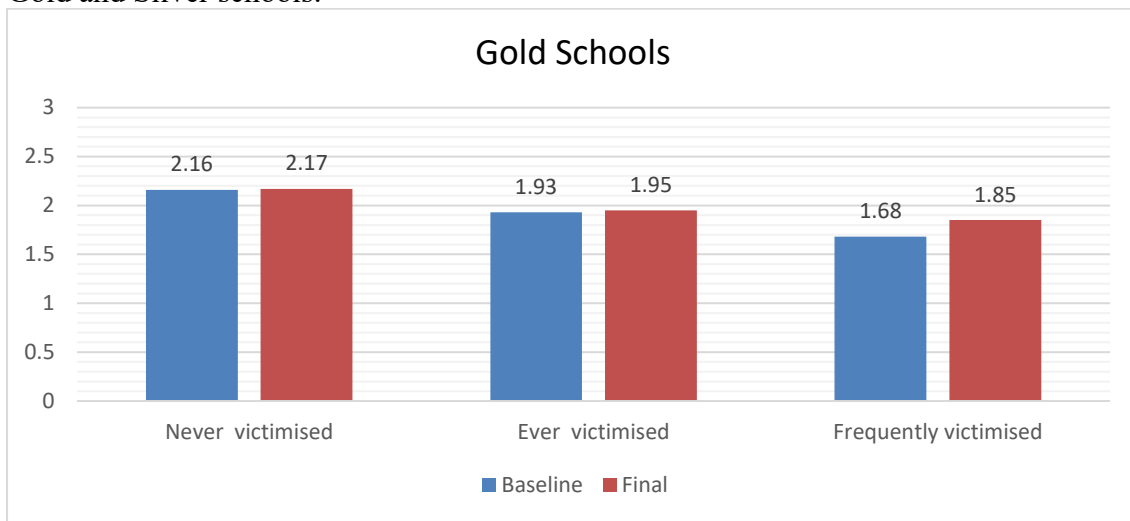
School Experience in relation to bullying others, between baseline and final

Figures 28 and 28a (Gold and Silver Schools) show overall scores and changes in school experience in relation to bullying others. Overall, pupils who never bully others reported more positive feelings about school than those who ever or frequently bully others. However, those who never bully others reported a small decrease in positive feelings, whilst increases in positive feelings about school are reported for ever and frequently bully others, a large increase for the latter category. Gold schools reported pupils having more positive feelings toward school than Silver schools, for those who never bully others. Gold and Silver schools reported increases in positive feelings towards school for ever and frequently bullying others.

Figures 28, 28a. School experience in relation to bullying others between baseline and final for Gold and Silver schools.

Gold Schools

Never Bully Others	Ever Bully Others	Frequently Bully Others
Baseline 2.11 / Final 2.08	Baseline 1.76 / Final 1.90	Baseline 1.59 / Final 1.84

■ Baseline ■ Final

Silver Schools

Never Bully Others	Ever Bully Others	Frequently Bully Others
Baseline 2.05 / Final 1.98	Baseline 1.60 / Final 1.97	Baseline 1.34 / Final 1.98
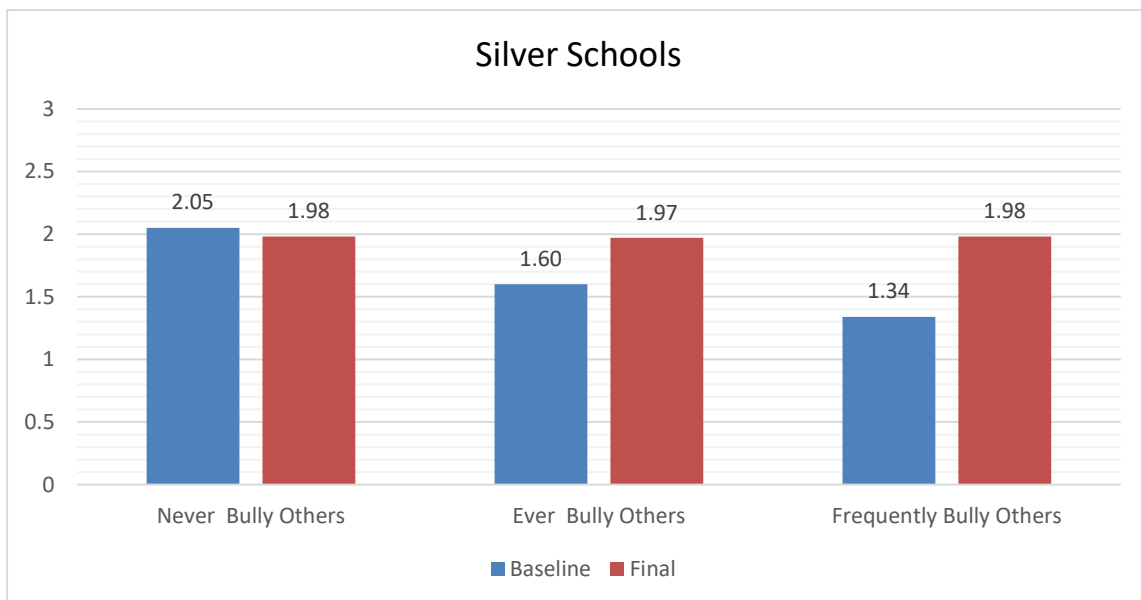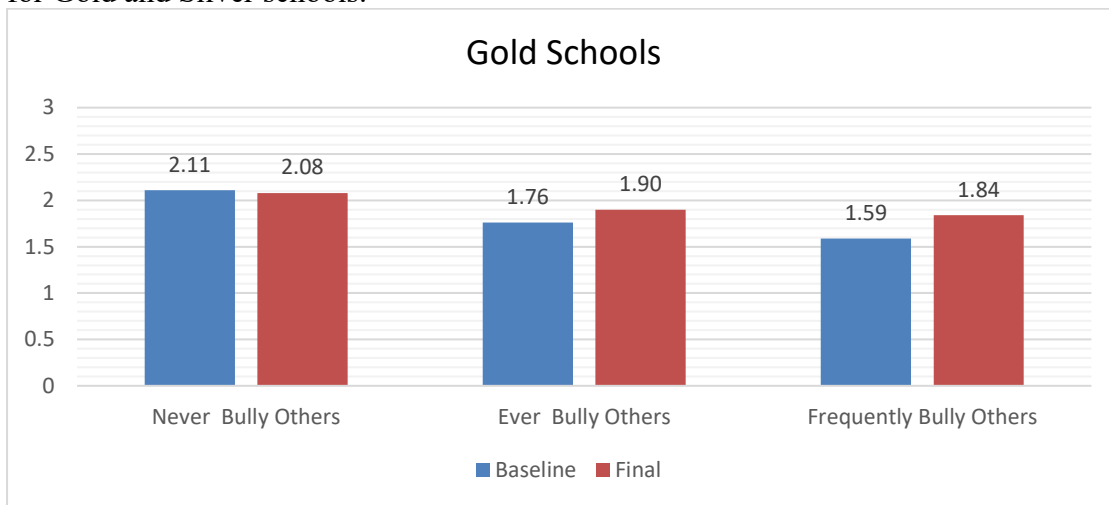
■ Baseline ■ Final

School Experience in relation to cyber victimisation, between baseline and final

Figures 29 and 29a (Gold and Silver Schools) show overall scores and changes in school experience in relation to cyber victimisation. Pupils who have never been cyber victimised reported the most positive feelings about school; these were less positive for those cyber victimised, especially frequently, but these pupils scores increased. Overall, Gold school pupils had more positive feelings about school than Silver school pupils, for never cyber victimised. Gold schools reported more positive feelings for ever and frequently cyber victimised at baseline than Silver schools, whereas Silver schools reported more positive

feelings for these two categories at final. Silver schools reported increases in positive feeling in all three categories, whilst Gold schools reported increases in two categories.

Figures 29, 29a: School experience in relation to cyber victimisation between baseline and final for Gold and Silver schools.

Gold Schools

Category	Baseline	Final
Never Cyber Vic	2.07	2.05
Ever Cyber Vic	1.75	1.92
Frequent Cyber Vic	1.54	1.91

Silver Schools

Category	Baseline	Final
Never Cyber Vic	1.97	1.98
Ever Cyber Vic	1.63	1.97
Frequent Cyber Vic	1.44	1.97
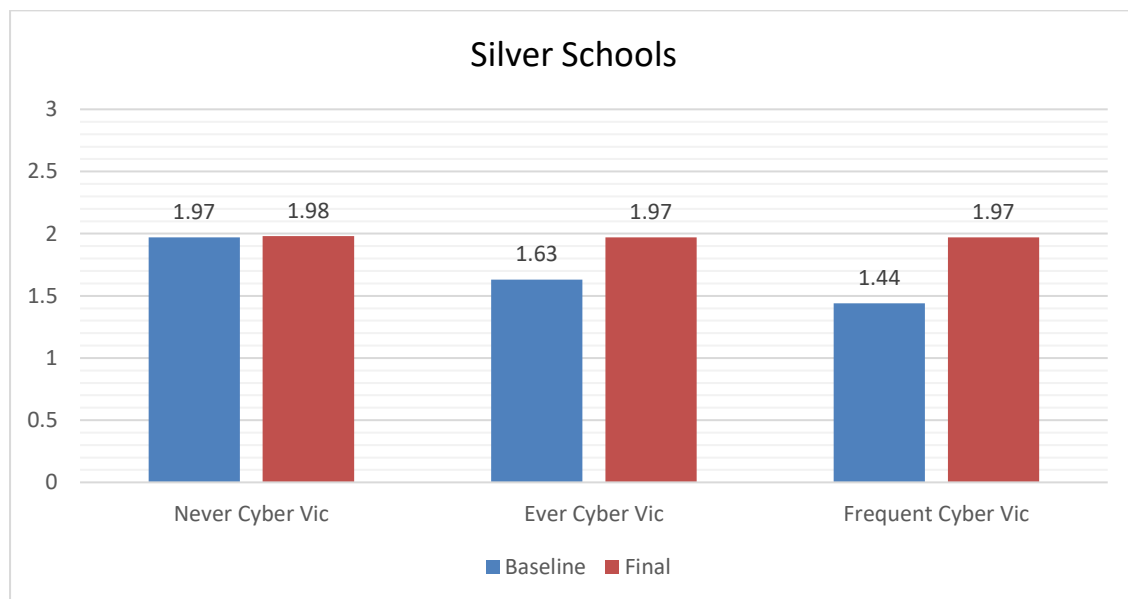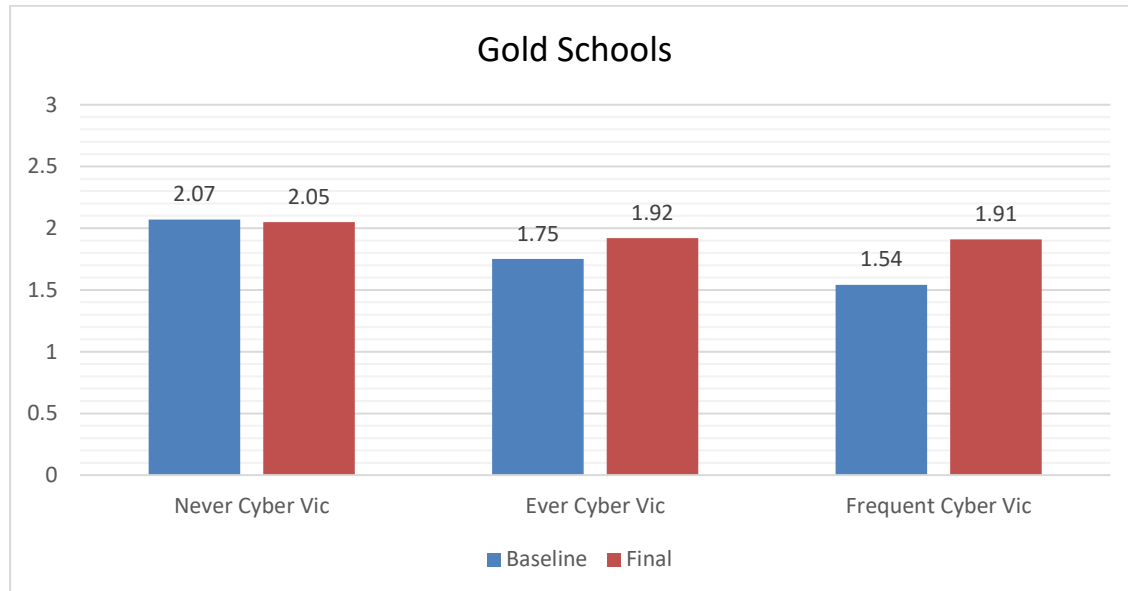
School Experience in relation to cyberbullying others, between baseline and final

Figures 30 and 30a (Gold and Silver Schools) show overall scores and changes in school experience in relation to cyberbullying others. Pupils who reported never cyberbullying others had the highest positive feelings about school; these were less positive for those cyberbullying others, especially frequently, but these pupil's scores increased. Overall, Gold

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school pupils who never cyberbully others have the most positive feelings about school. Gold school pupils who ever and frequently cyberbully others had more positive feelings about school at baseline, however by final, Silver schools reported more positive feelings in these two categories. Silver schools reported the largest increases, especially for those frequently cyberbullying others.

Figures 30, 30a. School experience in relation to cyberbullying others between baseline and final for Gold and Silver schools.

Gold Schools

	Never Cyber Bully	Ever Cyber Bully	Frequent Cyber Bully
Baseline	2.03	1.66	1.37
Final	2.04	1.91	1.77

Silver Schools

	Never Cyber Bully	Ever Cyber Bully	Frequent Cyber Bully
Baseline	1.94	1.44	1.25
Final	1.98	1.98	1.88
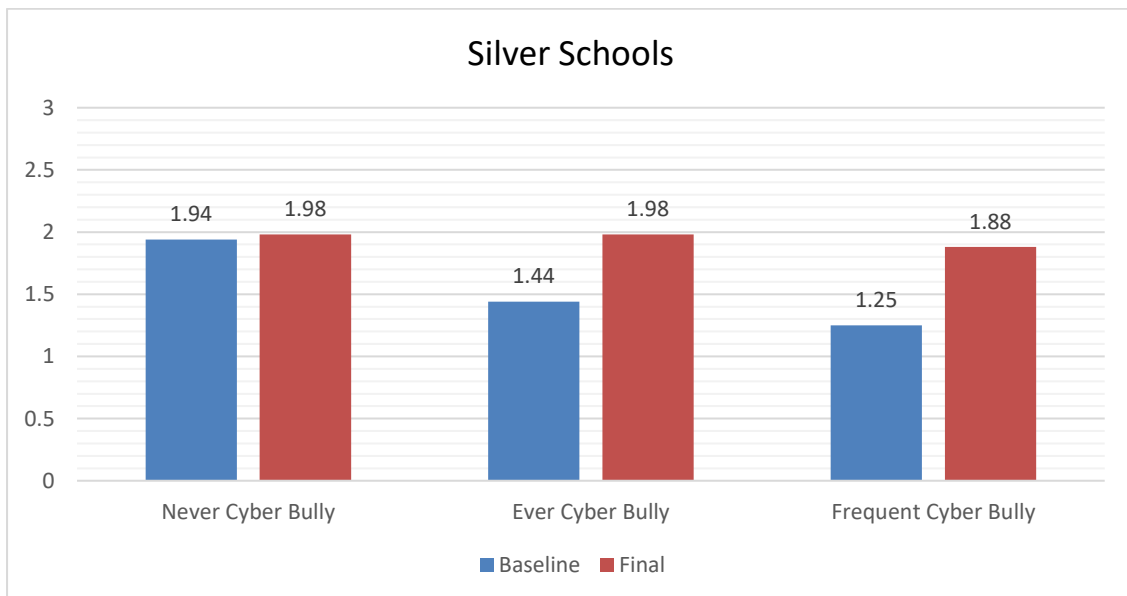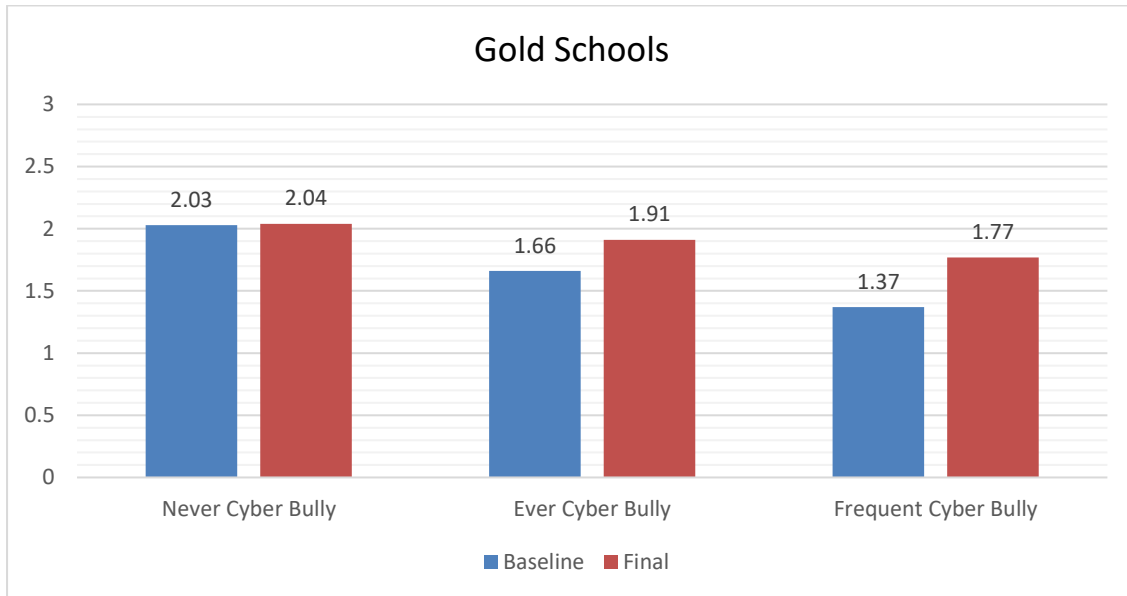
School Experience in relation to gender, SEND and FSM

Figures 31 and 31a (Gold and Silver Schools) show overall scores and changes in relation to pupil gender, SEND status and FSM. Pupils in receipt of FSM had the highest positive feelings about school, those with SEND the lowest. Nearly all categories showed increases in positive feelings; females reported a slight decrease and no change for those not in receipt of FSM. The largest increase in positive feelings was reported by pupils with SEND. Overall, Gold schools reported more positive feelings than Silver schools. However, Silver schools reported increases in all categories whilst Gold schools reported a small decrease for females and no change for pupils not receiving FSM.

Figures 31, 31a: School experience in relation to gender, SEND status and FSM between baseline and final for Gold and Silver schools

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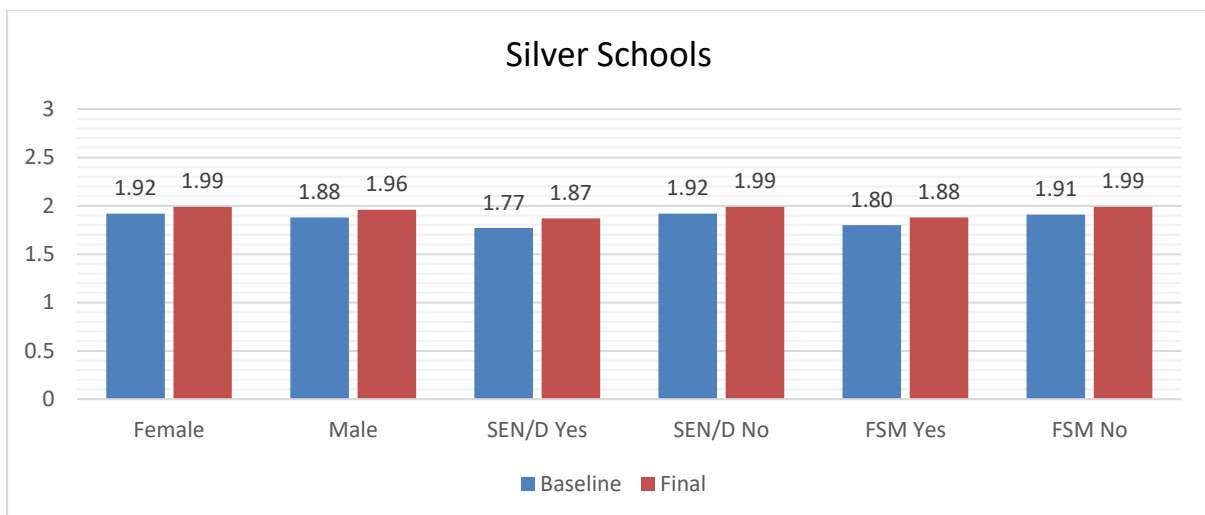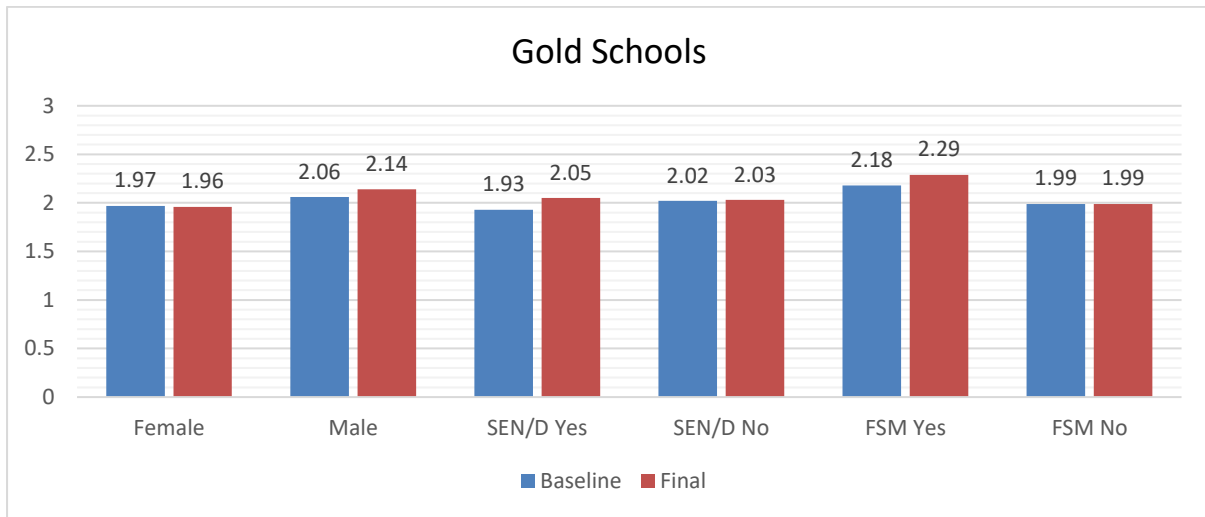
School experience by school type

Figures 31 and 31a (Gold and Silver Schools) show overall scores and changes in school experience in relation to school type. Gold schools did not provide data on infant schools. Having the most positive feelings about school was reported by pupils attending infant schools, the least positive by pupils attending secondary schools. There are increases for those attending primary schools and infant schools and small decreases for secondary school pupils and other school types. Overall, Silver schools reported the highest positive feelings about school. However, in all other categories Gold schools reported higher figures at baseline and final than silver schools. Silver schools had increases for secondary schools, primary schools, and infant schools, especially by pupils attending infant schools. Gold schools reported increases for primary schools and other school types, but a small decrease for secondary schools.

Figures 31, 31a. School experience in relation to school type between baseline and final for Gold and Silver schools.

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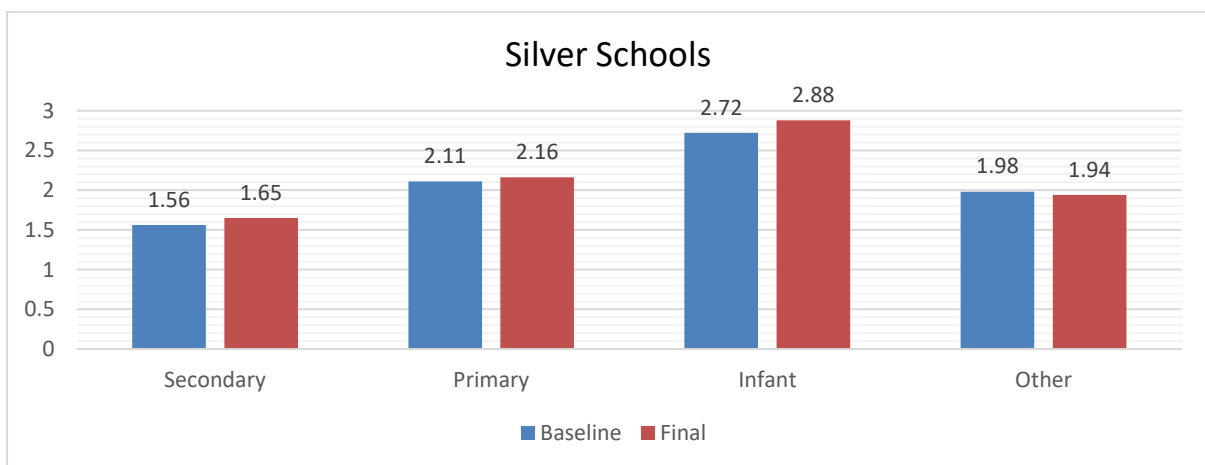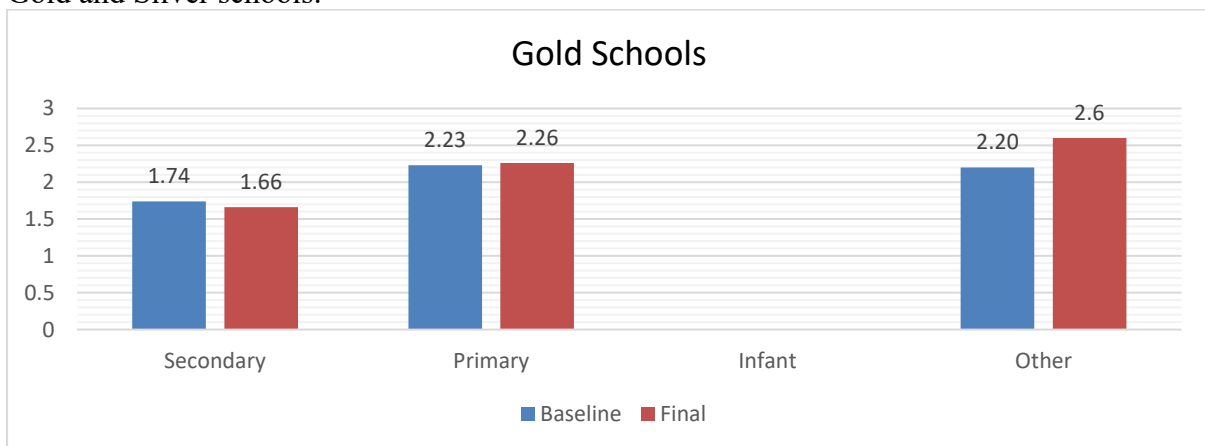
Pupil Wellbeing

Pupil wellbeing was assessed by 10 items in the Pupil Questionnaire, with statements such as *"I am happy', 'I worry a lot', 'I am kind', 'I break things on purpose'.* Five items were positive and five negative (reverse coded). All were responded to on a four-point Likert scale (0=never, 1= a little, 2=a lot, 3=always). Total scores were divided by the number of items to provide a mean score between 0 and 3, the higher the score the more positive wellbeing.

Victimisation and Bullying Others

Pupil Wellbeing in relation to victimisation, between baseline and final

Figures 33, 33a (Gold and Silver Schools) show overall pupil wellbeing scores in relation to victimisation. Pupils never victimised had the highest scores, followed by those ever victimised; those frequently victimised had the lowest scores. Mostly, Gold schools reported higher scores than Silver. Wellbeing improved for those ever victimised, but never and frequent victims showed a decrease in silver schools.

Figures 33, 33a. Pupil wellbeing scores in relation to victimisation between baseline and final for Gold and Silver schools.
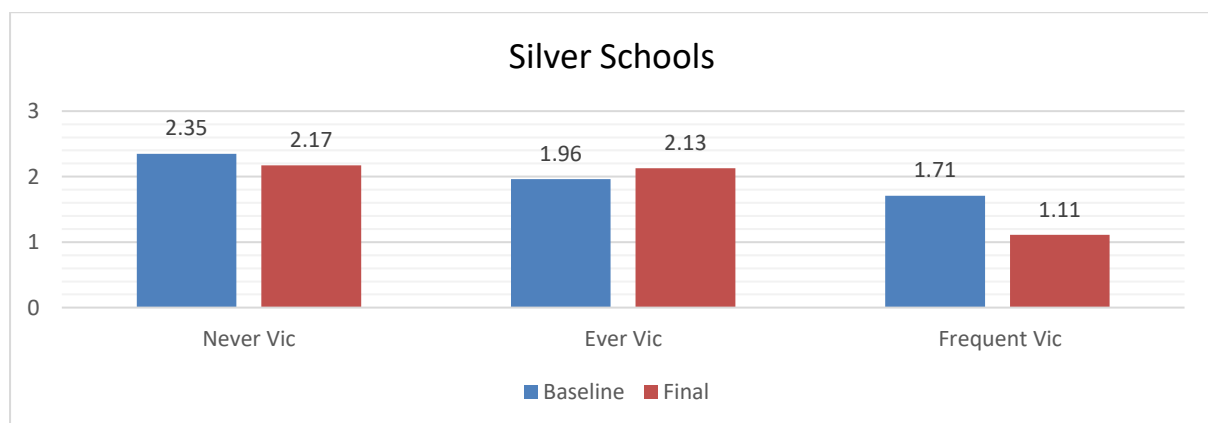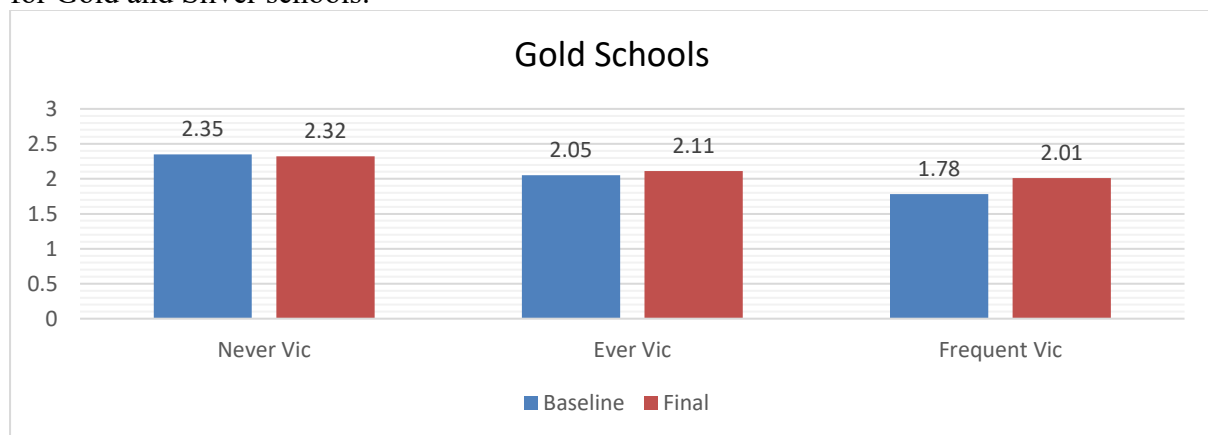
Pupil Wellbeing in relation to Bullying Others, between baseline and final

Figures 34 and 34a (Gold and Silver Schools) show overall pupil wellbeing scores in relation to bullying others. Wellbeing scores are highest for pupils who reported never bullying others, lower for pupils frequently bullying others, and lowest for ever bullying others. There is a small decrease in wellbeing scores for those who never bully others, whilst increases are reported in the other two categories, substantially for those who frequently bully others. Overall, Silver schools reported higher wellbeing scores at final for ever bullying others and frequently bullying others, Gold schools reported higher wellbeing scores for those who never bully others. Both Gold and Silver schools reported decreases in wellbeing scores for those who never bully others, Silver schools a bigger decrease, whilst both reported increases in wellbeing scores for ever and frequently bully others, the largest increase reported by Silver schools.

Figures 34. 34a. Pupil wellbeing scores in relation to bullying others between baseline and final for Gold and Silver schools
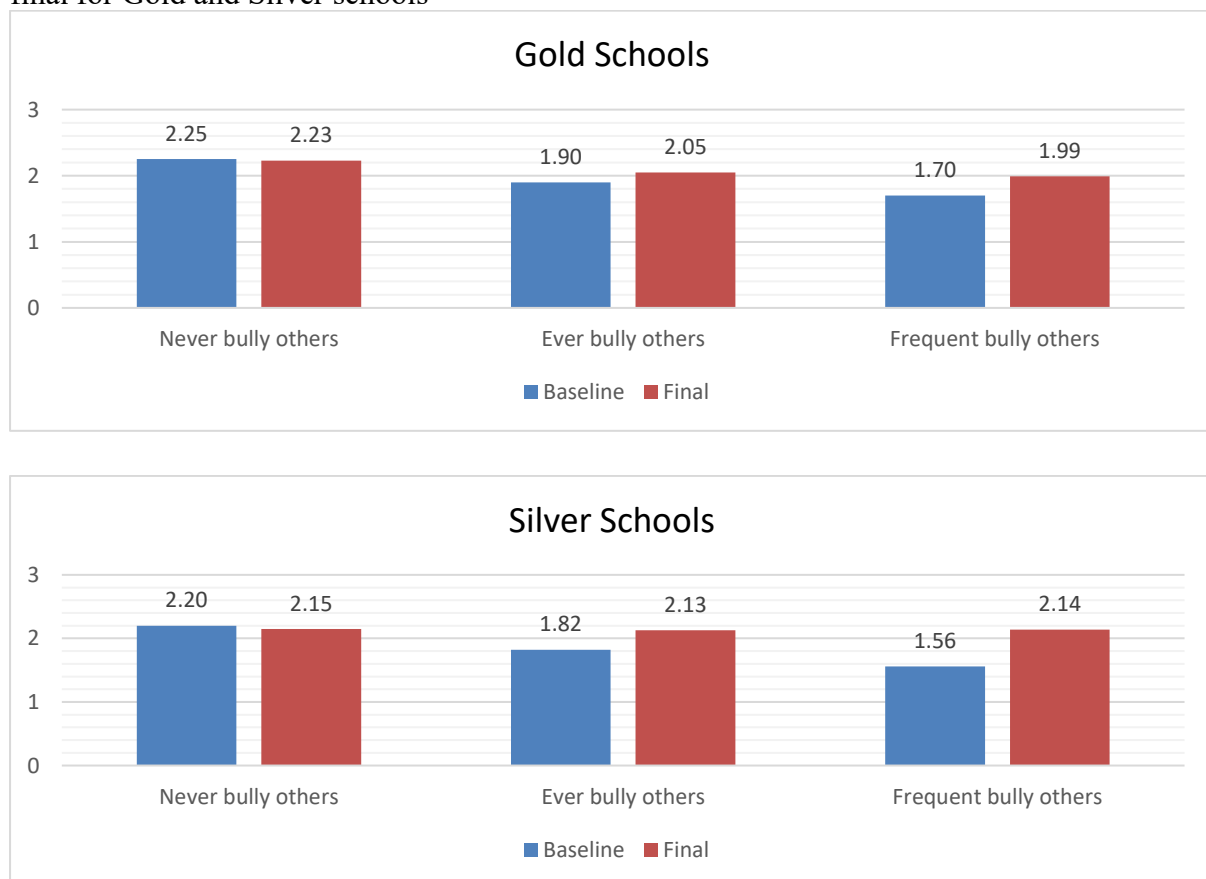
Pupil Wellbeing in relation to cyber victimisation, between baseline and final

Figures 35 and 35a (Gold and Silver Schools) show overall pupil wellbeing scores in relation to cyber victimisation. Pupils never cyber victimised reported the highest pupil wellbeing scores, followed by ever cyber victimised, whilst pupils who are frequently cyber victimised

Pupil Wellbeing in relation to Cyber Bullying Others, between baseline and final

Figures 36 and 36a (Gold and Silver Schools) show overall pupil wellbeing scores in relation to cyberbullying others. Pupils who never cyberbullied others reported higher wellbeing scores than those ever and frequently cyberbullying others, the latter category reporting the lowest wellbeing scores. There are increases in pupil wellbeing scores in all categories, the largest for frequently cyberbullying others, the smallest for never cyberbullying others. Overall, Gold schools reported higher pupil wellbeing scores than Silver schools, but only for those never cyberbullying others. For ever and frequently cyberbullying others, Silver schools reported higher pupil wellbeing scores at final. Silver schools reported the largest increase in pupil wellbeing scores for those frequently cyberbullying others, whilst Gold schools reported the smallest increase.

Figures 36, 36a. Pupil wellbeing scores in relation to cyberbullying others between baseline and final for Gold and Silver schools.

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Pupil wellbeing in relation to gender, SEND and FSM

Figures 37 and 37a (Gold and Silver Schools) show overall pupil wellbeing scores in relation to gender, SEND status and FSM. Gold school pupils in receipt of FSM reported the highest wellbeing scores by final, followed by male pupils and those without SEND. Silver school pupils had the lowest scores by those not in receipt of FSM at final. There are small increases in pupil wellbeing scores for all categories, most noticeably for pupils with SEND. Overall, Gold schools reported higher pupil wellbeing scores than Silver schools. Gold schools reported the largest increase in pupil wellbeing scores by pupils with SEND, however Gold schools also reported the smallest increase by pupils without SEND. Gold and Silver schools reported figures nearly the same at final for pupils not receiving FSM.

Figures 37, 37a. Pupil wellbeing scores in relation to gender, SEND and FSM between baseline and final for Gold and Silver schools.

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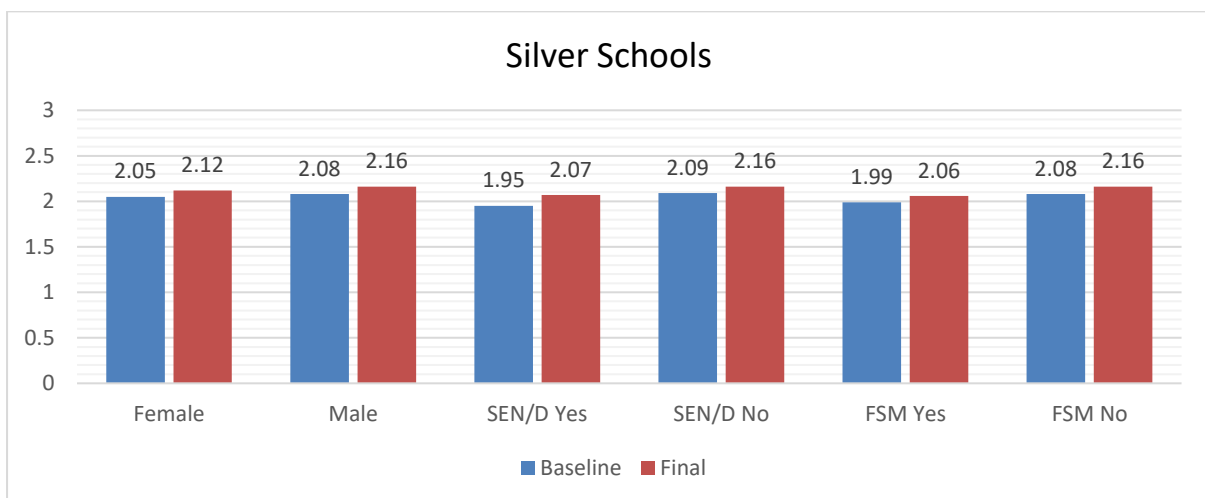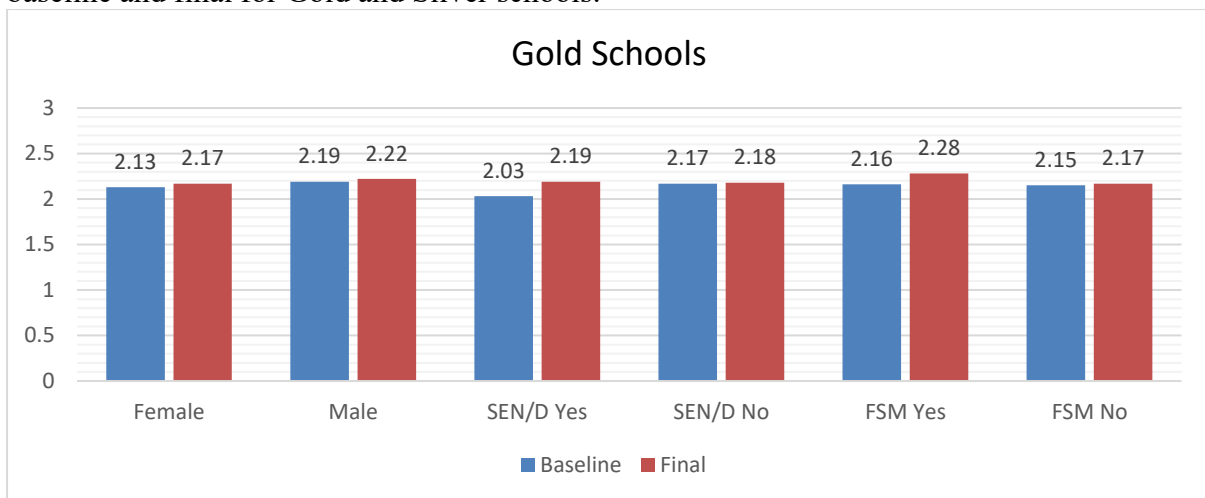
Pupil wellbeing in relation to school type

Figures 38 and 38a (Gold and Silver Schools) show overall pupil wellbeing scores in relation to school type. Silver Infant schools and then other school types had the highest wellbeing scores, followed by primary schools, with secondary schools having the lowest scores. There are increases in for primary schools, no change for other school types, and a small decrease for secondary schools. The largest increase reported is by other school types. Overall, Gold schools reported higher scores at final for primary schools and other school types, whereas Silver schools reported higher scores for secondary schools at final. Infant Silver schools showed the highest scores at baseline and final. Gold schools reported the largest increase in scores reported by other school types, whilst absent for the same category reported by Silver schools.

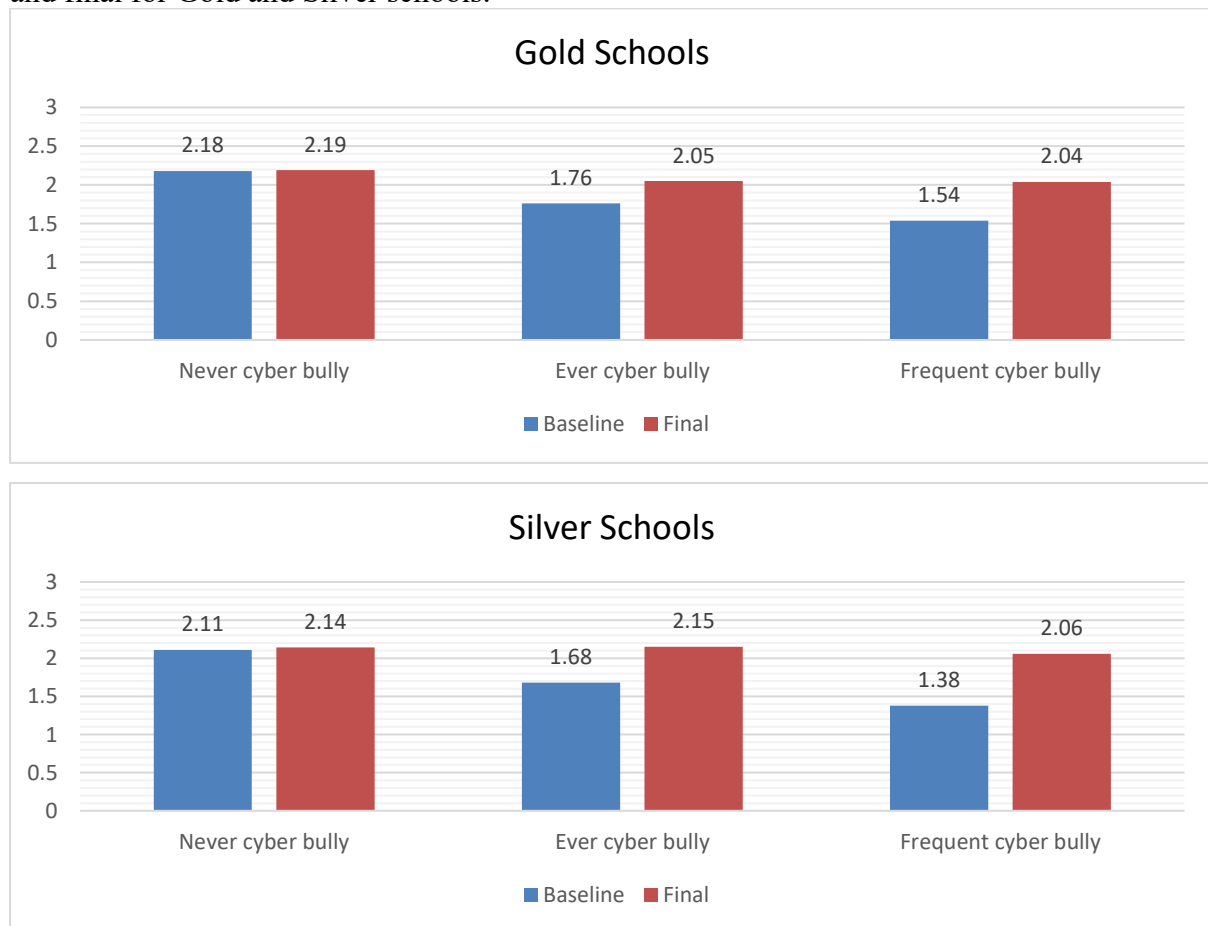Figures 38, 38a. Pupil wellbeing scores by school type between baseline and final for Gold and Silver schools.

Gold Schools

	Secondary	Primary	Infant	Other
Baseline	2.03	2.25		2.34
Final	2.00	2.30		2.58

Silver Schools

	Secondary	Primary	Infant	Other
Baseline	1.92	2.16	2.68	2.13
Final	2.07	2.21	2.82	2.13
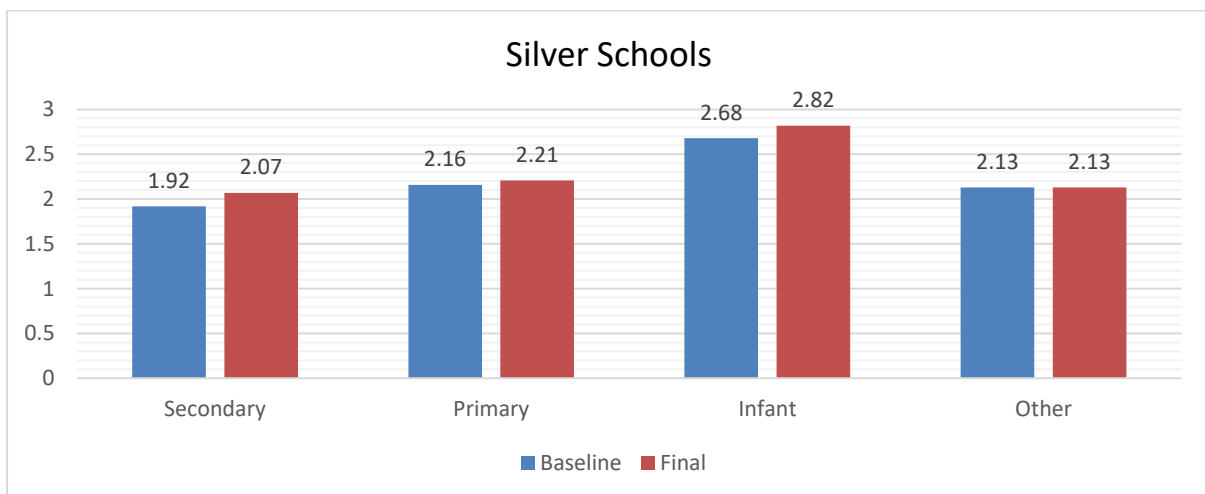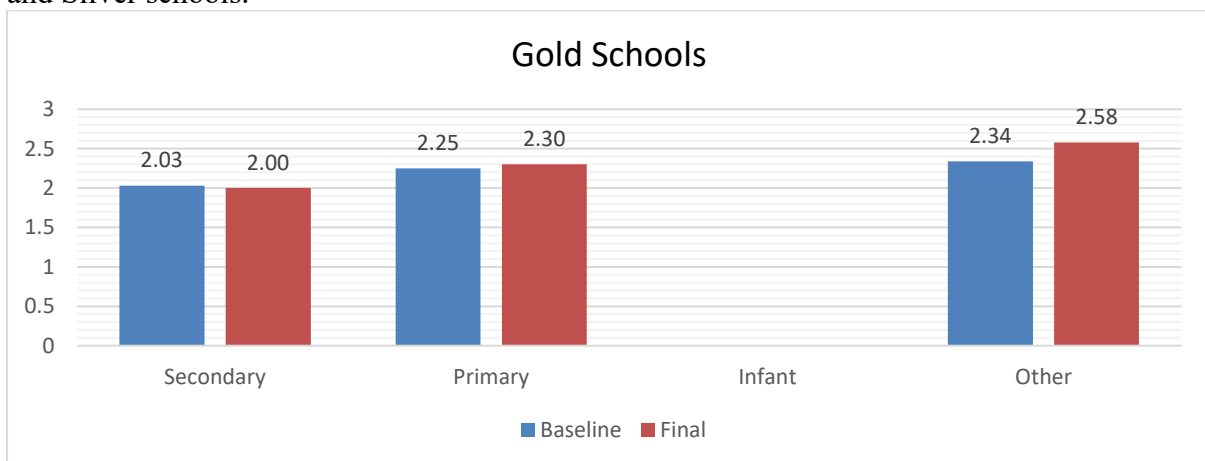
Section 2: Gold and Silver school findings across all three phases

This section focuses on findings for schools who participated in *any* of the three phases of the UAB programme at T1 (baseline) and T2 (final), and attained Silver or Gold Awards

The data provided and subsequently analysed only included participants who answered six or more of the 24 Pupils Questionnaire items from schools who had achieved either a Gold or Silver school award. The data was collected during all three phases of the UAB Programme for schools who participated in *any* of the three phases at baseline and final.

Phase 1 ran from November 2021 to June 2022 and was assessed at T1 and T2, this consists of data provided by 7 Gold schools and 49 Silver schools.

Phase 2 ran from November 2022 to June 2023 and was assessed at T3 and T4, this consists of 7 Gold schools and 33 Silver schools.

Phase 3 ran from November 2023 to March 2024 and was assessed at T5 and T6, this consists of 15 Gold schools and 50 Silver schools.

The results for this section will show all baseline data (T1, T3 and T5) as T1, and final data (T2, T4 and T6) as T2 across all three phases for both Gold and Silver schools.

Table 5 and Table 6 provide descriptive statistics for schools who had participated in *any* of the three phases of the United Against Bullying Programme at T1 (baseline) and T2 (final) and who attained a Gold school award as a result of their participation in the UAB.

Table 7 and Table 8 provide descriptive statistics for schools who had participated in *any* of the three phases of the United Against Bullying Programme at T1 (baseline) and T2 (final) and who attained a Silver school award as a result of their participation in the UAB.

Table 5: Descriptive statistics (number of pupils, and percentage of total sample) for gender, SEND and FSM, across all three phases for Gold schools.

Phase 1 Gold Award Schools		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T1	Total	516	244	271	149	366	87	428
			(47%)	(53%)	(30%)	(70%)	(17%)	(83%)
	Secondary	165	69	96	117	48	55	110
		(36%)	(50%)	(50%)	(71%)	(29%)	(28%)	(72%)
	Primary	299	150	149	27	272	27	272
		60%)	(50%)	(50%)	(9%)	(91%)	(9%)	(91%)
	Infant	51	25	26	5	46	5	46
		(3%)	(49%)	(51%)	(10%)	(90%)	(10%)	(90%)
	Other	0	0	0	0	0	0	0
		(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)

Phase 1 Gold Award Schools		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T2	Total	462	227	235	86	376	62	400
			(49%)	(51%)	(15%)	(85%)	(13%)	(87%)
	Secondary	100	44	56	53	47	32	68
		(33%)	(44%)	(56%)	(53%)	(47%)	(32%)	(68%)
	Primary	311	158	153	27	284	25	286
		(63%)	(51%)	(49%)	(9%)	(91%)	(8%)	(92%)
	Infant	51	25	26	6	45	5	46
		(3%)	(49%)	(51%)	(12%)	(88%)	(10%)	(90%)
	Other	0	0	0	0	0	0	0
		(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)

Phase 2 Gold Award Schools		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T1	Total	646	330	316	98	548	75	571
			(51%)	(49%)	(15%)	(85%)	(12%)	(88%)
	Secondary	234	129	105	16	218	30	204
		(36%)	(79%)	(21%)	(7%)	(93%)	(13%)	(87%)
	Primary	310	155	155	56	254	29	281
		(48%)	(50%)	(50%)	(18%)	(82%)	(9%)	(91%)
	Infant	102	46	56	26	76	16	86
		(16%)	(45%)	(55%)	(26%)	(75%)	(16%)	(84%)
	Other	0	0	0	0	0	0	0
		(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)

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Phase 2 Gold Award Schools

T2		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
	Total	589	293	296	99	490	64	525
			(50%)	(50%)	(17%)	(83%)	(11%)	(89%)
	Secondary	186	101	85	19	167	23	163
		(32%)	(54%)	(46%)	(10%)	(90%)	(12%)	(88%)
	Primary	306	149	157	54	252	26	280
		(52%)	(49%)	(51%)	(18%)	(82%)	(9%)	(91%)
	Infant	97	43	54	26	71	15	82
		(17%)	(44%)	(56%)	(27%)	(73%)	(16%)	(85%)
	Other	0	0	0	0	0	0	0
		(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)

Phase 3 Gold Award Schools

T1		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
	Total	3,406	2,012	1,392	437	2,969	385	3,021
			(59%)	(41%)	(13%)	(87%)	(11%)	(89%)
	Secondary	1,511	1,048	463	154	1,357	18	1,493
		(44%)	(69%)	(31%)	(10%)	(90%)	(1%)	(99%)
	Primary	1,797	921	874	277	1,520	367	1,1430
		(53%)	(51%)	(49%)	(15%)	(85%)	(20%)	(80%)
	Infant	0	0	0	0	0	0	0
		(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)
	Other	98	43	55	6	92	0	98
		(3%)	(44%)	(56%)	(6%)	(94%)	(0%)	(100%)

Phase 3 Gold Award Schools

T2		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
	Total	3,343	2,081	1,260	475	2,868	438	2,905
			(62%)	(48%)	(14%)	(86%)	(13%)	(87%)
	Secondary	1,327 (35%)	1,060	267	122	1,205	9	1,318 (99%)
			(80%)	(20%)	(9%)	(91%)	(1%)	
	Primary	1,947 (59%)	983	962	344	1,603	429	1,518 (78%)
			(51%)	(50%)	(18%)	(82%)	(22%)	
	Infant	0	0	0	0	0	0	0
		(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)
	Other	69	38	31	9	60	0	69

Table 6: Descriptive statistics (number of pupils, and percentage of total sample) for school status and school category, at Phase 1, 2 and 3 at T1 (baseline) and T2 (final) for Gold schools

Phase 1 Gold		T1		T2	
School Status	Academy	377	(73%)	329	(71%)
	Free School	0	(0%)	0	(0%)
	Independent School	0	(0%)	0	(0%)
	Maintained School	138	(27%)	133	(29%)
	Other	0	(1%)	0	(0%)
School Category	Mainstream School	409	(79%)	419	(91%)
	Special School	106	(21%)	43	(9%)
	Other	0	(0%)	0	(0%)
	PRU	0	(0%)	0	(0%)
Phase 2 Gold		T1		T2	
School Status	Academy	527	(82%)	472	(80%)
	Free School	0	(0%)	0	(1%)
	Independent School	0	(0%)	0	(5%)
	Maintained School	119	(18%)	117	(20%)
	Other	0	(0%)	0	(0%)
School Category	Mainstream School	646	(100%)	589	(100%)
	Special School	0	(0%)	0	(0%)
	Other	0	(0%)	0	(0%)
	PRU	0	(0%)	0	(0%)
Phase 3 Gold		T1		T2	
School Status	Academy	2622	(77%)	2651	(79%)
	Free School	0	(0%)	0	(0%)
	Independent School	98	(3%)	69	(2%)
	Maintained School	686	(20%)	623	(19%)
	Other	0	(0%)	0	(0%)
	Mainstream School	3406	(100%)	3343	(100%)

School Category						
	Special School	0	(0%)	0		(0%)
	Other	0	(0%)	0		(0%)
	PRU	0	(0%)	0		(0%)

Table 7: Descriptive statistics (number of pupils, and percentage of total sample) for gender, SEND and FSM, across all three phases for Silver schools

Phase 1 Silver Award Schools		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T1	Total	6,811	3,392 (50%)	3,419 (50%)	965 (14%)	5,846 (86%)	1,828 (27%)	4,983 (73%)
	Secondary	2,465 (36%)	1,238 (50%)	1,227 (50%)	256 (10%)	2,209 (90%)	683 (28%)	1,782 (72%)
	Primary	4,116 60%	2,056 (50%)	2,060 (50%)	663 (16%)	3,453 (84%)	1,086 (26%)	3,030 (74%)
	Infant	202 (3%)	46 (45%)	56 (55%)	18 (9%)	184 (91%)	31 (15%)	171 (85%)
	Other	28 (0%)	0 (0%)	28 (100%)	28 (100%)	0 (0%)	28 (100%)	0 (0%)

Phase 1 Silver Award Schools		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T2	Total	6,700	3,295 (49%)	3,405 (51%)	969 (15%)	5,731 (85%)	1,832 (27%)	4,868 (73%)
	Secondary	2,227 (33%)	1,089 (49%)	1,138 (51%)	256 (12%)	1,971 (88%)	636 (29%)	1,591 (71%)
	Primary	4,231 (63%)	2,098 (50%)	2,133 (50%)	672 (16%)	3,559 (84%)	1,139 (27%)	3,092 (73%)
	Infant	220 (3%)	108 (49%)	112 (51%)	19 (9%)	201 (91%)	35 (16%)	185 (84%)
	Other	22 (0%)	0 (0%)	22 (100%)	22 (100%)	0 (0%)	22 (100%)	0 (0%)

Phase 2 Silver Award Schools		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T1	Total	6,431	4,150 (65%)	2,281 (35%)	862 (13%)	5,569 (87%)	966 (15%)	5,465 (85%)
	Secondary	3,277 (51%)	2,592 (79%)	685 (21%)	363 (11%)	2,914 (89%)	268 (8%)	3,009 (92%)
	Primary	2,906 (45%)	1,451 (50%)	1,455 (50%)	426 (15%)	2,480 (85%)	679 (23%)	2,227 (77%)
	Infant	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Other	248 (4%)	107 (43%)	141 (57%)	73 (29%)	175 (71%)	19 (8%)	229 (92%)

Phase 2 Silver Award Schools		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T2	Total	5,177	3,269 (63%)	1,908 (37%)	711 (14%)	4,466 (86%)	813 (16%)	4,364 (84%)
	Secondary	2,133 (41%)	1,744 (82%)	389 (18%)	227 (15%)	1,906 (85%)	171 (8%)	1,962 (92%)
	Primary	2,829 (55%)	1,425 (50%)	1,404 (50%)	423 (15%)	2,406 (85%)	623 (22%)	2,206 (78%)

		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
	Infant	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Other	215 (4%)	100 (47%)	115 (53%)	61 (28%)	154 (72%)	19 (9%)	196 (91%)

Phase 3 Silver Award Schools		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T1	Total	8,068	3,921 (49%)	4,147 (51%)	1,188 (15%)	6,880 (85%)	1,210 (15%)	6,858 (73%)
	Secondary	3,067 (38%)	1,447 (47%)	1,620 (53%)	488 (16%)	2,579 (84%)	381 (12%)	2,686 (88%)
	Primary	4,560 (57%)	2,277 (50%)	2,283 (50%)	651 (14%)	3,309 (86%)	829 (18%)	3,731 (82%)
	Infant	32 (0%)	16 (50%)	16 (50%)	1 (3%)	31 (97%)	0 (0%)	32 (100%)
	Other	409 (5%)	181 (44%)	228 (56%)	48 (12%)	361 (88%)	0 (0%)	409 (100%)

Phase 3 Silver Award Schools		Total	Gender		SEND		FSM	
			Females	Males	Yes	No	Yes	No
T2	Total	8,007	3,878 (48%)	4,129 (52%)	1,149 (14%)	6,858 (86%)	1,182 (15%)	6,825 (85%)
	Secondary	2,786 (35%)	1,312 (47%)	1,474 (53%)	425 (15%)	2,361 (85%)	343 (12%)	2,443 (88%)
	Primary	4,740 (59%)	2,348 (50%)	2,392 (51%)	678 (14%)	4,062 (86%)	839 (18%)	3,901 (82%)
	Infant	32 (0%)	16 (50%)	16 (50%)	1 (3%)	31 (97%)	0 (0%)	32 (100%)
	Other	449 (6%)	202 (45%)	247 (55%)	42 (10%)	404 (90%)	0 (0%)	449 (100%)

Table 8: Descriptive statistics (number of pupils, and percentage of total sample) for school status and school category, at Phase 1, 2 and 3 at T1 (baseline) and T2 (final) for Silver schools

Phase 1 Silver		T1		T2	
School Status	Academy	3810	(56%)	3735	(56%)
	Free School	0	(0%)	0	(0%)
	Independent School	71	(1%)	69	(1%)
	Maintained School	2793	(41%)	2766	(41%)
	Other	137	(2%)	130	(2%)
School Category	Mainstream School	6741	(99%)	6638	(99%)
	Special School	70	(1%)	62	(1%)

		T1		T2	
	Other	0	(0%)	0	(0%)
	PRU	0	(0%)	0	(0%)
Phase 2 Silver		**T1**		**T2**	
School Status	Academy	2987	(46%)	2371	(46%)
	Free School	0	(0%)	0	(0%)
	Independent School	1001	(16%)	672	(13%)
	Maintained School	2443	(38%)	4657	(90%)
	Other	0	(0%)	0	(0%)
School Category	Mainstream School	5608	(87%)	4657	(90%)
	Special School	29	(1%)	29	(1%)
	Other	794	(12%)	491	(10%)
	PRU	0	(0%)	0	(0%)
Phase 3 Silver		**T1**		**T2**	
School Status	Academy	4061	(50%)	3887	(49%)
	Free School	0	(0%)	0	(0%)
	Independent School	1535	(19%)	1592	(20%)
	Maintained School	2472	(31%)	2528	(32%)
	Other	0	(0%)	0	(0%)
School Category	Mainstream School	7169	(89%)	6904	(86%)
	Special School	36	(0%)	33	(0%)
	Other	863	(11%)	1070	(13%)
	PRU	0	(0%)	0	(0%)

Findings for victimisation and bullying others

Prevalence of ever and frequent victimisation, and bullying others

Figures 39, 39a, 39b, and 39c represent the prevalence of ever or frequent victimisation and bullying for any of the three phases of the UAB programme for schools who achieved either a Gold or Silver school award. Over the three phases levels of victimisation, frequent victimisation, bullying and frequently bullying others were experienced less in Gold schools than Silver schools. Although Silver schools reported some improvement in ever victimised across the three phases, Gold schools reported an increase in victimisation from phase 1 to phase 2, however falling in phase 3.

Figure 39: Prevalence of ever and frequent victimisation across all three phases for Gold schools
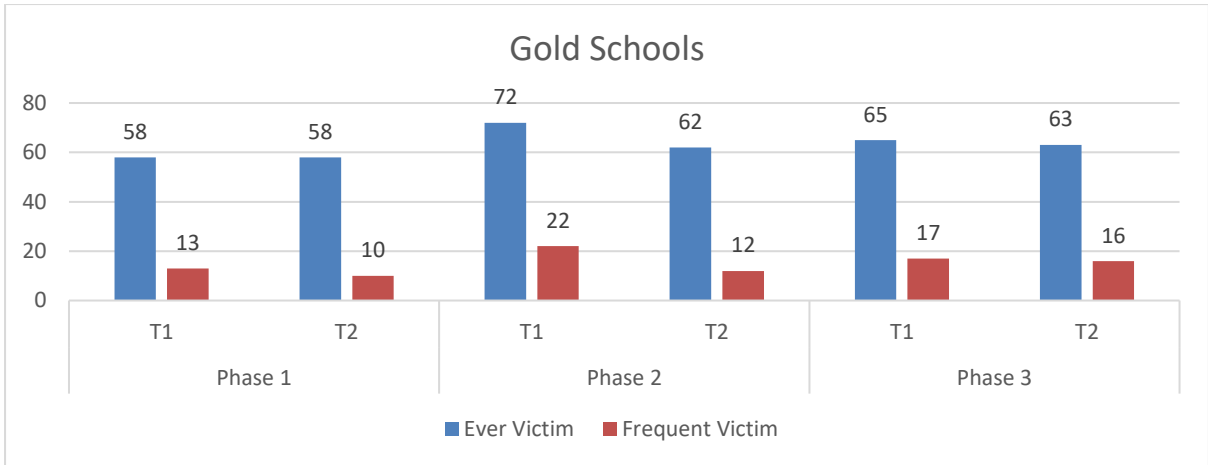
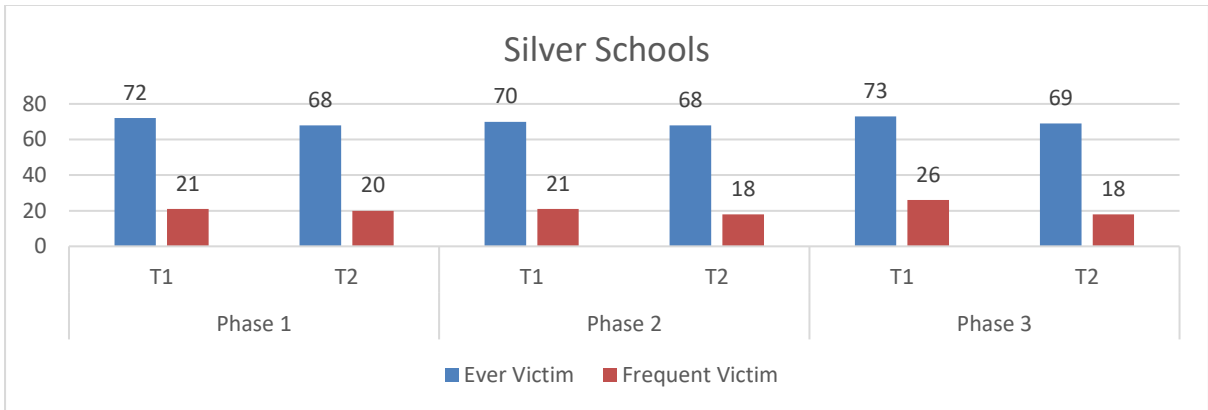Figure 39a: Prevalence of ever and frequent victimisation across all three phases for Silver schools

Figure 39b: Prevalence of ever and frequent bullying others across all three phases for Gold schools
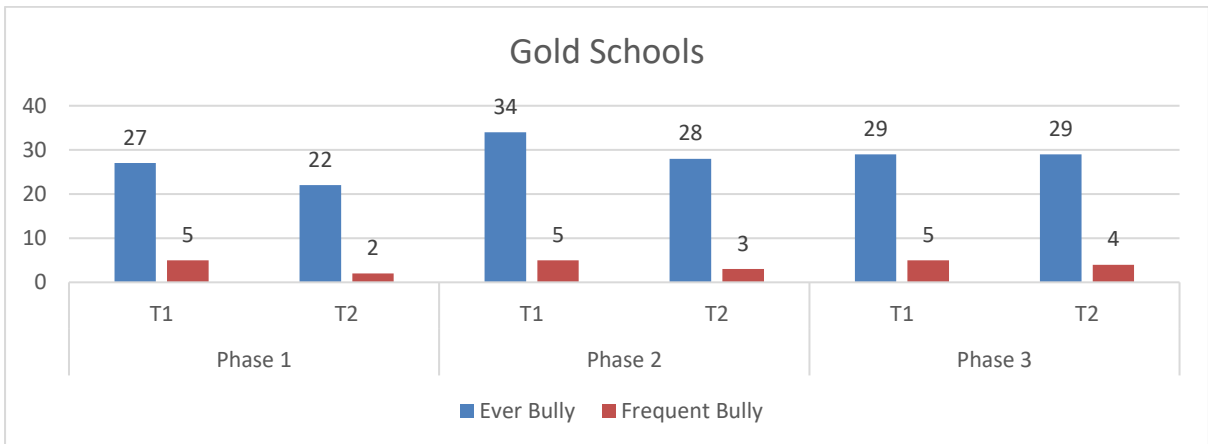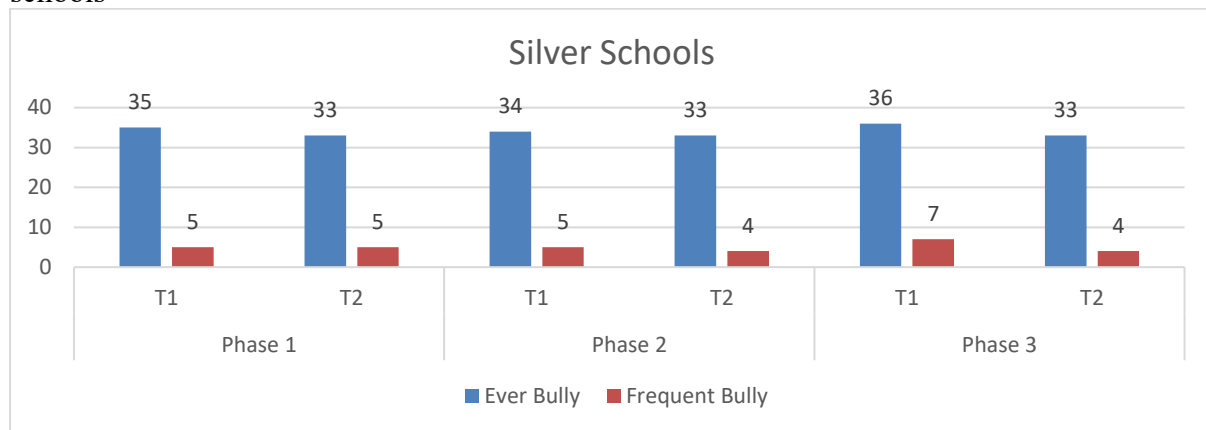

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Figure 39c: Prevalence of ever and frequent bullying others across all three phases for Silver schools

Silver Schools

	Phase 1		Phase 2		Phase 3	
	T1	T2	T1	T2	T1	T2
Ever Bully	35	33	34	33	36	33
Frequent Bully	5	5	5	4	7	4

Prevalence of any and frequent cyber victimisation and cyberbullying others

Figures 40, 40a, 40b and 40c represent the prevalence of ever or frequent cyber victimisation and cyber bullying others across all three phases of the UAB programme for all schools who achieved either a Gold or Silver award. Over the three phases levels of cyber victimisation, frequent cyber victimisation, cyber bullying and frequently cyber bullying others were experienced less in Gold schools than Silver schools. However, Gold schools reported an increase ever cyber bullying and frequently cyberbullying others from phase 1 to phase 3, whilst Silver schools reported an improvement across the three phases. Levels of ever cyber victimisation in Gold schools between T1 to T2 in phase 2 greatly improved, however these figures increased at phase 3 to the levels reported in phase 1.

Figure 40: Prevalence of ever or frequent cyber victimisation across all three phases for Gold Schools

Gold Schools

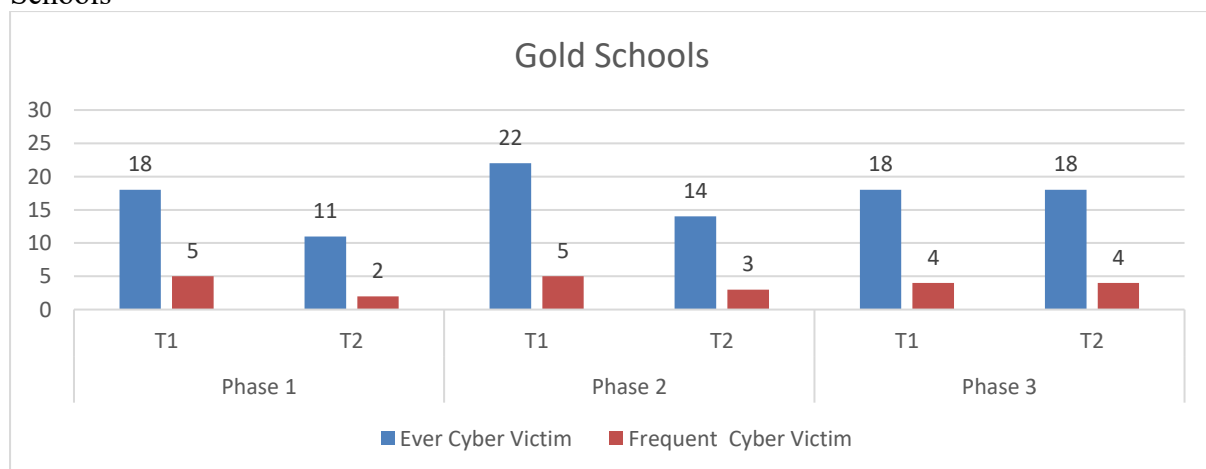|	Phase 1		Phase 2		Phase 3	
	T1	T2	T1	T2	T1	T2
Ever Cyber Victim	18	11	22	14	18	18
Frequent Cyber Victim	5	2	5	3	4	4

Figure 40a: Prevalence of ever or frequent cyber victimisation across all three phases for Silver Schools
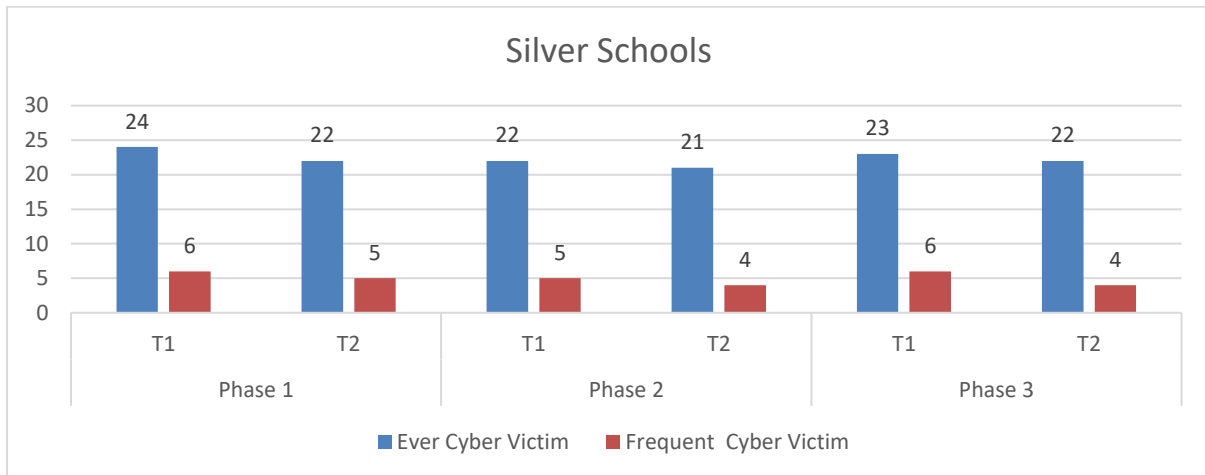

Figure 40b: Prevalence of ever or frequent cyber bullying others across all three phases for Gold Schools
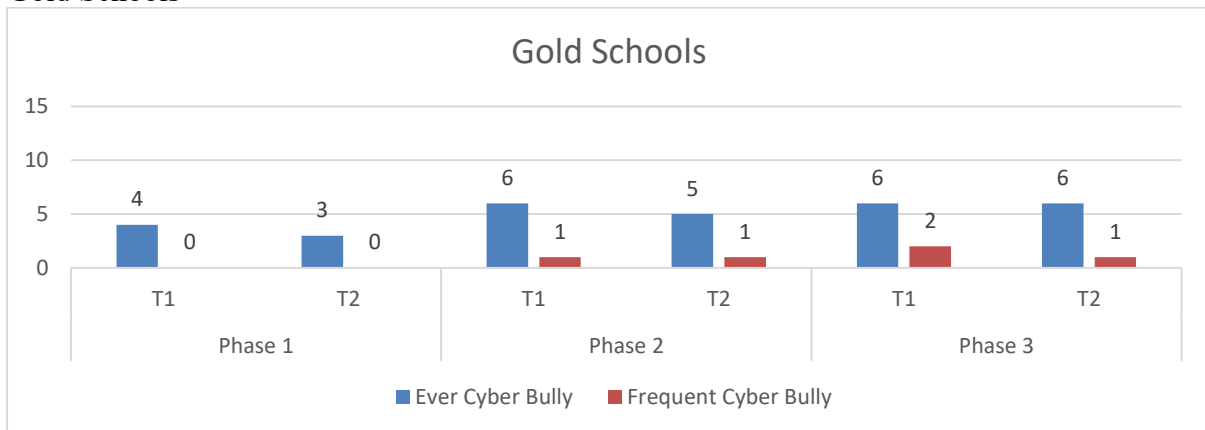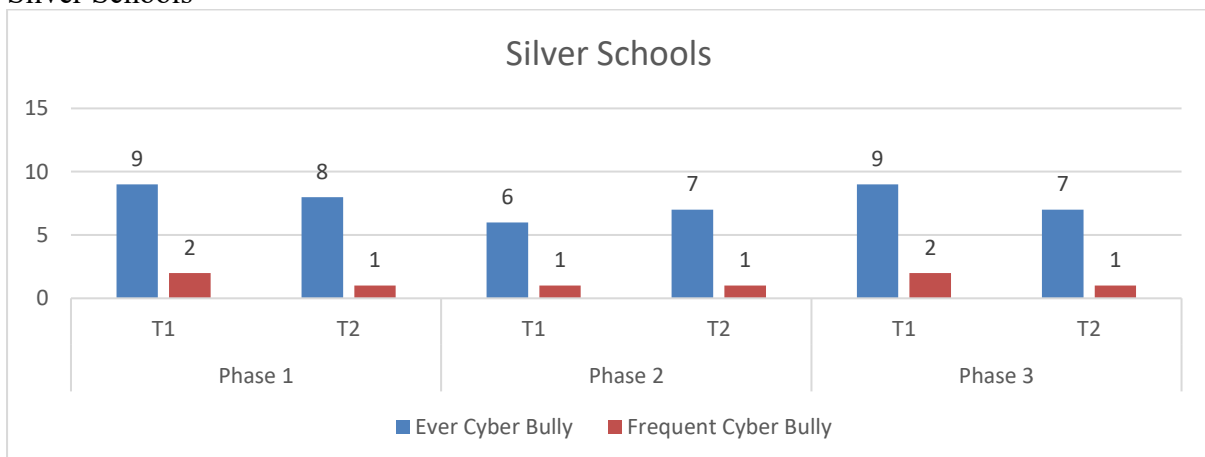

Figure 40c: Prevalence of ever or frequent cyber bully others across all three phases for Silver Schools

Prevalence of being victimised by gender, SEND and FSM

Any victimisation

Figure 41, 41a, 41b, 41c, 41d and 41e show the level of being ever victimised, by gender, SEND and FSM status, reported across the three phases for Gold or Silver schools. Gender differences are small. Gold schools report lower levels of being ever victimised across gender, SEND and FSM than for Silver schools from phase 1 to phase 3. However, Gold schools report increases in levels of being ever victimised across gender, SEND and FSM over time, whereas Silver schools report reductions across all groups from phase 1 to phase 3. Gender differences are small.

Figure 41: Prevalence of being ever victimised by gender across all three phases for Gold Schools
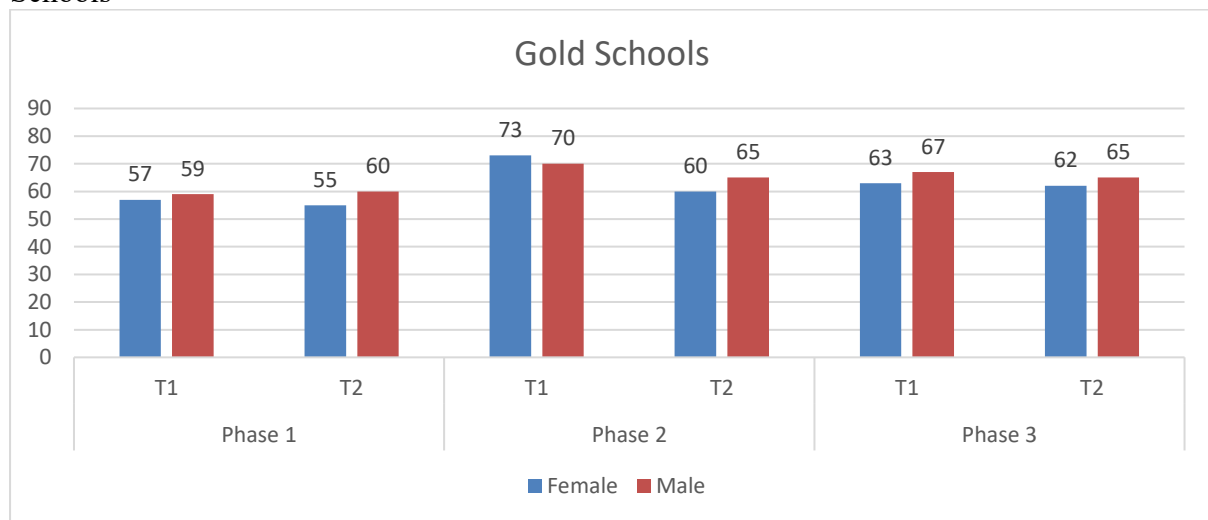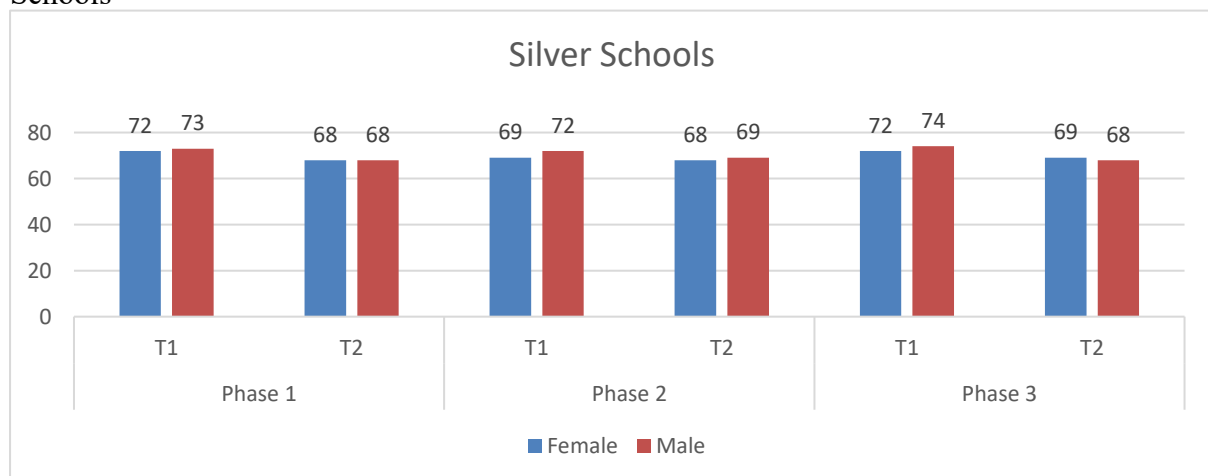

Figure 41a: Prevalence of being ever victimised by gender across all three phases for Silver Schools

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Scores are often higher for pupils with SEND, but tend to decrease more than for pupils without SEND.

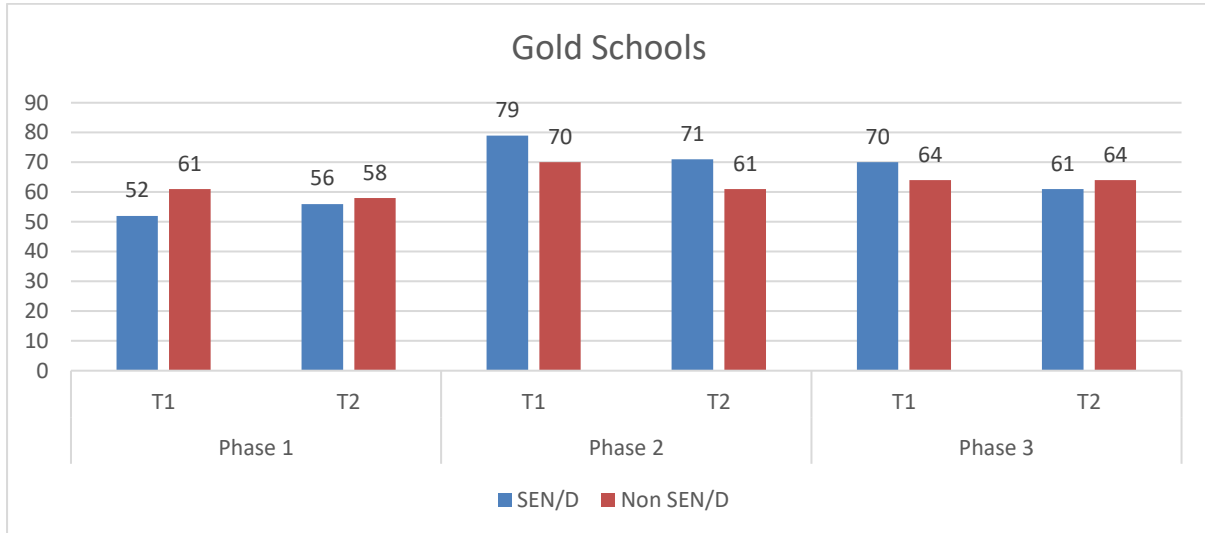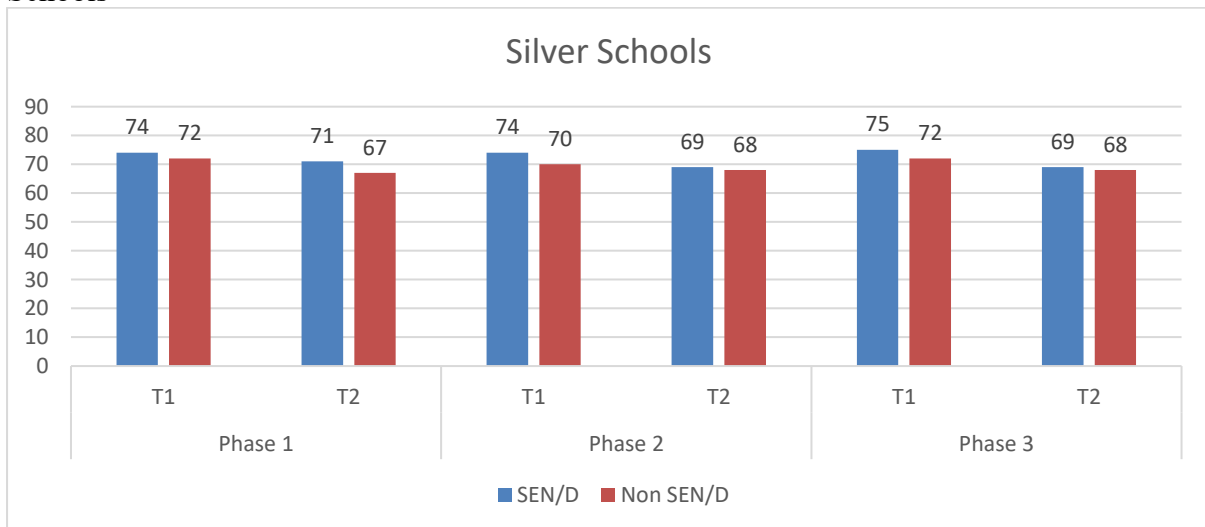Figure 41b: Prevalence of being ever victimised by SEND across all three phases for Gold Schools

Gold Schools

Figure 41c: Prevalence of being ever victimised by SEND across all three phases for Silver Schools

Silver Schools

Scores are often higher for pupils receiving FSM, especially in Silver schools, but tend to decrease more than for pupils not in receipt of FSM.

Figure 41d: Prevalence of being ever victimised by FSM across all three phases for Gold Schools
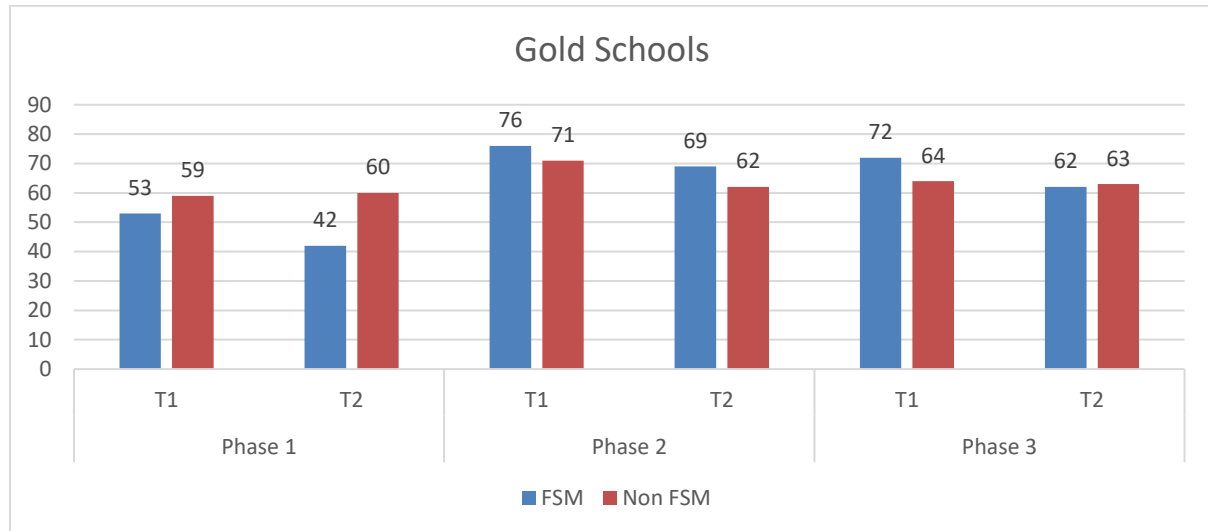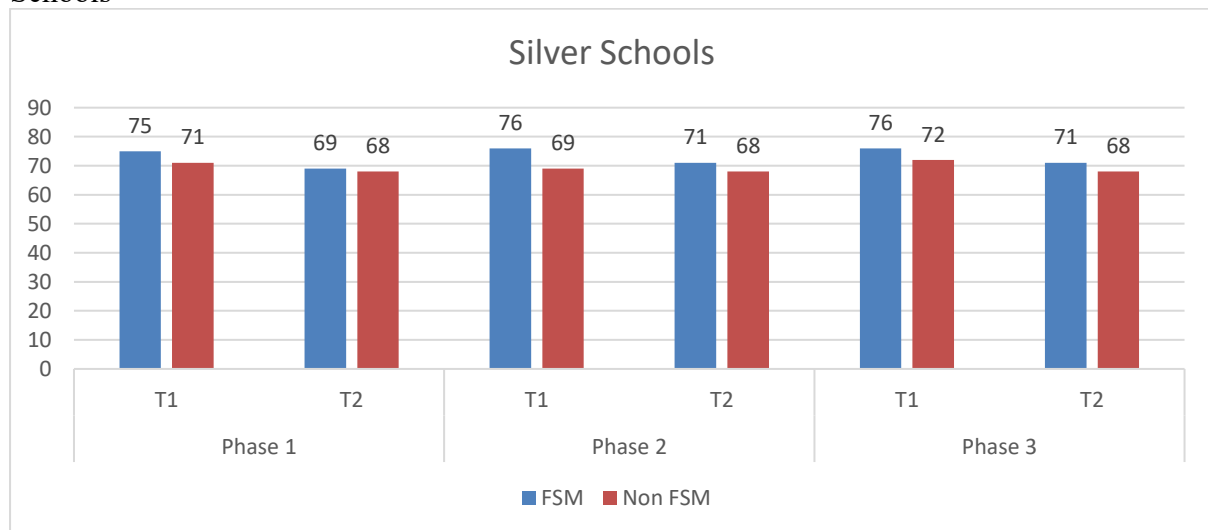

Gold Schools

	FSM	Non FSM
Phase 1 T1	53	59
Phase 1 T2	42	60
Phase 2 T1	76	71
Phase 2 T2	69	62
Phase 3 T1	72	64
Phase 3 T2	62	63

Figure 41e: Prevalence of being ever victimised by FSM across all three phases for Silver Schools

Silver Schools

	FSM	Non FSM
Phase 1 T1	75	71
Phase 1 T2	69	68
Phase 2 T1	76	69
Phase 2 T2	71	68
Phase 3 T1	76	72
Phase 3 T2	71	68

Frequent Victimisation

Figures 42, 42a, 42b, 42c, 42d and 42e show the level of frequent victimisation reported across the three phases for Gold or Silver schools. Boys tend to score higher but differences are small. Gold schools report lower levels of frequent victimisation across gender, SEND and FSM than Silver schools from phase 1 to phase 3. However, Silver schools report reductions across all groups, a significant reduction reported by pupils with SEND over time,

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whilst Gold schools report increases across nearly all groups and no change for pupils with SEND from phase 1 to phase 3.

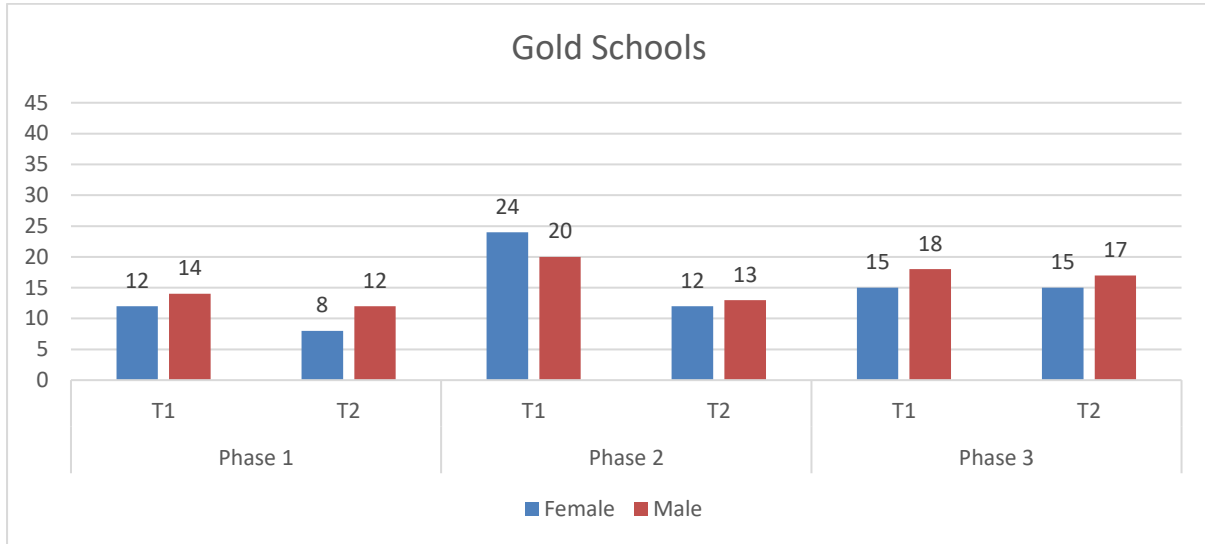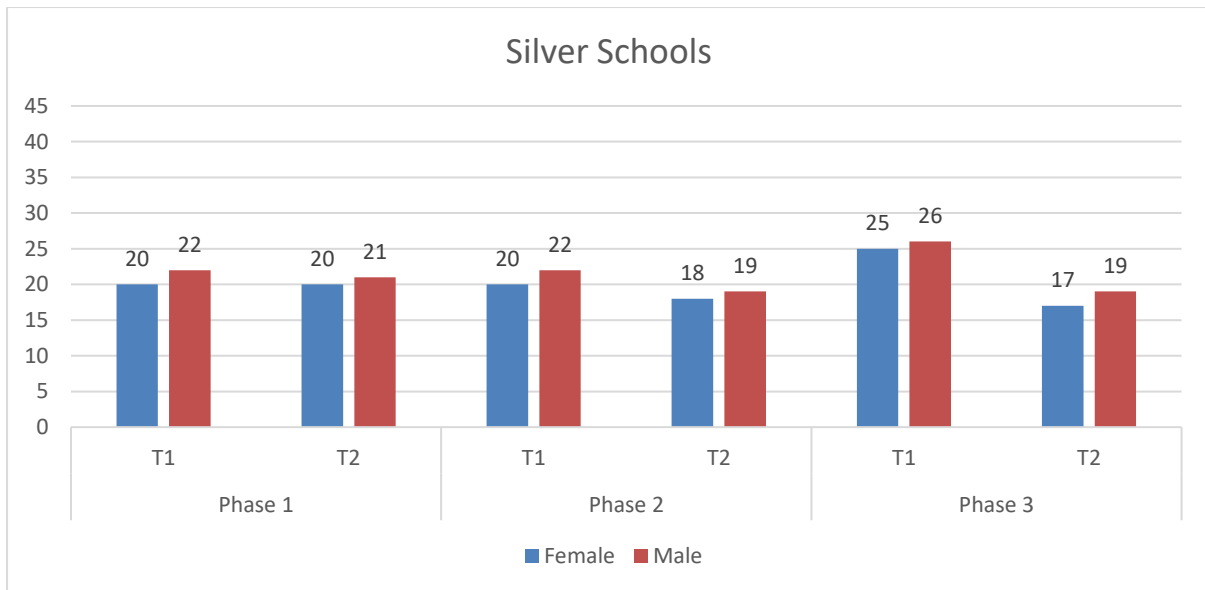Figure 42: Prevalence of frequent victimisation by gender across all three phases for Gold Schools

Figure 42a: Prevalence of frequent victimisation by gender across all three phases for Silver schools

Scores are often higher for pupils with SEND, but tend to decrease more than for pupils without SEND.

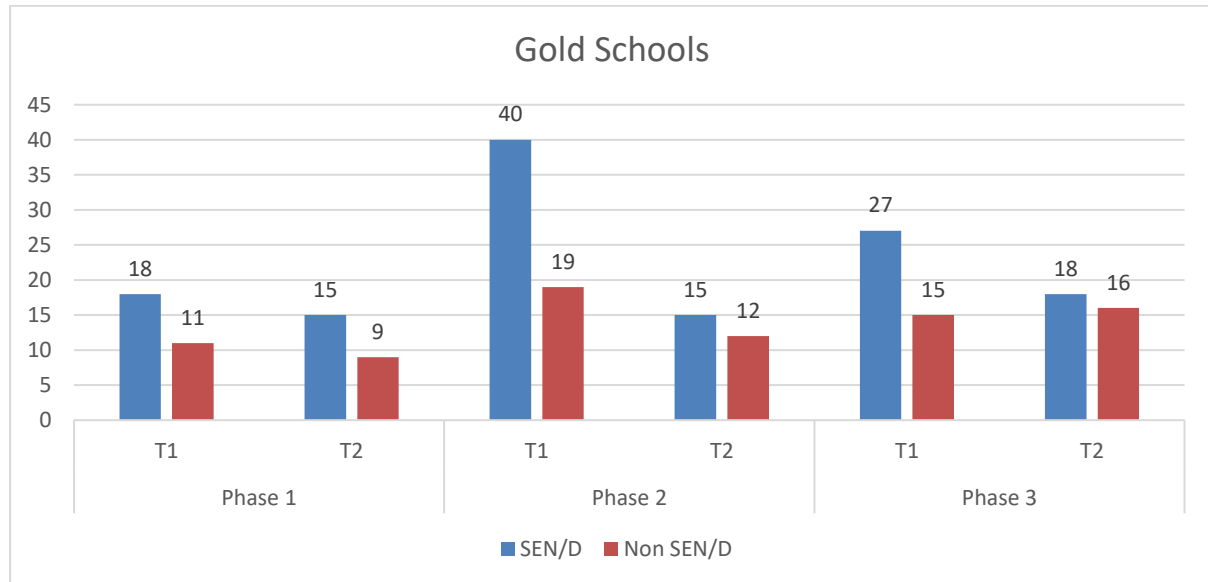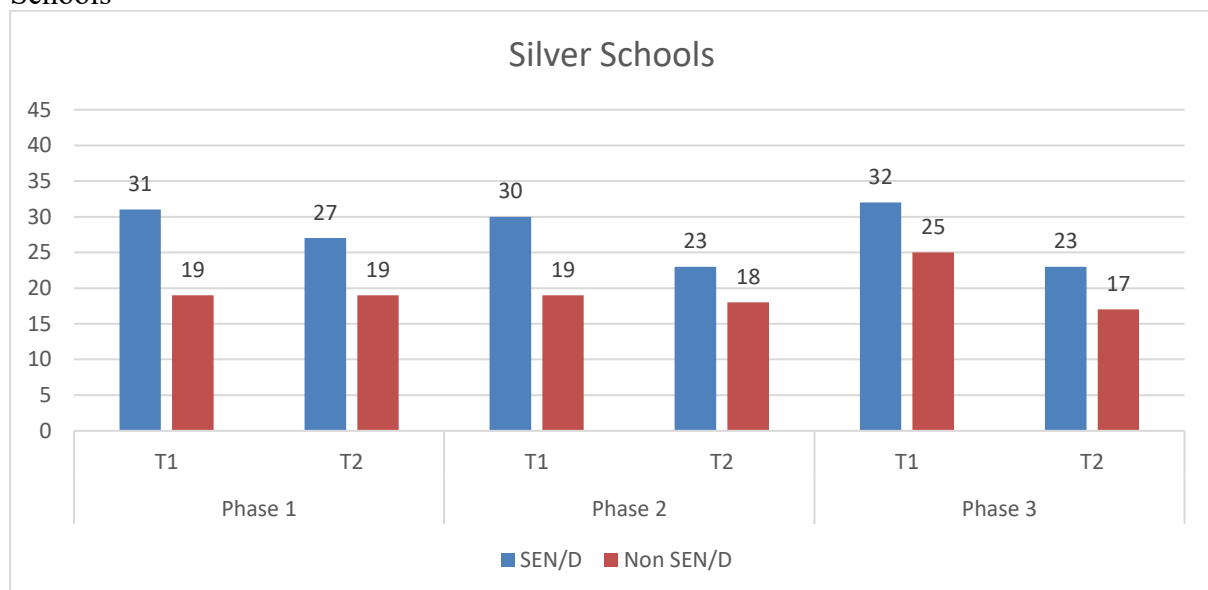Figure 42b: Prevalence of frequent victimisation by SEND across all three phases for Gold Schools

Gold Schools

Figure 42c: Prevalence of frequent victimisation by SEND across all three phases for Silver Schools

Silver Schools

Scores are often higher for pupils receiving FSM, but tend to decrease more than for those not in receipt of FSM.

Figure 42d: Prevalence of frequent victimisation by FSM across all three phases for Gold Schools
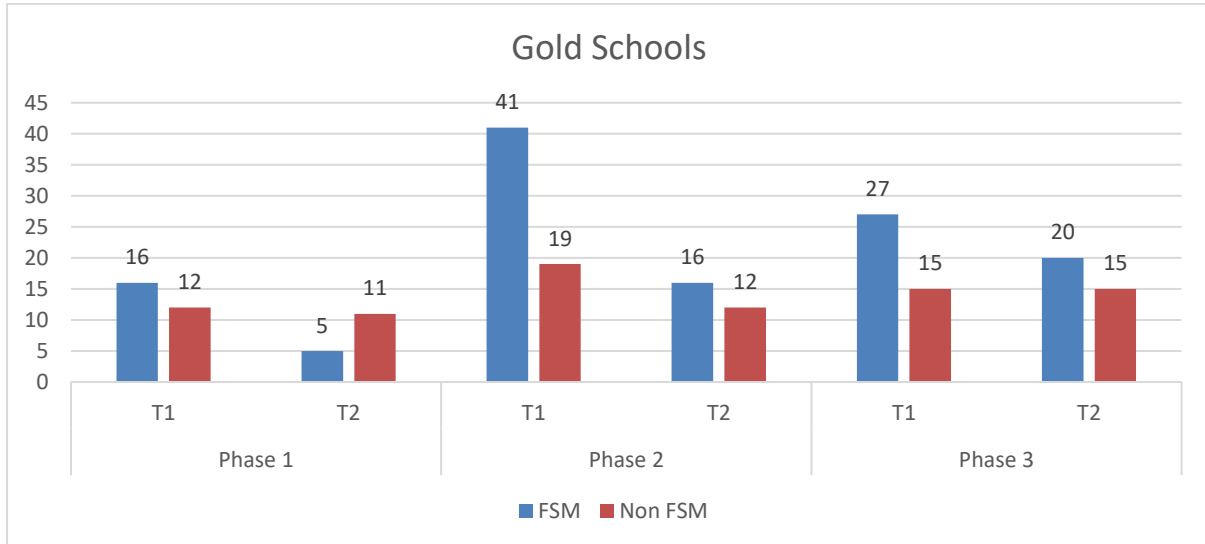
Figure 42e: Prevalence of frequent victimisation by FSM across all three phases for Silver Schools
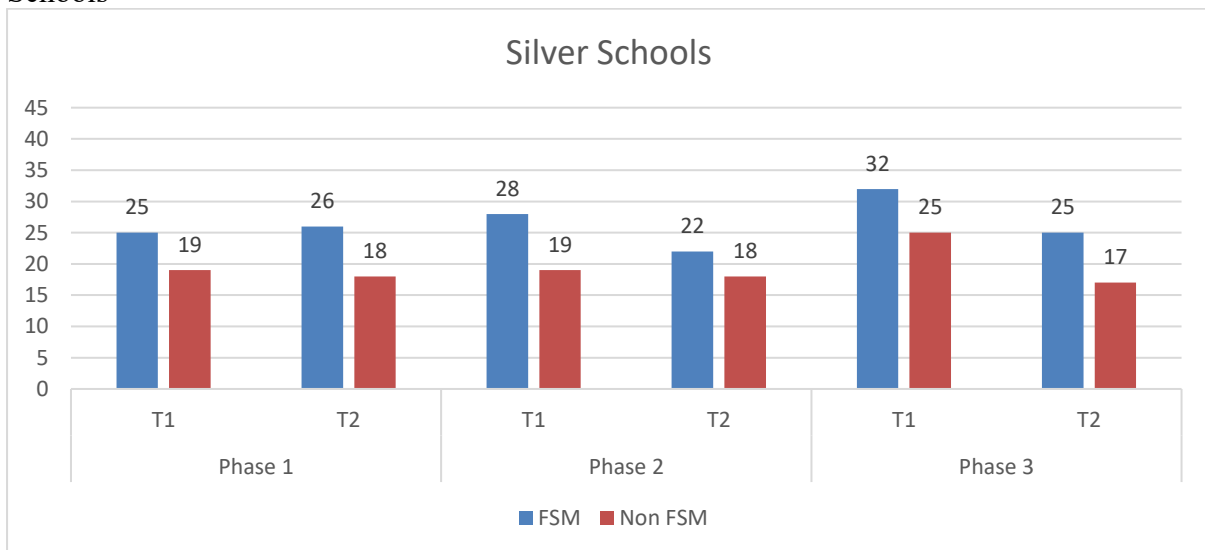
Prevalence of bullying others by gender, SEND and FSM

Ever Bullying Others

Figures 43,43a, 43b, 43c, 43d and 43e show the level of ever bullying others across the three phases for Gold and Silver schools. Boys tend to score higher than girls. Gold schools report lower levels of ever bullying others across gender, SEND and FSM than Silver schools.

Whilst levels of ever bullying others for these groups is lower in Gold schools than Silver, Gold schools report increases in ever bullying others for many of the groups, except male and pupils receiving FSM who report no changes. However, Silver schools report reductions in all groups except for those not in receipt of FSM which remained unchanged.

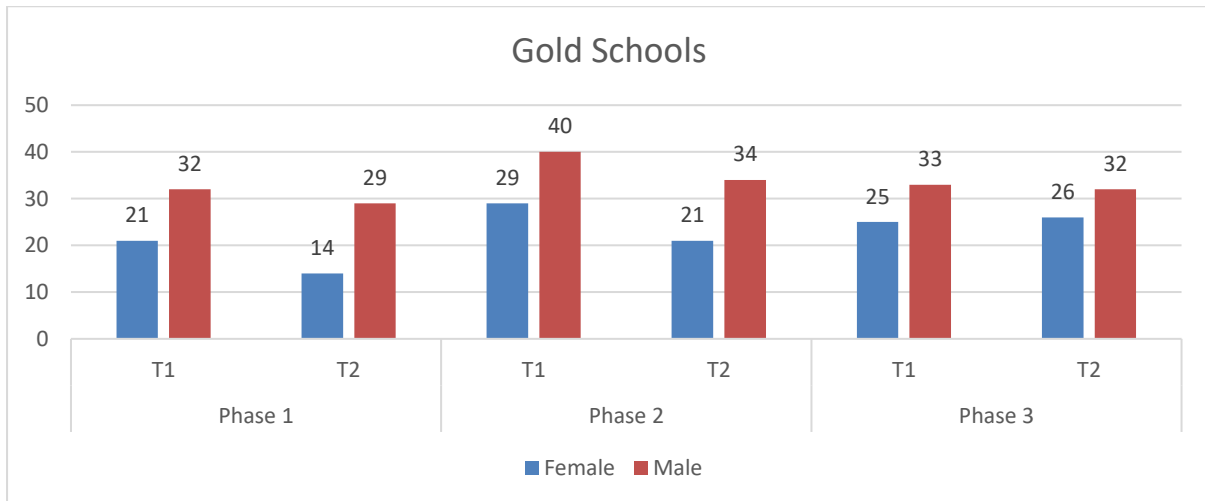Figure 43: Prevalence of ever bullying others by gender across all three phases for Gold Schools

Figure 43a: Prevalence of ever bullying others by gender across all three phases for Silver schools
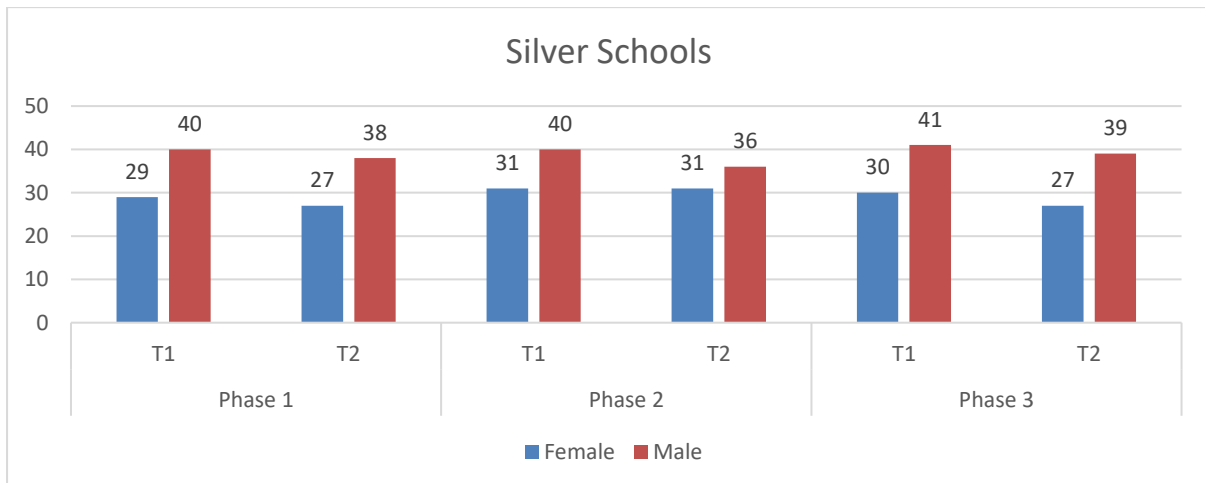
Scores are often higher for pupils with SEND, but tend to decrease more than for pupils without SEND.

Figure 43b: Prevalence of ever bullying others by SEND across all three phases for Gold Schools

Gold Schools

	Phase 1 T1	Phase 1 T2	Phase 2 T1	Phase 2 T2	Phase 3 T1	Phase 3 T2
SEN/D	36	29	46	42	34	29
Non SEN/D	23	20	32	25	28	28

Figure 43c: Prevalence of ever bullying others by SEND across all three phases for Silver schools

Silver Schools

	Phase 1 T1	Phase 1 T2	Phase 2 T1	Phase 2 T2	Phase 3 T1	Phase 3 T2
SEN/D	41	41	40	35	43	38
Non SEN/D	34	31	33	33	34	32

Scores are often higher for pupils receiving FSM, but tend to decrease more than for pupils not receiving FSM.

Figure 43d: Prevalence of ever bullying others by FSM across all three phases for Gold Schools

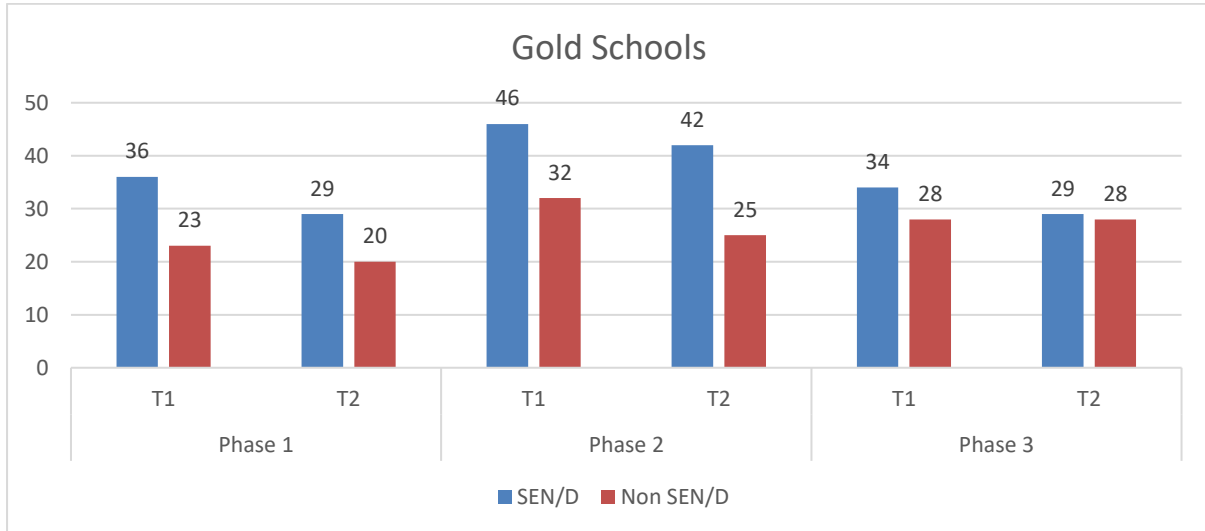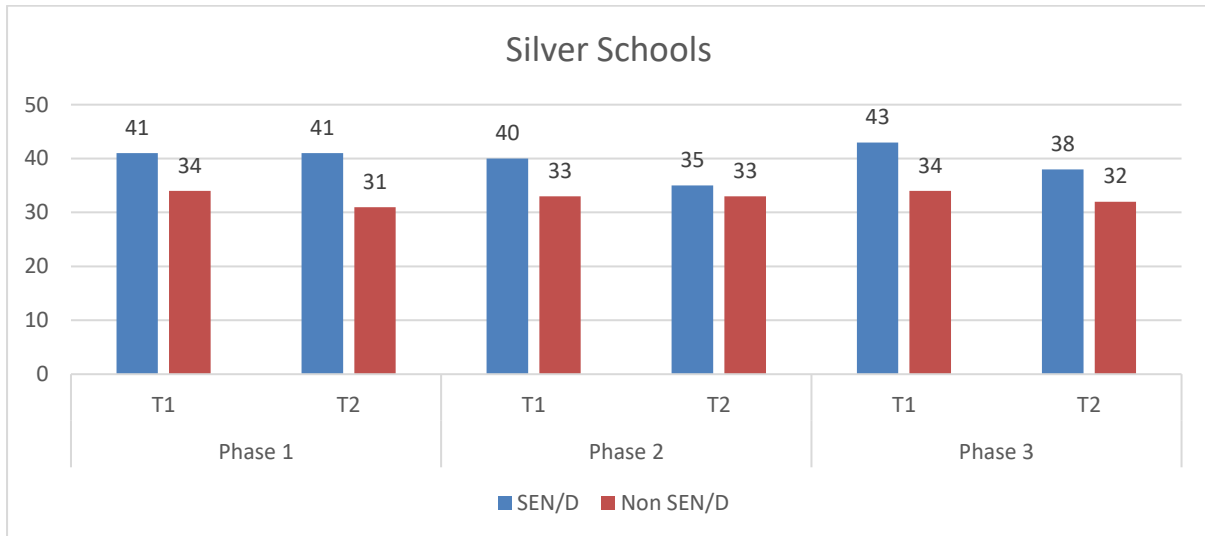Figure 43e: Prevalence of ever bullying others by FSM across all three phases for Silver Schools
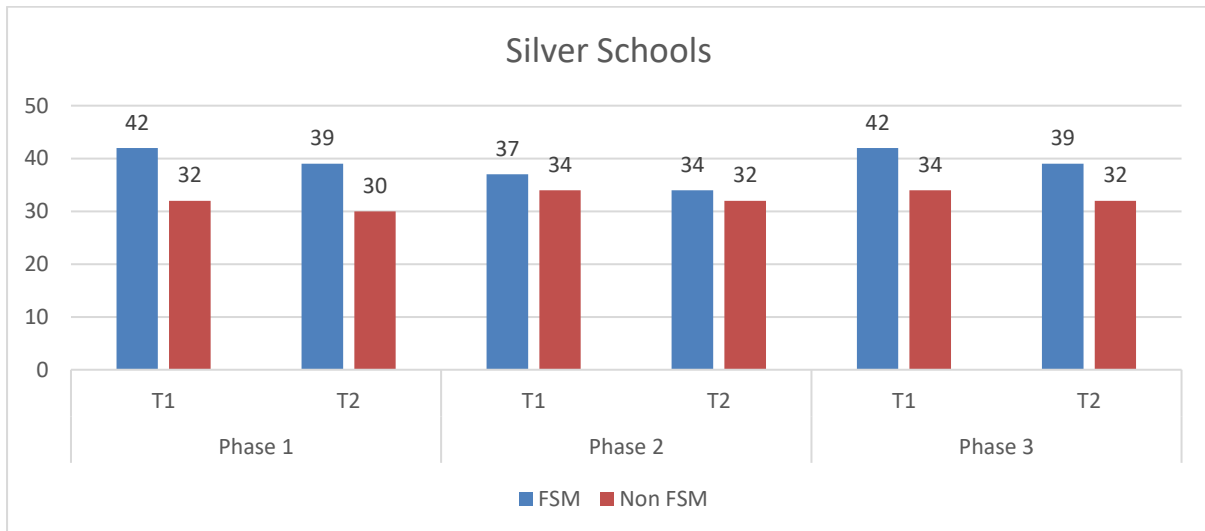
Frequently Bullying Others

Figures 44, 44a, 44b, 44c, 44d and 44e show the level of frequently bullying others across the three phases for Gold or Silver schools for gender, pupils with SEND and pupils receiving FSM. Boys score higher than girls. Gold schools report lower levels of frequently bullying others across male, SEND and FSM than Silver schools, whilst Silver schools report lower levels for female pupils than Gold schools, however Gold and Silver schools report the same

figures for pupils without SEND and pupils not in receipt of FSM. Gold schools report an increase in levels of frequently bullying others for those without SEND, whereas Silver schools report reductions or absent from any changes for all groups across the three phases.

Figure 44: Prevalence of frequently bullying others by gender across all three phases for Gold schools

Figure 44a: prevalence of frequently bullying others by gender across all three phases for Silver Schools

Scores are often higher for pupils with SEND, but tend to decrease more than for pupils without SEND.

Figure 44b: Prevalence of frequently bullying others by SEND across all three phases for Gold schools
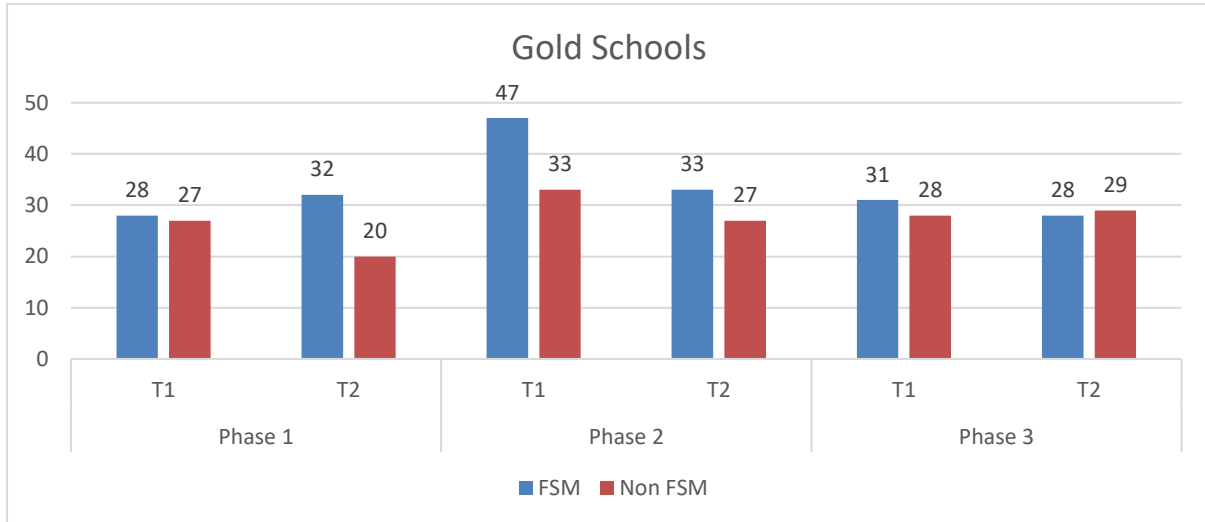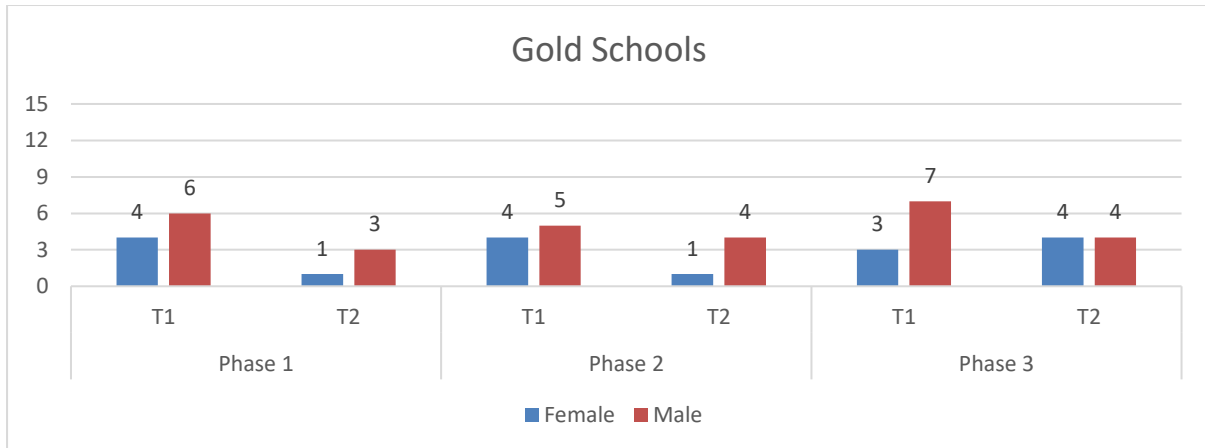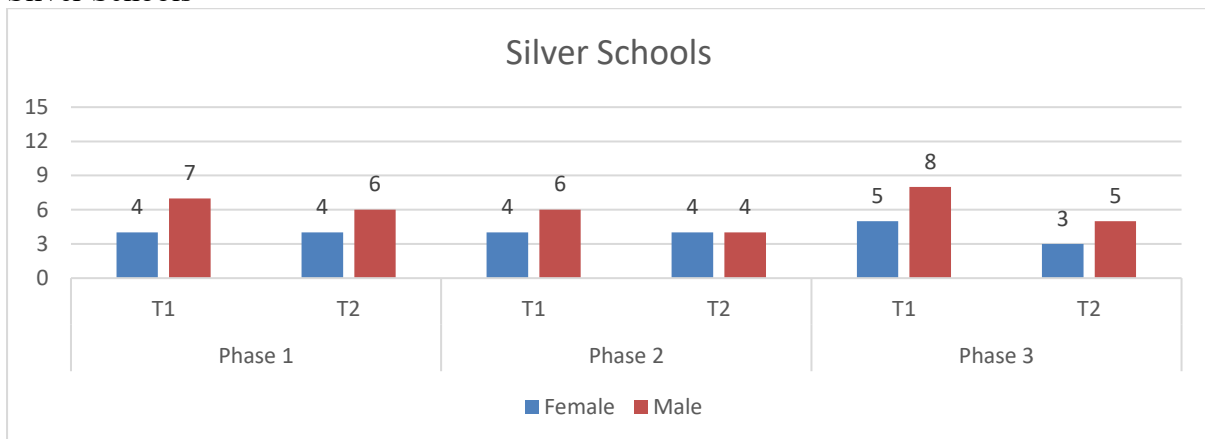

Figure 44c: Prevalence of frequently bullying others by SEND across all three phases for Silver Schools

Scores are often higher for pupils receiving FSM, but tend to decrease more than for pupils not receiving FSM.

Figure 44d: Prevalence of frequently bullying others by FSM across all three phases for Gold schools

Figure 44e: Prevalence of frequently bullying others by FSM across all three phases for Silver Schools

Prevalence of being cyber victimised by gender, SEND and FSM

Ever Cyber Victimised

Figures 45, 45a, 45b, 45c, 45d and 45e show the level of being ever cyber victimised across the three phases for Gold or Silver schools. Boys score higher than girls. Gold schools report lower levels of being ever cyber victimised across gender, SEND and FSM than Silver schools. Whilst levels are lower in Gold schools than Silver schools, Gold schools report increases in levels of being ever cyber victimised for male pupils, SEND and pupils receiving FSM , whereas Silver schools report reductions in all groups except pupils receiving FSM

which remained unchanged. However, Gold schools reported the largest reductions of being ever cyber victimised.

Figure 45: Prevalence of being ever cyber victimised by gender across all three phases for Gold Schools

Figure 45a: Prevalence of being ever cyber victimised by gender across all three phases for Silver Schools

Scores are often higher for pupils with SEND, but tend to decrease more than for pupils without SEND.

Figure 45b: Prevalence of being ever cyber victimised by SEND across all three phases for Gold Schools
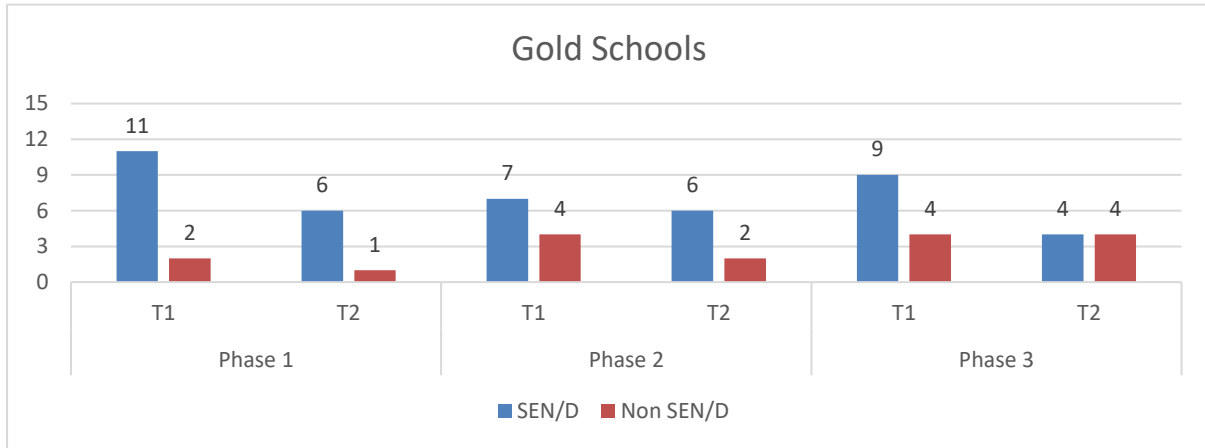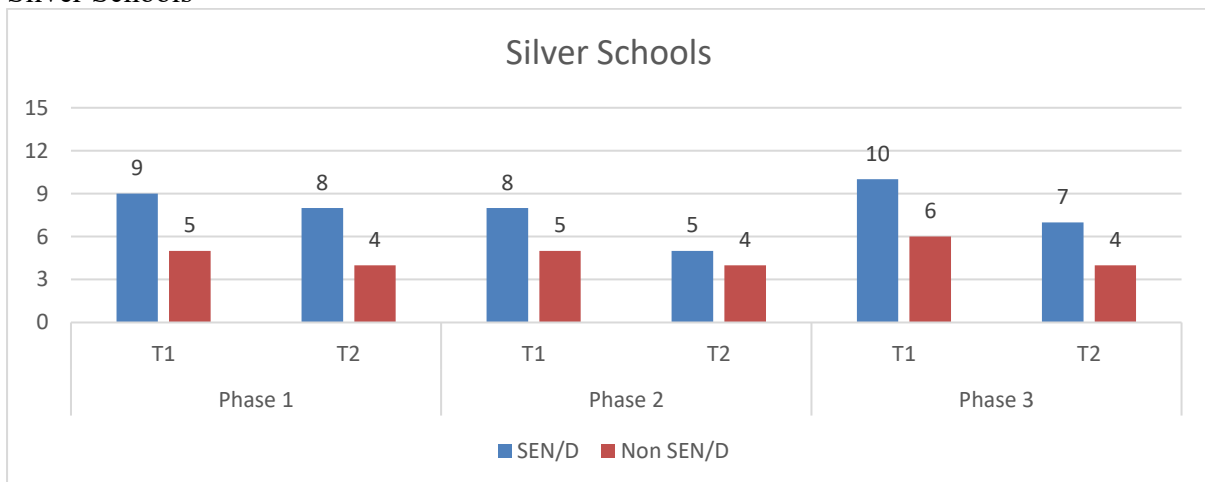

Figure 45c: Prevalence of being ever cyber victimised by SEND across all three phases for Silver Schools

Scores are often higher for pupils receiving FSM, but sometimes decrease more than for pupils not receiving FSM.

Figure 45d: Prevalence of being ever cyber victimised by FSM across all three phases for Gold Schools
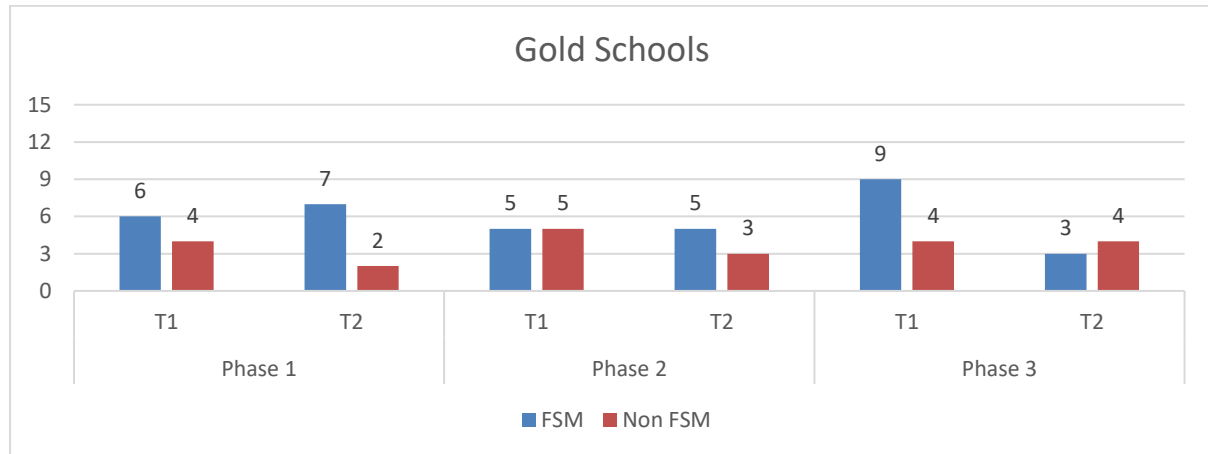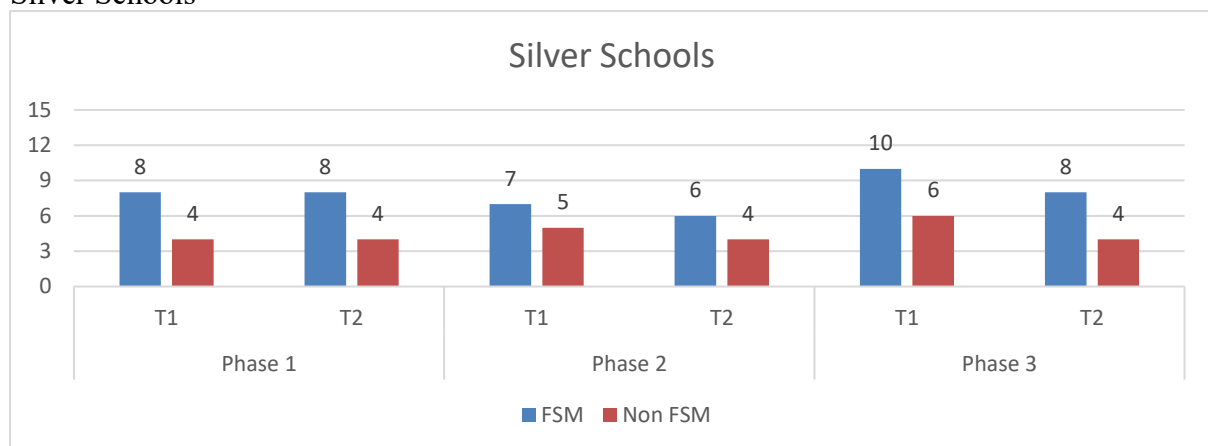

Figure 45e: Prevalence of being ever cyber victimised by FSM across all three phases for Silver Schools
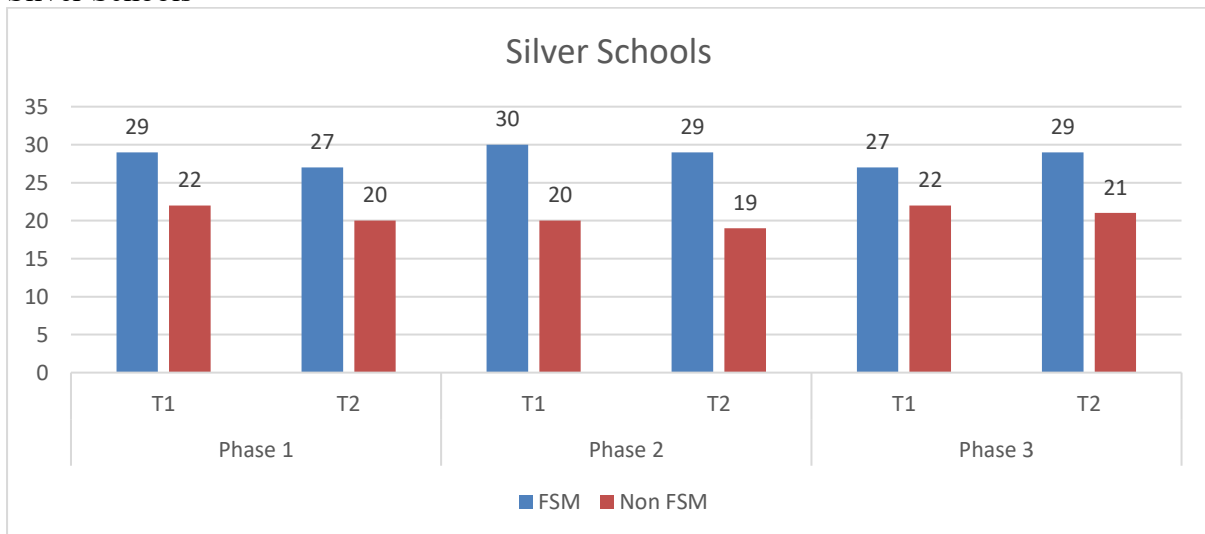
Frequently Cyber Victimised

Figures 46, 46a, 46b, 46c, 46d and 46e show the level of being frequently cyber victimised reported across the three phases for Gold or Silver schools. Boys score higher than girls. Gold schools report lower levels across gender, SEND and FSM during phase 1 and phase 2 than Silver schools, whilst Silver schools report lower levels of being frequently cyber victimised at phase 3 than Gold schools. Silver schools reported a reduction in being frequently cyber

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victimised in all groups except a slight increase reported for pupils in receipt of FSM, whilst Gold schools reported increases for SEND and pupils receiving FSM, and no change for all other groups.

Figure 46: Prevalence of being frequently cyber victimised by gender across all three phases for Gold Schools
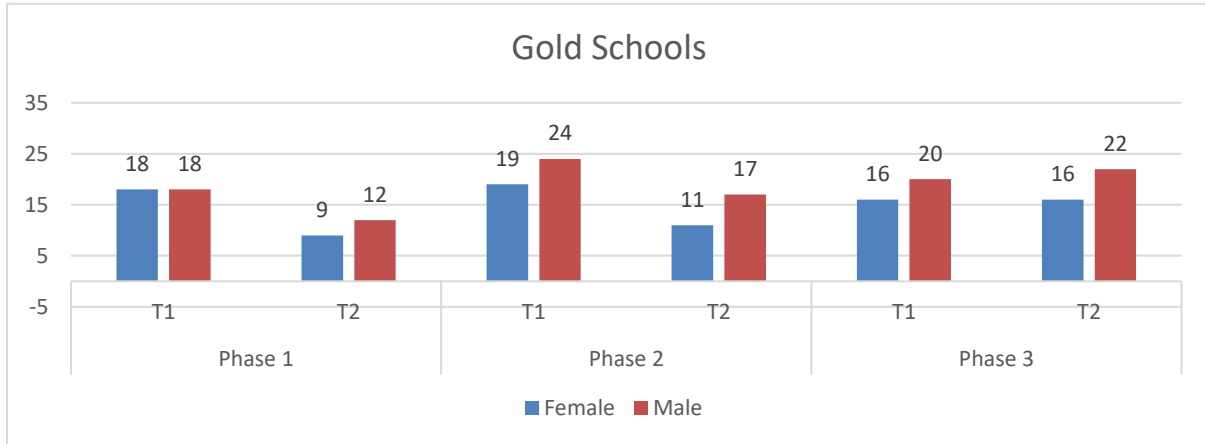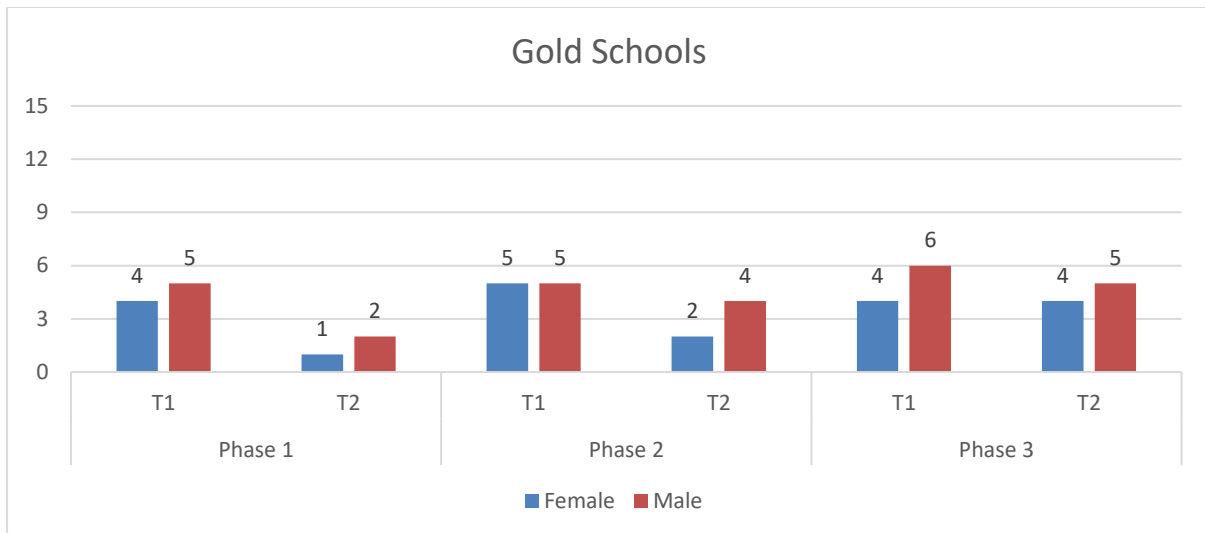

Figure 46a: Prevalence of being frequently cyber victimised by gender across all three phases for Silver Schools

Scores are higher for pupils with SEND, but tend to decrease more than for pupils without SEND.

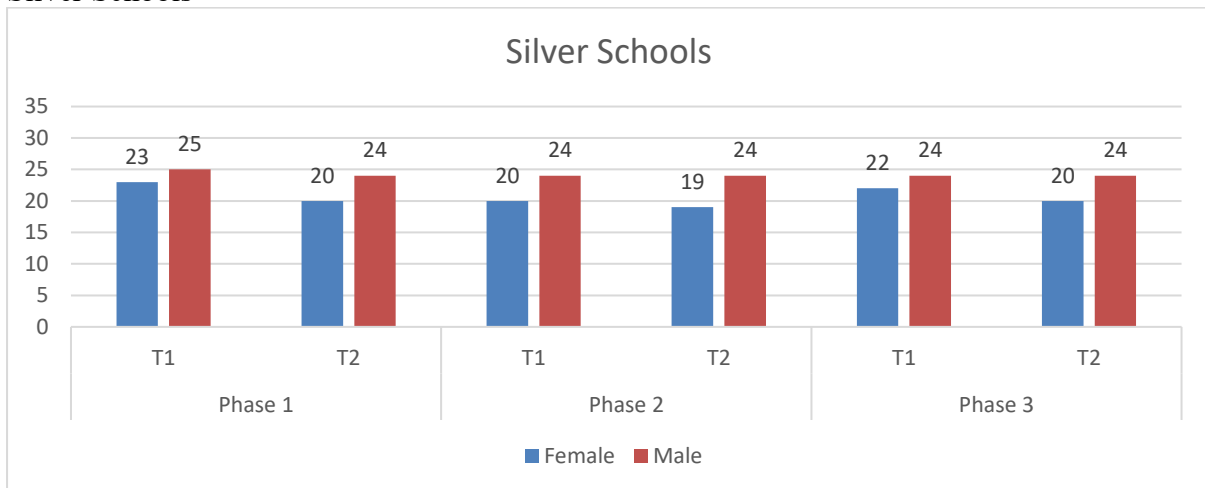Figure 46b: Prevalence of being frequently cyber victimised by SEND across all three phases for Gold Schools
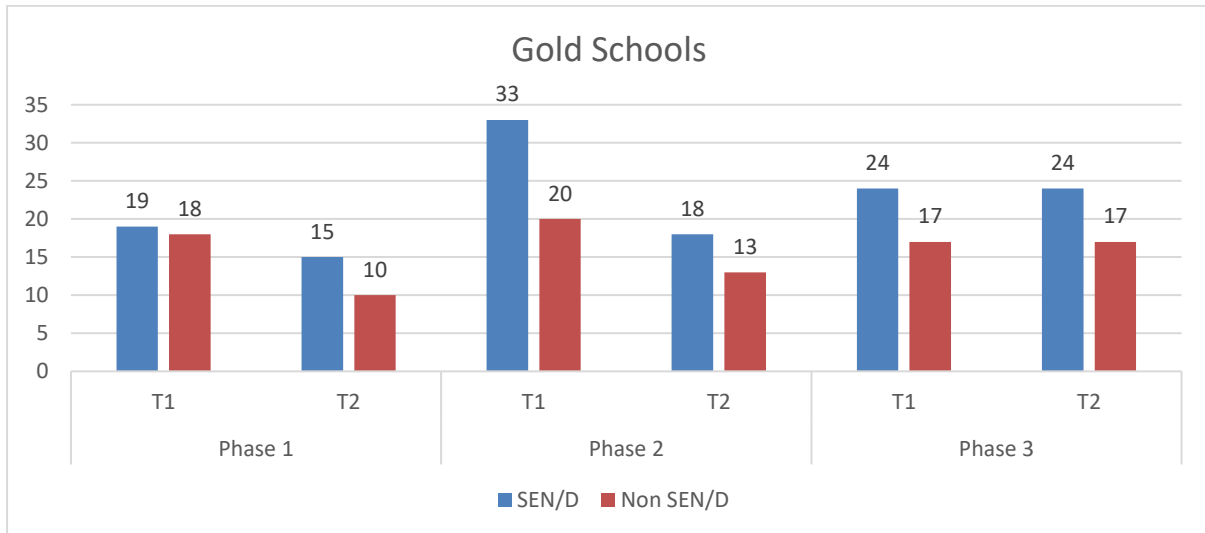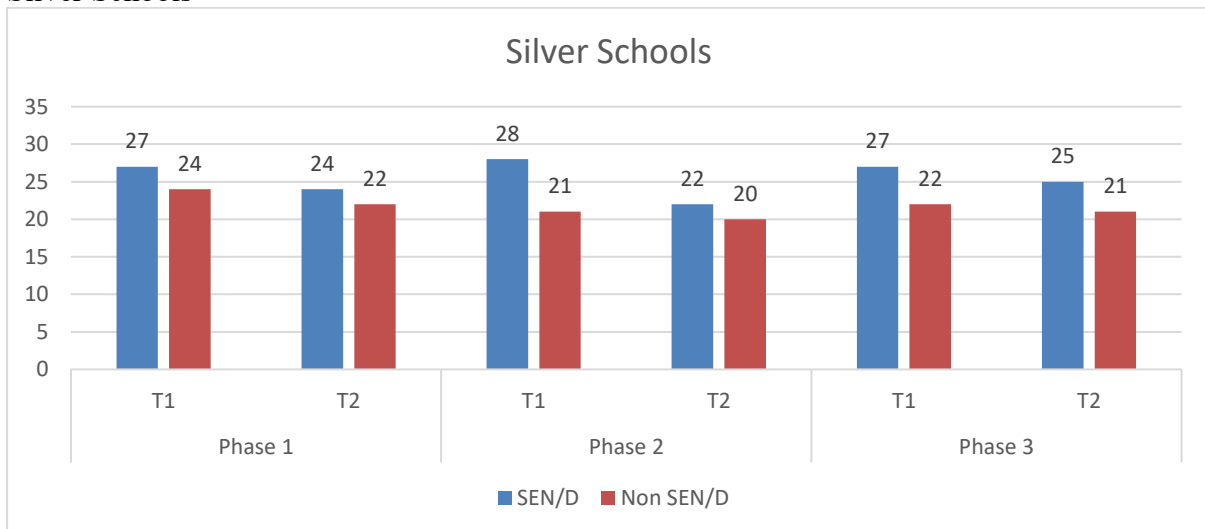

Figure 46c: Prevalence of being frequently cyber victimised by SEND across all three phases for Silver Schools

Scores are higher for pupils receiving FSM, but tend to decrease more than for pupils not receiving FSM.

Figure 46d: Prevalence of being frequently cyber victimised by FSM across all three phases for Gold Schools
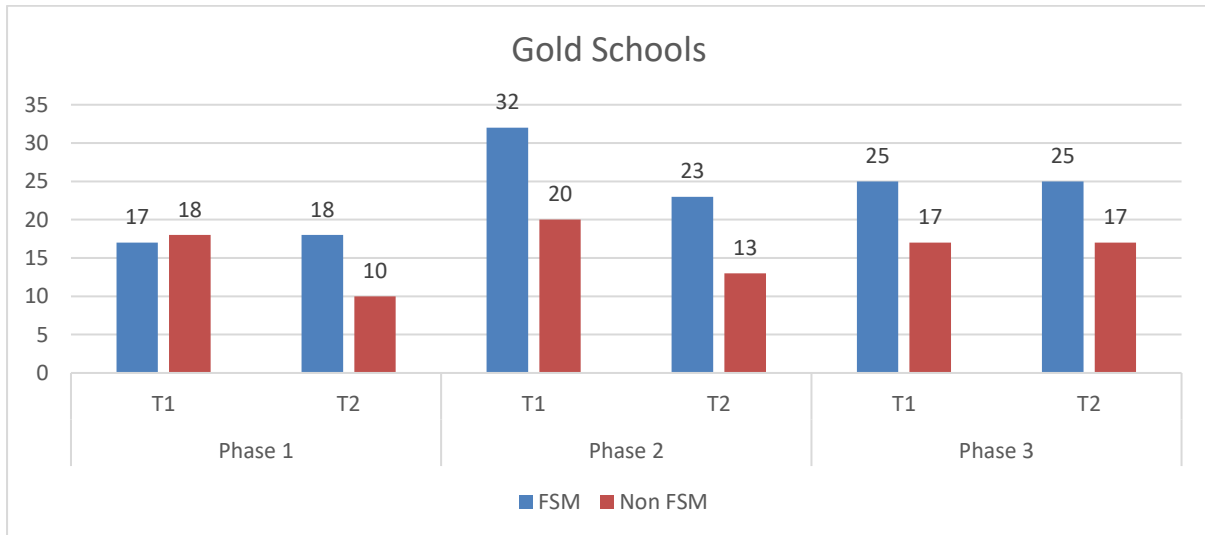
Gold Schools

	T1	T2	T1	T2	T1	T2
FSM	7	3	12	5	9	8
Non FSM	4	2	4	3	4	4
	Phase 1		Phase 2		Phase 3	

Figure 46e: Prevalence of being frequently cyber victimised by FSM across all three phases for Silver Schools

Silver Schools

	T1	T2	T1	T2	T1	T2
FSM	7	8	8	6	8	8
Non FSM	6	4	4	3	6	4
	Phase 1		Phase 2		Phase 3	
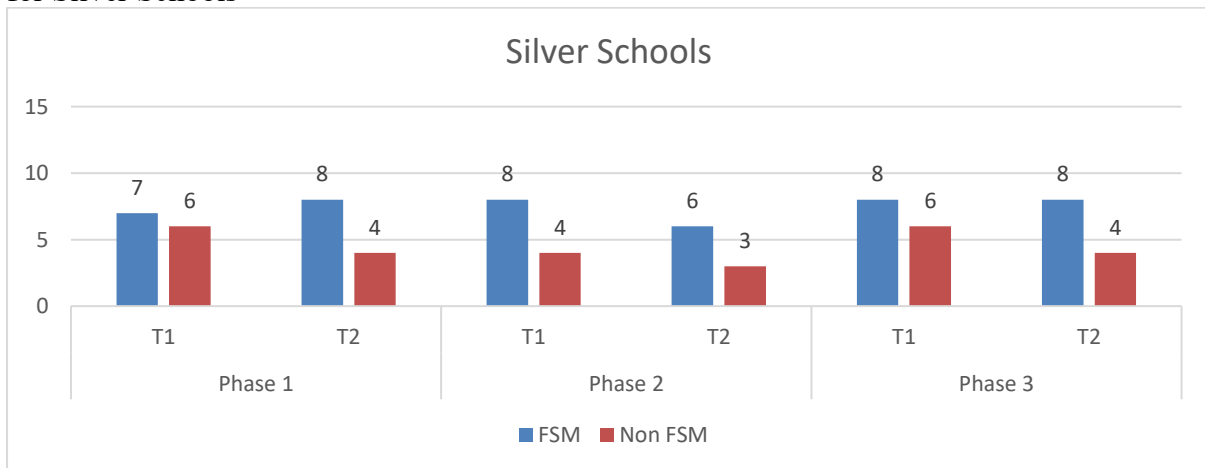
Prevalence of cyberbullying others by gender, SEND and FSM

Ever Cyber Bullying Others

Figures 47, 47a, 47b, 47c, 47d and 47e show the level of ever cyber bullying others reported across the three phases for Gold or Silver schools. Boys score higher than girls. Gold schools report lower levels of ever cyber bullying others across gender, SEND and FSM than silver schools during phases 1 and 3. Phase 2 showed Gold schools reporting lower levels for gender and FSM, whereas Silver schools reported lower levels of ever cyber bullying others

for pupils with SEND. Gold schools reported reductions across all groups for ever cyber bullying others, whereas Silver schools reported a slight increase for pupils receiving FSM.

Figure 47: Prevalence of ever cyber bullying others by gender across all three phases for Gold Schools

Figure 47a: Prevalence of ever cyber bullying others by gender across all three phases for Silver Schools
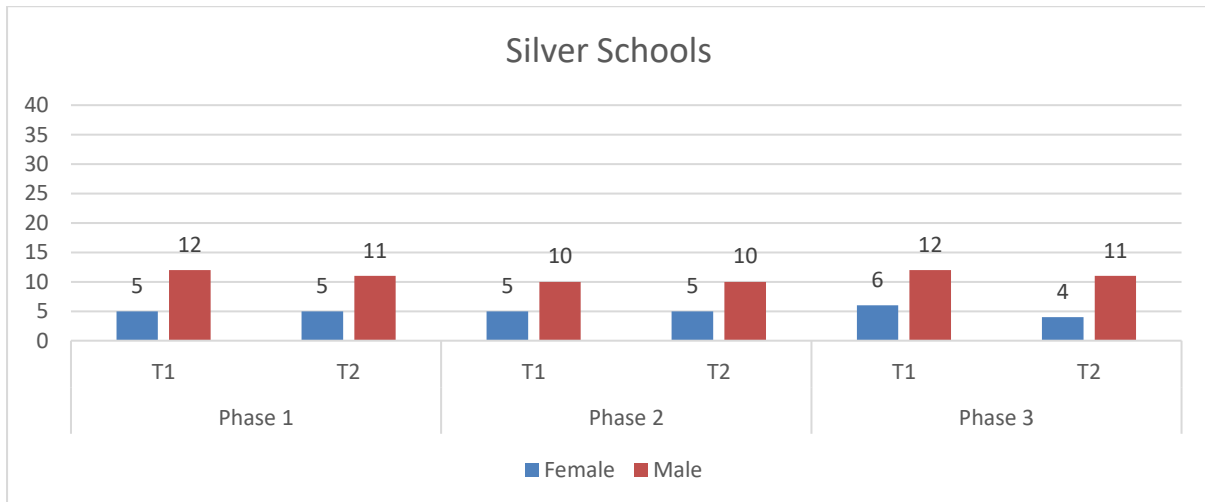
Scores are higher for pupils with SEND, but tend to decrease more than for pupils without SEND.

Figure 47b: Prevalence of ever cyber bullying others by SEND across all three phases for Gold Schools
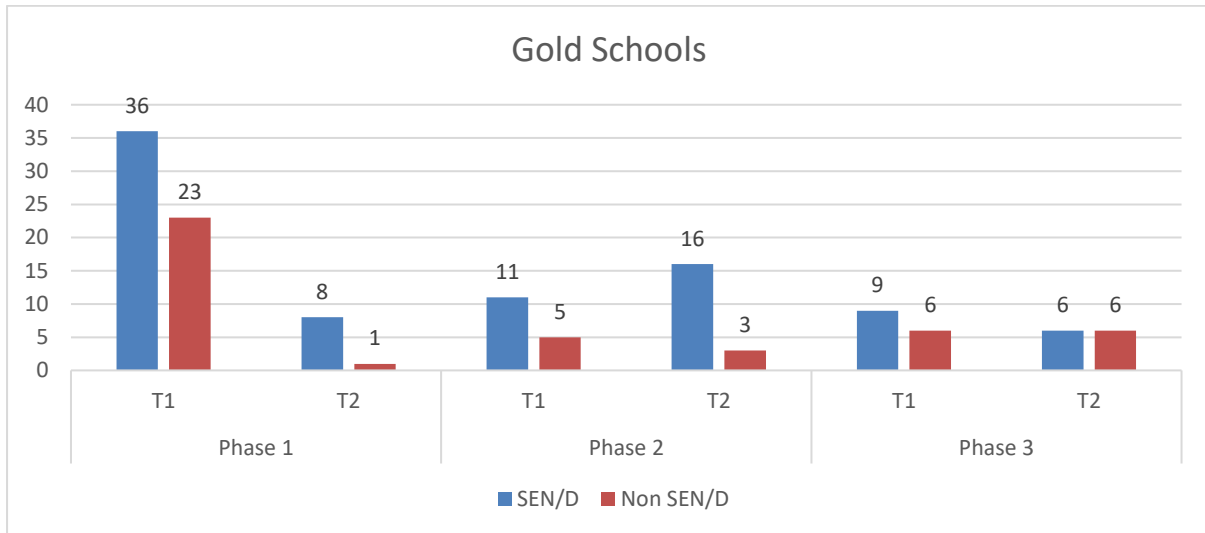
Figure 47c: Prevalence of ever cyber bullying others by SEND across all three phases for Silver Schools
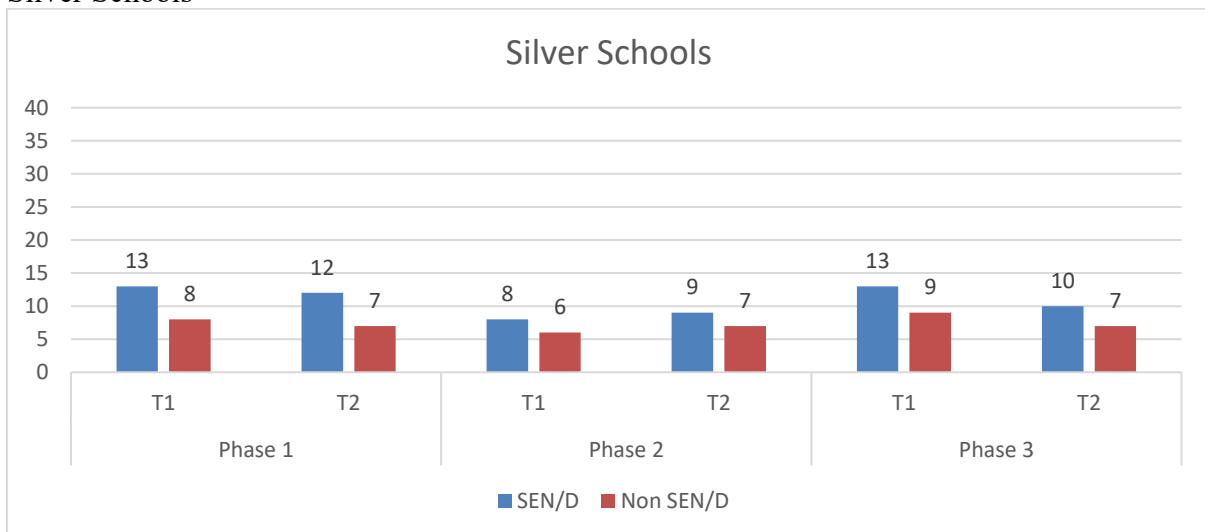
Scores are often higher for pupils receiving FSM, but tend to decrease more than for pupils not receiving FSM.

Figure 47d: Prevalence of ever cyber bullying others by FSM across all three phases for Gold Schools

Figure 47e: Prevalence of ever cyber bullying others by FSM across all three phases for Silver Schools
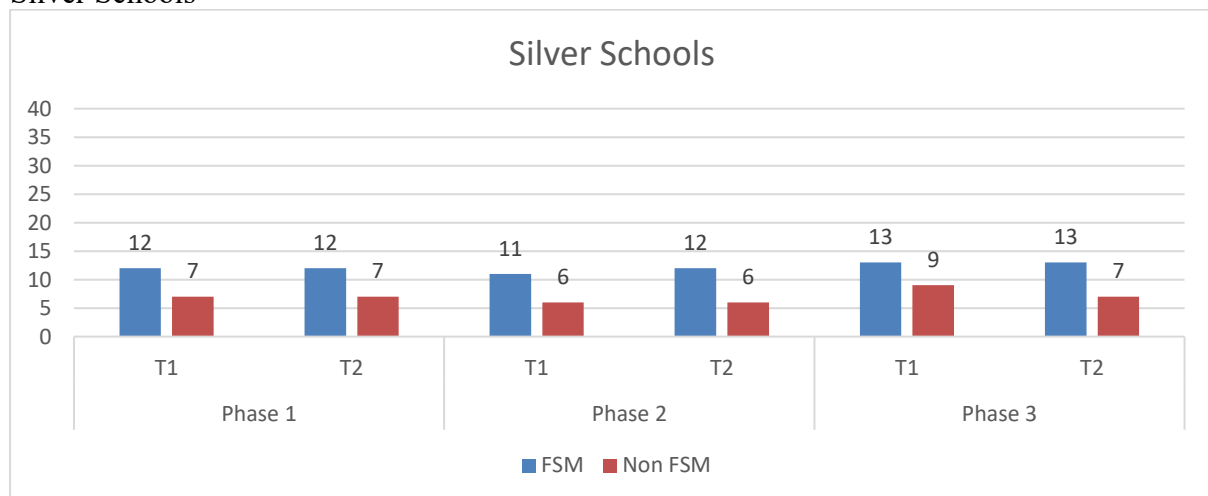
Frequent Cyber Bullying Others

Figures 48, 48a, 48b, 48c, 48d and 48e show the level of frequent cyber bullying others across the three phases for Gold or Silver schools. Boys score higher than girls. Gold schools report lower levels of frequent cyber victimisation across gender, SEND and FSM than Silver schools during phase 1, however Gold and Silver schools report the same figures during phase 2, whilst Gold schools report lower levels of frequent cyberbullying others than Silver

schools at T2 during phase 3. Gold schools report reductions across all groups for frequent cyber bullying others, whereas Silver schools report smaller reductions or no change across all groups.

Figure 48: Prevalence of frequent cyber bullying others by gender across all three phases for Gold Schools
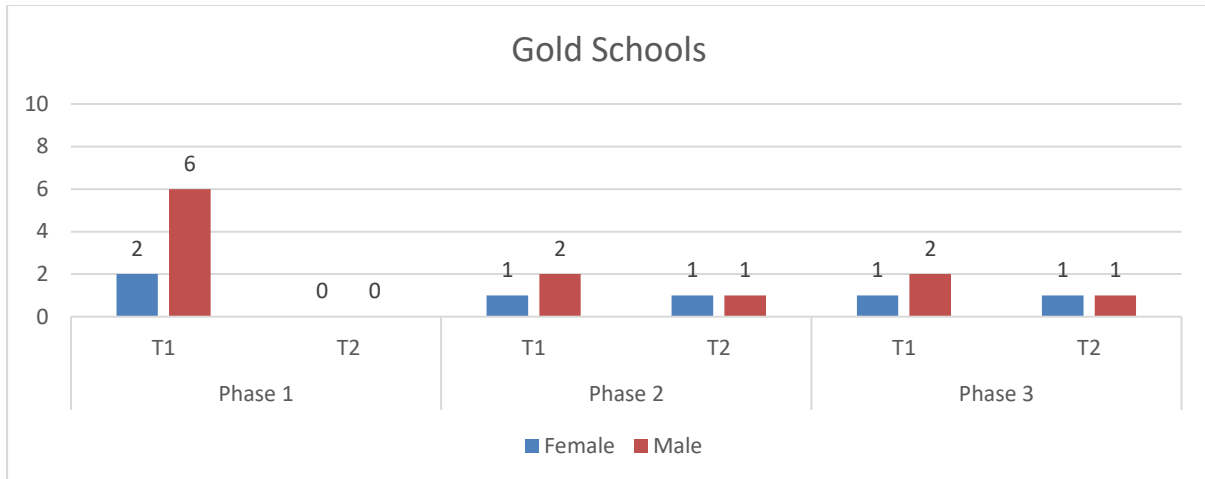
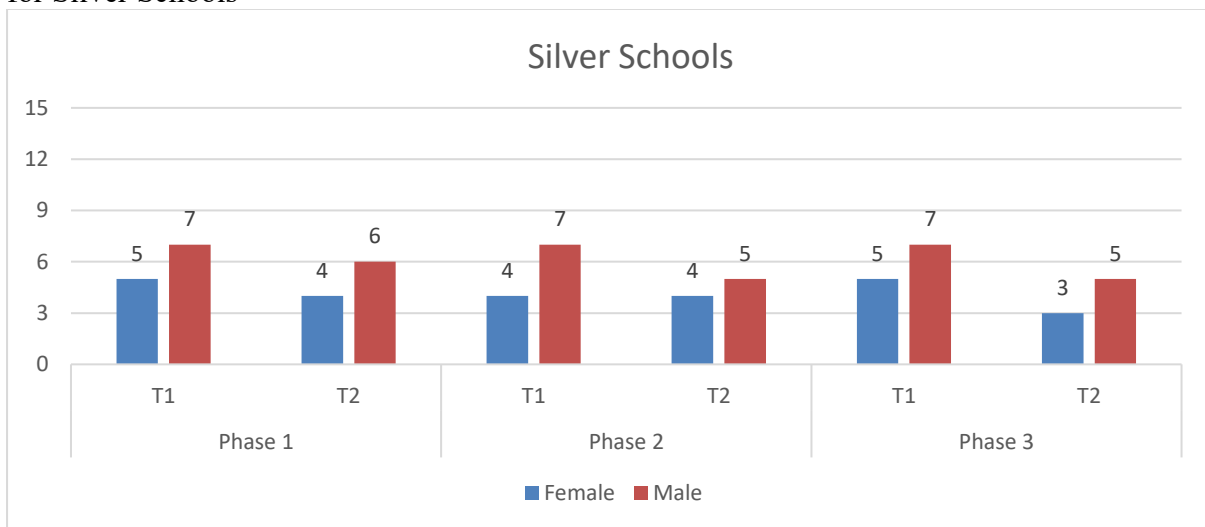Figure 48a: Prevalence of frequent cyber bullying others by gender across all three phases for Silver Schools
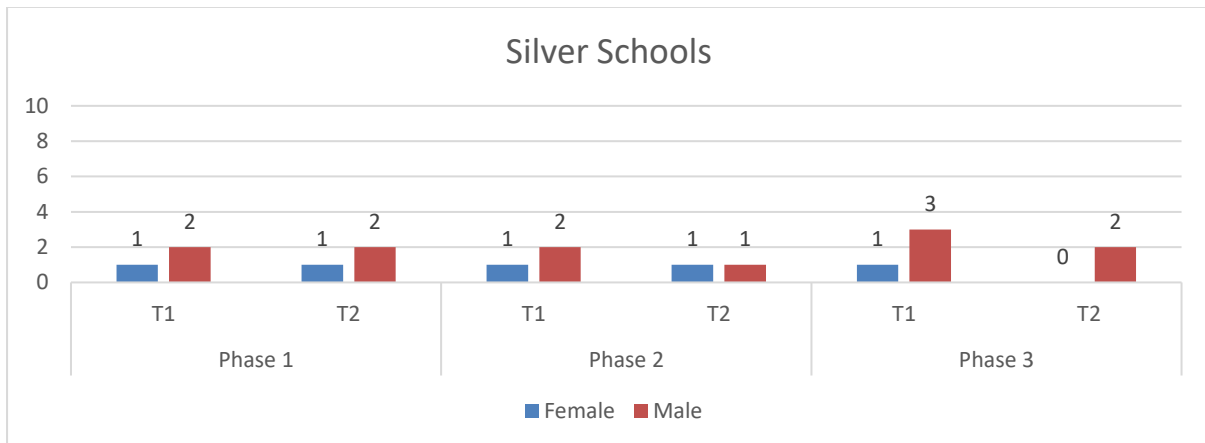
Scores are often higher for pupils with SEND, but tend to decrease more than for pupils without SEND.

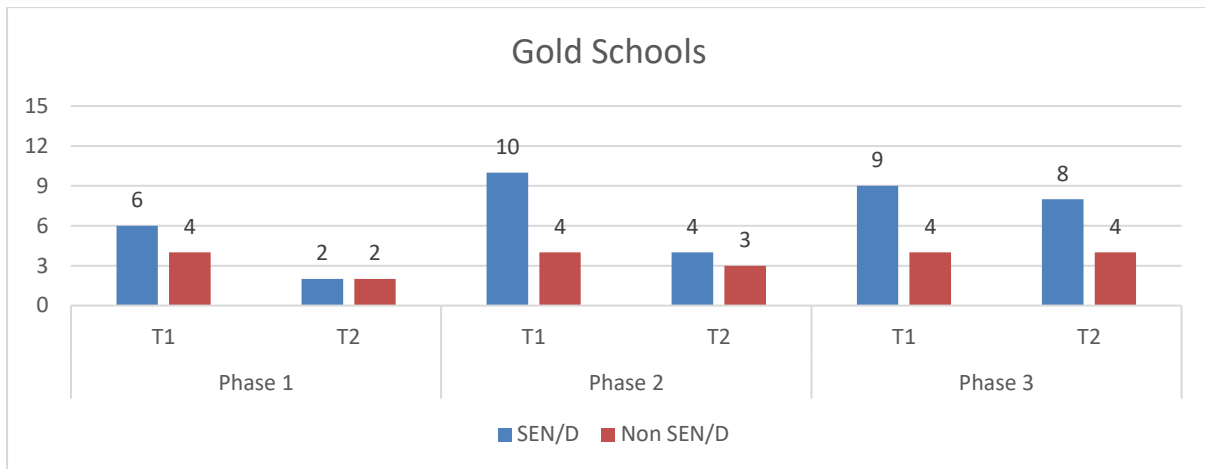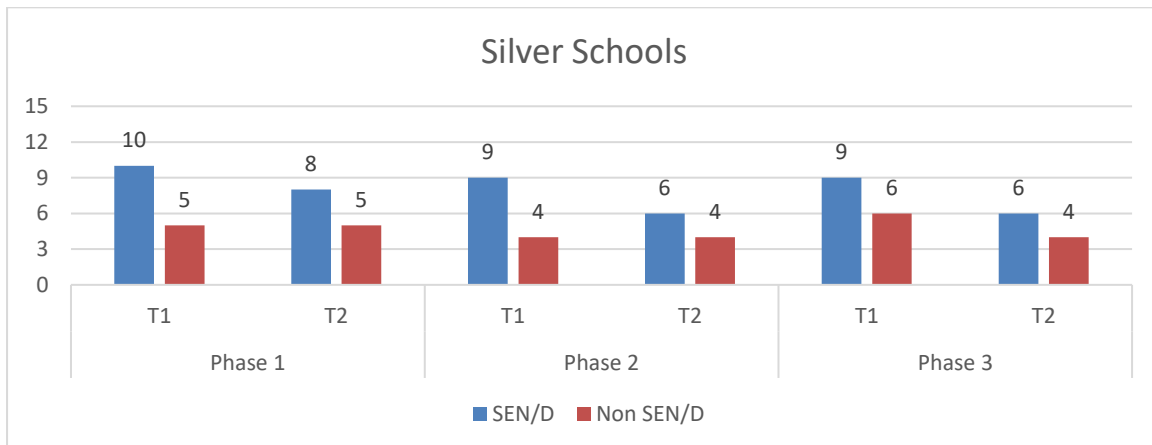Figure 48b: Prevalence of frequent cyber bullying others by SEND across all three phases for Gold Schools
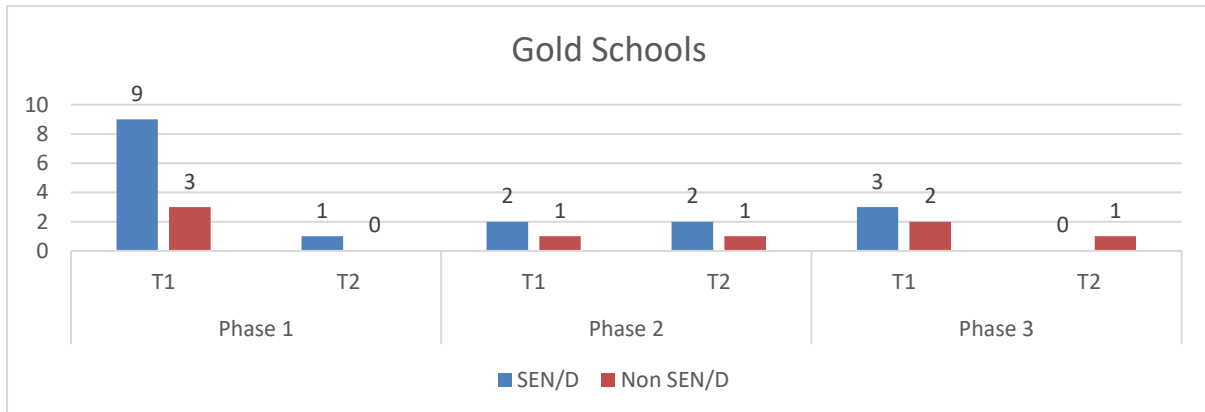
Figure 48c: Prevalence of frequent cyber bullying others by SEND across all three phases for Silver Schools
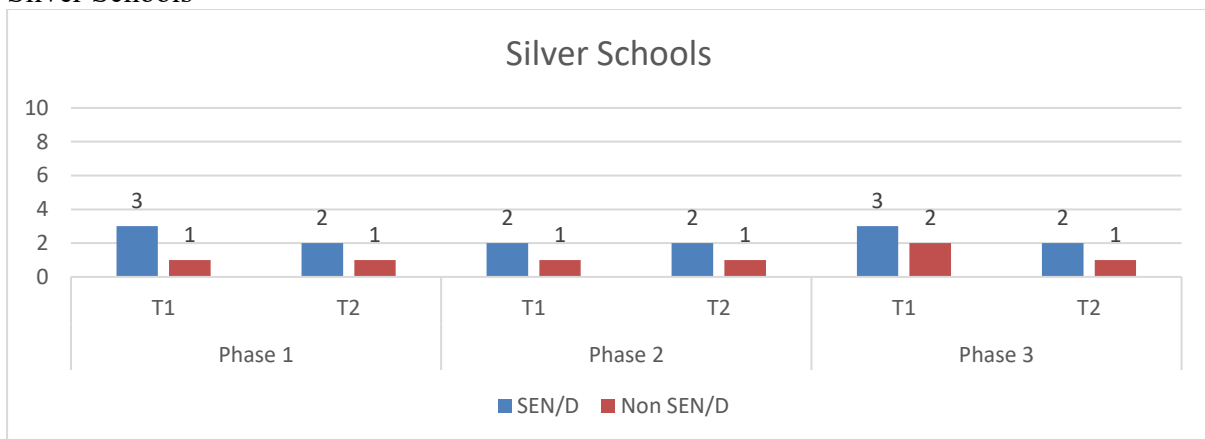
Scores are often higher for pupils receiving FSM, but tend to decrease more than for pupils not receiving FSM.

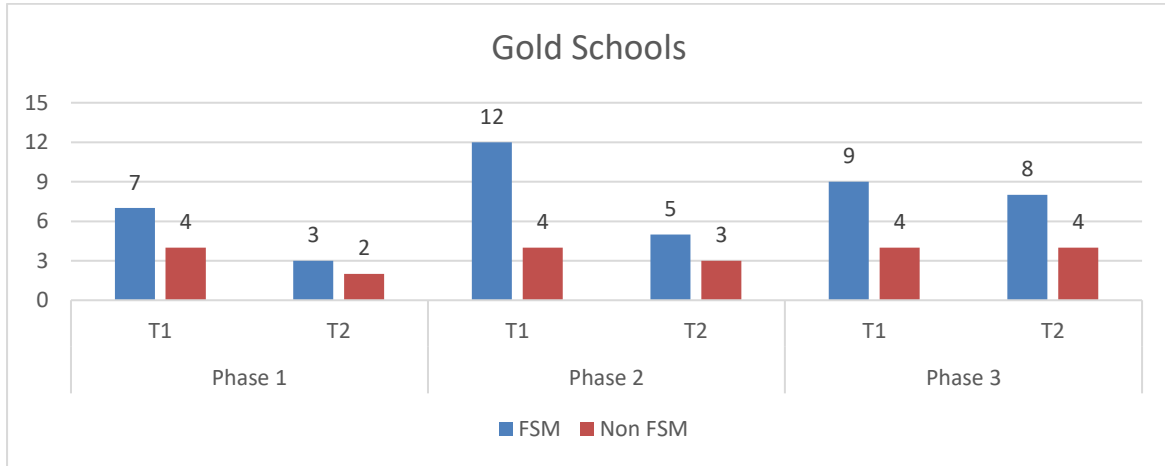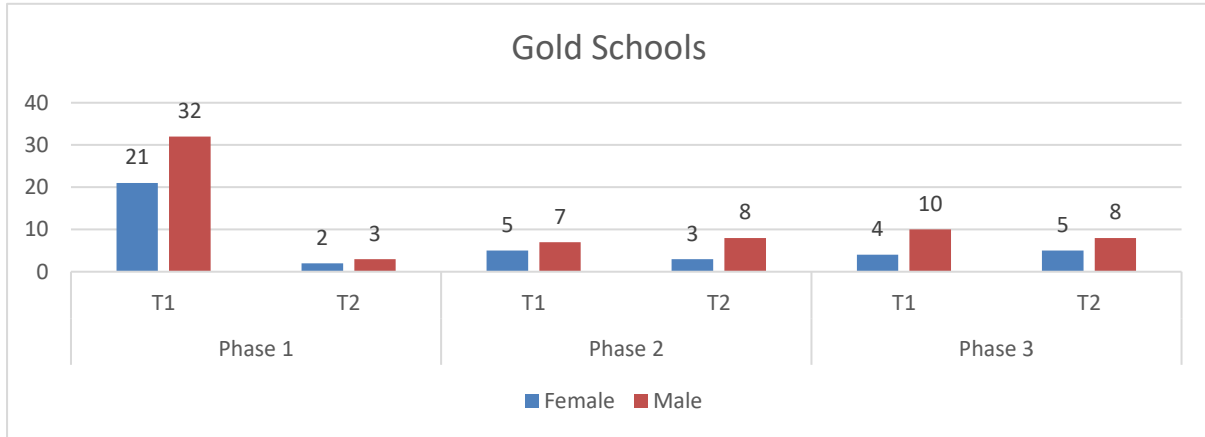Figure 48d: Prevalence of frequent cyber bullying others by FSM across all three phases for Gold Schools
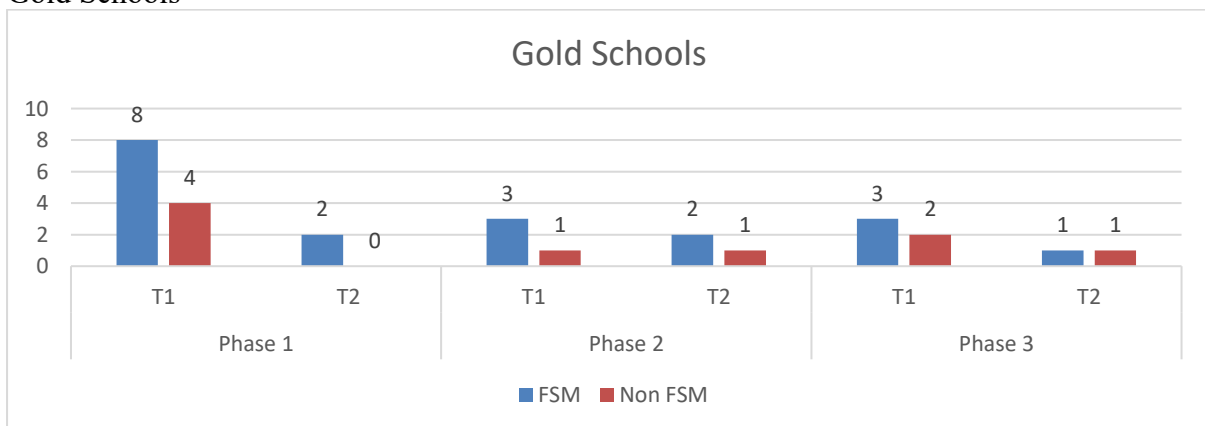
Figure 48e: Prevalence of frequent cyber bullying others by FSM across all three phases for Silver Schools
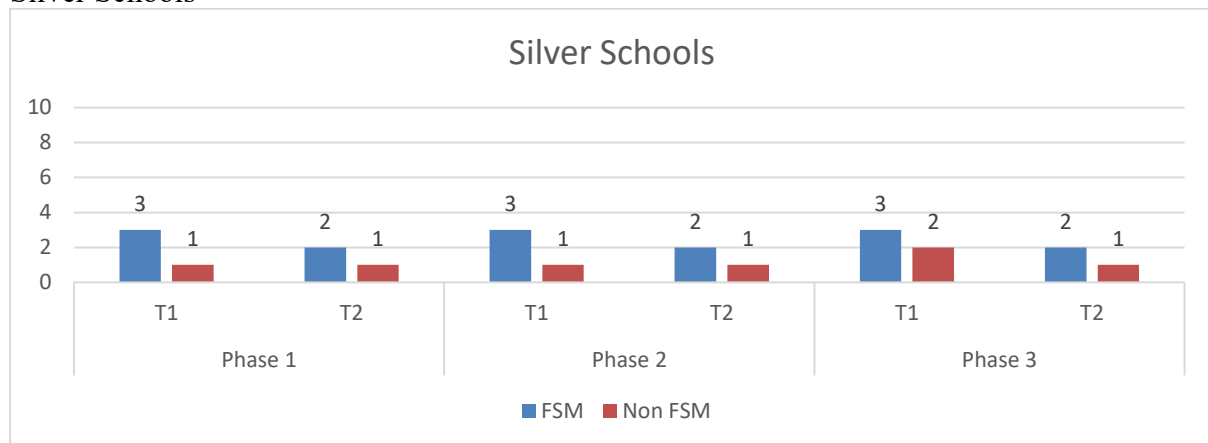
School type and levels of victimisation and bullying experiences

Prevalence of being victimised by school type

Any victimisation

Figures 49 and 49a show the level of being ever victimised by school type across the three phases for Gold or Silver schools. There is missing data for Gold schools in phase 3 for infant schools and for other schools in phase 1 and 2, whilst Silver schools' data is missing in phase 2 for infant schools. Overall, being ever victimised by school type is lower in Gold than Silver schools. However, Gold schools report an increase for secondary schools from phase 1 to phase 3, whereas Silver schools report reductions across all school types for ever victimisation over time, with a large reduction for infant schools at phase 3.

Figure 49: Prevalence of being ever victimised by school type across all three phases for Gold Schools

Figure 49a: Prevalence of being ever victimised by school type across all three phases for Silver Schools
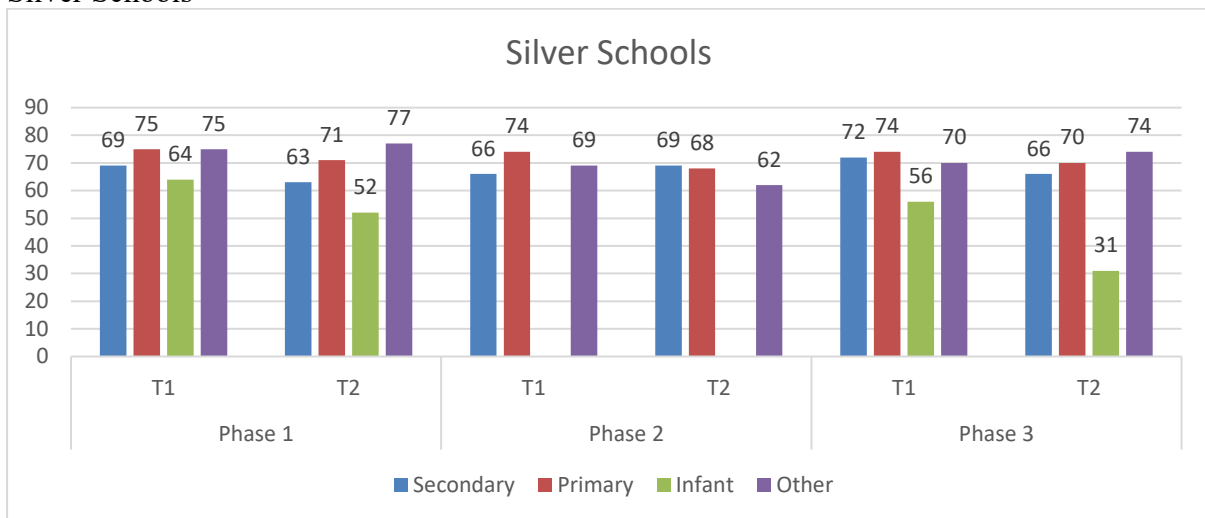
Frequent victimisation

Figures 50 to 50a show the level of being frequently victimised by school type across the three phases for Gold or Silver schools. There is missing data for Gold schools in phase 3 for infant schools and for other schools in phase 1 and 2, whilst Silver school data is missing in phase 2 for infant schools. Gold schools report lower levels for secondary schools, infant schools and other schools; however, Silver and Gold schools report the same levels for primary schools over time. Silver schools report reductions across all school types, a significant increase reported by infant schools, whereas Gold schools report increases in secondary schools and primary schools.

Figure 50: Prevalence of being frequently victimised by school type across all three phases for Gold Schools
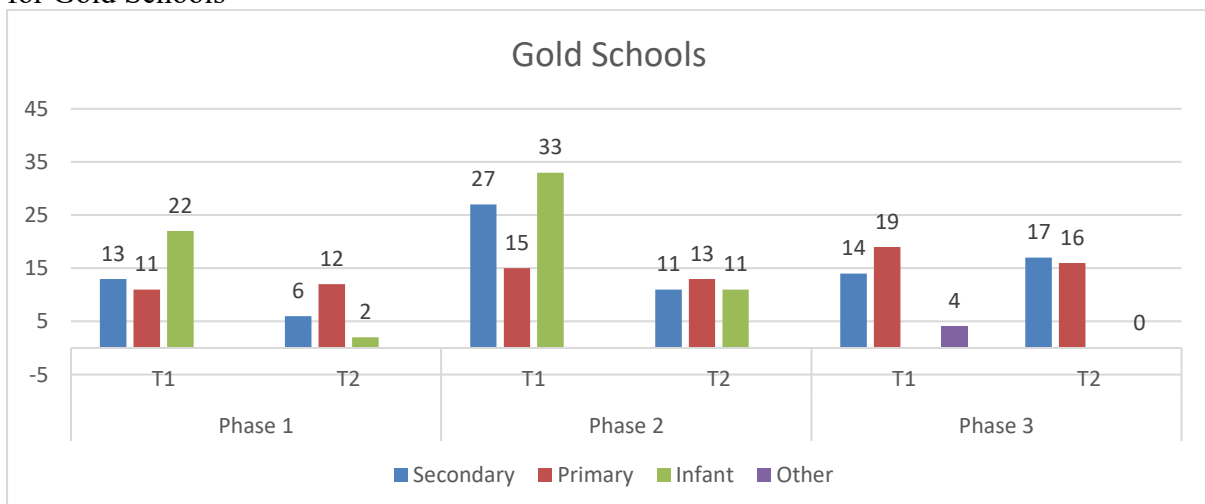
Figure 50a: Prevalence of being frequently victimised by school type across all three phases for Silver Schools
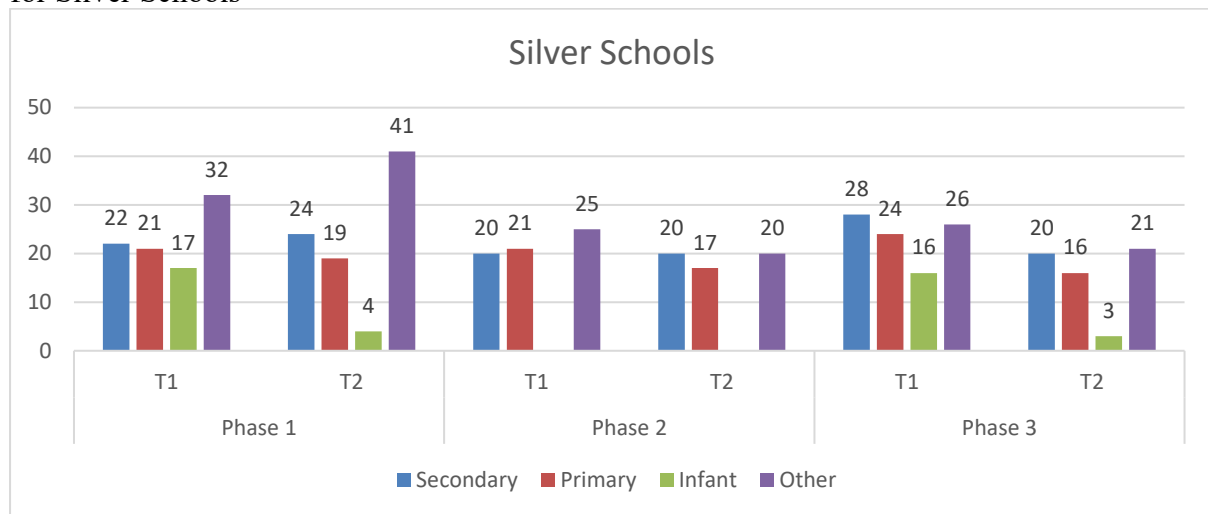
Prevalence of bullying others by school type

Any bullying others

Figures 51 and 51a show the level of ever bullying others by school type across the three phases for Gold or Silver schools. There is missing data for Gold schools in phase 3 for infant schools and for other schools in phase 1 and 2, whilst Silver school data is missing in phase 2 for infant schools. Gold schools report lower levels for secondary schools and other schools, whereas Silver schools report lower levels for primary schools and infant schools. However, Silver schools report reductions across all school types, whereas Gold schools report increases in levels of ever bullying others for primary schools and infant schools.

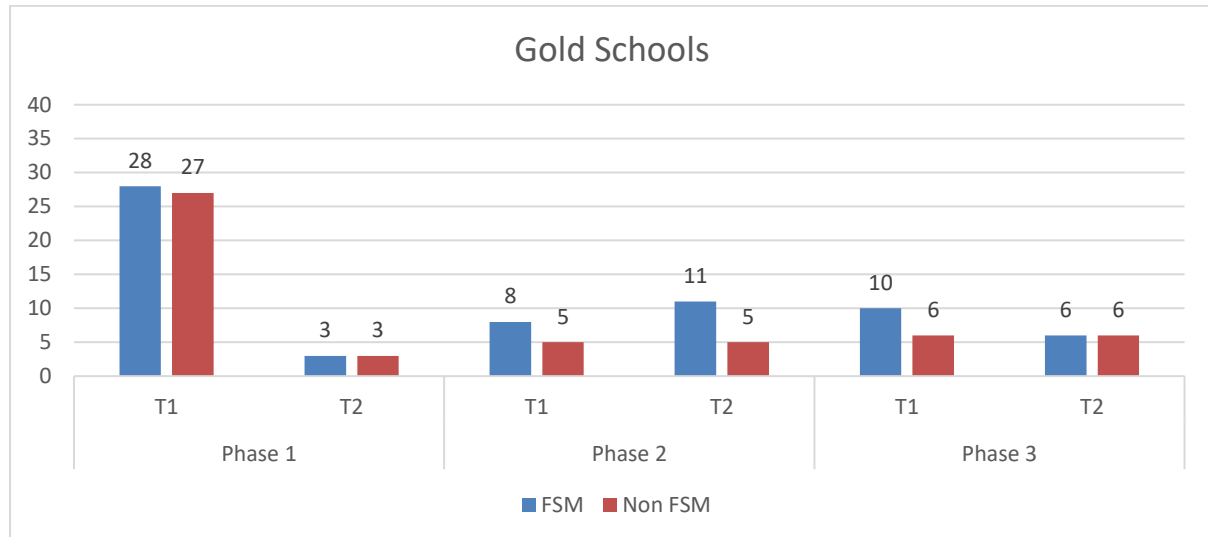Figure 51: Prevalence of ever bullying others by school type across all three phases for Gold Schools

Figure 51a: Prevalence of ever bullying others by school type across all three phases for Silver Schools
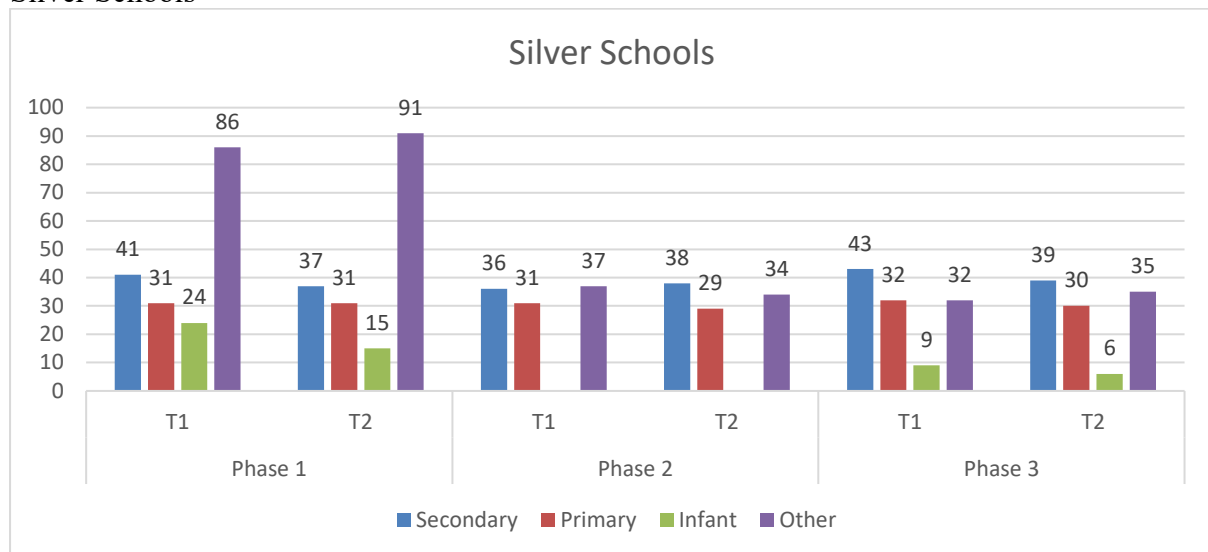
Frequently bullying others

Figures 52 and 52a show the level of frequently bullying others by school type across the three phases for Gold or Silver schools. There is missing data for Gold schools in phase 3 for infant schools and for other schools in phases 1 and 2, whilst Silver school data is missing in phase 2 for infant schools. Gold schools report lower levels for primary schools and other schools, Silver schools report lower levels for infant schools than Gold schools, whilst similar figures are reported by Gold and Silver secondary schools. However, Silver schools report more reductions across school types, whereas Gold schools report some increases for primary schools and infant schools.

Figure 52: Prevalence of frequently bullying others by school type across all three phases for Gold Schools

Figure 52a: Prevalence of frequently bullying others by school type across all three phases for Silver Schools

Silver Schools

Legend: Secondary, Primary, Infant, Other

Phase 1 — T1: Secondary 6, Primary 5, Infant 4, Other 29; T2: Secondary 7, Primary 3, Infant 1, Other 50

Phase 2 — T1: Secondary 5, Primary 5, Other 8; T2: Secondary 6, Primary 3, Other 7

Phase 3 — T1: Secondary 8, Primary 7, Other 3; T2: Secondary 5, Primary 4, Other 4

Prevalence of being cyber victimised by school type

Any cyber victimisation

Figures 53 and 53a show the levels of ever cyber victimised by school type reported across the three phases for Gold and Silver schools. There is missing data for Gold schools in phase 3 for infant schools and for other schools in phase 1 and 2, whilst Silver school data is missing in phase 2 for infant schools. Gold schools report lower levels than Silver, except that Silver infant schools report lower levels than Gold. Silver schools report increases for secondary schools and other schools, whereas Gold schools report increases for secondary schools. Silver schools report the largest reduction across the three phases for infant schools.

Figure 53: Prevalence of ever cyber victimised by school type across all three phases for Gold Schools

Gold Schools

Legend: Secondary, Primary, Infant, Other

Phase 1 — T1: Secondary 12, Primary 22, Infant 14; T2: Secondary 8, Primary 13, Infant 4

Phase 2 — T1: Secondary 26, Primary 18, Infant 24; T2: Secondary 14, Primary 16, Infant 7

Phase 3 — T1: Secondary 16, Primary 20, Other 12; T2: Secondary 17, Primary 19, Other 6
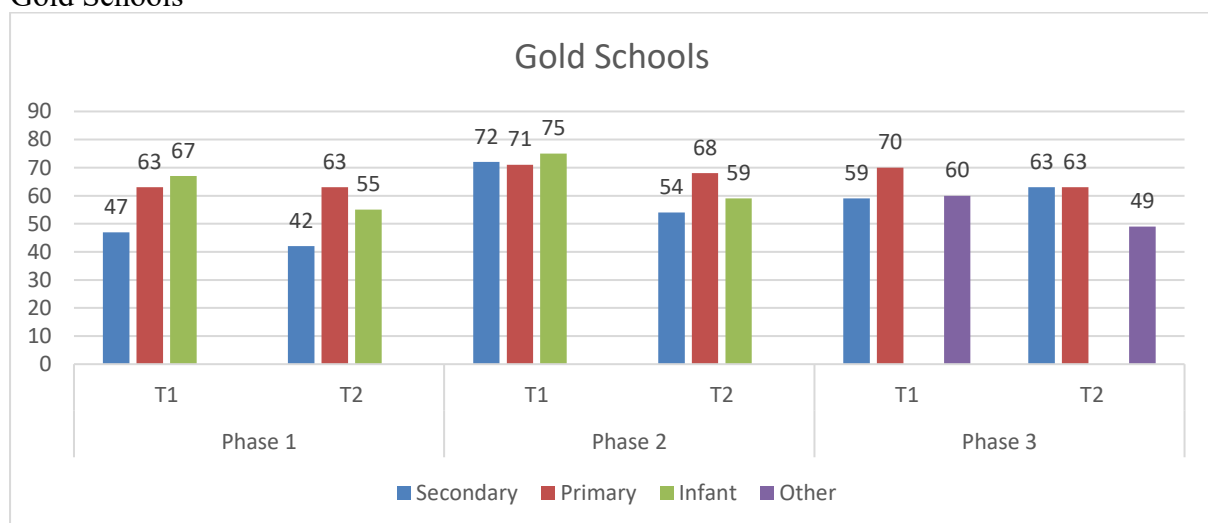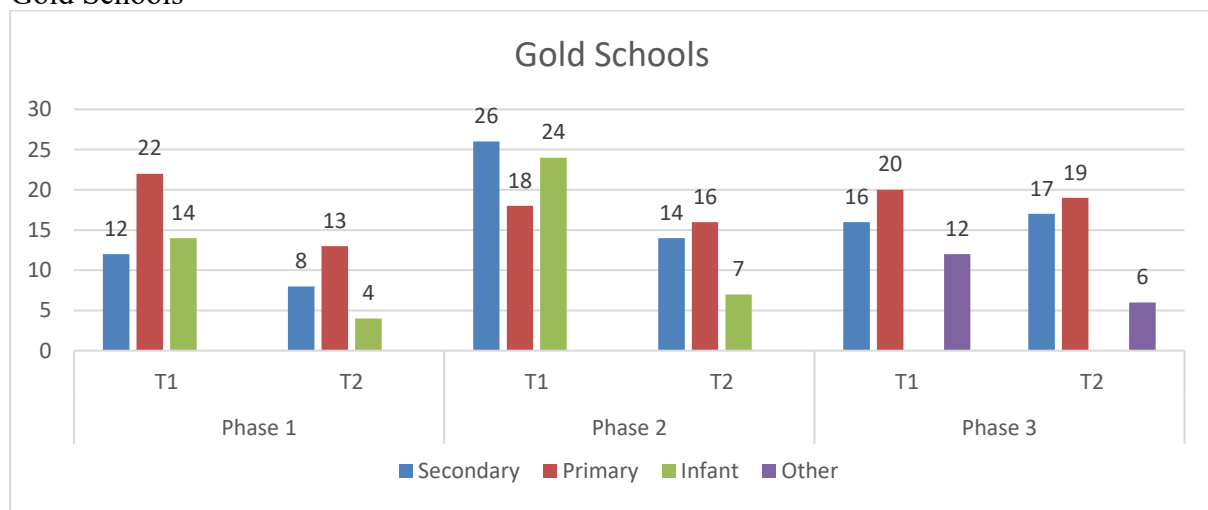
Figure 53a: Prevalence of ever cyber victimised by school type across all three phases for Silver Schools
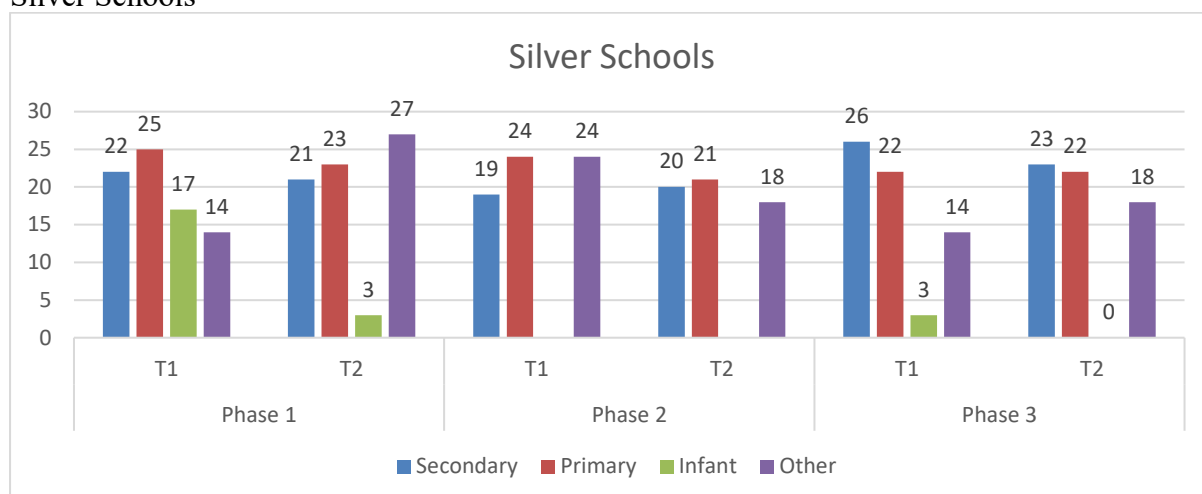
Frequent cyber victimisation

Figures 54 and 54a show the levels of frequent cyber victimisation by school type reported across the three phases for Gold or Silver schools. There is missing data for Gold schools in phase 3 for infant schools and for other schools in phase 1 and 2, whilst Silver school data is missing in phase 2 for infant schools. Gold schools report lower levels across all school types than Silver schools except for infant schools where Silver schools reported lower levels. Silver schools reported reductions across nearly all school types except other schools, whereas Gold schools reported the levels of frequent cyber victimisation reduced for infant schools and other schools and unchanged for secondary and primary schools.

Figure 54: Prevalence of frequent cyber victimisation by school type across all three phases for Gold Schools
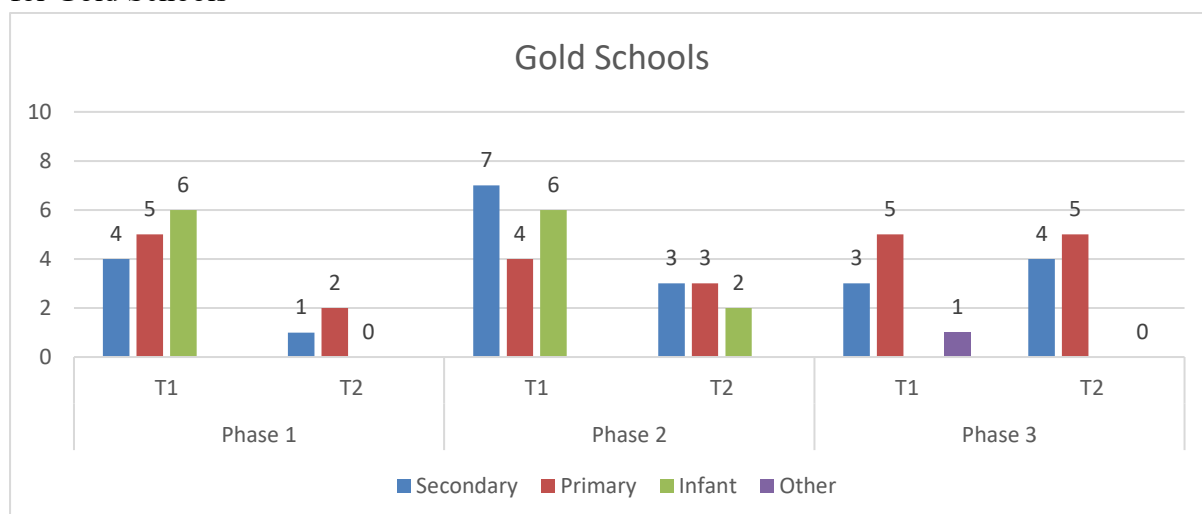
Figure 54a: Prevalence of frequent cybe victimisation by school type across all three phases for Silver Schools
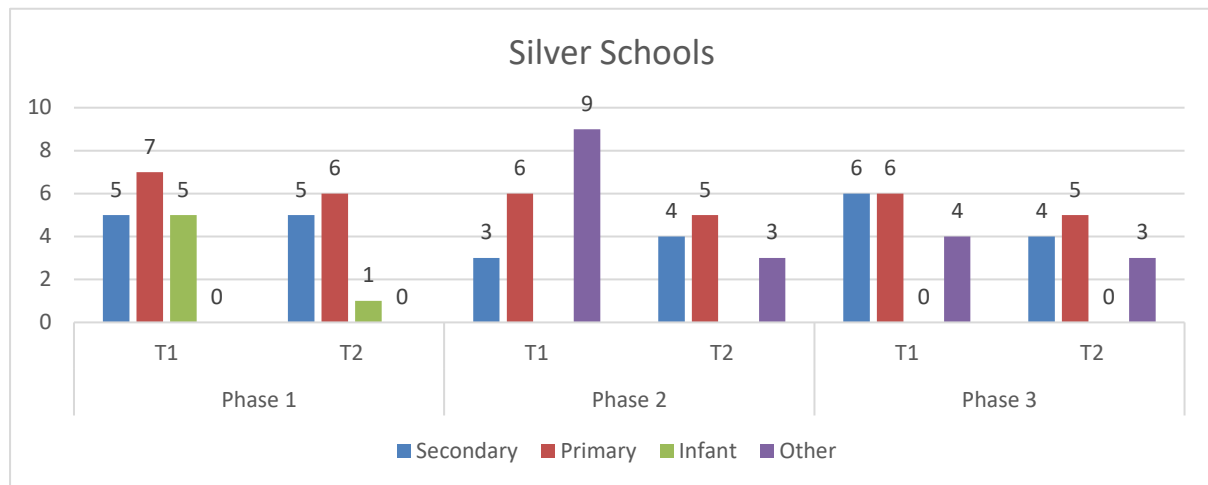
Prevalence of cyber bullying others by school type

Any cyber bullying others

Figures 55 and 55a show the levels of ever cyber bullying others by school type reported across the three phases for Gold or Silver schools. There is missing data for Gold schools in phase 3 for infant schools and for other schools in phase 1 and 2, whilst Silver school data is missing in phase 2 for infant schools. Gold schools report lower levels in phase 1 and phase 3 and lower levels for only one school type during phase 2, than Silver schools. Whilst levels are lower mostly for Gold schools, Silver schools report reductions across all school types, a large reduction for other schools, whereas Gold schools report increases for primary schools and infant schools, and unchanged for secondary schools.

Figure 55: Prevalence of ever cyber bullying others by school type across all three phases for Gold Schools
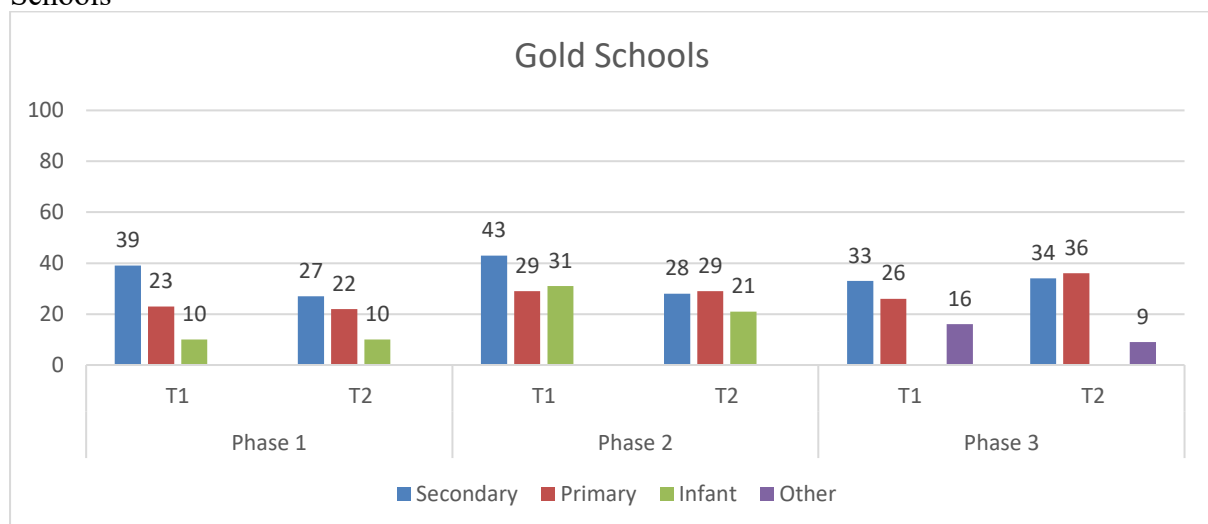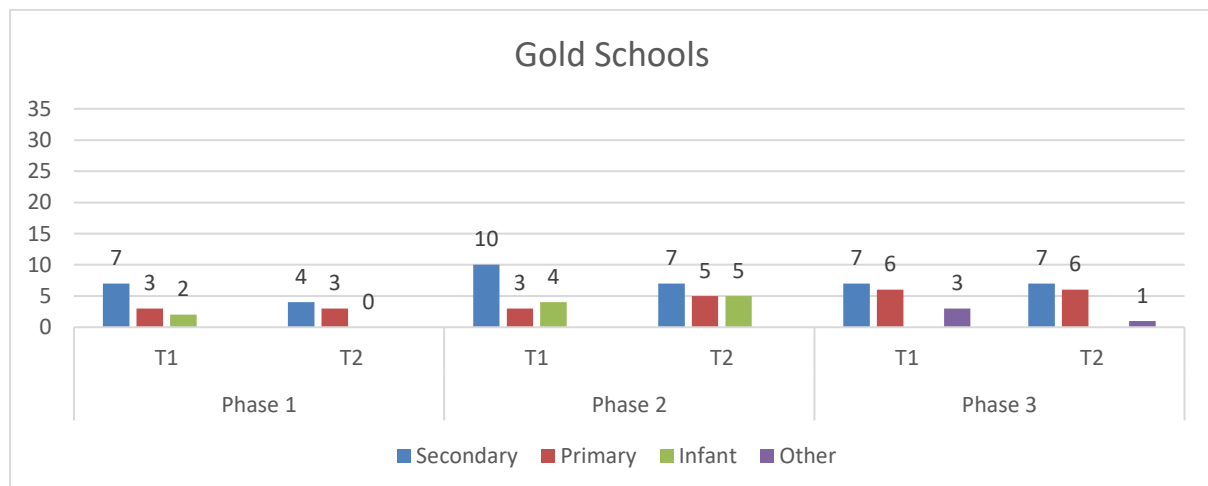
Figure 55a: Prevalence of ever cyber bullying others by school type across all three phases for silver Schools
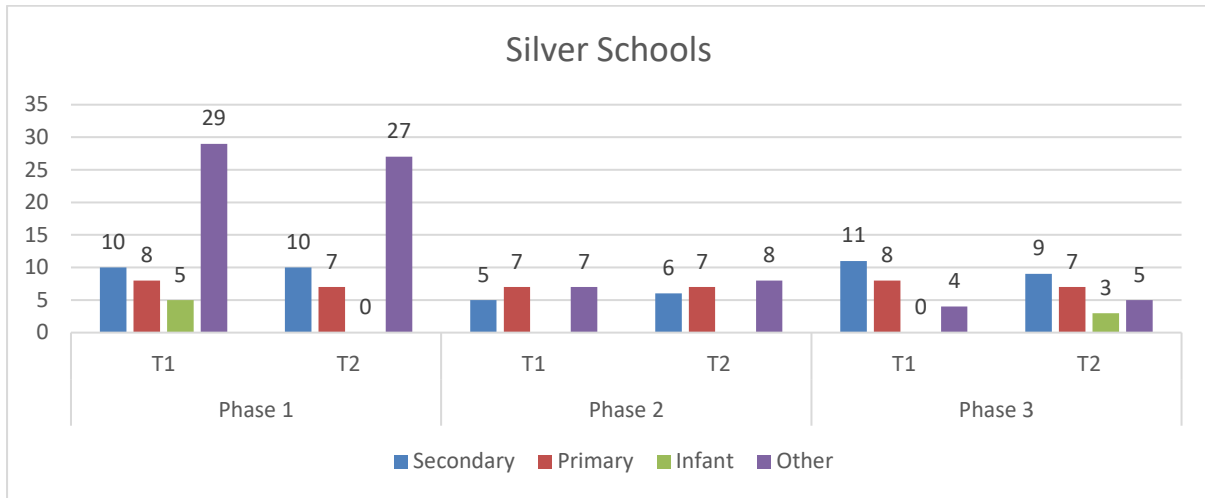
Frequently cyber bullying others

Figures 56 and 56a show the level of frequently cyber bullying others by school type reported across the three phases for Gold or Silver schools. There is missing data for Gold schools in phase 3 for infant schools and for other schools in phase 1 and 2, whilst Silver school data is missing in phase 2 for infant schools. Overall, Gold schools report lower levels during phase 1, during phase 2 the reporting was lower only for primary schools, whilst in phase 3 the levels were lower for secondary schools and other schools only. Silver schools reported no changes in levels of frequent cyber bullying others, whereas Gold schools reported increases in two categories. However, Silver schools reported the largest increases in other schools during phase 1.

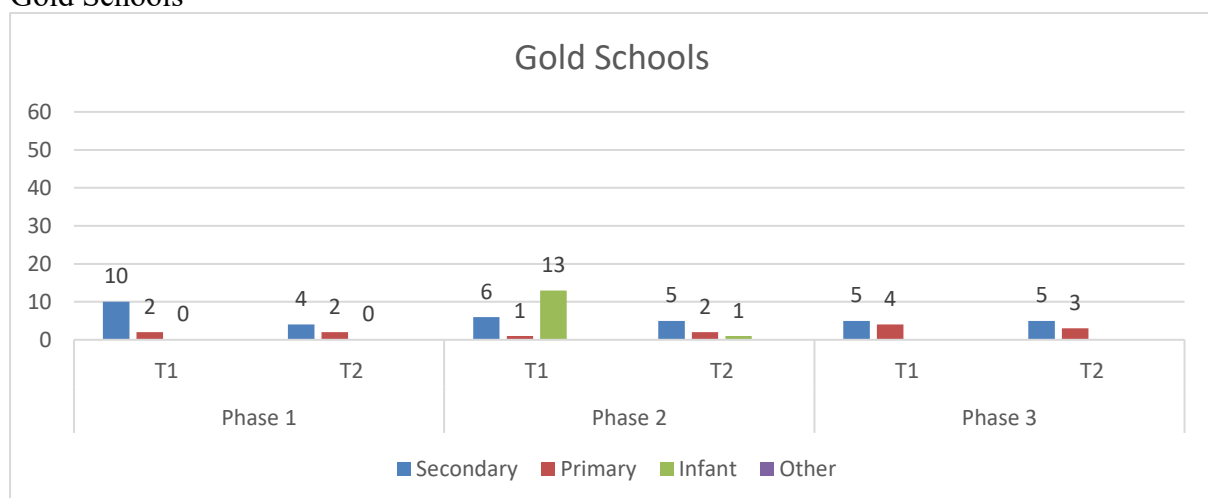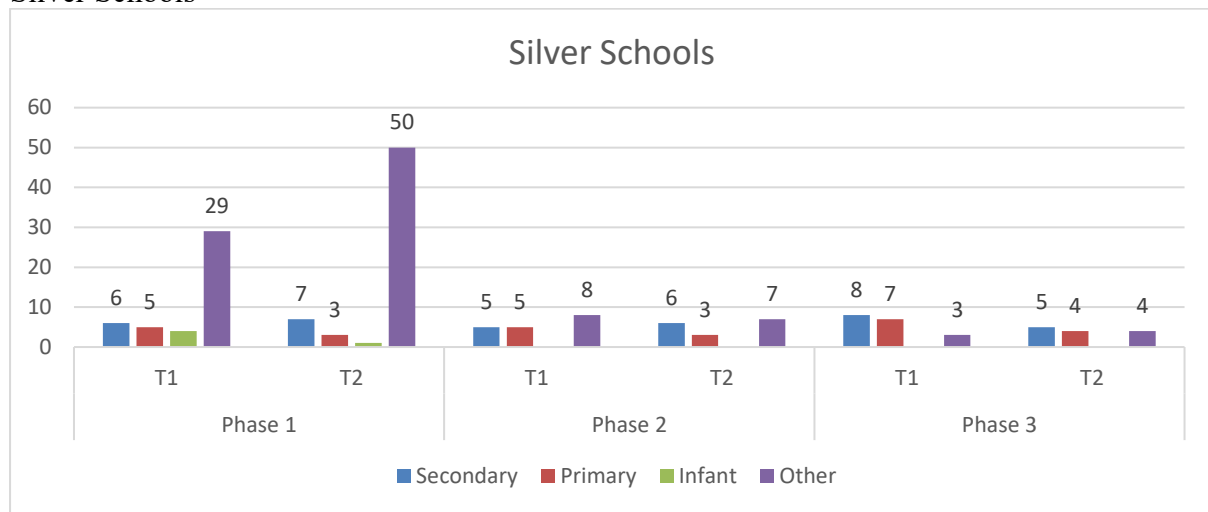Figure 56: Prevalence of frequently cyber bullying others by school type across all three phases for Gold Schools
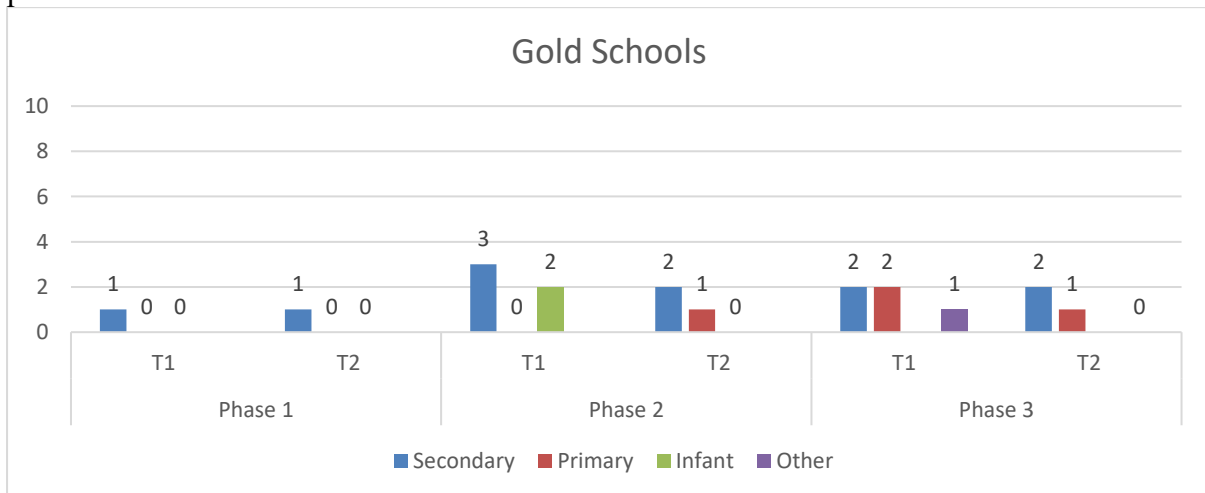
Figure 56a: Prevalence of frequently cyber bullying others by school type across all three phases for Silver Schools
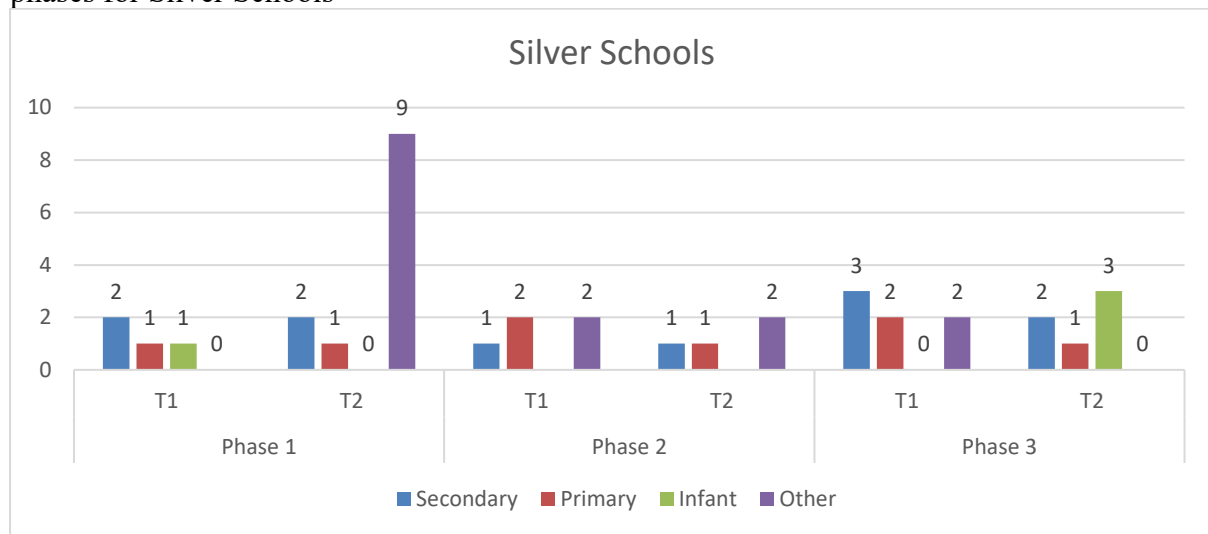
Types of victimisation and bullying others experiences

Types of ever and frequent victimisation

 Any victimisation

Figures 57 and 57a show the types of behaviours experienced by those ever victimised across the three phases for Gold or Silver schools. Gold schools report fewer types of behaviours experienced by those ever victimised across the phases than Silver schools. Gold schools reported reductions in all types of behaviours except for 'had bad things said about me'. Silver schools reported no changes for 'called mean names' and 'other pupils stop me joining in', however increases are reported for 'had bad things said about me'. Gold schools reported the largest increase in types of behaviours experienced by those ever victimised during phase 3 for 'had bad things said about me', whereas Silver reported the largest reduction for the same type of behaviour during phase 2.

Figure 57: Prevalence of types of ever victimisation experienced by all pupils across all three phases for Gold schools
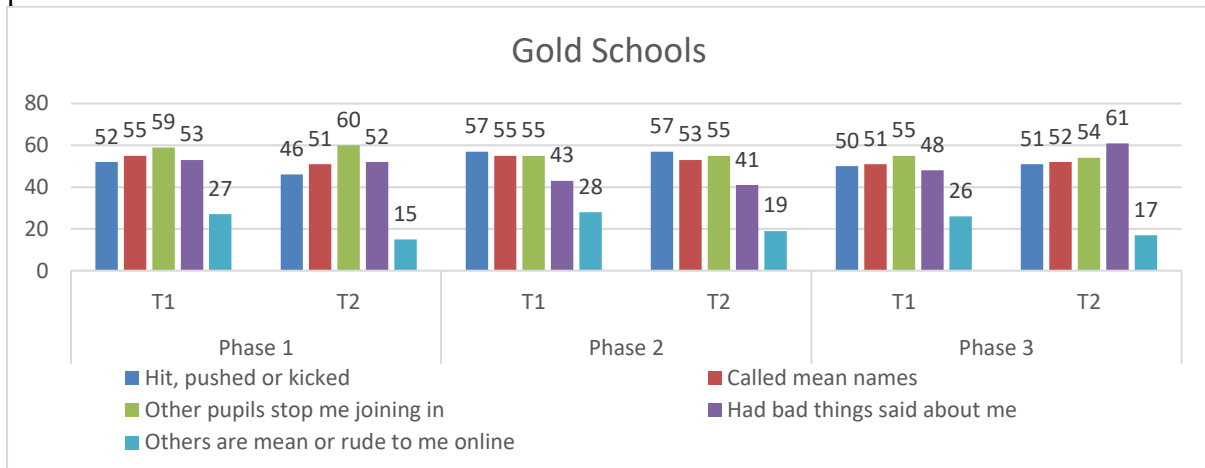
Figure 57a: Prevalence of types of ever victimisation experienced by all pupils across all three phases for Silver Schools
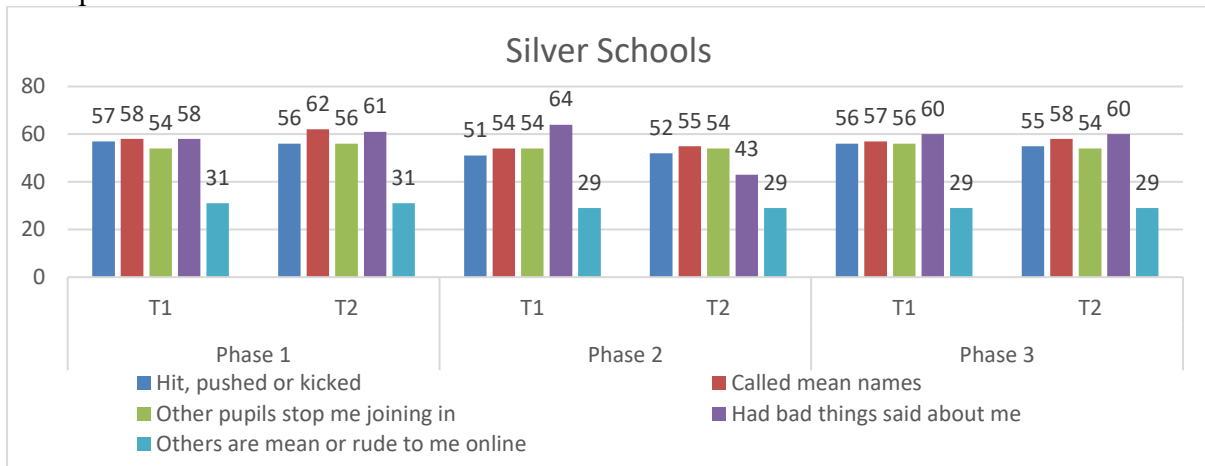
Frequent victimisation

Figures 58 and 58a show the types of behaviours experienced by those frequently victimised across the three phases for Gold or Silver schools. These types of behaviours are experienced less by those frequently victimised in Gold schools but only at phase 2. The largest reduction was reported by Gold schools during phase 1 for 'other pupils stop me joining in', whilst Silver schools reported the largest increase in phase 3 for 'called mean names'.

Figure 58: Prevalence of types of victimisation frequently experienced by all pupils across all three phases for Gold Schools

Gold Schools

	Hit, pushed or kicked	Called mean names	Other pupils stop me joining in	Had bad things said about me	Others are mean or rude to me online
Phase 1 T1	30	43	55	34	20
Phase 1 T2	24	40	27	58	9
Phase 2 T1	27	43	32	52	17
Phase 2 T2	29	25	32	53	15
Phase 3 T1	40	38	36	48	19
Phase 3 T2	34	39	38	54	20

Figure 58a: Prevalence of types of victimisation frequently experienced by all pupils across all three phases for Silver Schools

Silver Schools

	Hit, pushed or kicked	Called mean names	Other pupils stop me joining in	Had bad things said about me	Others are mean or rude to me online
Phase 1 T1	33	47	36	53	21
Phase 1 T2	34	46	34	56	18
Phase 2 T1	33	38	34	58	17
Phase 2 T2	34	41	34	61	18
Phase 3 T1	32	38	29	51	17
Phase 3 T2	35	48	32	51	17

Types of bullying others

Any bullying others

Figures 59 and 59a show overall prevalence of types of bullying others ever reported across the three phases for Gold or Silver schools. Overall, Gold schools reported less types of bullying others than Silver schools for 'I hit push or kick other pupils', 'I call mean names' and 'I am mean or rude to other pupils online' than silver schools; however, Silver schools reported less prevalence for the remaining two types of behaviours across the three phases. Whilst Gold schools reported less overall, they reported increases in all types of bullying others except 'I stop other pupils joining in with me', whereas Silver schools reported more

improvements over time. Gold schools reported the largest increase for 'I say bad things about other pupils when they are not there', over the three phases.

Figure 59: Prevalence of types of bullying others ever experienced by all pupils across all three phases for Gold Schools
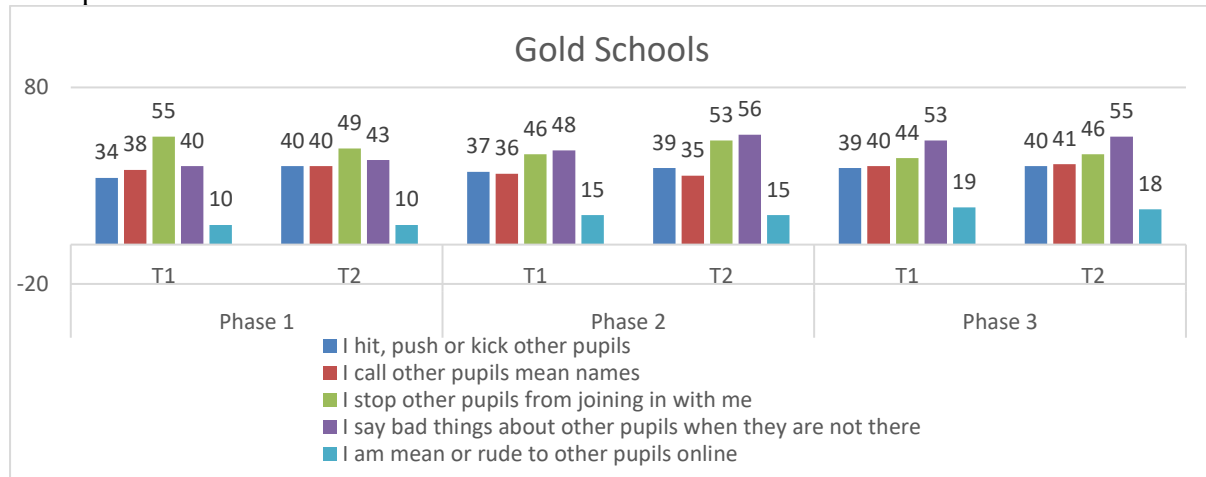
Figure 59a: prevalence of types of bullying others ever experienced by all pupils across all three phases for Silver Schools
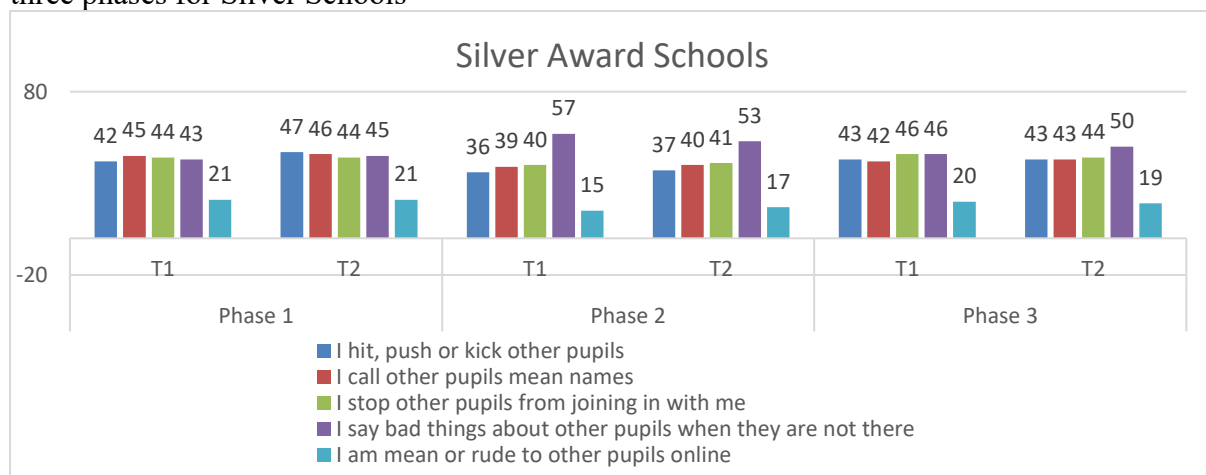
Frequent bullying others

Figures 60 and 60a show overall prevalence of types of frequent bullying others reported across the three phases for Gold or Silver schools. Gold schools report fewer types of bullying others in phase 1 than Silver schools; however, in phase 3, Silver schools report less prevalence than Gold schools. Similarly, Gold and Silver schools report increases across the three phases for 'I hit push or kick other pupils' and 'I call other pupils mean names', whilst Gold and Silver award schools reported improvements for 'I stop other pupils from joining in with me', a significant improvement by Gold schools.

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Figure 60: Prevalence of types of bullying others frequently reported by all pupils across all three phases for Gold Schools
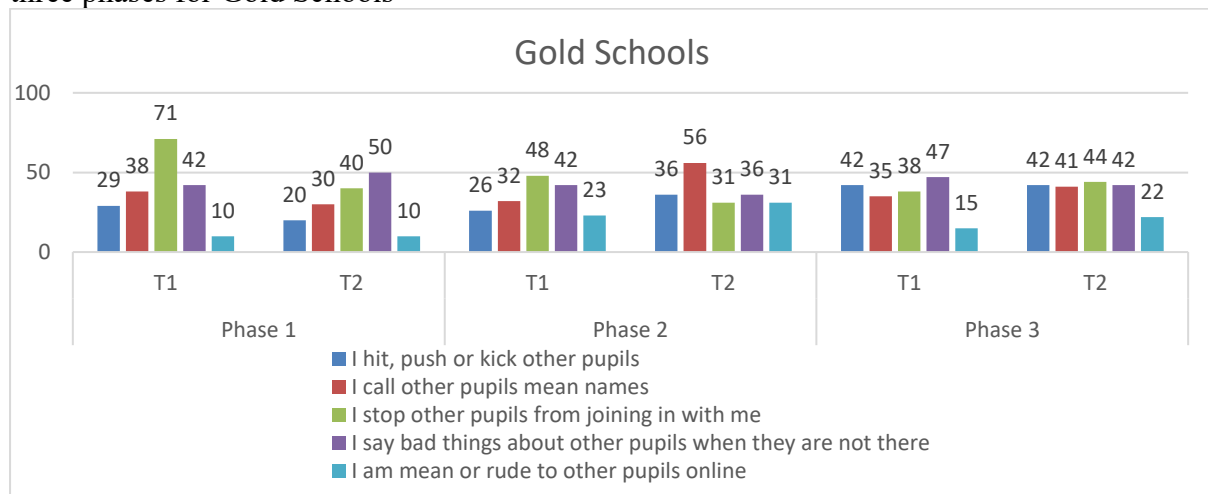
Figure 60a: Prevalence of types of bullying others frequently reported by all pupils across all three phases for Silver Schools
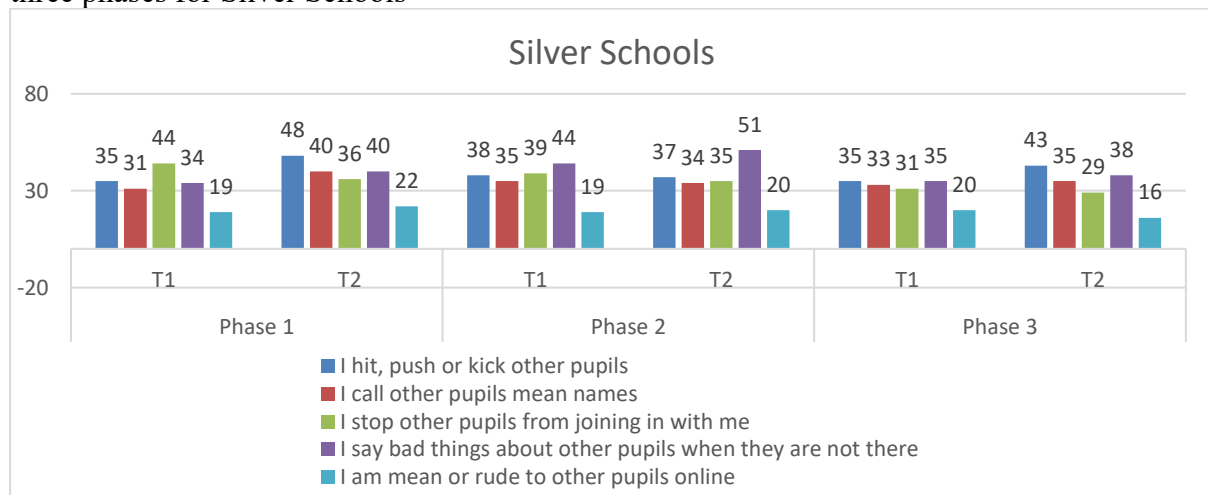
Types of victimisation for pupils with SEND

Any victimisation

Figures 61 and 61a show overall prevalence of types of ever victimisation reported by pupils with SEND across the three phases for Gold or Silver schools. Gold schools report lower types of victimisation ever reported by pupils with SEND than Silver schools. Gold schools report increases in types of behaviour except for 'called mean names', whereas Silver schools report reductions, with 'called mean names' remaining unchanged. Gold schools reported noticeably high figures in phase 2 T1.

Figure 61: Prevalence of types of victimisation ever reported by pupils with SEND across all three phases for Gold schools

Gold Schools

Legend:
- Hit, pushed or kicked
- Called mean names
- Other pupils stop me joining in
- Had bad things said about me
- Others are mean or rude to me online

Phase 1 T1: 25, 33, 30, 26, 19
Phase 1 T2: 23, 29, 36, 25, 15
Phase 2 T1: 49, 47, 53, 48, 33
Phase 2 T2: 43, 41, 45, 39, 19
Phase 3 T1: 38, 39, 42, 39, 24
Phase 3 T2: 35, 32, 35, 35, 24
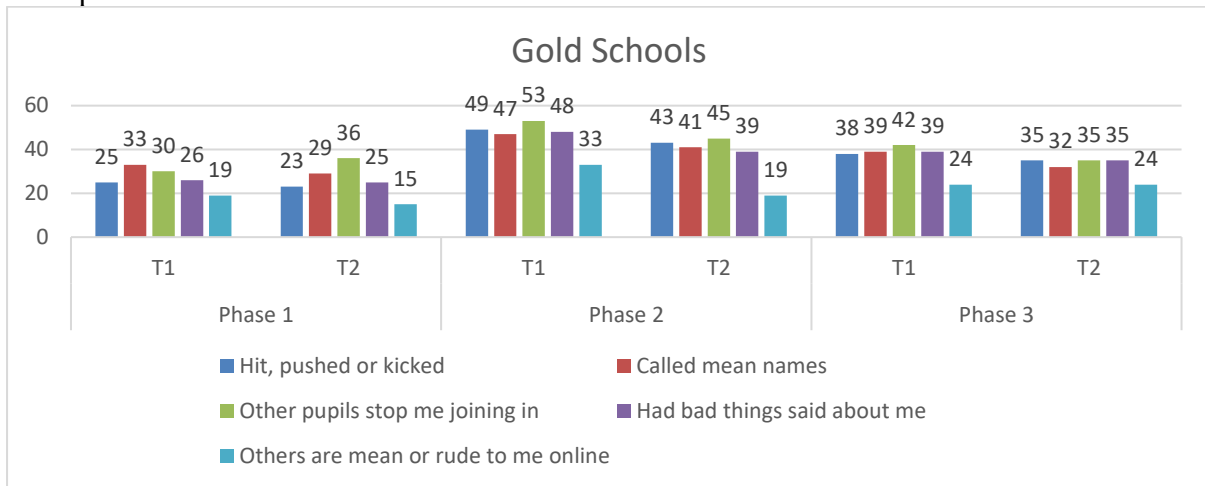
Figure 61a: Prevalence of types of victimisation ever reported by pupils with SEND across all three phases for Silver Schools

Silver Schools

Legend:
- Hit, pushed or kicked
- Called mean names
- Other pupils stop me joining in
- Had bad things said about me
- Others are mean or rude to me online

Phase 1 T1: 48, 44, 48, 43, 28
Phase 1 T2: 42, 45, 43, 40, 24
Phase 2 T1: 39, 44, 45, 47, 29
Phase 2 T2: 36, 38, 41, 42, 23
Phase 3 T1: 43, 47, 46, 46, 26
Phase 3 T2: 38, 44, 40, 42, 25
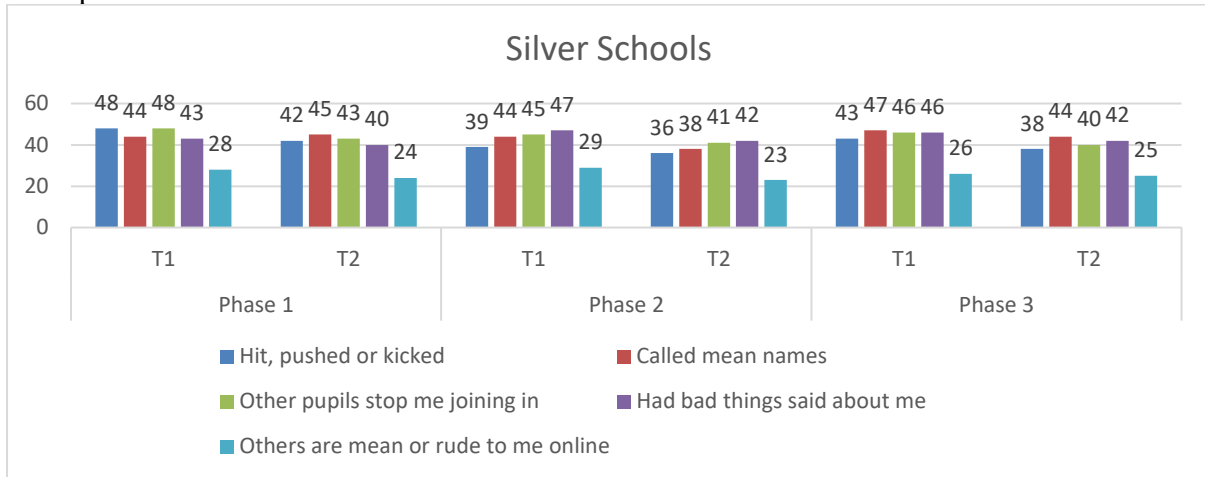
Frequent victimisation

Figures 62 and 62a show overall prevalence of types of frequent victimisation reported by pupils with SEND across the three phases for Gold and Silver schools. Gold schools report fewer types of victimisation frequently reported by SEND than Silver schools across all three phases, except for 'others are mean or rude to me online' at phase 3. Whilst Gold schools reported fewer types of victimisation than Silver schools, Silver schools report reductions across all types of victimisation, whereas Gold schools report three types of victimisation increasing. Figures are noticeably high for Gold schools at phase 2 T1 compared to Silver schools, however during phase 2, Gold schools report a large reduction at T1 and T2 for 'other pupils stop me joining in'.

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Figure 62: Prevalence of types of victimisation frequently reported by pupils with SEND across all three phases for Gold Schools

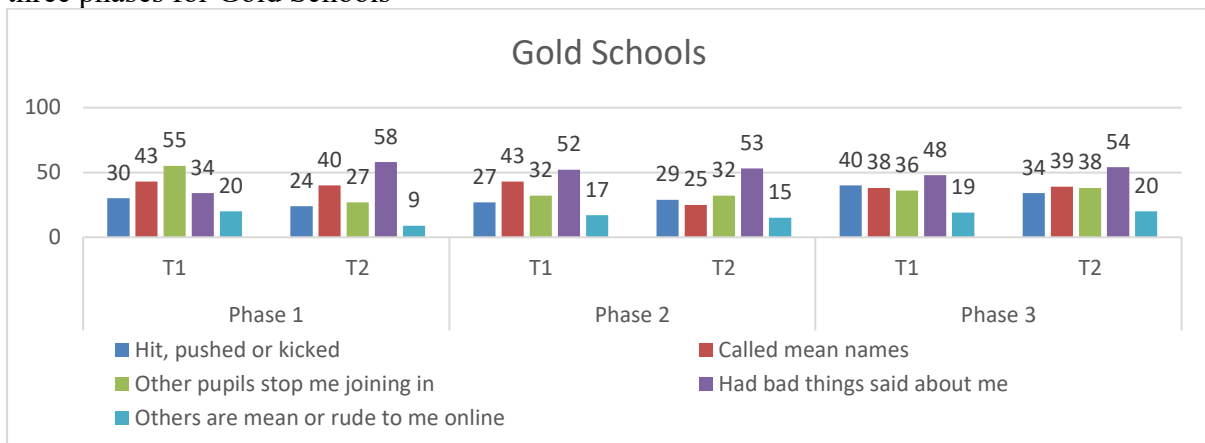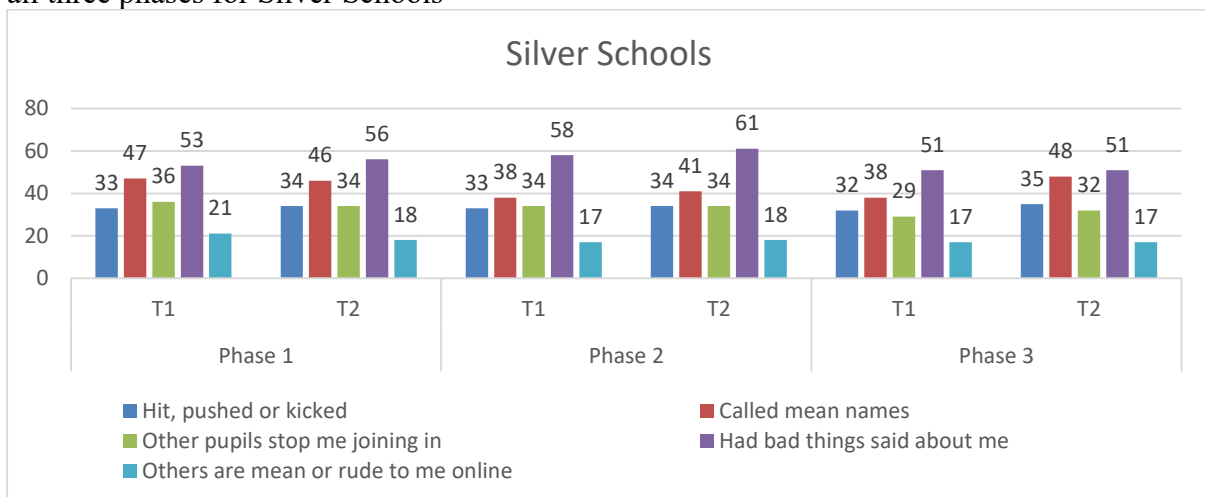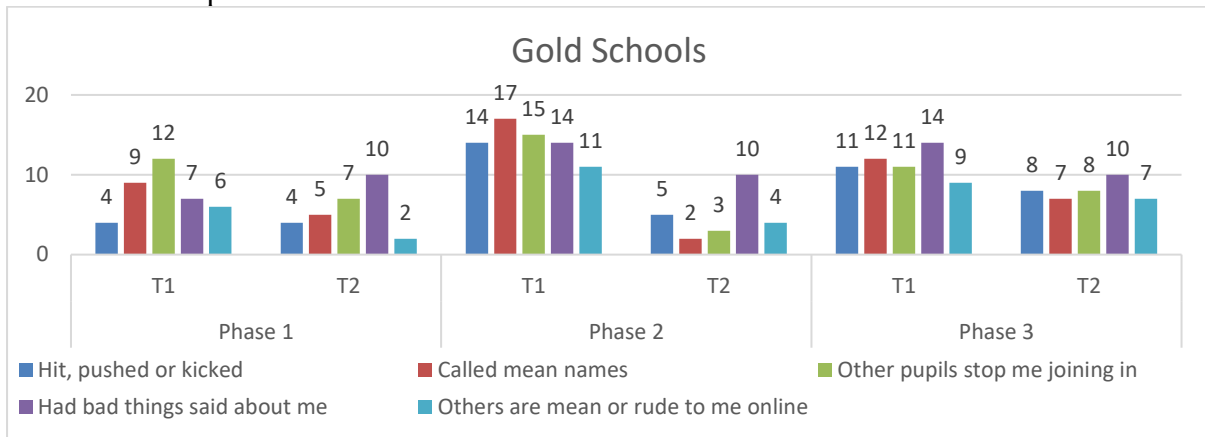Figure 62a: Prevalence of types of victimisation frequently reported by pupils with SEND across all three phases for Silver Schools
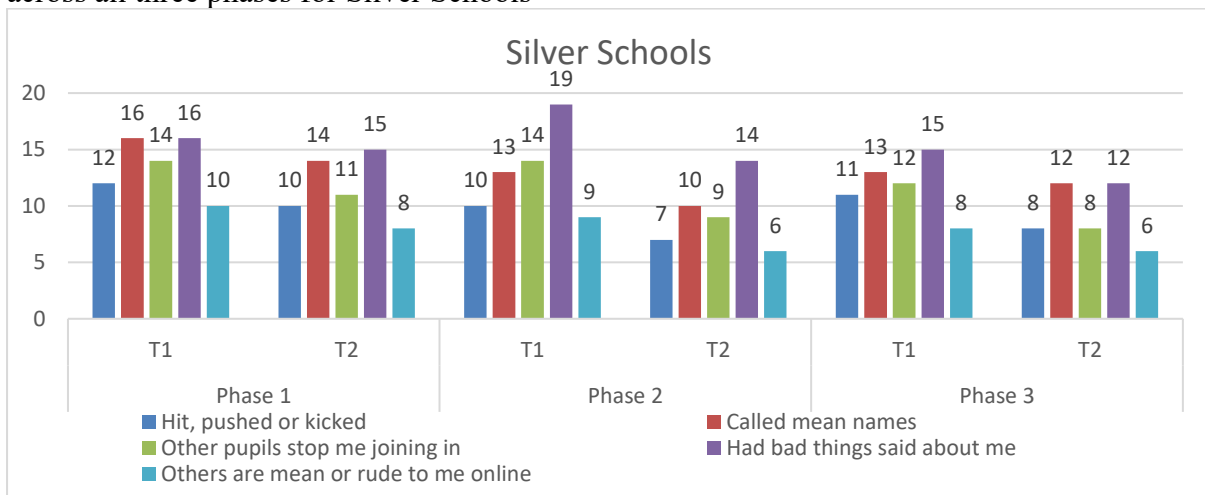
Types of bullying others for pupils with SEND

Any bullying others

Figures 63 and 63a show overall prevalence of types of ever bullying others reported by pupils with SEND over the three phases of the programme for Gold and Silver schools. Gold schools report fewer types of bullying others in phase 1 and phase 3 than Silver schools, whilst Silver schools report less prevalence in phase 2. Gold schools report reductions in types of bullying others reported by pupils with SEND, except increasing for 'I hit push or kick others'. Similarly, Silver schools report reductions in all categories except remaining unchanged for 'I say bad things about other pupils when they are not there'. Figures are high for Gold schools during phase 2 T1, whilst Silver schools report high figures during phase 1 T1.

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Figure 63: Prevalence of types of bullying others ever reported by pupils with SEND across all three phases for Gold Schools
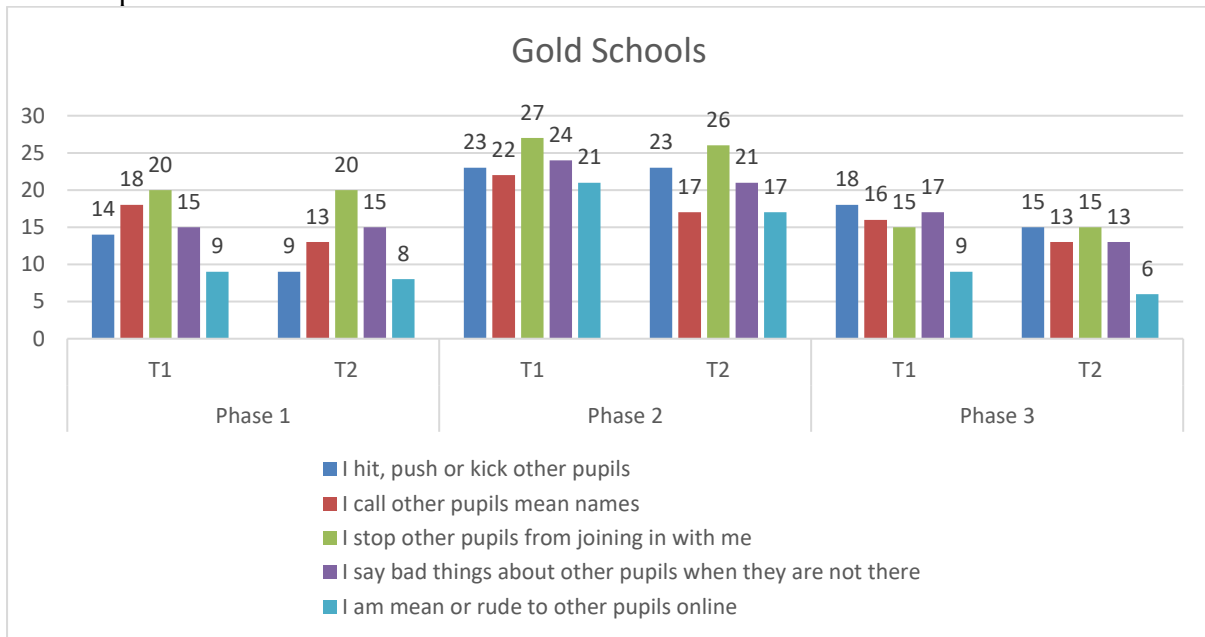
Figure 63a: Prevalence of types of bullying others ever reported by pupils with SEND across all three phases for Silver Schools
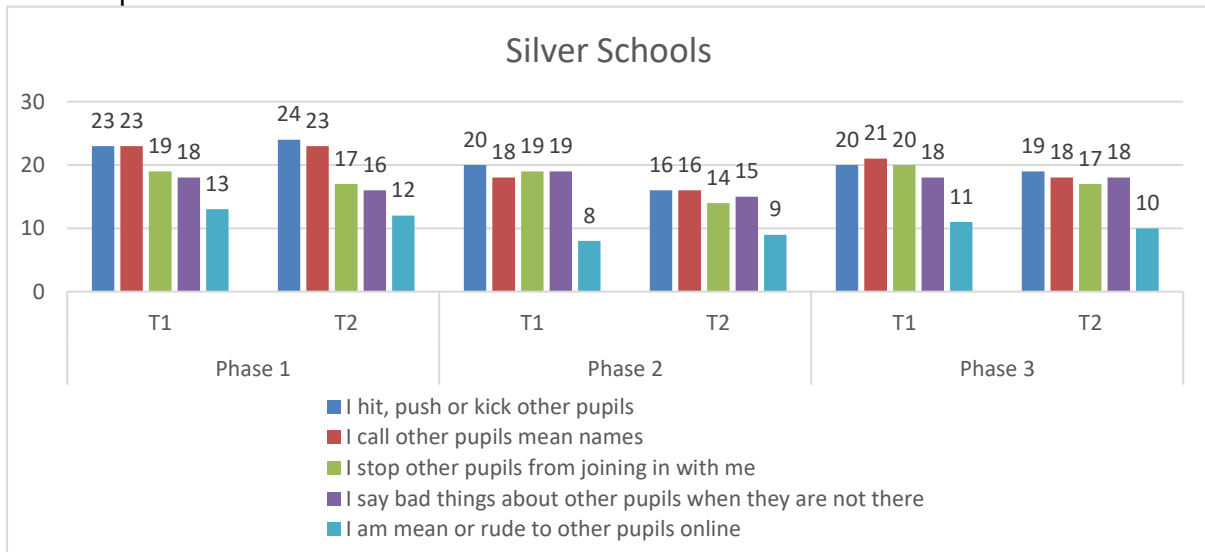
Frequent bullying others

Figures 64 and 64a show overall prevalence of types of frequent bullying others reported by pupils with SEND across the three phases for Gold and Silver schools. Gold schools reported less prevalence of bullying others than Silver schools, however Gold and Silver schools report similar figures at phase 3 T2 for 'I stop other pupils from joining in with me' and 'I say bad things about other pupils when they are not there'. Additionally, Gold and Silver schools

report reductions in all types of bullying others frequently reported by pupils with SEND, with larger reductions reported by Gold schools from phase 1 to phase 3, most noticeably for 'I stop other pupils from joining in with me'.

Figure 64: Prevalence of types of bullying frequently reported by pupils with SEND across all three phases for Gold Schools
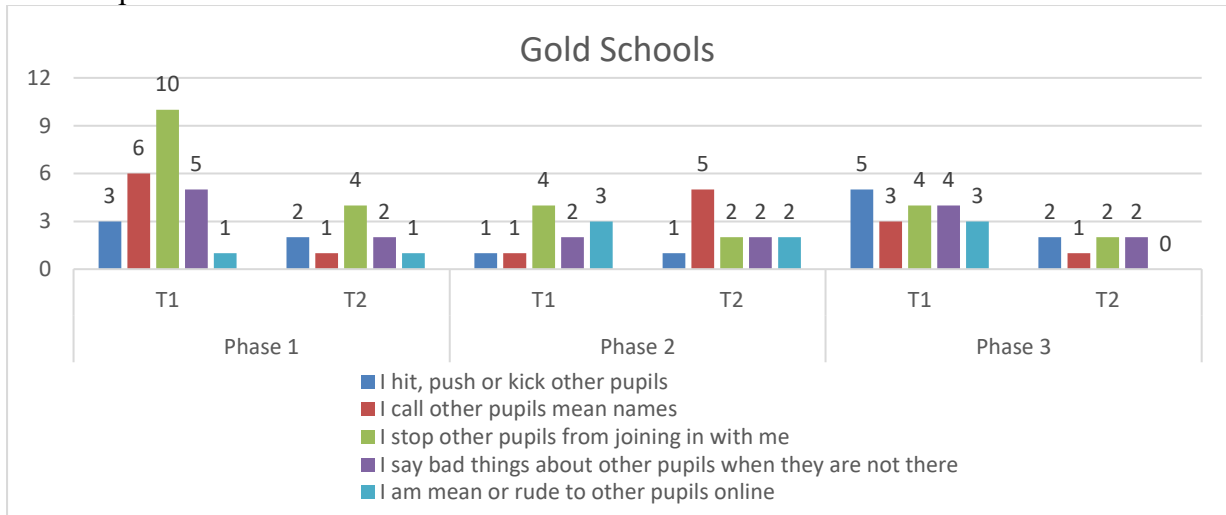
Figure 64a: Prevalence of types of bullying others frequently reported by pupils with SEND across all three phases for Silver Schools

School Experience

School experience was assessed by four items in the Pupil Questionnaire and contained the following statements, *'I like going to school', 'I feel safe at school', 'I get on well with my teachers', and 'I feel like I belong at school'.* These items were responded to using a four-point Likert scale ranging from never (0), a little (1), a lot (2), or always (3). The total scores

were divided by the number of items to give a mean score of between 0 and 3, the higher the score the more positive the pupils felt about their school experience.

Very generally, for both all kinds of victimisation and bullying others, and including cyber, the best school experience scores are reported by those never involved, followed by those ever involved, and the poorest scores for those frequently involved. This is a very consistent finding for all these B and V measures and is not reported again in each case.

Victimisation and bullying others

School Experience in relation to victimisation

Figures 65 and 65a shows overall scores and changes in school experience in relation to victimisation across the three phases for Gold or Silver award schools. Pupils attending Gold schools have higher positive feeling in relation to those who have been victimised than Silver schools over the three phases. Whilst Gold schools reported higher positive feelings for victimisation than Silver schools, Gold schools reported a decrease in positive feelings for victimisation from phase 1 to phase 3, whereas Silver schools reported increased positive feelings for never victimised and ever victimised over time. Significant increases in positive feelings are reported by Gold schools at phase 1 for those never victimised.

Figure 65: School experience in relation to victimisation across all three phases for Gold Schools

Gold School bar chart showing Never Victim, Ever Victim and Frequent Victim scores across Phase 1, Phase 2, Phase 3, each with T1 and T2. Phase 1 T1: 2.31, 2.02, 1.78; T2: 2.54, 2.1, 1.77. Phase 2 T1: 2.2, 1.9, 1.63; T2: 2.31, 1.95, 1.73. Phase 3 T1: 2.15, 1.93, 1.69; T2: 2.28, 1.88, 1.59.

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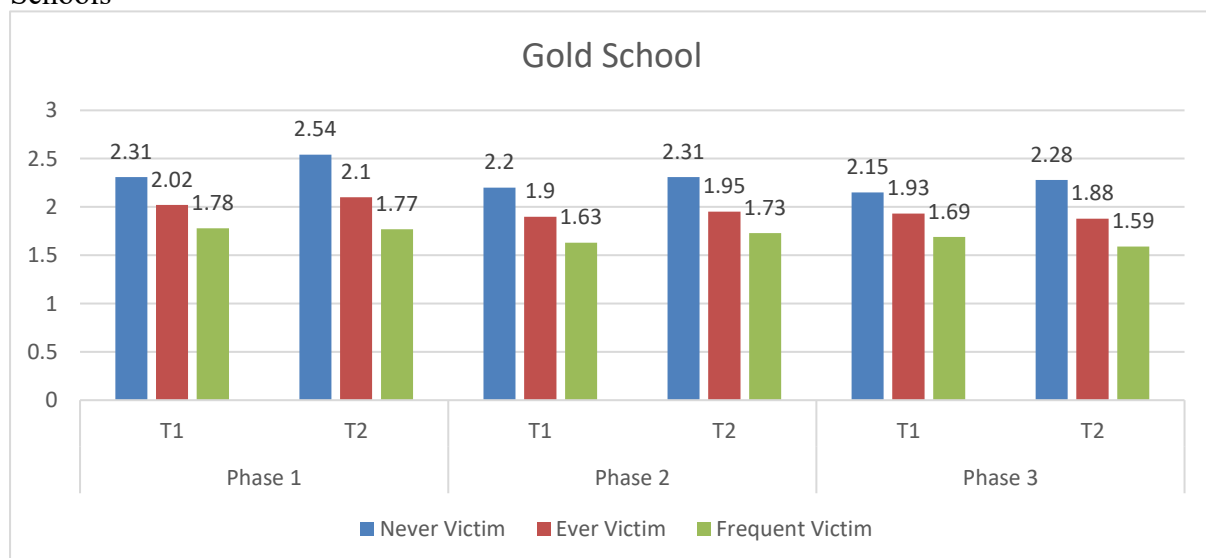
Figure 65a: School experience in relation to victimisation across all three phases for Silver Schools
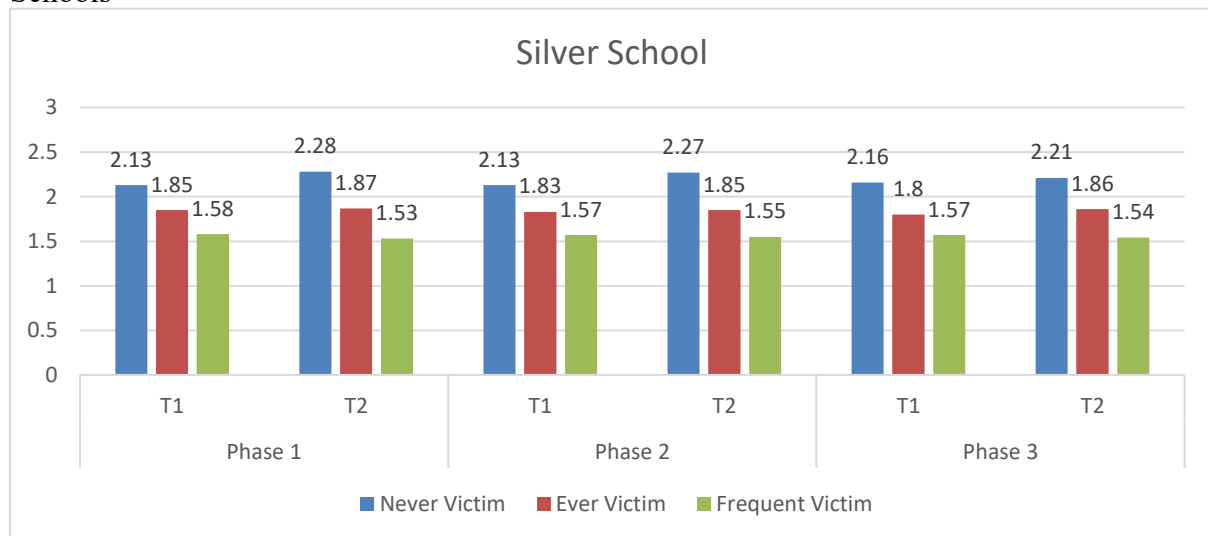
Silver School

School Experience in relation to bullying others

Figures 66 and 66a show overall scores and changes in school experience in relation to bullying others across the three phases for Gold or Silver schools. Pupils who never bully others in Gold schools have more positive feelings than those in Silver schools, however Silver school pupils report having more positive feeling by those who frequently bully others than Gold schools. The figures are the same for Gold and Silver schools for those who ever bully others. Gold schools reported decreases in positive feeling towards school, whereas Silver schools reported increases in positive feeling by pupils who never and ever bully others. The largest reduction in positive feeling was reported by Gold schools by pupils who frequently bully others at phase 3.

Figure 66: School experience in relation to bullying others across all three phases for Gold Schools

Gold Schools
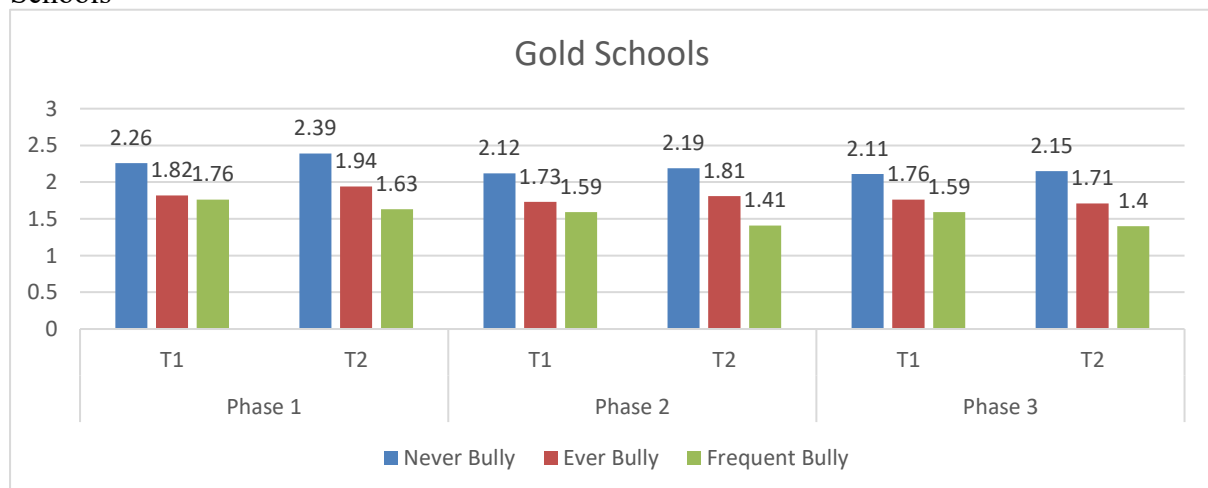
Figure 66a: School experience in relation to bullying others across all three phases for Silver Schools
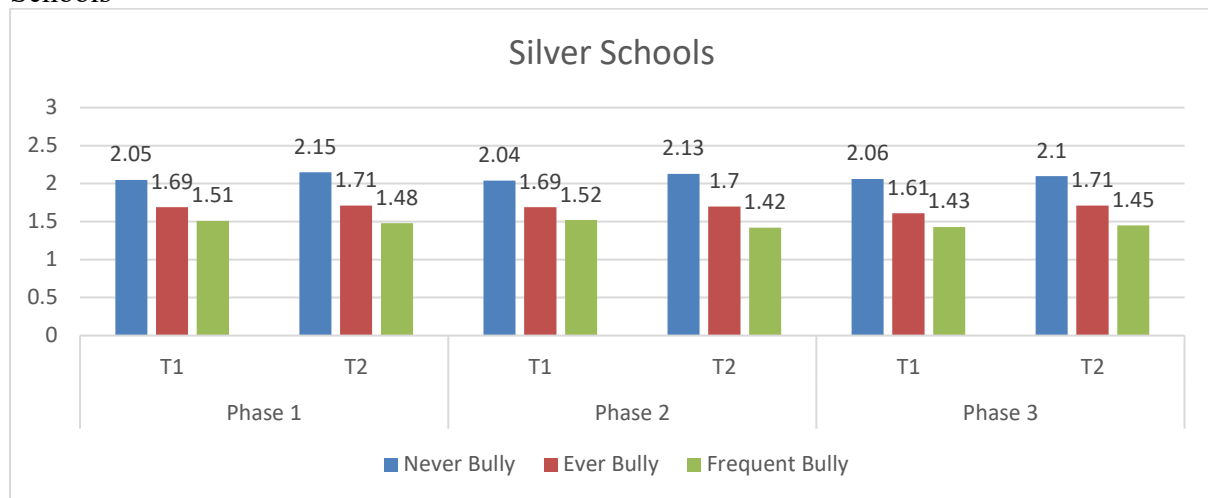
Silver Schools

School Experience in relation to cyber victimisation

Figures 67 and 67a show overall scores and changes in school experience in relation to cyber victimisation across the three phases for Gold or Silver schools. Gold schools report having more positive feelings about school than Silver schools in all categories for cyber victimisation. However, Gold schools reported decreases in positive feeling in all categories, whilst Silver schools reported an increase in positive feeling for never cyber victimised and decreases for eve cyber victimised and frequently cyber victimised over the three phases. Significant increases in positive feelings are reported by Gold schools for frequently cyber victimised at phase 1, however, Gold schools reported a noticeable reduction in positive feeling for ever cyber victimised during the same phase.

Figure 67: School experience in relation to cyber victimisation across all three phases for Gold Schools

Gold Schools
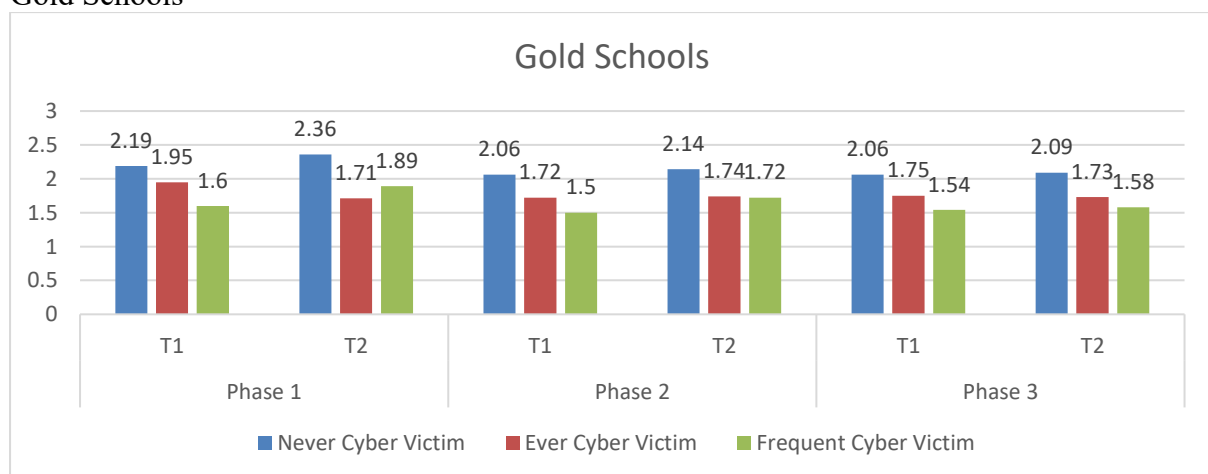
Figure 67a: School experience in relation to cyber victimisation across all three phases for Silver Schools
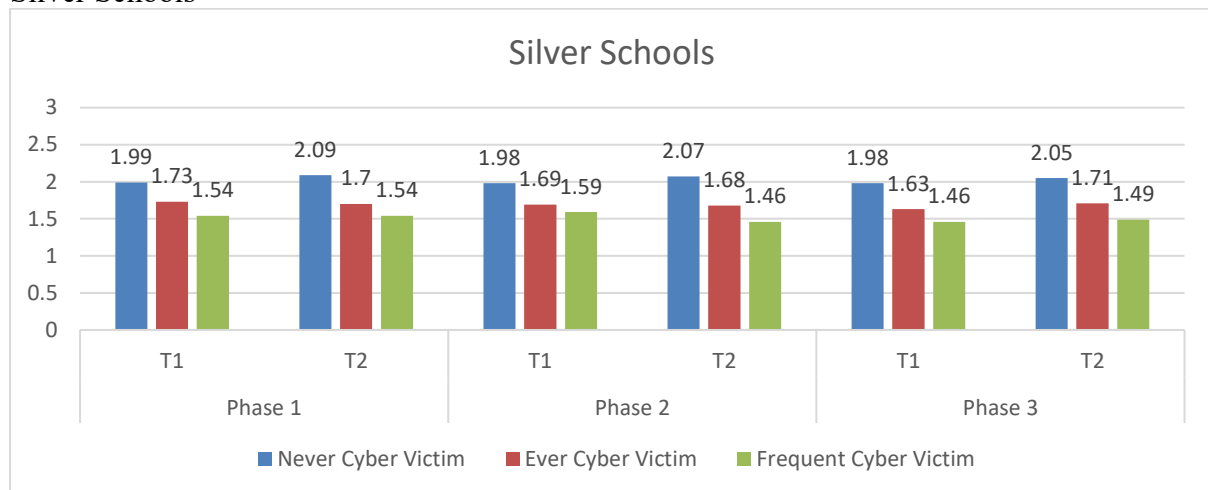
School Experience in relation to cyber bullying others

Figures 68 and 68a show overall scores and changes in school experience in relation to cyberbullying others across the three phases for Gold or Silver schools. Gold schools reported pupils who never and ever cyber bully others have more positive feeling about school than Silver schools. Silver schools reported increases in positive feelings for never cyber bully others and frequent cyber bully others over the three phases, whereas Gold schools reported decreases in positive feelings across all categories. A significant decrease in positive feelings was reported by Silver school pupils during phase 2 by the pupils admitting to frequently cyber bullying others.

Figure 68: School experience in relation to cyber bullying others across all three phases for Gold Schools
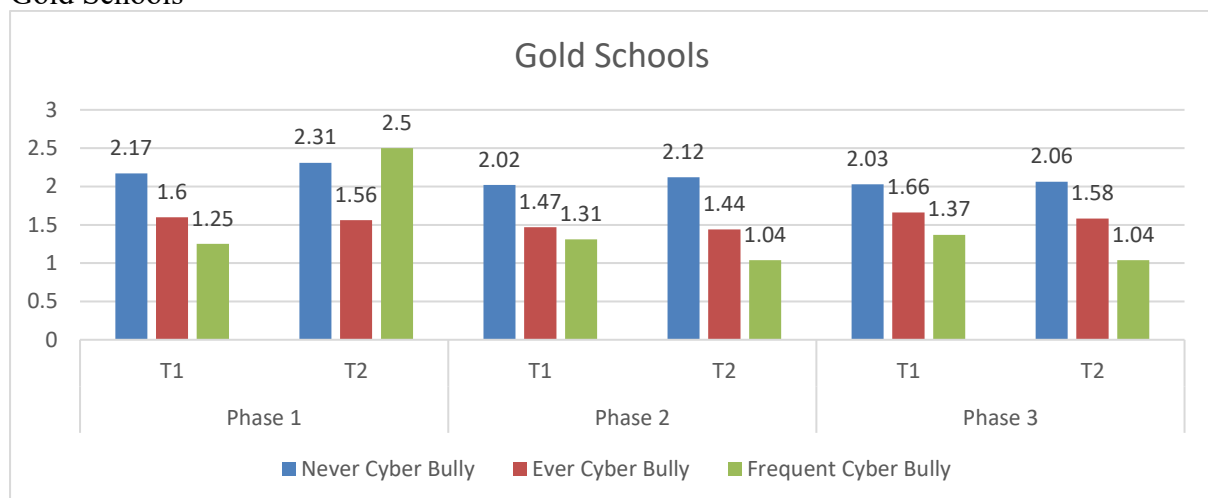
Figure 68a: School experience in relation to cyber bullying others across all three phases for Silver Schools

Silver Schools

	Never Cyber Bully	Ever Cyber Bully	Frequent Cyber Bully
Phase 1 T1	1.96	1.57	1.32
Phase 1 T2	2.04	1.57	1.41
Phase 2 T1	1.94	1.6	1.57
Phase 2 T2	2.02	1.59	1.15
Phase 3 T1	1.94	1.45	1.35
Phase 3 T2	2.01	1.56	1.42
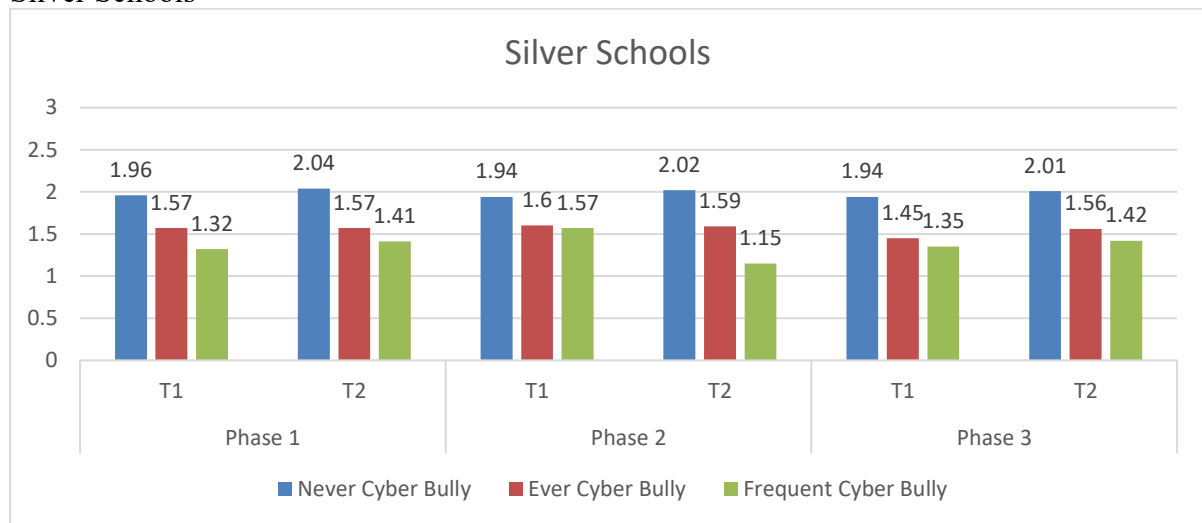
School Experience in relation to gender, SEND and FSM

Figure 69, 69a, 69b, 69c, 69d and 69e show overall scores and changes in school experience in relation to gender, SEND status and FSM across the three phases for Gold and Silver schools. Gold schools report higher levels for males, those with and without SEND and those receiving FSM than Silver schools, whilst Silver schools report females having higher positive feelings; however, Gold and Silver schools report no changes for those not receiving FSM over time. Silver schools report increases in nearly all groups, a slight decrease by those receiving FSM, whereas Gold schools report reductions for females, pupils without SEND and pupils not receiving FSM. The largest increase was reported in Gold award schools by pupils receiving FSM at phase 1.

Figure 69: School experience in relation to gender across all three phases for Gold schools

Gold Schools

	Female	Male
Phase 1 T1	2.18	2.11
Phase 1 T2	2.36	2.22
Phase 2 T1	1.96	2.01
Phase 2 T2	2.09	2.08
Phase 3 T1	1.97	2.06
Phase 3 T2	1.96	2.14

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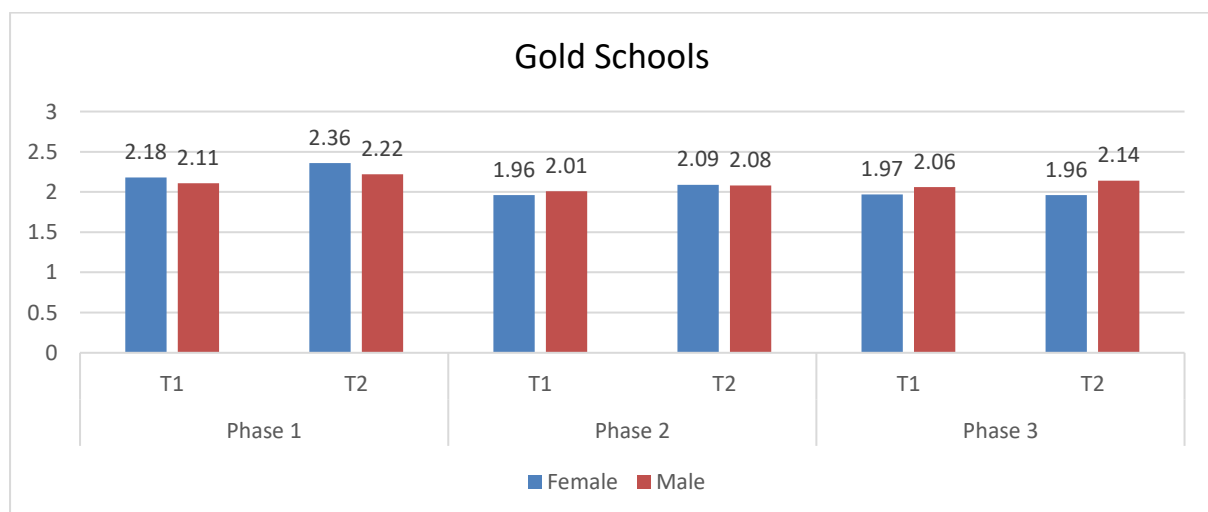
Figure 69a: School experience in relation to gender across all three phases for Silver Schools
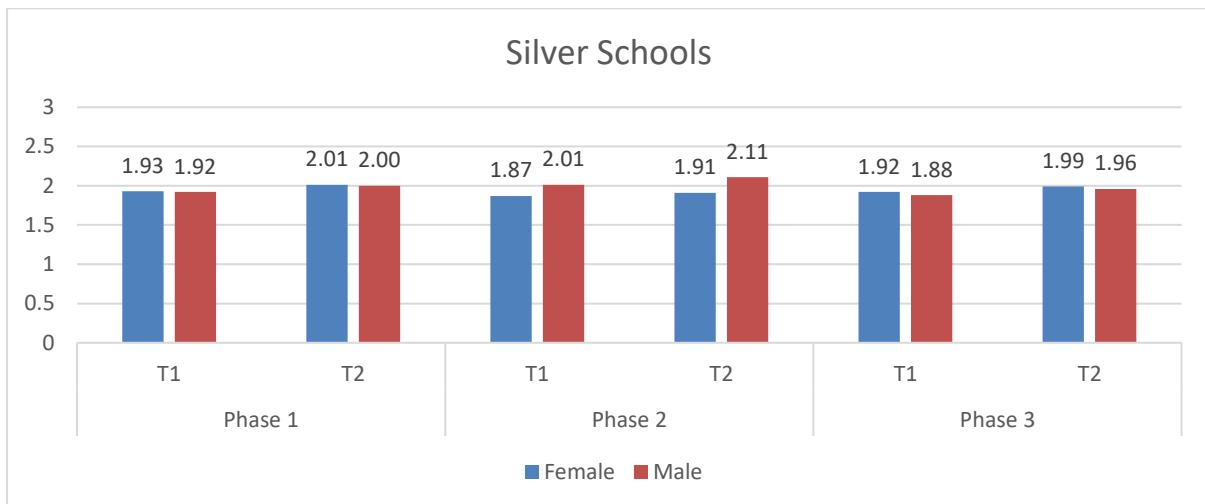
Figure 69b: School experience in relation to SEND across all three phases for Gold Schools
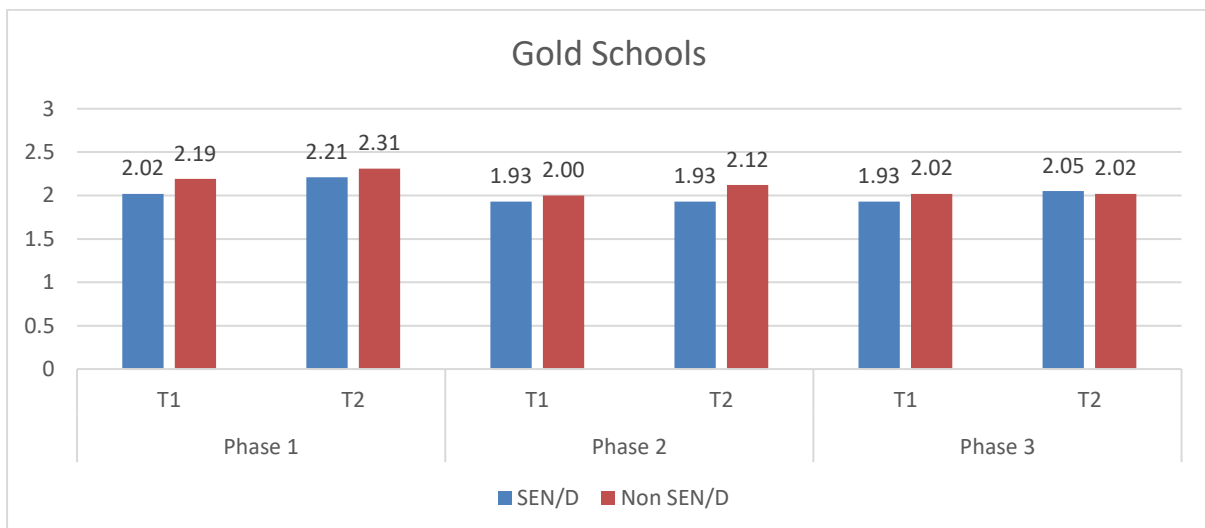
Figure 69c: School experience in relation to SEND across all three phases for Silver Schools
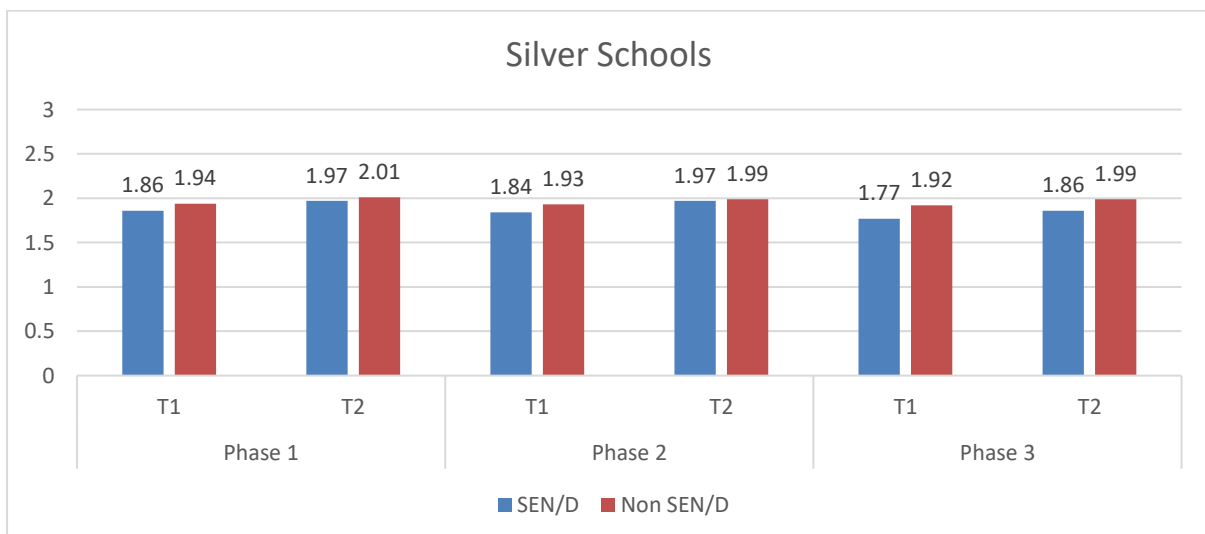
Figure 69d: School experience in relation to FSM across all three phases for Gold Schools
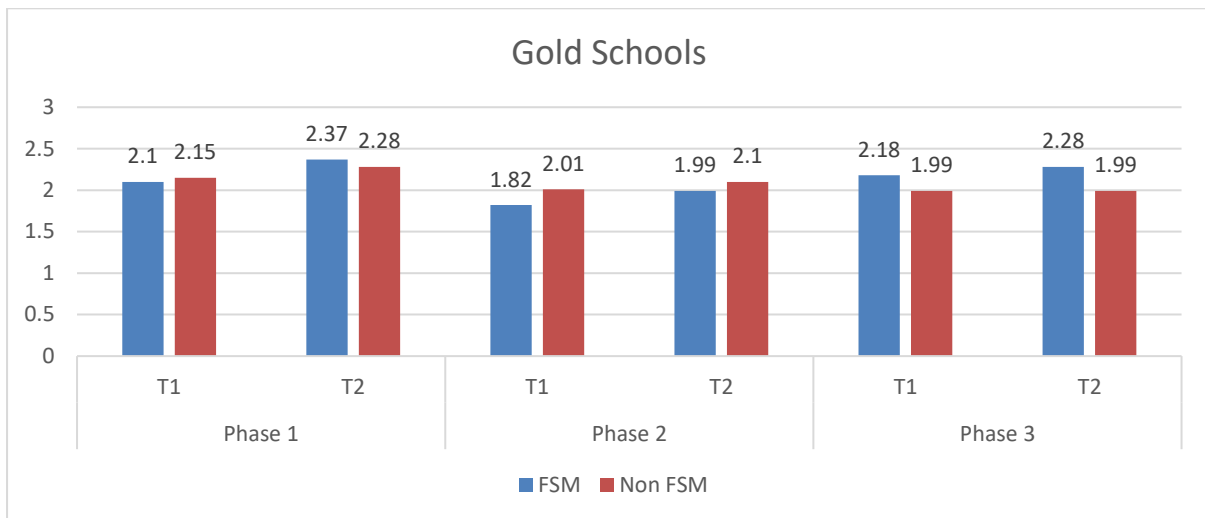
Figure 69e: School experience in relation to FSM across all three phases for Silver Schools
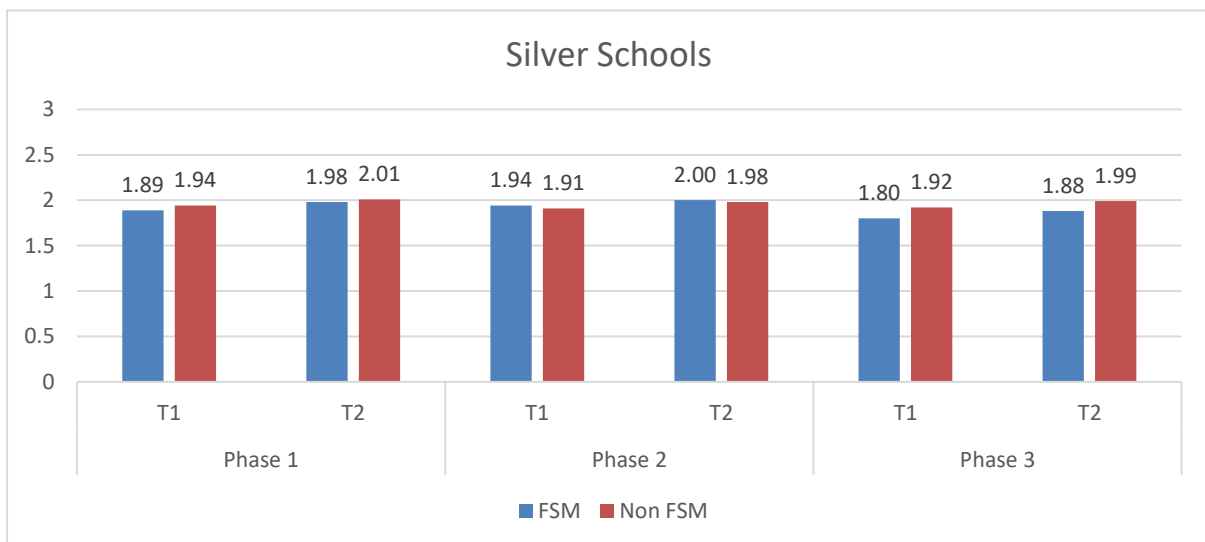
School experience by school type

Figures 70 and 70a show overall scores and changes in school experience in relation to school type across the three phases for Gold or Silver schools. Data is missing for infant schools for Gold schools at phase 3 and for Silver schools at phase 2, additionally there is missing data for 'other' Gold schools. Overall, Gold schools reported having higher positive feelings about school than Silver schools across all school types over time. However Silver schools reported increases in positive feelings in all school types during the three phases, whereas Gold schools reported a decrease in positive feelings in secondary schools. Infant schools awarded Gold reported the largest increases in positive feelings during phase 1.

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Figure 70: School experience in relation to school type across all three phases for Gold Schools

Figure 70a: School experience in relation to school type across all three phases for Silver Schools

Pupil Wellbeing

Pupil wellbeing was assessed by 10 items in the Pupil Questionnaire and contained statements such as *"I am happy', 'I worry a lot', 'I am kind', 'I break things on purpose'.* Five items were positive and five items were negative (reverse coded). All the items were responded to on the four-point Likert scale (0=never, 1= a little, 2=a lot, 3=always). The total scores were divided by the number of items to provide a mean score between 0 and 3, the higher the score the more positive wellbeing.

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Very generally, for both all kinds of victimisation and bullying others, and including cyber, the best pupil wellbeing scores are reported by those never involved, followed by those ever involved, and the poorest scores for those frequently involved. This is a very consistent finding for all these B and V measures and is not reported again in each case.

Victimisation and Bullying Others

Pupil Wellbeing in relation to victimisation

Figures 71 and 71a show overall pupil wellbeing scores in relation to victimisation across the three phases for Gold or Silver schools. Gold schools reported having higher pupil wellbeing than Silver schools. Whilst levels of pupil wellbeing are higher for Gold schools than Silver schools, Silver schools report increases in pupil wellbeing in all categories of victimisation, whereas Gold schools report decreases in pupil wellbeing for pupils ever and frequently victimised over time.

Figure 71: Pupil wellbeing scores in relation to victimisation across all three phases for Gold Schools
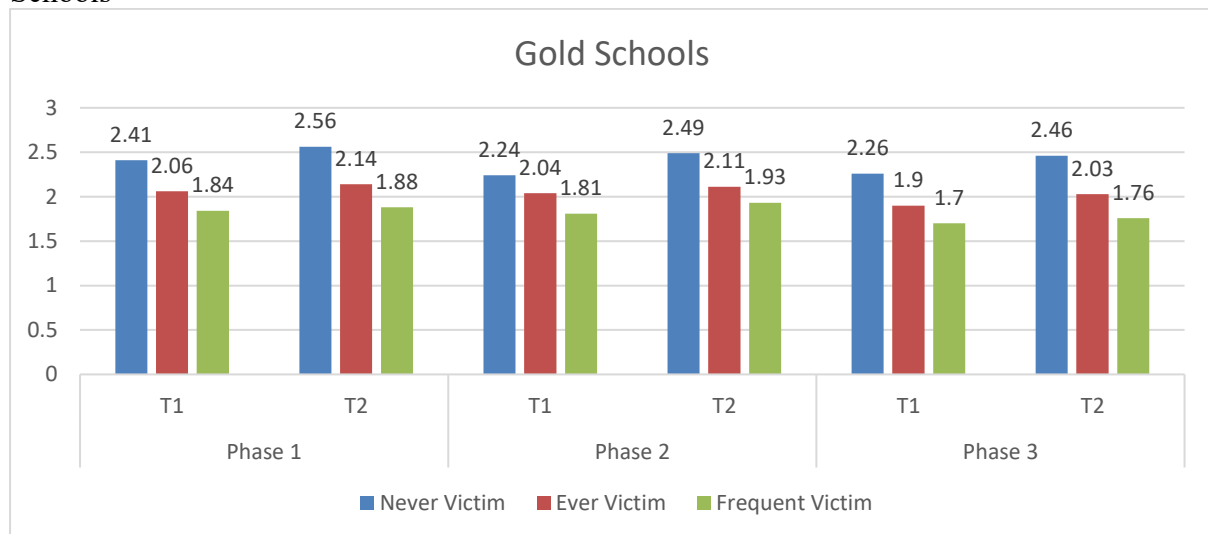
Figure 71a: Pupil wellbeing scores in relation to victimisation across all three phases for Silver Schools
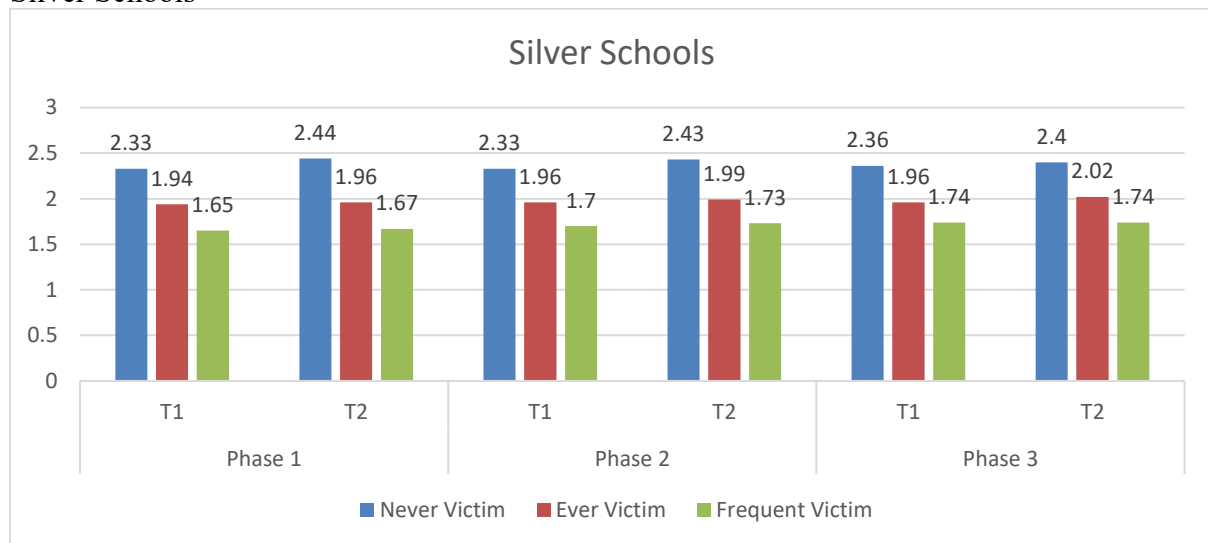
Pupil Wellbeing in relation to bullying others

Figures 72 and 72a show overall pupil wellbeing scores in relation to bullying others across the three phases for Gold or Silver. Gold schools report higher pupil wellbeing for those who never bully others than Silver schools, whereas Silver schools report slightly higher pupil wellbeing for ever bully others, whilst Gold and Silver schools report the same figures for frequently bullying others over time. Silver schools reported increases in pupil wellbeing in all categories over the three phases, whereas Gold schools reported decreases in pupil wellbeing for never bully others and frequent bully others. The largest decrease in pupil wellbeing was reported by Gold schools for ever bully others at phase 2.

Figure 72: Pupil wellbeing scores in relation to bullying others across all three phases for Gold Schools
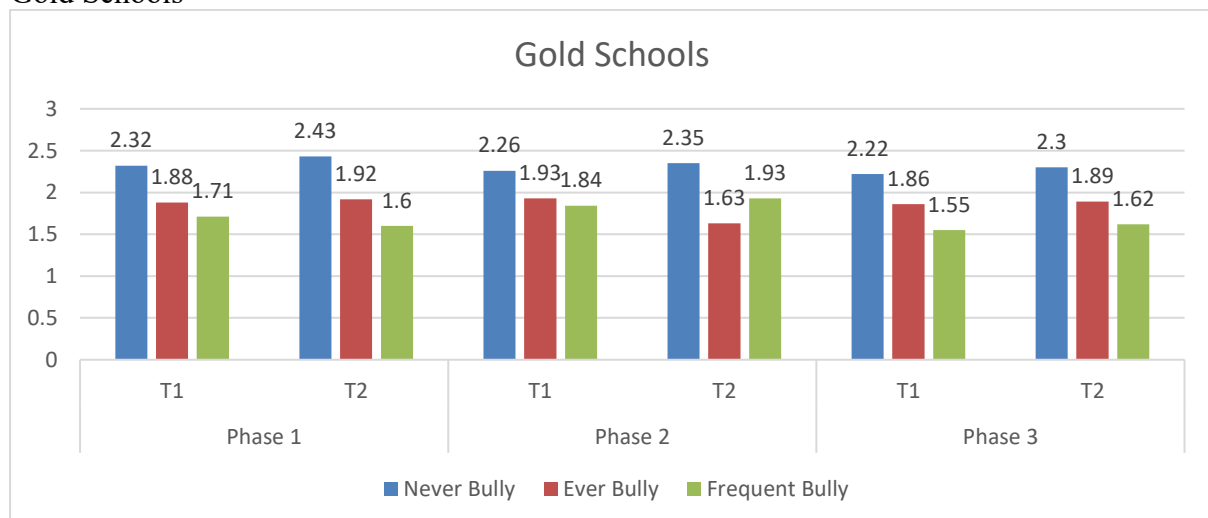
Figure 72a: Pupil wellbeing scores in relation to bullying others across all three phases for Silver Schools

Silver Schools

(Bar chart showing wellbeing scores across Phase 1, Phase 2, Phase 3, each with T1 and T2)

Phase 1 T1: Never Bully 2.18, Ever Bully 1.79, Frequent Bully 1.61
Phase 1 T2: Never Bully 2.25, Ever Bully 1.83, Frequent Bully 1.64
Phase 2 T1: Never Bully 2.19, Ever Bully 1.85, Frequent Bully 1.61
Phase 2 T2: Never Bully 2.26, Ever Bully 1.86, Frequent Bully 1.55
Phase 3 T1: Never Bully 2.21, Ever Bully 1.82, Frequent Bully 1.57
Phase 3 T2: Never Bully 2.26, Ever Bully 1.9, Frequent Bully 1.62

Legend: Never Bully, Ever Bully, Frequent Bully

Pupil Wellbeing in relation to cyber victimisation

Figures 73 and 73a show overall pupil wellbeing scores in relation to cyber victimisation across the three phases for Gold or Silver schools. Gold schools reported higher pupil wellbeing than Silver schools. However, Silver schools reported increases in pupil wellbeing scores in all categories of cyber victimisation, whereas Gold schools reported decreases for pupils ever and frequently cyber victimised, and unchanged for never cyber victimised. Pupils attending Gold schools who are frequently cyber victimised reported the largest decrease in pupil wellbeing from phase 1 T1 to phase 3 T2.

Figure 73: Pupil wellbeing scores in relation to cyber victimisation across all three phases for Gold schools

Gold Schools

(Bar chart showing wellbeing scores across Phase 1, Phase 2, Phase 3, each with T1 and T2)

Phase 1 T1: Never Cyber Victim 2.25, Ever Cyber Victim 1.97, Frequent Cyber Victim 1.83
Phase 1 T2: Never Cyber Victim 2.36, Ever Cyber Victim 1.93, Frequent Cyber Victim 1.49
Phase 2 T1: Never Cyber Victim 2.24, Ever Cyber Victim 1.8, Frequent Cyber Victim 1.68
Phase 2 T2: Never Cyber Victim 2.3, Ever Cyber Victim 1.93, Frequent Cyber Victim 1.80
Phase 3 T1: Never Cyber Victim 2.22, Ever Cyber Victim 1.86, Frequent Cyber Victim 1.55
Phase 3 T2: Never Cyber Victim 2.25, Ever Cyber Victim 1.87, Frequent Cyber Victim 1.65

Legend: Never Cyber Victim, Ever Cyber Victim, Frequent Cyber Victim

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Figure 73a: Pupil wellbeing scores in relation to cyber victimisation across all three phases for Silver Schools
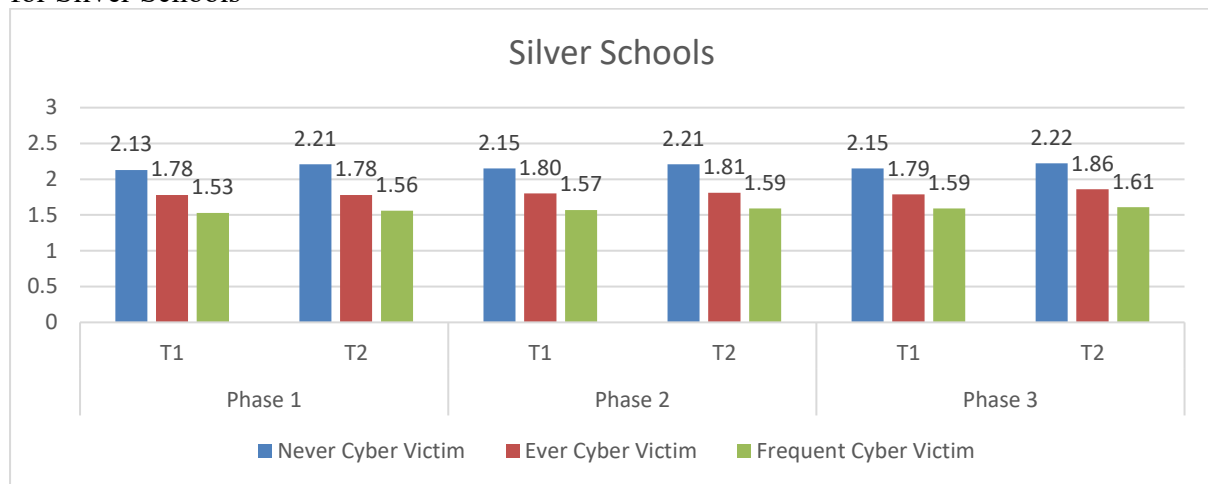
Pupil Wellbeing in relation to cyber bullying others

Figures 74 and 74a show overall pupil wellbeing scores in relation to <u>cyberbullying others</u> across the three phases for Gold or Silver schools. Gold schools report higher pupil wellbeing for those who never and ever cyber bully others than Silver schools, however Silver schools report higher pupil wellbeing for those who frequently cyber bully others. Gold schools report improvements in pupil wellbeing for those who ever and frequently cyber bully others, but a slight decrease in pupil wellbeing for those who never cyber bully others. Silver schools report improvements in pupil wellbeing for those who never and frequently cyber bully others, but a small decrease in pupil wellbeing for those who ever cyber bully others. Gold and Silver schools report large increases in pupil wellbeing from phase 1 to phase 3, with Gold schools reporting the larger increase.

Figure 74: Pupil wellbeing scores in relation to cyber bullying others across all three phases for Gold Schools
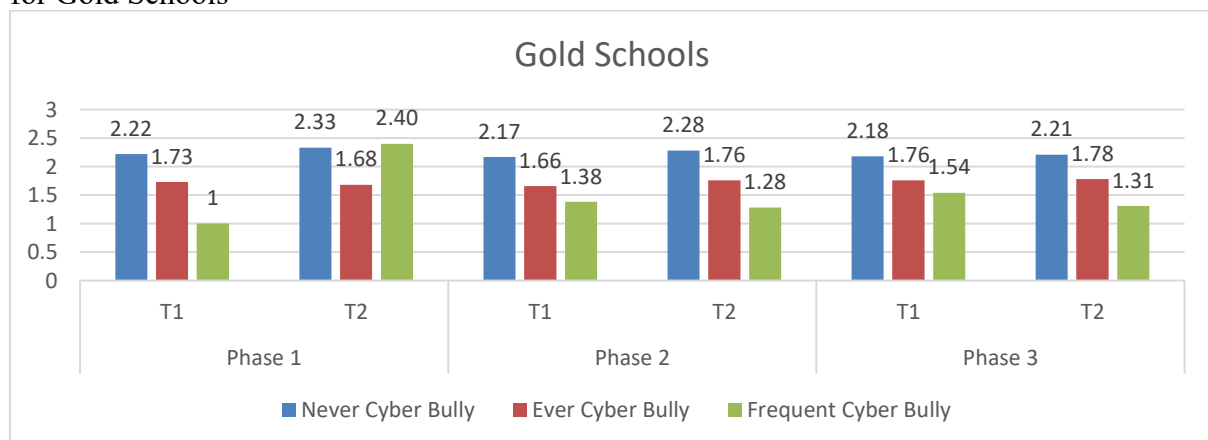
Figure 74a: Pupil wellbeing scores in relation to cyber bullying others across all three phases for Silver Schools
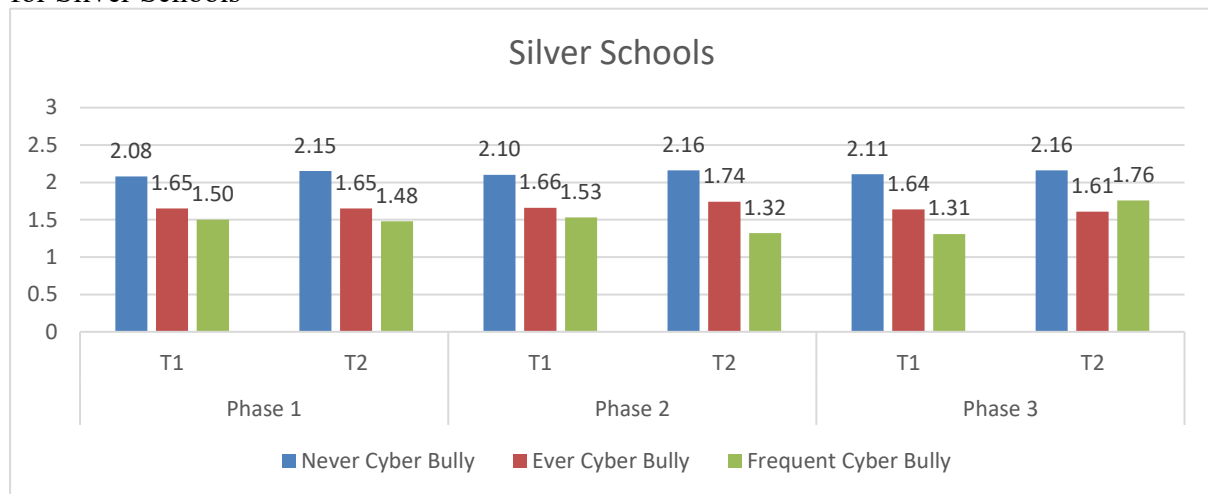
Pupil wellbeing in relation to gender, SEND and FSM

Figures 75, 75a, 75b, 75c, 75d and 75e show overall pupil wellbeing scores in relation to gender, SEND and FSM across the three phases for Gold or Silver schools. Gender differences are small. Gold schools report higher pupil wellbeing across gender, SEND and FSM than Silver schools Whilst pupil wellbeing scores are higher in Gold schools than Silver schools, Silver schools report increases in pupil wellbeing across all groups, whereas Gold schools report decreases in pupil wellbeing for females, pupils without SEND and pupils not receiving FSM.

Figure 75: Pupil wellbeing scores in relation to gender across all three phases for Gold Schools
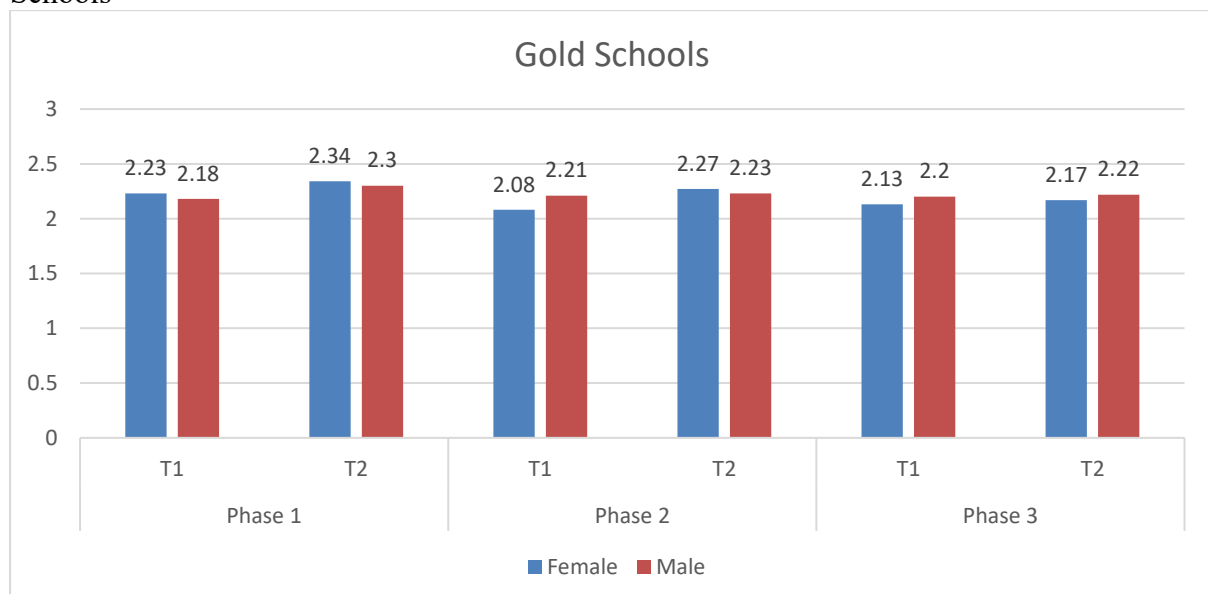
Figure 75a: Pupil wellbeing scores in relation to gender across all three phases for Silver Schools
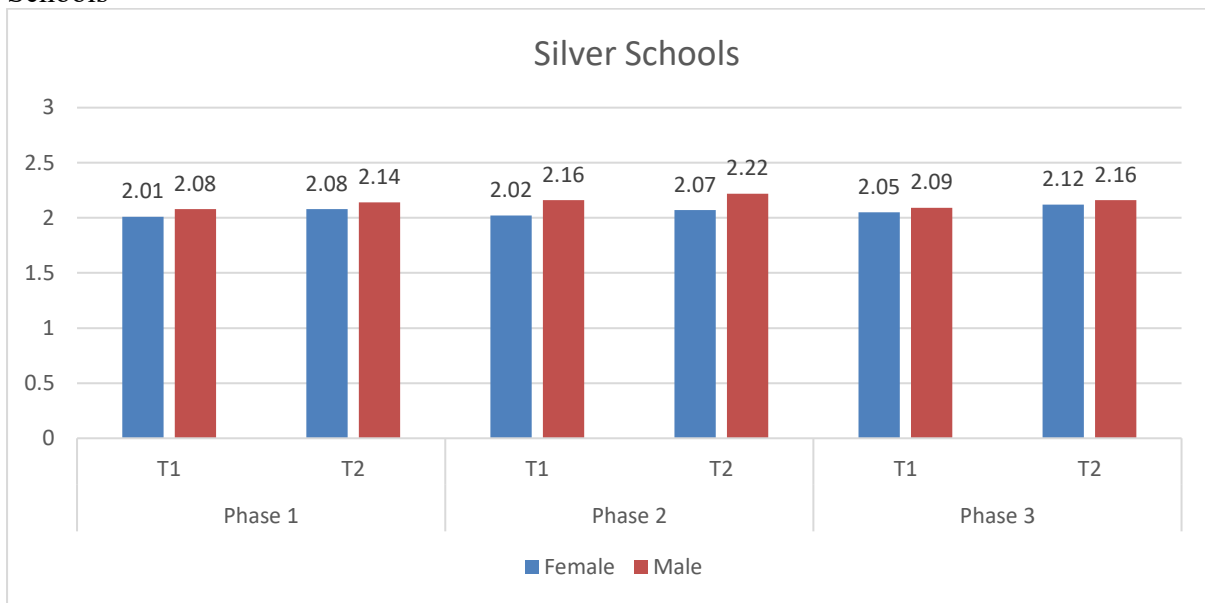
Scores are generally lower for pupils with SEND.

Figure 75b: Pupil wellbeing scores in relation to SEND across all three phases for Gold Schools
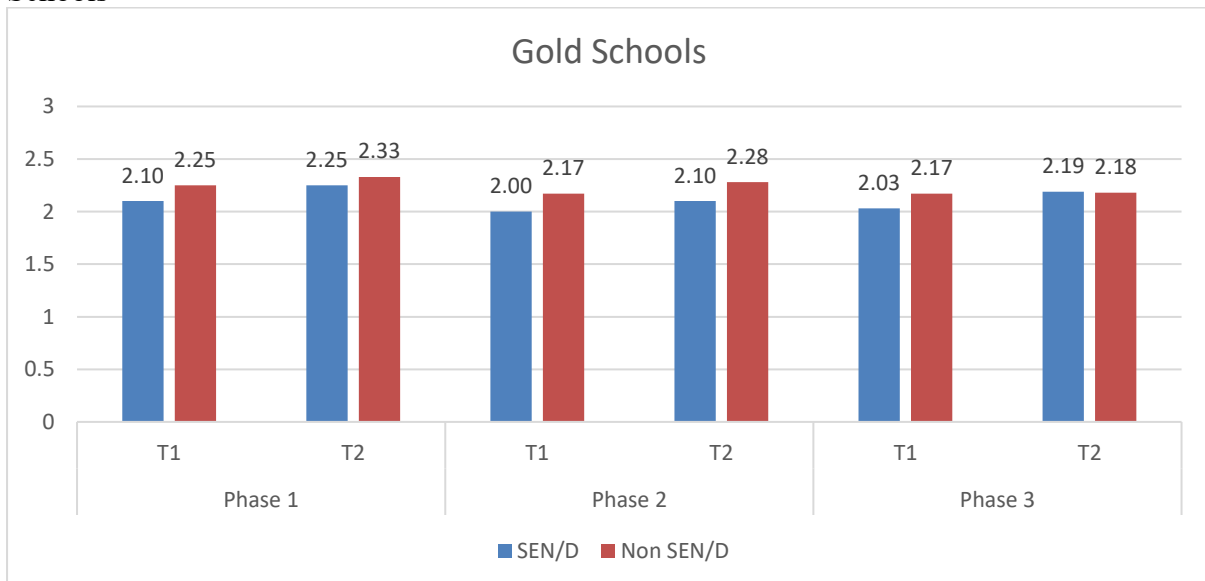
Figure 75c: Pupil wellbeing scores in relation to SEND across all three phases for Silver Schools

Silver Schools

	Phase 1		Phase 2		Phase 3	
	T1	T2	T1	T2	T1	T2
SEN/D	1.96	2.07	1.97	2.06	1.95	2.06
Non SEN/D	2.06	2.12	2.09	2.14	2.09	2.15
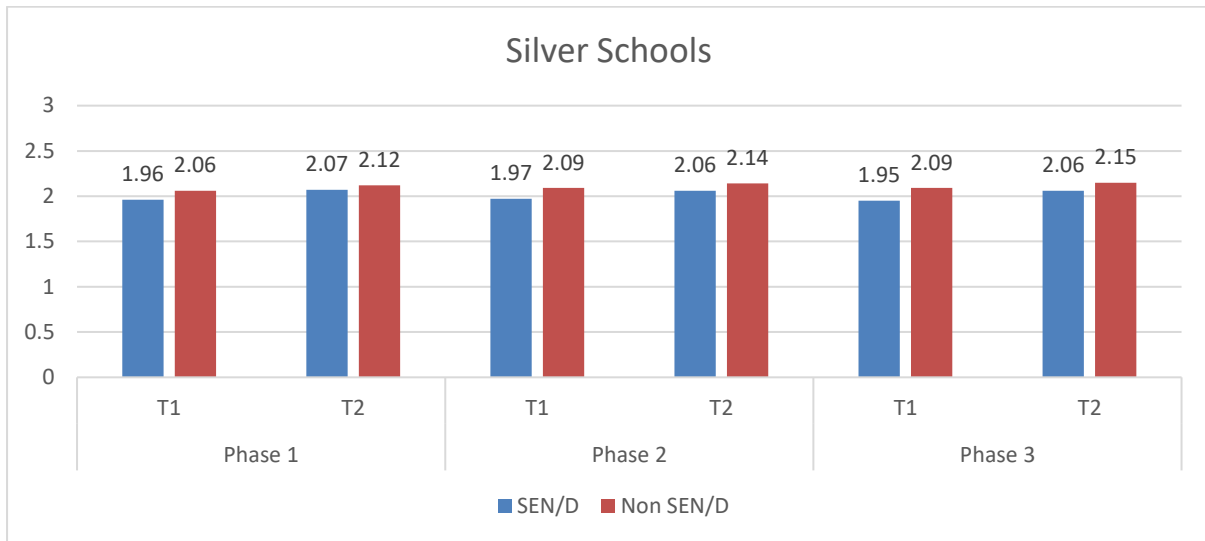
Scores are generally lower for pupils receiving FSM in Silver schools, but not always in Gold schools.

Figure 75d: Pupil wellbeing scores in relation to FSM across all three phases for Gold Schools

Gold Schools

	Phase 1		Phase 2		Phase 3	
	T1	T2	T1	T2	T1	T2
FSM	2.11	2.33	1.99	2.15	2.16	2.28
Non FSM	2.22	2.31	2.16	2.27	2.16	2.17
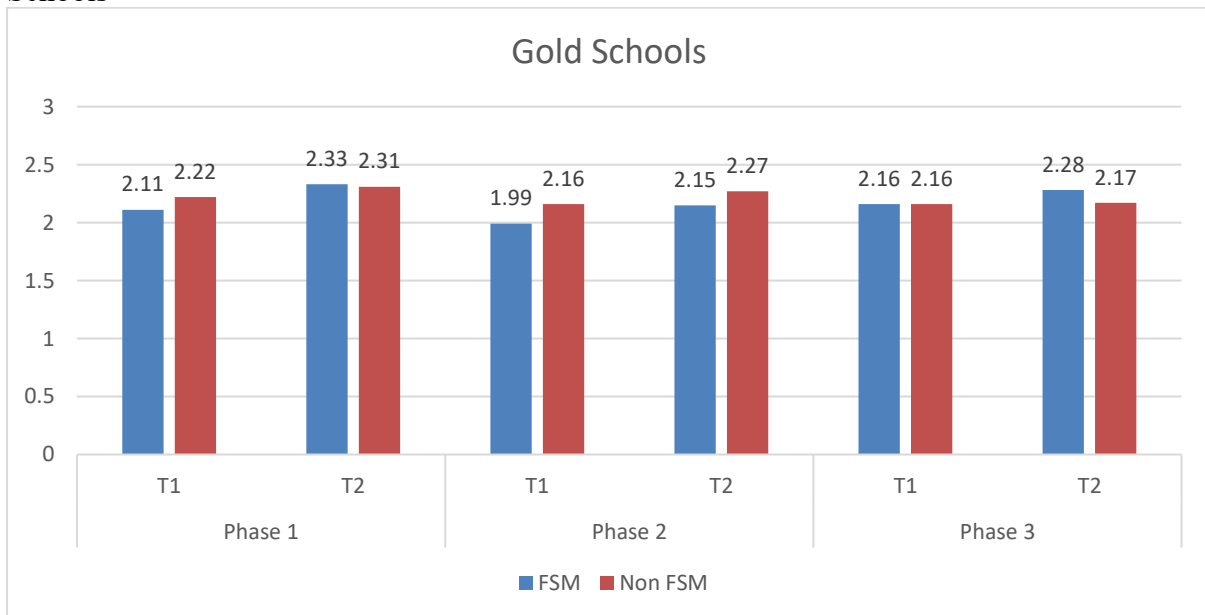
Figure 75e: Pupil wellbeing scores in relation to FSM across all three phases for Silver schools

Silver Schools

Phase 1: T1 — FSM 1.99, Non FSM 2.06; T2 — FSM 2.07, Non FSM 2.13
Phase 2: T1 — FSM 2.04, Non FSM 2.08; T2 — FSM 2.10, Non FSM 2.13
Phase 3: T1 — FSM 1.99, Non FSM 2.08; T2 — FSM 2.06, Non FSM 2.15

Legend: FSM, Non FSM
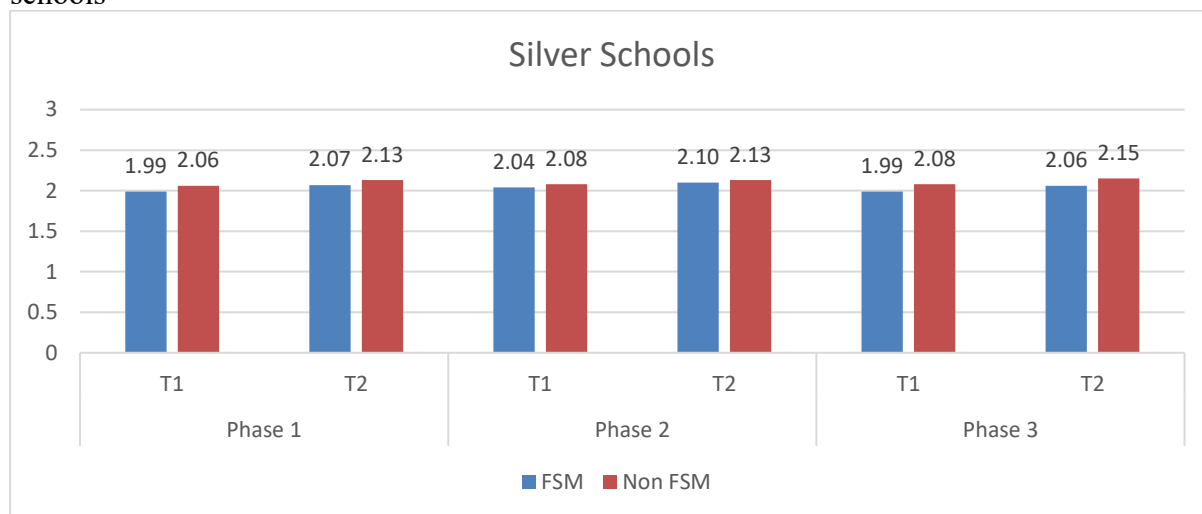
Pupil wellbeing in relation to type of school

Figures 76 and Figure 76a show overall pupil wellbeing scores in relation to school type across the three phases for Gold or Silver schools. Data is missing for Gold infant schools at phase 3, and Silver infant schools at phase 2, additionally, data absent for Gold other schools at phase 1 and phase 2. Pupil wellbeing is higher in primary schools and other schools awarded Gold than the same school types awarded Silver, whilst pupil wellbeing is higher in secondary schools and infant schools awarded Silver than Gold. Silver schools reported increases in pupil wellbeing for all school types, whereas Gold schools reported a decrease in pupil wellbeing for secondary schools. Gold schools reported the largest increases in pupil wellbeing by infant schools at phase 1 and other schools at phase 3.

Figure 76: Pupil wellbeing scores by school type across all three phases for Gold Schools

Gold Schools

Phase 1: T1 — Secondary 2.15, Primary 2.21, Infant 2.38; T2 — Secondary 2.35, Primary 2.26, Infant 2.62
Phase 2: T1 — Secondary 1.99, Primary 2.21, Infant 2.3; T2 — Secondary 2.12, Primary 2.27, Infant 2.45
Phase 3: T1 — Secondary 2.03, Primary 2.25, Other 2.34; T2 — Secondary 2, Primary 2.3, Other 2.58

Legend: Secondary, Primary, Infant, Other
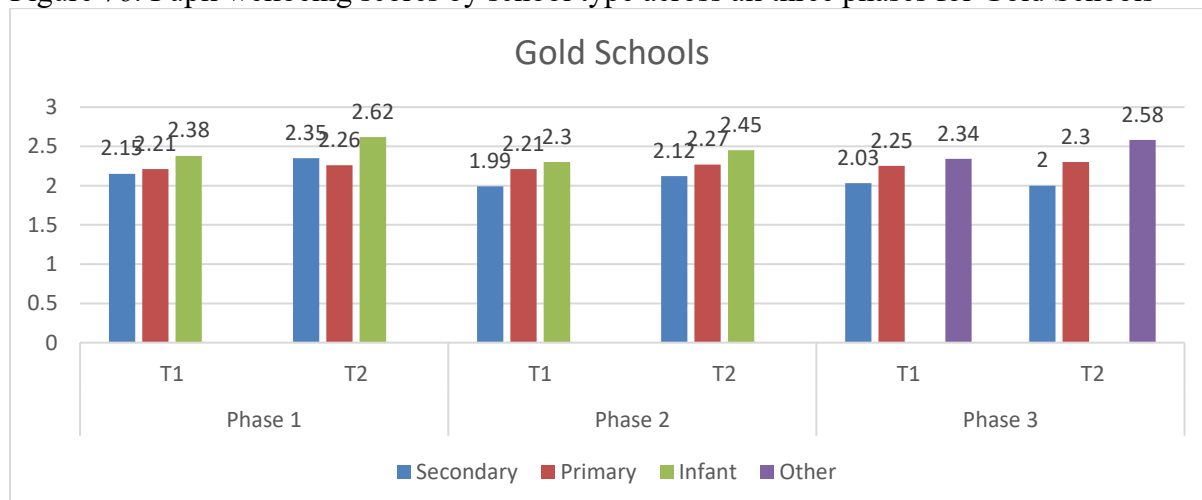
Figure 76a: Pupil wellbeing scores by school type across all three phases for Silver Schools

Silver Schools

Legend: Secondary, Primary, Infant, Other

Phase 1 — T1: Secondary 1.9, Primary 2.11, Infant 2.42, Other 1.81
Phase 1 — T2: Secondary 2, Primary 2.15, Infant 2.56, Other 1.68
Phase 2 — T1: Secondary 1.96, Primary 2.19, Other 2.09
Phase 2 — T2: Secondary 1.96, Primary 2.25, Other 2.22
Phase 3 — T1: Secondary 1.93, Primary 2.16, Infant 2.68, Other 2.13
Phase 3 — T2: Secondary 2.02, Primary 2.21, Infant 2.82, Other 2.13
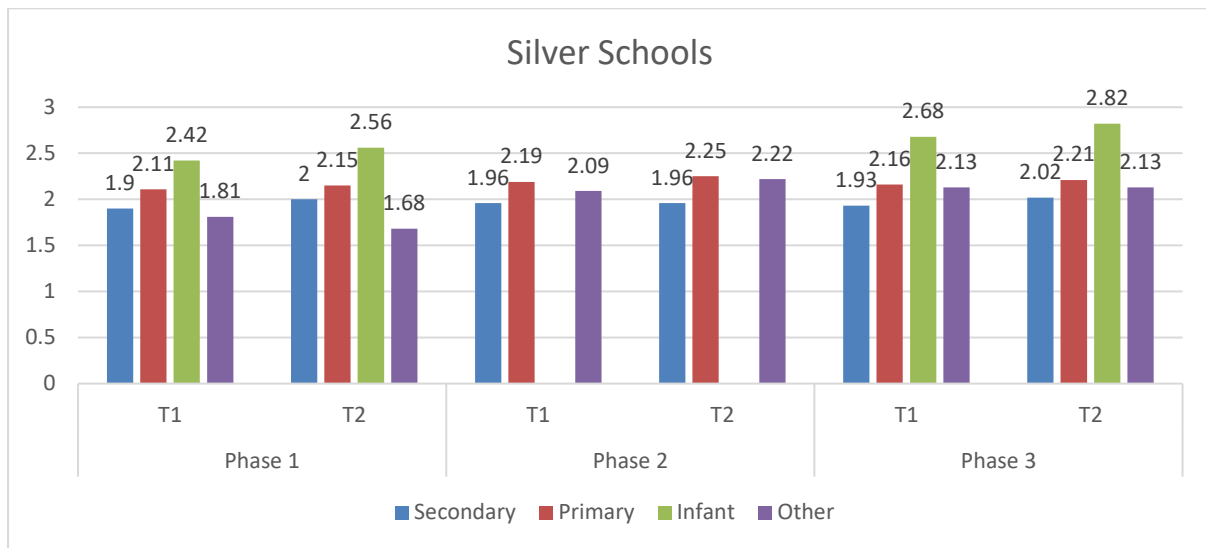
Section 3: Gold and Silver schools findings across all three phases, combined

This section focuses on the combined findings for all three phases of the UAB programme at TM1 (baseline) and TM2 (final) for all schools who attained either Silver or Gold School Awards

The results for this section have been combined across all three phases to show an average for both Gold and Silver schools across the whole 3-year programme for schools who participated in *any* of the three phases. All findings for T1 have been combined to produce an average score TM1 (baseline) and all findings for T2 produce an average score for TM2 (final). By combining the scores, this section provides findings for a total of 132 Silver schools and 29 Gold schools from all three phases.

The composite approach in this section may provide the most useful set of graphs for looking at overall effects.

Findings for victimisation and bullying others

Prevalence of ever and frequent victimisation, and bullying others

Figures 77 and 77a show that these were all experienced less in Gold schools than Silver schools. Averages for both Gold and Silver schools show decreases in all types of victimisation and bullying others.

Figure 77: Prevalence of ever or frequent victimisation and bullying of others with figures combined across all three phases to show the average for Gold schools
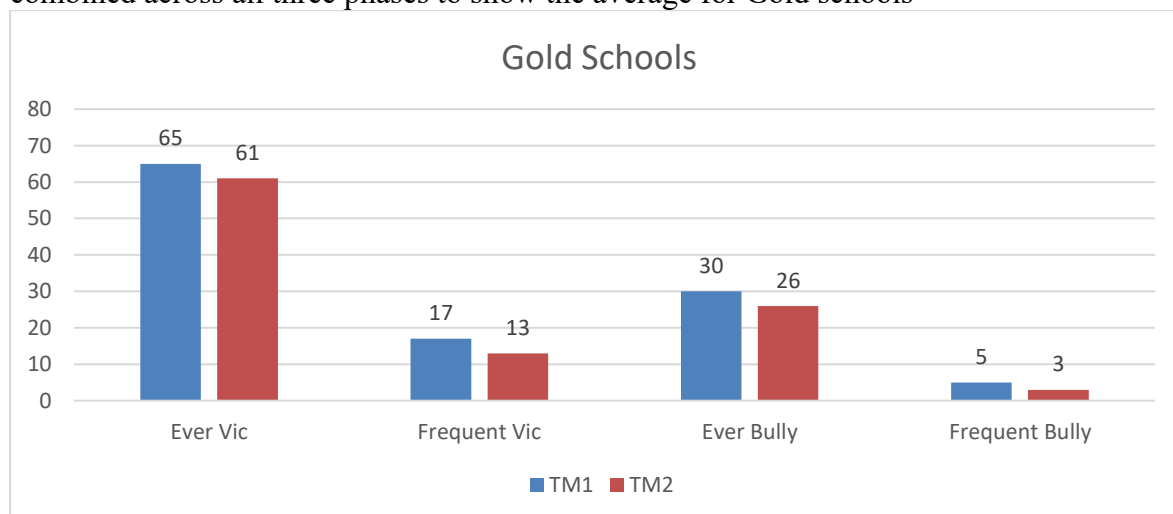
Figure 77a: Prevalence of ever or frequent victimisation and bullying of others with figures combined across all three phases to show the average for Silver schools
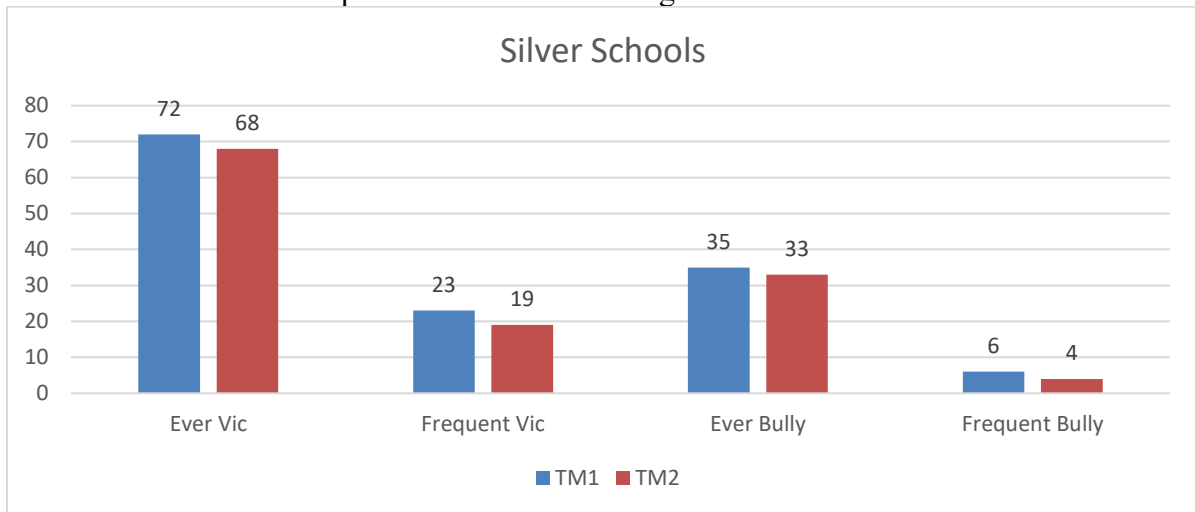
Figures 78 and 78a show that levels of ever and frequent cyber victimisation and bullying others, were experienced less in Gold schools than Silver schools. Averages for both Gold and Silver schools show decreases for victimisation and bullying others, with the exception ever or frequent cyber bullying others for Gold schools which remained unchanged.

Figure 78: Prevalence of ever or frequent cyber victimisation and bullying of others with figures combined across all three phases to show the average for Gold schools.
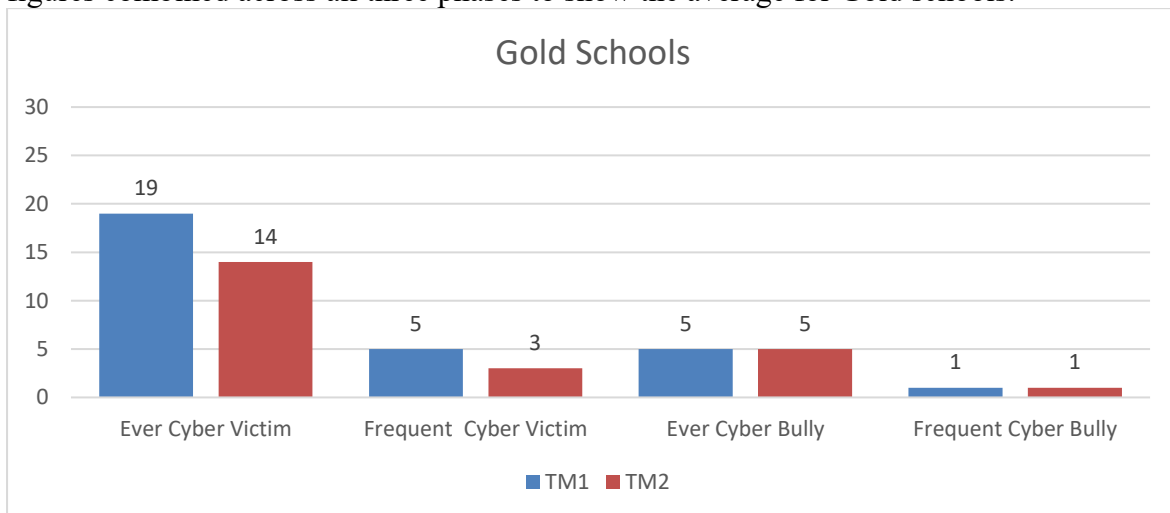
Figure 78a: Prevalence of ever or frequent cyber victimisation and bullying of others with figures combined across all three phases to show the average for Silver schools.
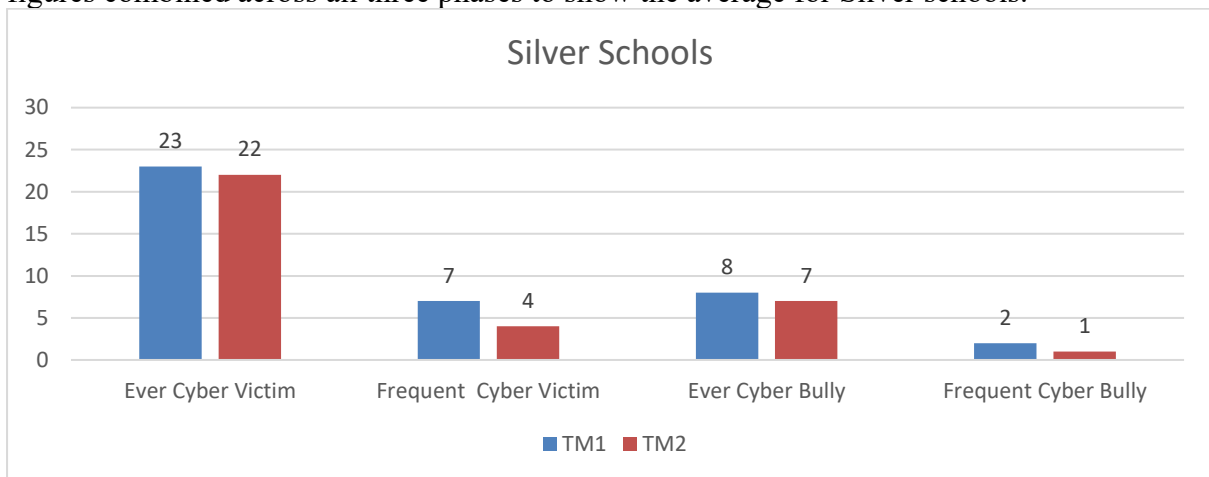
Prevalence of being victimised by gender, SEND and FSM

Any victimisation

Figures 79 and 79a combine the results across all three phases of ever being victimised for gender, SEND and pupils receiving FSM, to show averages for both Gold and Silver schools of ever being victimised across the whole 3-year programme. Gold schools show lower levels of ever victimisation than Silver. Gold and Silver schools show decreases for all groups.

Figure 79: Prevalence of ever victimised by gender, SEND and FSM with figures combined across all the phases to show an average for Gold Schools

Figure 79a: Prevalence of ever victimised by gender, SEND and FSM with figures combined across all the phases to show an average for Silver Schools.

Frequent victimisation

Figures 80 and 80a combine the results across all three phases for gender, SEND and pupils receiving FSM, to show averages for frequently being victimised for Gold and Silver schools across the whole 3-year programme. Averages for frequent victimisation were lower for Gold schools than Silver schools, with the exception of FSM levels which were the same. There were decreases in all categories, Gold schools reported notably higher decreases for SEND and pupils receiving FSM.

Figure 80: Prevalence of frequently victimised by gender, SEND and FSM with figures combined across all the phases to show an average for Gold Schools.

Figure 80a: Prevalence of frequently victimised by gender, SEND and FSM with figures combined across all the phases to show an average for Silver Schools.

Silver Schools

Category	TM1	TM2
Female	22	18
Male	23	20
SEN/D	31	24
Non SEN/D	21	18
FSM	28	24
Non FSM	21	18

Prevalence of bullying others by gender, SEND and FSM

Ever Bullying Others

Figures 81 and 81a combine the results across all three phases for gender, SEND and pupils receiving FSM in relation to bullying others, to show averages for both Gold and Silver across the whole 3-year programme. Averages for ever bullying others were higher overall for Silver schools compared to Gold schools. Averages for levels of ever bullying others for both Gold and Silver schools decrease with Gold schools showing a higher decrease for all groups overall.

Figure 81: Prevalence of ever bullying others by gender, SEND and FSM with figures combined across all the phases to show an average for Gold Schools.

Gold Schools

Category	TM1	TM2
Female	25	20
Male	35	32
SEN/D	39	33
Non SEN/D	31	24
FSM	35	31
Non FSM	29	25
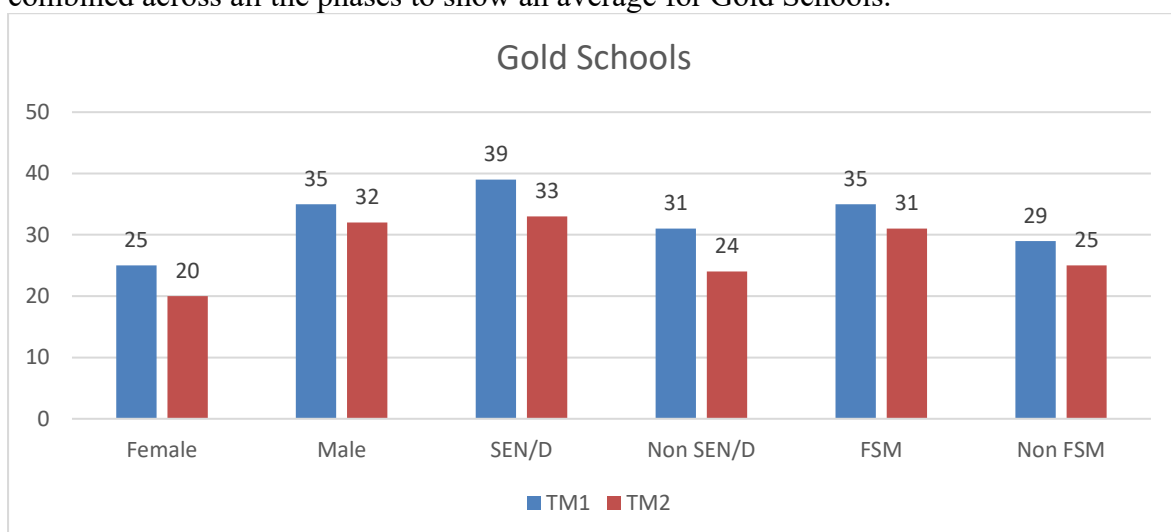
Figure 81a: Prevalence of ever bullying others by gender, SEND and FSM with figures combined across all the phases to show an average for Silver Schools.
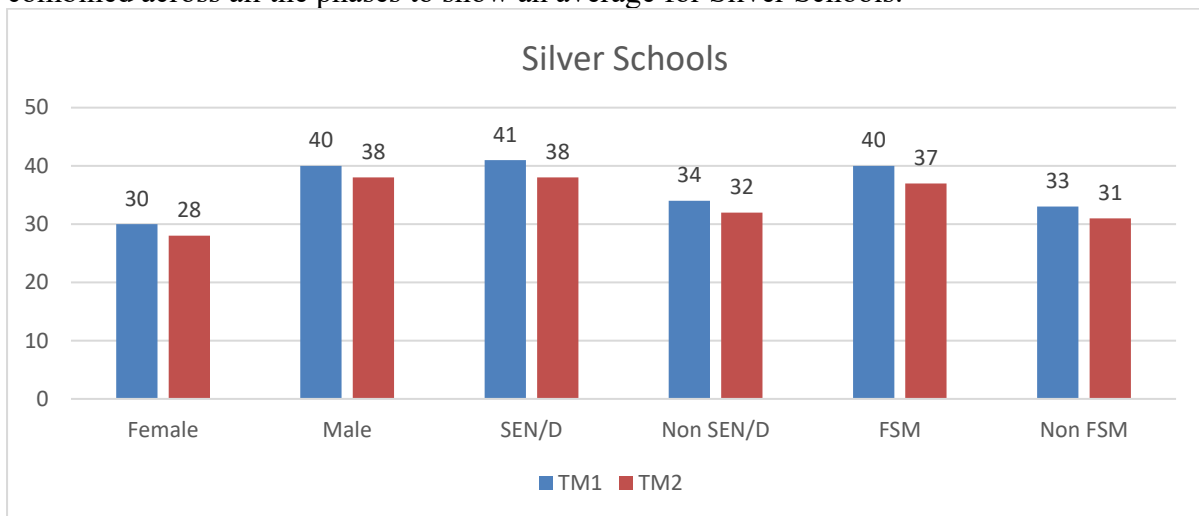
Frequently bullying others

Figures 82 and 82a combine the results across all three phases for gender, SEND and FSM for frequently bullying others, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for frequently bullying others in Gold and Silver schools were higher for SEND and FSM overall. Gold schools showed greater decreases for all groups. However, Silver schools reported decreases, but no change in scores for Females or FSM status.

Figure 82: Prevalence of frequently bullying others by gender, SEND and FSM with figures combined across all the phases to show an average for Gold Schools.

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Figure 82a: Prevalence of frequently bullying others by gender, SEND and FSM with figures combined across all the phases to show an average for Silver Schools.
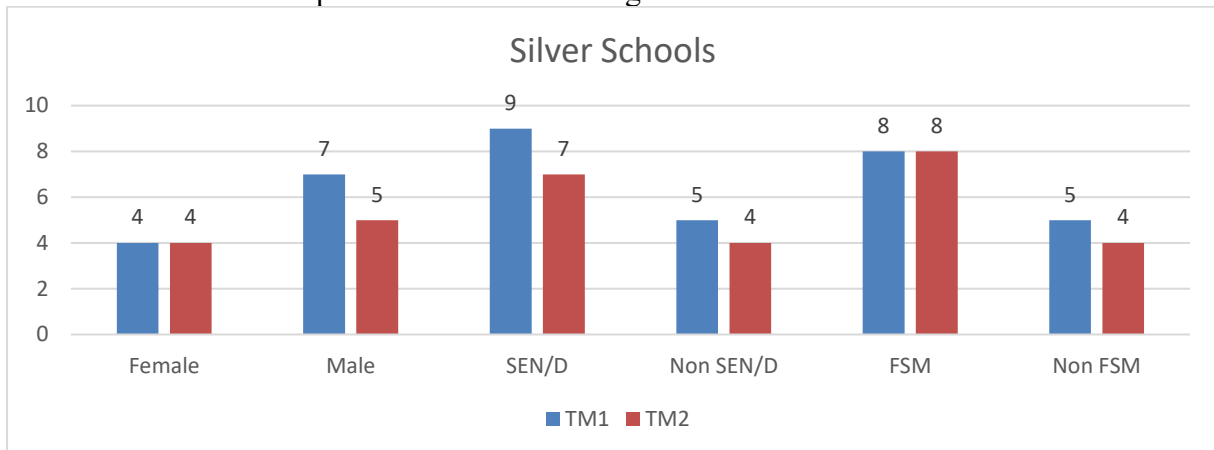
Prevalence of being cyber victimised by gender, SEND and FSM

Ever Cyber Victimised

Figures 83 and 83a combine the results across all three phases for gender, SEND status and FSM status, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for ever cyber victim were slightly lower overall for Gold schools, Both Gold and Silver schools report higher levels of ever cyber victimisation for SEND status and FSM status compared to other groups. Gold schools report greater decreases for all groups compared to Silver schools. Cyber victimisation remained unchanged for males in Silver schools.

Figure 83: Prevalence of ever cyber victimised by gender, SEND and FSM with figures combined across all the phases to show an average for Gold Schools.
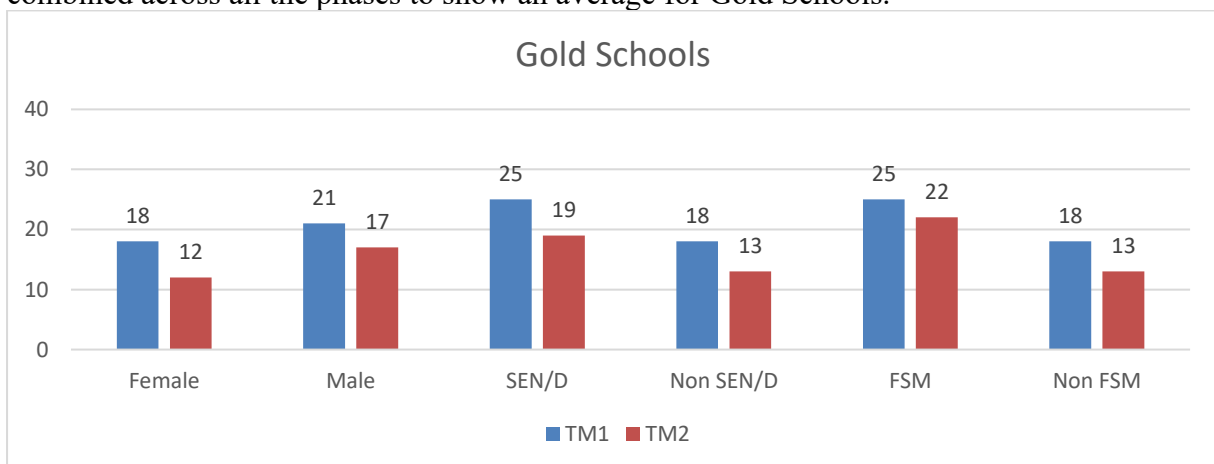
Figure 83a: Prevalence of ever cyber victimised by gender, SEND and FSM with figures combined across all the phases to show an average for Silver Schools.

Silver Schools

Values (TM1, TM2):
Female: 22, 20
Male: 24, 24
SEN/D: 27, 24
Non SEN/D: 22, 21
FSM: 29, 28
Non FSM: 21, 20
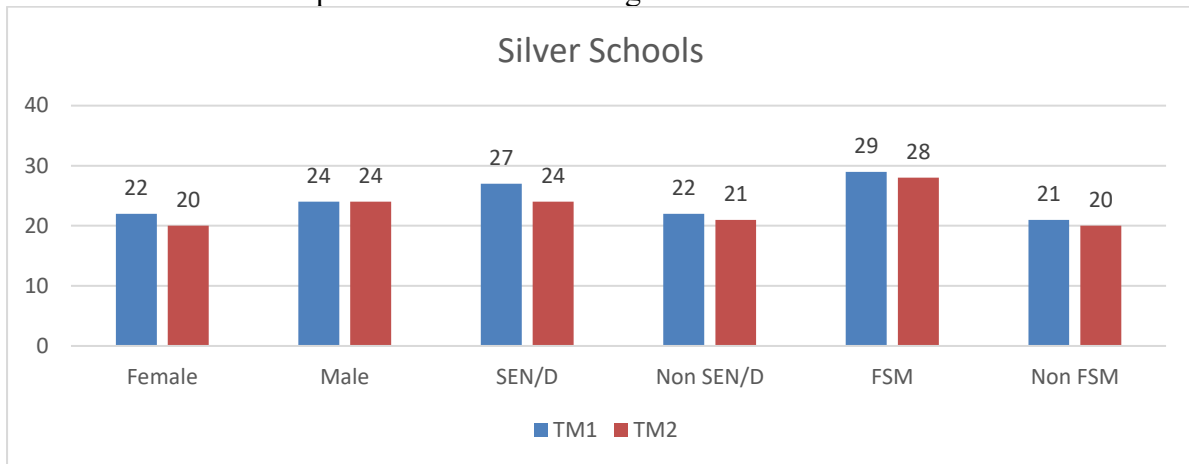
Frequently cyber victimised

Figures 84 and 84a combine the results across all three phases for gender, SEND status and FSM status, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for frequent cyber victimisation were lower overall for Gold schools except for pupils receiving FSM. Both Gold and Silver schools report higher average levels of cyber victimisation compared to other groups. Both Gold and Silver show decreases in levels of frequent cyber victimisation. Gold schools report greater decreases for SEND and FSM status compared to Silver schools.

Figure 84: Prevalence of frequent cyber victimisation by gender, SEND and FSM with figures combined across all the phases to show an average for Gold Schools.

Gold Schools

Values (TM1, TM2):
Female: 4, 2
Male: 5, 4
SEN/D: 8, 5
Non SEN/D: 4, 3
FSM: 9, 5
Non FSM: 4, 3

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Figure 84a: Prevalence of frequent cyber victimisation by gender, SEND and FSM with figures combined across all the phases to show an average for Silver Schools.
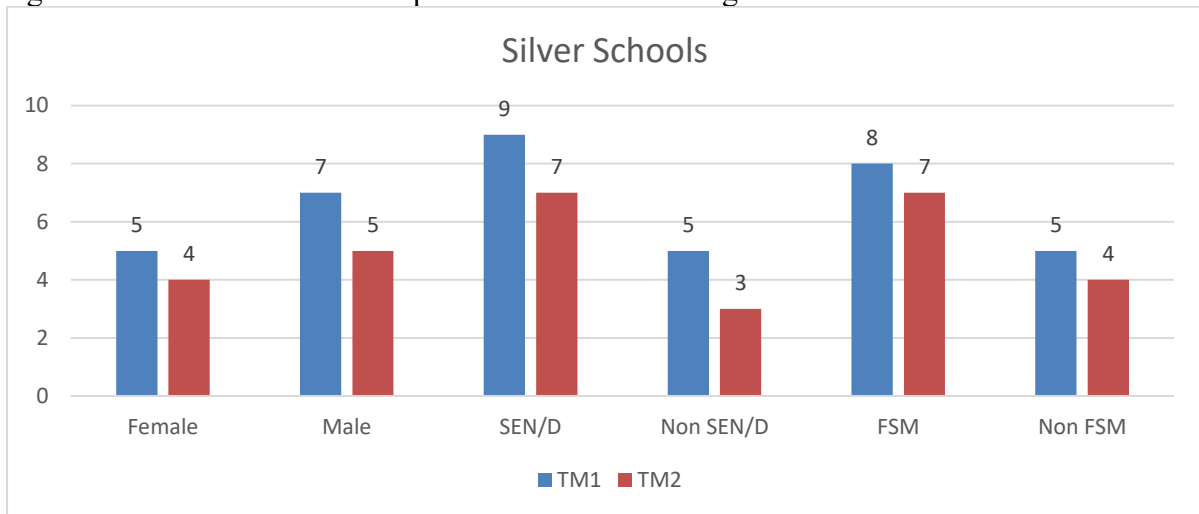
Silver Schools

Prevalence of cyber bullying others by gender, SEND and FSM

Ever cyber bullying others

Figures 85 and 85a combine the results across all three phases for gender, SEND and FSM, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for ever cyber bullying others were much higher overall for Gold schools for all groups compared to Silver schools. However, Gold schools show greater decreases for all groups. Silver schools only report small decreases for pupils with and without SEND, all other groups remained unchanged.

Figure 85: Prevalence of ever cyber bully others by gender, SEND and FSM with figures combined across all the phases to show an average for Gold Schools.
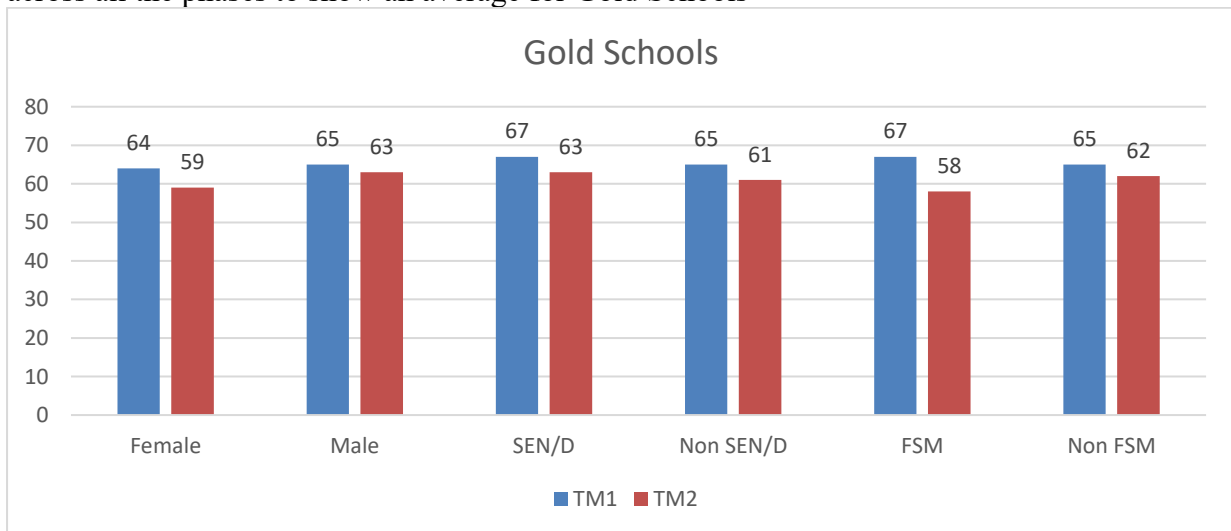

Gold Schools

Figure 85a: Prevalence of ever cyber bully others by gender, SEND and FSM with figures combined across all the phases to show an average for Silver Schools.
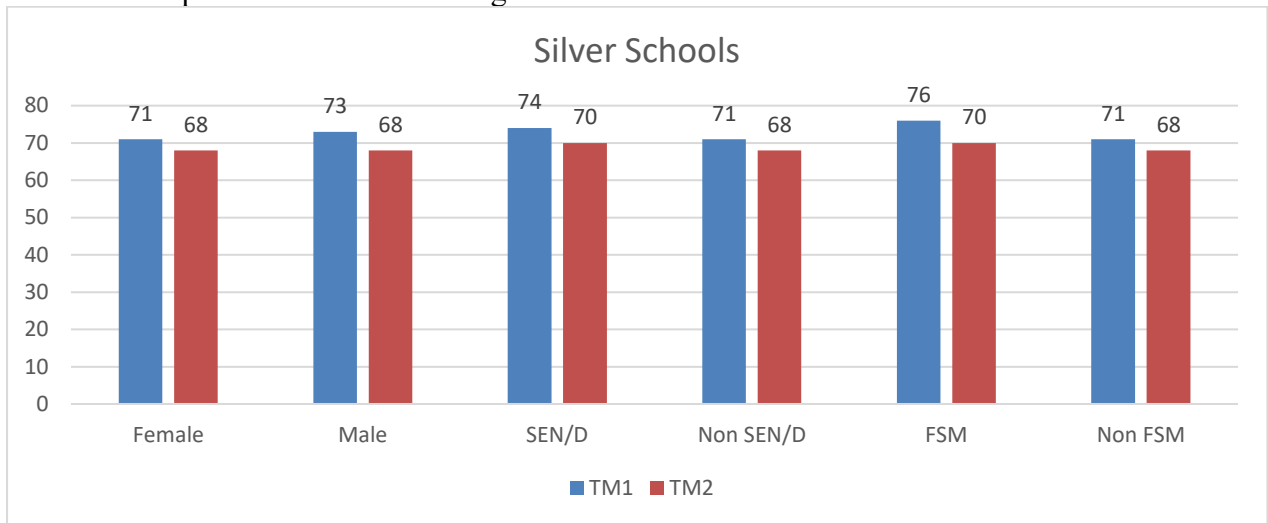

Frequently cyber bullying others

Figures 86 and 86a combine the results across all three phases for gender, SEND and FSM status, to show averages for both Gold and Silver schools in levels of frequent cyber bullying others across the whole 3-year programme. Averages were higher overall for Gold schools for all groups compared to Silver schools. However, Gold schools show greater decreases for all groups. Silver schools only reported a small decrease for SEND and FSM, other groups remained unchanged.

Figure 86: Prevalence of frequently cyber bully others by gender, SEND and FSM with figures combined across all the phases to show an average for Gold Schools.
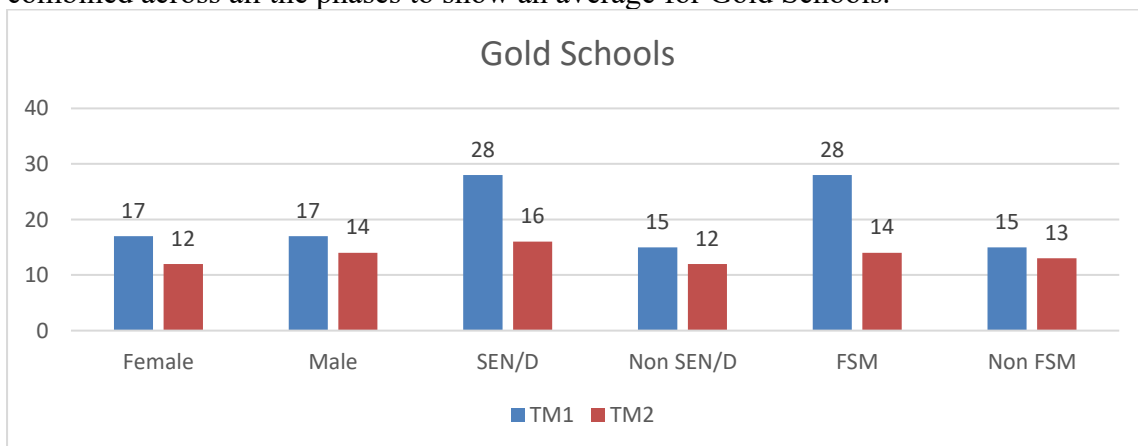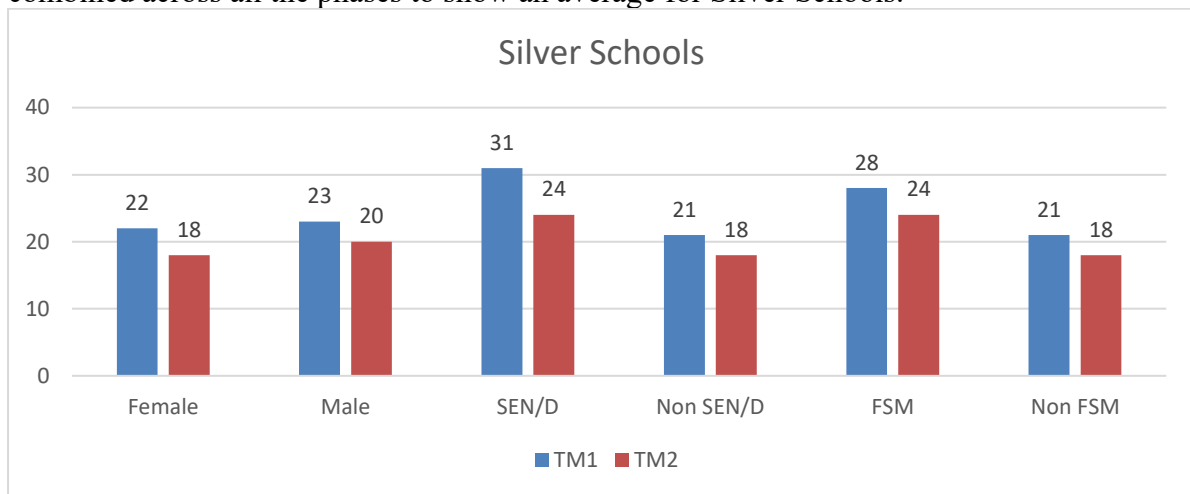
Figure 86a: Prevalence of frequently cyber bully others by gender, SEND and FSM with figures combined across all the phases to show an average for Silver Schools.
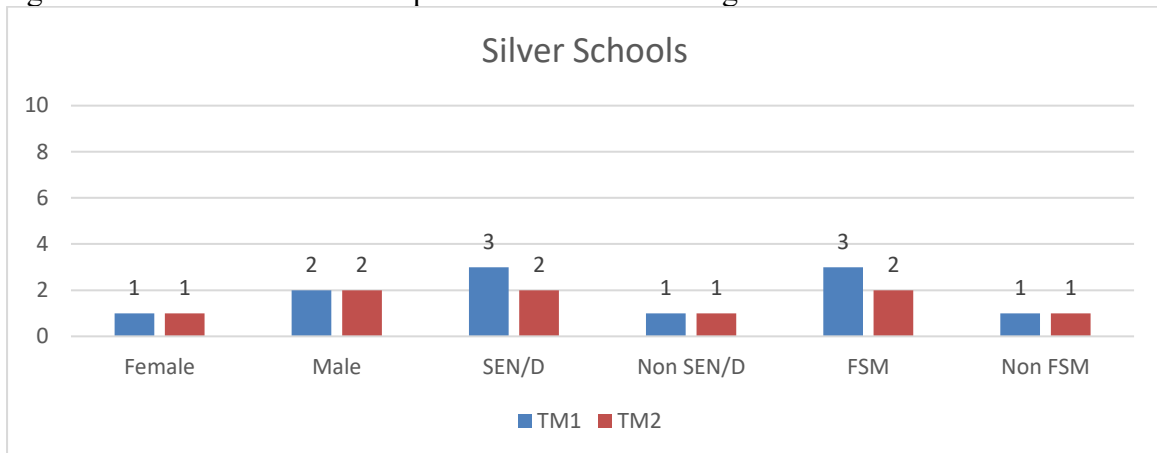
School type and levels of victimisation and bullying experiences

Prevalence of being victimised by school type

Any victimisation

Figures 87 and 87a combine the results across all three phases for School Type, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of ever experiencing victimisation were lower overall for Gold school compared to Silver schools. Gold and Silver schools show decreases with Infant schools reporting the greatest decrease for both Gold and Silver schools. However, Silver other schools' levels of ever victimised remained unchanged.

Figure 87: Prevalence of ever victimisation by school type with figures combined across all the phases to show an average for Gold Schools.
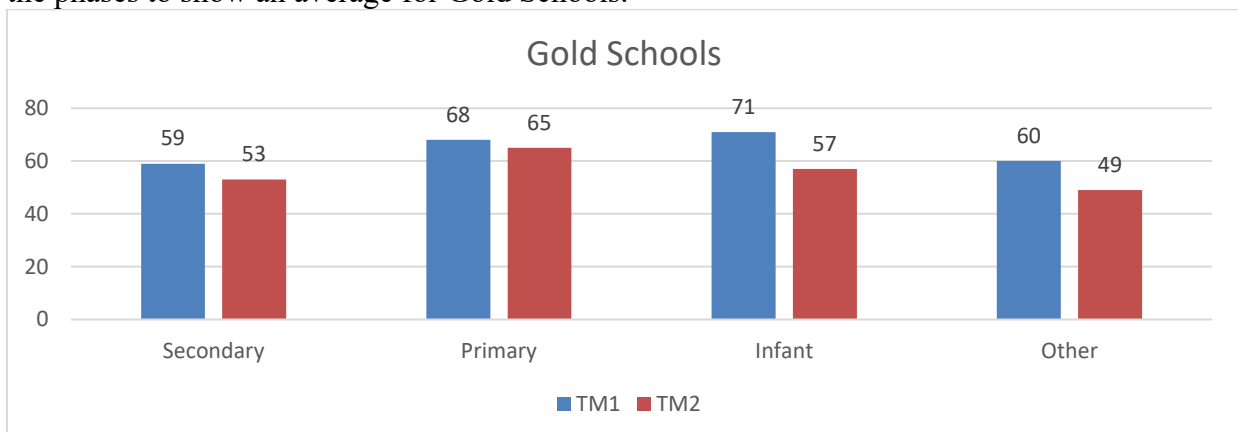
Figure 87a: Prevalence of ever victimisation by school type with figures combined across all the phases to show an average for Silver Schools.

Silver Schools

Category	TM1	TM2
Secondary	69	66
Primary	74	70
Infant	60	42
Other	71	71
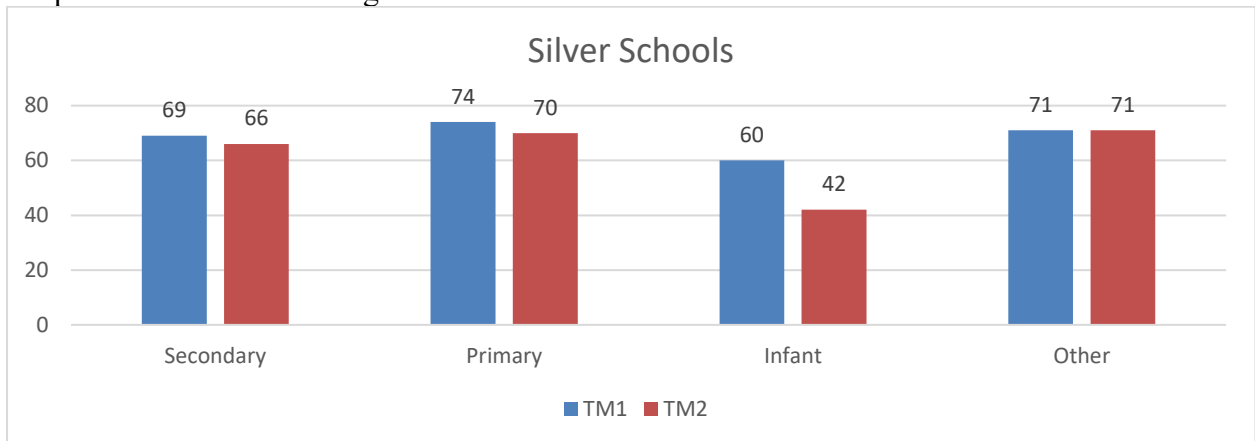
Frequent victimisation

Figures 88 and 88a combine the results across all three phases for School Type, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of frequent victimisation were lower for Gold school compared to Silver schools with the exception of Gold Infant schools at baseline. Gold and Silver schools show decreases in frequent victimisation with Infant schools reporting the greatest decrease for both Gold and Silver schools.

Figure 88: Prevalence of frequent victimisation by school type with figures combined across all the phases to show an average for Gold Schools.

Gold Schools

Category	TM1	TM2
Secondary	18	11
Primary	15	14
Infant	28	7
Other	4	0
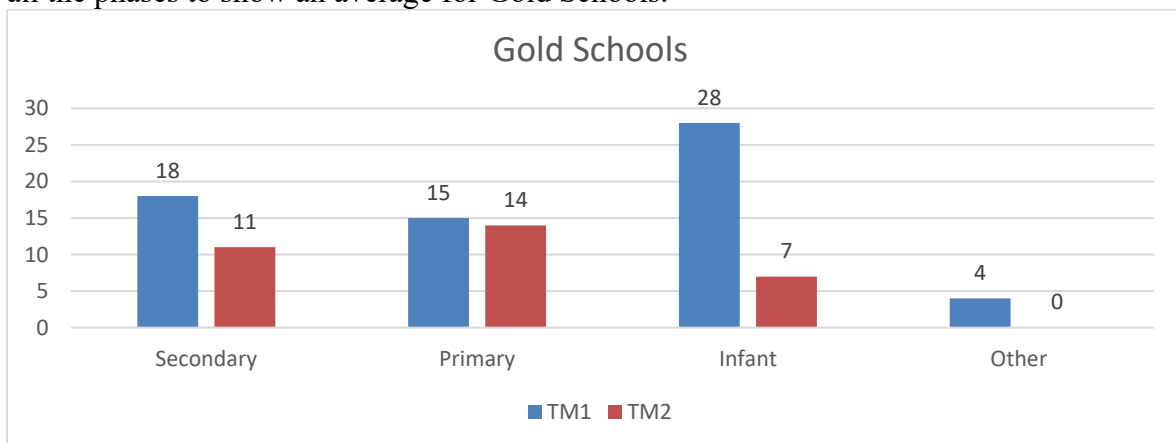
Figure 88a: Prevalence of frequent victimisation by school type with figures combined across all the phases to show an average for Silver Schools.

Figure: Silver Schools
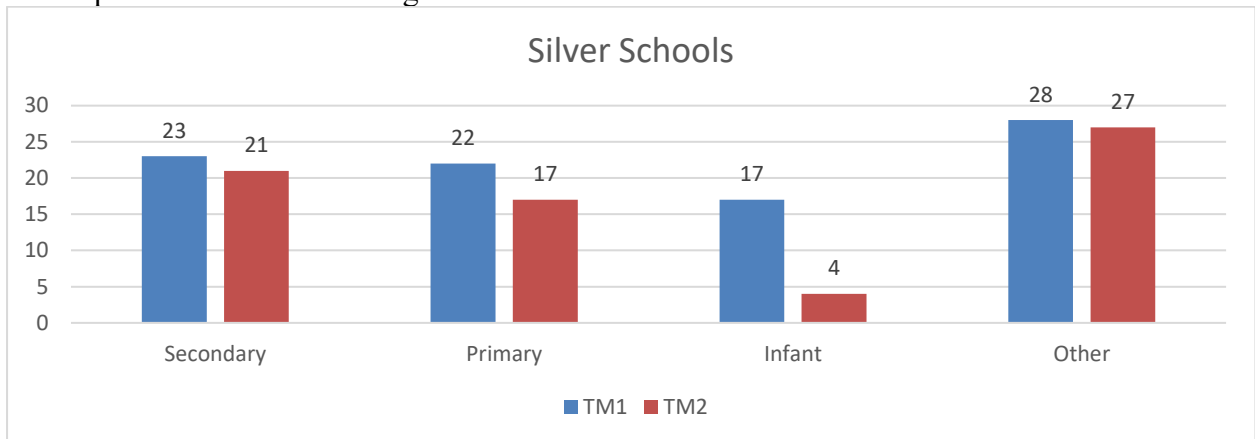
Prevalence of bullying others by school type

Any bullying others

Figures 89 and 89a combine the results across all three phases for School Type, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of ever bullying others were lower for Gold school compared to Silver schools. Gold schools show decreases in most school types with the exception of Primary schools which showed an increase in the levels of ever bullying others. Silver schools report decreases, with infant schools reporting the greatest decrease. The exception was Other schools which shows a small increase.

Figure 89: Prevalence of ever bullying others by school type with figures combined across all the phases to show an average for Gold Schools.

Figure: Gold Schools
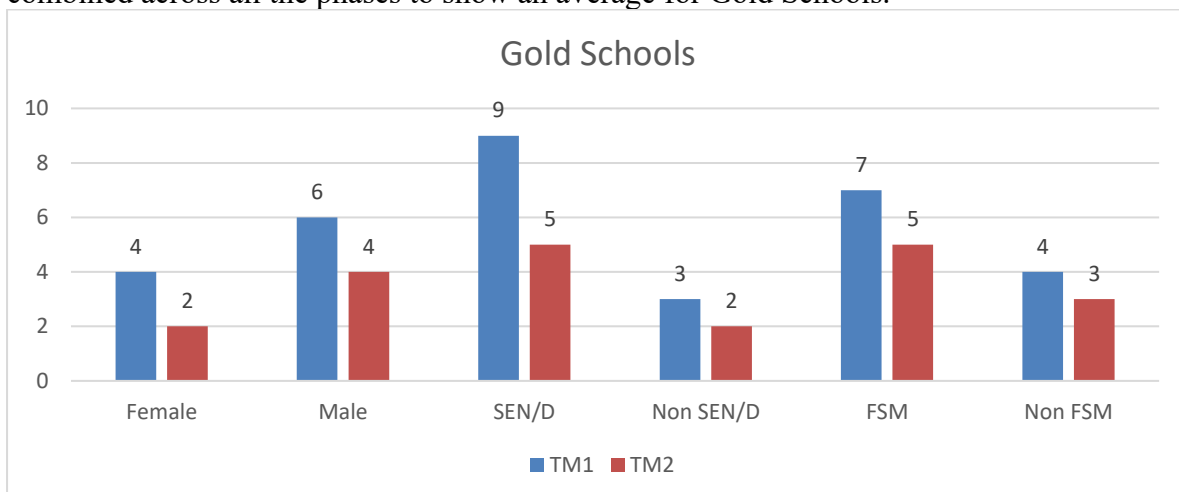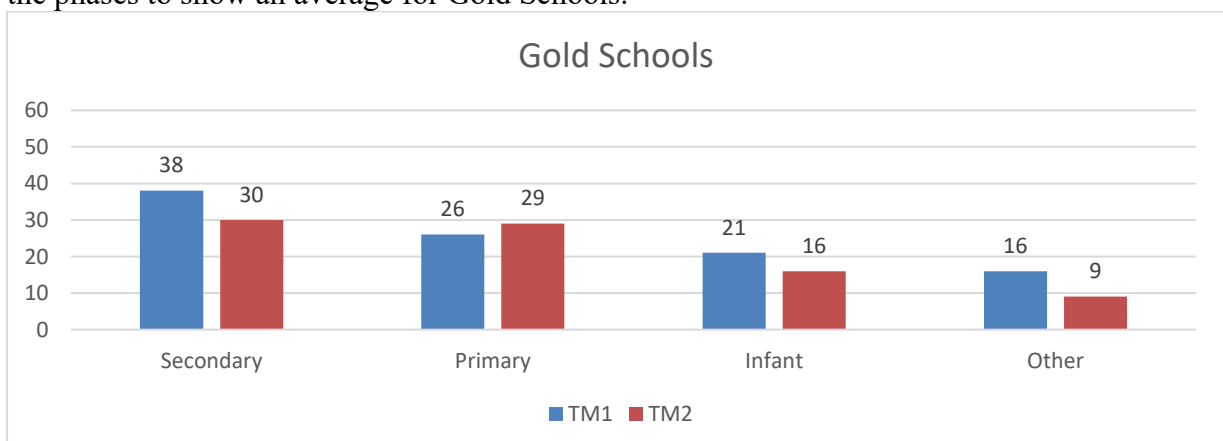
Figure 89a: Prevalence of ever bullying others by school type with figures combined across all the phases to show an average for Silver Schools.
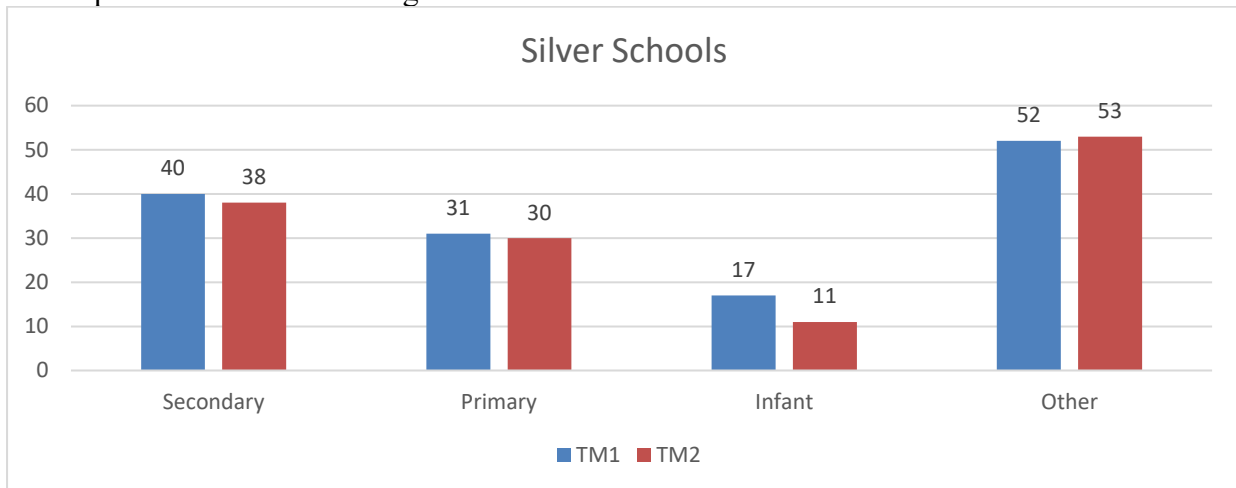
Silver Schools

Frequently bullying others

Figures 90 and 90a combine the results across all three phases for School Type, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of frequently bullying others were lower for Gold school compared to Silver schools with the exception of Infant schools. Gold schools show levels of frequently bullying others decreasing for Secondary and infant schools, however levels of frequently bullying others remained unchanged for Primary schools. Silver schools show levels of frequently bullying others remained unchanged whilst Silver other schools show a large increase.

Figure 90: Prevalence of frequently bullying others by school type with figures combined across all the phases to show an average for Gold Schools.

Gold Schools

137
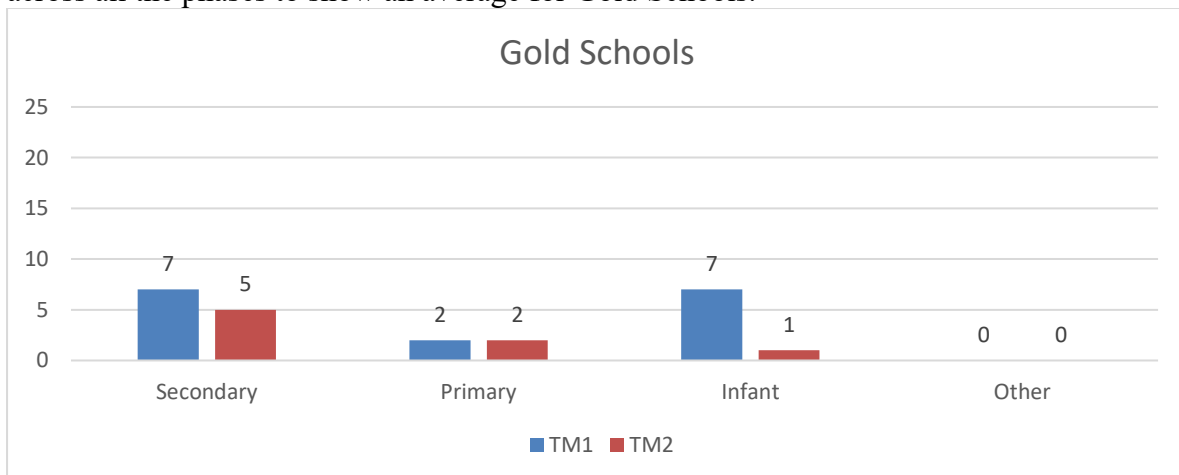
Figure 90a: Prevalence of frequently bullying others by school type with figures combined across all the phases to show an average for Silver Schools.
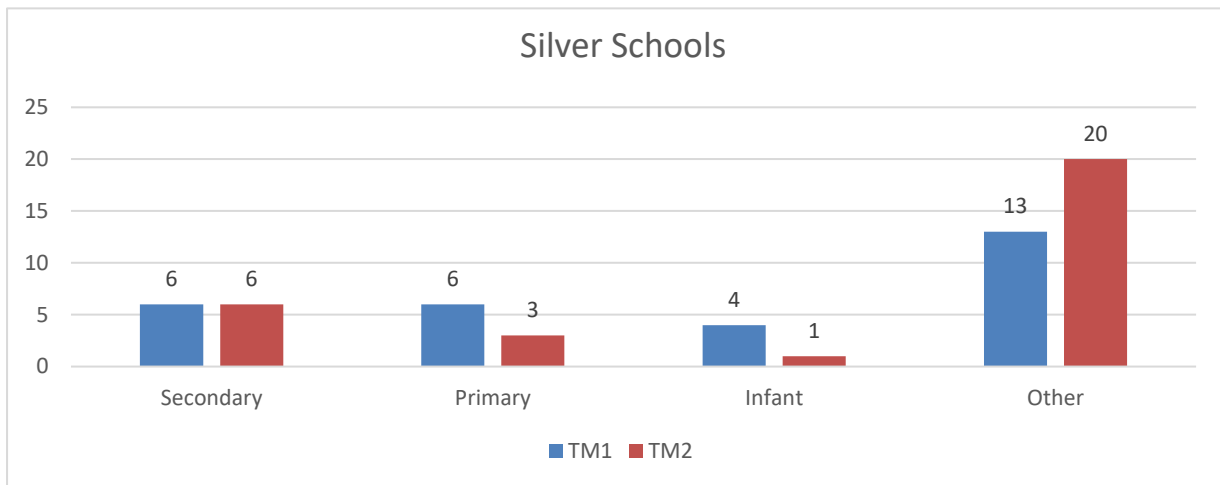
Silver Schools

Prevalence of being cyber victimised by school type

Any cyber victimisation

Figures 91 and 91a combine the results across all three phases for School Type, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of ever cyber victimisation were lower for Gold school compared to Silver schools with the clear exception of Infant schools. Gold schools show much greater decreases, especially for infant pupils. Silver schools also show decreases with the exception of other schools which show levels increasing.

Figure 91: Prevalence of ever cyber victimisation by school type with figures combined across all the phases to show an average for Gold Schools.

Gold Schools
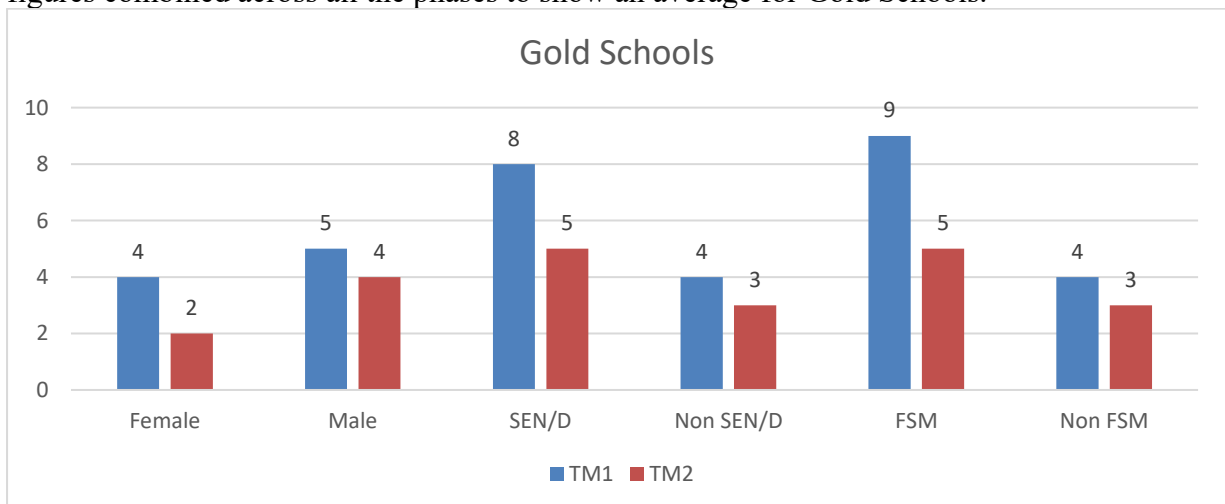
138
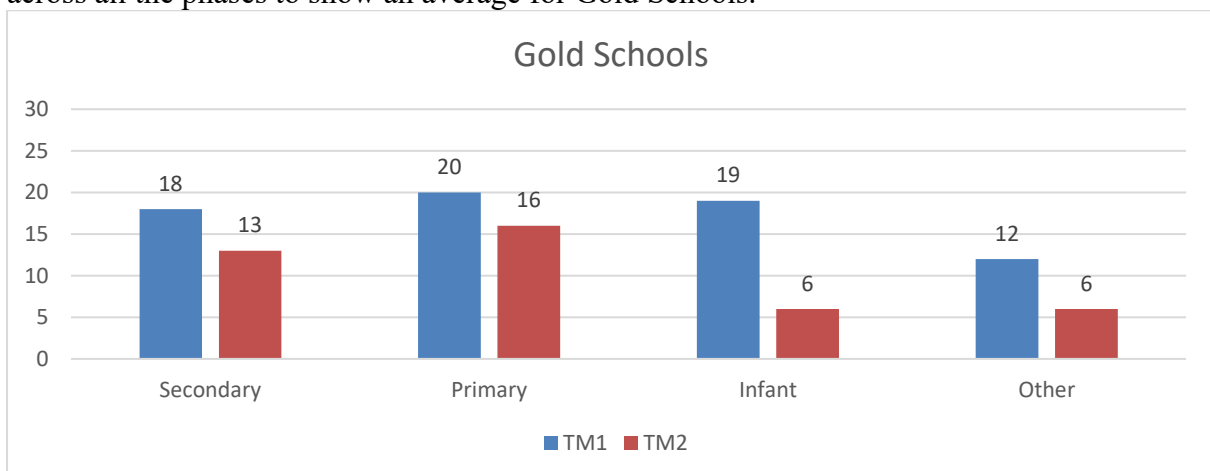
Figure 91a: Prevalence of ever cyber victimisation by school type with figures combined across all the phases to show an average for Silver Schools.
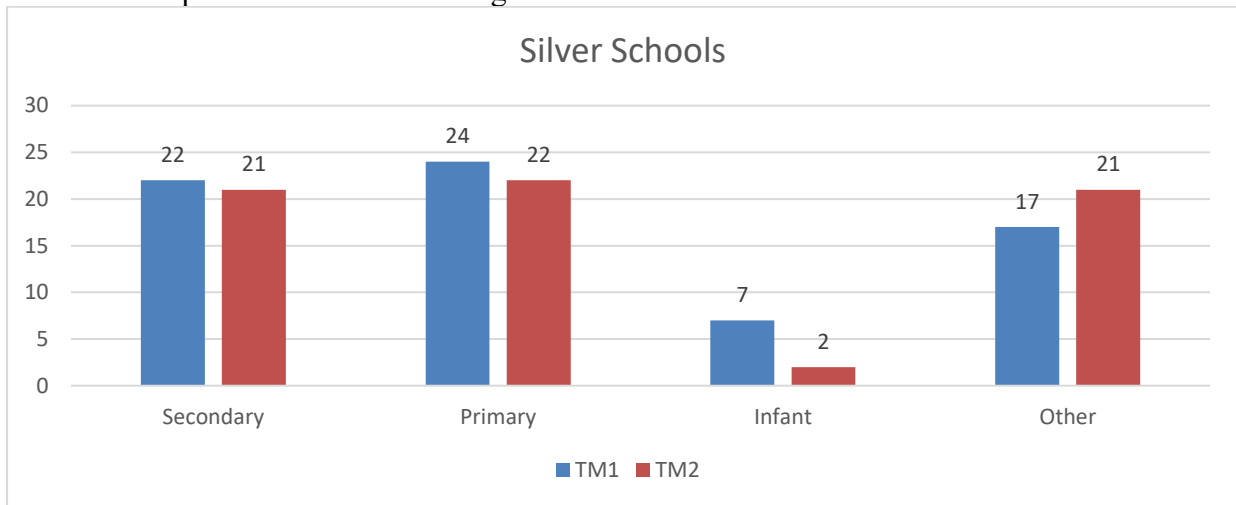
Silver Schools

Frequent cyber victimisation

Figures 92 and 92a combine the results across all three phases for School Type, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of frequent cyber victimisation were lower for Gold school compared to Silver schools with the exception of Infant schools. Silver schools report notably higher levels of frequent cyber victimisation for other schools, compared to Gold schools. Both Gold and Silver schools show decreases in every school type.

Figure 92: Prevalence of frequent cyber victimisation by school type with figures combined across all the phases to show an average for Gold Schools.

Gold Schools

139
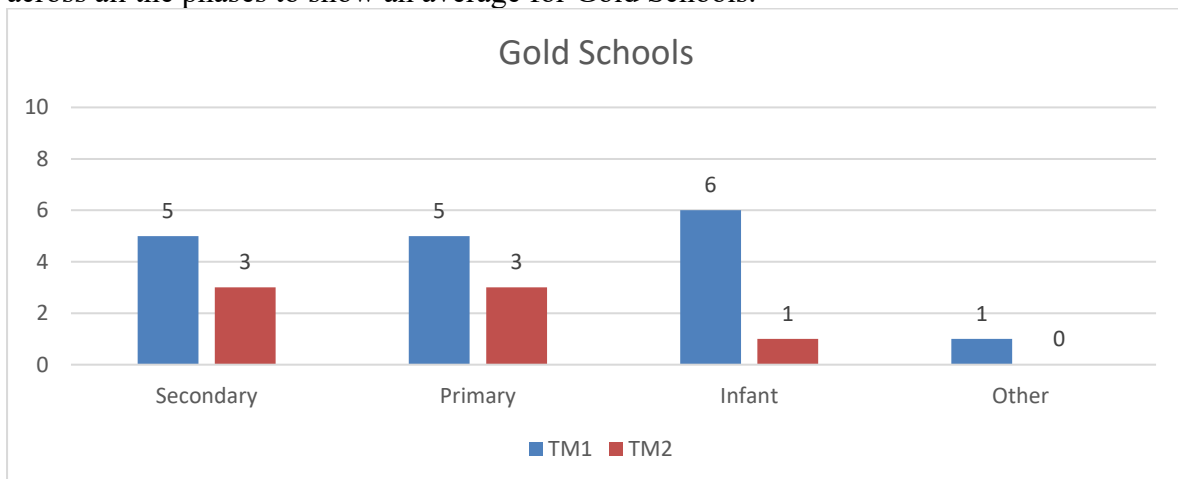
Figure 92a: Prevalence of frequent cyber victimisation by school type with figures combined across all the phases to show an average for Silver Schools.
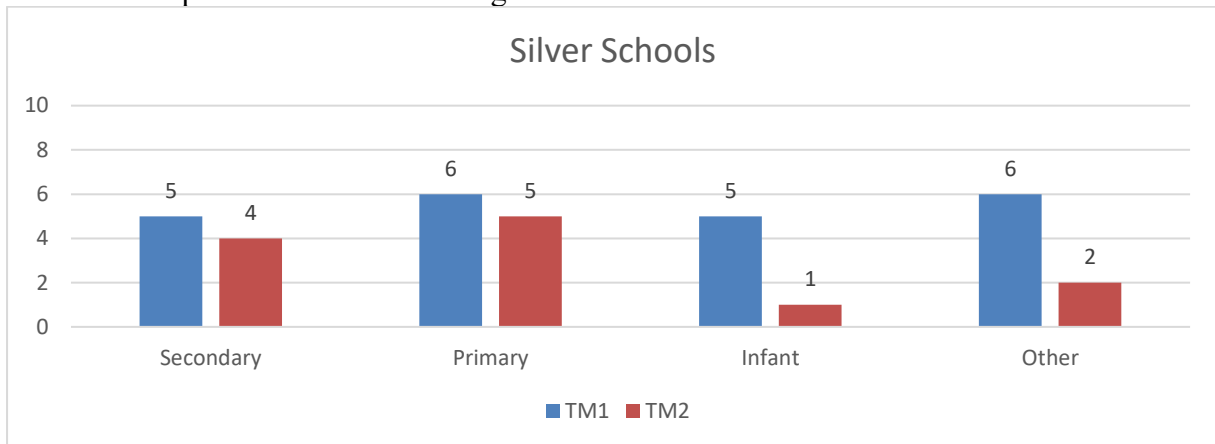
Prevalence of cyber bullying others by school type

Any cyber bullying others

Figures 93 and 93a combine the results across all three phases for School Type, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of ever cyber bullying others were mostly lower for Gold schools compared to Silver schools. Mostly there are decreases, but Gold schools show a small increase for Primary no change for Infant schools; Silver schools show no change for other schools.

Figure 93: Prevalence of ever cyber bullying others by school type with figures combined across all the phases to show an average for Gold Schools.
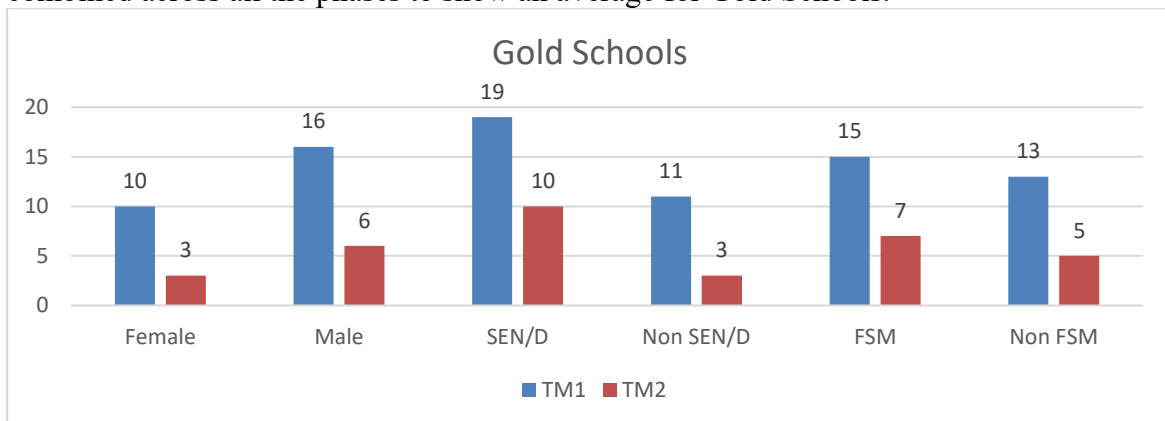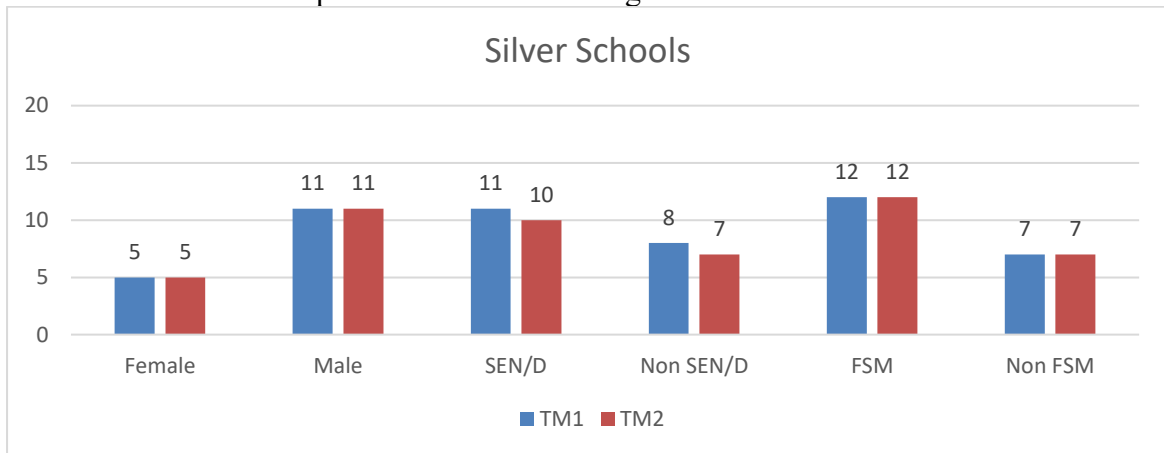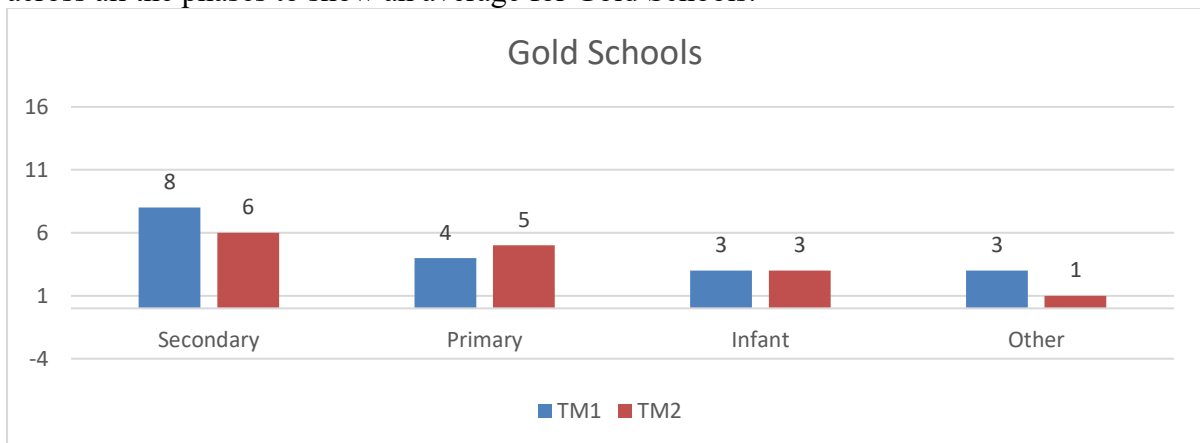
Figure 93a: Prevalence of ever cyber bullying others by school type with figures combined across all the phases to show an average for Silver Schools.
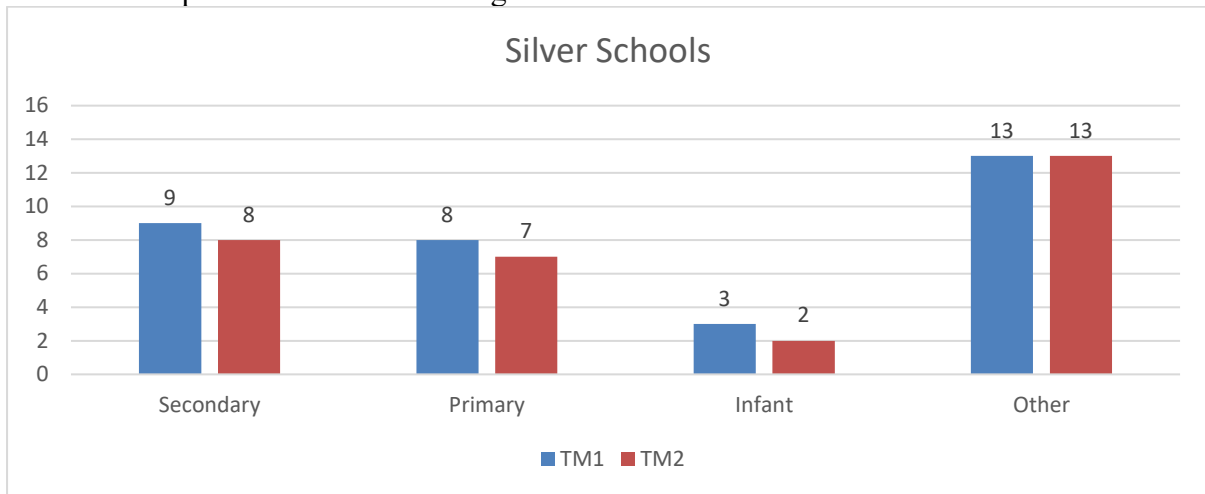
Frequently cyber bullying others

Figures 94 and 94a combine the results across all three phases for School Type, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of frequently cyber bullying others were slightly lower for Gold schools compared to Silver schools. Levels, whilst small, remained unchanged for Gold secondary and primary schools. Silver schools reported a small decrease for primary and infant schools, however there was an appreciable increase for other schools.

Figure 94: Prevalence of frequently cyber bullying others by school type with figures combined across all the phases to show an average for Gold Schools.
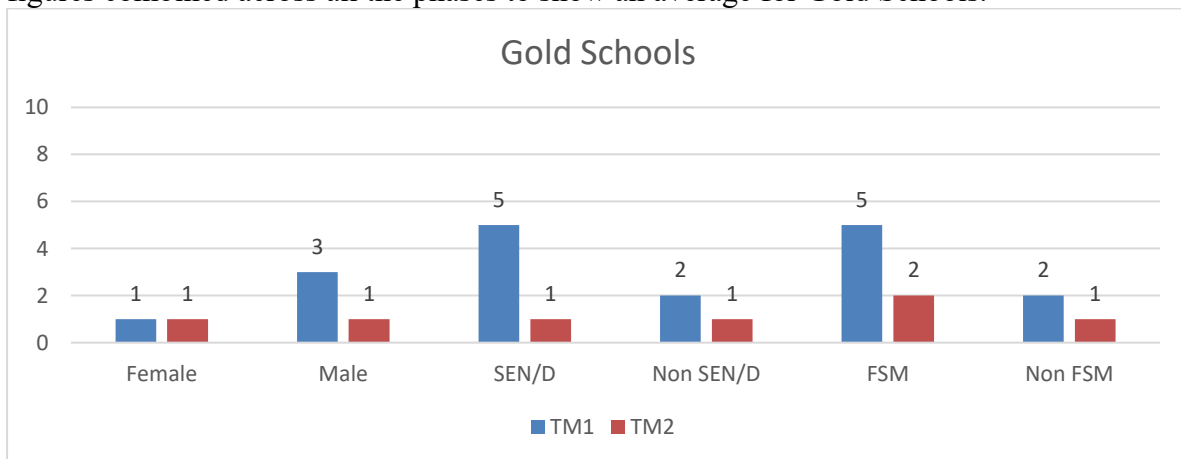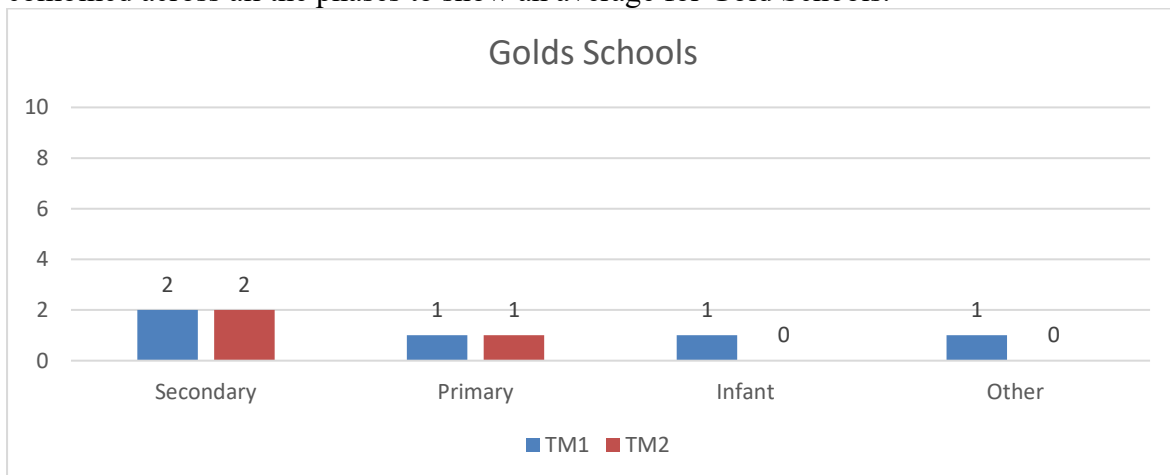
Figure 94a: Prevalence of frequently cyber bullying others by school type with figures combined across all the phases to show an average for Silver Schools.

Silver Schools

	Secondary	Primary	Infant	Other
TM1	2	2	2	1
TM2	2	1	0	4
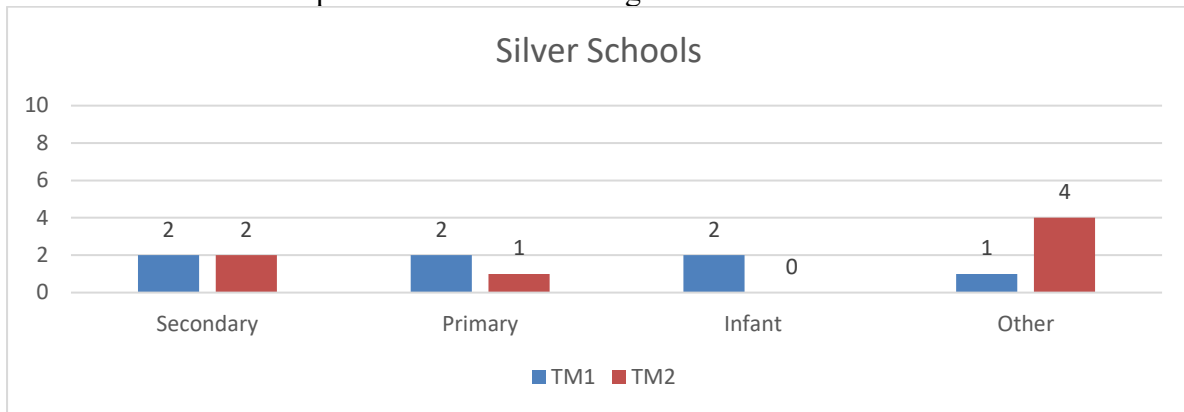
Types of victimisation and bullying others experiences

Types of ever and frequent victimisation

Any victimisation

Figures 95 and 95a combine the results across all three phases for Types of bullying behaviours experienced, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of types of ever victimisation experienced were slightly lower for Gold schools than Silver schools. Gold reported modest improvements for three types of bullying behaviours with the exception of '*Other pupils stop me joining in'* which remained unchanged and *'had bad things said about me'* which showed a small increase in levels of ever victimised. Silver schools show a decrease in levels reported for *'I am hit, pushed or kicked'* and *'had bad things said about me'* however other types of ever victimisation remained unchanged or showed a slight increase.

Figure 95: Prevalence of types of ever victimisation reported by all pupils with figures combined across all the phases to show an average for Gold Schools.

Gold Schools

	Hit, pushed or kicked	Called mean names	Other pupils stop me joining in	Had bad things said about me	Others are mean or rude to me online
TM1	53	54	56	48	27
TM2	51	52	56	51	17

142
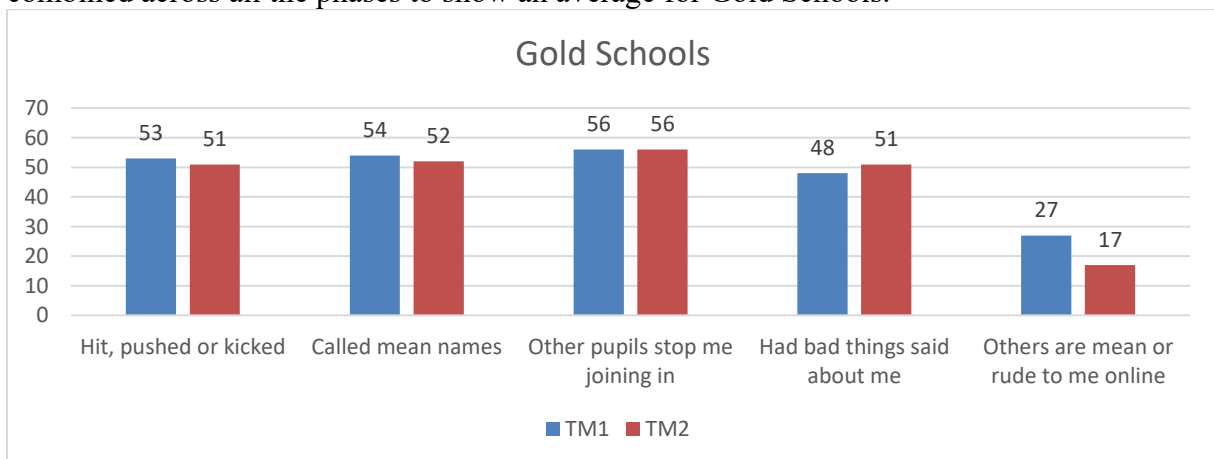
Figure 95a: Prevalence of types of ever victimisation reported by all pupils with figures combined across all the phases to show an average for Silver Schools.
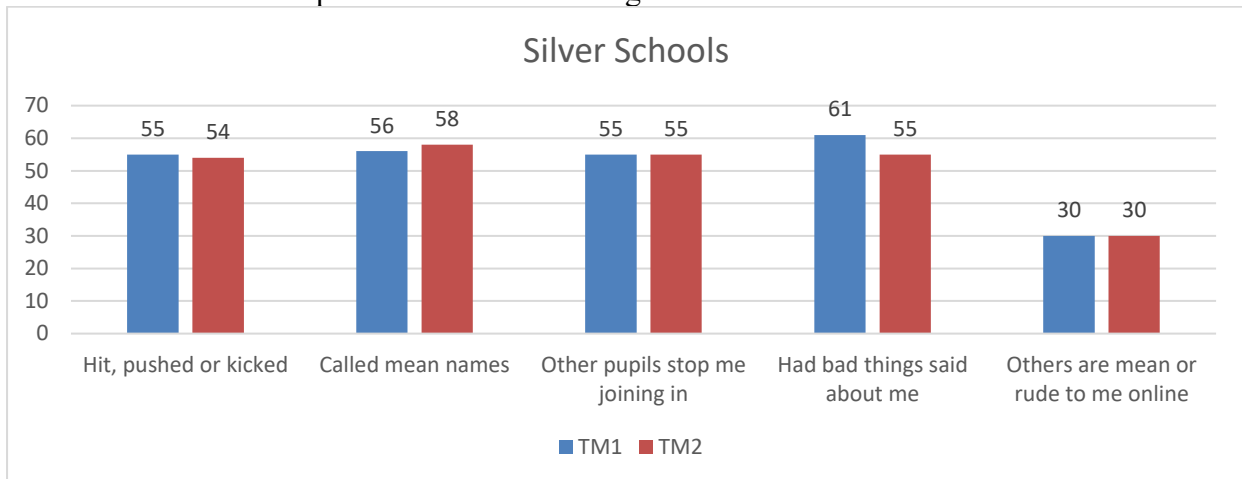
Frequent victimisation

Figures 96 and 96a combine the results across all three phases for Types of bullying behaviours experienced, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of types of frequent victimisation experienced were comparable for Gold schools and Silver schools. Gold schools reported improvements across four types of frequent victimisation, however, *'I had bad things said about me'* showed a large increase. Silver schools show no change for two types of frequent victimisation and small increases in the remaining three types.

Figure 96: Prevalence of types of victimisation frequently reported by all pupils with figures combined across all the phases to show an average for Gold Schools.

Figure 96a: Prevalence of types of victimisation frequently reported by all pupils with figures combined across all the phases to show an average for Silver Schools.
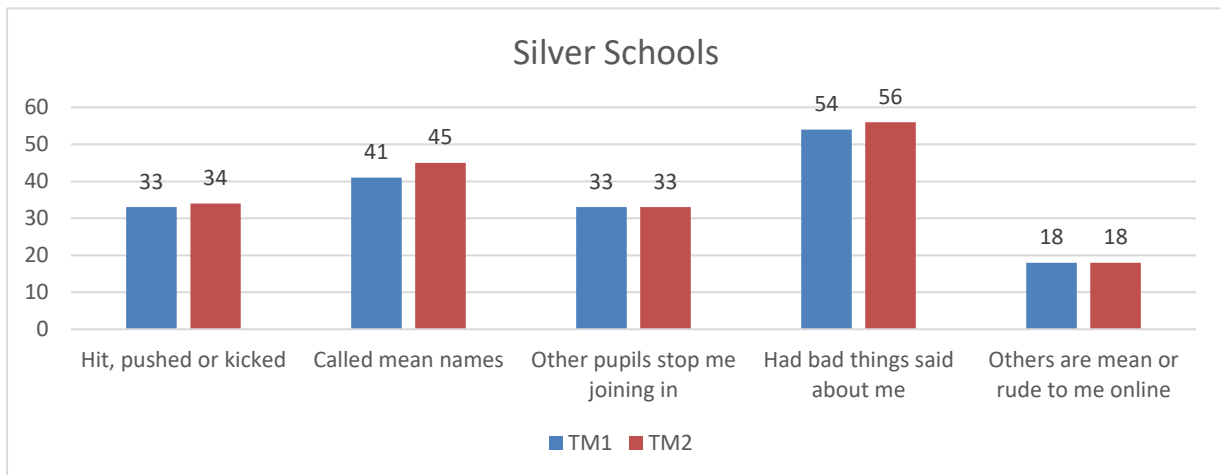
Types of bullying others

Any bullying others

Figures 97 and 97a combine the results across all three phases for Types of bullying behaviours experienced, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of types of ever bullying others experienced were slightly lower for Gold schools than Silver schools, with the exception of '*I stop other pupils from joining in with me'* which was slightly higher than levels reported for Silver schools. Gold and Silver schools show no change or a slight increases, with the exception of Gold schools who show a small improvement for 'I am mean or rude to other pupils online'.

Figure 97: Prevalence of types of bullying others ever reported by all pupils with figures combined across all the phases to show an average for Gold Schools.
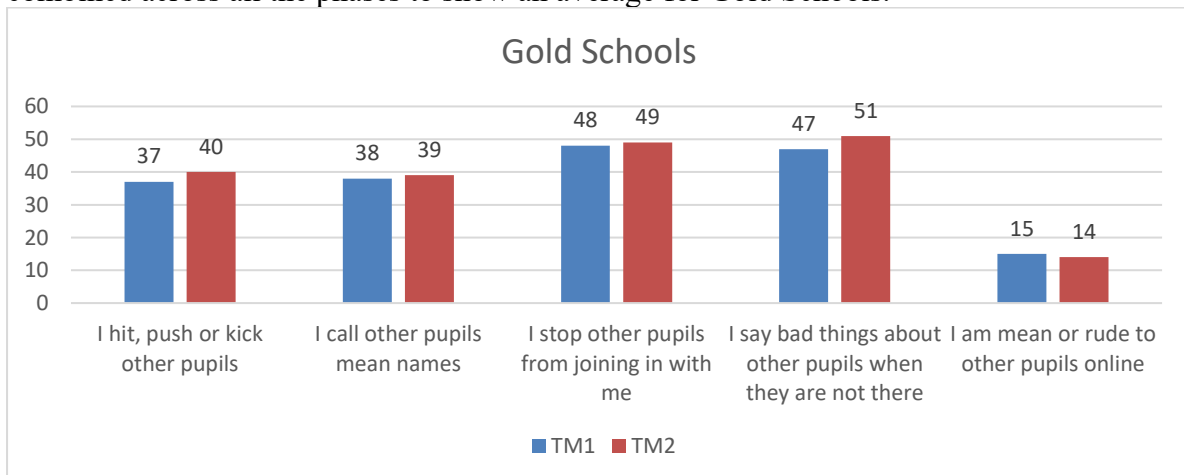
Figure 97a: Prevalence of types of bullying others ever reported by all pupils with figures combined across all the phases to show an average for Silver Schools.

Silver Schools

	I hit, push or kick other pupils	I call other pupils mean names	I stop other pupils from joining in with me	I say bad things about other pupils when they are not there	I am mean or rude to other pupils online
TM1	40	42	43	49	19
TM2	42	43	43	49	19
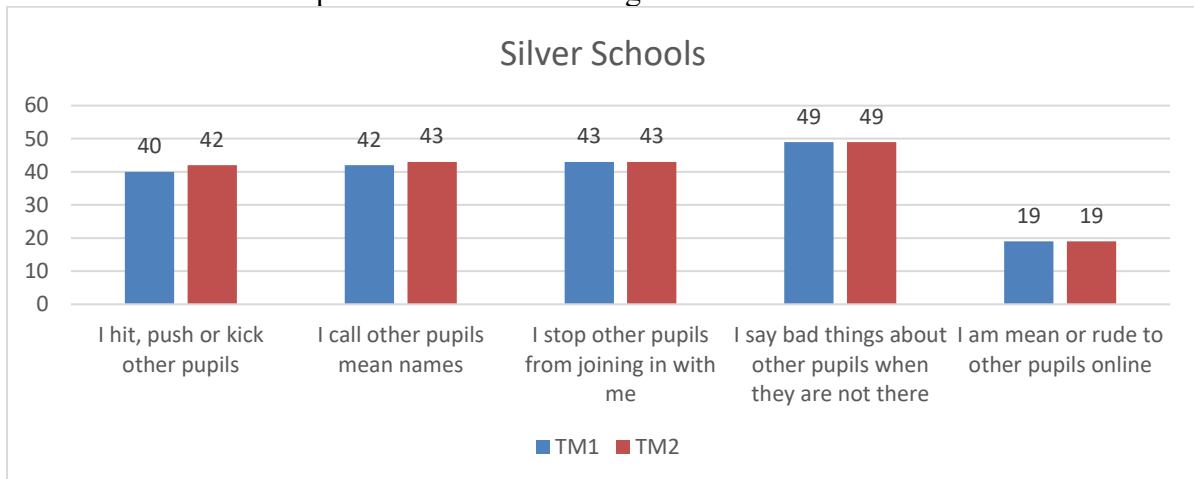
Frequent bullying others

Figures 98 and 98a combine the results across all three phases for Types of bullying behaviours experienced, to show averages for both Gold and Silver schools across the whole 3-year programme. Levels of types of frequently bullying others experienced were mixed for Gold and Silver schools with Gold schools reporting lower levels in two types of behaviour and higher levels in three types. Gold and Silver schools show a decrease in *'I stop other pupils from joining in with me'*, with Gold schools reporting more decrease. Other types show small increases with the exception of Gold schools '*I say bad things about other pupils when they are not there*', and Silver schools *'I am mean or rude to other pupils online'*.

Figure 98: Prevalence of types of bullying others frequently reported by all pupils with figures combined across all the phases to show an average for Gold Schools.

Gold Schools

	I hit, push or kick other pupils	I call other pupils mean names	I stop other pupils from joining in with me	I say bad things about other pupils when they are not there	I am mean or rude to other pupils online
TM1	32	35	52	44	16
TM2	33	42	38	43	21

145
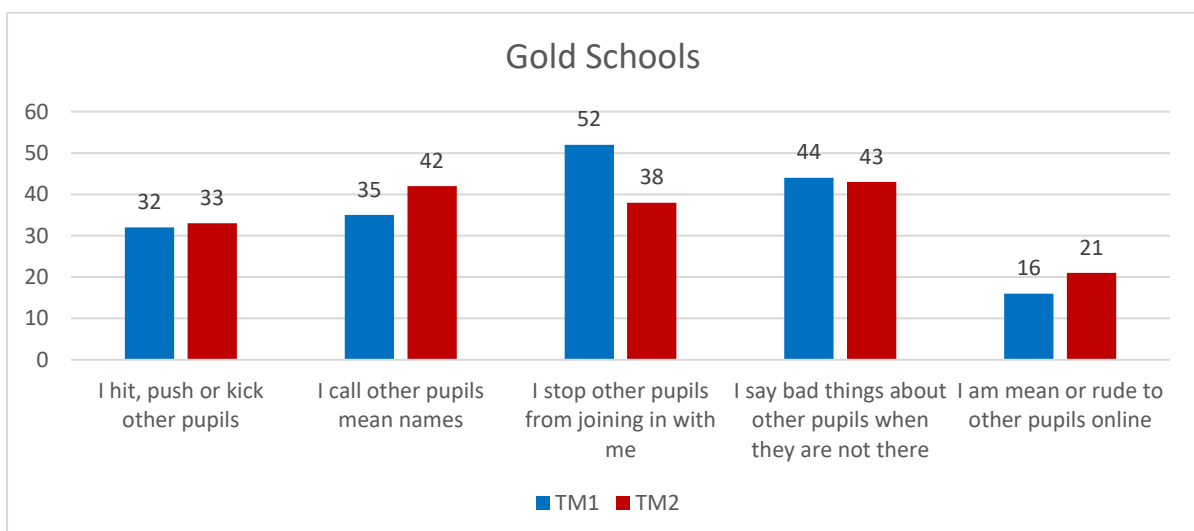
Figure 98a: Prevalence of types of bullying others frequently reported by all pupils with figures combined across all the phases to show an average for Silver Schools.

Silver Schools

	I hit, push or kick other pupils	I call other pupils mean names	I stop other pupils from joining in with me	I say bad things about other pupils when they are not there	I am mean or rude to other pupils online
TM1	36	33	38	38	19
TM2	43	36	33	43	19
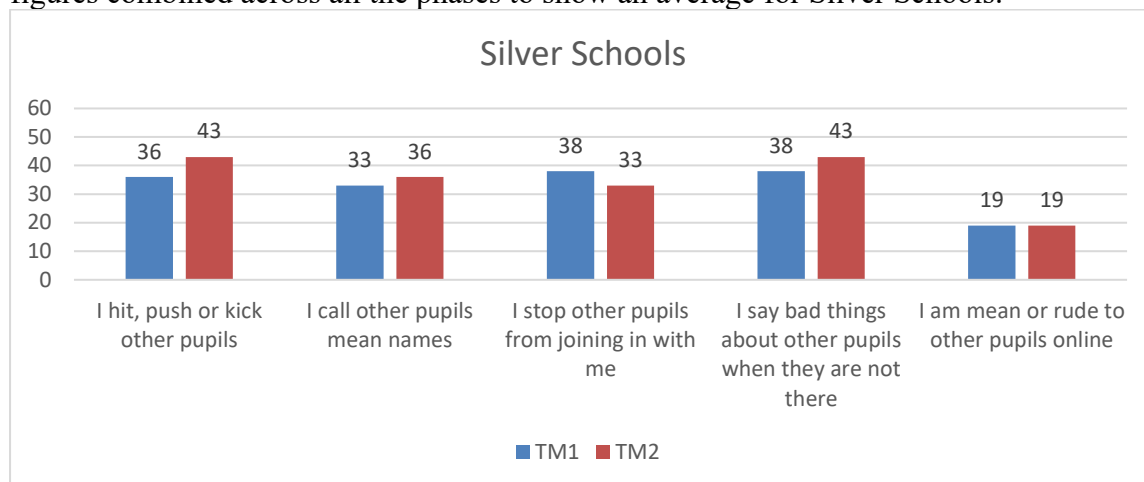
Types of victimisation for pupils with SEND

Any victimisation

Figures 99 and 99a combine the results across all three phases for Types of bullying behaviours experienced by SEND status, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of types of victimisation ever reported by pupils with SEND were lower for Gold schools than Silver schools. Both Gold and Silver schools report a decrease in levels for all types of victimisation ever experienced by SEND status.

Figure 99: Prevalence of types of victimisation ever reported by pupils with SEND with figures combined across all the phases to show an average for Gold Schools.

Gold Schools

	Hit, pushed or kicked	Called mean names	Other pupils stop me joining in	Had bad things said about me	Others are mean or rude to me online
TM1	37	40	42	38	25
TM2	34	34	39	33	19

146
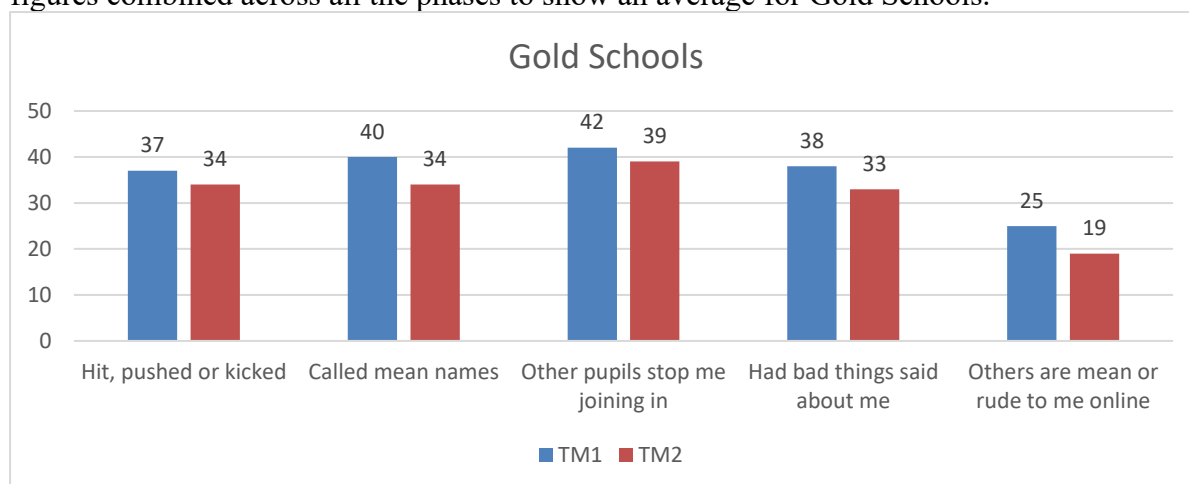
Figure 99a: Prevalence of types of victimisation ever reported by pupils with SEND with figures combined across all the phases to show an average for Silver Schools.
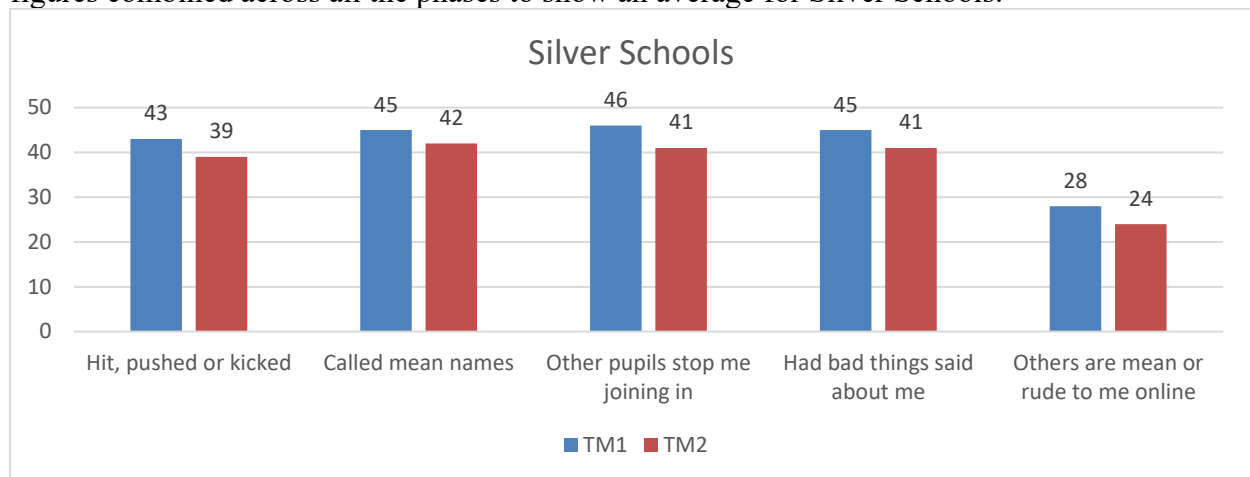
Frequent victimisation

Figures 100 and 100a combine the results across all three phases for Types of bullying behaviours experienced by SEND, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of types of victimisation frequently reported by SEND were slightly lower for Gold schools than Silver schools. Both Gold and Silver schools report a decrease in levels for all types. However, Gold schools reported larger decreases.

Figure 100: Prevalence of types of victimisation frequently reported by pupils with SEND with figures combined across all the phases to show an average for Gold Schools.

147
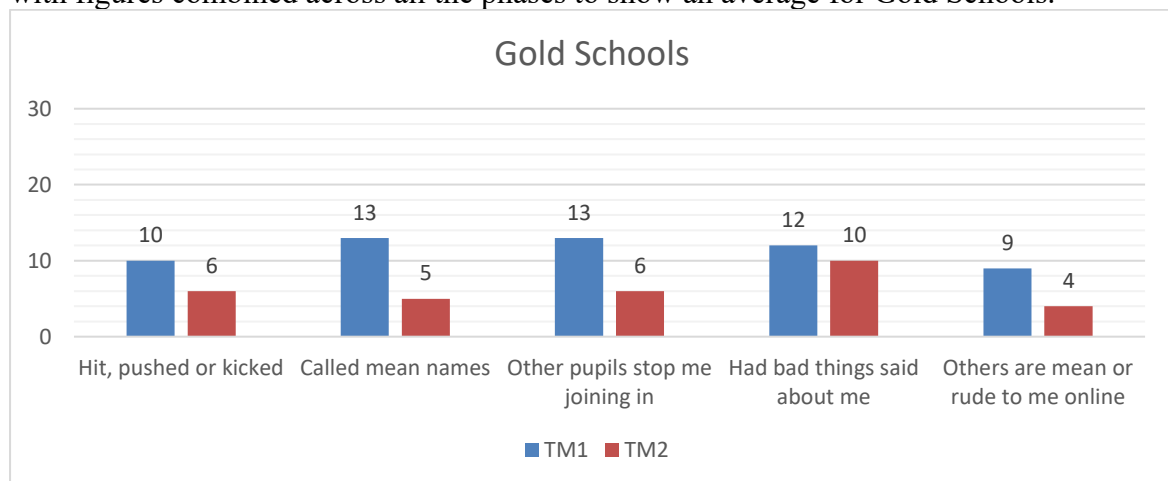
Figure 100a: Prevalence of types of victimisation frequently reported by pupils with SEND with figures combined across all the phases to show an average for Silver Schools.
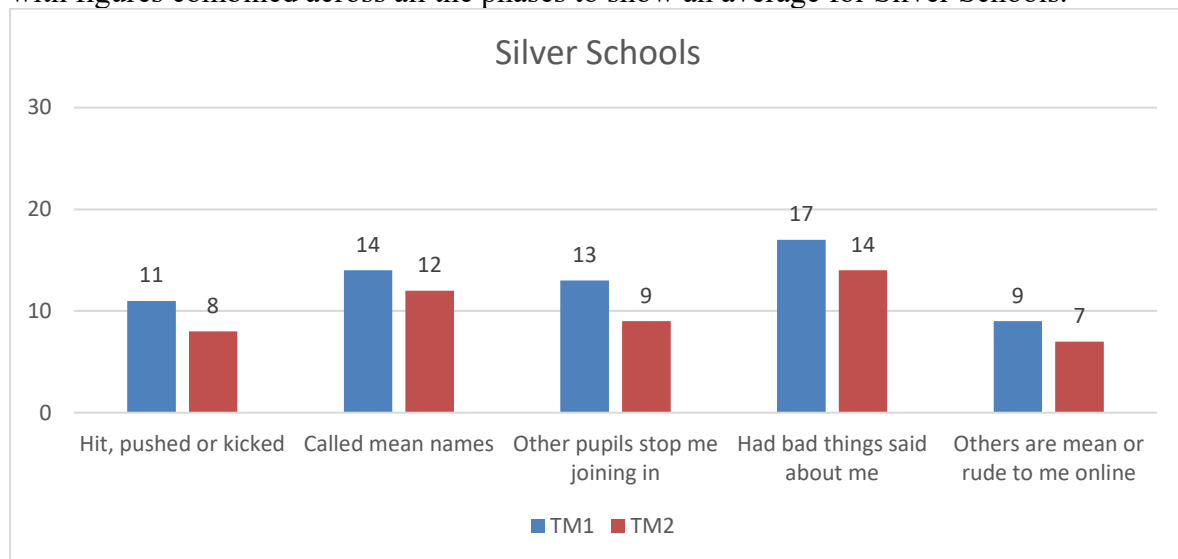
Types of bullying others for pupils with SEND

Any bullying others

Figures 101 and 101a combine the results across all three phases for Types of bullying behaviours experienced by SEND, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of types of ever bullying others reported by SEND were comparable for Gold and Silver schools. Both Gold and Silver schools report decreases in levels across types of bullying.

Figure 101: Prevalence of types of bullying others ever reported by pupils with SEND with figures combined across all the phases to show an average for Gold Schools.

148
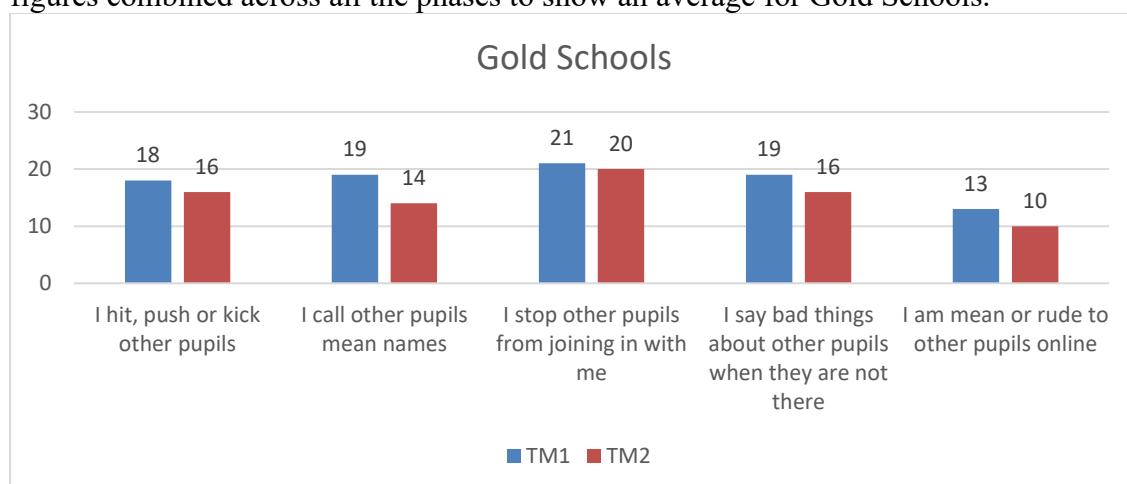
Figure 101a: Prevalence of types of bullying others ever reported by pupils with SEND with figures combined across all the phases to show an average for Silver Schools.
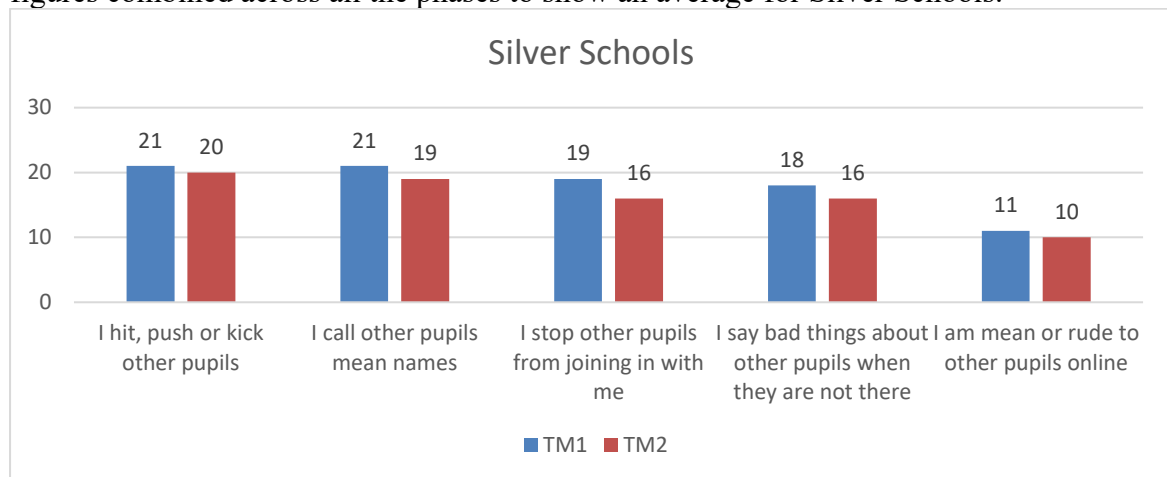
Frequently bullying others

Figures 102 and 102a combine the results across all three phases for Types of bullying behaviours experienced by SEND, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of types of frequently bullying others reported by SEND were similar for Gold schools and Silver schools for three types of behaviour. However, Gold schools reported higher levels for *'I stop other pupils joining in with me'* and *'I say bad things about other pupils when they are not there'* compared to Silver schools. Gold schools report a decrease in levels for all types of frequently bullying others. Silver schools only report a decrease in the levels for *'I stop other pupils joining in with me'* and *'I say bad things about other pupils when they are not there'* from baseline to final.

Figure 102: Prevalence of types of bullying frequently reported by pupils with SEND with figures combined across all the phases to show an average for Gold Schools.
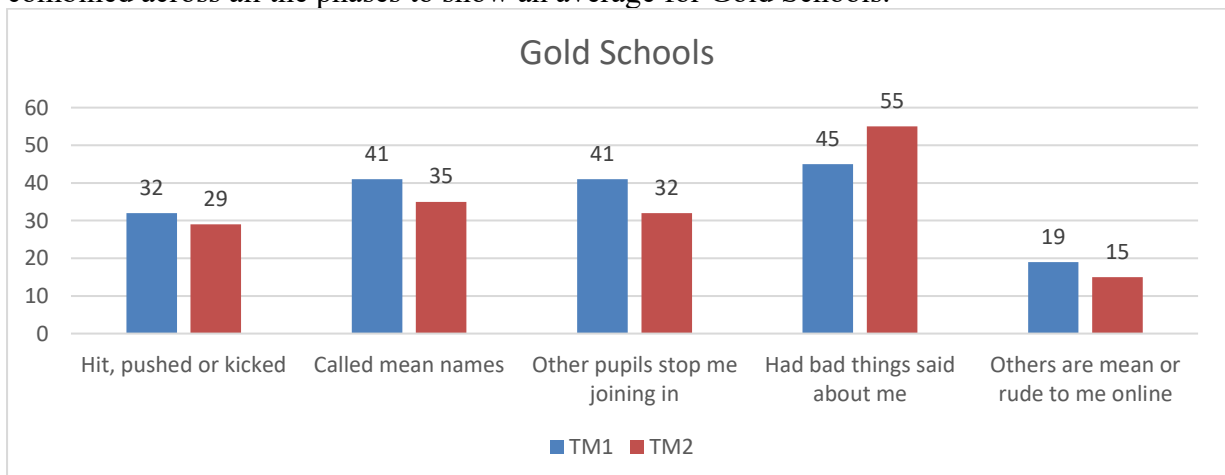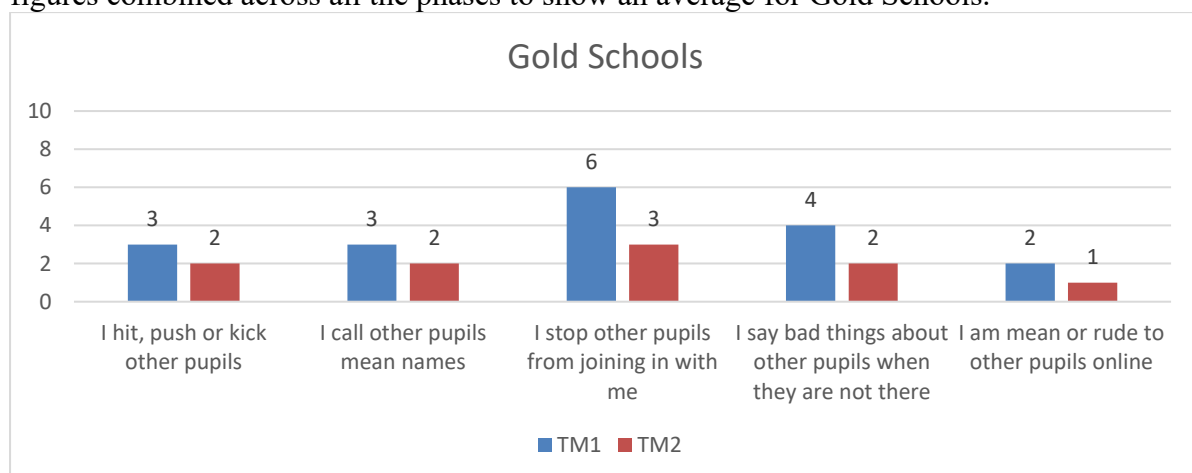
Figure 102a: Prevalence of types of bullying frequently reported by pupils with SEND with figures combined across all the phases to show an average for Silver Schools.

Silver Schools

	I hit, push or kick other pupils	I call other pupils mean names	I stop other pupils from joining in with me	I say bad things about other pupils when they are not there	I am mean or rude to other pupils online
TM1	3	3	4	3	2
TM2	3	3	2	2	2

School Experience

School experience was assessed by four items in the Pupil Questionnaire and contained the following statements, *'I like going to school', 'I feel safe at school', 'I get on well with my teachers', and 'I feel like I belong at school'.* These items were responded to using a four-point Likert scale ranging from never (0), a little (1), a lot (2), or always (3). The total scores were divided by the number of items to give a mean score of between 0 and 3, the higher the score the more positive the pupils felt about their school experience.

Very generally, for both all kinds of victimisation and bullying others, and including cyber, poorer school experience scores are reported by those never involved, followed by those ever involved, and the poorest scores for those frequently involved. Also, those with SEND, or FSM score lower; however often these groups show the greatest improvement. This is a very consistent finding for all these B and V measures, and is not reported again in each case.

Victimisation and bullying others

School Experience in relation to victimisation

Figure 102 combine the results across all three phases for School Experience, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of School Experience overall for all pupils show that Gold Schools report higher levels of positive school experience compared to Silver schools. However, levels of School Experience overall for Gold and Silver schools showed the same level of improvement from TM1 to TM2.

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Figure 102: School Experience in relation to *all* pupils for Gold and Silver schools.
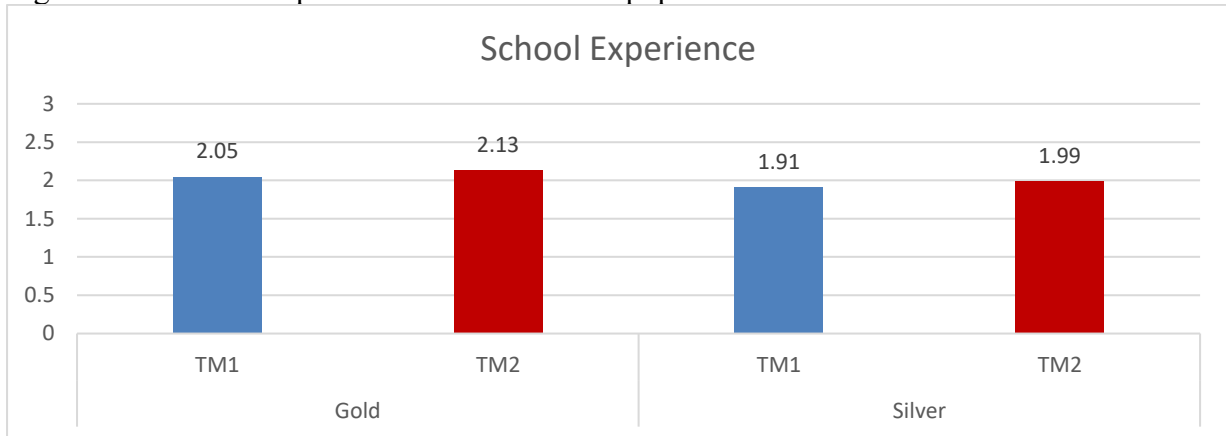
Figures 103 and 103a combine the results across all three phases for School Experience, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of School experience in relation to victimisation show that levels for Gold schools report more positive levels of school experience than for Silver schools. Gold and Silver schools report increased levels of positive school experience for never victim and ever victim. However, Gold schools show unchanged levels for school experience in frequent victims, whilst Silver schools show a slight decrease in school experience for frequent victims.

Figure 103: School experience in relation to victimisation with figures combined across all the phases to show an average for Gold Schools.
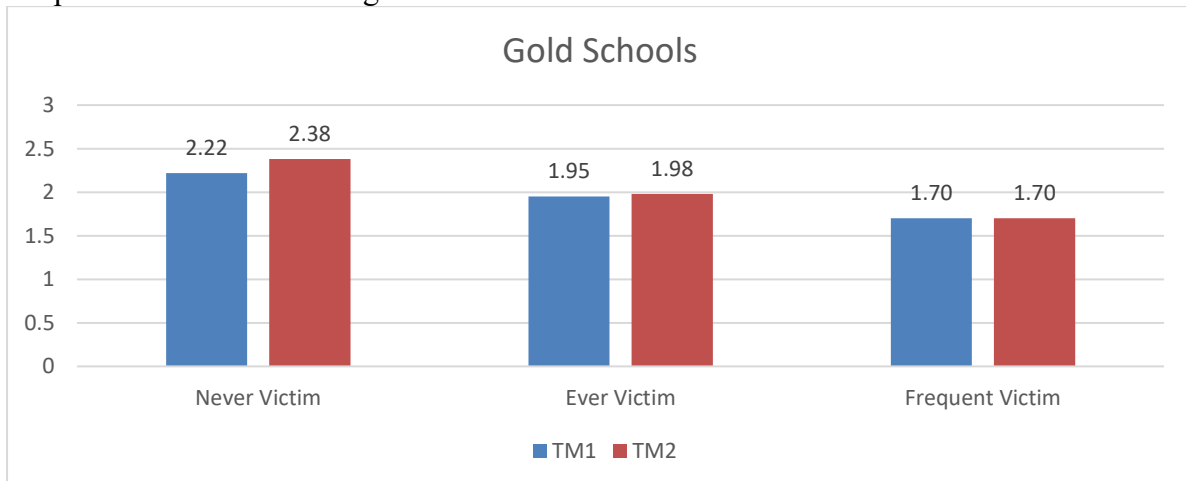
Figure 103a: School experience in relation to victimisation with figures combined across all the phases to show an average for Silver Schools.

Silver Schools

	Never Victim	Ever Victim	Frequent Victim
TM1	2.14	1.83	1.57
TM2	2.25	1.86	1.55
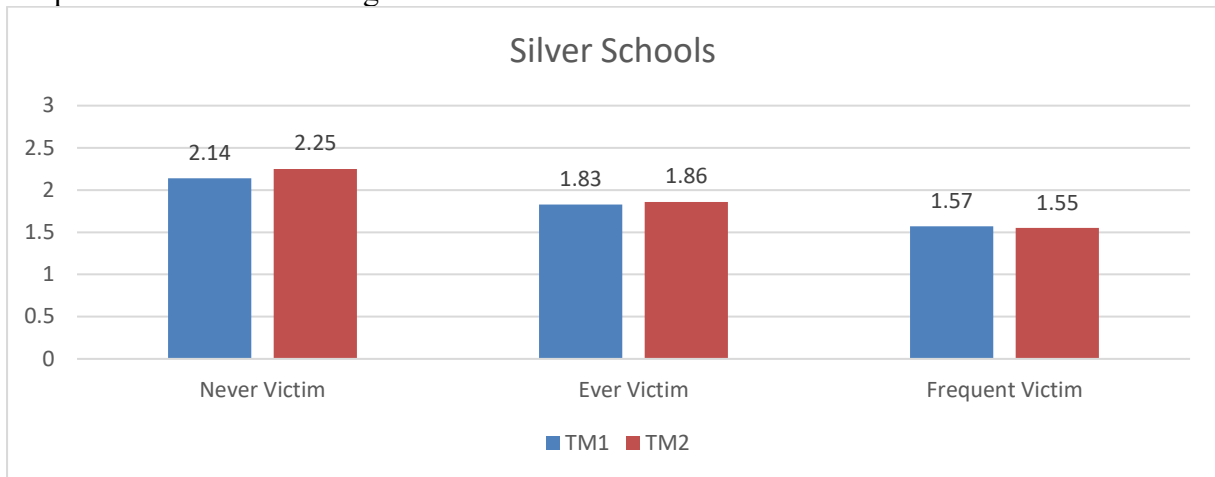
School Experience in relation to bullying others

Figures 104 and 104a combine the results across all three phases for School Experience, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of School experience in relation to bullying others, show Gold schools report more positive levels of school experience than Silver schools. Gold and Silver schools report increased levels of positive school experience for never bully others and ever bully others; however they show a decrease for frequent bullying others.

Figure 104: School experience in relation to bullying others with figures combined across all the phases to show an average for Gold Schools.

Gold Schools

	Never Bully	Ever Bully	Frequent Bully
TM1	2.16	1.77	1.65
TM2	2.24	1.82	1.48

Figure 104a: School experience in relation to bullying others with figures combined across all the phases to show an average for Silver Schools.

Silver Schools

Never Bully: TM1 2.05, TM2 2.13
Ever Bully: TM1 1.66, TM2 1.71
Frequent Bully: TM1 1.49, TM2 1.45

TM1 TM2
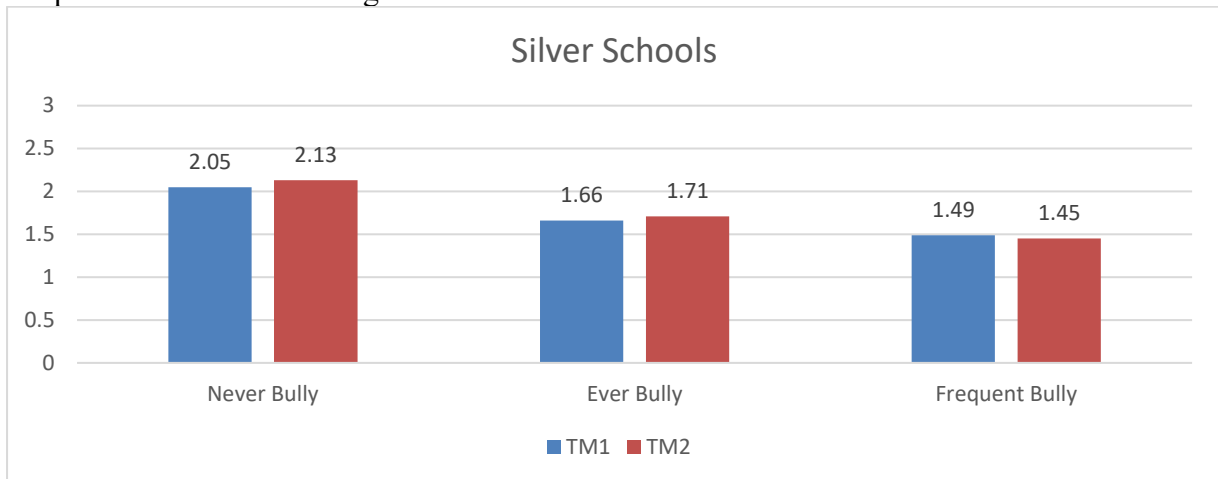
School Experience in relation to cyber victimisation

Figures 105 and 105a combine the results across all three phases for School Experience, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of School experience in relation to frequent cyber victimisation experiences, show Gold schools report more positive levels of school experience than Silver schools. Gold schools show a decrease in levels for school experience for those pupils who experienced ever being a cyber victim, but an increase for frequent cyber victims. Silver schools show a slight decrease in school experience for frequent cyber victimisation.

Figure 105: School experience in relation to cyber victimisation with figures combined across all the phases to show an average for Gold Schools.

Gold Schools

Never Cyber Victim: TM1 2.10, TM2 2.20
Ever Cyber Victim: TM1 1.81, TM2 1.73
Frequent Cyber Victim: TM1 1.55, TM2 1.73

TM1 TM2

153
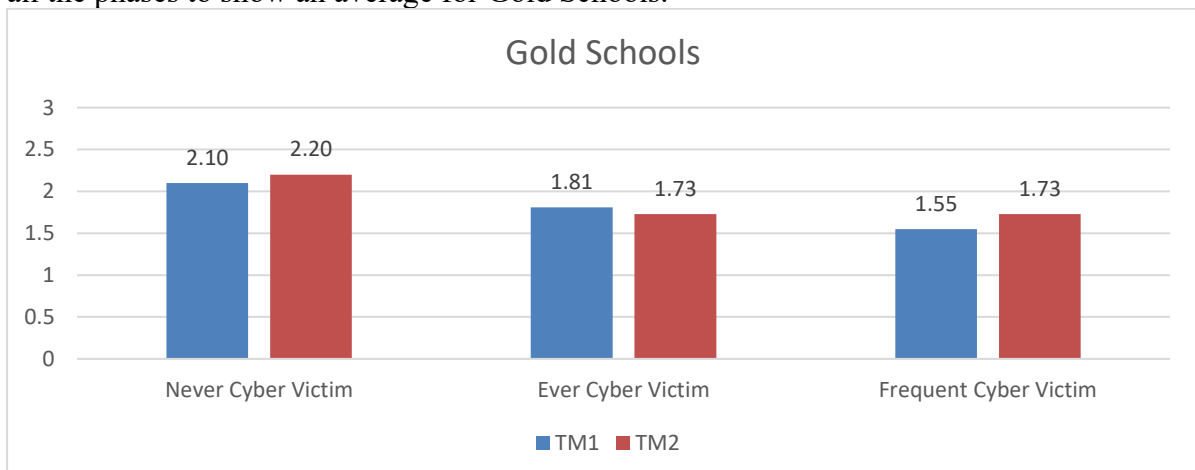
Figure 105a: School experience in relation to cyber victimisation with figures combined across all the phases to show an average for Silver Schools.
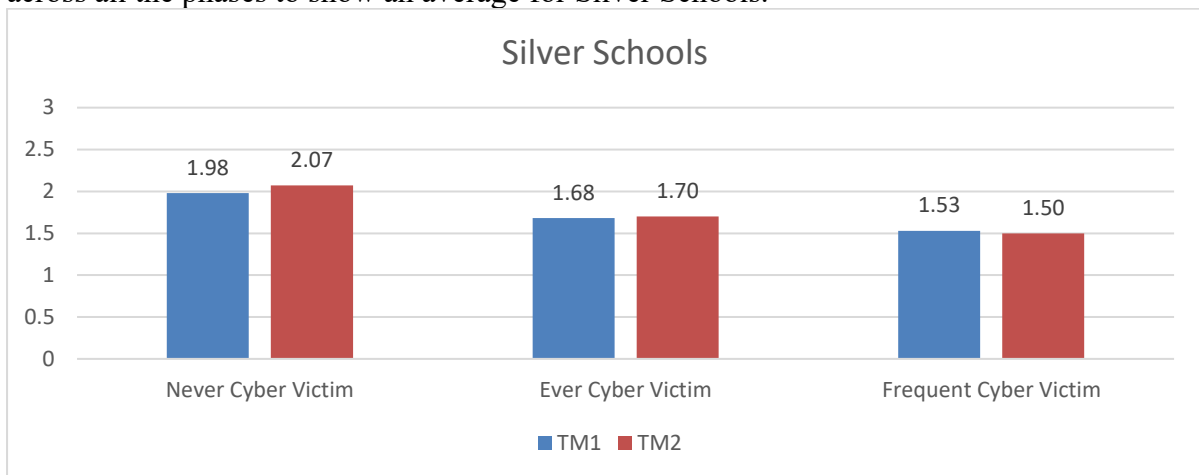
School Experience in relation to cyber bullying others

Figures 106 and 106a combine the results across all three phases for School Experience, to show averages for both Gold and Silver schools across the whole 3-year programme. Gold schools have a decrease in levels of school experience for those who experienced ever cyber bullying others but an increase for frequent cyber bullying. Silver schools show an increase, but a decrease for frequent cyber bullying others.

Figure 106: School experience in relation to cyber bullying others with figures combined across all the phases to show an average for Gold Schools.
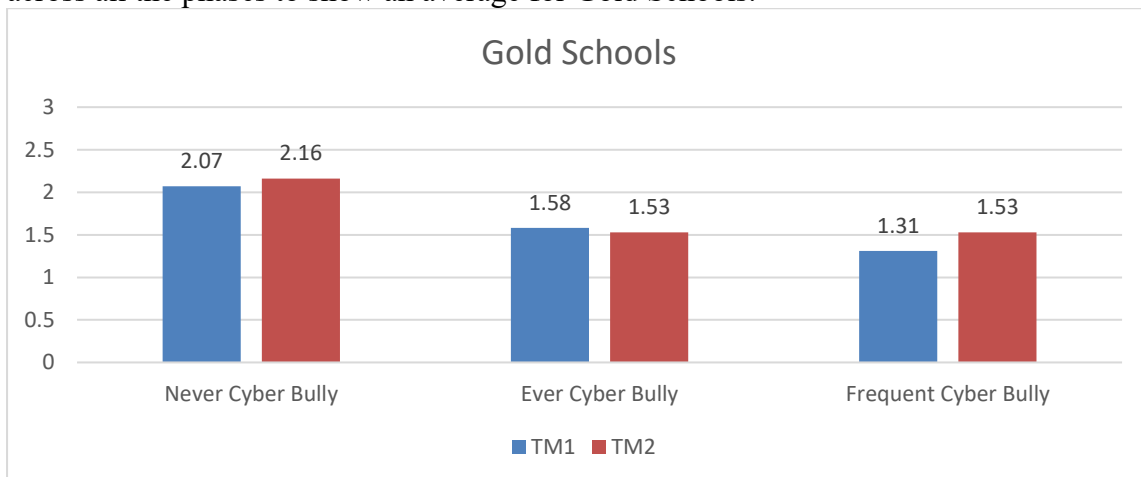
Figure 106a: School experience in relation to cyber bullying others with figures combined across all the phases to show an average for Silver Schools.

Figure 106a caption graph: Silver Schools
- Never Cyber Bully: TM1 1.95, TM2 2.02
- Ever Cyber Bully: TM1 1.54, TM2 1.57
- Frequent Cyber Bully: TM1 1.41, TM2 1.33
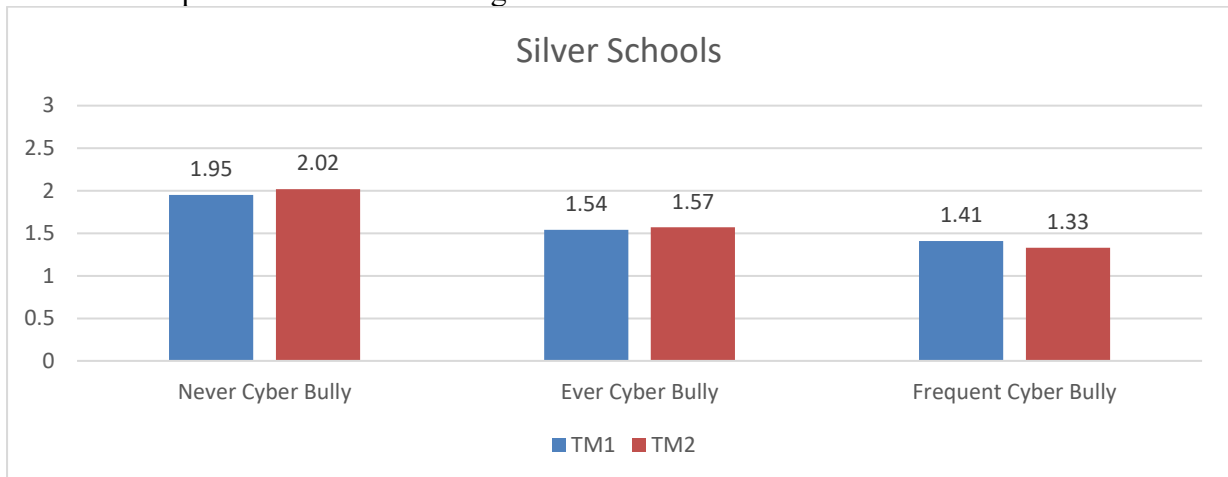
School Experience in relation to gender, SEND and FSM

Figures 107 and 107a combine the results across all three phases for School Experience in relation to gender, SEND and FSM, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of School experience in relation to gender, SEND and FSM show, Gold schools have higher levels of positive School experience than Silver schools. All school experience scores increase from baseline to final for Gold and Silver schools.

Figure 107: School Experience in relation to gender, SEND and FSM with figures combined across all the phases to show an average for Gold Schools.

Gold Schools
- Female: TM1 2.04, TM2 2.14
- Male: TM1 2.06, TM2 2.15
- SEN/D: TM1 1.96, TM2 2.06
- Non SEN/D: TM1 2.07, TM2 2.15
- FSM: TM1 2.03, TM2 2.21
- Non FSM: TM1 2.05, TM2 2.12

155
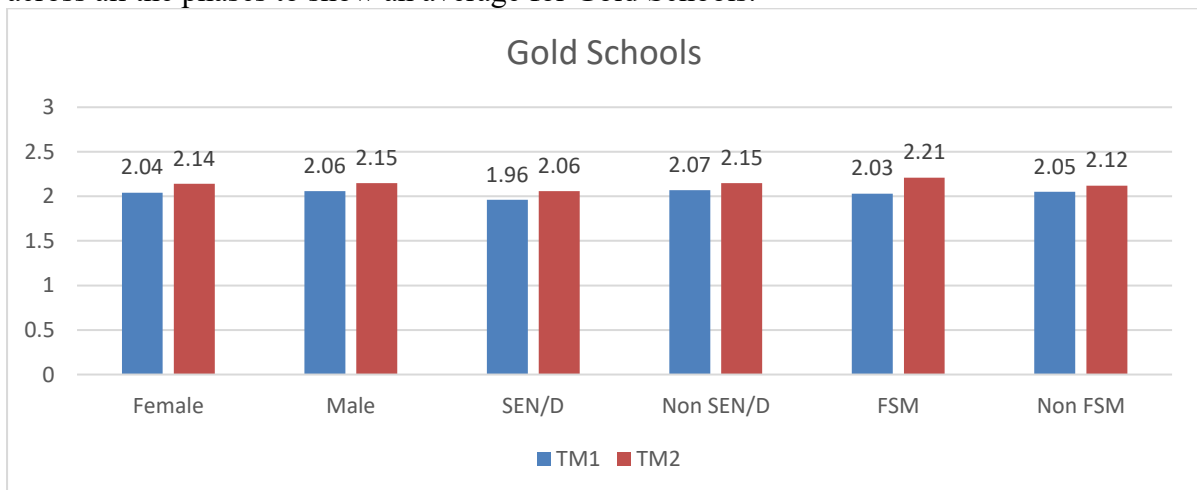
Figure 107a: School Experience in relation to gender, SEND and FSM with figures combined across all the phases to show an average for Silver Schools.
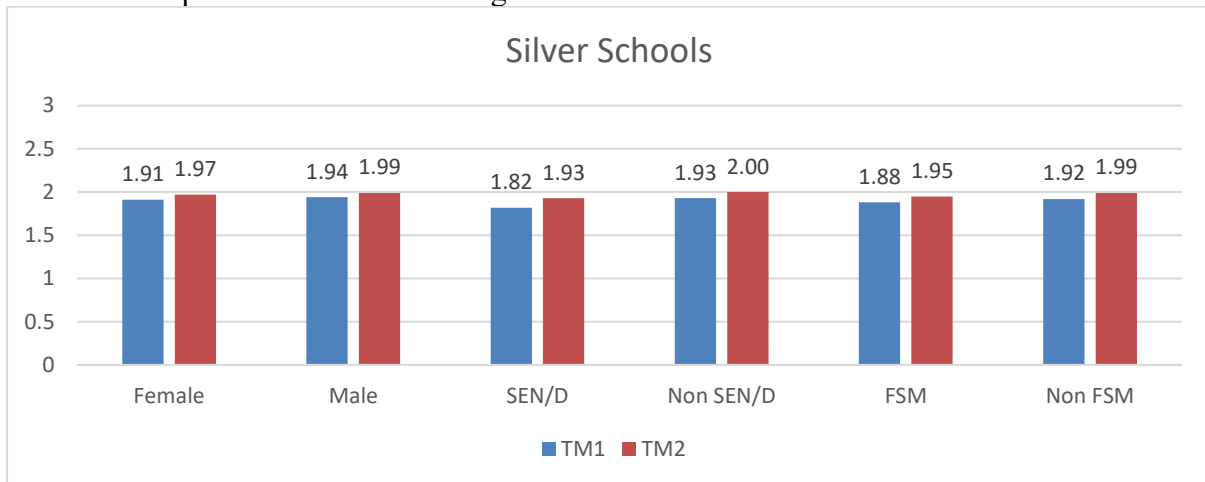
School Experience in relation to school type

Figures 108 and 108a combine the results across all three phases for School Experience in relation to school type, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of School experience by school type show Gold schools have higher levels of positive School experience than Silver schools, except for Infant schools. All scores increase for Gold and Silver schools, the largest increases are for Gold and Silver Infant schools and Gold Other schools. Silver Secondary schools show the lowest levels for School Experience overall.

Figure 108: School experience in relation to school type with figures combined across all the phases to show an average for Gold Schools.
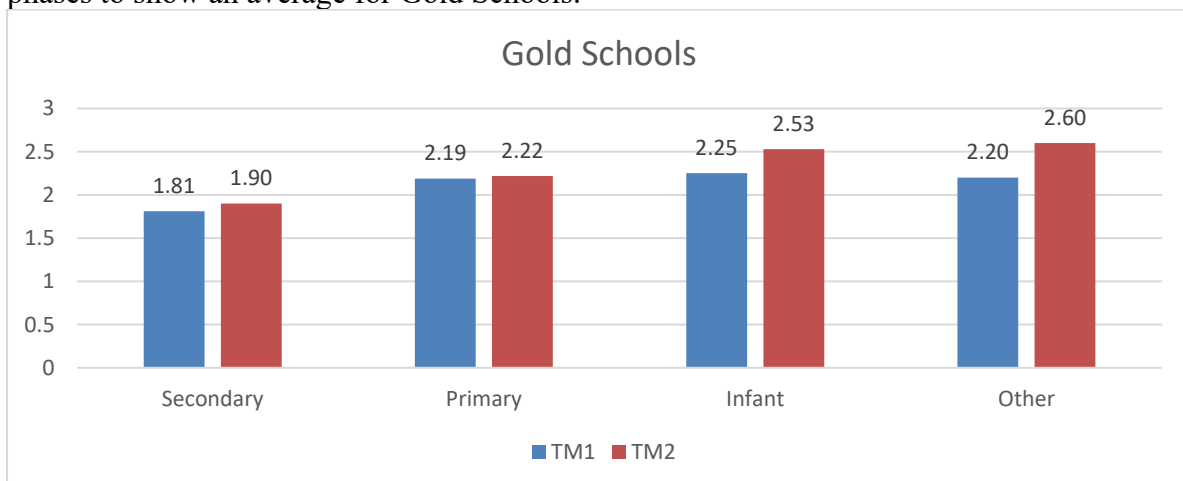
Figure 108a: School experience in relation to school type with figures combined across all the phases to show an average for Silver Schools.

Pupil Wellbeing

Pupil wellbeing was assessed by 10 items in the Pupil Questionnaire and contained statements such as "I am happy', 'I worry a lot', 'I am kind', 'I break things on purpose'. Five items were positive and five items were negative (reverse coded). All the items were responded to on the four-point Likert scale (0=never, 1= a little, 2=a lot, 3=always). The total scores were divided by the number of items to provide a mean score between 0 and 3, the higher the score the more positive wellbeing.

Very generally, poorer pupil wellbeing scores are reported by those never involved in bullying (victimisation and bullying others), and the poorest wellbeing scores are reported by those frequently involved in bullying (victimisation and bullying others). Pupils with SEND, or in receipt of FSM report lower wellbeing scores than their peers; however often these groups show the greatest improvement. This is a very consistent finding for all these B and V measures, and is not reported again in each case.

Victimisation and Bullying Others

Pupil Wellbeing in relation to victimisation

Figure 109 combine the results across all three phases for Pupil Wellbeing, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages for levels of Pupil Wellbeing overall for all pupils show that Gold Schools report higher levels of positive Pupil Wellbeing compared to Silver schools. However, average levels of Pupil Wellbeing

show increases from TM1 to TM2 with Gold schools reporting slightly higher increase compared to Silver schools.

Figure 109: Pupil Wellbeing in relation to *all* pupils for Gold and Silver schools.
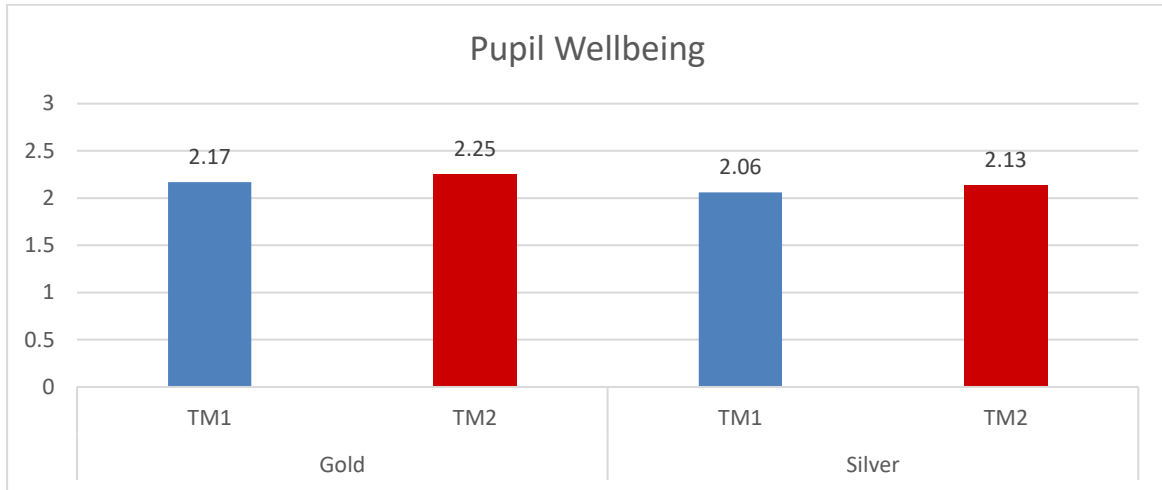
Figures 110 and 110a combine the results across all three phases for Pupil Wellbeing in relation to never, ever or frequent victimisation, to show averages for both Gold and Silver schools across the whole 3-year programme. Averages show Gold schools have slightly higher levels of positive pupil wellbeing than Silver schools. All averages increase, with the greater increase for those who were never a victim for Gold and Silver schools.

Figure 110: Pupil wellbeing scores in relation to victimisation for all pupils with figures combined across all the phases to show an average for Gold Schools.
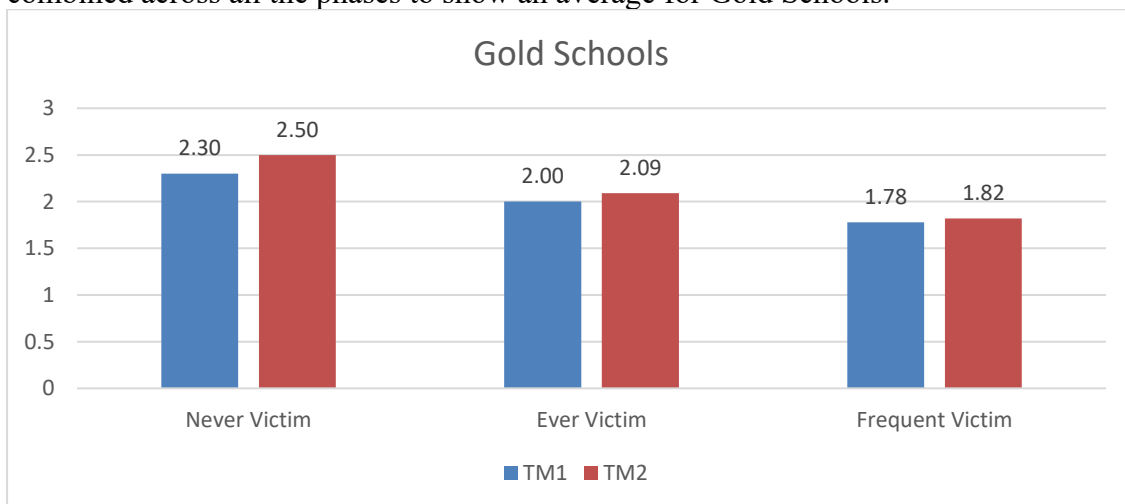
Figure 110a: Pupil wellbeing scores in relation to victimisation for all pupils with figures combined across all the phases to show an average for Silver Schools.
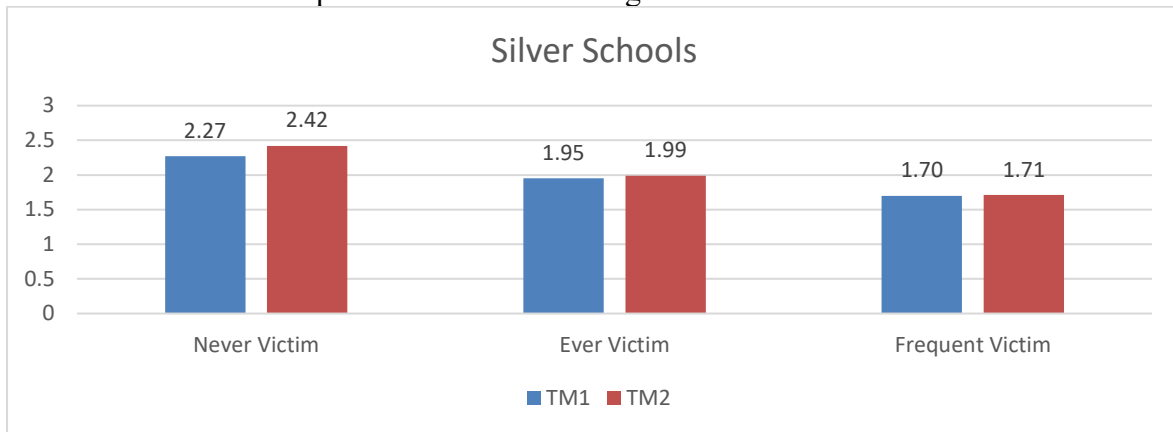
Pupil Wellbeing in relation to bullying others

Figures 111 and 111a combine the results across all three phases for Pupil Wellbeing in relation to never, ever or frequently bullying others, to show averages for both Gold and Silver schools across the whole 3-year programme. Gold schools have slightly higher levels for pupil wellbeing than Silver schools. Mostly, pupil wellbeing scores increase. However, Gold school averages show a decrease for ever bullying others, Silver schools show averages remained unchanged for frequently bullying others.

Figure 111: Pupil wellbeing scores in relation to bullying others with figures combined across all the phases to show an average for Gold Schools.
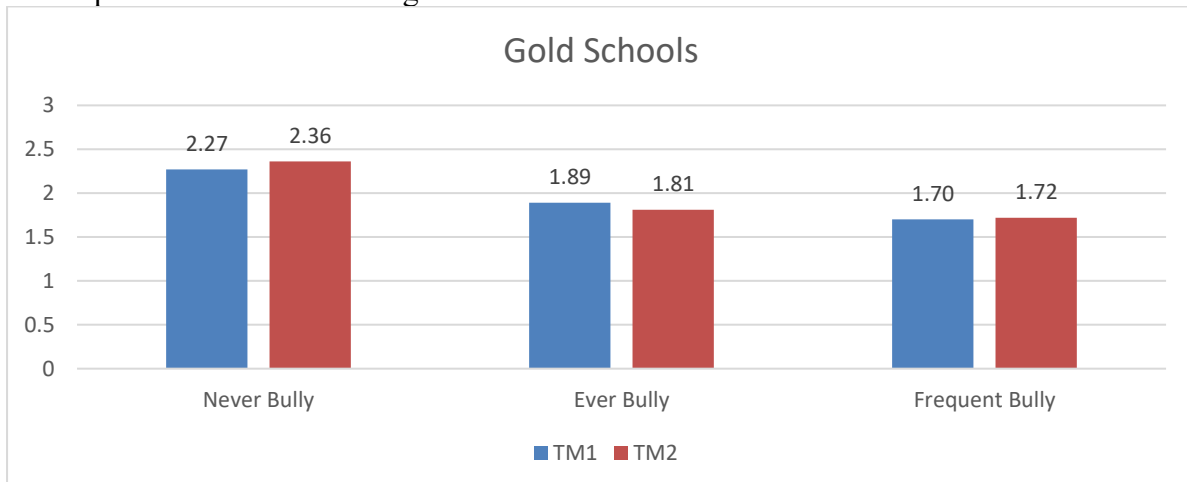
Figure 111a: Pupil wellbeing scores in relation to bullying others with figures combined across all the phases to show an average for Silver Schools.
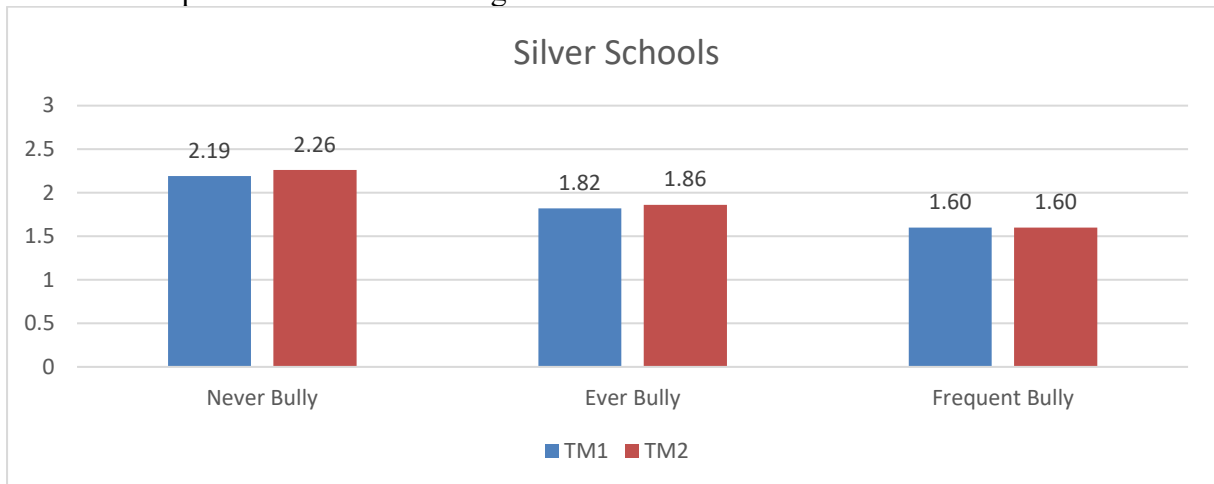
Silver Schools

Pupil Wellbeing in relation to cyber victimisation

Figures 112 and 112a combine the results across all three phases for Pupil Wellbeing in relation to never, ever or frequent victimisation, to show averages for both Gold and Silver schools across the whole 3-year programme. Gold schools have moderately higher levels for pupil wellbeing than Silver schools. Mostly scores show small increases, except for frequent cyber victimisation in Gold schools.

Figure 112: Pupil wellbeing scores in relation to cyber victimisation with figures combined across all the phases to show an average for Gold Schools.

Gold Schools
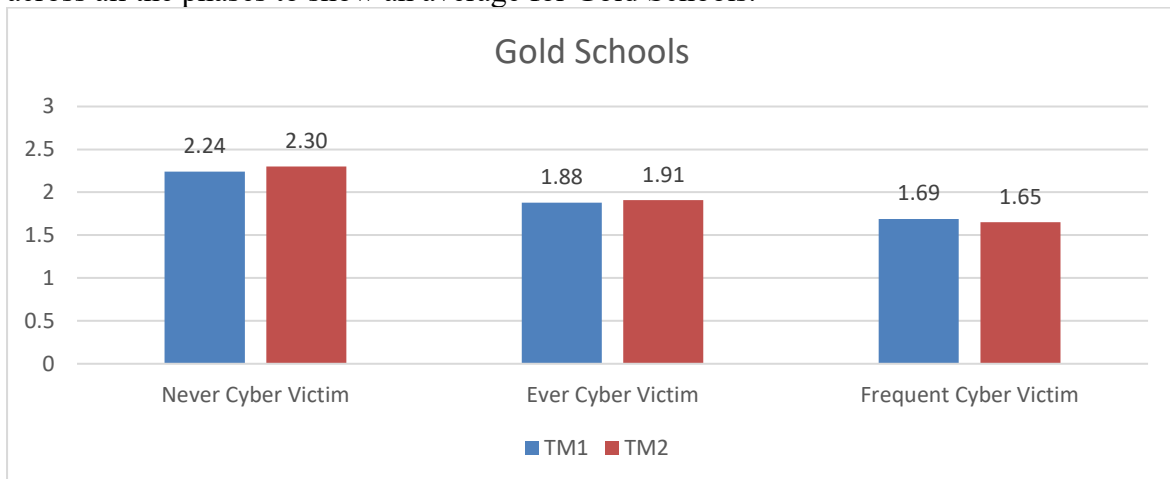
Figure 112a: Pupil wellbeing scores in relation to cyber victimisation with figures combined across all the phases to show an average for Silver Schools.
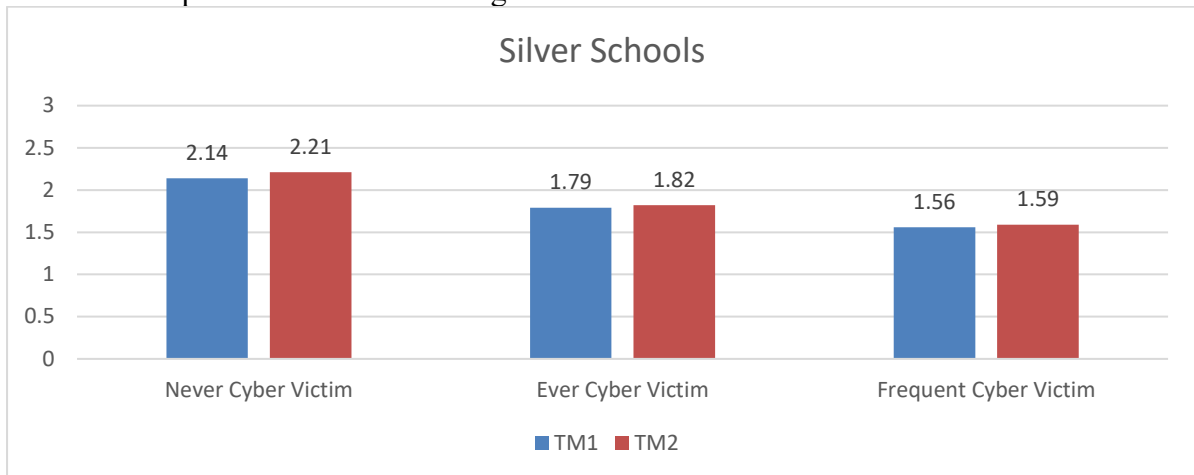
Pupil Wellbeing in relation to cyber bullying others

Figures 113 and 113a combine the results across all three phases for Pupil Wellbeing in relation to never, ever or frequently cyber bullying others, to show averages for both Gold and Silver schools across the whole 3-year programme. Gold schools have moderately higher levels for pupil wellbeing than Silver schools. Both Gold and Silver schools show increases, the largest being in Gold schools for pupils frequently cyber bullying others.

Figure 113: Pupil wellbeing scores in relation to cyber bullying others with figures combined across all the phases to show an average for Gold Schools.
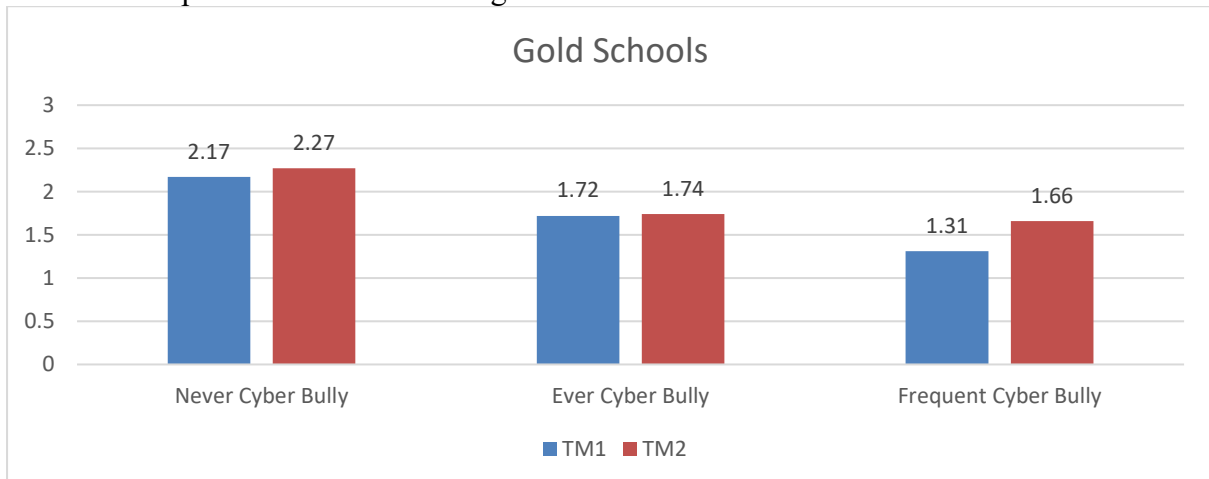
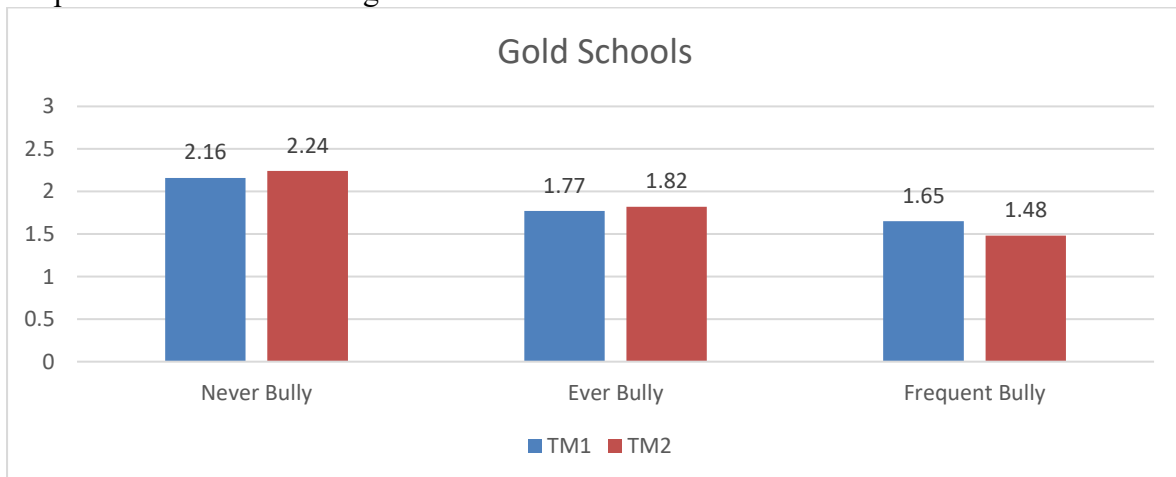Figure 113a: Pupil wellbeing scores in relation to cyber bullying others with figures combined across all the phases to show an average for Silver Schools.
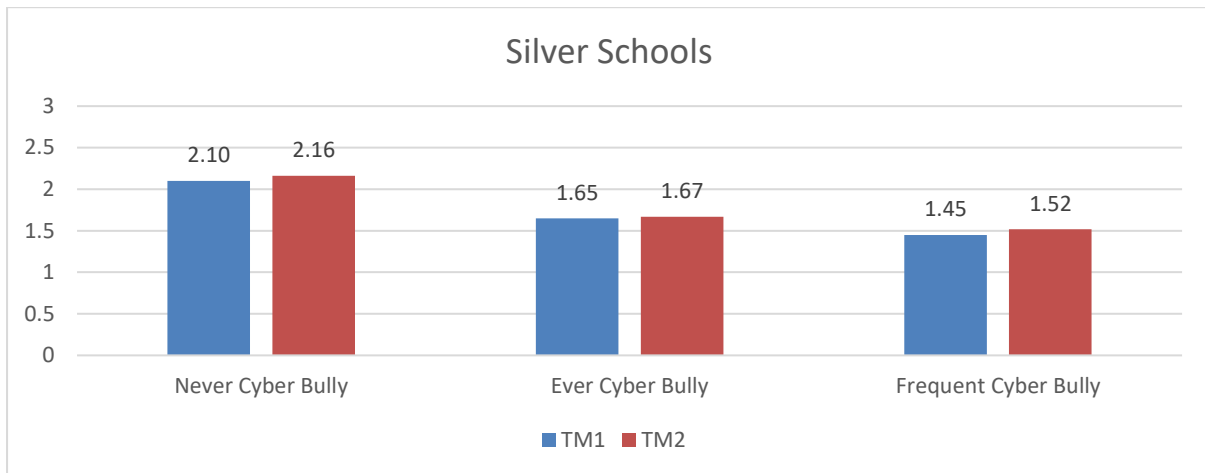
Pupil Wellbeing in relation to gender, SEND and FSM

Figures 114 and 114a combine the results across all three phases for Pupil Wellbeing in relation to gender, SEND and FSM, to show averages for both Gold and Silver schools across the whole 3-year programme. Gold schools have moderately higher levels for pupil wellbeing than Silver schools. Overall SEND show the lowest scores for pupil wellbeing, followed by FSM. Gold and Silver schools show increases in pupil wellbeing for all categories.

Figure 114: Pupil wellbeing in relation to gender, SEND and FSM with figures combined across all the phases to show an average for Gold Schools.
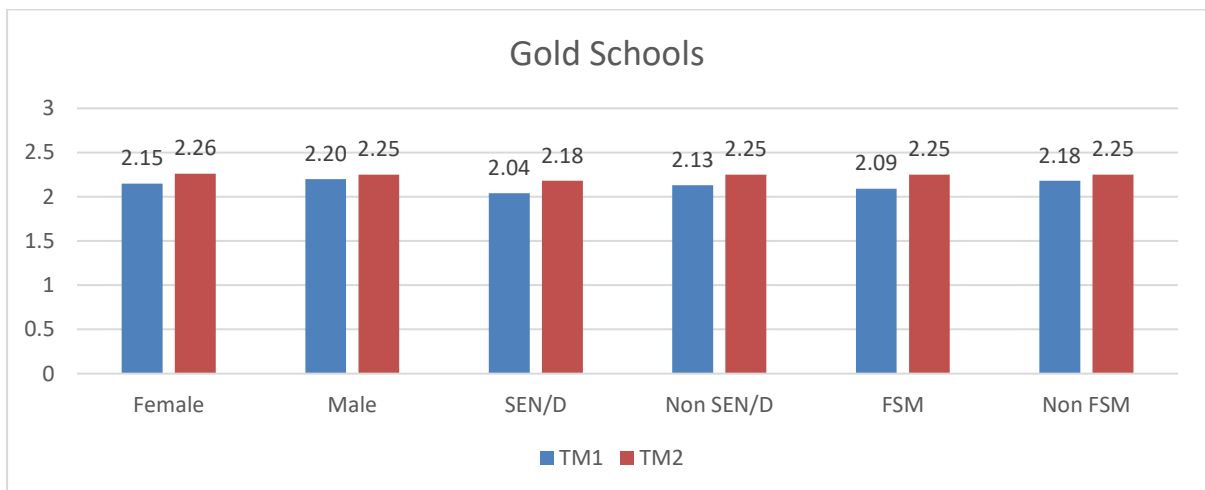
Figure 114a: Pupil wellbeing in relation to gender, SEND and FSM with figures combined across all the phases to show an average for Silver Schools.
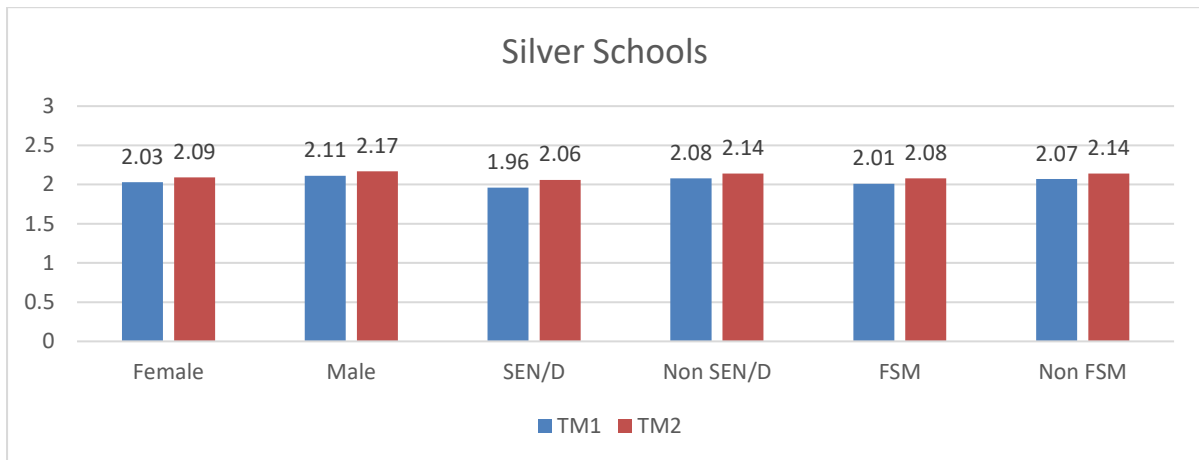
Pupil Wellbeing in relation to School Type

Figures 115 and 115a combine the results across all three phases for Pupil Wellbeing in relation to school type, to show averages for both Gold and Silver schools across the whole 3-year programme. Gold schools have higher levels for pupil wellbeing than Silver schools, except for infant schools. Secondary schools have the lowest levels of pupil wellbeing overall, and other schools for Silver. Gold and Silver schools show an increase in pupil wellbeing except for other Silver schools which remained unchanged.

Figure 115: Pupil wellbeing scores by school type with figures combined across all the phases to show an average for Gold Schools.

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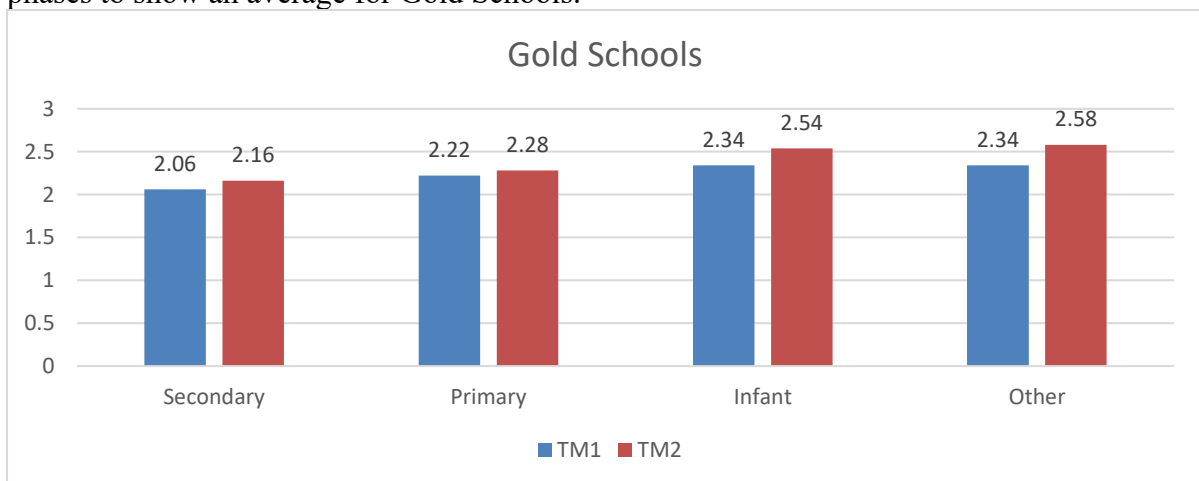
Figure 115a: Pupil wellbeing scores by school type with figures combined across all the phases to show an average for Silver Schools.

Silver Schools

	Secondary	Primary	Infant	Other
TM1	1.93	2.15	2.55	2.01
TM2	1.99	2.20	2.69	2.01
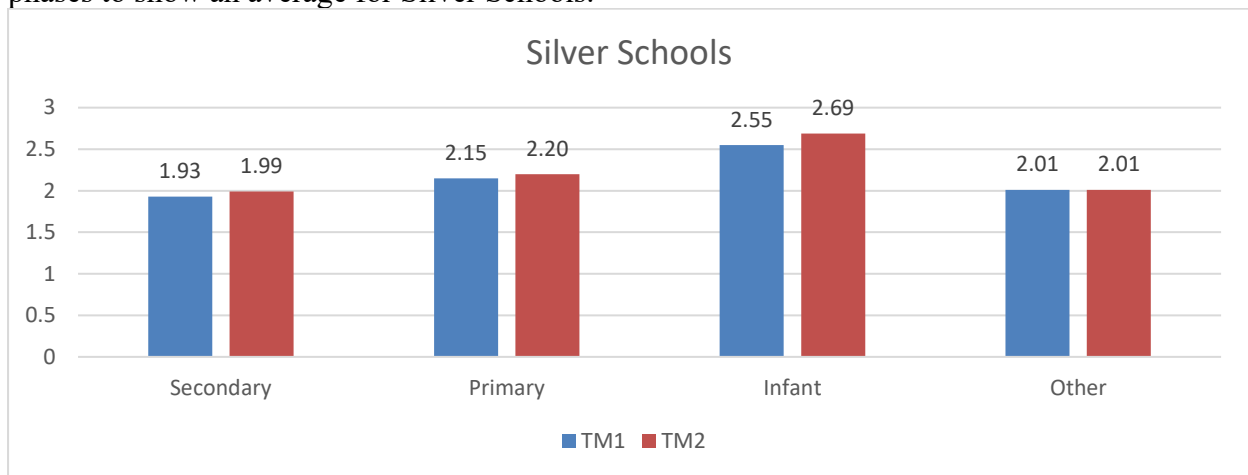
Section 4: Schools who participated in all three phases

Findings for schools who participated in all three phases

In previous sections, comparisons across time must be qualified in that the composition of schools was not the same at the various time points.

In this section, this problem is avoided by only comparing those schools which participated in all three phases. However, only two primary schools participated in all the Anti-Bullying Alliance United Against Bullying Programme across all three phases at baseline and final, thus, these findings are qualified by the small number of schools represented.

Table 9 provides descriptive statistics for the 2 primary schools that participated in *all* three phases of the United Against Bullying Programme at T1, T3 and T5 (baseline) and T2, T4 and T6 (final).

	Phase 1		Phase 2		Phase 3	
	T1	T2	T3	T4	T5	T6
Total	339	354	547	441	463	435
Gender Female	164 (48%)	179 (51%)	289 (53%)	242 (55%)	247 (53%)	228 (52%)
Male	175 (52%)	175 (49%)	258 (47%)	198 (45%)	216 (47%)	207 (48%)
Pupils with SEND	59 (17%)	60 (17%)	85 (16%)	71 (16%)	71 (15%)	63 (15%)
Pupils without SEND	280 (83%)	294 (83%)	462 (85%)	369 (84%)	392 (85%)	372 (85%)
FSM - Yes	100 (30%)	102 (29%)	187 (34%)	145 (33%)	66 (14%)	50 (12%)
FSM - No	239 (71%)	252 (71%)	360 (66%)	295 (67%)	397 (86%)	385 (89%)

Findings for victimisation and bullying others

Prevalence of ever and frequent victimisation, and bullying others, across all three phases

Pupils were asked about their experiences of ever and frequent victimisation and bullying of others between baseline and final data collection. On a four-point Likert scale ranging from

never (0), a little (1), a lot (2), always (3), those pupils who responded, 'a little', were categorised as ever experienced victimisation/bullying for any item, those who responded 'a lot' or 'always' were categorised as frequently experienced victimisation/bullying for any item.

Figures 116 and 116a show the prevalence of ever or frequent victimisation and bullying others reported at the two primary schools who participated across all three phases of the UAB programme. Overall, figures are noticeably high for levels of victimisation. Many pupils report being ever victimised but only about a third of those report it as frequent over the three phases. Both ever and frequent victimisation show decreases from phase 1 to phase 2, whilst increasing at phase 3, a slightly larger increase for those being ever victimised. Nearly 40% of pupils admit to ever bullying others, but only about 5% report it as frequent. There are decreases for those ever bullying others across all phases, whilst those frequently bullying others show decreases at phase 1 and phase 2 but a slight increase again at phase 3.

Figure 116: Prevalence of victimisation at two primary schools who participated across all three phases
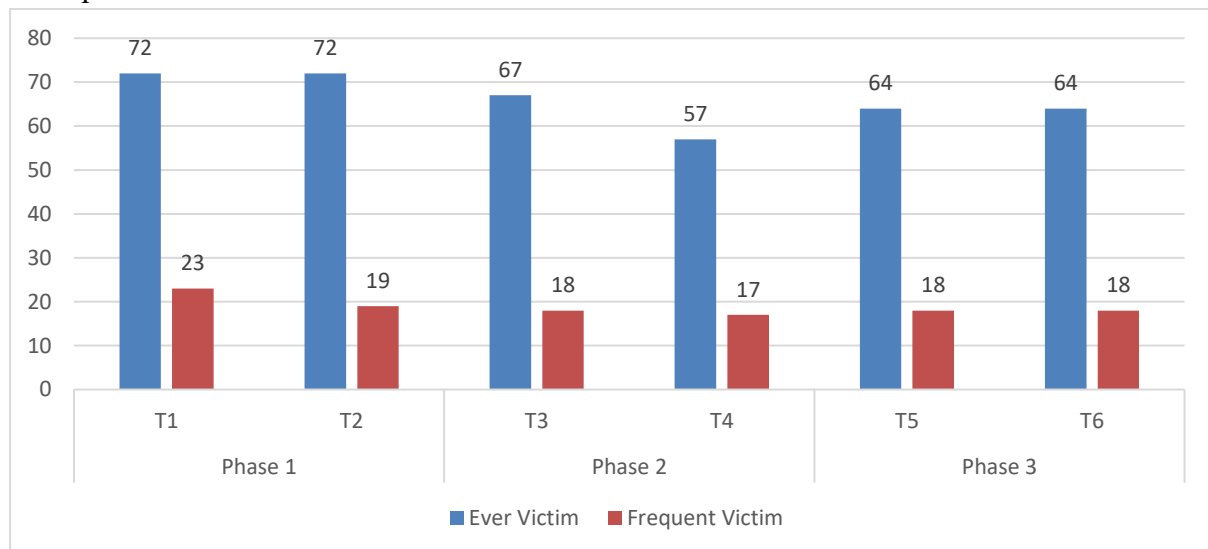
Figure 116a: Prevalence of bullying others at two primary schools who participated across all three phases

Chart data:
- T1 (Phase 1): Ever Bully 38, Frequent Bully 8
- T2 (Phase 1): Ever Bully 36, Frequent Bully 5
- T3 (Phase 2): Ever Bully 29, Frequent Bully 6
- T4 (Phase 2): Ever Bully 28, Frequent Bully 3
- T5 (Phase 3): Ever Bully 25, Frequent Bully 5
- T6 (Phase 3): Ever Bully 25, Frequent Bully 5

■ Ever Bully   ■ Frequent Bully
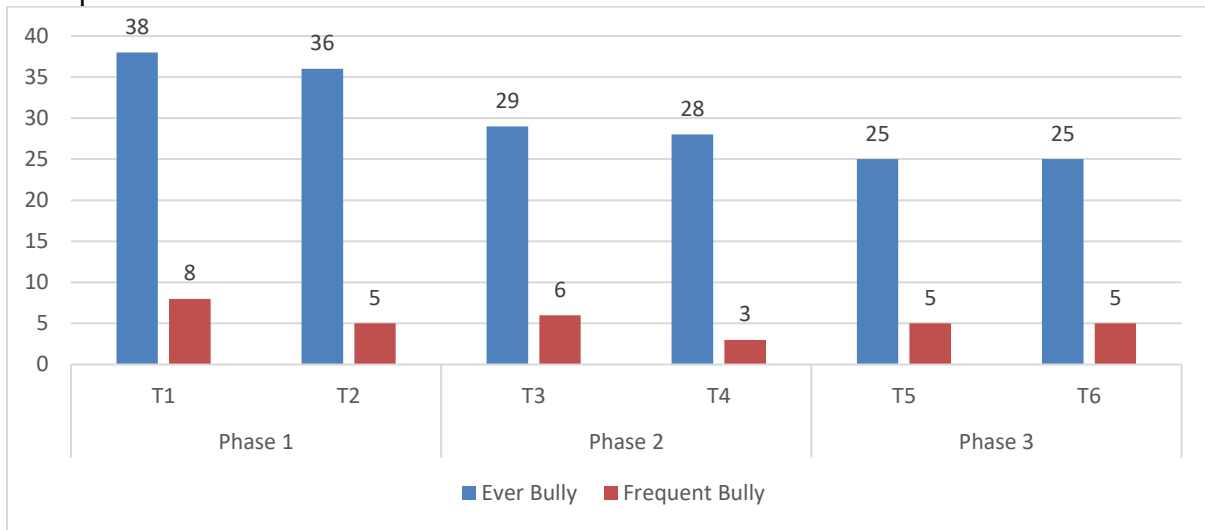
Prevalence of any and frequent cyber victimisation and cyberbullying others, across all three phases

Figures 117 and 117a show the overall prevalence of cyber victimisation and cyber bullying others at the two primary schools who participated in all three phases. There are decreases for ever cyber victimised across all phases, whilst frequent cyber victimisation mostly decreases. Ever cyber bullying others decreases noticeably; levels of frequent cyber bullying are very low throughout.

Figure 117: Prevalence of cyber victimisation at two primary schools who participated across all three phases

Chart data:
- T1 (Phase 1): Ever Cyber Victim 31, Frequent Cyber Victim 7
- T2 (Phase 1): Ever Cyber Victim 31, Frequent Cyber Victim 6
- T3 (Phase 2): Ever Cyber Victim 25, Frequent Cyber Victim 7
- T4 (Phase 2): Ever Cyber Victim 22, Frequent Cyber Victim 5
- T5 (Phase 3): Ever Cyber Victim 21, Frequent Cyber Victim 6
- T6 (Phase 3): Ever Cyber Victim 20, Frequent Cyber Victim 4

■ Ever Cyber Victim   ■ Frequent Cyber Victim

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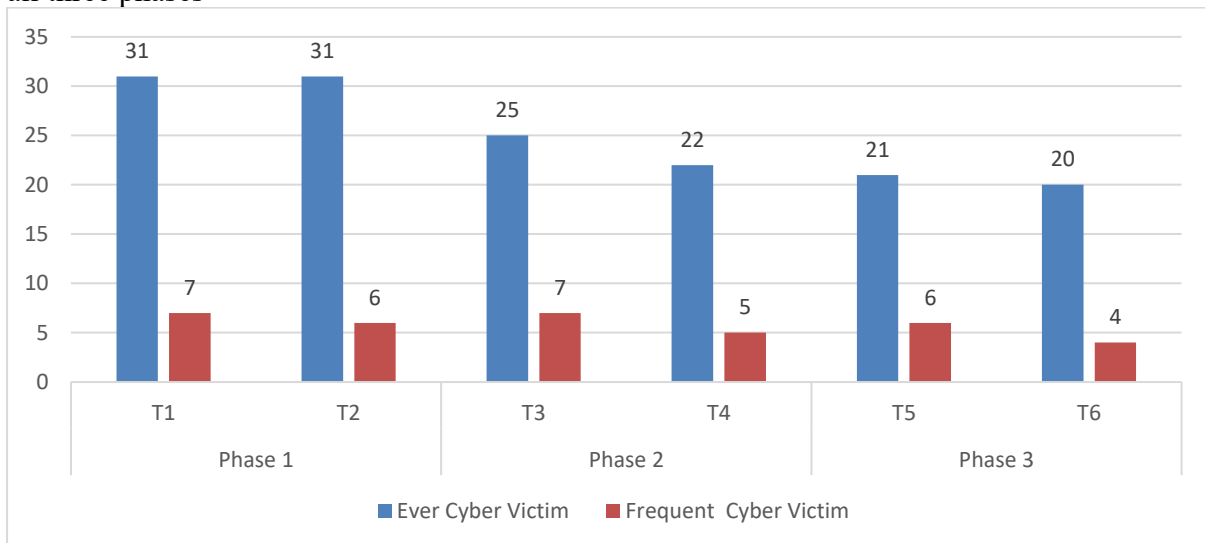
Figure 117a: Prevalence of cyber bullying others at two primary schools who participated across all three phases
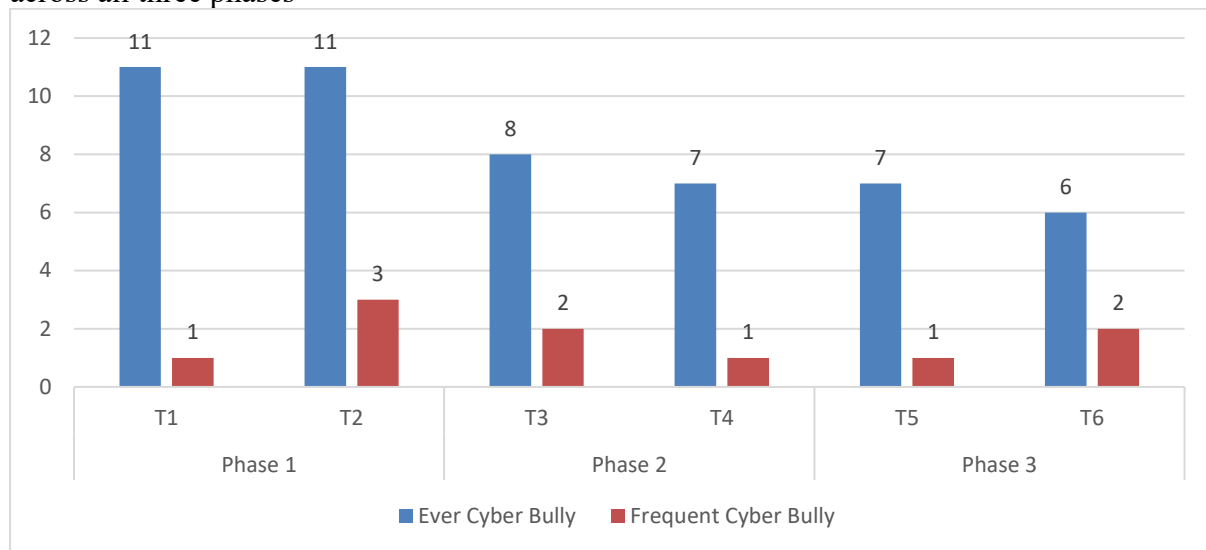
Prevalence of being victimised by gender, SEND and FSM across all three phases

Any victimisation

Figures 118, 118a and 118b show overall prevalence of being ever victimised in relation to gender, SEND and FSM at the two primary schools that participated in all three phases of the UAB programme. Overall, the figures are high, especially during phase 1. Pupils in receipt of FSM reported the highest prevalence, whilst pupils not in receipt of FSM and female pupils reported the lowest levels over time. Male pupils reported higher levels of being ever victimised than female pupils across all the three phases, similarly pupils who identified with SEND and those receiving FSM reported higher levels of being ever victimised than those without SEND and pupils not in receipt of FSM over time. All categories reported some reductions across the three phases, however those with SEND and pupils receiving FSM reported some increases of being ever victimised at phase 3, whilst a large decrease was reported for females at phase 2.

Figure 118: Prevalence of ever victimised in relation to gender at two primary school across all three phases
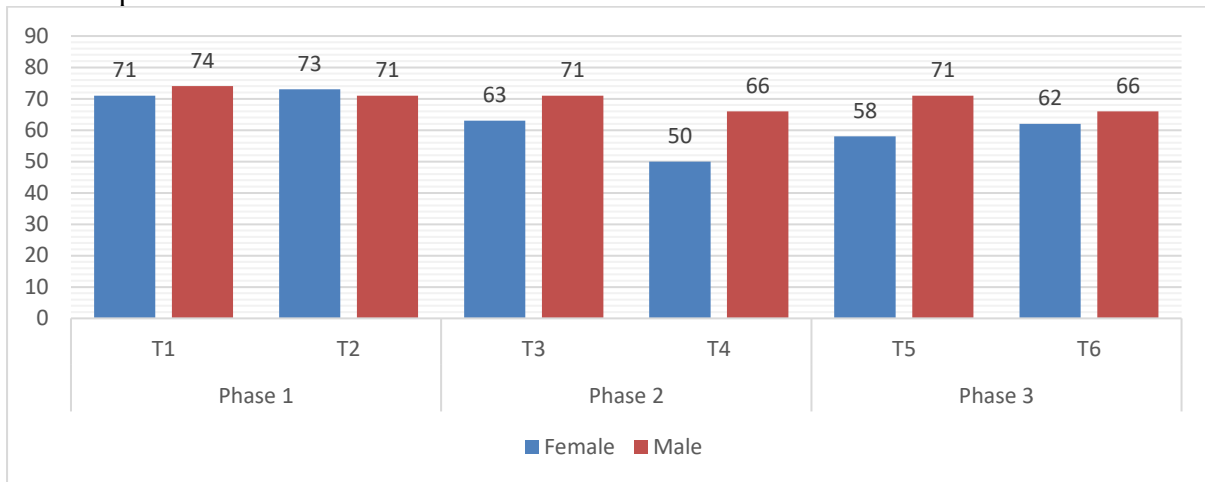
Figure 118a: Prevalence of ever victimisation in relation to SEND at two primary schools across all three phases
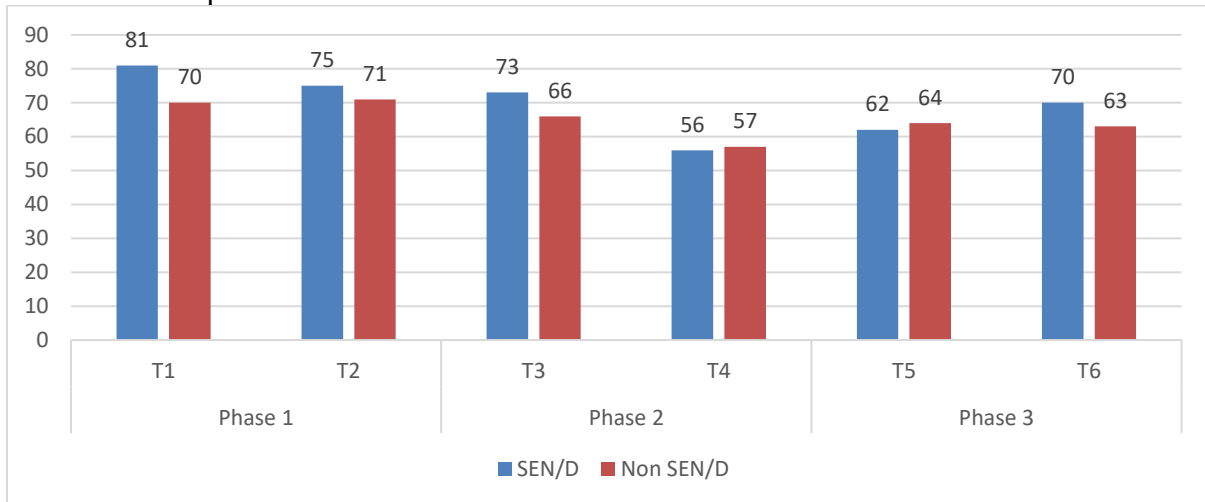
Figure 118b: Prevalence of ever victimisation in relation to FSM at two primary across all three phases
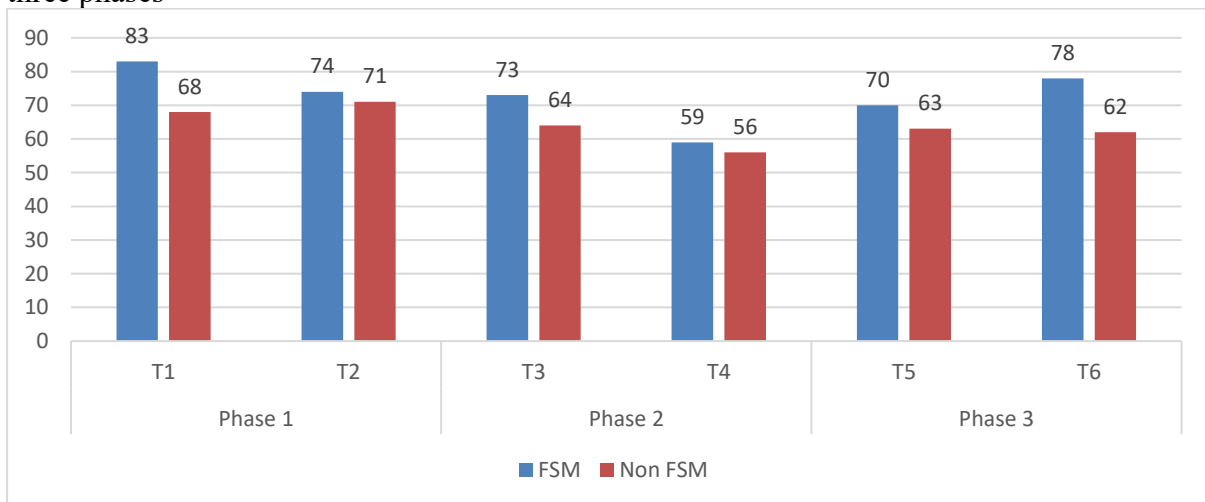
Frequent victimisation

Figures 119, 119a and 119b show levels of frequent victimisation in relation to gender, SEND status and FSM at the two primary schools that participated in all three phases. All groups reported decreases, except pupils in receipt of FSM unchanged at T1 and T6. Pupils receiving FSM had the highest levels, females the lowest. Males experienced more frequent victimisation than females, whilst pupils with SEND and those receiving FSM reported being frequently victimised more than those without SEND and pupils not receiving FSM. All categories showed a decrease in phase 1, during phase 2 males, pupils without SEND and pupils not in receipt of FSM reported increases, whilst reported increases for those in receipt of FSM, pupils with SEND and males at phase 3. A large reduction was reported by pupils with SEND at phase 1, whilst the largest increase was reported for pupils receiving FSM at phase 3.

Figure 119: Prevalence of frequent victimisation in relation to gender at two primary schools across all three phases
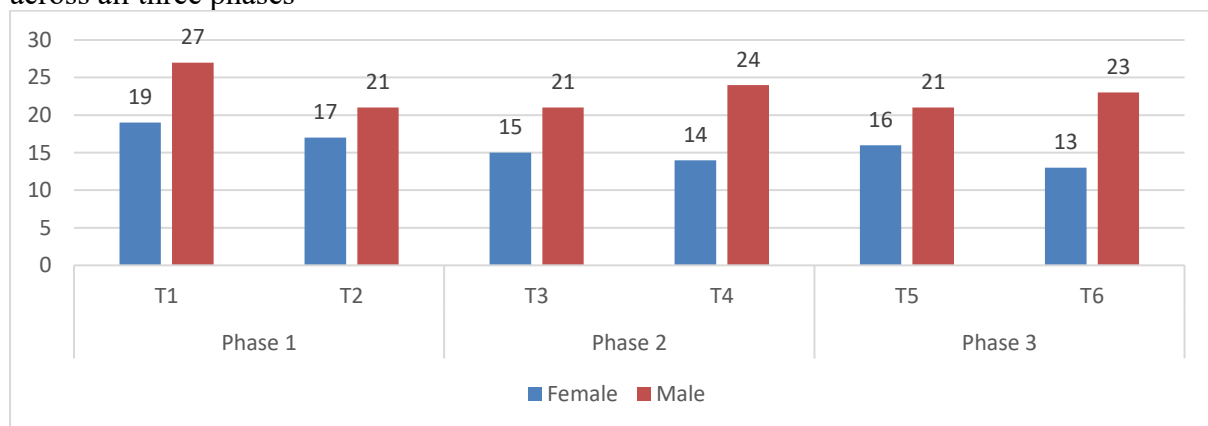
Figure 119a: Prevalence of frequent victimisation in relation to SEND at two primary schools across all three phases
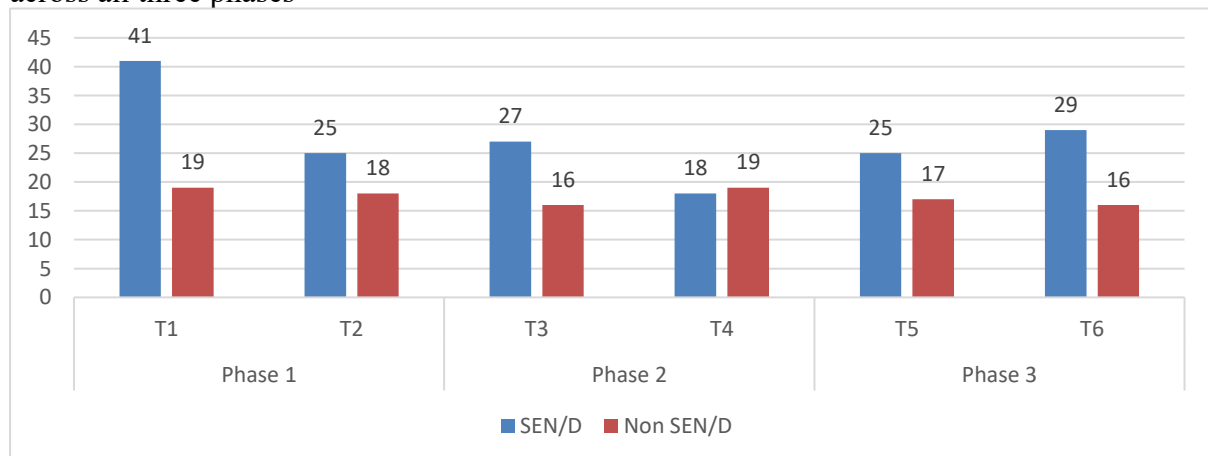
Figure 119b: Prevalence of frequent victimisation in relation to FSM at two primary schools across all three phases
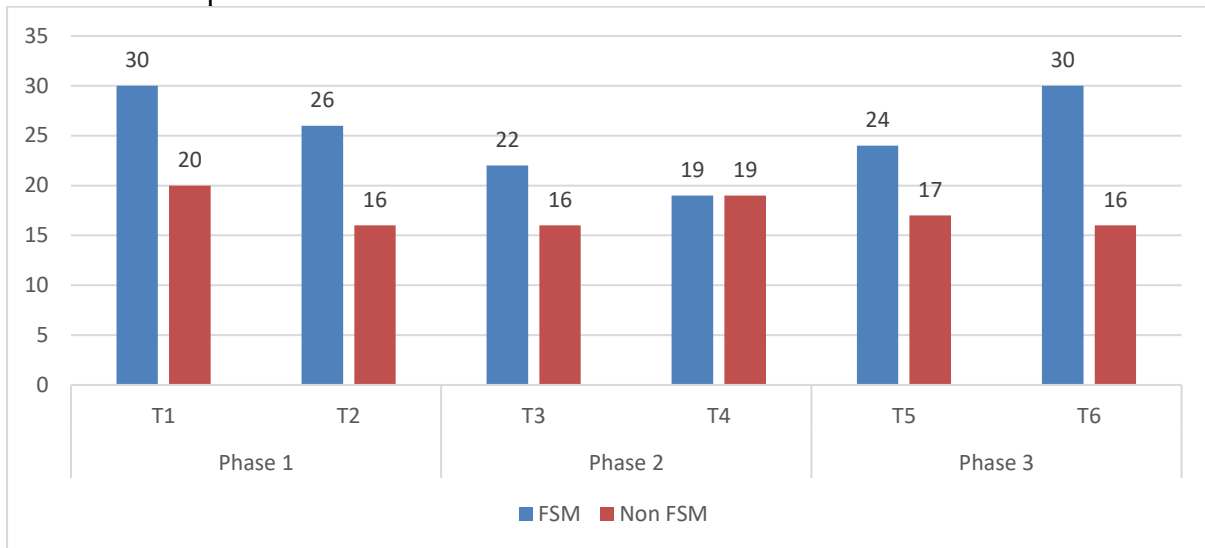
Prevalence of bullying others by gender, SEND and FSM across all three phases

Any bullying others

Figures 120, 120a and 120b show overall prevalence of ever bullying others in relation to gender, SEND status and FSM at the two primary schools that participated in all three phases of the UAB programme. Male pupils report more ever bullying others than female pupils across all phases, similarly for those with SEND and in receipt of FSM than pupils without SEND and those not in receipt of FSM. Pupils identified with SEND reported the highest prevalence at phase 1 T1, by phase 3 T6 pupils receiving FSM reported the highest prevalence. Female pupils reported the lowest figures across all phases. All categories showed decreases from T1 to T6.

Figure 120: Prevalence of ever bullying others in relation to gender at two primary schools across all three phases
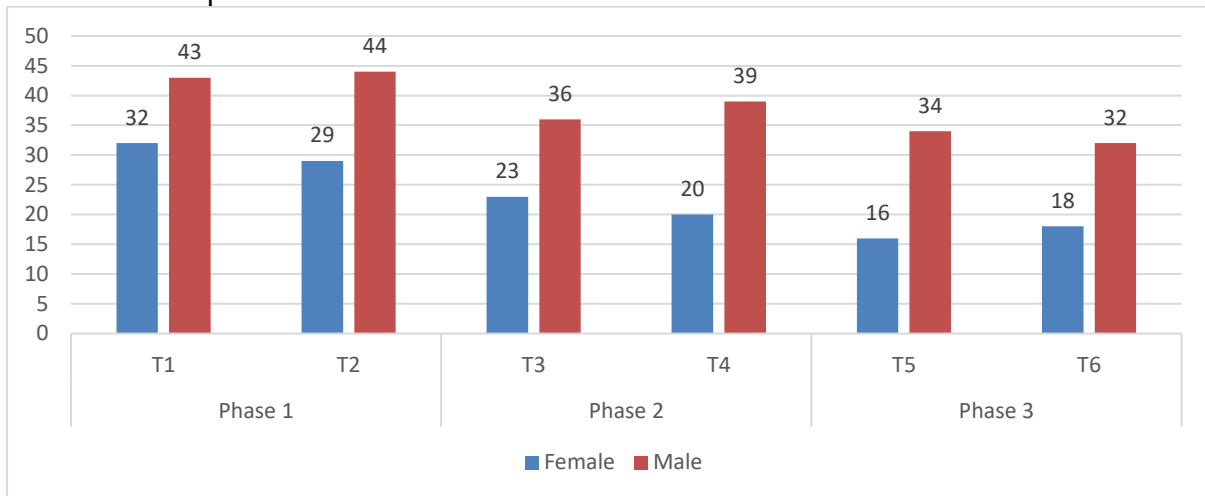
Figure 120a: Prevalence of ever bullying others in relation to SEND at two primary schools across all three phases

Figure 120b: Prevalence of ever bullying others in relation to FSM at two primary schools across all three phases
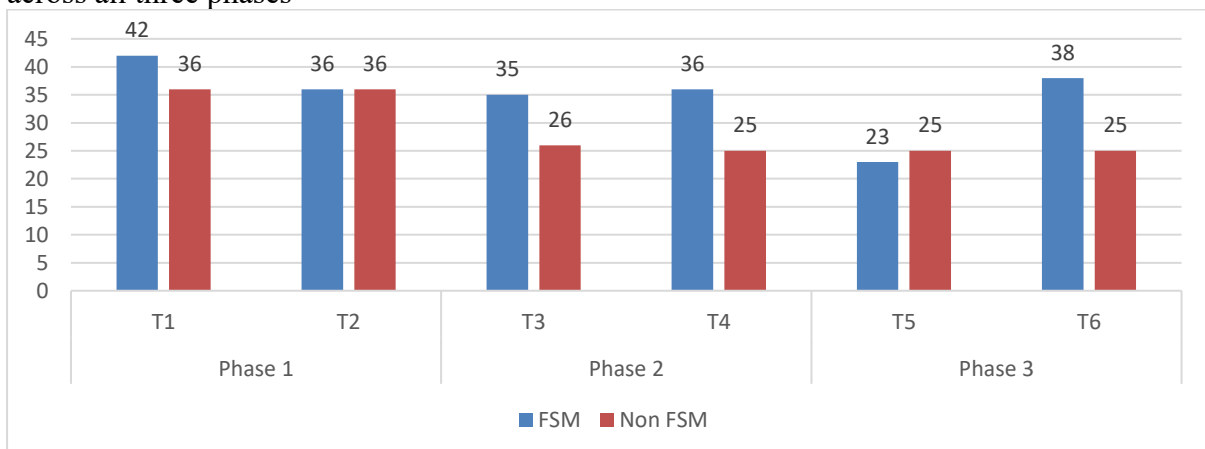
Frequently bullying others

Figures 121, 121a and121b show overall prevalence of frequently bullying others in relation to gender, SEND and FSM at the two primary schools that participated in all three phases of the UAB programme. These percentages are naturally significantly lower than those in Figures 81-81b. Male pupils report more frequently bullying others than female pupils across all phases, a large difference between genders at T6. Pupils with SEND reported more involvement than pupils without SEND across all phases, also pupils receiving FSM. All categories showed some decreasing levels at each of the three phases. However, pupils receiving FSM showed an increase at phase 3 T5 and T6, and pupils not in receipt of FSM showed a decrease at phases 1 and 2 and increasing again at phase 3 to the level reported at phase 1 T1.

Figure 121: Prevalence of frequently bullying others in relation to gender at two primary schools across all three phases
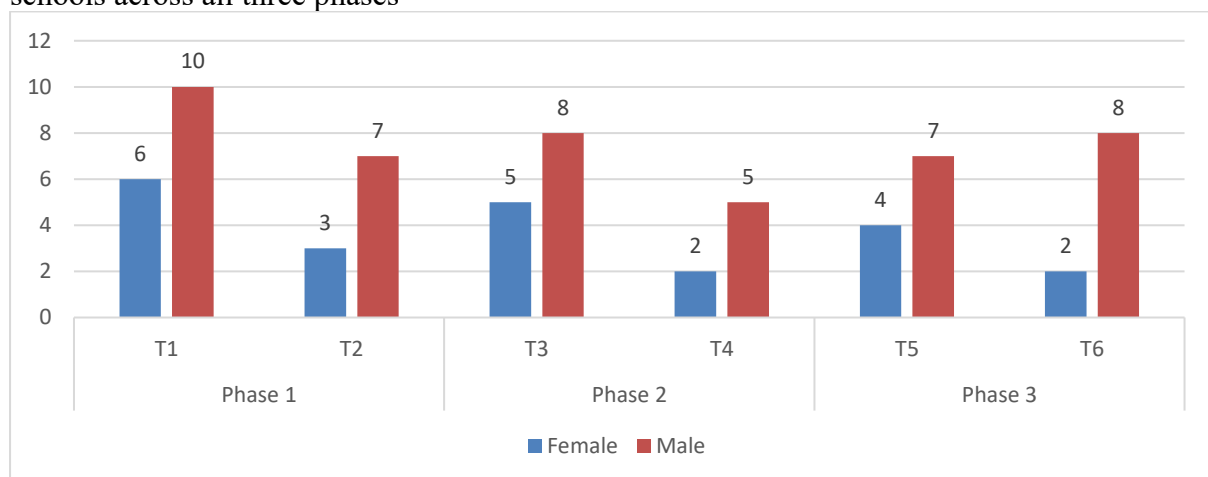
Figure 121a: prevalence of frequently bullying others in relation to SEND at two primary schools across all three phases

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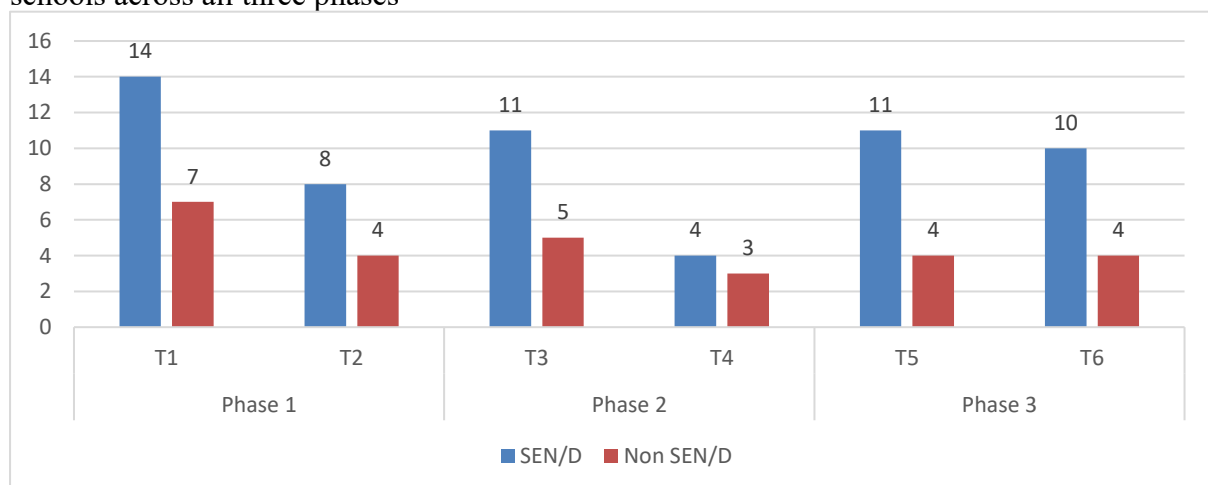
Figure 121b: Prevalence of frequently bullying others in relation to FSM at two primary schools across all three phases
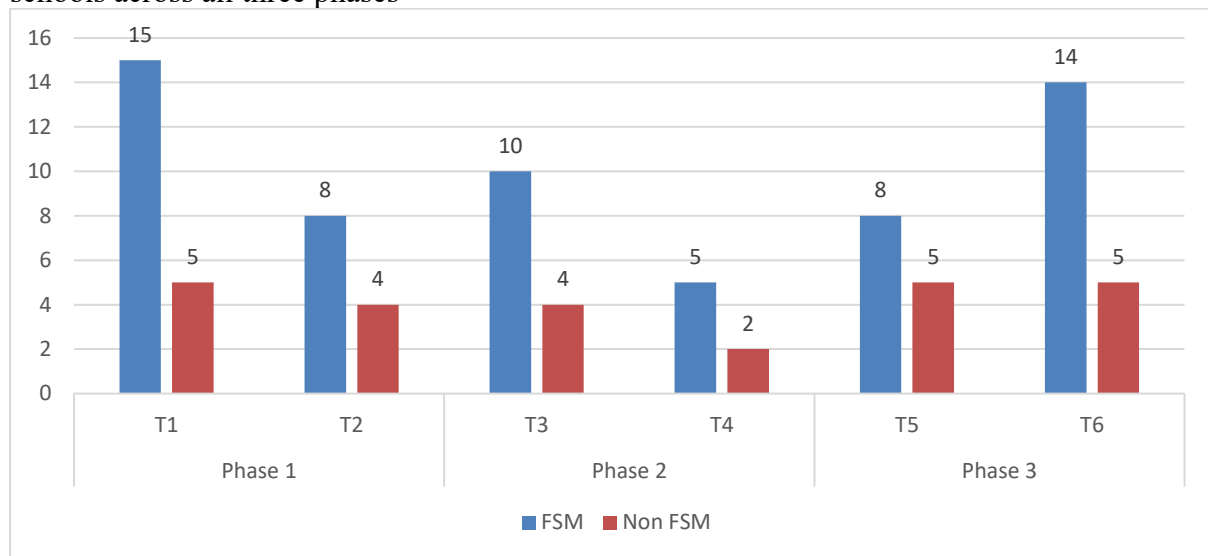
Prevalence of being ever cyber victimised by gender, SEND and FSM across all three phases

Any cyber victimisation

Figure 122, 122a and 122b shows overall prevalence of being ever cyber victimised by gender, SEND and FSM for the two primary schools that participated in all three phases of the UAB programme. Overall, pupils receiving FSM reported the highest percentages at T1 and T6, whereas female and not in receipt of FSM reported the lowest at these time points. At the three phases, male pupils reported higher prevalence than female pupils, and similarly pupils identified with SEND reported more prevalence than pupils without SEND, whilst pupils receiving FSM reported higher prevalence than pupils not receiving FSM. All groups reported decreases from T1 to T6, a large decrease for male pupils, whereas pupils receiving FSM reported a substantial increase at phase 3 T5 to T6.

Figure 122: Prevalence of being ever cyber victimised by gender at two primary schools across all three phases
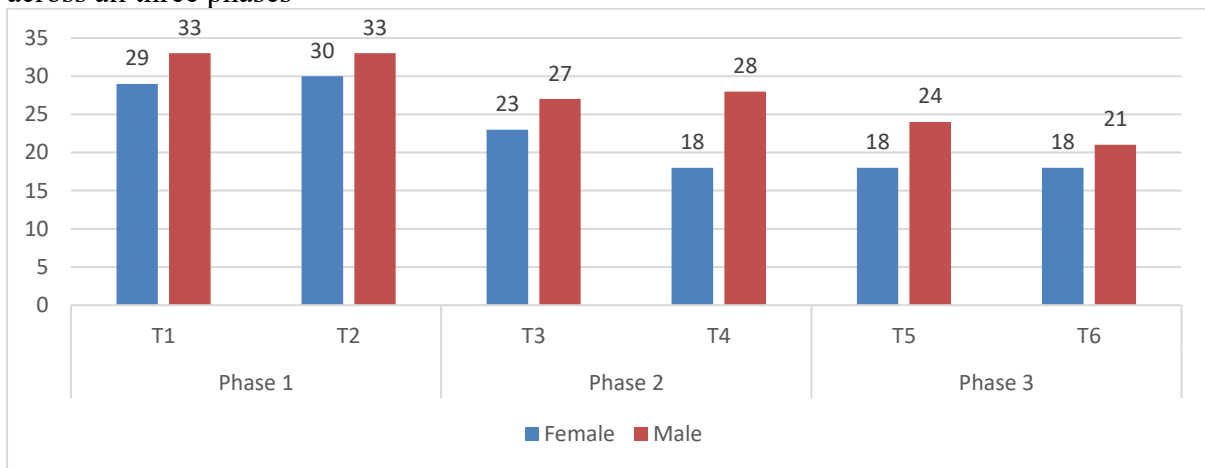
Figure 122a: Prevalence of being ever cyber victimised in relation to SEND at two primary schools across all three phases
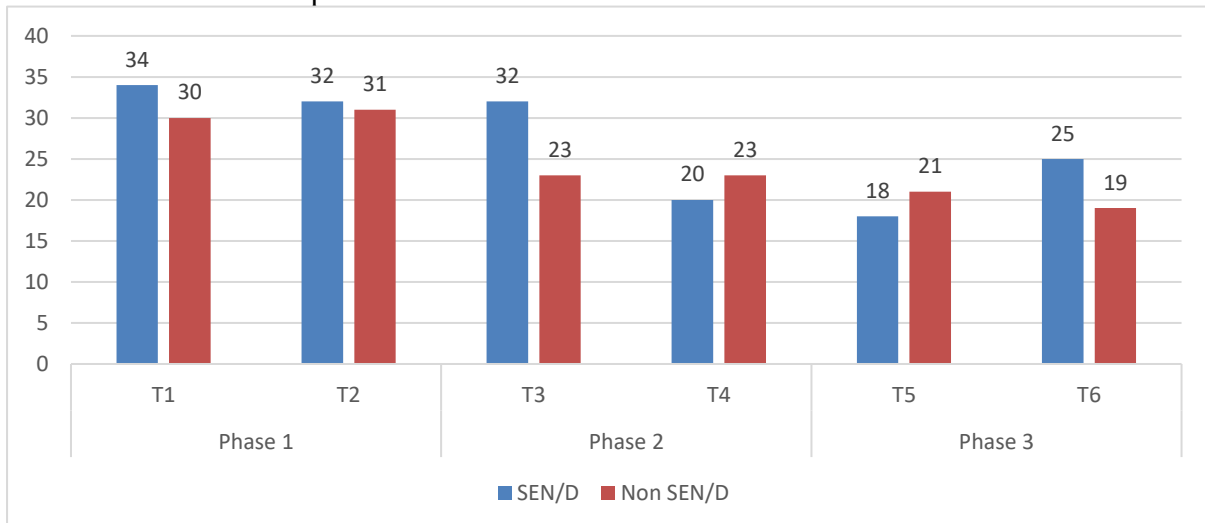
Figure 122b: Prevalence of being ever cyber victimised in relation to FSM at two primary schools across all three phases
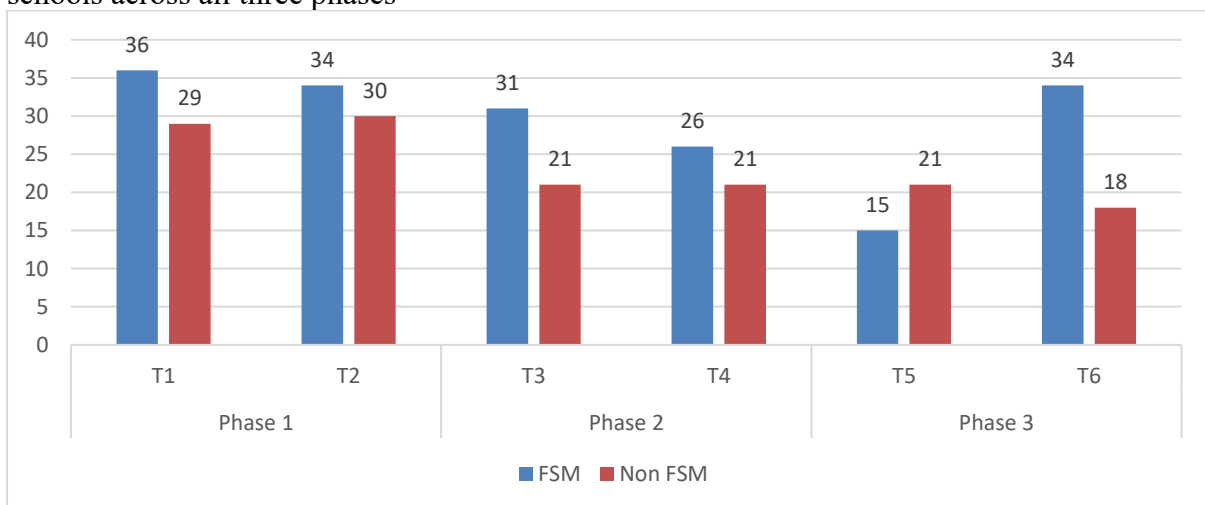
Frequent cyber victimisation

Figures 123, 123a and 123b show overall prevalence of being frequently cyber victimised by gender, SEND and FSM for the two primary schools that participated in all three phases of the UAB programme. These percentages are naturally significantly lower than those in Figures 83-83b. Male pupils report being frequently cyber victimised more than female pupils across all three phases, similarly for SEND and those in receipt of FSM reported higher prevalence than pupils not SEND and not receiving FSM. There are small decreases in all categories from T1 to T6, except pupils in receipt of FSM reported a large increase and highest prevalence overall at phase 3 T6.

Figure 123: Prevalence of being frequently cyber victimised by gender at two primary schools across all three phases
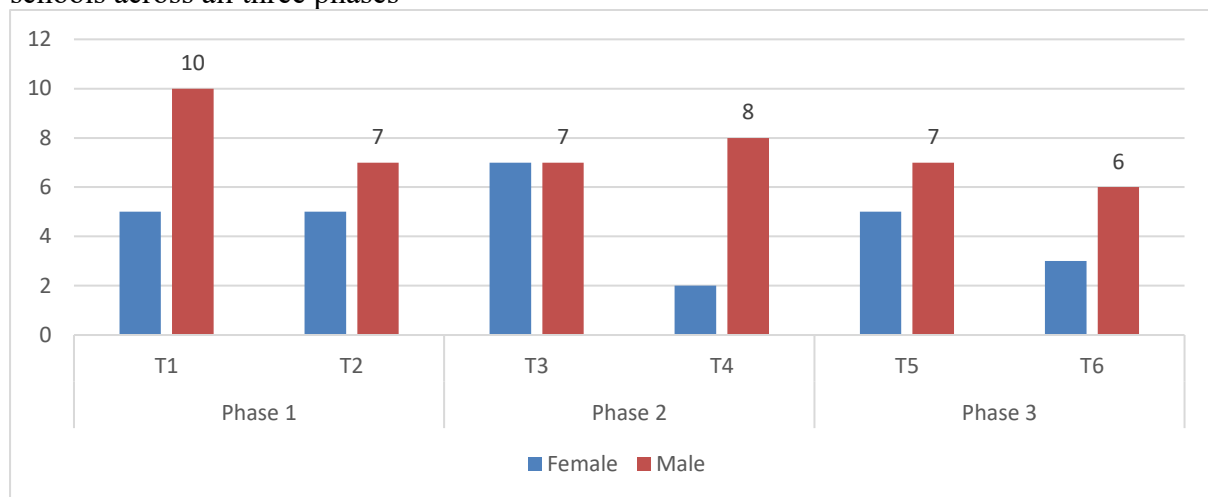
Figure 123a: Prevalence of being frequently cyber victimised in relation to SEND at two primary schools across all three phases
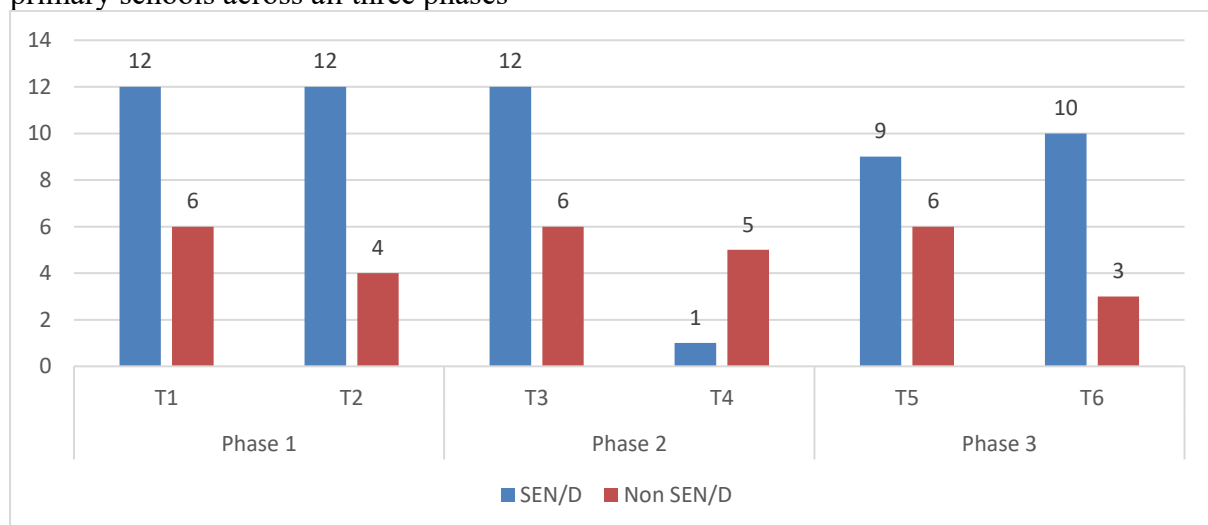
Figure 123b: Prevalence of being frequently cyber victimised in relation to FSM at two primary schools across all three phases
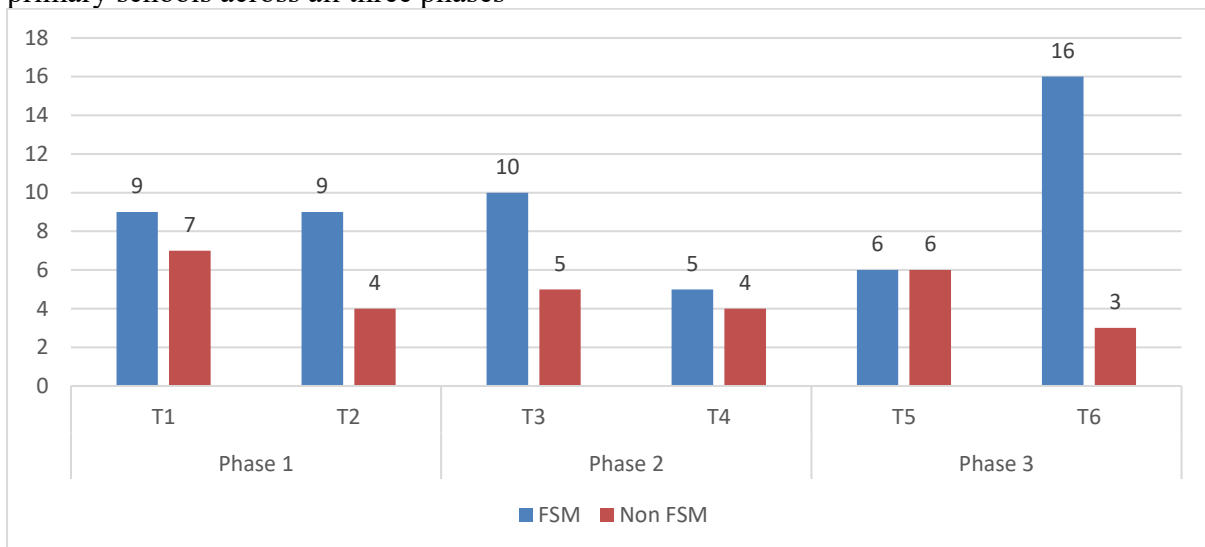
Prevalence of ever cyberbullying others by gender, SEND and FSM across all three phases

Any cyberbullying others

Figures 124, 124a and 124b show overall prevalence of ever cyber bullying others by gender, SEND and FSM at the two primary schools that participated in all three phases of the UAB programme. More male pupils than female pupils reported ever cyber bullying others, pupils with SEND and those in receipt of FSM showed higher levels across all three phases than pupils without SEND and those not in receipt of FSM, except at phase 1 T2 pupils not in receipt of FSM had higher prevalence than those receiving FSM. All categories showed a decrease from T1 to T6, however pupils receiving FSM reported an increase between these time points. There are large increases for pupils with SEND between T1 and T2 and pupils receiving FSM between T5 and T6, whereas those not in receipt of FSM reported the largest decrease over the three phases.

Figure 124: Prevalence of ever cyber bullying others by gender at two primary schools across all three phases
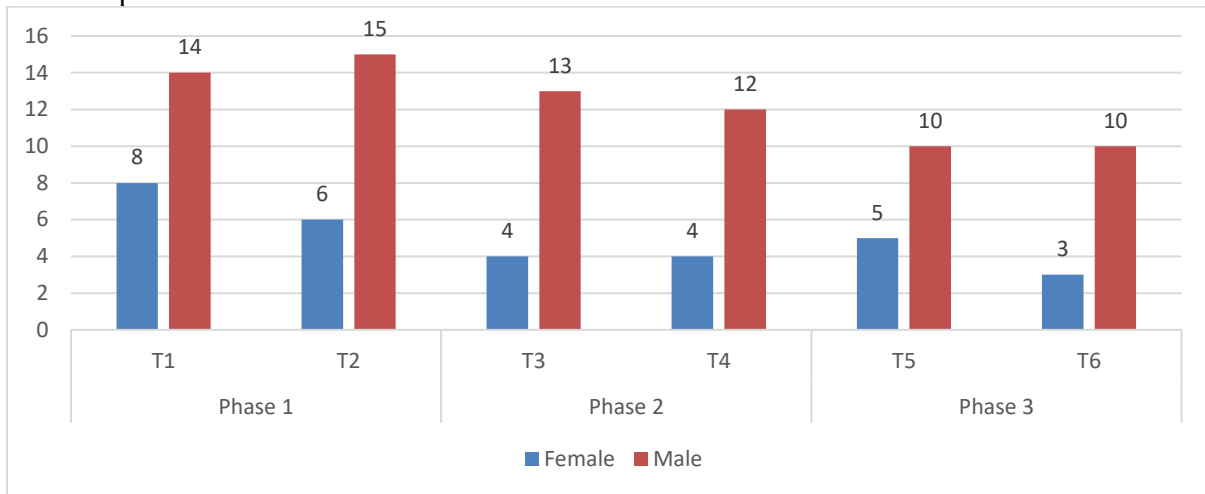
Figure 124a: Prevalence of ever cyber bullying others in relation to SEND at two primary schools across all three phases
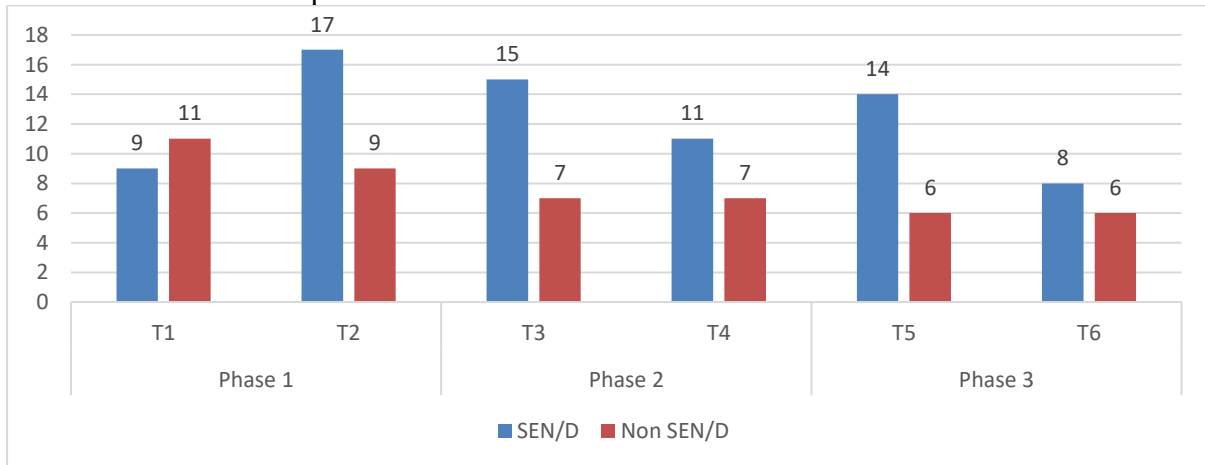
Figure 124b: Prevalence of ever cyber bullying others in relation to FSM at two primary schools across all three phases

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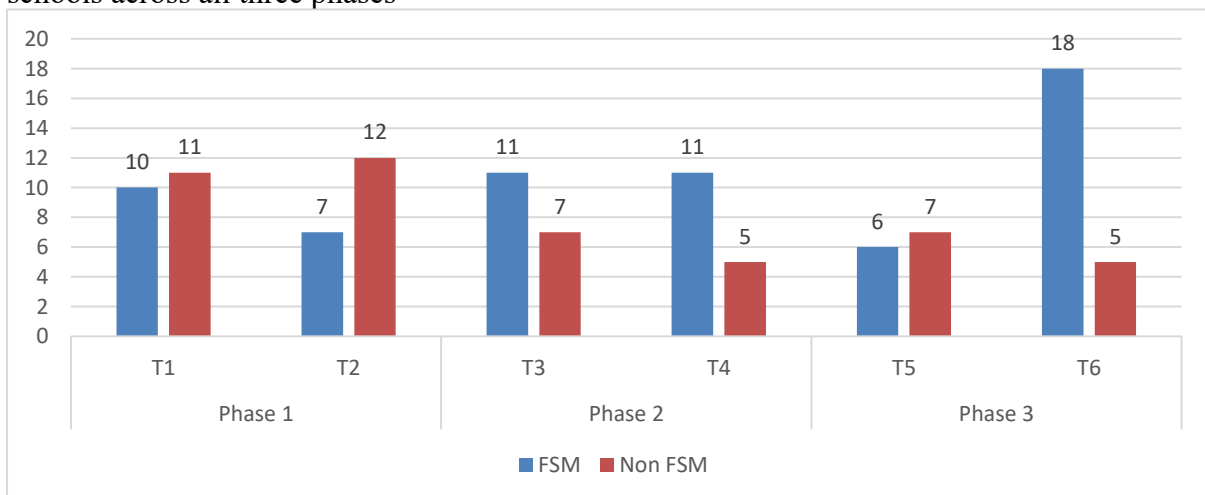
Frequently cyberbullying others

Figures 125, 125a and 125b show overall prevalence of frequently cyber bullying others in relation to gender, SEND and FSM at the two primary schools that participated in all three phases of the UAB programme. These figures are naturally lower than for ever cyber bullying others as seen in figures 85-85b. Males, pupils with SEND and pupils receiving FSM had higher prevalence of ever cyber bullying others. There are some decreases for females, and a varied pattern elsewhere on low percentages; however, pupils in receipt of FSM had a large increase at phase 3 T6.

Figure 125: Prevalence of frequently cyber bullying others in relation to gender at two primary schools across all three phases
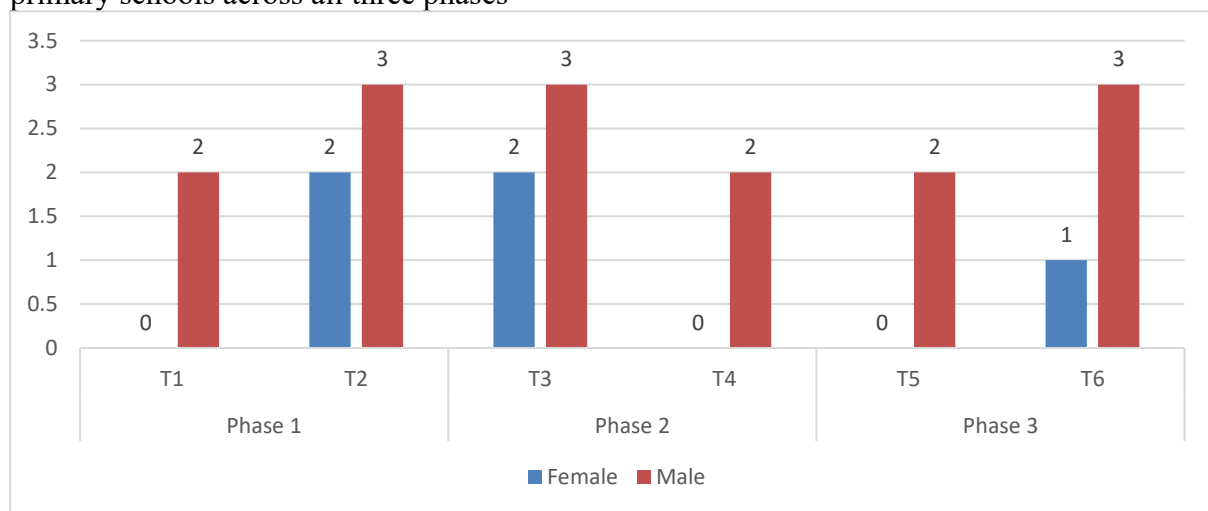
Figure 125a: Prevalence of frequently cyber bullying others in relation to SEND at two primary school across all three phases
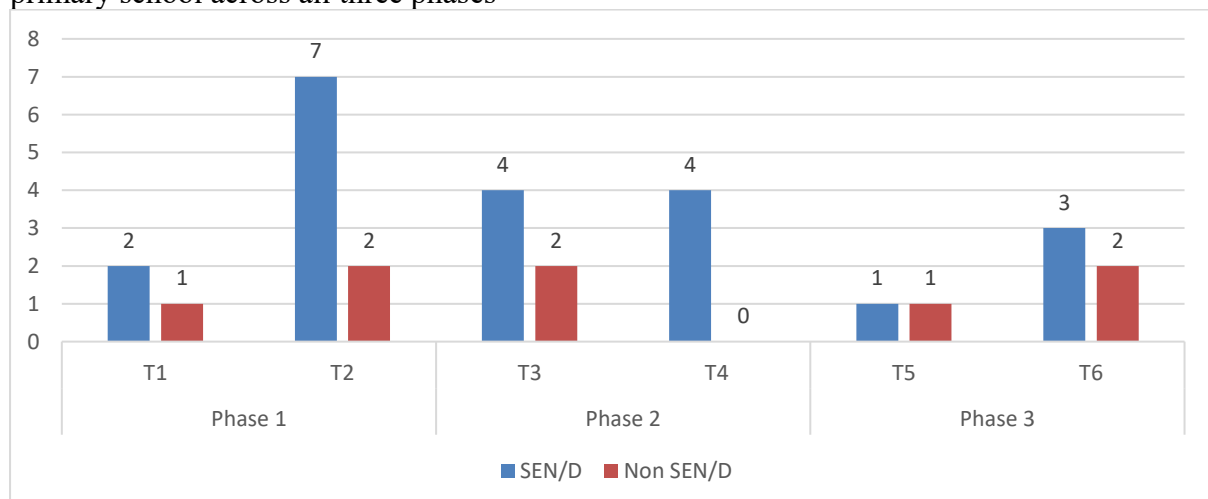
Figure 125b: Prevalence of frequently cyber bullying others in relation to FSM at two primary schools across all three phases
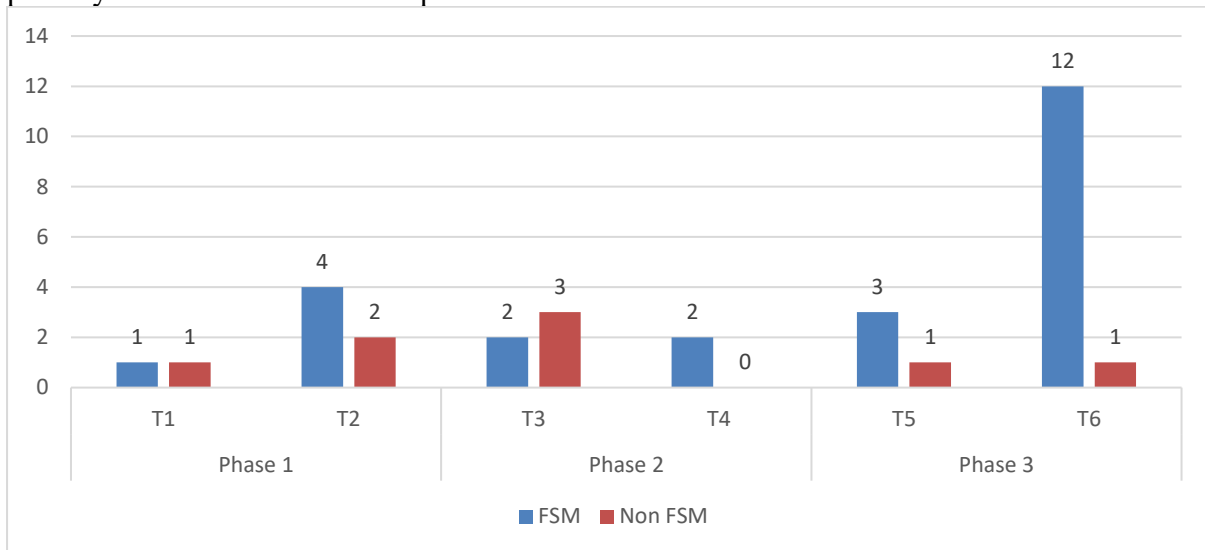
Summary for levels of victimisation and bullying experiences, including cyber, at two primary schools across three phases

Any victimisation

Figure 126 shows overall prevalence of being ever victimised at the two primary schools that participated in all three phases of the UAB programme. Overall, levels of ever victimisation decreasing over time, with high levels at phase 1, lower at phase 2, but rather higher again at phase 3.

Figure 126: Prevalence of being ever victimised at two primary schools across all three phases
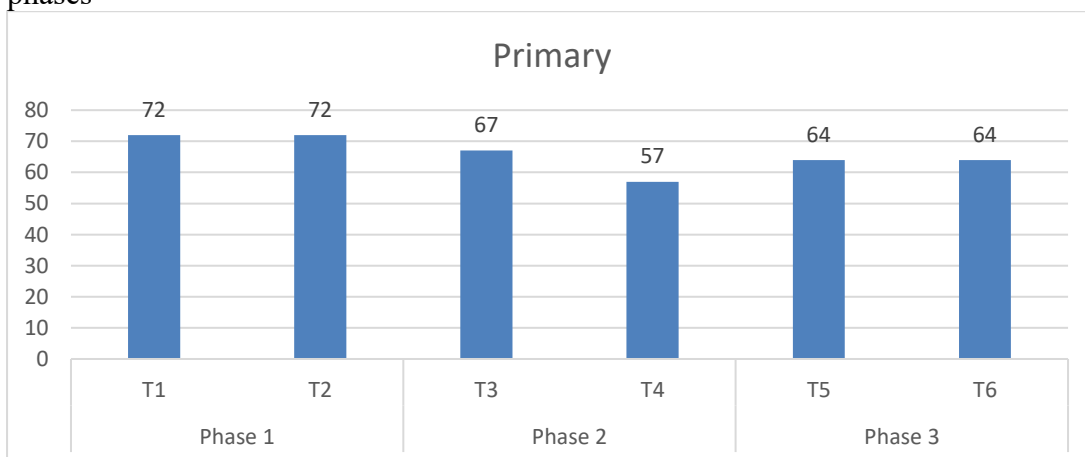
Frequent victimisation

Figure 126a shows overall prevalence of being frequently victimised at the two primary schools that participated in all three phases of the UAB programme. Overall, levels of being frequently victimised decreased. Phase 1 T1 showed the highest prevalence, somewhat lower at phases 2 and 3.

Figure 126a: Prevalence of being frequently victimised at two primary schools across all three phases
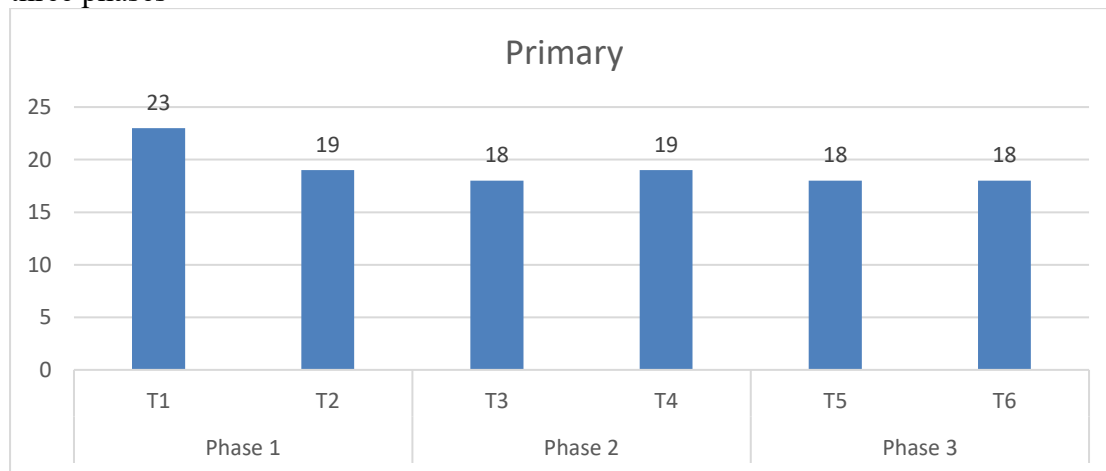
Any bullying others

Figure 127 shows overall prevalence of ever bullying others at the two primary schools that participated across all three phases of the UAB programme. Overall levels of bullying others decreased across the three phases. Phase 1 had the highest prevalence at T1 whilst the lowest prevalence was reported at phase 3 T5 and T6.

Figure 127: Prevalence of ever bullying others at two primary schools across all three phases
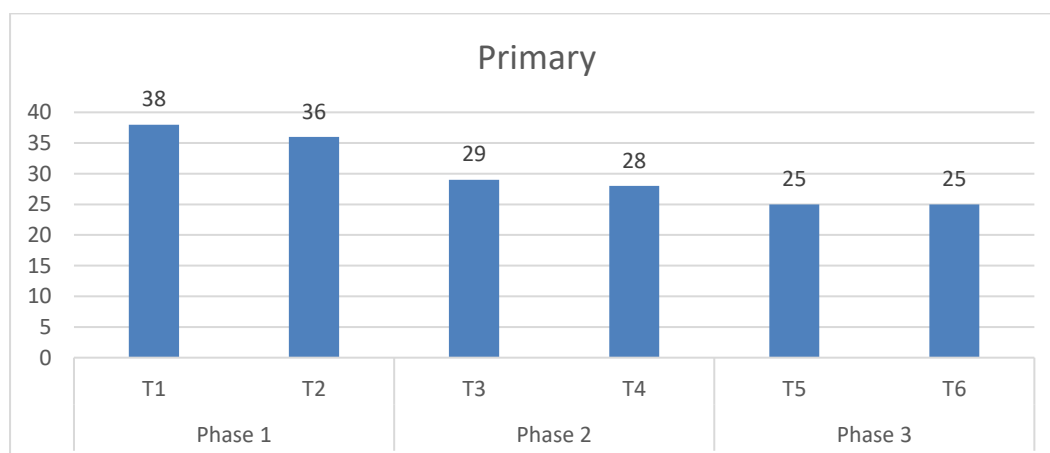
Frequent bullying others

Figure 128 shows overall prevalence of frequently bullying others at the two primary schools that participated across the three phases of the UAB programme. Overall, levels decrease. Phase 1 T1 had the highest prevalence, the lowest figures are reported at phase 2 T4, with a slight increase again at phase 3

Figure 128: prevalence of frequently bullying others at two primary schools across all three phases
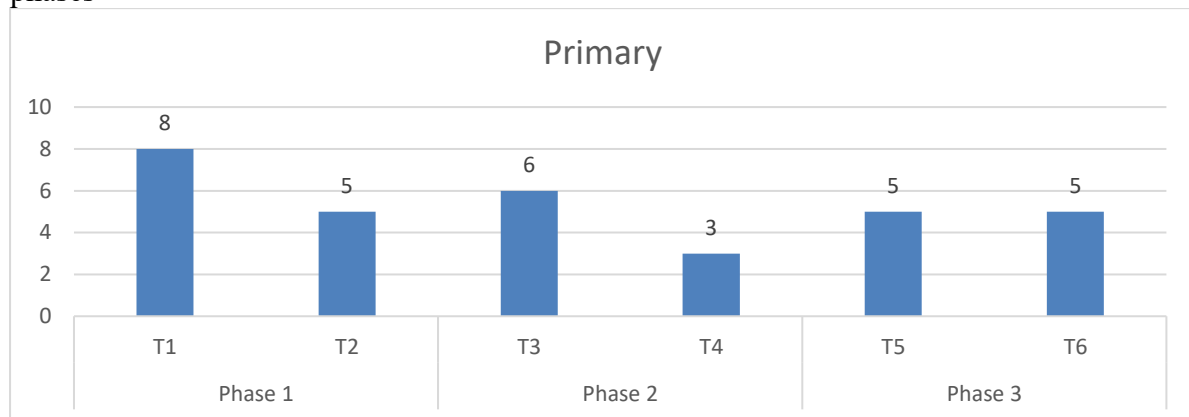
Any cyber victimisation

Figure 129 shows overall prevalence of being ever cyber victimised at the two primary schools that participated across all three phases of the UAB programme. Overall, levels decrease. Phase 1 has the highest prevalence at T1 and T2, whilst the lowest figure is reported at phase 3 T6.

Figure 129: Prevalence of being ever cyber victimised at two primary schools across all three phases
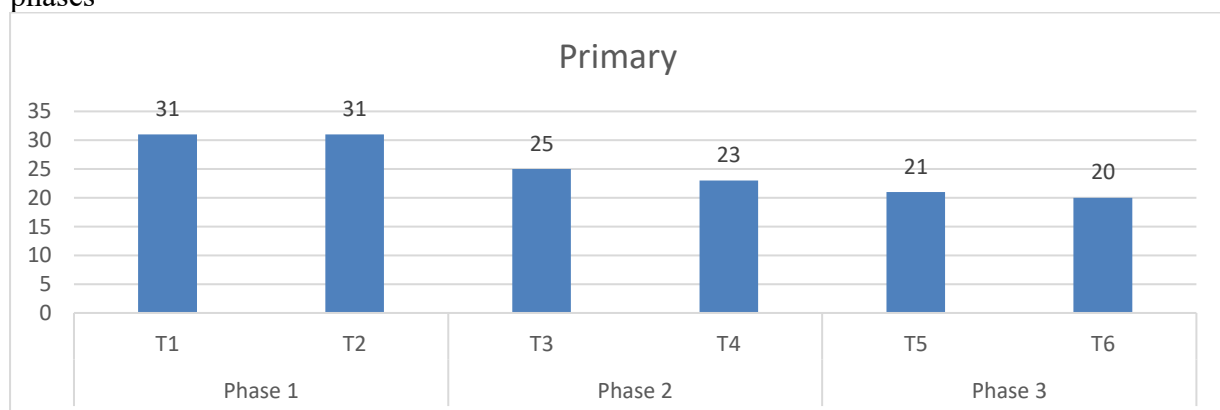
Frequent cyber victimisation

Figure 130 shows overall prevalence of being frequently cyber victimised at the two primary schools that participated across all three phases of the UAB programme. Overall, prevalence decreases, however figures are higher at the start of each phase.

Figure 130: Prevalence of being frequently cyber victimised at two primary schools across all three phases
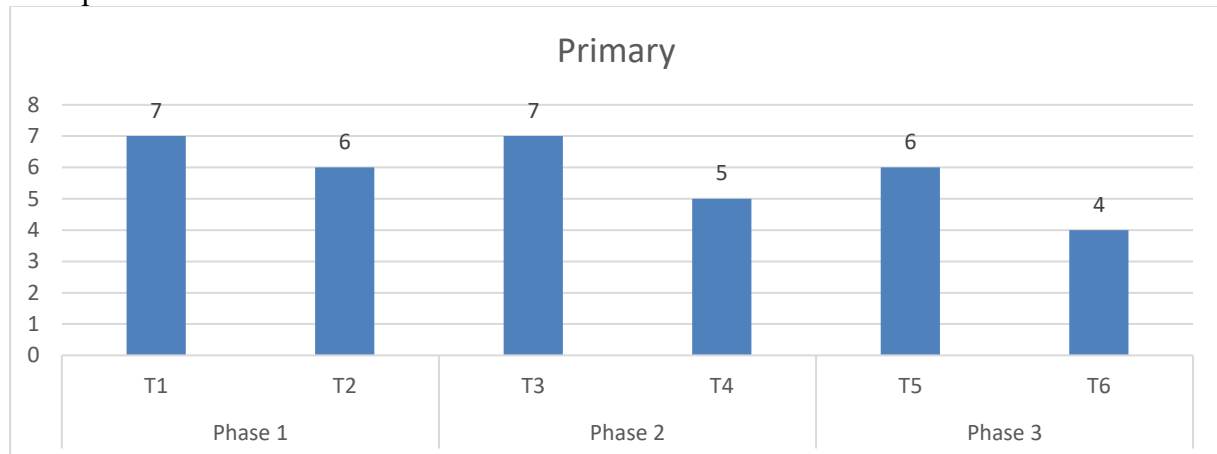
Any cyberbullying others

Figure 131 shows overall prevalence of ever cyber bullying others at the two primary schools that participated across all three phases of the UAB programme. Overall, prevalence decreases by nearly 50% from phase 1 to phase 3. Phase 1 has the highest prevalence at both time points, the lowest levels are reported at phase 3 T6. There are slight decreases reported during phase 2 and phase 3, whilst no changes reported during phase 1.
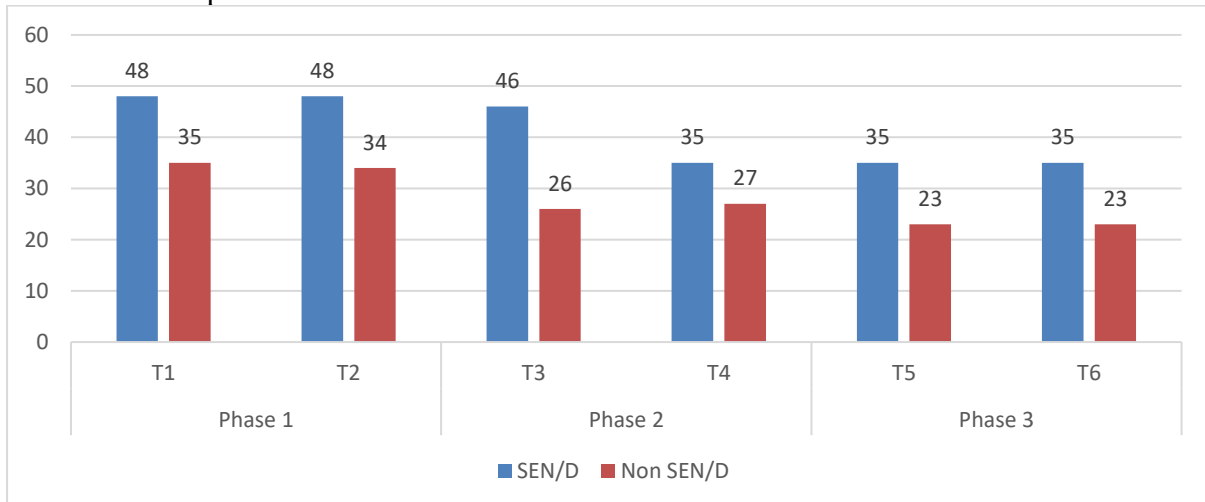
Figure 131: Prevalence of ever cyber bullying others at two primary schools across all three phases
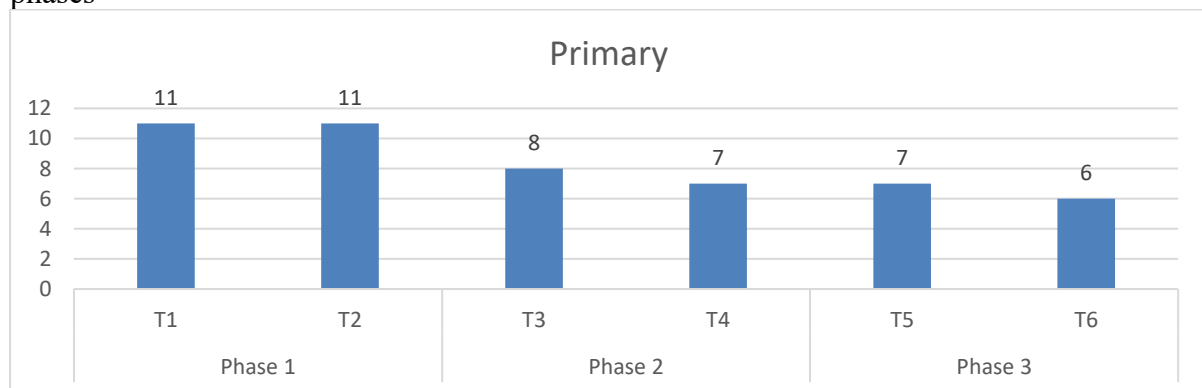
Frequent cyberbullying others.

Figure 132 shows overall prevalence of frequently cyber bullying others at the two primary schools that participated across all three phases of the UAB programme. Levels are high at phase 1 T2, but otherwise are at a very low level of 1-2%..

Figure 132: Prevalence of frequently cyber bullying others at two primary schools across all three phases
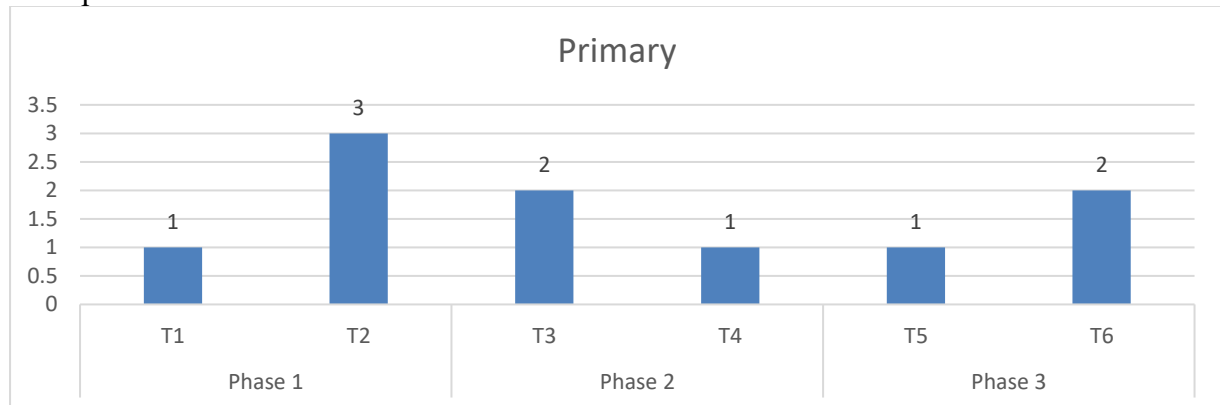
Types of victimisation and bullying others experiences

Types of ever and frequent victimisation by pupils across all three phases

Any victimisation

Figure 133 shows overall prevalence of the types of victimisation ever experienced at the two primary schools that participated across all three phases of the UAB programme. 'Other pupils stop me joining in' was the most prevalent type, the lowest prevalence was for 'others are mean or rude to me online'. 'Called mean names', 'had bad things said about me' and 'others are mean or rude to me online' showed a decrease, whereas 'hit pushed or kicked' and 'other pupils stop me joining in' showed increases between T1 and T6. During phase 2, 'other pupils stop me joining in' showed a large increase, however this showed the largest decrease during phase 3.

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Figure 133: Types of victimisation ever experienced at two primary schools across all three phases
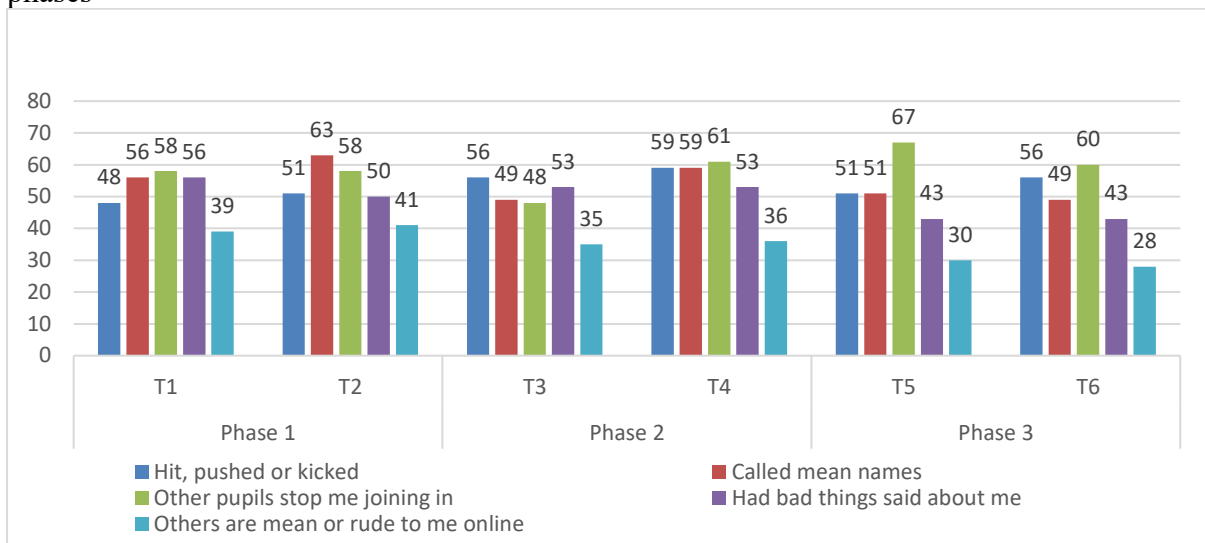
Figure 134 shows overall prevalence of the types of victimisation frequently experienced at the two primary schools that participated across all three phases of the UAB programme. At T1 the type most frequently experienced by pupils is 'called mean names and had bad things said about me', however by T6, 'hit pushed or kicked' was the most prevalent type. 'Called mean names' at T2 and 'had bad things said about me' at T4 showed the highest figures, the lowest figures for 'others are mean or rude to me online' at T6. Across the three phases, 'hit pushed or kicked' showed a large increase, whilst 'other pupils stop me joining in' remained unchanged. All the other types of victimisation showed large reductions across the phases, the largest decrease being for 'called mean names'.

Figure 134: Types of victimisation frequently experienced at two primary schools across all three phases

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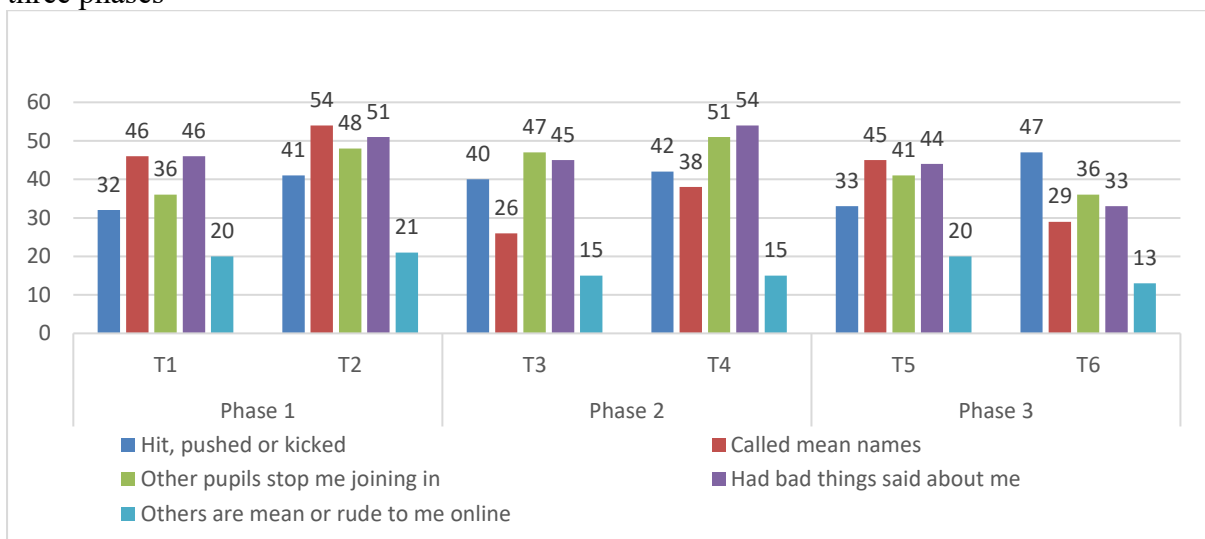
Types of ever and frequently bully others reported by all pupils across all three phases

Figure 135 shows overall prevalence of types of behaviours to ever bully others at the two primary schools that participated across all three phases of the UAB programme. 'I stop other pupils joining in with me' was the most prevalent, a noticeable figure reported at T5, whilst 'I am mean or rude to other pupils online' was the least prevalent. 'I hit push or kick other pupils' and 'I stop other pupils joining in with me' showed small increases from T1 to T6. All other types of behaviours showed decreases, a large decrease for 'I say bad things about other pupils when they are not there'.

Figure 135: Types of behaviours to ever bully others at two primary schools across all three phases
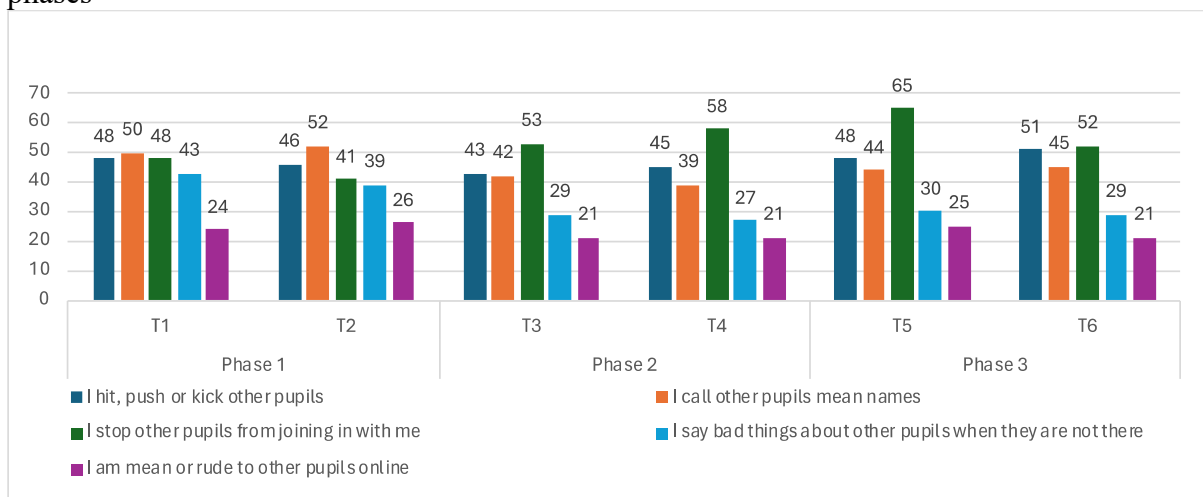
Figure 136 shows overall prevalence of types of frequently bullying others. The most prevalent is 'I stop other pupils from joining in with me' whilst the least prevalent is 'I am mean or rude to other pupils online'. At phase 3 T6, 'I call other pupils mean names' was most prevalent, whilst 'I say bad things about other pupils when they are not there' was least prevalent. There was a large increase for 'I hit push or kick other pupils' from T1 to T2 and T1 to T6. Many categories decreased, such as 'I say bad things about other pupils when they are not there', and 'I stop other pupils from joining in with me', the latter showing a substantial decrease from T3 to T4.

Figure 136: Types of behaviours to frequently bully others at two primary schools across all three phases
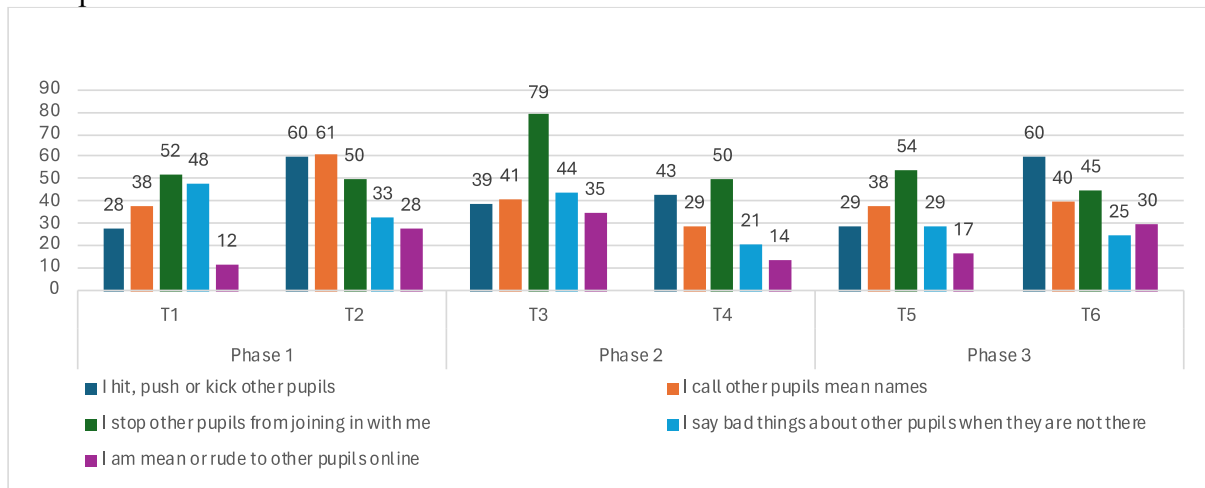
Types of victimisation for pupils with SEND across all three phases

Figure 137 shows the types of victimisation ever reported by pupils with SEND at the two primary schools that participated in all three phases of the UAB programme. The most prevalent type of victimisation ever reported is 'other pupils stop me joining in', whilst 'others are mean or rude to me online' is the least prevalent. All types of victimisation showed decreases from T1 to T6, a large reduction for' had bad things said about me'.

Figure 137: types of victimisation ever reported by pupils with SEND at two primary schools across all three phases
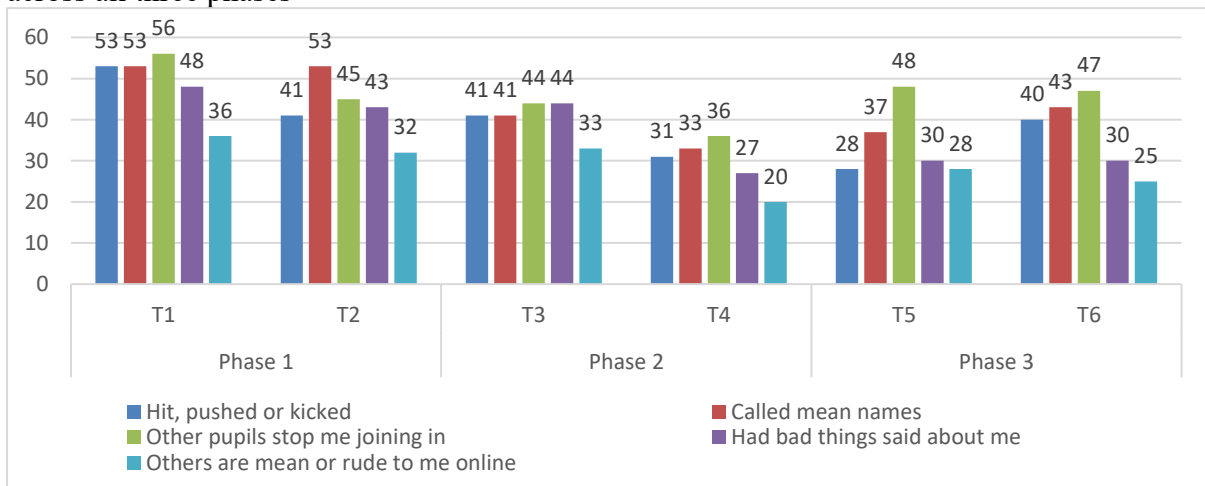
Figure 138 shows the types of victimisation frequently reported by pupils with SEND at the two primary schools that participated across all three phases of the UAB programme. Figures are higher for all types of victimisation during phase 1 and phase 3. The most prevalent type frequently reported is 'called mean names' at T2, whilst 'had bad things said about me' and

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'others are mean or rude to me online' is the least prevalent at T3 and T4, respectively. By the end of the programme, the behaviour experienced the most for pupils with SEND is 'hit push or kicked'. Nearly all types showed decreases, the largest for 'called mean names', however 'hit pushed or kicked' increases, and 'other pupils stop me joining in' remained unchanged.

Figure 138: types of victimisation frequently reported in relation to SEND at two primary schools across all three phases
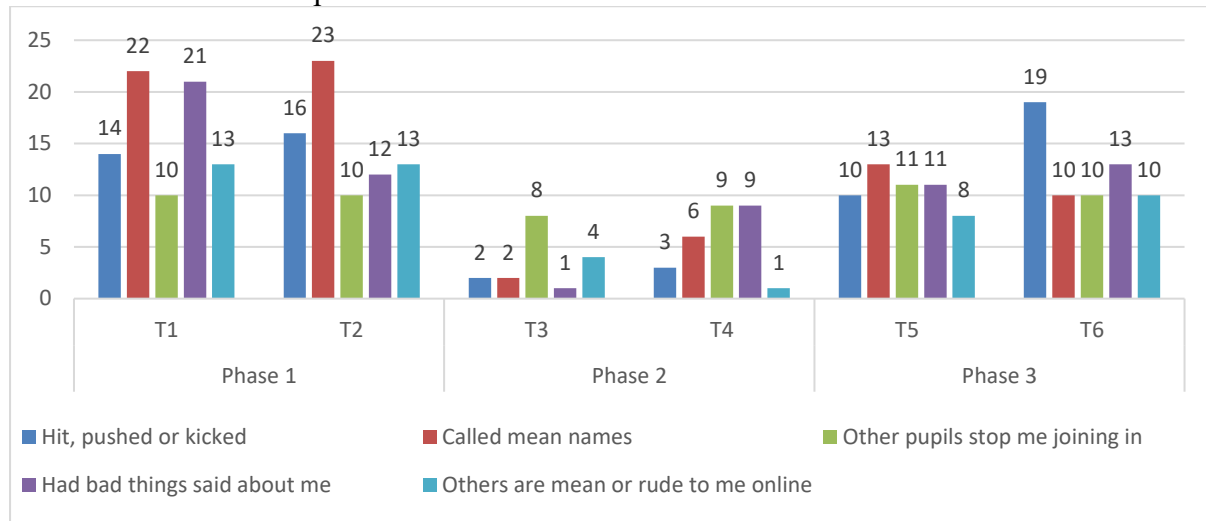
Types of bullying others for pupils with SEND across all phases

Figure 139 shows the types of behaviours ever reported by pupils with SEND at the two primary schools that participated across all the phases of the UAB programme. The most prevalent type is 'I call others mean names' at phase 1 T1, the least prevalent is 'I say bad things about other pupils when they are not there', and 'I am mean or rude to other pupils online', both at T6. Most types showed decreases during phase 1, however, 'I am mean or rude to others online' showed an increase from T1 to T2. At phase 2, three categories showed decreases from T3 to T4. By phase 3, most categories have decreased further; but 'I call others mean names' showed an increase from T5 to T6.

Figure 139: Types of bullying behaviours ever reported by pupils with SEND at two primary schools across all three phases
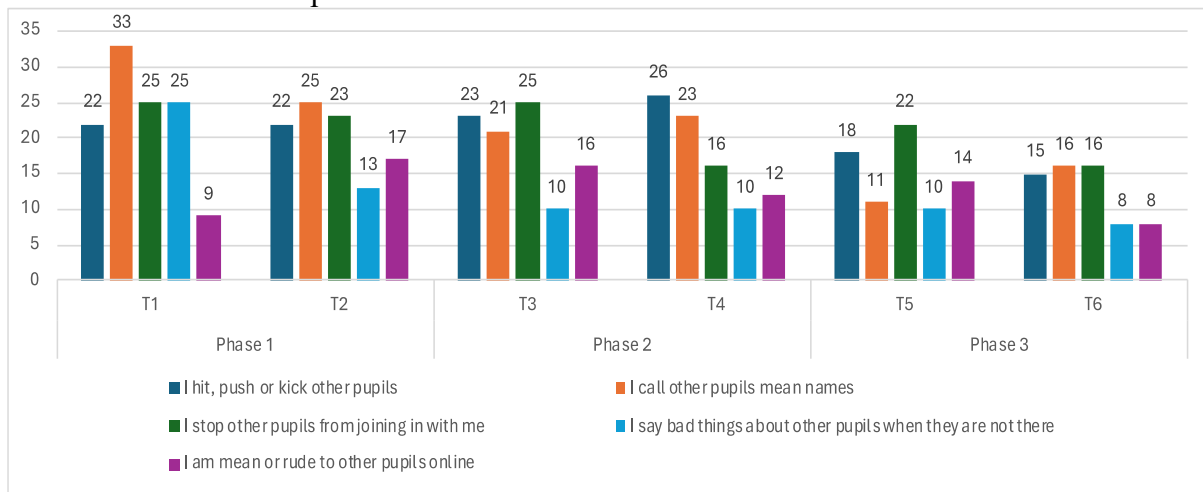
Figure 140 shows the types of behaviours frequently reported by pupils with SEND at the two primary schools that participated across all the phases of the UAB programme. The most frequent type is 'I stop other pupils joining in with me' at phase 1 T1, whilst two types of behaviour scored at zero at phase 2 T4; 'I stop other pupils from joining in with me' and 'I say bad things about other pupils when they are not there'. During phase 1, all behaviours decreased from T1 to T2, except 'I am mean or rude to other pupils online' and 'I hit push or kick other pupils' which showed increases. Phase 2 showed the largest decrease for' I stop other pupils joining in with me', whilst at phase 3, some types of behaviours increased again between T5 and T6.

Figure 140: Types of bullying behaviours frequently reported in relation to pupils with SEND at two primary schools across all three phases

School Experience

School experience was assessed by four items in the Pupil Questionnaire and contained the following statements, *'I like going to school', 'I feel safe at school', 'I get on well with my teachers', and 'I feel like I belong at school'.* These items were responded to using a four-point Likert scale ranging from never (0), a little (1), a lot (2), or always (3). The total scores were divided by the number of items to give a mean score of between 0 and 3, the higher the score the more positive the pupils felt about their school experience.

Victimisation and bullying others across all three phases

School Experience in relation to victimisation across all three phases

Figure 141 shows overall scores and changes in school experience in relation to victimisation at the two primary schools that participated across all the three phases of the UAB programme. Pupils who reported being never victimised had the highest positive feelings about school across all three phases, whilst those frequently victimised reported the lowest. Pupils who are never victimised reported large increases in positive feelings from T1 to T6, followed by those ever victimised, whilst pupils frequently victimised reported a slight improvement in positive feelings. The largest increase in positive feelings was reported by never victimised pupils during phase 3. A reduction in positive feelings is reported for those ever victimised at phase 2 and phase 3, whilst those frequently victimised reported a reduction during phase 1 and phase 2.

Figure 141: School experience in relation to victimisation at two primary schools across all three phases
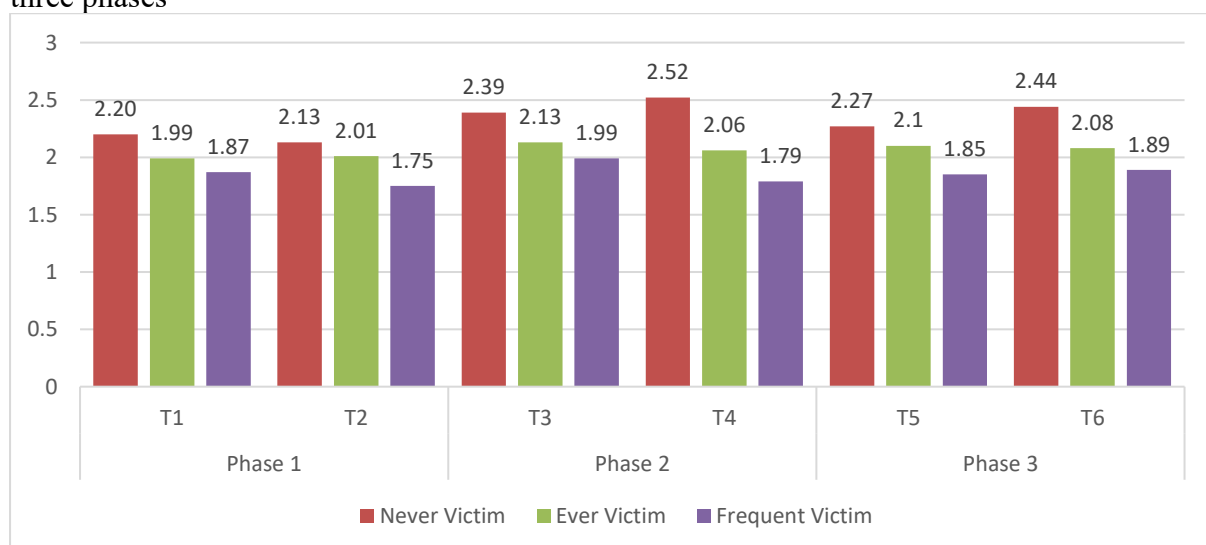
School Experience in relation to bullying others across all three phases

Figure 142 shows overall scores and changes in school experience in relation to bullying others at the two primary schools that participated across all three phases of the UAB programme. Pupils who never bully others reported the highest positive feelings about school including at the end of the programme; however, the lowest prevalence of positive feelings was reported by those who frequently bully others. For those who never and ever bully others, positive feelings tended to increase; whereas for those frequently bullying others positive feelings tended to decrease, especially by phase 3 T6.

Figure 142: School experience in relation to bullying others at two primary schools across all three phases.
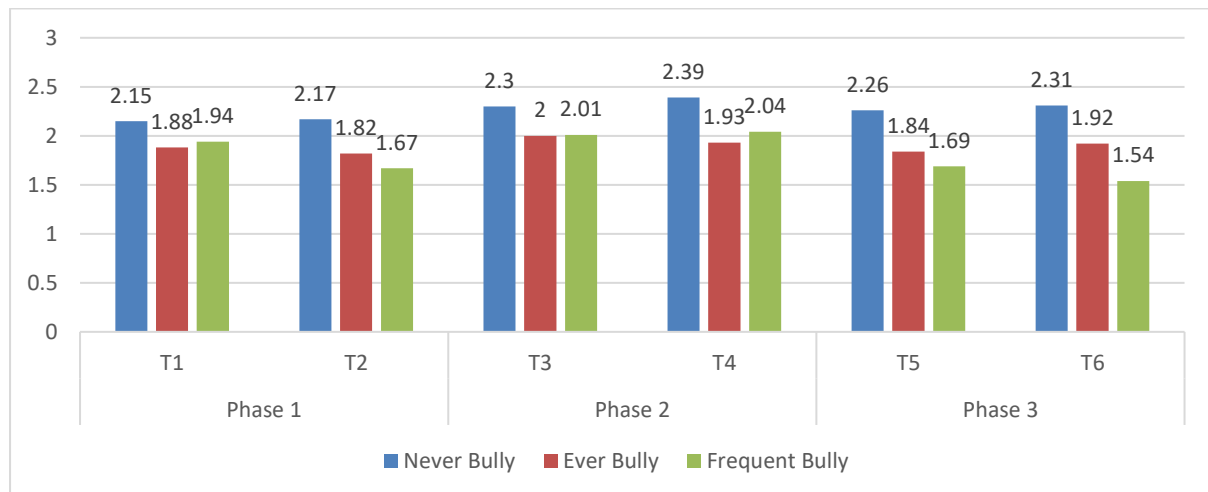
School Experience in relation to cyber victimisation across all three phases

Figure 143 shows overall scores and changes in school experience in relation to cyber victimisation at the two primary schools that participated across all three phases of the UAB programme. Pupils never cyber victimised report the highest positive feelings at phase 2 T4, the lowest reported for those frequently cyber victimised at phase 3 T5. Similarly, by the end of the programme, pupils never cyber victimised reported the most positive feelings, while those frequently cyber victimised reported the lowest positive feelings, a large difference. Never and ever cyber victimised showed increases. Although frequently cyber victimised pupils had the lowest scores, they did show an increase in positive feelings by T6, this being the largest increase (following a large decrease during phase 2).

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Figure 143: School experience in relation to cyber victimisation at two primary schools across all three phases
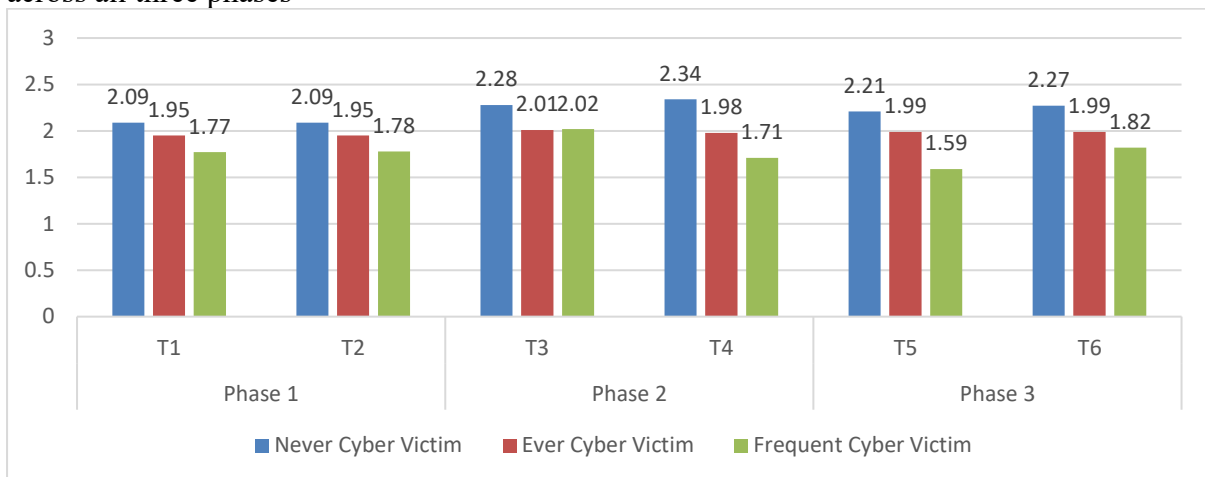
School Experience in relation to cyber bullying others across all three phases

Figure 144 shows overall scores and changes in school experience in relation to cyber bullying others at the two primary schools that participated across all three phases of the UAB programme. Overall, pupils who frequently cyber bully others report low positive feelings. Pupils who never cyber bully others reported the highest positive feelings, especially at phase 3 T6, those who frequently cyber bully others had the lowest scores at the same time point. Never cyber bullying others showed increases in positive feelings, whereas ever cyber bully others showed some decrease, whilst frequent cyber bullying others had the biggest increase during phase 1 but the largest reduction at phase 3.

Figure 144: School experience in relation to cyber bullying others at two primary schools across all three phases
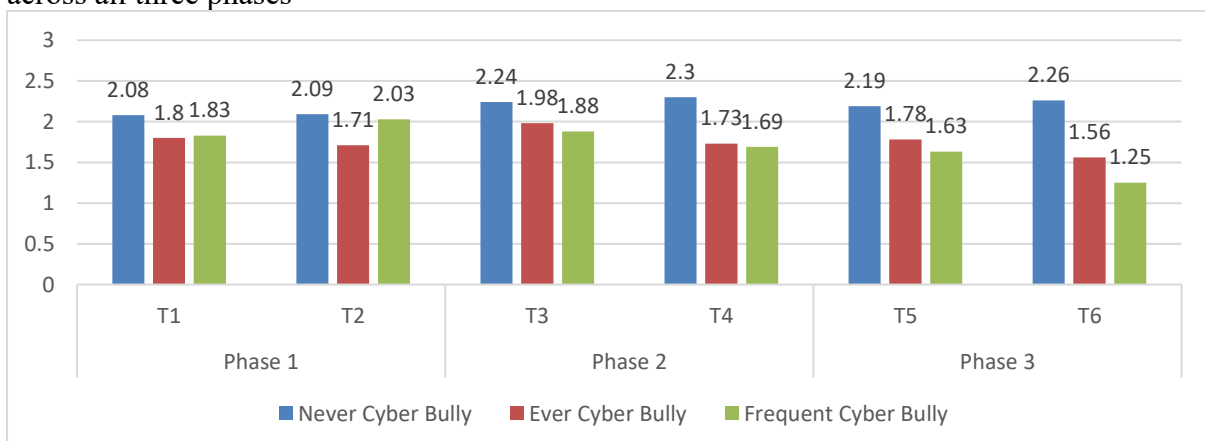
School Experience in relation to gender, SEND and FSM

Figure 145 -145b shows overall scores and changes in school experience in relation to gender, SEND and FSM at the two primary schools that participated across all three phases of the UAB programme. Overall, females score slightly higher. Notably, females reported more increase in positive feelings at school than males towards the end of the programme, Pupils not receiving FSM reported the highest positive feelings at school at phase 2 T4, whilst pupils identified with SEND reported the lowest positive feelings at phase 1 T1. However, all groups tended to show increases in positive feelings from T1 to T6, except those receiving FSM who were unchanged. Pupils without SEND and pupils not in receipt of FSM reported higher positive feelings than those with SEND and in receipt of FSM. From T5 to T6, all groups report increasing in positive feelings, whereas at phases 1 and 2, figures were changeable. A large increase was reported for pupils not receiving FSM at phase 2, the same phase showed the largest reduction for pupils with SEND.

Figure 145: School experience in relation to gender at two primary schools across all three phases
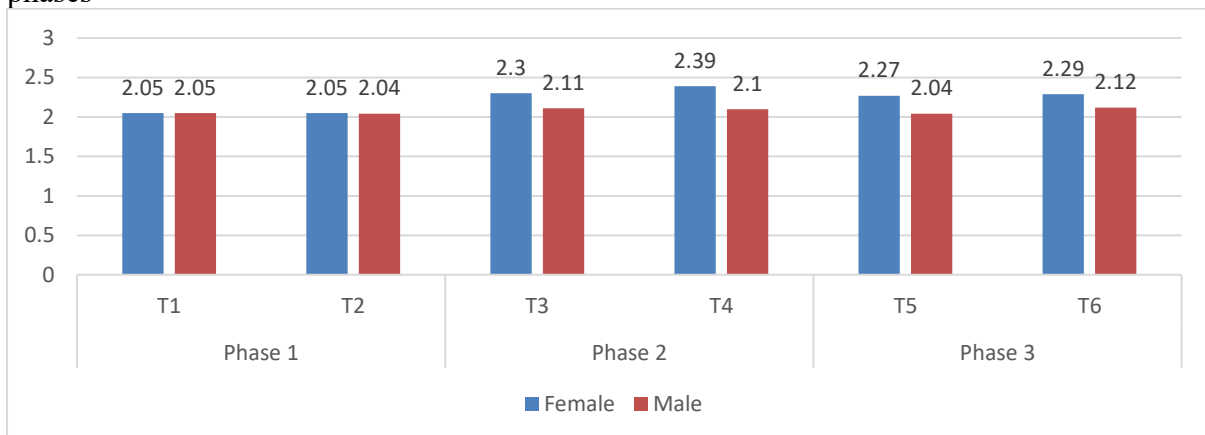
Figure 145a: School experience in relation to SEND at two primary schools across all three phases
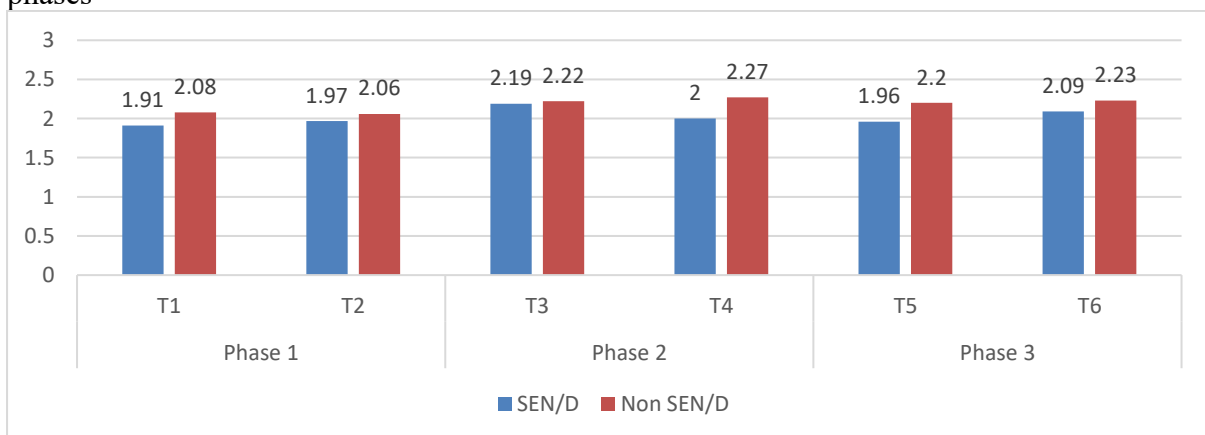
Figure 145b: School experience in relation to FSM at two primary schools across all three phases
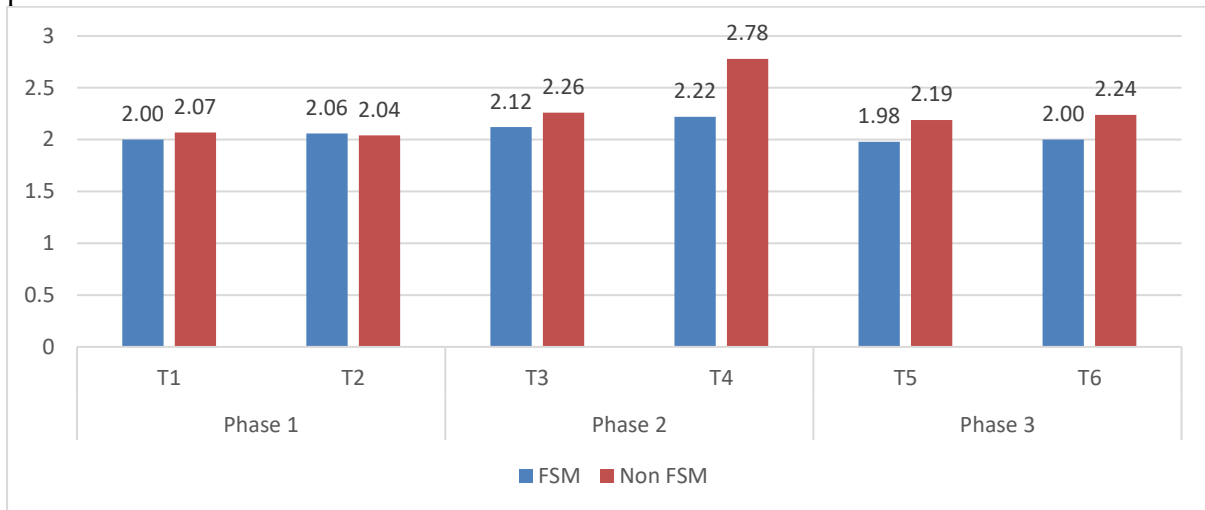
School experience summary

Figure 146 shows overall scores and changes in school experience, for the two primary schools that participated across all three phases of the UAB programme. Overall, positive feelings improved across the three phases of the programme. During phase 1, scores remained unchanged. Despite a decrease between T4 and T5, similar increases for positive feelings occurred during phase 2 and phase 3.

Figure 146: School experience by two primary schools across all three phases
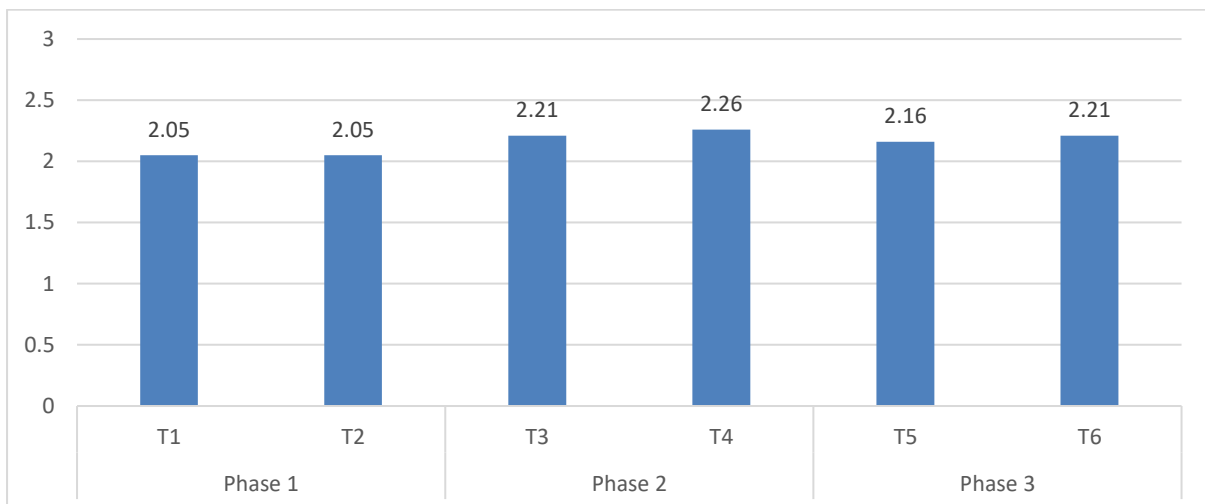
Pupil Wellbeing

Pupil wellbeing was assessed by 10 items in the Pupil Questionnaire and contained statements such as *"I am happy', 'I worry a lot', 'I am kind', 'I break things on purpose'.*

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Five items were positive, and five items were negative (reverse coded). All the items were responded to on the four-point Likert scale (0=never, 1= a little, 2=a lot, 3=always). The total scores were divided by the number of items to provide a mean score between 0 and 3, the higher the score the more positive wellbeing.

Victimisation and Bullying Others across all three phases

Pupil Wellbeing in relation to victimisation across all three phases

Figure 147 shows overall pupil wellbeing scores in relation to victimisation at the two primary schools that participated across all three phases of the UAB programme. The highest score is at phase 2 T4 for pupils never victimised, the lowest at phase 1 T2 for pupils frequently victimised. All categories showed increases from T1 to T6, however pupils never victimised showed increases in pupil wellbeing during phases 2 and 3, those ever victimised showed increases at phase 1 and phase 3, whilst those frequently victimised showed increases during the final two phases of the programme. The largest increases are during phase 3 for never and frequently victimised, whilst the greatest decrease in wellbeing is at phase 1 for those never victimised.

Figure 147: Pupil wellbeing in relation to victimisation at two primary schools across all three phases
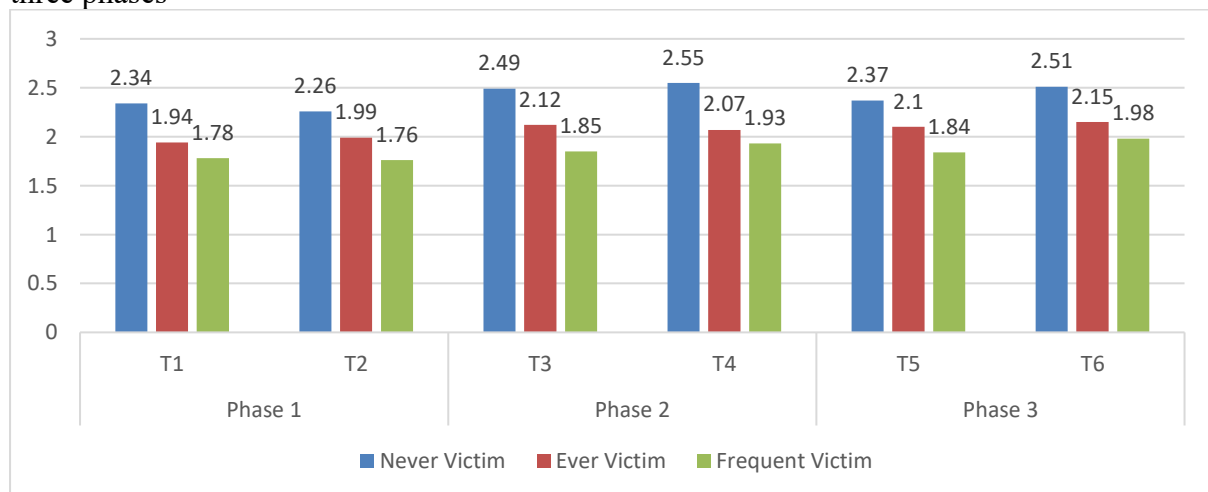
Pupil Wellbeing in relation to bullying others across all three phases

Figure 148 shows overall pupil wellbeing scores in relation to bullying others at the two primary schools that participated across all three phases of the UAB programme. Wellbeing scores are highest for pupils who never bully others at phase 2 T4, the lowest are for those

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who frequently bully others at phase 3 T5. By the end of the programme, those who never bully others reported having high wellbeing, followed by those ever-bullying others, whilst frequent bullying others still have the lowest wellbeing at T6. Pupils not bullying others reported their wellbeing improving from phase 1 to phase 2, whilst at phase 3 their wellbeing reduced slightly but remained the highest overall. Pupils ever bullying others reported increases at phase 1 and phase 3. Pupils who frequently bully others reported their wellbeing reducing at phases 1 and 2 but recovering slightly during phase 3.

Figure 148: Pupil wellbeing in relation to bullying others at two primary schools across all three phases
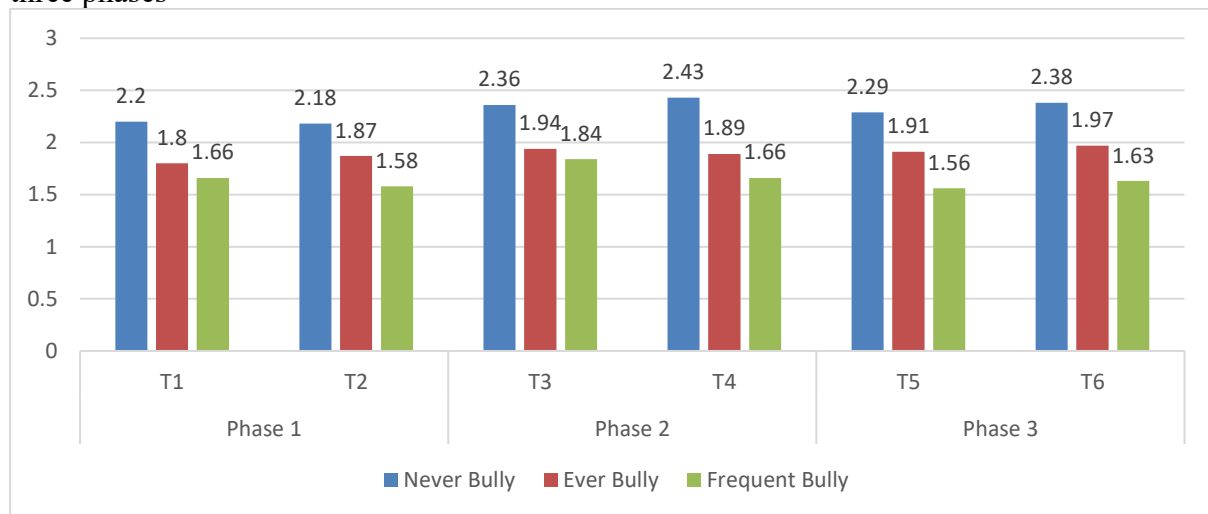
Pupil Wellbeing in relation to cyber victimisation across all three phases

Figure 149 shows overall wellbeing scores in relation to cyber victimisation at the two primary schools that participated across all three phases of the UAB programme. Pupils who are never cyber victimised reported the highest pupil wellbeing at phase 2 T4; the lowest scores were from those frequently cyber victimised at phase 3 T5. At the end of the programme, pupils who are never cyber victimised reported the highest wellbeing scores, followed by those ever cyber victimised, those frequently cyber victimised reported the lowest wellbeing scores at T6. Frequent cyber victims reported a slight decrease in wellbeing scores across the phases whilst the other two categories showed some increases. The largest increase is during phase 1 for those frequently cyber victimised, but this group reported a slight reduction in wellbeing between T3 and T4.

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Figure 149: Wellbeing scores in relation to cyber victimisation at two primary schools across all three phases
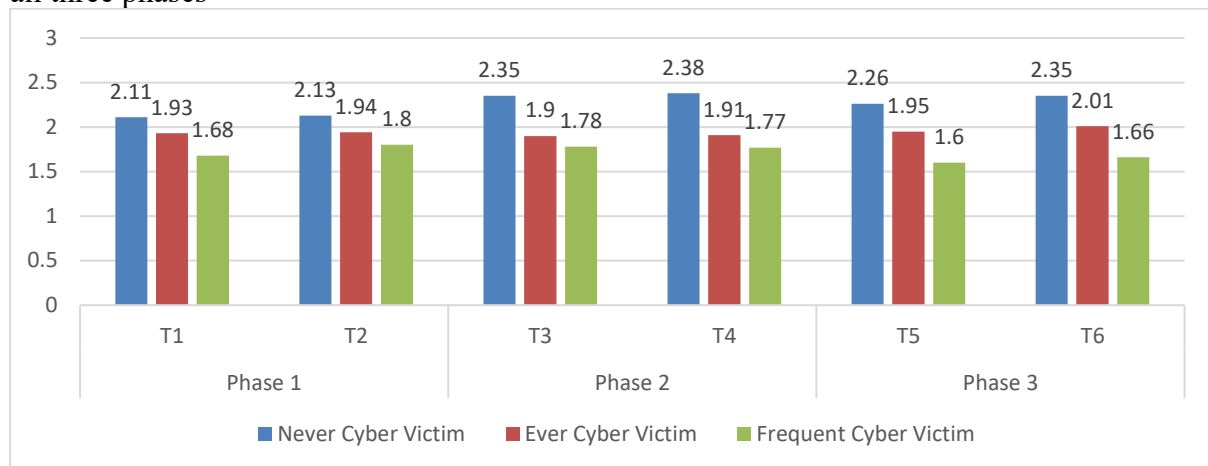
Pupil Wellbeing in relation to cyber bullying others across all three phases

Figure 150 shows pupil wellbeing scores in relation to cyberbullying others at the two primary schools that participated across all three phases of the UAB programme. Pupils never cyberbullying others had the highest scores at T4 and T6; the lowest scores were reported by pupils who frequently cyber bully others at T5. Overall, wellbeing is higher for those who never cyber bully others than those who ever or frequently cyberbully other pupils. Pupils who never cyber bully others reported increases at all phases; those ever cyber bullying others had increases during phase 1 but decreasing later at phase 2 and phase 3. Pupils frequently cyberbullying others showed wellbeing improving at phase 1 into phase 2 but then decreasing until phase 3, T5, recovering partially by T6.

Figure 150: Pupil wellbeing scores in relation to cyber bullying others at two primary schools across all three phases
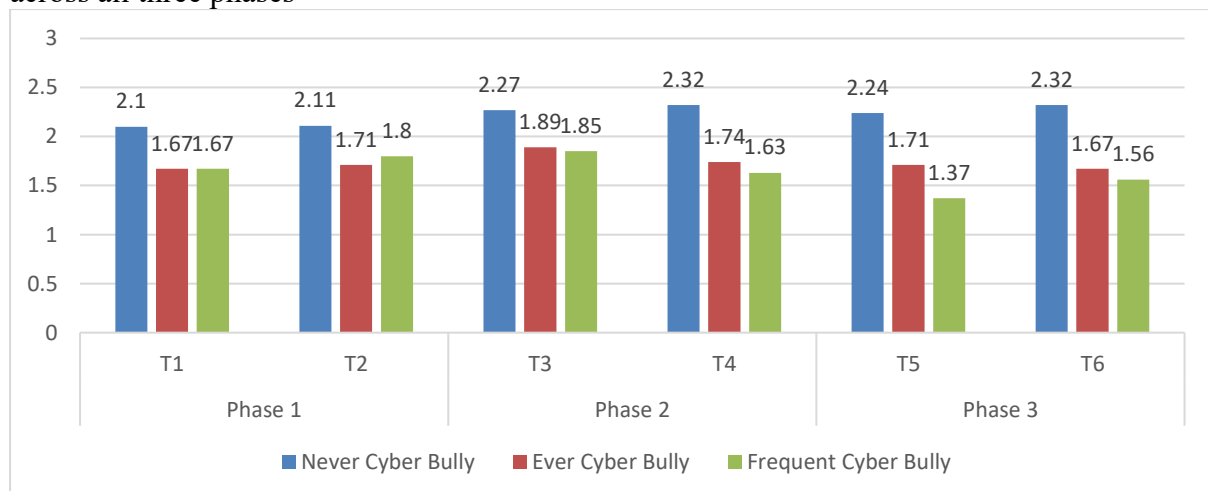
Pupil wellbeing in relation to gender, SEND and FSM across all three phases

Figure 151, 151a and 151b shows pupil wellbeing scores in relation to gender, SEND and FSM at the two primary schools that participated across all three phases of the UAB programme. Overall, female pupils reported the highest wellbeing scores at phase 2 T3, whilst pupils receiving FSM reported the lowest wellbeing scores at phase 1 T1. All groups reported an increase in pupil wellbeing scores from T1 to T6. Female pupils reported higher wellbeing than male pupils by the end of the programme, pupils without SEND and those not in receipt of FSM reported higher wellbeing scores than those identified with SEND and those receiving FSM throughout. At phase 3, pupils with SEND showed the largest increase in scores.

Figure 151: Pupil wellbeing scores in relation to gender at two primary schools across all three phases
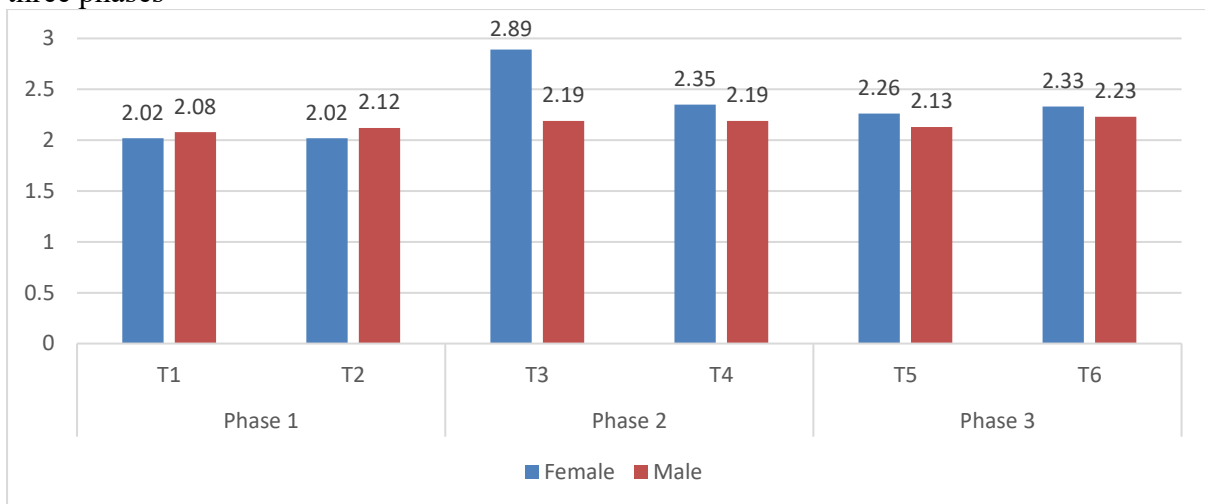
Figure 151a: Pupil wellbeing scores in relation to SEND at two primary schools across all three phases

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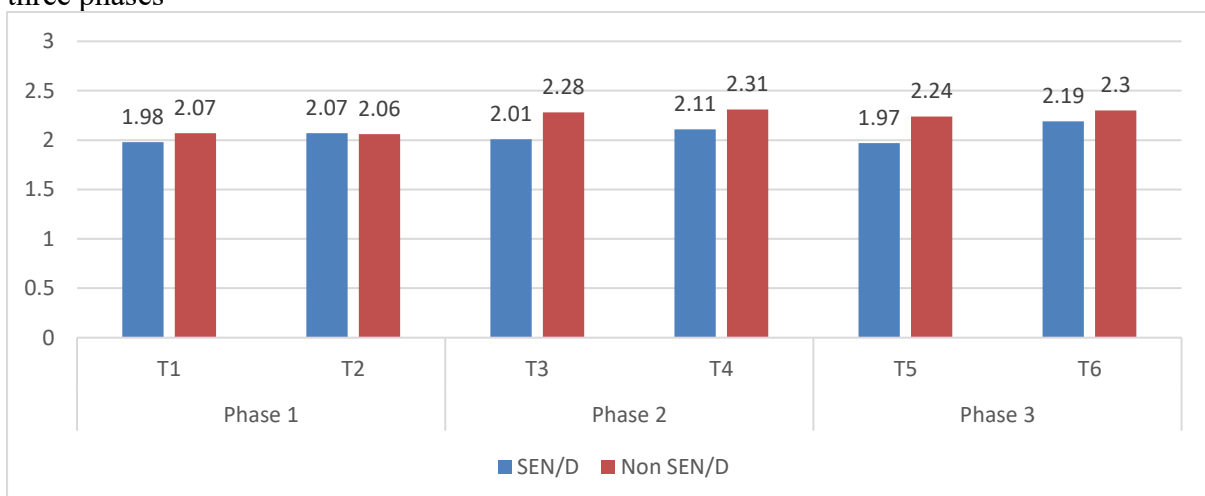
Figure 151b: Pupil wellbeing scores in relation to FSM at two primary schools across all three phases
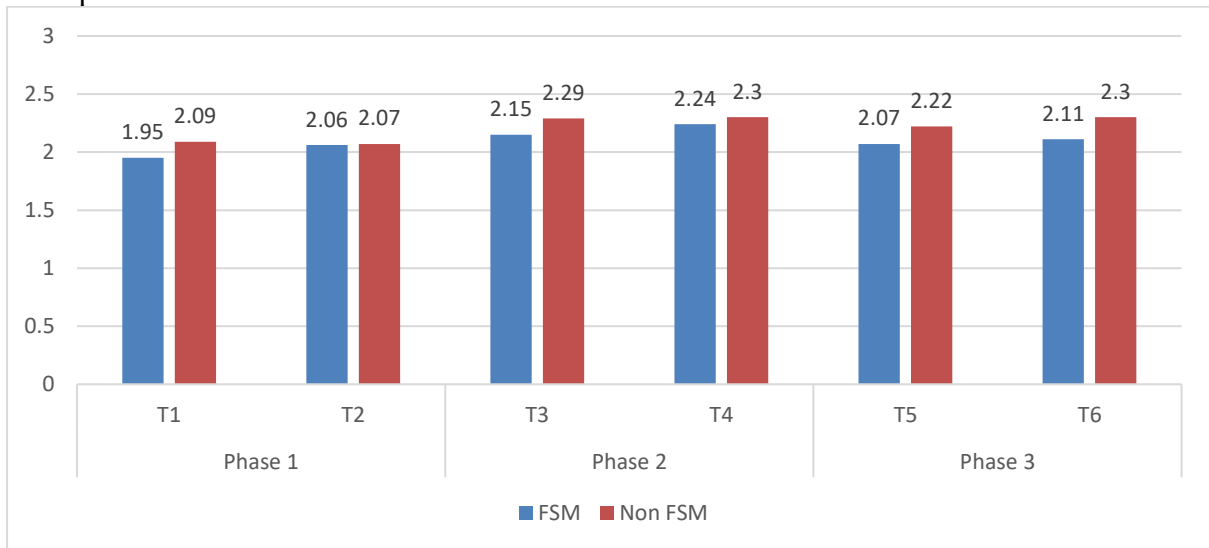
Pupil wellbeing summary

Figure 152 shows pupil wellbeing scores for the two primary schools that participated across all three phases of the UAB programme. Overall, wellbeing scores improved at both primary schools. Phase 1 showed small increases in wellbeing scores, whilst phase 3 showed the largest increase; however similar figures in wellbeing are reported at the end of phase 2 and phase 3.

Figure 152: Pupil wellbeing in relation to the school type for two primary schools across all three phases
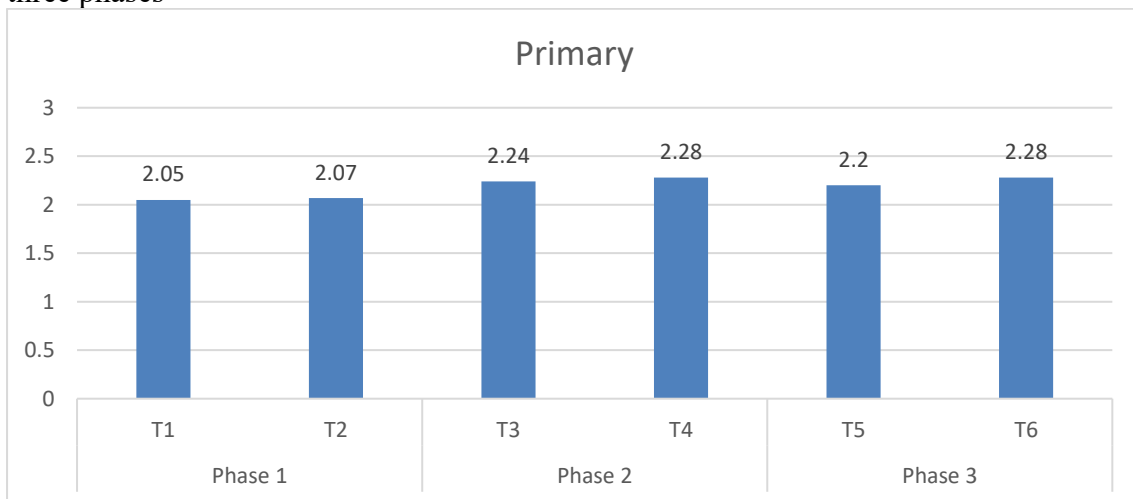
School Audit and Action Planning Tool

The school Audit and Action Plan Tool is available to all schools registered on the United Against Bullying Programme (UAB), this Audit is usually completed by the school's Senior Leadership Team. Through the School Audit Tool schools are encouraged to consider and reflect upon the different elements of their anti-bullying work. This audit process allows schools to assess their current anti-bullying practices across seven categories and create an action plan specifically tailored to their school's needs.

The School Audit focuses on six compulsory categories:

1. School Leadership (7 items)
2. School Policy (10 items)
3. Data collection and evidence (4 items)
4. Prevention (7 items)
5. Responding and intervention (7 items)
6. Staff training and development (4 items)
7. At-Risk Groups (SEND, LGBT+, Race & Faith [including Gypsy, Roma and Traveller], Appearance Related, Looked After Children, Young Carers and Mental Health) (7 items)

Participating schools are asked to rate each item in all of the areas as to whether they feel they have fully met, partially met or not yet met the criterion, the audit is conducted at beginning and end of the programme approximately three to six months apart.

Participating schools are asked to complete the School Audit at two time points: the beginning of the programme to provide baseline data and at the end of the programme to provide final data. Participants are asked to rate each item in the seven areas as to whether they fully met, partially met or have not yet met the criterion and progression is measured between the two time points.

Baseline and Final data were provided for Phase 3 from 114 schools who completed the six compulsory sections and the optional section At-Risk.

Summary from the school audit's seven focus areas

Findings from the seven areas of focus are considered individually – see Appendix 3 for detailed tables which provide frequency and percentage for each of the items. The findings from all seven areas are summarised here, the bar charts show the percentages for fully meeting each of the criteria from baseline to final. All schools demonstrated substantial improvements over time; here we highlight the percentage of schools that fell at or below 50%.

1. School Leadership

The bar chart below indicates the scores for the seven items for School Leadership. At baseline two items scored under 50%, these were (1.6) 'the school has an action plan for anti-bullying activity that is regularly reviewed and updated' and (1.7) 'pupils are supported to be actively involved in anti-bullying initiatives (e.g. including awareness raising, peer support)'. These two items showed considerable improvement by the final audit. It is worth noting that whilst item (1.2) 'we have a school governor who leads on anti-bullying activity and monitors school action in this area' scored just over 50% at baseline, this item improved to 92% at final audit.

Leadership % of schools fully met

Item	Baseline	Final
1.1) We have a senior lead within the school to coordinate our whole-school approach to anti-bullying	86%	100%
1.2) We have a school governor who leads on anti-bullying activity and monitors school action in this area	56%	92%
1.3) Staff are encouraged and expected to model exemplary conduct towards each other and pupils	90%	99%
1.4) Bullying is understood by all as a barrier to learning, a potential safeguarding issue and a wellbeing issue	83%	98%
1.5) We monitor pupil absence for indication of bullying	77%	97%
1.6) The school has an anti-bullying action plan that is regularly reviewed and updated	43%	94%
1.7) Pupils are supported to be actively involved in anti-bullying initiatives (e.g. including awareness raising,…)	49%	94%

2. School Policy

This category comprises 10 items, the bar chart below shows the scores. All the items scored over 50% with the majority scoring between 60% and 80% at baseline, all items had improved to over 90% at final. Notably item 2.1 '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' and item 2.2 'The policy is easy to understand for pupils, parents and staff' both showed large improvements.

School Policy % of schools fully met

Item	Baseline	Final
2.1) 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…	54%	91%
2.2) The policy is easy to understand for pupils, parents and staff	54%	92%
2.3) The policy has a clear definition of bullying that is understood by all members of the school community	79%	98%
2.4) The policy states that bullying is never acceptable behaviour and sets clear expectations about how all pupils, staff and parents should treat each other	89%	99%
2.5) The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable…	66%	95%
2.6) The policy references action to prevent and respond to bullying outside of school (e.g. online bullying, journeys to and from school)	63%	96%
2.7) The policy includes strategies to prevent bullying and typical response strategies (including for home-to-school transport and online bullying)	59%	94%
2.8) The policy is clearly aligned with other relevant policies (e.g. behaviour, safeguarding, SEND, acceptable use)	82%	100%
2.9) The policy includes a range of methods by which pupils and parents can report bullying (including a named contact)	75%	95%
2.10) 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	66%	95%

■ Baseline ■ Final

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3. Data Collection and Evidence

This category comprises five items, the bar chart below shows the scores for this category, with all items scoring over 50% at baseline. However, two items (3.1) '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' and (3.4) 'All school staff, pupils and parents and carers know how to report bullying and are encouraged to report bullying behaviour' showed large improvements at final data collection.

Data Collection and Evidence % of schools fully met

Item	Baseline	Final
3.1) 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	62%	99%
3.2) There are a range of methods to report bullying that meet the needs of all pupils	73%	96%
3.3) Recording system for bullying includes action taken, outcomes and review dates	73%	98%
3.4) All school staff, pupils and parents and carers know how to report bullying and are encouraged to report bullying behaviour	64%	99%
3.5) Data collection includes option of recording type of bullying (e.g. physical, online, verbal) and collects data about pupil characteristics	67%	93%

4. Prevention

This category contains seven items. At baseline two items scored under 50%, (4.4) 'All pupils, school staff and parents and carers feel equally valued, welcome and included in school and this is established through regular collections of evidence and data', and (4.7) 'The school has implemented strategies to encourage peer-to-peer support/defenders'. These two items showed large improvements, with most items recording scores of over 90% at the final data point.

Prevention % of schools fully met

Item	Baseline	Final
4.1) Anti-Bullying Week takes place each year and pupils support the planning and delivery of it	55%	94%
4.2) The school has a clear ethos about how we treat others and this is communicated to and understood by pupils, parents and school staff	95%	98%
4.3) 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…	86%	98%
4.4) All pupils, school staff and parents and carers feel equally valued, welcome and included in school and this is established through regular collections of evidence and data	49%	88%
4.5) The school has adequate supervision at times of transition, entry and exit from school and break times. Break times include options for structured play.	85%	99%
4.6) We work actively to prevent discriminatory language and challenge it when it is heard in all its forms (including disablist language)	83%	100%
4.7) The school has implemented strategies to encourage peer-to-peer support / defenders	48%	85%

5. Responding and Intervention

This category contains seven items for responding and intervention. The chart below shows that participating schools scored over 50% at baseline for all items during this phase of the UAB programme. However, item 5.4 'Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes' shows the lowest score at both baseline and final compared to the remaining six items which scored 90% or more at final stage.

Responding and Intervention % of schools fully met

Item	Baseline	Final
5.1) The school uses a range of interventions to respond to bullying – including work with the wider peer group	57%	95%
5.2) There is a system in place to ensure that all reported incidents of bullying are taken seriously and acted upon quickly	88%	100%
5.3) We do not focus our school responses to bullying on changing the behaviour of the pupil/s who are being bullied	93%	100%
5.4) Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes	55%	84%
5.5) The school seeks to learn from each incident and, where necessary, improve practice	79%	95%
5.6) Response strategies are regularly reviewed and amended with pupils and parent/carer involvement	62%	90%
5.7) 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)	88%	99%

6. Staff Training and Development

The chart below shows the scores for Staff Training and Development which contains four items. Three items reported low scores of under 50%. These were item 6.1 'All staff have access to ABA online training and regular anti-bullying CPD is provided to all staff including lunchtime supervisors and after school activity staff', which had a very low score of 23% at baseline, item 6.2 'All new school staff undergo anti-bullying training as part of their induction', and item 6.3 'All school staff have access to resources and new developments in anti-bullying practice', at 48% and 45% respectively. All scores greatly improved for these three items by the final stage.

Staff Training and Development % of schools fully met

Item	Baseline	Final
6.1) 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	23%	76%
6.2) All new school staff undergo anti-bullying training as part of their induction	48%	91%
6.3) All school staff have access to resources and new developments in anti-bullying practice	45%	90%
6.4) All school staff understand the law relating to bullying, know when it is a safeguarding issue and know how to escalate a concern	87%	97%

7. At-Risk Groups

The bar chart below shows the scores for the category At-Risk Groups which contains seven items. All items scored over 50% at baseline, however the item 7.6 'Our action plan includes specific work to prevent and respond to bullying of Young Carers', had the lowest score of 53% at baseline. All item scores increased considerably by the final stage

At-Risk Groups % of schools fully met

Item	Baseline	Final
7.1) Pupils with SEND	61%	92%
7.2) Pupils who are or are perceived to be LGBT+	57%	88%
7.3) Race & Faith, including Gypsy, Roma and Traveller pupils	57%	93%
7.4) Appearance-related bullying	61%	94%
7.5) Care experienced pupils	68%	97%
7.6) Young carers	53%	88%
7.7) Mental health	65%	95%

■ Baseline ■ Final
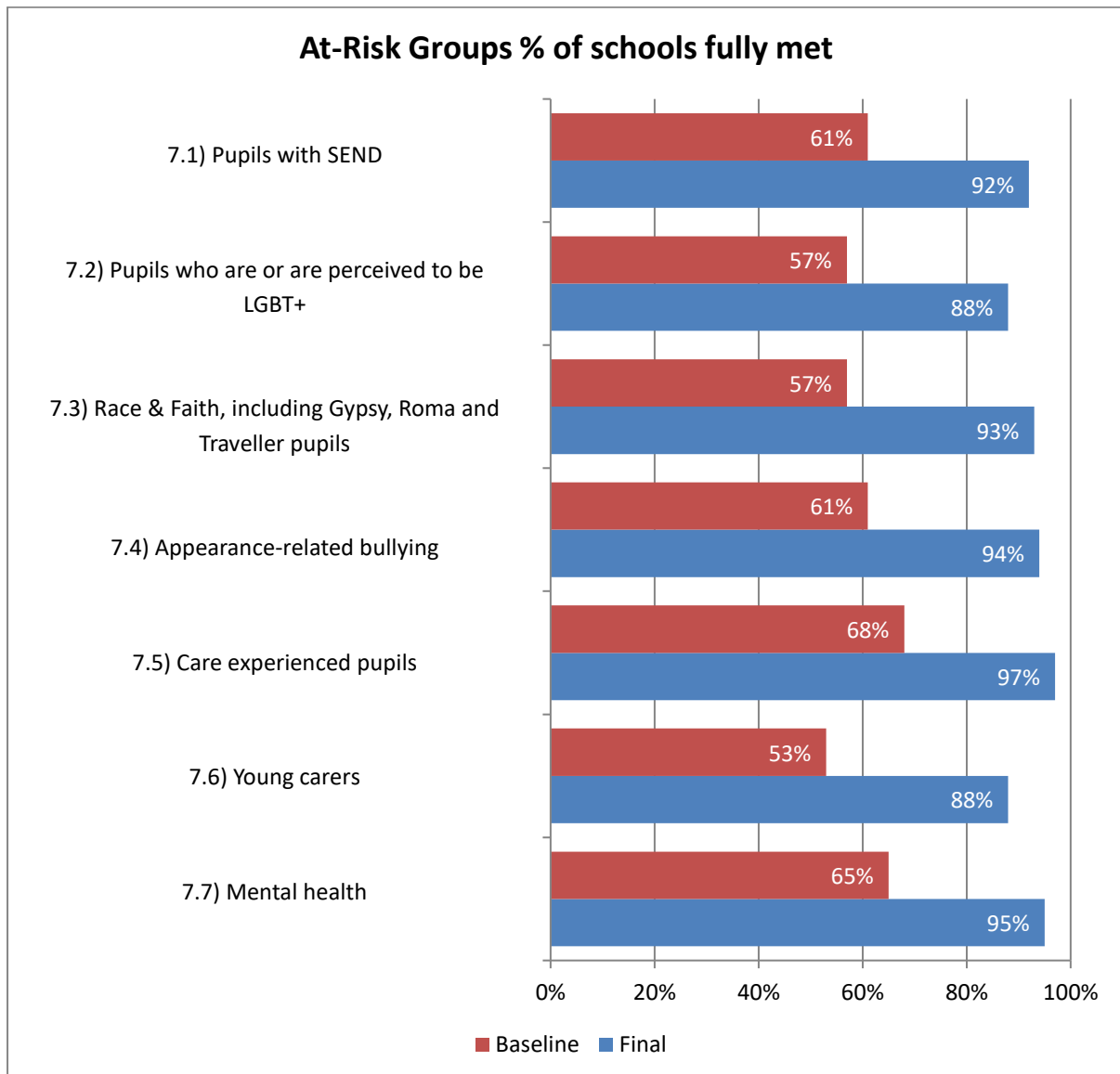
Evaluation of the UAB training offer

The UAB programme training offer included fifteen self-guided online training CPD courses, as well as regular live anti-bullying CPD training sessions delivered via Zoom. Both were freely available for any members of the school workforce to complete.

Data was collected from all those that participated in both the live CPD training sessions and the self-guided online training courses that were part of the UAB Programme offer. The self-guided online training courses were readily available to all schools throughout the life of the programme. The live training sessions were conducted over three time periods between January to March 2022, October 2022 to March 2023 and September 2023 to March 2024. A total of 45,249 new staff registered for the online training courses across the three phases of the programme, with the course information being accessed by 141,009 times. A total of 1,560 participants took part in the live CPD training sessions.

Live Training Sessions

Data was collected from the 1,560 participants at the end of the live CPD training sessions. All were asked to complete a questionnaire to evaluate different aspects of the training received. Survey feedback was provided by 1,143 participants. Responses were measured using a 5-point Likert scale of greatly increased, somewhat increased, neutral, a little more understanding required or a lot more understanding required for the knowledge/understanding and confidence questions.

(1) Most, 96%, rated the live CPD training sessions as good or excellent.
(2) Most, 95%, reported feeling that their knowledge/understanding had greatly or somewhat increased as a result of completing the live CPD training element of the UAB Programme.
(3) Most, 96%, reported feeling that their confidence had greatly or somewhat increased as a result of completing live CPD training sessions.

Self-guided Online Training Modules

The online CPD courses were accessed a total of 141,009 times between November 2021 and March 2024. Upon completion of each online training module, participants were asked to complete an 8-item questionnaire to evaluate and consider various aspects of the training

module in relation to bullying: knowledge/understanding, confidence, rating, recommendation and 4 open-ended questions. Participants responded using a 5-point Likert scale to assess knowledge and confidence responding with greatly increased, somewhat increased, neutral, a little more understanding required or a lot more understanding required for the knowledge/understanding and confidence questions.

(1) Most, 83%, rated the online CPD training courses as good or excellent.
(2) Most, 86%, reported feeling that their knowledge/understanding had greatly or somewhat increased as a result of completing the online UAB CPD training courses.
(3) Most, 85%, reported feeling that their confidence had greatly or somewhat increased as a result of completing the online CPD training courses.

Evaluation of the United Against Bullying feedback survey sent to all schools for Phase 3

As a result of participating in the UAB programme, schools were asked to complete a follow-up survey about their participation in the training and experience of the School Audit Tool and Pupil Questionnaire, as well as feedback on the programme generally. Data was collected from 114 participants.

Feedback survey participants and results

The survey was completed by 114 participants who provided follow up survey information after their participation in Phase 3 of the UAB School Audit and training programme between July 2023 and March 2024. This survey information assessed various aspects including the school audit and action plan, the pupil questionnaire, in addition to confidence in preventing and responding to bullying.

The participants surveyed fell into three categories,

1). 'We attended the live CPD training only' (1%, n=1),

2). 'We took part in the UAB online programme, and a member of staff attended the live CPD training' (44%, n=50),

3). 'We took part in the UAB online programme only' (55%, n=63).

Table 9 shows the results for nine statements about the impact of the programme. Responses were on a five-point Likert scale, from strongly agree to strongly disagree.

Almost all, 98%, agreed that the School Audit Tool was useful, with 76% reporting that they had used the ABA UAB Pupil Questionnaire. Many, 80% agreed strongly or somewhat that the Pupil Questionnaire was easy to use; with 92% agreeing strongly or somewhat that the Pupil Questionnaire data was useful. The vast majority, 91%, reported accessing the guidance materials or resources on the UAB Hub.

Nearly three quarters (72%) surveyed felt that pupil behaviour had improved as a result of participation in the UAB programme, whilst 25% were neutral. Many, 73%, agreed strongly

or somewhat that bullying had reduced whilst 25% were neutral. Over a third, 39%, felt that pupil attendance had improved, however 58% were neutral.

Just over a third, 37%, felt that pupil attainment had improved whilst 54% were neutral.

The vast majority, 97%, reported feeling they had a better understanding of the most effective principles of prevention and responding to bullying. Nearly all, 95%, reported feeling more confident in preventing and responding to bullying including of pupils with protected characteristics.

Table 9: the percentages of those surveyed who responded to the following nine statements:

As a result of being involved in the UAB programme	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
To what extent do you agree that the Pupil Questionnaire was easy to use?	47% (n=41)	33% (n=33)	7% (n=6)	7% (n=6)	1% (n=1)
To what extent do you agree that the Pupil Questionnaire data was useful?	55% (n=48)	37% (n=32)	5% (n=4)	3% (n=3)	-
As a result of accessing the United Against Bullying Hub, to what extent do you agree that the resources were useful in developing your school/setting's anti-bullying work?	59% (n=67)	32% (n=36)	9% (n=10)	1% (n=1)	-
Pupil behaviour has improved.	11% (n=13)	61% (n=69)	25% (n=29)	3% (n=3)	-
Bullying has reduced.	19% (n=22)	54% (n=62)	25% (n=28)	2% (n=2)	-
Pupil attendance has improved.	7% (n=8)	32% (n=37)	58% (n=66)	3% (n=3)	-
Pupil attainment has improved.	4% (n=4)	33% (n=38)	60% (n=68)	4% (n=4)	-
I understand the most effective principles of prevention and	74% (n=84)	23% (n=26)	4% (n=4)	-	-

response to bullying.				
I feel more confident in preventing and responding to bullying, including of pupils with protected characteristics.	72% (n=82)	23% (n=26)	4% (n=5)	-	-

Confidence in preventing and responding to bullying of pupils with protected characteristics was further examined and participants were asked to rate their confidence in relation to 10 specific protected characteristics and behaviours on a 5 point-Likert scale from greatly increased to a lot more confidence required. Table 10 shows responses on a 5-point Likert-Scale for 10 statements about whether their confidence increased in preventing and responding to bullying, including of pupils with protected characteristics.

As a result of the programme:

- The vast majority, 89%, felt their confidence had increased in preventing and responding to bullying of pupils with SEND.
- The vast majority, 83% felt their confidence had increased in preventing and responding to bullying of LGBTQ+ pupils.
- The vast majority, 85% felt their confidence had increased in preventing and responding to Racist and faith-targeted bullying of pupils.
- A vast majority, 87% felt their confidence had increased in preventing and responding to Appearance-targeted bullying.
- A high percentage, 79% reported that their confidence had increased in preventing and responding to bullying of Looked After Children.
- A high percentage, 77% reported their confidence had increased in preventing and responding to bullying of Young Carers.
- The vast majority, 91%, felt their confidence had increased in preventing and responding to Mental health and bullying of pupils.
- Over two thirds, 70%, felt their confidence had increased in preventing and responding to bullying of Gypsy, Roma and Traveller pupils.

- A high percentage, 76%, responded that their confidence had increased in preventing and responding to bullying of Sexual bullying pupils.

  The vast majority, 88%, felt their confidence had greatly or somewhat increased in preventing and responding to Online bullying/cyberbullying pupils.

Table 10: illustrates the percentage of those surveyed who their confidence in relation to responding to bullying, including pupils with protected characteristics

Confidence in preventing and responding to bullying, including of pupils with protected characteristics.	Greatly Increased	Somewhat increased	Neutral	A little more confidence required	A lot more confidence required
SEND	35% (n=40)	54% (n=61)	11% (n=13)	-	-
LGBTQ+	34% (n=39)	49% (n=56)	15% (n=17)	2% (n=2)	-
Racist and faith-targeted bullying	42% (n=48)	43% (n=49)	15% (n=17)	-	-
Appearance-targeted bullying	39% (n=44)	48% (n=55)	13% (n=15)	-	-
Looked After Children	33% (n=38)	46% (n=52)	21% (n=24)	-	-
Young Carers	30% (n=34)	47% (n=54)	23% (n=24)	-	-
Mental health and bullying	45% (n=51)	46% (n=53)	8% (n=9)	1% (n=1)	-
Gypsy, Roma and Traveller pupils	25% (n=29)	45% (n=51)	29% (n=33)	1% (n=1)	-
Sexually Bullying	33% (n=38)	43% (n=49)	27% (n=24)	-	-
Online bullying/cyberbullying	43% (n=19)	45% (n=51)	12% (n=14)	-	-

Feedback of the UAB programme from survey participants

Within the survey, participants were invited to expand on their experience of the UAB programme with the following questions; 'What did the school audit and action plan enable

you to do?', 'How did you use the Pupil Questionnaire data to support your anti-bullying work?', 'If you have any further comments about the ABA United Against Bullying Hub, or can provide examples of how the material on the Hub has informed your work, please use this space', 'What are the key changes you've seen in your school/setting due to being part of the United Against Bullying programme?' and 'Is there anything else you'd like to tell us about the impact of the United Against Bullying programme?'.

'What did the school audit and action plan enable you to do?'

Five key themes emerged: (1) reflection, (2) development, (3) policy review, (4) focus and (5) consistency in planning across school community:

Reflection

The school audit and action plan enabled many participants to reflect and review their current antibullying practices and procedures, *'It made us reflect on current practice in great detail'*, *'to readdress and review our current ways of thinking'* and *'consider current provision from a range of different viewpoints'*. Many participants said that the programme helped with prioritising of actions, *'it enabled us to fully understand where our priorities were'* and *'see our starting points'*. In addition, the school audit and action plan enabled participants to reflect on the current strengths of their antibullying work, *'the completion of the audit allowed us to highlight strengths'*, furthermore, helped them *'play to our strengths'* and to *'celebrate what we are doing well'*.

Development

Participants said that the audit and action plan enabled them to identify areas which needed development, *'to highlight points of development'*, *'clarify our priorities for development'*, and *'pinpoint areas for development'*, whilst other participants mentioned existing gaps in development, *'it identified the areas where we had gaps'*, and *'we were able to find the gaps in our system'*. Specific developments needed were identified such as *'create a more detailed plan for pupil's key person in school'*, *'develop support for the students more proactively'* and *'develop our staff training and whole school communication for anti-bullying'*.

Policy review

Participants said that the school audit and action plan helped them to specifically look at their antibullying policy, *'refine and tighten up our policies',* and *'consider the requirements needed for our antibullying policy'.* Additionally, it made sure their policy was appropriate, *'improve our antibullying policy in line with the needs of our children'* and available to all *'be sure that our policies were clear and accessible to all'.*

Focus

Participants said that the audit and action plan enabled a clearer focus ahead, 'allowed the school to have a clearer understanding on next steps moving forward', to move forward with a better strategy', and 'the action plan enabled us to work towards changes'. Additionally, having clearer focus helped them 'put a timescale in to address it'.

Consistency in planning across school community

Participants said that the audit and action plan facilitated a consistent whole school approach on antibullying education, 'to ensure that our antibullying strategies were co-ordinated and consistent across the school', 'to support all members of the whole school community with understanding' and 'whole school communication for antibullying'.

'How did you use the Pupil Questionnaire data to support your anti-bullying work?'

Five key themes emerged: (1) target groups, (2) focused concerns, (3) areas for development and improvement, (4) pupil voice and (5) Pupil Questionnaire issues.

Target groups

The Pupil Questionnaire highlighted the needs of certain pupils that were sometimes unspecified in the data, 'it helped us work with certain groups', 'we reviewed individual answers and could target certain children', 'it highlighted key groups' whilst sometimes specified, 'we identified that pupils in receipt of pupil premium felt less involved in the school community', 'it allowed us to monitor at risk children'. In addition, the Pupil Questionnaire enabled schools to focus on particular year groups when shaping their anti-bullying strategy, 'we used the information to identify areas to work on with different cohorts', 'it enabled us to identify the areas that we needed to put interventions in place and with what cohort of pupils would benefit from it'.

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Focused concerns

Many participants said that the Pupil Questionnaire enabled them to focus on areas of concern within their schools, 'to identify where there may be potential areas to address', 'with such detailed class by class responses we could look at any concerns the children had over a set period of time', 'helped to identify areas to focus on'. Some participants named the areas of concern that were brought into focus due to the Pupil Questionnaire, 'we made tweaks to social spaces outside during lunch which pupils said was a hotspot', 'it enabled us to focus on areas raised by children about sleep, loneliness', and 'implemented lots of different platforms for students to feel confident in reporting issues'.

Areas for improvement and development

The Pupil Questionnaire helped schools to see that improvements were needed to their antibullying work, *'worked out the areas we needed to improve'*, *'we identified areas to improve based on answers from the children'* and shaped their planning, *'so support our improvement plan'*. Furthermore, schools articulated that the questionnaire results identified development was needed, *'it highlighted the main areas to develop'*, *'we used this to support areas for development'*.

Pupil voice

Some participants expressed how the Pupil Questionnaire enabled pupil experience of bullying at school to be heard, 'to get a thorough understanding of pupils opinions', 'so that we have a clear and fair understanding of how students feel and think'. In addition, it highlighted misconceptions by teachers, 'it also helped us realise that not all children understood what bullying is', 'what the children felt and we saw did not always tally so it helped us be more aware'.

Pupil Questionnaire issues

Some participants said that the phrasing of the Pupil Questionnaire caused discrepancy for their pupils, *'the phrasing of some of the questions gave a different bias',* and inappropriate wording *'we also had a number of EY, Y1 and Y2 classes join up and the questionnaire was unsuitable for them'*, *'the children were unsure of some of the wording of the questions so thought the question about not sleeping at night confused quite a few of them as they had*

been awake due to unwell siblings, a nightmare, excitement of a school trip (the list goes on)'.

'If you have any further comments about the ABA United Against Bullying Hub, or can provide examples of how the material on the Hub has informed your work, please use this space'.

Four key themes emerged: (1) positivity towards the programme, (2) examples, (3) the future of the programme and (4) issues.

Positivity towards the programme

Many participants said that the programme provided very good resources, 'there is a wealth of resources on there', 'I found all the resources very useful' and 'the resources are very helpful'. The Hub was a very good training tool 'I think it has been an excellent tool for training' and provided support for the schools 'this is generally such a great tool that has supported our school', 'a combination of extremely useful advice and guidance'.

Examples

Participants shared a wealth of examples of how the material on the Hub had informed their practice such as staff training using the CPD online courses, *'excellent CPD', 'the CPD was clear and directed towards our needs', 'the training films were really powerful for staff CPD'* and example case studies provided *'it has been invaluable accessing the hub's resources including case studies from other schools', it was really useful to see previous case studies before and during completion', 'it was really useful when action planning to read case studies from the other schools'.*

The future of the programme

Participants expressed their views on the United Against Bullying programme ending and some shared their emotion, 'we are sad that the programme may not continue as the work the Alliance have done so far has had a very positive impact on our whole school approach to anti-bullying', whilst others shared their views on funding, 'please continue to fund this', 'disappointed that it will not be funded going forward', 'it is a shame that the support will no longer be free'.

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Issues

Some participants said that they had encountered technical difficulties which hindered their participation, 'lack of tech facilities meant we couldn't use the survey online', 'the challenge we had was the questionnaire could be completed only by one pupil on a device a new iPad needed to be used for each pupil', 'I was unable to use the online student surveys on both occasions as there was an error downloading access keys'. Participants tried to make contact with the Alliance about technical difficulties but with no success, 'I did communicate this via email but never heard anything back'. Issues with the time scale of the programme were highlighted by some participants, 'the timescale to make a difference was far too short, the antibullying committee only met for half an hour a week so we were limited in what we could achieve, it needed to run for the whole year not just a few months', 'I think a different timeframe would help- Sept-July perhaps, the February finish means that some things are incomplete', 'it would be useful to have a longer window to action the findings as I found it a real struggle alongside my everyday role to make effective long lasting changes…the time span is too short'. General issues about the length of the audit and wording were highlighted, 'the process of completing the audit is lengthy particularly when using it first', 'the questions in the questionnaire were a little vague…there was a question about sleeping well that fed into our wellbeing score, pupils shared with me that sometimes they need the toilet in the night so felt they could not put strongly agree'.

'What are the key changes you've seen in your school/setting due to being part of the United Against Bullying programme?'

Participants reported changes within their school and key themes included (1) increased awareness, (2) reporting, (3) improved understanding and (4) implementations.

Increased awareness

Participants reported that there was generally an increased awareness of what bullying behaviour is within their school setting, *'more awareness of issues',* some participants mentioned increased awareness for staff and pupils, *'awareness by more staff', 'raised staff and pupil awareness', 'more awareness from children and adults'.*

Reporting

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More confidence in reporting bullying behaviour was a key change due to being part of the UAB programme. One participant said that *'initially more reported incidents as students understood what bullying was and becoming more confident in reporting',* other participants reported pupil confidence increased in reporting incidents, *'students know exactly who they need to talk to about incidences of bullying they have experienced',* as they know the outcome, *'students knew that any reported issues would be handled sensitively, timely and appropriate with their voice being heard'.* Confidence to report bullying behaviour by parents/carers and staff were a notable change, *'a tangible increase in confidence to report bullying by both pupils and parents', 'a change in staff attitudes and confidence to confront issues that have historically been ignored', 'confidence in reporting issues as the confidence in staff grew'.*

Improved understanding

Participants reported an improved understanding of what bullying is among their staff members, 'staff confidence has grown in understanding bullying', 'improved staff understanding of bullying', among their pupils, 'better understanding by all the children', 'students being more aware of bullying behaviour and being aware of the use of cohesive control', 'students are acutely aware of what bullying is and what impact it has on others', and their parent/carers 'parents have a much greater understanding of what bullying actually is', 'better understanding and shared knowledge for staff, students, parents and contractors'.

Implementations

Many participants shared implementations currently embedded into their school setting as a result of being part of the United Against Bullying programme such as changes in the school atmosphere, *'a positive change in pupils attitudes towards each other', 'changes beginning in culture'* whilst other participants highlighted specific interventions, *'focus groups of SEN children', 'introduction of a hub for students EDI/anti-bullying', 'a more robust policy and two-antibullying governors', ' introducing antibullying ambassadors through the Diana trust', 'we have identified some peer support programmes we want to put in place'.* \

***'Is there anything else you'd like to tell us about the impact of the United
Against Bullying programme?'***

Three key themes emerged: (1) effective antibullying programme, (2) impact, (3) future of
the programme and gratitude.

Effective antibullying programme

Some participants shared the excellence of the programme, 'great free resource to better
support student population', 'an effective programme that should be continually rolled out to
all schools throughout the UK', 'an excellent programme that helps to highlight and refine all
that we do to support pupils making sure it is the right direction', whilst some were reflective
on participation, 'I felt it was a brilliant opportunity and programme to partake in-it greatly
helped us as a school'.

Impact

Participants reflected on the positive impact of the programme on their whole school
community, for example on their pupils, 'the pupils have also raised their awareness of
bullying and enjoyed giving their views towards the work we do in schools', 'it is a great
programme for children to be involved in', their staff ,'it has really helped to shape our
progress and gave staff a focus re achievements', 'good to upskill staff', 'good CPD for
staff', and their parent/carers, 'parent/carers are developing a much better understanding',
'parents have been easily signposted'. Other participants referred to impact being 'the
support, reminders, sharing of good practice through case studies has been invaluable', 'it has
inspired us to look at OPAL', 'it has encouraged us to self-reflect, challenge ourselves and be
pro-active in improving our processes'.

Future of the programme and gratitude

Participants expressed their views on the United Against bullying programme coming to an
end, 'will be sorry to see it go', 'we are happy to pay for it in years to come (school funding
permitted), 'fingers crossed you get more funding!', and many participants expressed their
appreciation of the anti-bullying programme, 'thank you on behalf of the children, parents
and staff for giving us the chance to take part', 'I cannot thank the team enough for their
excellent work in maintaining this wonderful programme', 'I really enjoyed it, thank you'.

Summary of Findings

The United Against Bullying programme set out to achieve reductions in the prevalence of bullying (both face-to-face and online); an improvement in pupil's experience at school; and an improvement in pupil wellbeing, particularly for those more at-risk, such as pupils with SEND or receiving free school meals. This was to be achieved through the provision of a whole school approach to bullying prevention and response through the programme's offer, which included access to the school audit and action planning tool, anti-bullying CPD training and resources for all school staff, strengthening knowledge and skills and thereby increasing confidence in the approach to tackling bullying.

In summary, **there are encouraging findings regarding the implementation of the programme, and general reductions in victimisation and bullying, and improvements in pupil wellbeing**. Three challenging areas identified are cyber bullying; working with secondary and especially 'other' schools; and pupils who frequently bully others.

This section will examine the key findings of this report.

Prevalence of victimisation and bullying

Data was collected at baseline and final collection times, at the end of the United Against Bullying programme through the use of the Pupil Questionnaire. **The findings from this suggest that over time victimisation and bullying showed modest reductions for all pupils, but more so for those pupils with SEND or in receipt of free school meals.** Pupils with SEND and those in receipt of free school meals generally showed higher levels of involvement in both being bullied and bullying others, including cyber-bullying, but their involvement often reduced more than their peers.

Other findings include:

- Male pupils showed higher levels of bullying others, however their levels reduced more than those of females.
- Gold schools generally showed lower levels of bullying than Silver schools.
- Infant schools consistently showed the lowest levels of bullying involvement, and also substantial decreases; primary schools showed somewhat higher levels of

involvement but also some decrease. Levels of bullying others were higher in secondary and other schools. Changes were more mixed in secondary and other schools, generally small.

- Pupils reported a range of types of bullying. Encouragingly, pupils with SEND reported decreases in all types of frequent victimisation, with the exception of cyber-bullying.

School Experience

School experience (liking of school) was often higher for pupils not involved in being bullied or bullying others, and they also showed improved levels over time. This was not the case for pupils who were involved in bullying others, especially those in Gold schools involved in cyber victimisation or bullying others.

Gold schools had higher (more positive) school experience scores than Silver schools.

Infant schools reported the highest (most positive) levels of school experience and secondary schools the lowest.

Pupil Wellbeing

Pupil wellbeing generally was highest for pupils who reported never being victimised or never bullying others, and their wellbeing increased over time. Those victimised showed small improvements. The main exception to this trend for improved wellbeing was for those frequently bullying others, including cyber, where wellbeing scores did not improve.

Both those with and without SEND or in receipt of FSM showed comparable increases in wellbeing.

Pupils in infant schools showed the largest increases in wellbeing.

Gold schools had higher (more positive) pupil wellbeing scores than Silver schools.

The United Against Bullying School Audit

Over the course of the three-year UAB Programme, **the School Audit tool has been shown to be an invaluable tool for all participating schools**, this is evident in the results from baseline to final. The school audit tool has allowed schools to identify their strengths and

weaknesses in regard to their anti-bullying work and approaches **often making considerable improvements in all the seven key categories.**

The School Audit reports showed that many criteria were responded to quite highly, but with a number below 50% at baseline. At the end of the programme, all schools reported considerable improvement in all areas of their anti-bullying practices and policies. It is worth noting that the category of At-Risk Groups has shown higher levels of being met at Baseline and final for Phase 3 where all seven items showed over 50% for the criteria for being met at baseline and nearly 90% or over at final compared with for Phase 1 where only one of the seven items scored over 50% at baseline and most items scoring approximately 60 – 70% at final. However, Phase 3 only contains data from Gold and Silver schools which may provide higher scores than all schools, nonetheless the findings are encouraging showing that overall more schools who participated at the final phase of the programme are engaging in this category.

It is clear that the school Audit tool is an invaluable way for schools to assess that schools have all the relevant tools, skills and knowledge in order to help reduce bullying within their school especially for those students who are at most risk of bullying, such as pupils with SEND but also those who are identified as At-Risk.

School Awards

During each phase, schools were invited to complete the school audit and create an action plan and the pupil questionnaire at baseline and final. Each phase collected baseline and final data of work carried out to reduce bullying and improve the wellbeing of all pupils in their schools. Schools who evidenced improvements over the course of the programme were awarded either Gold, Silver, Bronze 'United Against Bullying School' status, or Certificate of Participation.

The criteria for the school awards changed over the course of the three years, however, these changes only helped to facilitate schools in their anti-bullying work to ensure that schools were focusing on the award criteria of the UAB programme.

CPD Training Evaluations

Throughout the course of the UAB Programme the CPD courses have been shown to being well received over the three-year UAB programme, with a total of 1,560 participants engaging in live CPD training sessions, whilst the self-guided online courses shows a total of 44,211 participants signed up to the self-guided online CPD courses, during which time the courses were accessed 122,090 times, it is clear that this resource has been well used and the overall findings at each phase have supported this, with results from the participant surveys for both types of courses indicating that **the vast majority of participants rated the courses good or excellent during all three phases of the programme.**

Overall average scores for the three phases of online training show that the vast majority, (88%) reported feeling that their knowledge/understanding had greatly or somewhat increased as a result of completing the online CPD training courses. The average scores for improvement in confidence had greatly or somewhat increased as a result of completing online UAB CPD training courses was 87%. Whilst the average scores show that the vast majority, 85% rated the online UAB CPD training courses as good or excellent.

The overall average scores for live CPD training sessions were slightly better than those for the online training over the course of the UAB programme with the vast majority, (95%) reporting feeling that their knowledge/understanding had greatly or somewhat increased as a result of completing the live training sessions. **96% of participants felt that their confidence had greatly or somewhat increased as a result of completing the live training sessions.** Whilst the average scores show that 96% of participants rated the live training sessions as good or excellent.

Limitations

Potential Issues of questionnaire Option 2

For all three phases of the ABA UAB programme, participating schools had the option of using the ABA Pupil Questionnaire (Option 1) or their own questionnaire (Option 2) to obtain data on bullying behaviour and pupil wellbeing. The School Award assessment criteria preferred participating schools to use Option 1. Reasons for choosing Option 2 included having a questionnaire more suitable to the needs of the pupils attending each school, for

example in a special school setting or Early Years setting. Several potential issues were highlighted with schools using Option 2:

- Schools frequently did not include their own questionnaire template with supporting information making it challenging for the evaluators to see evidence of improvements in the school. However, the revised Awards criteria for Phase 3 addressed this issue and required schools to submit evidence and data from their questionnaire.

- Option 2 frequently consisted of low pupil samples, a frequent reflection on the number of pupils in their school.

- Option 2 did not show the national average figures for bullying and pupil wellbeing, whereas using Option 1 provided these details. Schools on the cusp of two awards may potentially be awarded unfairly as these figures helped with the assessment.

- A potential issue for Option 2 was failing to collect data on the at-risk pupil demographic if using their own questionnaire template. Absence of at-risk students in the school was often cited as the reason and may be detrimental over time.

- Schools choosing Option 2 sometimes collected data at one time point, so either at baseline or final. If schools chose time two, then progress and impact of programme could not be assessed. The revised school award criteria for phase 3 addressed this potential issue.

Appendix 1: The Anti-Bullying Alliance's Pupil Questionnaire

Below is a short three-part questionnaire about *your life in school, and wellbeing generally, over the last few weeks*. Please read every question, it is important you answer carefully about how you really feel. There is more information at the end if you want to talk about anything with an adult. This is not a test, and there are no right or wrong answers, you just need to tick the answer that fits best for you. Your answers on this questionnaire are private. Please answer as many questions as you can.

PART ONE: SCHOOL

	Never	A little	A lot	Always
1. I like going to school				
2. I feel safe at school				
3. I get on well with my teachers				
4. I feel like I belong at school				

PART TWO: PUPIL RELATIONSHIPS

Your answers on this questionnaire are private. Please answer as many questions as you can.

	Never	A little	A lot	Always
5. I am hit, pushed or kicked by other pupils				
6. I am called mean names by other pupils				
7. Other pupils stop me from joining in with them				
8. Other pupils say bad things about me when I'm not there				
9. Other pupils are mean or rude to me online				

10. I hit, push or kick other pupils				
11. I call other pupils mean names				
12. I stop other pupils joining in with me				
13. I say bad things about other pupils when they aren't there				
14. I am mean or rude to other pupils online				

PART THREE: WELLBEING

These questions are about your feelings generally, whether at home or at school or elsewhere.

Your answers on this questionnaire are private. Please answer as many questions as you can.

	Never	A little	A lot	Always
15. I am calm				
16. I sleep well				
17. I feel lonely				
18. I worry a lot				
19. I wake up in the night				
20. I hit out when I am angry				
21. I break things on purpose				
22. I am kind				
23. I feel liked at school				
24. I am happy				

Appendix 2: School Award Criteria

United Against Bullying award criteria 2021-2022

During the first year of the UAB programme (phase 1), participating schools were given the appropriate school award status upon providing evidence of completing the four steps: the 360 audit and action plan, the pupil questionnaire, case studies and at-risk groups.

Gold Award

To achieve Gold Award status, participating schools had to complete the Pupil Questionnaire and use either the Anti-Bullying Alliance (ABA) questionnaire (option 1) or their own questionnaire (option 2) and explain how their findings were transferred into actions. Schools had to show an improvement in fully or partially met indicators with no not yet met indicators on the final audit and action plan. Examples and detailed actions undertaken throughout the programme with outcomes were requested. An improvement in wellbeing and reduction bullying must be evident in the final pupil questionnaire results. A minimum of two case studies had to be submitted and give permission to share their good practices with other schools.

Silver Award

To achieve Silver Award status, schools were required to use option 1 or option 2 of the Pupil Questionnaire at baseline and final with an improvement in wellbeing and reduction bullying demonstrated in the final data collection. Schools needed to have a high level of fully met or partially met indicators with no more than 10% at not met yet on the final audit and action plan. It was a requirement to provide evidence of activities undertaken to improve findings from baseline to final on the audit. A minimum of one case study to be submitted.

Bronze Award

To achieve Bronze Award status, schools were required to use Option 1 or Option 1 of the Pupil questionnaire, however, data collection at one time point was sufficient. Schools had to show improvements on the audit and provide details of good practice with examples given either by submitting a case study or as written evidence in the audit.

Certificate of Participation

To receive a Certificate of Participation, schools had to complete the audit and action plan only.

United Against Bullying award criteria 2022-2023

During the second year of the UAB programme (phase 2), participating schools were given the appropriate school award status upon providing evidence of completing the four steps: the 360 audit and action plan, the pupil questionnaire, case studies and at-risk groups. The criteria for the School Awards were revised upon feedback from participating schools and the evaluators and this made it clearer and easier to follow. Overall, each school award status for this phase had amendments, most noticeably for Gold Award status plus the addition of at-risk pupils' data for schools to evidence.

Gold Award

To achieve Gold Award status, schools had to complete the school audit at baseline and final and fill in an action plan, the number of action planning points varied for each school according to what improvements were needed. At final the audit and action plan would show a high number of fully met indicators with no not yet met indicators, and schools had to provide detailed examples and evidence of exemplary improvements. Schools had the option of using the ABA pupil questionnaire (option 1) or their own questionnaire (option 2), with option 1 favoured, and to be completed at baseline and final to evaluate progress over time. The final data collection results needed to show excellent improvement in wellbeing scores and reductions in victimisation and perpetration among pupils, additionally schools that showed bullying levels below the national average were favoured. The pupil questionnaire needed to include levels of bullying and wellbeing of at-risk groups of pupils. A template was provided for schools to submit case studies of good practice undertaken during the programme. Schools were required to submit at least two case studies in detail and give permission to share with other schools along with original supporting evidence. Finally, schools had to provide detailed examples of work undertaken to tackle bullying and improve wellbeing of at-risk pupils, these included those identified as SEN/D, pupils on free school meals, looked after children, race and faith groups, pupils with English as an additional language, LGBT+ pupils, pupils who experience appearance-targeted bullying and mental health-related bullying.

Silver Award

To achieve Silver Award status, schools had to complete the audit and action plan at baseline and final, identical to the Gold Award status, however schools had to achieve a high level of fully or partially met indicators with no more than 10% not yet met indicators and show improvements with examples and supporting evidence. Like Gold Award status, schools had to complete the pupil questionnaire at baseline and final using option 1 or option 2. The final data collection needed to show good improvements in wellbeing and reductions in bullying to achieve silver status. Schools were required to submit at least one case study using a template provided and be willing to share with other schools with examples of good practice and development undertaken during the programme. Schools had to provide examples of work carried out during the programme to tackle bullying of at-risk pupils.

Bronze Award

To achieve Bronze Award status schools had to complete the audit and fill in the action plan at both time points with no indicator expectation. Schools could use option 1 or option 2 of the pupil questionnaire at a minimum of one time point, the preference was baseline so schools would identify work required. Schools did not have to submit any case studies, however schools needed to show examples of good practice of activities undertaken to tackle bullying of at-risk pupils within audit.

Certificate of Participation

Schools who completed the steps of the UAB programme but did not meet the award criteria received a Certificate of Participation.

United Against Bullying award criteria 2023-2024

The final year (phase 3) introduced a revised criteria for schools who completed all steps of the UAB programme, with noticeable changes for Silver Award status. Feedback from participating schools and evaluators allowed further considerations, such as assessing the questionnaire results in relation to the national average; this had previously caused issues during the first two phases when schools were overlapping between an award status. The adjustments are highlighted below.

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Gold Award

The audit and action plan award criteria for schools receiving Gold remained the same for phase 3: completed audit and action plan with a high level of fully met indicators and no not yet met indicators and show excellent improvements with detailed examples provided. A revision allowed schools who provided evidence and examples submitted in the text box of the final audit would count as supporting information rather than uploading additional documents. A further revision was the ABA sharing information about schools awarded exceptions and extensions. The pupil questionnaire favoured option 1, however if option 2 was used then comprehensive results and evidence should be provided. The case study criteria remained unchanged, however where a school submitted high quality case studies under wrong indicator or template, this would not penalise the result. Schools were required to provide examples of work undertaken on the programme to tackle bullying of at-risk pupils and provide evidence that these groups of pupils are not more likely to be bullied than their peers.

Silver Award

The award criteria for achieving Silver remained the same for phase 3 with two revisions: schools who provided evidence and examples submitted in the text box of the final audit would count as supporting information rather than uploading additional documents and the ABA would share information about schools awarded exceptions and extensions. The pupil questionnaire award criteria remained unchanged, however additional guidance for the ABA evaluators mentioned that if 'all other evidence is overwhelmingly Silver or gold Award standard but the questionnaire results show little or no improvement, consider taking into account the school's results in relation to the national average (i.e., if their results are much better than national average but with little change from baseline to final, it may be worth still considering a Silver/Gold award)'. Schools had to submit at least one good quality case study to share with other schools, however schools were not penalised if a good quality case study was submitted under the wrong indicator or wrong template. Additionally, examples of good practice could be submitted as an attachment and/or described in detail within text box on the final audit. Schools needed to provide examples of work undertaken on the programme to tackle bullying of at-risk pupils.

Bronze Award
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The award criteria for schools to achieve a Bronze Award for phase 3 of the UAB programme remained unchanged from bronze criteria for phases 1 and 2: schools to complete audit and fill in the action plan at both time points with no indicator expectation. Schools could use option 1 or option 2 of the pupil questionnaire with a minimum of collecting data at one time point preferably baseline. Schools were not required to submit any case studies, however examples of good practice of activities undertaken during the programme and including work to tackle bullying of at-risk pupils was required.

Certificate of Participation

Schools who did not complete all steps of the programme were awarded a Certificate of Participation, also schools who completed all steps but did not meet the award criteria for Gold, Silver or Bronze received a Certificate of Participation.

Appendix 3: School Audit Data Tables 2023 – 2024

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

School Leadership	Baseline / Final	Fully met %		Partially met %		Not yet met %	
Q1.1) We have a senior lead within the school to coordinate our whole-school approach to anti-bullying	Baseline	86%	(n=89)	13%	(n=14)	1%	(n=1)
	Final	100%	(n=104)	%	(n=)	%	(n=)
Q1.2) We have a school governor who leads on anti-bullying activity and monitors school action in this area	Baseline	56%	(n=58)	26%	(n=27)	18%	(n=19)
	Final	92%	(n=96)	8%	(n=8)	%	(n=)
Q1.3) Staff are encouraged and expected to model exemplary conduct towards each other and pupils	Baseline	90%	(n=94)	10%	(n=10)	0%	(n=)
	Final	99%	(n=103)	1%	(n=1)	0%	(n=)
Q1.4) Bullying is understood by all as a barrier to learning a potential safeguarding issue and a wellbeing issue	Baseline	83%	(n=86)	17%	(n=18)	%	(n=)
	Final	98%	(n=102)	2%	(n=2)	0%	(n=)
Q1.5) We monitor pupil absence for indication of bullying	Baseline	77%	(n=80)	18%	(n=19)	5%	(n=5)
	Final	97%	(n=101)	3%	(n=3)	%	(n=)
Q1.6) The school has an action plan for anti-bullying activity that is regularly reviewed and updated	Baseline	43%	(n=45)	31%	(n=32)	26%	(n=27)
	Final	94%	(n=98)	6%	(n=6)	0%	(n=)
Q1.7) Pupils are supported to be actively involved in anti-bullying initiatives (e.g. including awareness raising, peer support)	Baseline	49%	(n=51)	44%	(n=46)	7%	(n=)7
	Final	94%	(n=98)	6%	(n=6)	0%	(n=0)

Table 2: Frequency (percentage) of responses for the **School Policy** scores at baseline and final (the beginning and end of the phase)

School Policy	Baseline / Final	Fully met %		Partially met %		Not yet met %	
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	Baseline	54%	(n=56)	44%	(n=46)	2%	(n=2)
	Final	91%	(n=95)	9%	(n=9)	0%	(n=0)
Q2.2) The policy is easy to understand for pupils, parents and staff	Baseline	54%	(n=56)	43%	(n=45)	3%	(n=3)
	Final	92%	(n=96)	8%	(n=8)	0%	(n=)
Q2.3) The policy has a clear definition of bullying that is understood by all members of the school community	Baseline	79%	(n=82)	20%	(n=21)	1%	(n=1)
	Final	98%	(n=102)	2%	(n=2)	0%	(n=0)
Q2.4) The policy states that bullying is never acceptable behaviour and sets clear expectations on pupil, staff and parents conduct should treat each other	Baseline	89%	(n=93)	9%	(n=9)	2%	(n=2)
	Final	99%	(n=103)	1%	(n=1)	0%	(n=0)
Q2.5) The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children	Baseline	66%	(n=69)	20%	(n=21)	13%	(n=14)
	Final	95%	(n=99)	5%	(n=5)	%	(n=)
Q2.6) The policy references action to prevent and respond to bullying outside of school	Baseline	63%	(n=66)	26%	(n=27)	11%	(n=11)
	Final	96%	(n=100)	4%	(n=4)	%	(n=)
Q2.7) The policy includes strategies to prevent bullying and typical response strategies (including for home-to-school transport and online bullying)	Baseline	59%	(n=61)	34%	(n=35)	8%	(n=8)
	Final	94%	(n=98)	6%	(n=6)	%	(n=)
Q2.8) The policy is clearly aligned with other relevant policies (e.g. behaviour safeguarding SEN acceptable use)	Baseline	82%	(n=85)	13%	(n=13)	8%	(n=8)
	Final	100%	(n=104)	%	(n=5)	0%	(n=0)
Q2.9) The policy includes a range of methods by which pupils and parents can report bullying (including a named contact)	Baseline	75%	(n=78)	19%	(n=20)	6%	(n=6)
	Final	95%	(n=99)	5%	(n=)	0%	(n=)
	Baseline	66%	(n=69)	27%	(n=28)	7%	(n=7)

	Baseline / Final	Fully met %		Partially met %		Not yet met %	
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	Final	95%	(n=99)	5%	(n=5)	0%	(n=)

Table 3: Frequency (percentage) of responses for the **data collection and evidence** scores at baseline and final (at the beginning and end of the phase)

Data Collection and Evidence Items	Baseline / Final	Fully met %		Partially met %		Not yet met %	
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	Baseline	62%	(n=64)	26%	(n=27)	13%	(n=13)
	Final	99%	(n=103)	1%	(n=1)	0%	(n=)
Q3.2) There are a range of methods to report bullying that meet the needs of all pupils	Baseline	73%	(n=76)	26%	(n=27)	1%	(n=1)
	Final	96%	(n=100)	4%	(n=4)	0%	(n=0)
Q3.3) Recording system for bullying includes action taken, outcomes and review dates	Baseline	73%	(n=76)	24%	(n=25)	3%	(n=3)
	Final	98%	(n=102)	2%	(n=2)	0%	(n=)
Q3.4) All school staff, pupils and parents and carers know how to report bullying and are encouraged to report bullying behaviour	Baseline	64%	(n=67)	36%	(n=37)	%	(n=)
	Final	99%	(n=103)	1%	(n=1)	0%	(n=0)
Q3.5) Data collection includes option of recording type of bullying (e.g .physical, online verbal) and collects data about pupil characteristics	Baseline	67%	(n=70)	30%	(n=31)	3%	(n=3)
	Final	93%	(n=97)	7%	(n=7)	0%	(n=)

Table 4: Frequency (percentage) of responses for the **prevention** scores at baseline and final (at the   beginning and at end of the phase)

Prevention	Baseline / Final	Fully met %		Partially met %		Not yet met %	
Q4.1) Anti-Bullying Week takes place each year and pupils support the planning and delivery of it	Baseline	55%	(n=57)	%44	(n=46)	1%	(n=1)
	Final	94%	(n=98)	6%	(n=6)	0%	(n=0)
Q4.2) The school has a clear ethos about how we treat others and this is communicated to and understood by pupils, parents and school staff	Baseline	95%	(n=99)	5%	(n=5)	%	(n=4
	Final	98%	(n=102)	2%	(n=2)	0%	(n=0)
Q4.3) PSHE assembly and other cross curricula opportunities are used to celebrate difference and diversity of all pupils, develop pupil understanding of bullying and the impact of bullying including online bullying	Baseline	86%	(n=89)	14%	(n=15)	%	(n=)
	Final	98%	(n=102)	2%	(n=2)	0%	(n=0)
Q4.4) All pupils, school staff and parents and carers feel equally valued, welcome and included in school and this is established through regular collections of evidence and data	Baseline	49%	(n=51)	46%	(n=49)	5%	(n=5)
	Final	88%	(n=92)	11%	(n=11)	1%	(n=1)
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.	Baseline	85%	(n=88)	14%	(n=15)	1%	(n=1)
	Final	99%	(n=103)	1%	(n=1)	0%	(n=0)
Q4.6) We work actively to prevent discriminatory language and challenge it when it is heard in all its forms (including disablist language)	Baseline	83%	(n=86)	17%	(n=18)	%	(n=)
	Final	100%	(n=104)	%	(n=)	0%	(n=0)
Q4.7) The school has implemented strategies to encourage peer-to-peer support/defenders	Baseline	48%	(n=50)	39%	(n=41)	13%	(n=1 3)
	Final	85%	(n=88)	14%	(n=15)	1%	(n=1)

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Table 5: Frequency (percentages) of responses for the **responding and intervention** scores at baseline and final (at beginning and end of phase)

Responding and Intervention Items	Baseline / Final	Fully met %		Partially met %		Not yet met %	
Q5.1) The school uses a range of interventions to respond to bullying - including work with the wider peer group	Baseline	59%	(n=57)	40%	(n=42)	3%	(n=3)
	Final	95%	(n=99)	5%	(n=5)	0%	(n=)
Q5.2) There is a system in place to ensure all reported incidents of bullying are taken seriously and acted upon quickly	Baseline	88%	(n=91)	13%	(n=13)	%	(n=)
	Final	100%	(n=104)	%	(n=)	%	(n=0)
Q5.3) We do not focus our school responses to bullying on changing the behaviour of the pupil/s who are being bullied	Baseline	93%	(n=97)	7%	(n=7)	%	(n=)
	Final	100%	(n=104)	%	(n=)	%	(n=0)
Q5.4) Responses to bullying include SMART (specific measurable achievable realistic and time bonded) outcomes	Baseline	55%	(n=57)	32%	(n=33)	13%	(n=14)
	Final	84%	(n=87)	15%	(n=16)	1%	(n=1)
Q5.5) The school seeks to learn from each incident and where necessary, improve practice	Baseline	79%	(n=82)	21%	(n=22)	%	(n=)
	Final	95%	(n=99)	5%	(n=5)	0%	(n=0)
Q5.6) Response strategies are regularly reviewed and amended with pupils and parent/carer involvement	Baseline	62%	(n=64)	30%	(n=31)	9%	(n=9)
	Final	90%	(n=94)	10%	(n=10)	%	(n=)
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)	Baseline	88%	(n=92)	10%	(n=10)	2%	(n=2)
	Final	99%	(n=101)	1%	(n=1)	0%	(n=0)

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Table 6: Frequency (percentage) of responses for **staff training and development** scores at baseline and final (at beginning and end of phase)

Staff Training and Development	Baseline/Final	Fully met %		Partially met %		Not yet met %	
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	Baseline	23%	(n=24)	55%	(n=57)	22%	(n=23)
	Final	76%	(n=79)	24%	(n=25)	0%	(n=)
Q6.2) All new school staff undergo anti-bullying training as part of their induction	Baseline	48%	(n=50)	36%	(n=37)	16%	(n=17)
	Final	91%	(n=95)	9%	(n=9)	0%	(n=0)
Q6.3) All school staff have access to resources and new developments in anti-bullying practice	Baseline	45%	(n=47)	39%	(n=41)	15%	(n=16)
	Final	90%	(n=94)	10%	(n=10)	0%	(n=0)
Q6.4) All school staff have an understand the law relating to bullying, know when it is a safeguarding issue and know how to escalate a concern	Baseline	87%	(n=90)	13%	(n=13)	1%	(n=1)
	Final	97%	(n=101)	3%	(n=3)	%	(n=)

Table 7: Frequency (percentage) of responses for the **At-Risk** groups scores at baseline and final (at the beginning and end of phase)

At Risk Groups	Baseline / Final	Fully met %		Partially met %		Not yet met %	
Q7.1) Our action plan includes specific work to prevent and respond to bullying of pupils who are, or are perceived to be, SEND	Baseline	61%	(n=63)	36%	(n=37)	4%	(n=4)
	Final	92%	(n=96)	8%	(n=8)	%	(n=)
Q7.2) Our action plan includes specific work to prevent and respond to bullying of pupils who are, or are perceived to be, LGBT+	Baseline	57%	(n=59)	38%	(n=40)	5%	(n=5)
	Final	88%	(n=91)	13%	(n=13)	%	(n=)
Q7.3) Our action plan includes specific work to prevent and respond to bullying pupils targeted because of their Race & Faith including Gypsy, Roma and Traveler pupils	Baseline	57%	(n=59)	38%	(n=39)	6%	(n=6)
	Final	93%	(n=97)	7%	(n=7)	%	(n=)
Q7.4) Our action plan includes specific work to prevent and respond to Appearance-related bullying	Baseline	61%	(n=61)	38%	(n=39)	4%	(n=4)
	Final	94%	(n=98)	6%	(n=6)	%	(n=)
Q7.5) Our action plan includes specific work to prevent and respond to bullying of Looked After Children (LAC)	Baseline	68%	(n=71)	27%	(n=28)	5%	(n=5)
	Final	97%	(n=101)	2%	(n=2)	1%	(n=1)
Q7.6) Our action plan includes specific work to prevent and respond to bullying of Young Carers	Baseline	53%	(n=55)	39%	(n=41)	8%	(n=8)
	Final	88%	(n=92)	12%	(n=12)	%	(n=)
Q7.7) Our action plan includes work to support the Mental Health needs of pupils	Baseline	65%	(n=68)	32%	(n=33)	3%	(n=3)
	Final	95%	(n=99)	5%	(n=5)	%	(n=)