ANTI-BULLYING ALLIANCE
UNITED AGAINST BULLYING

UNITED AGAINST BULLYING: WHOLE SCHOOL ANTI-BULLYING PROGRAMME

IMPACT REPORT, 2021 – 2024

ANTI-BULLYING ALLIANCE

NATIONAL CHILDREN'S BUREAU
Part of the family

CONTENTS

"I believe this programme to be invaluable, it has been the driving force behind improvements to our whole-school approach to anti-bullying and I cannot thank the team enough for their excellent work in maintaining this wonderful programme."

– United Against Bullying School

WHAT WAS 'UNITED AGAINST BULLYING'?

United Against Bullying (UAB) was a whole-school anti-bullying programme for schools in England, which launched in November 2021 and ran until March 2024. The programme's overall aim was to establish 'United Against Bullying Schools' that evidenced their work to reduce bullying and improve the wellbeing of all pupils, with a particular focus on those children who are most vulnerable and more likely to be victims of bullying behaviour, including pupils in receipt of free school meals (FSM) and pupils with special educational needs and disabilities (SEND). The programme was funded by the Department for Education in England and delivered by the Anti-Bullying Alliance (ABA).

All participating schools had access to:

Live anti-bullying CPD training sessions, delivered either online or in-person

An online training library with a further 15 CPD anti-bullying courses to complete in their own time

A 360° whole-school audit and action planning tool

An online pupil questionnaire to find out about levels of bullying and wellbeing

Specialist tailored resources including case studies to support implementation of action plans

"[As a result of the programme] Pupils have continued to grow and develop, taking more ownership of how anti-bullying is tackled within our school and community. Most of all, the pride our pupils take in their school has greatly increased."

- United Against Bullying School

Schools who completed the programme were assessed by Goldsmiths University and given a Bronze, Silver or Gold United Against Bullying Award (or certificate of participation).

This report summarises the achievements of the United Against Bullying programme, with the data analysis section focusing on results from our Silver and Gold award schools. The information in this report is based on an independent evaluation of the programme by a team of independent researchers from Goldsmiths, University of London, led by Professor Peter Smith.

Goldsmiths
UNIVERSITY OF LONDON

The quotes within this report are all from participating United Against Bullying Schools, training participants and taken from Goldsmiths' full independent evaluation of the programme.

UNITED AGAINST BULLYING
GOLD SCHOOL

UNITED AGAINST BULLYING
SILVER SCHOOL

UNITED AGAINST BULLYING
BRONZE SCHOOL

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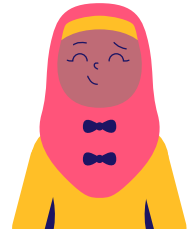UNITED AGAINST BULLYING

SUMMARY OF FINDINGS

73%

of schools that took part said **bullying had reduced in their school** as a result of the programme. Our pupil bullying and wellbeing questionnaire showed that experiences of being bullied (victimisation) and pupils bullying others reduced over time.

The biggest reduction in bullying was reported by at-risk pupils, with Gold schools seeing **bullying levels reduce by nearly**

50%

for pupils with SEND and those receiving free school meals.

Wellbeing improved for pupils overall, including those being bullied. Improvements were smaller or stayed the same for those bullying others.

72%

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

98%

of schools surveyed would **recommend the programme** to other schools.

We saw drastic **improvements in the way schools approach bullying** after using our audit and action plan tool. We captured their good practice and inspiring case studies to share with other schools on the programme.

Pupils reported feeling more positive about school after the programme compared to before.

"**The learning has been the most powerful aspect of the ABA programme. Staff are fully aware of anti-bullying and with the training package feel empowered and confident to deal with any issues that arise.**"

– United Against Bullying School

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WHO TOOK PART?

SCHOOLS

Over all three phases of the programme, **2,400 schools signed up.** Of those **844** went on to fully complete programme steps and **746 schools achieved a United Against Bullying award:**

844 schools completed the programme

55 schools were awarded Gold UAB status

GOLD SCHOOL

189 schools were awarded Silver UAB status

SILVER SCHOOL

502 schools were awarded Bronze UAB status

BRONZE SCHOOL

SCHOOL STAFF

Our online CPD certified anti-bullying e-learning courses were accessed **141,009** times by professionals, with **85%** of participants reporting that their confidence had increased as a result of completing the training.

Online CPD courses were accessed **141,009 times**

We delivered live training sessions, either via Zoom or in-person, to **1,560** school and children's workforce staff, **96% of whom rated them 'good' or 'excellent'.**

1,560 school and children's workforce participants trained in live training sessions

PUPILS

We received over **216,000 submissions** from pupils to our online pupil questionnaire across all three phases of the programme.

? over **216,000** submissions to our pupil questionnaire

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WHAT DID WE ACHIEVE?

At the end of the United Against Bullying programme we saw a reduction in bullying for Silver and Gold awarded schools. This was particularly the case for pupils with SEND and those receiving free school meals.

Schools who took part in the United Against Bullying programme reported that:

Bullying reduced in their school –

73%

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

96%

SEND

Staff had an improved confidence in preventing and addressing bullying among pupils with SEND –

96%

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

97%

Attainment improved in their school –

38%

Behaviour improved in their school –

72%

SCHOOL

Attendance improved in their school –

40%

"The programme has meant that we have been able to really look deeply at the reasons why some children may be absent due to bullying and we feel that our relationships with parents have been strengthened through the ABA parental support letters (e.g. on Odd Sock Day) – also offering parents strategies for supporting their children."

– United Against Bullying School

What did pupils tell us?

Schools had access to an innovative online pupil questionnaire that measures bullying and wellbeing. This was a vital part of United Against Bullying as it gave direct feedback to schools from their pupils. This online questionnaire was developed with input from the Anna Freud Centre and Goldsmiths University, and we followed a series of recommendations relating to best practice for capturing pupil bullying experiences.

> We had a huge number of pupil responses to the bullying and wellbeing questionnaire across all three years of the programme:

Time 1
Baseline questionnaire
(before intervention)

133,408 pupil responses

Time 2
Final questionnaire
(at the end of intervention)

83,212 pupil responses

While all 844 school that completed the programme saw excellent results, we've decided to focus on Silver and Gold United Against Bullying Schools for the pupil questionnaire results to exemplify what achievements can be seen for those schools who undertook all areas of the programme.

"**[Due to being part of the UAB programme] Students are acutely aware of what bullying is and what impact it has on others. Students know exactly who they need to talk to about incidences of bullying they have experienced, and know that steps will be taken to address this. [...] This has a bigger input on our students, and have made for a happier more content student body.**"

– United Against Bullying School

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Experiences of bullying

The questionnaires showed that **bullying reduced over the course of the programme** for both Silver and Gold awarded schools. This reduction can be seen for pupils being bullied (victimisation) or pupils bullying others, and is illustrated in the charts below.

Figure 1. Prevalence of ever or frequent victimisation and bullying of others with figures combined across all three phases to show the average for Gold schools

Gold Schools

	Reported any victimisation	Reported frequent victimisation	Reported ever bullied others	Reported frequently bullied others
Time 1 (before intervention)	65%	17%	30%	5%
Time 2 (after intervention)	61%	13%	26%	3%

Time 1 (before intervention)   **Time 2** (after intervention)
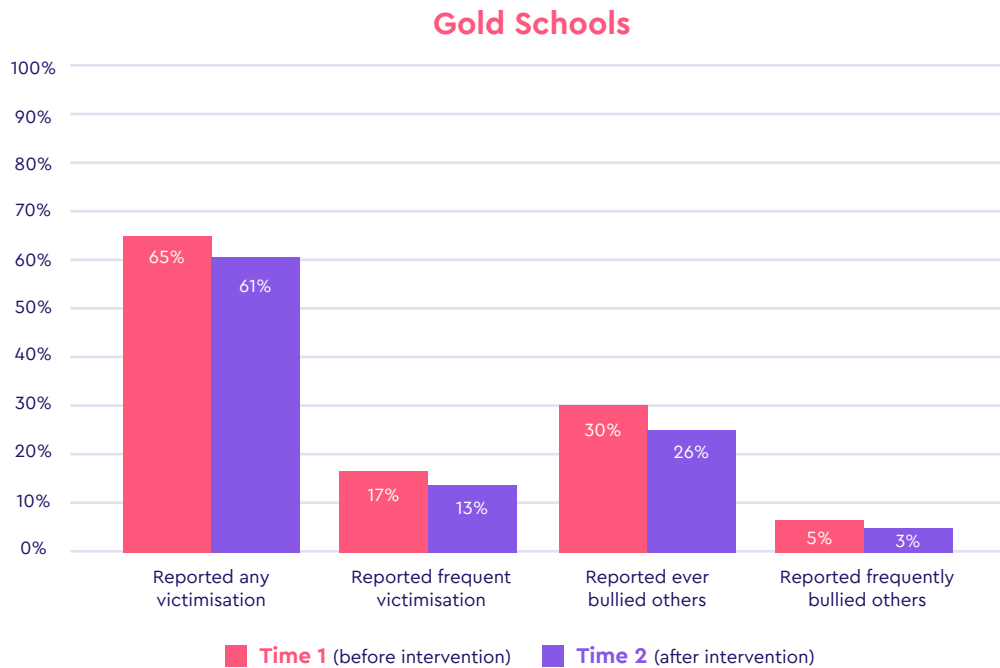
Figure 2. Prevalence of ever or frequent victimisation and bullying of others with figures combined across all three phases to show the average for Silver schools

Silver Schools

	Reported any victimisation	Reported frequent victimisation	Reported ever bullied others	Reported frequently bullied others
Time 1 (before intervention)	72%	23%	35%	6%
Time 2 (after intervention)	68%	19%	33%	4%

Time 1 (before intervention)   **Time 2** (after intervention)
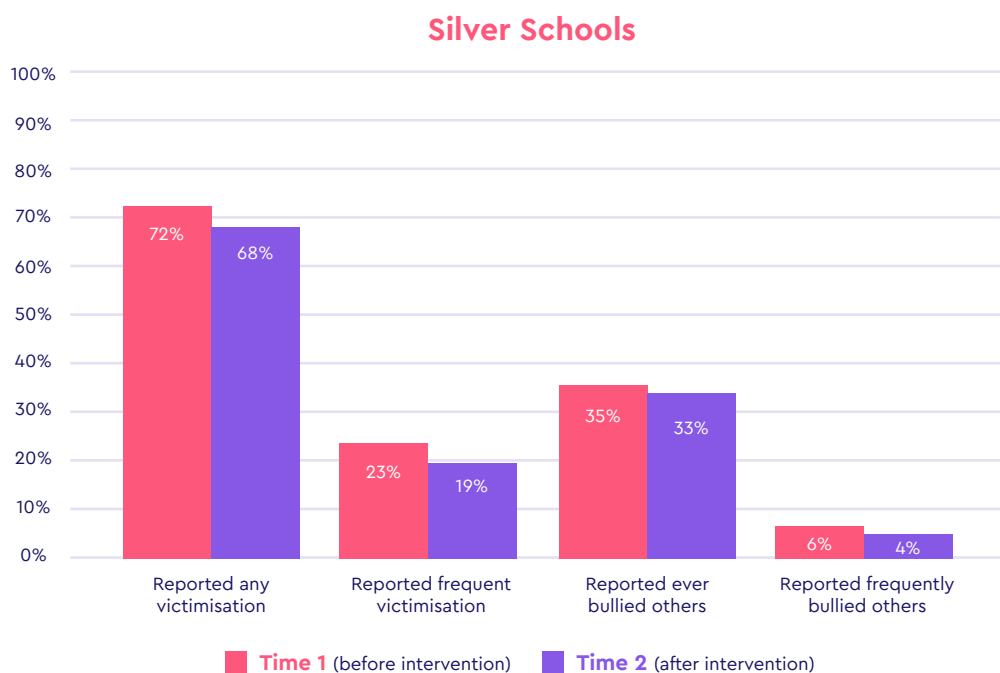
Frequent victimisation reduced across all demographics, with the **a significant reduction reported by pupils with SEND and those receiving free school meals (see fig 3 & 4).** As you can see from the charts below, these reductions were particularly substantial in Gold UAB Schools where **bullying of pupils with SEND and those receiving free school meals almost halved by the of the programme.**

Figure 3. Prevalence of frequently victimised by gender, SEND and FSM with figures combined across all the phases to show an average Gold Schools.

Gold Schools

	Female	Male	SEND Yes	SEND No	FSM Yes	FSM No
Time 1 (before intervention)	17%	17%	28%	15%	28%	15%
Time 2 (after intervention)	12%	14%	16%	12%	14%	13%

■ **Time 1** (before intervention) ■ **Time 2** (after intervention)
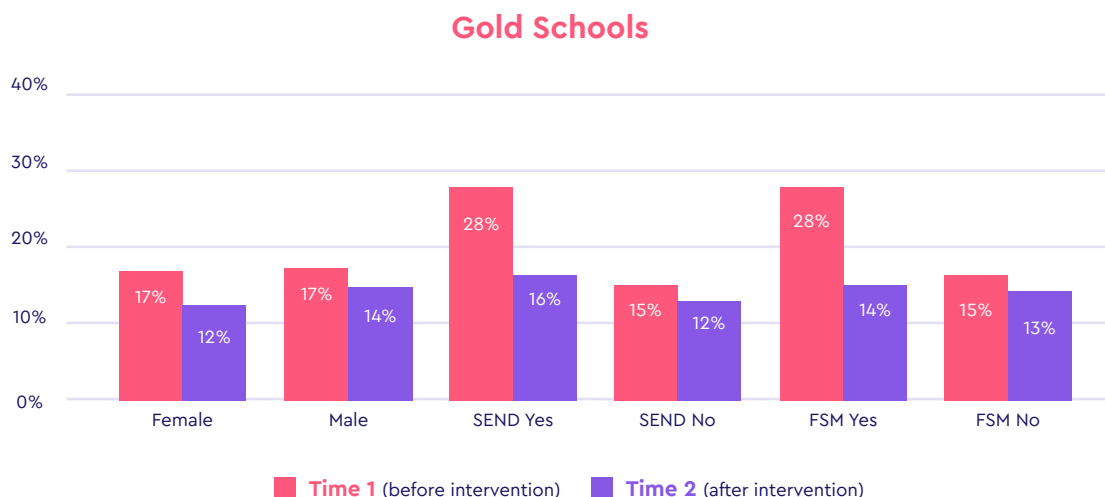
Figure 4. Prevalence of frequently victimised by gender, SEND and FSM with figures combined across all the phases to show an average Silver Schools.

Silver Schools

	Female	Male	SEND Yes	SEND No	FSM Yes	FSM No
Time 1 (before intervention)	22%	23%	31%	21%	28%	21%
Time 2 (after intervention)	18%	20%	24%	18%	24%	18%

■ **Time 1** (before intervention) ■ **Time 2** (after intervention)
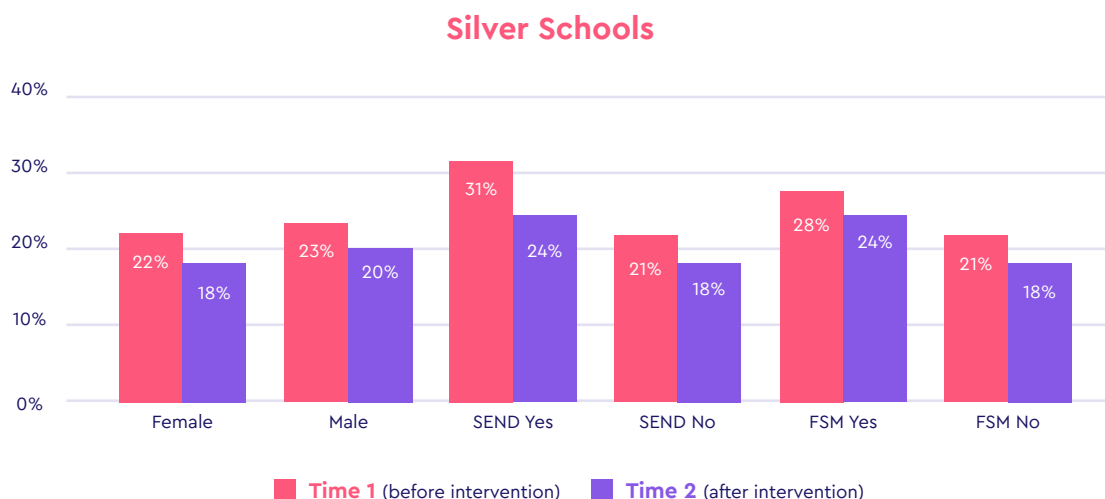
Those who are bullied frequently and over time experience the worst outcomes in adult life, therefore these results are extremely important and demonstrate the positive impact a consistent and effective whole-school approach to anti-bullying can have, particularly on at-risk pupils such as those with SEND or receiving free school meals.

Pupil wellbeing

Gold and Silver schools saw **significant improvement in the wellbeing of pupils** by the end of the programme.

Our pupil questionnaire was able to measure wellbeing through pupils rating themselves against statements such as **'I am happy', 'I worry a lot'** or **'I am kind'.** Pupil wellbeing scores were given a rating between 0 and 3, with a higher score meaning more positive wellbeing.

After the programme intervention, overall results from Silver and Gold UAB schools pupil questionnaire indicated that **pupils' wellbeing improved** overall. It should be noted however that pupils who reported frequently bullying others saw a much lower increase in wellbeing, and some no change at all, suggesting there is more work to be done in supporting the wellbeing of those who display bullying behaviours.

The rate of wellbeing improvement was similar for both Silver and Gold schools, with Gold schools generally reporting higher wellbeing at both time points. **These results demonstrate the impact that an effective whole-school anti-bullying approach can have not just on bullying levels but on overall pupil wellbeing.**

Figure 5. Pupil wellbeing scores with figures combined across all three phases to show the average for Gold and Silver schools
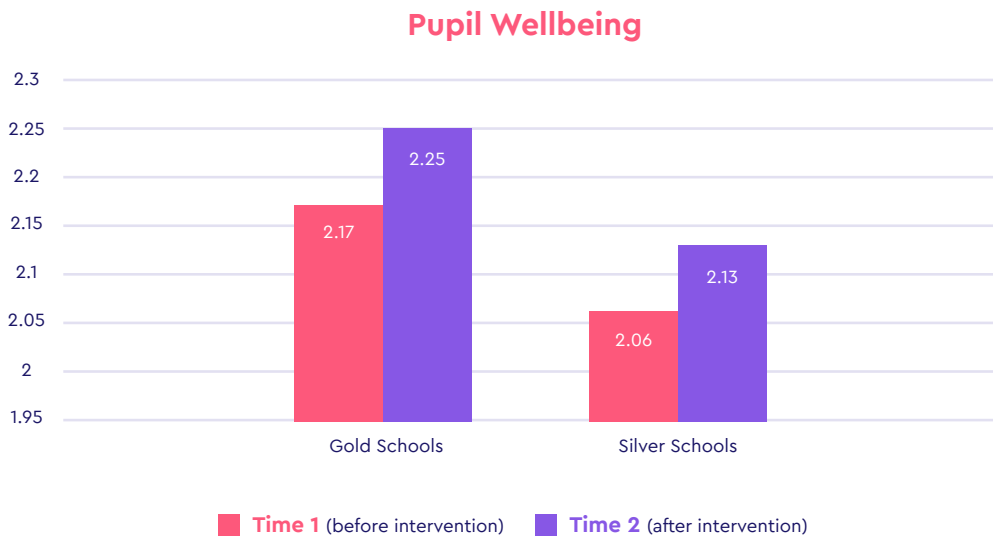

Pupil Wellbeing

Gold Schools: Time 1 (before intervention) 2.17, Time 2 (after intervention) 2.25

Silver Schools: Time 1 (before intervention) 2.06, Time 2 (after intervention) 2.13

Legend: **Time 1** (before intervention), **Time 2** (after intervention)

"**We identified that pupils in receipt of pupil premium felt less involved in the school community and so did work to address this**"

– United Against Bullying School

"**[Key changes we have seen due to being part of the UAB programme are] Increased wellbeing of all pupils but in particular the identified groups. Increased empathy for others. A greater awareness of how Bullying impacts on us. A positive change in pupils attitude towards each other.**"

– United Against Bullying School

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Feelings about school

Gold and Silver schools saw **considerable improvements to the way their pupils feel about school.**

In order to understand feelings of safety, belonging and pupils' relationships with teachers and others, the questionnaire also asked about school experiences, with pupils rating themselves against statements such as **'I like going to school', 'I get on well with my teachers',** and **'I feel like I belong at school'.**

After the programme, overall results for Silver and Gold schools demonstrate that **pupils' feelings about school improved.** In Silver schools, this was particularly the case for pupils with SEND, and Gold schools saw a huge increase in school experience for those receiving free school meals. Once again, we highlight how this approach can have a particularly impactful affect on those young people more at-risk of experiencing bullying.

> **"Students are more confident to discuss their concerns."**
>
> – United Against Bullying School

Figure 6. 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	Male	SEND Yes	SEND No	FSM Yes	FSM No
Time 1 (before intervention)	2.04	2.06	1.96	2.07	2.03	2.05
Time 2 (after intervention)	2.14	2.15	2.06	2.15	2.21	2.12

Time 1 (before intervention)   Time 2 (after intervention)

Silver Schools

	Female	Male	SEND Yes	SEND No	FSM Yes	FSM No
Time 1 (before intervention)	1.91	1.94	1.82	1.93	1.88	1.92
Time 2 (after intervention)	1.97	1.99	1.93	2.00	1.95	1.99

Time 1 (before intervention)   Time 2 (after intervention)
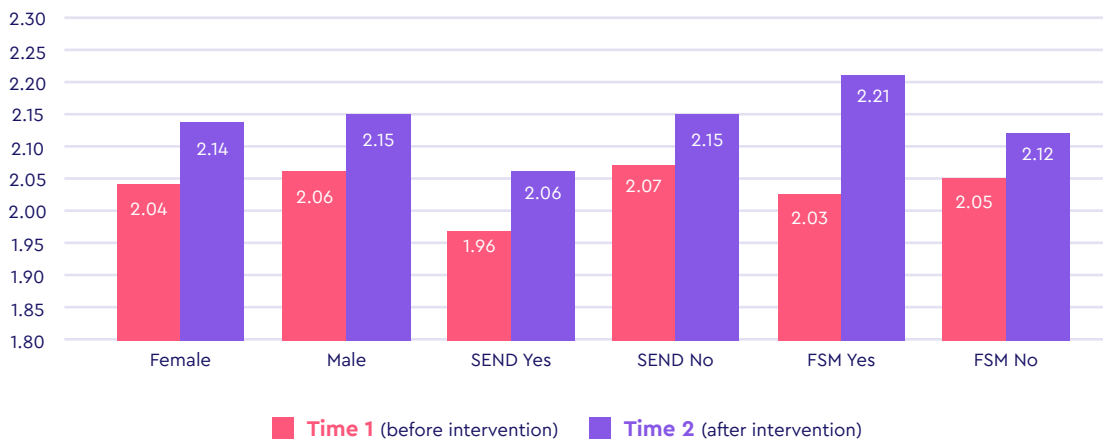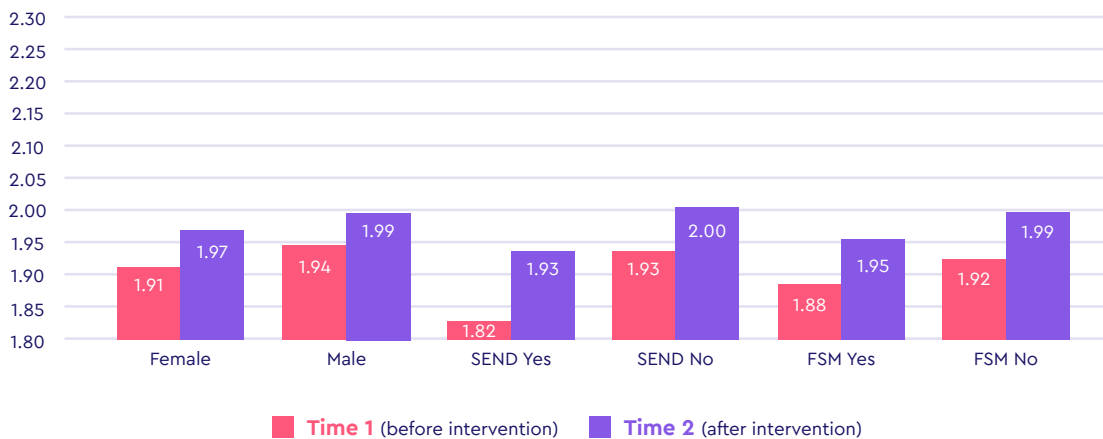
School audit and action plans

Participating schools conducted a comprehensive 360° online audit of their current anti-bullying practices. This audit, based on whole school measures detailed in the charts below, allows schools to identify areas needing improvement and set relevant objectives for their action plans at the start of the programme. We offer guidance and support through our online UAB Hub, which includes tools, resources, and case studies of effective practices. At the programme's conclusion, schools re-audit to assess their progress and submit case studies detailing the actions they implemented and their impacts.

Supporting pupils to be actively involved in anti-bullying initiatives and having a school governor who leads on anti-bullying showed considerable improvement by the final audit.

You can see from the graphs below, schools awarded Silver and Gold awards significantly improved their anti-bullying practice across the programme.

School leadership
■ Baseline ■ Final

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

% of schools fully met

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Many schools made improvements to their anti-bullying policy by ensuring it was regularly reviewed with input from pupils, parents and staff, and making it easy to understand.

School Policy

- Baseline
- Final

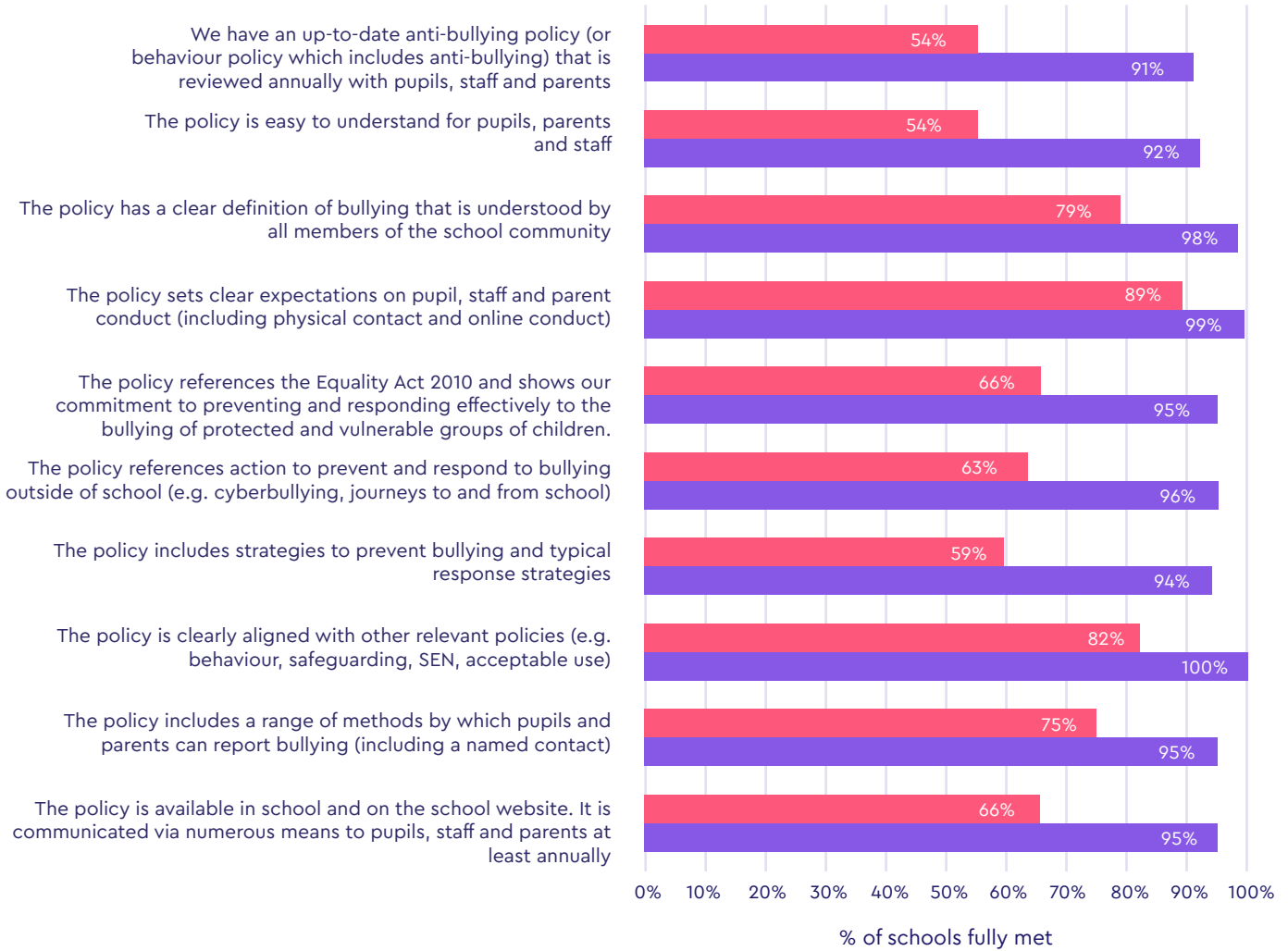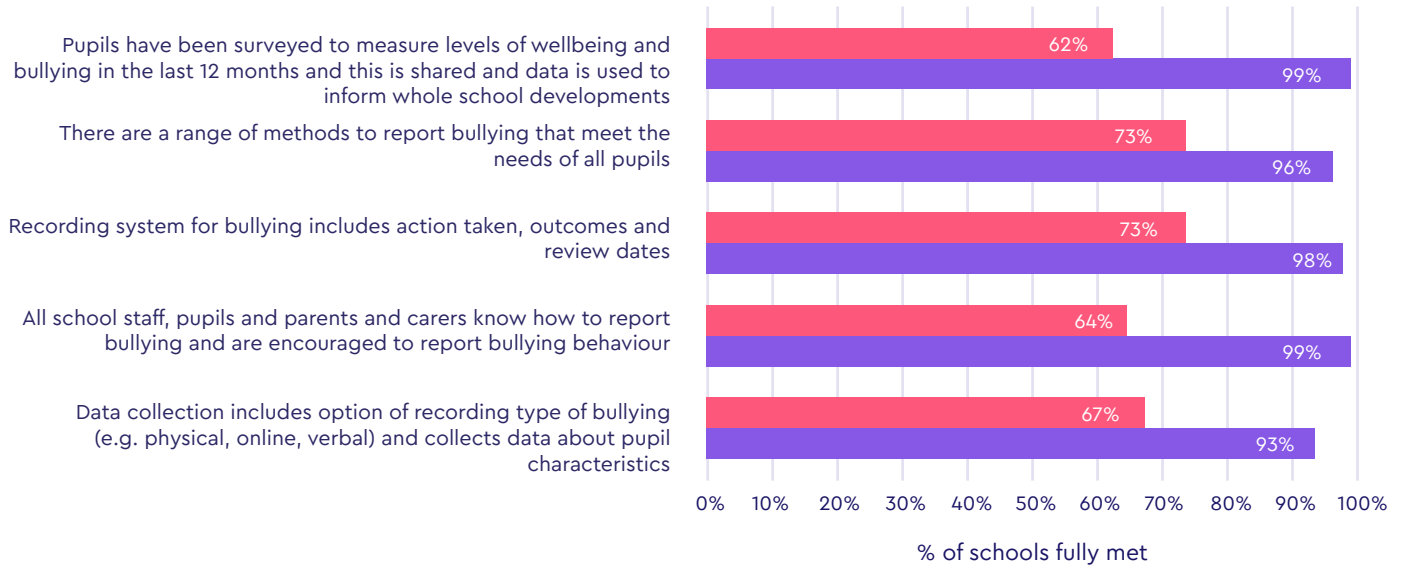| Policy item	Baseline	Final
We have an up-to-date anti-bullying policy (or behaviour policy which includes anti-bullying) that is reviewed annually with pupils, staff and parents	54%	91%
The policy is easy to understand for pupils, parents and staff	54%	92%
The policy has a clear definition of bullying that is understood by all members of the school community	79%	98%
The policy sets clear expectations on pupil, staff and parent conduct (including physical contact and online conduct)	89%	99%
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.	66%	95%
The policy references action to prevent and respond to bullying outside of school (e.g. cyberbullying, journeys to and from school)	63%	96%
The policy includes strategies to prevent bullying and typical response strategies	59%	94%
The policy is clearly aligned with other relevant policies (e.g. behaviour, safeguarding, SEN, acceptable use)	82%	100%
The policy includes a range of methods by which pupils and parents can report bullying (including a named contact)	75%	95%
The policy is available in school and on the school website. It is communicated via numerous means to pupils, staff and parents at least annually	66%	95%

% of schools fully met

Data Collection and Evidence

- Baseline
- Final

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

% of schools fully met

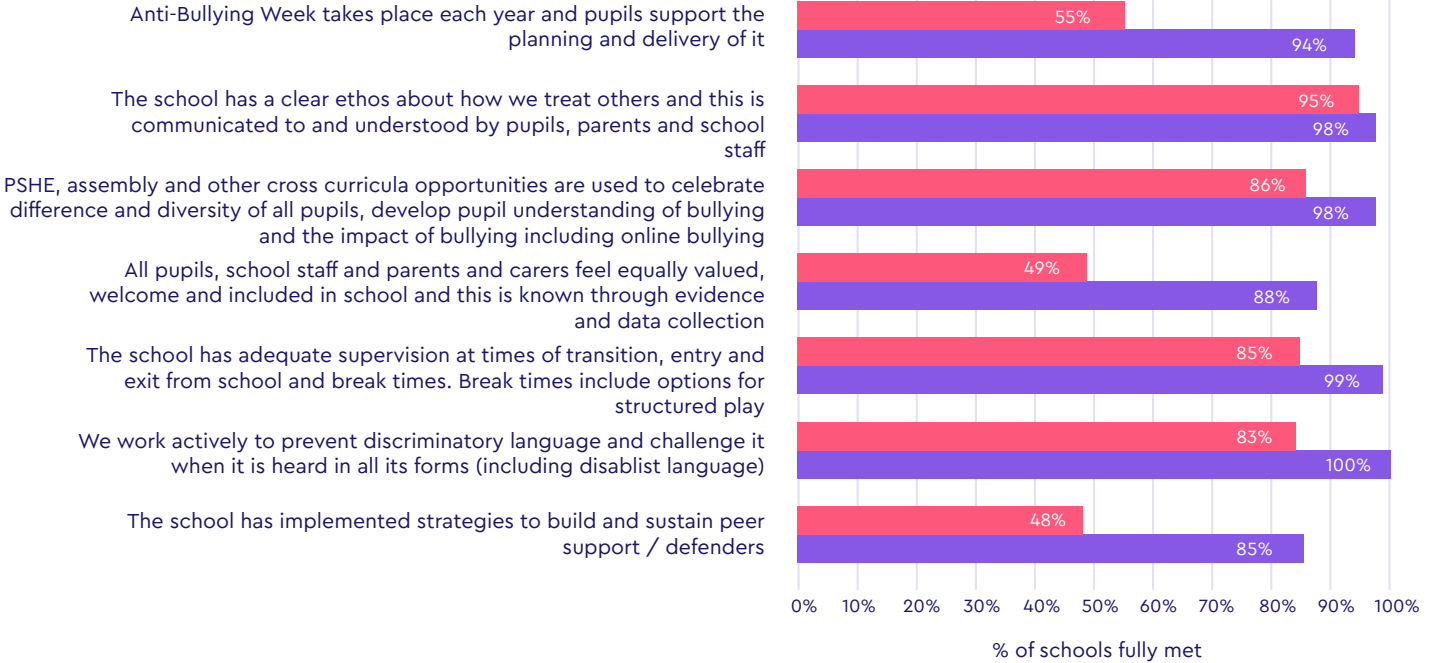**Significant improvements were seen in school's monitoring that all pupils, staff and parents feeling equally valued, and also in the implementation of strategies to encourage peer-to-peer support.**
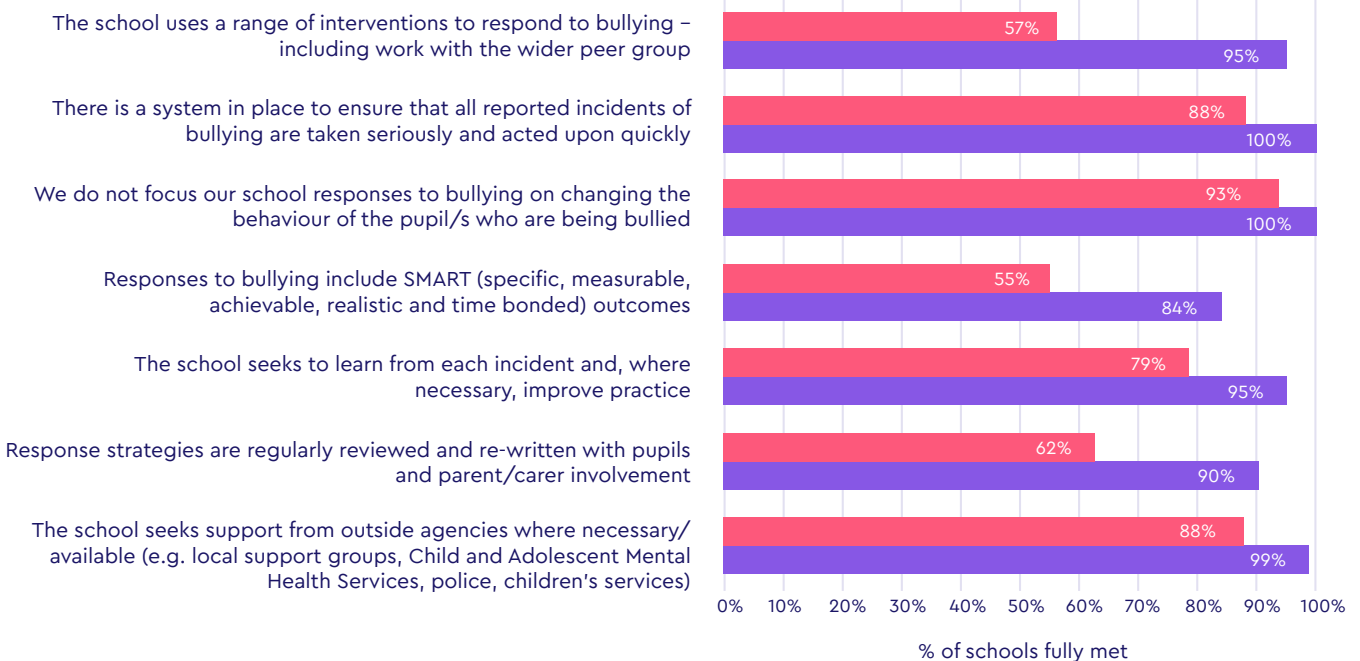
Prevention

Baseline ■ Final ■

Anti-Bullying Week takes place each year and pupils support the planning and delivery of it
- Baseline: 55%
- Final: 94%

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%
- Final: 98%

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%
- Final: 98%

All pupils, school staff and parents and carers feel equally valued, welcome and included in school and this is known through evidence and data collection
- Baseline: 49%
- Final: 88%

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%
- Final: 99%

We work actively to prevent discriminatory language and challenge it when it is heard in all its forms (including disablist language)
- Baseline: 83%
- Final: 100%

The school has implemented strategies to build and sustain peer support / defenders
- Baseline: 48%
- Final: 85%

% of schools fully met

Responding and intervention

Baseline ■ Final ■

The school uses a range of interventions to respond to bullying – including work with the wider peer group
- Baseline: 57%
- Final: 95%

There is a system in place to ensure that all reported incidents of bullying are taken seriously and acted upon quickly
- Baseline: 88%
- Final: 100%

We do not focus our school responses to bullying on changing the behaviour of the pupil/s who are being bullied
- Baseline: 93%
- Final: 100%

Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes
- Baseline: 55%
- Final: 84%

The school seeks to learn from each incident and, where necessary, improve practice
- Baseline: 79%
- Final: 95%

Response strategies are regularly reviewed and re-written with pupils and parent/carer involvement
- Baseline: 62%
- Final: 90%

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)
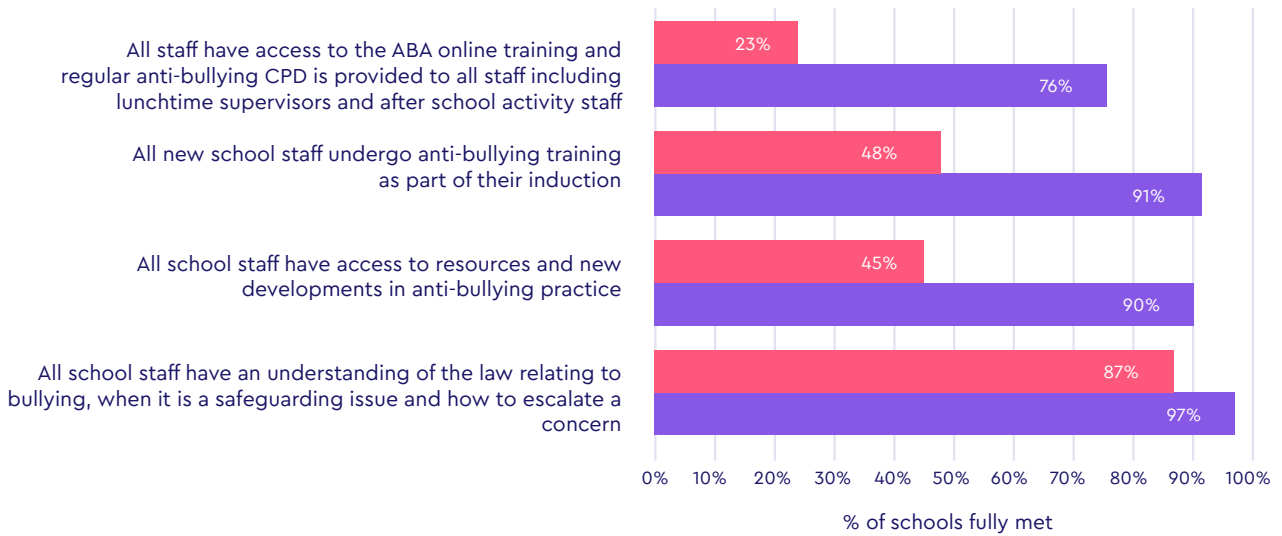- Baseline: 88%
- Final: 99%

% of schools fully met

The most significant improvement was in providing regular anti-bullying CPD training for staff.

Staff Training and Development
% of schools fully met

■ Baseline ■ Final

Criterion	Baseline	Final
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%
All new school staff undergo anti-bullying training as part of their induction	48%	91%
All school staff have access to resources and new developments in anti-bullying practice	45%	90%
All school staff have an understanding of the law relating to bullying, when it is a safeguarding issue and how to escalate a concern	87%	97%

% of schools fully met

We also asked schools to rate themselves on their anti-bullying practice around each at-risk group specifically, and think about whether they might be disproportionately experiencing more bullying than their peers. Across the programme, schools showed great improvements in their work to prevent and respond to bullying of these at-risk groups.

The chart below represents the % of schools who rated themselves as 'fully met' in preventing bullying of these at-risk groups, from baseline to final. You can see a significant improvement was seen across the board:

> "[The audit] has given us a plan to work to and will be a constant feature of our policy from now on."
>
> – United Against Bullying School

At-Risk Groups

■ Baseline ■ Final

Group	Baseline	Final
Pupils with SEND	61%	92%
Pupils who are or are perceived to be LGBT	57%	88%
Pupils of minority Race or Faith	57%	93%
Appearance-related bullying	61%	94%
Care-experienced pupils	68%	97%
Young carers	53%	88%
Pupils who have mental health issues	65%	95%

% of schools fully met

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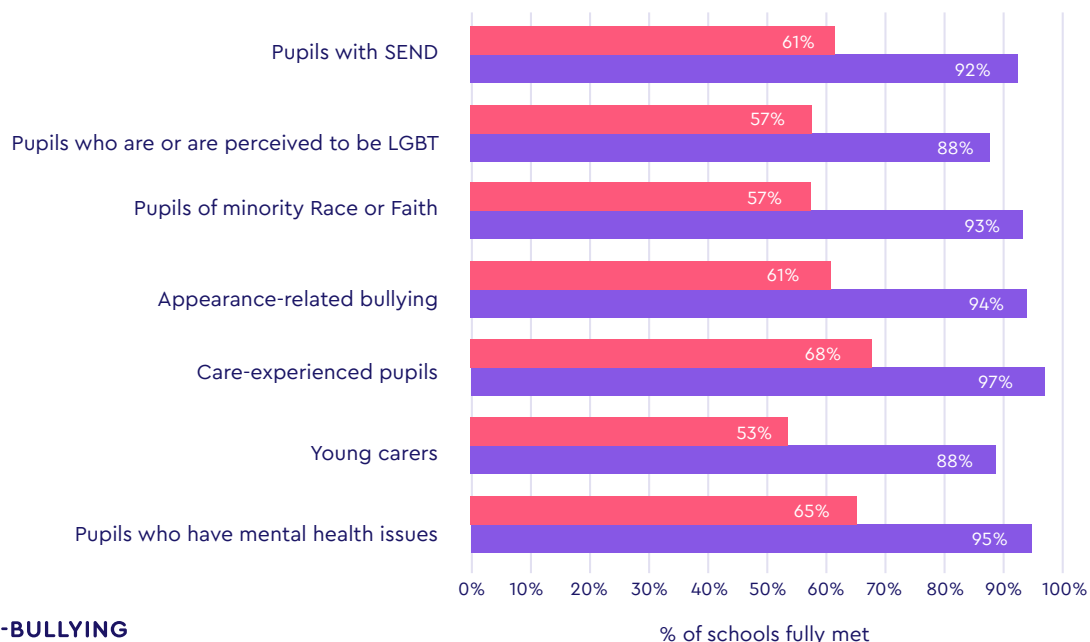
Training for schools and the children's workforce

Over 46,000 participants took part in our CPD training over the course of the programme. Our online training courses were accessed 141,009 times, and we provided live training sessions to 1,560 participants from the school and children's workforce.

All training included a focus on the needs of at-risk groups, and participating schools noted improvement in their confidence levels regarding the response to and prevention of bullying among these groups, including **96% of UAB school respondents reporting an increase in confidence preventing and responding to bullying of pupils with SEND.** Confidence improved when it came to other at-risk groups too, including:

% said increased confidence

Group	%
Pupils with SEND	96%
Homophobic, biphobic and transphobic	84%
Race and faith targeted	85%
Appearance targeted	87%
Young carers	79%
Mental health	91%
Gypsy, Roma and Traveller pupils	71%
Online bullying	80%
Sexual bullying	77%
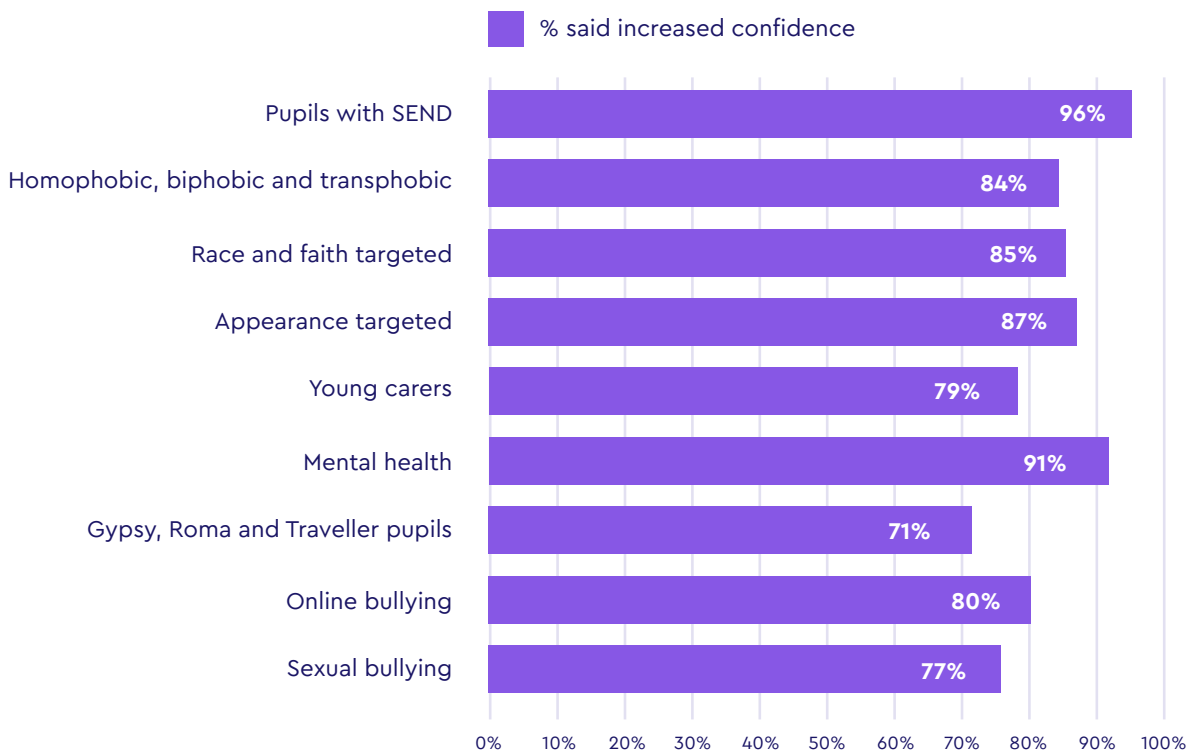
"From our pupil data – along with our newly improved data recording system for 23/24 that we implemented as a result of attending the UAB live CPD, we have been able to address discrimination, bullying and interpersonal and relationship conflicts with more purposeful and targeted intervention."

– United Against Bullying School

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Online CPD Training

Our online CPD training courses were accessed a total of 141,009 times during the delivery of the programme.

United Against Bullying schools had access to a total of 15 different online CPD training courses, including 2 brand new courses that were developed as part of the programme. These new courses were developed with input from young people, school staff and our expert advisory group. We also consulted with our expert advisory group to improve and update existing course content.

Many of those who provided feedback saw a positive outcome as a direct result of the training, **with over 85% of respondents reporting an increase in their confidence and knowledge.**

"The CPD was clear and directed towards our needs, we could choose the modules that our individual school pathway to an anti-bullying strategy."

– United Against Bullying School

"The content was informative, engaging, and relevant to real-world situations."

– United Against Bullying School

Live CPD training sessions

We had a total of 1,560 participants from schools and the children's workforce take part in our live anti-bullying CPD sessions, delivered either online or face-to-face.

Feedback for these live sessions was overwhelmingly positive:

96%
rated the online courses as good or excellent

95%
reported that their knowledge/understanding had somewhat or greatly increased as a result of attending the training

96%
responded that their confidence had increased somewhat or greatly as a result of attending the training

"Best online course I have attended."

– United Against Bullying School

"I thought the session was excellent and I learnt so much from it. Everything about it was first class, from the delivery to the resources, to the suggested links."

– United Against Bullying School

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CASE STUDIES

For the Anti-Bullying Alliance, one of the most valuable aspects of the United Against Bullying programme was the collection of hundreds of case studies from participating schools. These case studies allowed us to share effective anti-bullying practices with other schools and the wider children's workforce. They also provide us with vital qualitative evidence of the impact a whole-school approach can have on schools, school staff, pupils and parents & carers.

We have shared here just a few examples from Silver and Gold UAB schools:

CASE STUDY 1

Monitoring pupil absence for indication of bullying

Context and desired outcome

School attendance officer didn't officially have 'bullying' as a reason listed for school absence. We wanted to gain clarity and understanding of the barriers students faced that might have been stopping them from attending education. We also saw an opportunity to help students who didn't feel they were able to attend school due to the actions of others, and wanted to provide support and restorative actions to allow them to feel safe and valued.

Action taken

Policy and codes were changed within absence processes in school: if bullying is flagged as the reason for absence, the attendance officer sends this to the Anti-Bullying Lead, Head of Year, and Anti-Bullying Coordinator. Contact is then made with home, to open communication on what has occurred and a process will be set in motion towards an end goal of that students returning to school.

Impact and learning

No students are missed in terms of barriers to their education and how the school can best support them. We also now better understand the climate within school, monitoring of at-risk groups, and any students being targeted for identifiable reasons etc. There are positive relationships being built with parents and carers as the school endeavours to ensure all students are safe, supported and thriving at school.

Small changes can make a big difference

Simply changing the absence policy to identify students being bullied, allows for more in depth investigations and structure being put in place to accommodate all of our students.

CASE STUDY 2
Encouraging pupils to report concerns

Context and desired outcome

Before we started the project, children did not always have the confidence to tell someone at school or report any concerns if they had any. As a result, when the problem did eventually get reported, it had escalated to a bigger issue. We wanted children to have the confidence to let staff know if they have any concerns about bullying or friendships so we can address the problem before it escalates.

Action taken

- Updated our school policy, consulting on staff, parents and pupils asking how they felt bullying could best be reported.
- Introduced a new way of reporting via an anti-bullying box in a shared area in school.
- Throughout the year, reminded pupils what bullying is and how they can report it, including names of all adults they could tell, encouraging children to report it.
- Doing half termly anti bullying assemblies to continually raise awareness and who and how they can report concerns.
- Link bullying to our half termly Christian value (e.g. friendship, respect, courage etc) showing how living out these values will prevent or tackle bullying, and will remind everyone how to be a good friend.
- Encourage children to use peer mediators to help them resolve problems, and give the peer mediators support to resolve issues or know when to escalate it to an adult.
- Raise awareness of internet safety and staying safe online in all classes.

Impact and learning

Pupil voice on Year 2 upwards indicated that nearly all would be confident to report if they had any concerns about friendships or bullying.

Pupils are generally much more open about telling staff about general friendship issues that have enabled us to put in social intervention groups, again preventing issues escalating into bigger problems. One child had the confidence to tell a support member of staff that they were worried about how they were being treated at after school club and was going to leave the club as a result. We were able to prevent this from happening and the child reported that, since this intervention by school staff, the club is going well and they have had no further concerns.

A whole school anti-bullying approach through continual reminders and reinforcement of what bullying is, how it can be reported and how to be a good friend throughout the year (through reinforcement of school ethos, collective worship, RHE lessons, e-safety lessons etc) has helped children gain the confidence to talk about their worries or concerns and report them early. This in turn has helped us address issues before they have escalated, keeping bullying incidences low across the school.

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CASE STUDY 3

Having an Anti-Bullying Lead within school to support pupils, staff and parents

Context and desired outcome

The PSCHCE Subject Leader is also the Anti-Bullying Lead – an experienced specialist teacher with 26 years teaching experience and a form tutor herself, she is very aware of the current needs of the children in the school, as well as working closely with the pastoral team at tutor, phase leader and senior level.

We wanted to ensure immediate support for pastoral staff, at an advisory, support and advocacy level. We also wanted the Anti-Bullying Lead to ensure consistency of action in all matters conflict resolution and anti-bullying practice. Finally, we wanted to empower staff to assertively follow our anti-bullying flow chart of actions, with pupils, parents and other staff.

Action taken

- September 2023 – introduction of the parent/carer anti-bullying support booklet in INSET with whole staff.
- Phase Leaders and tutors encouraged to speak with Anti-Bullying Lead if support is required following the actions in the flowcharts, as every case if unique and often complex.
- Parents and carers introduced to Anti-Bullying Lead in meetings and mentioned in meetings, which raised the profile of their child's case, knowing that the Anti-Bullying Lead was involved.

Impact and learning

- Pastoral staff have a direct contact person to offer immediate advice and a sounding board regarding anything pertaining to anti-bullying or friendship conflict. This support has been invaluable to both the Anti-Bullying Lead and staff themselves, as it ensures consistency of approach and promotes wellbeing of staff as they have felt empowered in being able to discuss all aspects of a case and then make and execute a plan, as well as evaluate the plan afterwards.
- Parents and carers have welcomed the support of the Anti-Bullying Lead, as it adds gravitas to their child's case, and they feel like it is being identified and taken seriously.
- A supportive and flexible SLT is needed when cover is required for meetings/phone calls with parents or 1:1 or group meetings with pupils.
- The Anti-Bullying Lead needs to be fully invested, passionate about anti-bullying practices and an experienced pastoral leader. This ensures that not only do the staff feel supported but so do the pupils and parents/carers.
- We would like to extend the work of the Anti-Bullying Lead to working proactively with groups of children in more areas of anti-bullying practice, such as inclusion and diversity acceptance, lunchtime social skills and friendship conflict resolution. These sessions will be led by the Anti-Bullying Lead but observed or co-led by pastoral staff or TAs.

We hope this report goes some way to promote the benefits of a whole-school united approach to reducing bullying. The schools who have benefited most from this programme have been guided by the following principles:

1. Challenge
Challenge assumptions and be aware of bias.

2. Be open minded
Listen to new ideas and learn from others.

3. Collaborate
Involve everyone in the community and support each other. It must be a team effort.

4. Share
Be willing to share successes and challenges to help us all unite against bullying.

5. Invest the time
Change doesn't happen overnight. Invest the time, learn from every experience and continually self-reflect.

A huge congratulations to all our fantastic schools who took part in the United Against Bullying programme!"

"**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. We will continue with our action plan to really embed anti-bullying culture in our school.**"

– United Against Bullying School

"**It has been invaluable accessing the hub's resources, including case studies from other schools. They have helped with so many aspects of our work, including ideas for how to engage parents further, different ways to support our pupils and continual development for members of staff.**"

– United Against Bullying School

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THANK YOU!

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

- **The Department for Education in England**

- **Our Young ABA group**

- **Schnell Solutions Limited**

- **Goldsmiths University**

- **Equality and Human Rights Commission**

- **Friends, Families and Travellers**

- **Heather Widdows, University of Warwick**

- **The Council for Disabled Children**

- **Schools and Wellbeing Partnership**

- **Kidscape**

- **Childnet**

- **Maiden Erlegh MAT**

- **MYTIME Young Carers**

- **All the wonderful schools, school staff and children's workforce staff who got involved in United Against Bullying**

ABOUT THE ANTI-BULLYING ALLIANCE

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

The ABA has three main areas of work:

1. Supporting learning and sharing best practice through membership

2. Raising awareness of bullying through Anti-Bullying Week and other coordinated, shared campaigns

3. Delivering programme work at a national and local level to help stop bullying and bring lasting change to children's lives

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

ANTI-BULLYING ALLIANCE

Help us unite against bullying today:

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

Join us as a member

Sign up to receive our anti-bullying newsletters

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

Take part in our CPD online training courses

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