EVALUATION OF THE ANTI-BULLYING ALLIANCE'S ALL TOGETHER PROGRAMME

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Table of Contents

The All Together Programme

Brief Background to the programme

The Anti-Bullying Alliance (ABA) defines bullying as *the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.* Bullying behaviours can manifest in many different ways including through physical and verbal bullying (Williams & Guerra, 2007), and can lead to a range of negative outcomes (Slee, 1994). The prevalence rates of bullying vary across studies, which is suggested to be due to the varying definitions and measurements used to define peer-victimisation and bullying (Smith & Berkkun, 2017). Measures of bullying and peer-victimisation can vary to include cyberbullying and/or traditional forms of bullying such as verbal or physical bullying; with research overall showing levels of reported peer-victimisation can range from 4.8% (Sourander et al., 2010) to 54% (Ditch The Label, 2017). However, despite the increase in research examining cyberbullying, other forms of bullying have been found to be more prevalent in children and adolescents, particularly verbal bullying (Przybylski & Bowes, 2017; Thomas et al., 2017).

The overall aim of the programme is to establish All Together Schools. These are schools that have evidenced their work to reduce bullying of all pupils, including disabled pupils and those with special educational needs (SEN). Evidence suggests that pupils with disability and/ or SEN are more likely to experience bullying compared to other pupils. The Institute of Education (2014) suggested that primary school children with a disability are twice as likely to report being bullied. Furthermore, Mencap (2007) suggest that 80% of young people with SEN have reported being bullied. The Anti-Bullying Alliance (ABA) has been developing the All Together Programme for approximately three years. This new programme builds upon the previous SEND anti-bullying champion programme. It is delivered in partnership with Achievement for All, Contact, and the Council for Disabled Children.

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

The programme is underpinned by the following key performance indicators:
1. Improvement in attendance, attainment and behaviour of all pupils including disabled pupils and those with SEN in participating All Together schools.
2. Improvement in wellbeing of disabled pupils and those with SEN in participating All Together schools.
3. Reduction in levels of bullying of disabled pupils and those with SEN in participating All Together schools.
4. Improvement in the skills and confidence of the workforce in participating All Together schools to safeguard disabled children and those with SEN in school and online.
5. Improvement in the skills and confidence of schools to prevent and respond to bullying of looked after children, young carers and children with mental health issues.
6. Improvement in the skills and confidence of children's workforce staff who receive face-to-face training to safeguard disabled children and those with SEN in school and online.
7. Improvement in the skills and confidence of professionals accessing online training.
8. Improvement in the skills and confidence of parents and carers who access the parent tool.

The All Together Programme

The All Together Programme is based upon an integration of the social model and whole school approach to anti-bullying work. Through a whole school approach, the programme encourages and advises schools, and other organisations to challenge bullying behaviour and change the behaviour of those involved in perpetrating bullying. The focus is on schools reviewing their current anti-bullying work, engaging in training, and learning from incidents of bullying. Through the Young Advisory Group, the Anti-Bullying Alliance (National Children's Bureau) engaged with the recommendations of young people when developing all associated materials. The programme includes a number of inter-related elements:

All Together quality mark

The programme rewards participating schools with All Together status (bronze, silver and gold levels) which includes a logo and encourages schools to celebrate the fact they take serious action to reduce disablist bullying and that they have worked to become an All Together school. The award of the All Together quality mark takes place at the end of the programme.

School's initiative

The programme recognises that schools should take their own initiative and are the experts in developing anti-bullying strategies that are effective for their pupils. The Anti-Bullying Alliance (National Children's Bureau) will guide schools and support them to create their own development plan that is tailored specifically for them. This will encourage leaders to take ownership of the programme within their school and to implement strategies that they feel will be most effective.

The online hub and training portal ensure that aspects of the All Together programme are continually available to all schools and children's workforce professionals in one easy to navigate location. The hub supports the different elements of the school initiative by providing a number of different resources, training materials and evaluation tools.
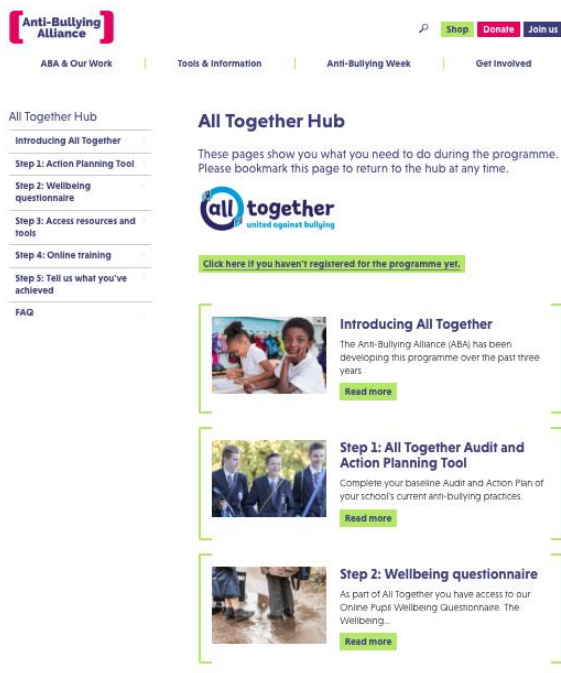
The All Together Hub provides access to:
- The All Together audit and action planning tools.
- The pupil wellbeing questionnaire.
- Resources and tools for supporting schools with their action plans.
- Online CPD training.
- Access to the evaluation tools.
- Advice and guidance through the frequently asked questions link.

The school's initiative draws upon a number of activities including a developing leaders programme, the school audit action plan tool, and the ABA pupil wellbeing questionnaire.

Developing leaders

The programme is designed to produce leaders in bullying prevention utilising the social model of disability and a whole-school anti-bullying approach that will have a long-term interest in orchestrating change in their own school and sharing learning with colleagues both in their own school, and in neighbouring schools.

The School Audit Action Plan Tool

An important part of the developing leaders approach is the action plan tool. The tool is completed by schools at the start and end of the programme. Schools are required to consider and reflect upon different aspects of their anti-bullying work:

1) staff training and development
2) responding and intervention
3) prevention
4) data collection and evidence
5) school policy,
6) school leadership.

The purpose-built tool provides a clear summary for schools on how well they meet the criteria reflecting the different aspects of anti-bullying work, see figure 1.

Figure 1: Example of a baseline school audit

Baseline Audit: I
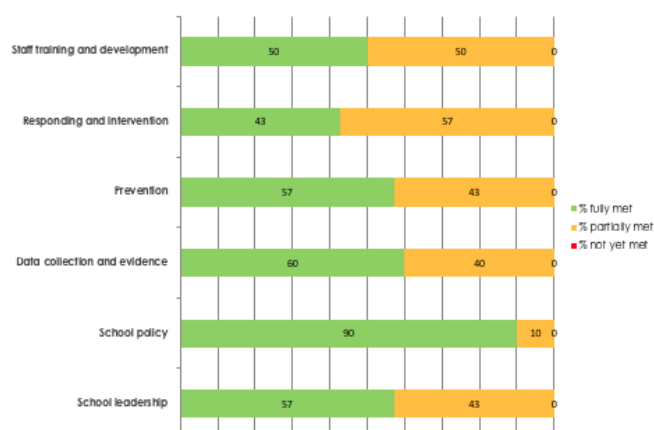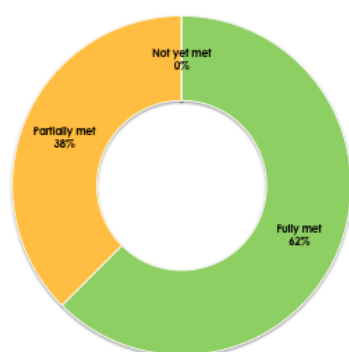
ABA Wellbeing Questionnaire

This questionnaire is a very attractive part of the programme for schools. This award-winning online system is of very high quality and provides schools with the opportunity to collect data on their pupils' experiences of bullying and wellbeing indicators, to better understand pupil experiences and inform appropriate anti-bullying work.

Evaluation Method

School participation

As of October 2018, 1,340 schools had signed up to the All Together Programme. Of these, 405 schools moved forward from the baseline stage to achieve All Together school status and 287 schools completed the full programme. Of these schools:

➔ 172 schools (59.9%) have been awarded Gold All Together School status.
➔ 88 schools (30.7%) have been awarded Silver All Together School status.
➔ 20 (7%) schools have been awarded Bronze All Together School status.
➔ 6 (2.1%) schools did not gain All Together School status but received a certificate of participation.
➔ 1 (0.3%) school is being rolled directly into the extended programme.

Evaluation overview

A wealth of data were collected through the All Together programme including training evaluations, school audit data and pupil wellbeing questionnaire data, and data from an end of programme evaluations. These data were used to evaluation the past 18-months of the programme, to demonstrate the extent to which the programme has met its initial aims. This section of the report will describe the data collected, and how it will be used to evaluate the programme.

Pupil Wellbeing Survey

The ABA pupil wellbeing survey

The ABA pupil wellbeing survey includes two sections examining bullying, school experience and wellbeing. The first section includes 17 items examining experiences of bullying and school experience. These items include; eight items related to be a target of bullying (e.g. *I am hit, pushed or kicked by other pupils*) five items about bullying others (e.g. *I pick on other pupils*), and four items related to school experience (e.g. *I get on well with teachers*). Pupils are asked to respond to these items on a four-point likert scale ranging from Never to Always. The second section of the survey includes a wellbeing questionnaire developed in collaboration with the Anna Freud Centre and the Evidence Based Practice Unit (EBPU) at University College London. The wellbeing questionnaire includes 16 items exploring different aspects of wellbeing (e.g. *I cry a lot, I hit out when I am angry*). Pupils are asked to rate each item on a three-point Likert scale ranging from *Never* (0) to *Always* (2). Pupils are presented with the following instruction:

Below is a short questionnaire about your life at school. Please read every question, it is important you answer carefully about how you really feel. This is not a test, and there are no right or wrong answers, you just need to pick the answer that fits best for you. Your answers on this questionnaire are private. You do not have to show your answers to anybody, and no one will know how you have answered these questions.

Pupils are then instructed to complete the questionnaire independently. For the purposes of the evaluation, this report will present analysis of the following different forms of bullying:

1. Ever victimised: reports of being a victim of bullying *a little* to *a lot*.
2. Frequent victimisation: reports of frequent victimisation, defined as those who reported being bullied *a lot* or *always*.
3. Ever bullied: reports of bullying others *a little* to *a lot*.
4. Frequent bullying: reports of bullying others *a lot* or *always*.

The prevalence of these forms of bullying will be compared over the two time points and comparisons will be made across groups of pupils.

The wellbeing questionnaire included 16 items exploring different aspects of wellbeing. Pupils are asked to rate each item on a three-point Likert scale ranging from *Never* (0) to *Always* (2). A score is created by summing pupil responses to the items and dividing by the number of items (16). Scores could therefore range from 0 to 2, a higher score indicates poorer wellbeing. Pupil wellbeing scores at time 1 and time 2 are compared.

Participants in the pupil wellbeing survey

At time 1 (the start of the programme), 210 schools (28,140 pupils) participated in the survey, this reduced to 168 schools (17,631 pupils) at time 2 (the end of the programme). Overall, 45 schools participated at time 1 but not at time 2, and three schools participated at time 2 but not time 1. The final analysis of the pupil data is based on the 165 schools that participated at both time points. As shown in table 1, this included a total of 21,107 pupils completed the survey at time 1, compared to 17,421 pupils at time 2.

Table 1 also presents the number of pupils from primary[1] and secondary schools at both time points. An equal proportion of male and female pupils completed the survey at both time points. At both time points approximately 15% of pupils had a special educational need (SEN) or disability, and 14.5% were eligible for free school meals (FSM).

Table 1: School type and total demographics

		Total	Gender		SEN		FSM	
			Males	Females	Yes	No	Yes	No
Time 1	Total	21,107	10,753 (50.9%)	10,352 (49%)	3,124 (14.8%)	17,983 (85.2%)	3,063 (14.5%)	18,044 (85.5%)
	Secondary	6,452 (30.6%)	3,340 (51.8%)	3,112 (48.2%)	827 (12.8%)	5,625 (87.2%)	851 (13.2%)	5,601 (86.8%)
	Primary	14,376 (68.1%)	7,227 (50.3%)	7,147 (49.7%)	2,072 (14.4%)	12,304 (85.6%)	12,246 (85.2%)	2,130 (14.8%)
Time 2	Total	17,421	8,851 (50.8%)	8,569 (49.2%)	2,678 (15.4%)	14,744 (84.6%)	2,528 (14.5%)	14,894 (85.5%)
	Secondary	4,122 (23.7%)	2,159 (52.4%)	1,963 (47.6%)	561 (13.6%)	3,561 (86.4%)	572 (13.9%)	3,550 (86.1%)
	Primary	12,964 (74.4%)	6,480 (50%)	6,482 (50%)	11,123 (85.8%)	1,841 (14.2%)	1,847 (14.2%)	11,117 (85.8%)

Table 2 presents the status and category of participating schools. As shown in these figures, the majority of pupils were from maintained schools. The majority of pupils were also from mainstream schools.

Table 2: School status and school category

		Time 1	Time 2
School Status	Academy	7,798 (36.9%)	6,349 (36.4%)
	Free School	648 (3.1%)	587 (3.4%)
	Independent School	236 (1.1%)	231 (1.3%)
	Maintained School	12,294 (58.2%)	10,157 (58.3%)
	Other	131 (0.6%)	98 (0.6%)
School Category	Mainstream School	20,690 (98%)	16,961 (97.4%)
	Special School	316 (1.5%)	348 (2%)
	Other	44 (0.2%)	66 (0.4%)

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[1] This included schools that identified as a *primary* school, and those who identified as a *junior* school. No infant schools participated.

School Audit

The School Audit Tool
Through the school audit tool, Schools are required to consider and reflect upon different aspects of their anti-bullying work. These areas include:
1. staff training and development
2. responding and intervention
3. prevention
4. data collection and evidence
5. school policy,
6. school leadership.

Schools completed the audits at the start and end of the programme. Schools are asked to consider each item on the scale and rate whether they *fully meet, partially meet* or *not yet meet* the different criteria. The analysis presented in this evaluation show the proportion of schools who reported meeting the criteria at the start and end of the programme.

Participants in the School Audit
At time 1, 404 schools completed a baseline school audit. At the end of the programme, 273 schools had returned a completed end of programme audit. The evaluation of these data compares the school audits submitted at the start of the programme with those presented at the end of the programme.

Training Evaluation
Through the All Together programme, the ABA and Achievement for All conducted face to face training with:
- 493 members of the wider children's workforce.
- 643 teachers.

Following the training sessions delegates were asked to complete a training evaluation to evaluate the extent to which the training aided the development of their confidence in understanding and tackling bullying. Results of these evaluation surveys are presented.

At each training session, delegates were asked to complete a pre and post questionnaire exploring their confidence in their understanding of 1) the impact of bullying, and 2) the most effective ways of preventing and responding to the bullying of children with SEND. An online questionnaire was also disseminated six months after delegates have attended the training. Results of these evaluation questionnaires are presented in this section of the report. The delegates were all teachers or members of the wider children's workforce.

Final evaluation questionnaire
At the end of the programme an end of programme evaluation questionnaire. The questionnaire examined the different components of the programme (training, school audit, wellbeing questionnaire, and the All Together Hub), and the extent to which these different components in helping to develop anti-bullying work in school. Overall, 111 representatives from participating schools completed the survey.

Results

Pupil Wellbeing Survey

The prevalence of bullying over time

Figure 2 shows pupil reports of being a victim and perpetrator of bullying over time. As this figure shows:

- Reports of *ever* being victimised reduced from 80% (N=16,881) to 79.5% (N=13,856) at time 2.
- Reports of being *frequently* victimised reduced from 26.3% (N=5,554) to 24.7% (N=4,301).
- Reports of ever bullying others increased from 37.7% (N=7,962) to 38.5% (N=6,700). This increase may be due to an increased awareness of what constitutes bullying behaviours and a greater recognition of the behaviour by pupils. Alternatively, as the data were collected in the same time point, it may be that some pupils are recalling the same incidents. Pupils may also have moved from reporting *frequently* bullying others, to this behaviour becoming less frequent.
- Reports of *frequently* bullying others decreased from 5.9% (N=1,254) to 4.8% (844).

Figure 2: The prevalence of victimisation and bullying over time.
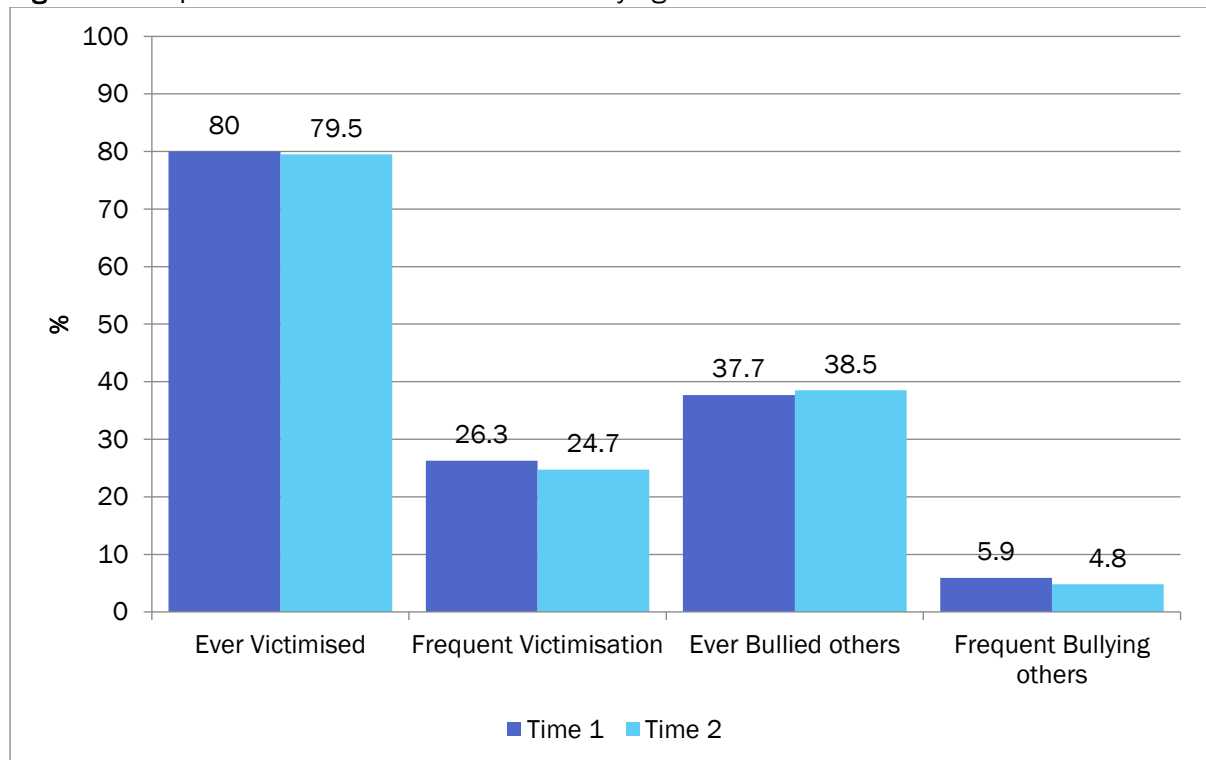
Changes in the prevalence of victimisation over time, by demographic group

Ever victimised

Group differences in reports of ever being victimised are shown in figure 3. As shown in this figure:

- Reports of ever being victimised were quite consistent at the start and end of the programme.
- The prevalence of reports of ever being victimised reduced slightly for all demographics.
- The largest decrease was reported by those who identified as having a special educational needs (a 2.1% decrease) and in those who reported receiving free school meals (a 2% decrease).

Frequent Victimisation

Group differences in reports of ever being victimised are shown in figure 4. As shown in this figure:

- Reports of being frequently victimised reduced for all groups over the course of the programme.
- The largest differences were reported by those who identified as having a special educational need (a 4.4% decrease).

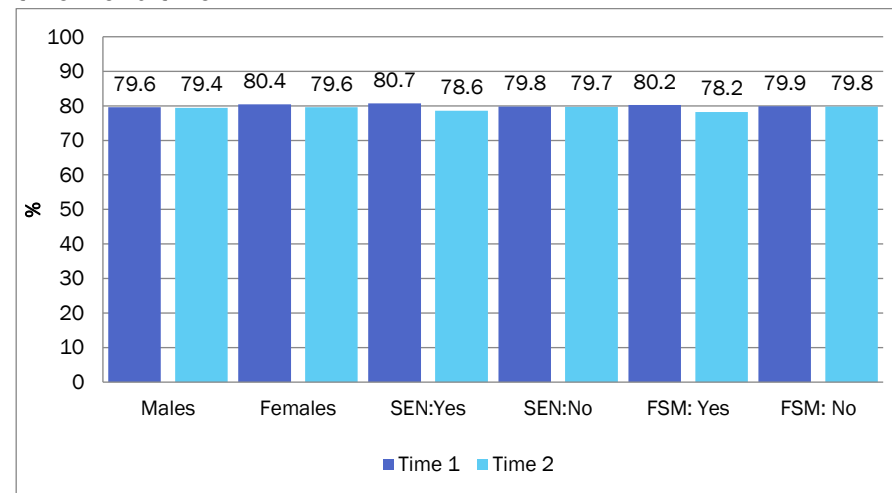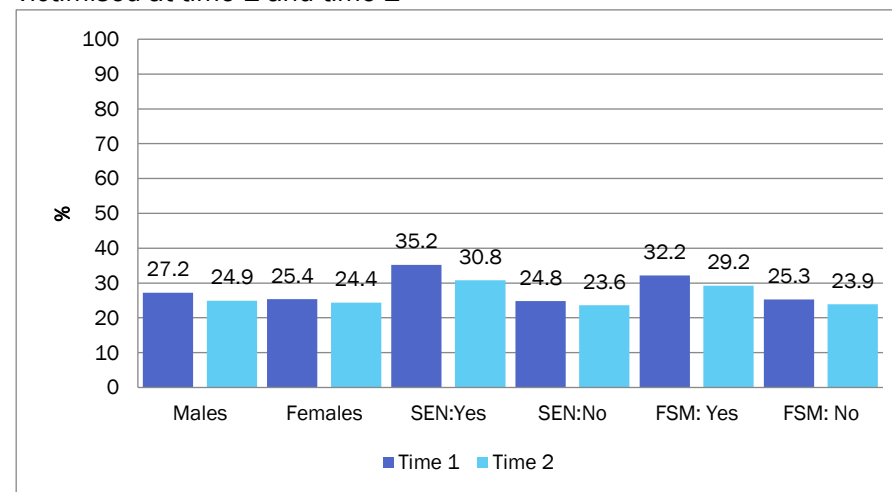**Figure 3**: The proportion of pupils who reported ever being victimised at time 1 and time 2

Figure 4: The proportion of pupils who reported being frequently victimised at time 1 and time 2

Changes in the prevalence of bullying others over time, by demographic group

Ever bullied others

Group differences in reports of ever bullying others are shown in figure 5. As shown in this figure:

- A higher proportion of males compared to females reported bullying others.
- A slightly higher proportion of those with special educational needs reported bullying others.
- A slightly higher proportion of those who received free school meals reported ever bullying others compared to those who do not at time 1. However, at time 2, a fractionally higher proportion of those who do not receive free school meals reported ever bullying others, compared to those who receive free school meals.
- Reports of bullying others increased slightly from time 1 to time 2 across all groups except in those who receive free school meals.

Frequent bullying

Group differences in reports of frequently bullying others are shown in figure 6. As shown in this figure:

- A higher proportion of males compared to females reported frequently bullying others.
- A higher proportion of those with special educational needs compared to those without, reported frequently bullying others.
- Comparisons of those who do not receive free school meals show that reports of frequently bullying others increases slightly from time 1 to time 2.
- However, in other groups reports of frequently bullying others reduced from time 1 to time 2,

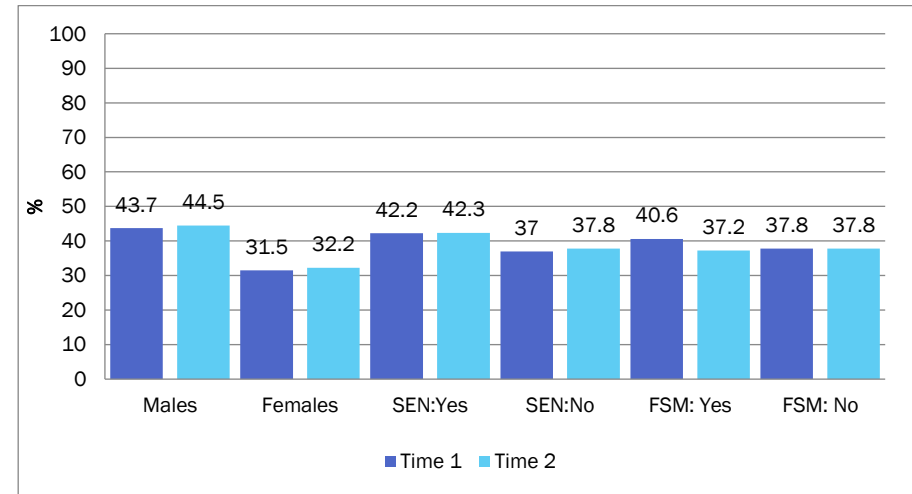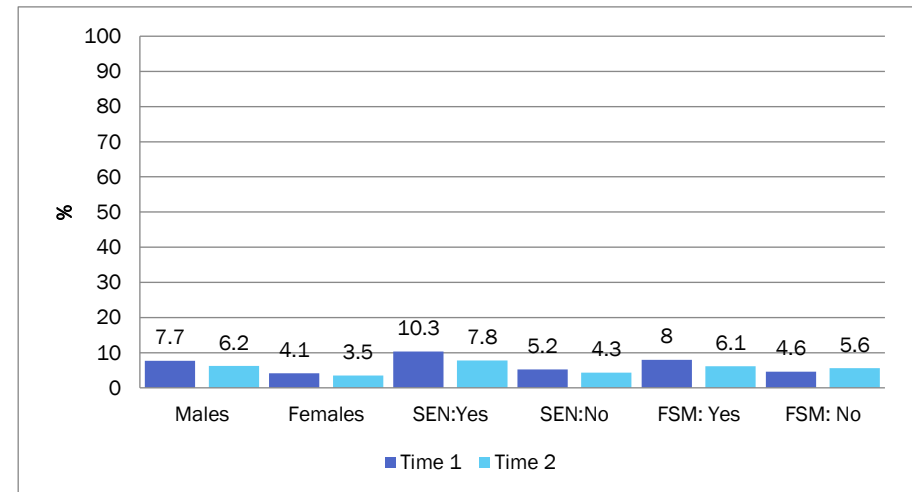**Figure 5**: The proportion of pupils who reported ever bullying others at time 1 and time 2

Figure 6: The proportion of pupils who reported frequently bullying others at time 1 and time 2

Changes in the prevalence of bullying over time, by school type

Table 3 shows differences in experiences of being bullied, and bullying others dependent on school type. Comparisons are made between primary and secondary schools, and separately between academy, free schools, independent schools, maintained schools and other schools. As this table shows:

- A higher proportion of primary school pupils reported ever being victimised at both time 1 and time 2. At time 1, a higher proportion of primary school pupils reported being frequently victimised, whereas at time 2 a higher proportion of secondary school pupils reported this, compared to primary school pupils.
- Comparisons with the time 1 and time 2 data show that the proportion of primary school pupils who reported ever being victimised, and being frequently victimised reduced over time. However, the proportion of secondary school pupils reporting this increased over time.
- Regarding reports of bullying others, at both time 1 and time 2, a higher proportion of secondary school pupils reported bullying others compared to primary school pupils. Both primary and secondary school pupils' reports of ever bullying others increased at time 2, whereas reports of frequently bullying others reduced.
- Differences between pupils from different types of school, show differences between schools at time 1 and also over time. At time 1, reports of ever being victimised were highest in *other* schools, and lowest in independent schools. Over time, reports of *ever* being victimised reduced in academies, free schools, and independent schools. However, the proportion of pupils from maintained and other schools who reported ever being victimised increased slightly.
- A higher proportion of pupils from *other* school reported being frequently victimised at time 1. Reports of being frequently victimised at time 2 reduced across all schools except independent schools, where reports of frequent victimisation by pupils from independent schools increased.
- Regarding reports of bullying others, at time 1 a higher proportion of pupils from independent schools reported ever bullying others, whereas a higher proportion of pupils from *other* schools reported frequently bullying others.
- At time 2, reports of ever bullying others increased in all schools except free schools. Reports of frequently bullying others however decreased in all schools, except independent schools.

Table 3: The prevalence of victimisation and bullying others by type of school

	Ever Victimised		Frequently Victimised		Ever Bullied		Frequently Bullied	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
School level								
Secondary	4,990 (79.3%)	3,345 (81.1%)	1,573(24.4%)	1,125 (27.3%)	3,107 (48.2%)	2,145 (52%)	445 (6.9%)	282 (6.8%)
Primary	11,703 (81.4%)	10,331 (79.7%)	3,908 (27.2%)	3,124 (24.1%)	4,740 (33%)	4,442 (34.3%)	781 (5.4%)	545 (4.2%)
Type of school								
Academy	6,213 (79.7%)	4,974 (78.3%)	2,109 (27%)	1,611 (25.4%)	3,228 (41.4%)	2,665 (42%)	491 (6.3%)	338 (5.3%)
Free School	521 (80.4%)	449 (76.5%)	174 (26.9%)	128 (21.8%)	204 (31.5%)	172 (29.3%)	38 (5.9%)	17 (2.9%)
Independent School	158 (66.9%)	154 (66.7%)	50 (21.2%)	50 (21.6%)	108 (45.8%)	113 (48.9%)	21 (8.9%)	23 (10%)
Maintained School	9,867 (80.3%)	8,190 (80.6%)	3,160 (25.7%)	2,473 (24.3%)	4,367 (35.5%)	3,708 (36.5%)	691 (5.6%)	458 (4.5%)
Other	122 (93.1%)	89 (90.8%)	61 (46.6%)	39 (39.8%)	55 (42%)	42 (42.9%)	13 (9.9%)	8 (8.2%)

Changes in wellbeing over time

The wellbeing questionnaire includes 16 items exploring different aspects of wellbeing. Pupils are asked to rate each item on a three point Likert scale ranging from *Never* (0) to *Always* (2). A score was created by summing pupil responses to the items and dividing by the number of items (16). Scores could therefore range from 0 to 2, a higher score indicates poorer wellbeing. Figures 7 and 8 show that over the course of the programme, average wellbeing scores reduced, suggesting an improvement in wellbeing.
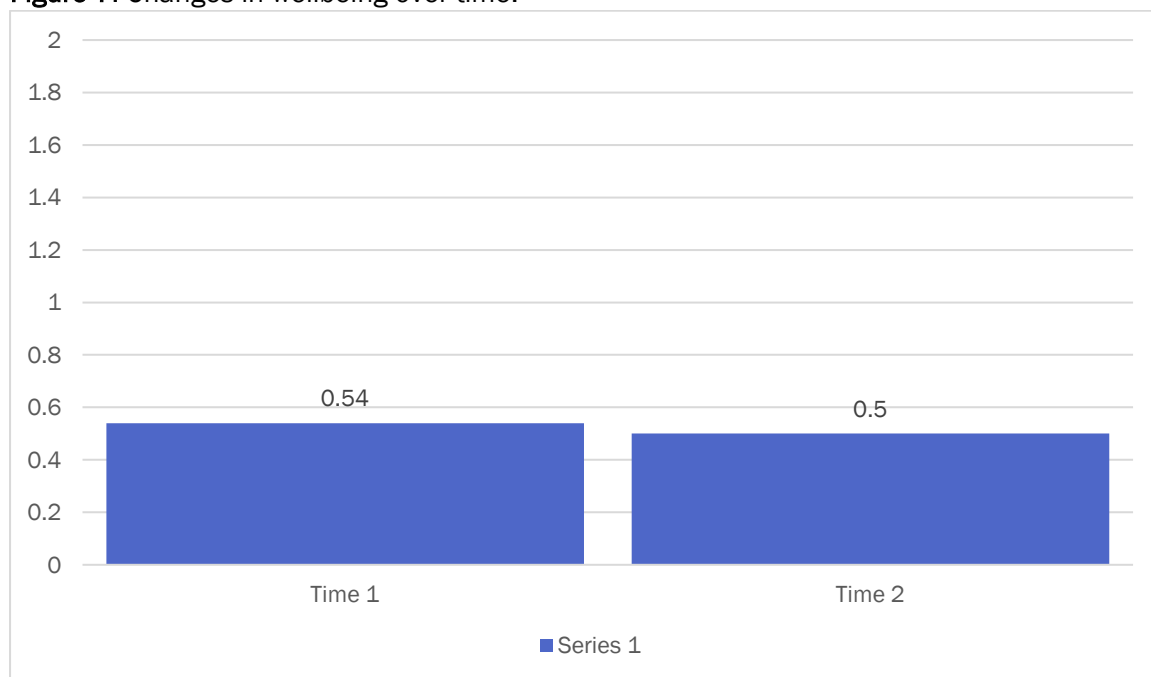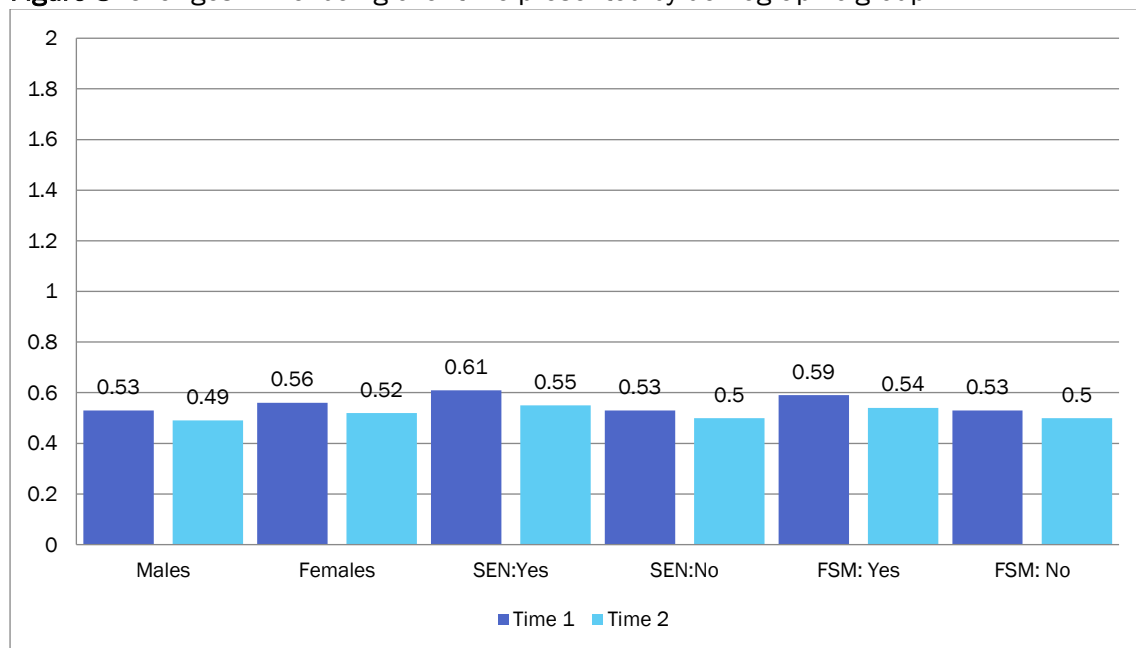
Figure 7: Changes in wellbeing over time.

Figure 8: Changes in wellbeing over time presented by demographic group.

School Experiences

Pupil reports of liking school, getting on well with teachers, feeling safe in school and feeling like they belong in school were fairly consistent over time as shown in Table 4. Focusing on those pupils with a special educational need, the proportion of pupils who reported *never* liking going to school, *never getting on with teachers* and *never* feeling like they belong in school reduced from time 1 to time 2.

Table 4: School experiences presented by demographic group.

		Total		Gender				SEN				FSM			
				Males		Females		Yes		No		Yes		No	
Time point		1	2	1	2	1	2	1	2	1	2	1	2	1	2
I like going to school	Never	1,417 (6.7%)	1,107 (6.4%)	950 (8.8%)	729 (8.2%)	467 (4.5%)	377 (4.4%)	324 (10.4%)	214 (8%)	1,093 (6.1%)	893 (6.1%)	275 (9%)	182 (7.2%)	1,142 (6.3%)	925 (6.2%)
	A Little	7,204 (34.1%)	5,876 (33.7%)	3,842 (35.7%)	3,169 (35.8%)	3,361 (32.5%)	2,707 (31.6%)	1,030 (33%)	928 (34.7%)	6,174 (34.3%)	4,948 (33.6%)	1,046 (34.1%)	862 (34.1%)	6,158 (34.1%)	5,014 (33.7%)
	A Lot	6,443 (30.5%)	5,686 (32.6%)	3,179 (29.6%)	2,802 (31.7%)	3,263 (31.5%)	2,883 (33.6%)	813 (26%)	671 (25.1%)	5,630 (31.3%)	5,015 (34%)	772 (25.2%)	665 (26.3%)	5,671 (31.4%)	5,021 (33.7%)
	Always	5,922 (28.1%)	4,661 (26.8%)	2,711 (25.2%)	2,100 (23.7%)	3,211 (31%)	2,561 (29.9%)	923 (29.5%)	850 (31.7%)	4,999 (27.8%)	3,811 (25.8%)	941 (30.7%)	804 (31.8%)	4,981 (27.6%)	3,857 (25.9%)
I get on well with my teachers	Never	787 (3.7%)	595 (3.4%)	516 (4.8%)	378 (4.3%)	271 (2.6%)	217 (2.5%)	162 (5.2%)	103 (3.8%)	625 (3.5%)	492 (3.3%)	142 (4.6%)	92 (3.6%)	645 (3.6%)	503 (3.4%)
	A Little	3,387 (16%)	2,690 (15.4%)	1,970 (18.3%)	1,616 (18.3%)	1,417 (13.7%)	1,074 (12.5%)	555 (17.8%)	444 (16.6%)	2,832 (15.7%)	2,246 (15.2%)	558 (18.2%)	443 (17.5%)	2,829 (15.7%)	2,247 (15.1%)
	A Lot	6,762 (32%)	5,584 (32.1%)	3,681 (34.2%)	3,115 (35.2%)	3,080 (29.8%)	2,469 (28.8%)	918 (29.4%)	773 (28.9%)	5,844 (32.5%)	4,811 (32.6%)	894 (29.2%)	728 (28.8%)	5,868 (32.5%)	4,856 (32.6%)
	Always	10,019 (47.5%)	8,412 (48.3%)	4,488 (41.7%)	3,662 (41.4%)	5,530 (53.4%)	4,748 (55.4%)	1,445 (46.3%)	1,330 (49.7%)	8,574 (47.7%)	7,082 (48%)	1,435 (46.8%)	1,243 (49.2%)	8,584 (47.6%)	7,169 (48.1%)
I feel safe at school	Never	1,328 (6.3%)	1,126 (6.5%)	805 (7.5%)	678 (7.7%)	523 (5.1%)	448 (5.2%)	281 (9%)	242 (9%)	1,047 (5.8%)	884 (6%)	266 (8.7%)	197 (7.8%)	1,062 (5.9%)	929 (6.2%)
	A Little	3,383 (16%)	2,821 (16.2%)	1,666 (15.5%)	1,412 (16%)	1,717 (16.6%)	1,409 (16.4%)	577 (18.5%)	469 (17.5%)	2,806 (15.6%)	2,352 (16%)	555 (18.1%)	471 (18.6%)	2,828 (15.7%)	2,350 (15.8%)
	A Lot	5,826 (27.6%)	4,970 (28.5%)	3,001 (27.9%)	2,548 (28.8%)	2,824 (27.3%)	2,420 (28.2%)	671 (21.5%)	600 (22.4%)	5,155 (28.7%)	4,370 (29.6%)	713 (23.3%)	619 (24.5%)	5,113 (28.3%)	4,351 (29.2%)
	Always	10,361 (49.1%)	8,335 (47.8%)	5,146 (47.9%)	4,122 (46.6%)	5,214 (50.4%)	4,213 (49.2%)	1,537 (49.2%)	1,336 (49.9%)	8,824 (49.1%)	6,999 (47.5%)	1,485 (48.5%)	1,214 (48%)	8,876 (49.2%)	7,121 (47.8%)
I feel like I belong at school	Never	2,716 (12.9%)	2,256 (12.9%)	1,594 (14.8%)	1,344 (15.2%)	1,122 (10.8%)	912 (10.6%)	566 (18.1%)	435 (16.2%)	2,150 (12%)	1,821 (12.4%)	515 (16.8%)	401 (15.9%)	2,201 (12.2%)	1,855 (12.5%)
	A Little	4,935 (23.4%)	3,980 (22.8%)	2,459 (22.9%)	2,010 (22.7%)	2,475 (23.9%)	1,969 (23%)	702 (22.5%)	650 (24.3%)	4,233 (23.5%)	3,330 (22.6%)	730 (23.8%)	581 (23%)	4,205 (23.3%)	3,399 (22.8%)
	A Lot	5,860 (27.8%)	4,998 (28.7%)	2,977 (27.7%)	2,540 (28.7%)	2,882 (27.8%)	2,458 (28.7%)	668 (21.4%)	565 (21.1%)	5,192 (28.9%)	4,433 (30.1%)	694 (22.7%)	588 (23.3%)	5,166 (28.6%)	4,410 (29.6%)
	Always	7,292 (34.5%)	5,960 (34.2%)	3,539 (32.9%)	2,827 (31.9%)	3,753 (36.3%)	3,132 (36.6%)	1,115 (35.7%)	979 (36.6%)	6,177 (34.3%)	4,981 (33.8%)	1,060 (34.6%)	915 (36.2%)	6,232 (34.5%)	5,045 (33.9%)

School Audits

Comparisons of the school audit are presented separately for each domain in the audit.

School Leadership

Table 5 presents the data collected through the school audits at the start and end of the programme. At the start of the programme, 68.1% of schools reported at least partially meeting the requirement to have a school governor who leads on anti-bullying work, this increased to 95.2% at the end of the programme. 66.5% of schools at the start of the programme reported at least partially meeting the requirement to have a school action plan for anti-bullying activity, this increased to 98.5% at the end of the programme. The feedback provided by some schools provided examples of how the programme has impacted on their school leadership, for example; *"As a result of participation in the project, by working in a more joined up approach with SLT, middle leaders and governors I am confident that we can continue to move forward in this area"*.

Table 5: Frequency (percentage) of responses for the school leadership scores at time 1 and time 2

School leadership items	Time point	Rating		
		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	1	327 (80.9%)	62 (15.3%)	12 (3%)
	2	264 (98.1%)	3 (1.1%)	2 (0.7%)
Q1.2: We have a school governor who leads on anti-bullying activity and monitors school action in this area	1	157 (38.9%)	118 (29.2%)	123 (30.4%)
	2	219 (81.4%)	37 (13.8%)	13 (4.8%)
Q1.3: Staff are encouraged and expected to model exemplary conduct towards each other and pupils	1	368 (91.1%)	33 (8.2%)	0
	2	266 (98.9%)	3 (1.1%)	0
Q1.4: Bullying is understood by all as a barrier to learning, a safeguarding issue and a health issue	1	288 (71.3%)	110 (27.2%)	3 (0.7%)
	2	257 (95.5%)	12 (4.4%)	0
Q1.5: We monitor pupil absence for indication of bullying	1	242 (59.9%)	117 (29%)	42 (10.4%)
	2	244 (90.7%)	22 (8.2%)	3 (1.1%)
Q1.6: The school has an action plan for anti-bullying activity that is regularly reviewed and updated	1	102 (25.2%)	167 (41.3%)	131 (32.4%)
	2	206 (76.6%)	59 (21.9%)	4 (1.5%)
Q1.7: Pupils are supported to take the lead on anti-bullying initiatives (e.g. including awareness raising, peer support)	1	106 (26.2%)	224 (55.4%)	71 (17.6%)
	2	190 (69.1%)	78 (28.4%)	1 (0.4%)

School Policy

At the start of the programme the majority of schools had at least partially met the majority of items relating to school policy. The item relating to the schools' policy making reference to the Equality Act 2010, (Q2.5), was the item where the highest proportion of schools reported not meeting this criterion at the start of the programme (28.2%). However, this reduced at the end of the programme to 2.2%. Schools provided feedback relating to school policy with the final audit, and highlight how valuable the programme had been in developing appropriate policies in school. For example; *Completing this program has really helped us to make lots of changes within our school to improve our anti-bullying initiative and our anti-bullying policy. It has been great to see how much progress we have made over the course of the year* and *this was a really worthwhile programme that has made myself and the whole school really explore our approach to anti-bullying. We now have an updated policy and new procedures introduced to be more effective.*

Table 6: Frequency (percentage) of responses for the school policy scores at the start and end of the programme

School Policy items	Time point	Rating		
		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 pupils, staff and parents	1	190 (47%)	200(49.5%)	11(2.7%)
	2	229 (85.1%)	39(14.5%)	1(0.4%)
Q2.2: The policy is easy to understand for pupils, parents and staff	1	227 (56.2%)	153(37.9%)	18(4.5%)
	2	236 (87.7%)	30(10.9%)	3(1.1%)
Q2.3: The policy has a clear definition of bullying that is understood by all members of the school community	1	281 (69.6%)	106(26.2%)	14(3.5%)
	2	252 (94%)	15(5.5%)	1(4.4%)
Q2.4: The policy sets clear expectations on pupil, staff and parent conduct (including physical contact and online conduct)	1	246 (60.9%)	137(33.9%)	18(4.5%)
	2	245 (89.1%)	22(8%)	1(0.4%)
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.	1	174 (43.1%)	112(27.7%)	114(28.2%)
	2	235 (85.5%)	27(9.8%)	6(2.2%)
Q2.6: The policy references action to prevent and respond to bullying outside of school (e.g. cyberbullying, journeys to and from school)	1	174 (43.1%)	156(38.6%)	71(17.6%)
	2	231 (86.2%)	33(12%)	4(1.5%)
Q2.7: The policy includes strategies to prevent bullying and typical response strategies	1	242 (59.9%)	121(30%)	37(9.2%)
	2	245 (89.1%)	22(8.2%)	1(0.4%)
Q2.8: The policy is clearly aligned with other relevant policies (e.g. behaviour, safeguarding, SEN, acceptable use)	1	267 (66.1%)	109(27%)	25(6.2%)
	2	250 (93.3%)	16(5.8%)	2(0.7%)
Q2.9: The policy includes a range of methods by which pupils and parents can report bullying (including a named contact)	1	196 (48.5%)	147(36.4%)	56(13.9%)
	2	237 (88.1%)	30(11.2%)	2(0.7%)
Q2.10: 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	1	233 (57.7%)	134(33.2%)	33(8.2%)
	2	233 (84.7%)	36(13.1%)	1(0.4%)

Data collection and evidence

Table 7 provides a breakdown of the school audit data collected at the start and end of the programme. At the start of the programme, While the majority of schools reported at least partially meeting the requirement to record bullying, 33.2% of schools reported that they had not yet met the criteria relating to surveying pupils and 16.1% reported that they had not yet met the criteria regarding measuring types of bullying and groups of pupils targeted. At the end of the programme there was an improvement in these responses, with fewer schools reporting not meeting these criteria. Feedback collected alongside the final audit highlighted some feedback regarding the pupil wellbeing data, particularly focused on the appropriateness of the questionnaire for different groups of pupils, for example '*questions were hard for children to understand, not very specific*' and '*The questionnaire was the hardest to implement as a lot of our pupils have difficulty in managing their behaviour as a consequence to their additional needs and there perception of the questions significantly impacted the results*'.

Table 7: Frequency (percentage) of responses for the data collection and evidence scores at the start and end of the programme

Data collection and evidence items	Time	Rating		
		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	1	145(35.9%)	121(30%)	134(33.2%)
	2	250(91.9%)	18 (6.6%)	4(1.5%)
Q3.2: There are a range of methods for to report bullying that meet the needs of all pupils	1	206(51%)	172(42.6%)	18(4.5%)
	2	243(89.3%)	29(10.7%)	0
Q3.3: Recording system for bullying includes action taken, outcomes and review dates	1	228(56.4%)	150(37.1%)	20(5%)
	2	240(88.2%)	31(11.3%)	1(0.4%)
Q3.4: All school staff, pupils and parents and carers know how to report bullying and are encouraged to report bullying behaviour	1	267(66.1%)	121(30%)	11(2.7%)
	2	255(93.8%)	17(6.2%)	0
Q3.5: Data collection includes option of recording type of bullying (e.g. physical, online, verbal) and the any trends in groups of pupils targeted (e.g. bullying of disabled children and those with SEN)	1	199(49.3%)	134(33.2%)	65(16.1%)
	2	226(83.1%)	40(14.7%)	6(2.2%)

Prevention of Bullying

Table 8 presents the data relating to the prevention of bullying. All schools at the start and end of the programme reported at least partially meeting the item relating to the use of PSHE to celebrate difference and diversity (Q4.3). At the start of the programme 19.8% of schools reported not yet meeting the item relating to the school implementing strategies to build and sustain peer support/ defenders, this reduced to 4% at the end of the programme.

Table 8: Frequency (percentage) of responses for the prevention scores at the start and end of the programme

Prevention items	Time	Rating		
		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	1	196(48.5%)	178(44.1%)	26(6.4%)
	2	230(83.6%)	39(14.4%)	2(0.7%)
Q4.2: The school has a clear ethos about how we treat others and this is communicated to and understood by pupils, parents and school staff	1	324(80.2%)	74(18.3%)	2(0.5%)
	2	262(95.3%)	10(3.6%)	0
Q4.3: PSHE, assembly and other cross curricula opportunities are used to celebrate difference and diversity of all pupils, develop pupil understanding of bullying and the impact of bullying including online bullying	1	307(76%)	93(23%)	0
	2	256 (94.1%)	16(5.9%)	0
Q4.4: All pupils, school staff and parents and carers feel equally valued, welcome and included in school and this is known through evidence and data collection	1	167(41.3%)	210(52%)	23(5.7%)
	2	199(72.4%)	68(24.7%)	5(1.8%)
Q4.5: The school has adequate supervision at times of transition, entry and exit from school and break times. Break times include options for structured play.	1	298(73.8%)	99(24.5%)	3(0.7%)
	2	255(93.8%)	16(5.8%)	1(0.4%)
Q4.6: All forms of discriminatory language is not acceptable in school and is challenged when heard (including disablist language)	1	361(89.4%)	38(9.4%)	1(0.2%)
	2	263(96.7%)	8(2.9%)	1(.4%)
Q4.7: The school has implemented strategies to build and sustain peer support / defenders	1	128(31.7%)	192(47.5%)	80(19.8%)
	2	171(62.2%)	90(32.7%)	11(4%)

Responding and intervention

At the start and end of the programme all the schools at least partially met the criteria relating to reported incidences being taken seriously and acted upon quickly (Q5.2). At the start of the programme 25.5% of schools reported not meeting the criteria relating to regularly reviewing response strategies (Q5.6%), this reduced to 5.8% at the end of the programme. The feedback received with the final audit, highlighted the usefulness of the programme in developing response and intervention strategies, for example; *The programme has had a positive impact on our school. It has changed our approach to Anti-Bullying and allowed us to incorporate fresh ideas. Children in our school feel more comfortable talking about incidents and working with adults to resolve them.*

Table 9: Frequency (percentage) of responses for the responding and intervention scores at the start and end of the programme.

Responding and intervention items	Time	Rating		
		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	1	216(53.5%)	168 (41.6%)	16 (4%)
	2	227 (82.5%)	43(15.6%)	1(0.4%)
Q5.2: All reported incidents are taken seriously and acted upon quickly	1	364 (90.1%)	36 (8.9%)	0
	2	263(95.6%)	9(3.3%)	0
Q5.3: Responses to school bullying do not have an over emphasis on changing the behaviour of the pupil/s who have experienced the bullying	1	336 (83.2%)	61 (15.1%)	3 (0.7%)
	2	259(95.2%)	13(4.8%)	0
Q5.4: Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes	1	142 (35.1%)	201 (49.8%)	56 (13.9%)
	2	194(70.5%)	67(24.7%)	10(3.7%)
Q5.5: The school seeks to learn from each incident and, where necessary, improve practice	1	303 (75%)	88 (21.8%)	9 (2.2%)
	2	240(88.2%)	32 (11.8%)	0
Q5.6: Response strategies are regularly reviewed and re-written with pupils and parent/carer involvement	1	100 (24.8%)	197 (48.8%)	103 (25.5%)
	2	149(54.2%)	106(39.1%)	16(5.8%)
Q5.7: The school seeks support from outside agencies where necessary/available (e.g. local support groups, Child and Adolescent Mental Health Services, police, children's services)	1	353 (87.4%)	38 (9.4%)	9 (2.2%)
	2	259(94.2%)	12(4.4%)	0

Staff training and development

Table 10 provides a breakdown of the data for staff training and development items at the start and end of the programme. At the start of the programme, more than half of schools reported that they did not yet meet the criteria related to staff having access to ABA online training and regular anti-bullying CPD. This reduced to 5.8% at the end of the programme. Feedback provided alongside the final audit highlighted the usefulness of the training and resources provided; *Staff training was excellent. Would like to see more resources available throughout the year* and *really enjoyed the training both delivery of and completing online modules.*

Table 10: Frequency (percentage) of responses for the staff training and development scores at the start and end of the programme.

Staff training and development items	Time	Rating		
		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	1	25 (6.2%)	161(39.9%)	214(53%)
	2	129(47.4%)	127(46.7%)	16(5.8%)
Q6.2: All new school staff undergo anti-bullying training as part of their induction	1	72(17.8%)	146(36.1%)	182(45%)
	2	183(67.3%)	77(28.3%)	12(4.4%)
Q6.3: All school staff have access to resources and new developments in anti-bullying practice	1	103(25.5%)	182(45%)	115(28.5%)
	2	217(80.4%)	48(17.8%)	5(1.9%)
Q6.4: All school staff have an understanding of the law relating to bullying, when it is a safeguarding issue and how to escalate a concern	1	236(58.4%	128(31.7%)	36(8.9%)
	2	244(90%)	25(9.2%)	2(0.7%)

# Training Evaluation

Confidence in Anti-Bullying work

As shown in figure 9, delegates self-reported confidence in their understanding of the impact of bullying on children with SEND increased after the training, and this was sustained six months after the training.

Figure 9: Delegates confidence in their understanding of the impact of bullying on children with SEND
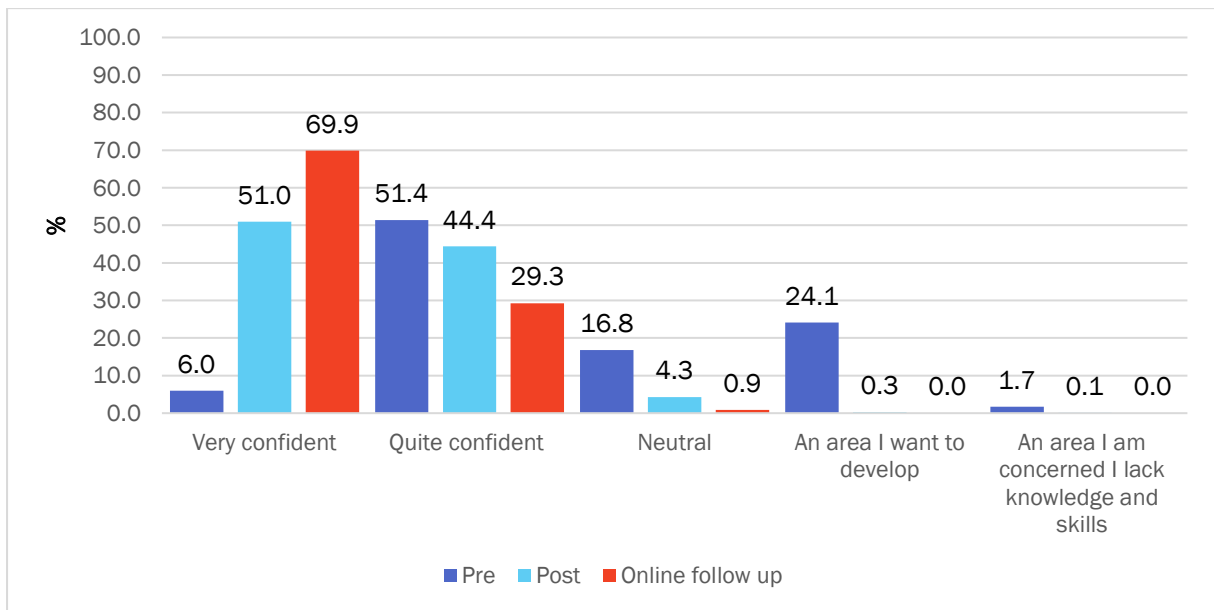
Delegates self-reported confidence in their understanding of the most effective ways of preventing and responding to the bullying of children with SEND, is shown in Figure 10. As shown in this figure, delegates' confidence increased after the training, and this was sustained six months after the training.

Figure 10: Delegates confidence in their understanding of the most effective ways of preventing and responding to the bullying of children with SEND
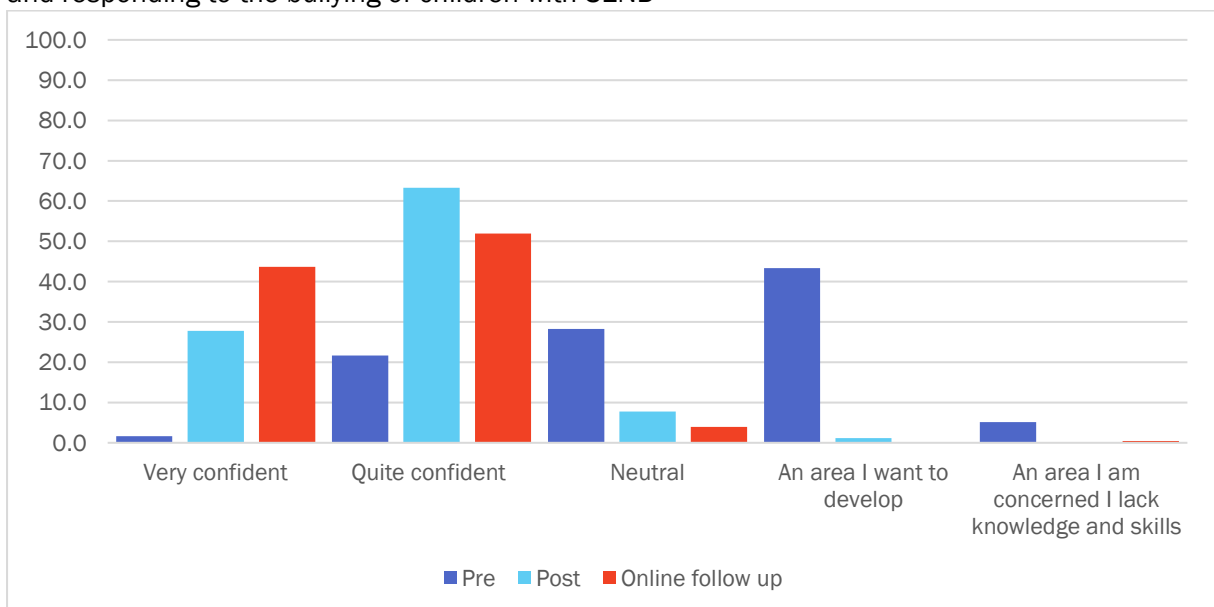
Organisational change following the training

In the online follow up questionnaire delegates were asked whether any changes have been made to the organisation's approach to preventing and/or responding to, bullying. The delegates included teachers and members of the wider children's workforce. As figure 11 shows, the majority of participants reported that some changes had been made.

Figure 11: The proportion of delegates who reported making changes to preventing and responding to bullying.
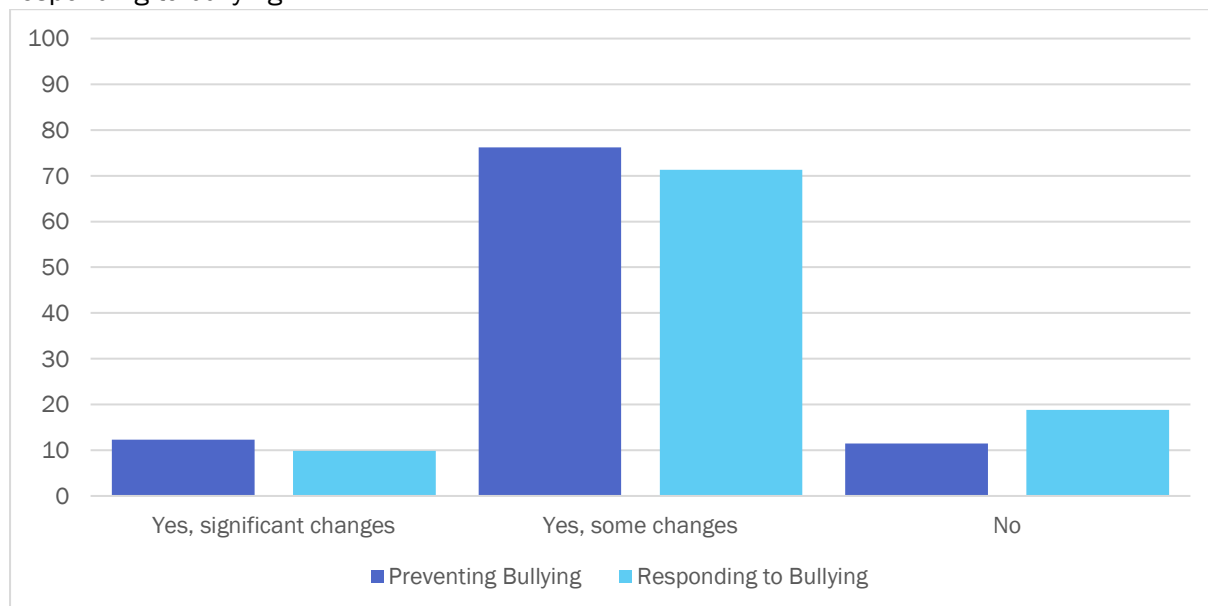
Delegates were provided with the opportunity to expand on their answers and provide examples of specific changes they have made in their organisations.

Preventing Bullying

Regarding preventing bullying, the changes made related to preventing bullying following the training clustered around three main areas: 1) policy, the sharing and dissemination of materials, and 3) introduction of new anti-bullying initiatives and activities.

Policy changes: Delegates reported that following the training they had made changes around their anti-bullying policies, for example reviewing, updating and editing policies. A number of delegates reported creating child-friendly versions of their policy, for example: *"We have introduced a child friendly bullying policy written with the children (our junior leadership team) and had various workshops/performances from Unique Voice."*

Disseminating materials: Following the training, a number of delegates reported that they have shared and disseminated the training materials. This has included sharing materials with colleagues through staff training, termly anti-bullying meetings, and appraisals. The materials are also being shared with children and young people, with delegates explaining this has been achieved, by selecting pupils to be class champions, through school assemblies, and in circle time. One delegate also explained that a parent leaflet has been produced and distributed as a means of sharing the information.

Specific anti-bullying initiatives and activities: Some delegates provided examples of actual initiatives and activities introduced to tackle bullying following the training. Such activities included; more pupil voice, specific activities designed for SEND pupils such as activities based on the Inside Out movie, changes to playtime arrangements, restorative justice and the introduction of anti-bullying ambassadors. A number of delegates also reported introducing more pupil led work, such as developing bystander work, and peer support systems such as drop in sessions run by students.

Responding to bullying

Regarding responding to bullying, the changes made related to preventing bullying following the training clustered around 1) changes to reporting systems, 2) awareness raising and 3) the introduction of new systems to tackle bullying.

Changes to reporting systems: Some delegates outline how following the training, changes have been made to their organisations' reporting systems and processes including; changes to parent/pupil questionnaires, new systems for recording, responding to, and monitoring bullying, the creation of bullying flowcharts, and changes to the way of communicating with parents/ guardians.

Awareness raising: Following the training a number of delegates highlighted how this resulted in a greater awareness and understanding of bullying. This understanding has then been shared and disseminated, for example: *"I reminded them of the procedures we would follow if this was to occur"*, and *"We have tried to ensure that particularly parents are more aware of ways they can contact us"*. One delegate highlighted how the training has been useful in helping them develop a greater knowledge of anti-bullying work; *"due to a deeper understanding of the nature of bullying, more incidents have been identified as bullying/potentially bullying behaviour, earlier action taken and more has been done to work with pupils and their families to stop bullying earlier on"*.

New systems to tackle bullying : A number of delegates outlined how new interventions/ approaches to tackling bullying have been introduced. These included the introduction of restorative approaches, and the use of restorative conversations, the introduction of a 'bullying box', and new staff training and the creation of a parent handbook.

Accessing the ABA website and *All Together* hub

The online follow up survey also asked delegates about their use of the ABAs website and the *All Together* hub. The majority of delegates (N=191, 84.89%) reported that they had accessed the guidance materials on the anti-bullying alliance website. As shown in figure 12, the majority of delegates reported that they felt the website to be *very useful* in supporting both the development of their anti-bullying work, and developing their understanding the effective principles of preventing and responding to bullying.

Figure 12: The usefulness of the ABA website in developing anti-bullying work, and understanding the effective principles of preventing and responding to bullying.
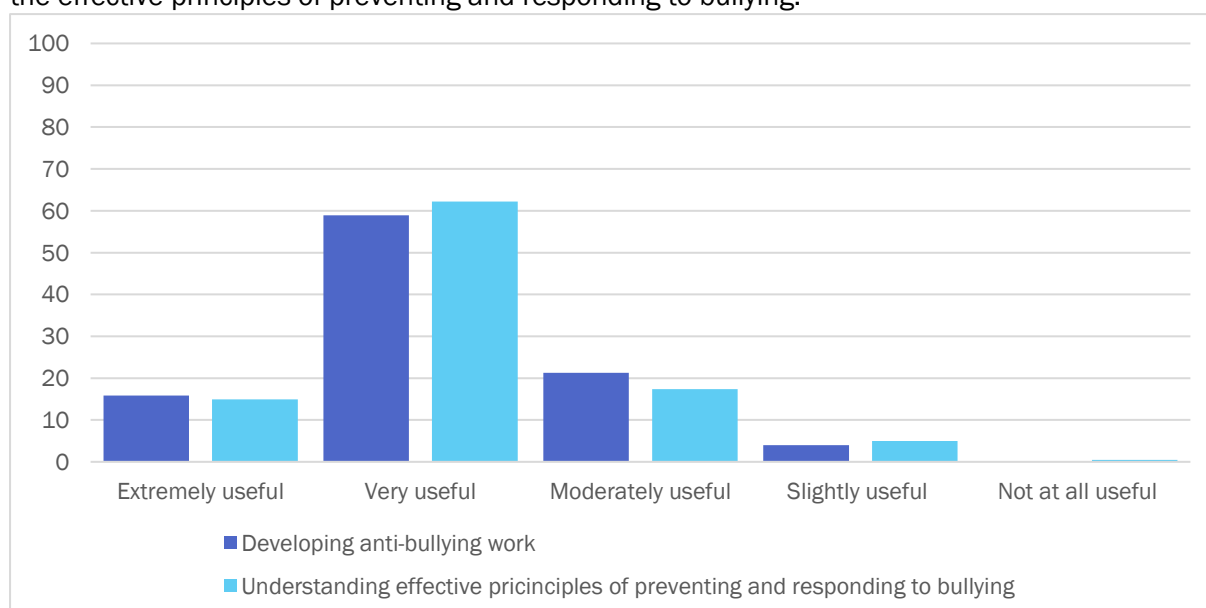
General comments on the *All Together* hub

At the end of the online follow up survey, delegates were provided with the opportunity to comment on the training and the All Together programme more broadly. The comments clustered around three broad themes 1) positive feedback on the training, 2) positive feedback on the online material, and 3) areas for improvement.

Positive feedback on the training: A number of delegates provided positive feedback on the course generally. This included positive feedback on the opportunity to network with others, the high quality of the course material and handouts, and the transferability of the course content to staff training, for example: "*The information during the training was very informative, this has allowed us to use as resources for staff meetings and parent workshops.*"

Positive feedback on the online material: The online *All Together* hub was praised by a number of delegates. The online resources, guidance and online training were well received. For example "*It is good to have access to this 'one-stop-shop' which addresses all aspects of bullying and supports us to develop our practice and policies*" and "*The resources are great. Very easy for staff to use so we were happy to direct them to the website*". The examples and case studies included in the training also received positive feedback: *I found the examples and case studies in the training modules particularly useful.* A number of delegates also highlighted the usefulness of being able to share the material, for example with colleagues: "*The website is very comprehensive and all staff in our school now use it. It has been extremely useful during our INSET sessions and we have used many ideas. During SEN training we have accessed some of the materials too*" and with parents: "*the Interactive anti-bullying tool for parents is useful and I have directed parents to utilise this, or sat with one parent (who has her own learning needs) to work through the tool together in our sessions.*"

Suggested areas of improvement: Some delegates highlighted some areas where the training materials could be improved including access/technology issues, for example: "*although very useful it was hard to access the CPD training materials as difficulties with length of time taken to download*" and "*the training package online was extremely useful, however I know nothing about how it split into smaller parts to make it more manageable, meaning this put off other members off staff. The questionnaire section of the package was very confusing to get organised and sent, particularly inputting data beforehand. I believe this may have put off many schools from continuing*". One delegate commented on the age appropriateness of the materials: "*due to being a SEMH/PRU school some of the resources online do not fit our students. A lot of the KS4 anti-bullying work is too advanced for our students due to their processing/cognitive ability, on the other side of this the KS3 work can sometimes be too primary and doesn't engage our students enough. I have used a lot of the materials by changing it ever so slightly to fit our students' needs*". Some delegates also provided examples of additional material that would be useful, including: "*It would be great to have a little bit more information about how to help students with SEN deal with bullying and a few resources if possible*".

Final Evaluation Questionnaire

The school audit tool

As shown in Figure 13, the majority of respondents reported that they found the school audit tool easy to use. Only 6.4% of respondents reported that the tool was *difficult* or *very difficult* to use.

Figure 13: Reports of the school audit tool being easy to use
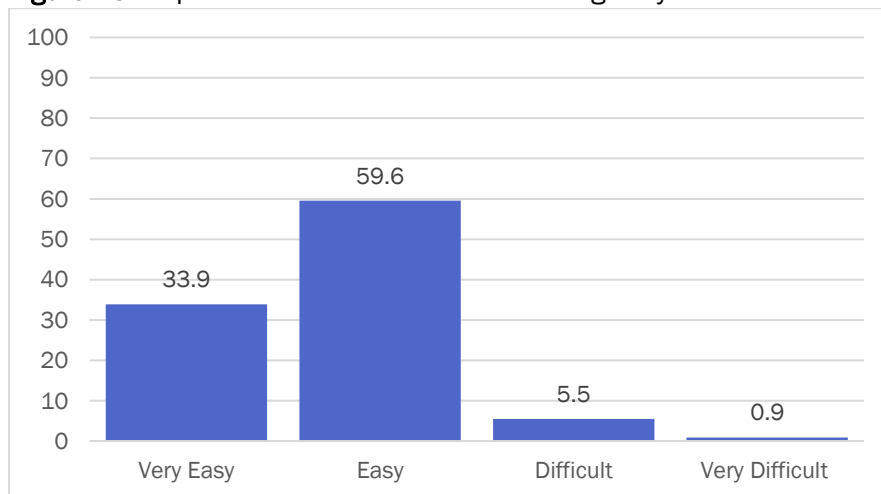
Overall, 24.6% (N=27) of respondents reported that they had experienced any problems with the school audit tool. These problems included, problems with:
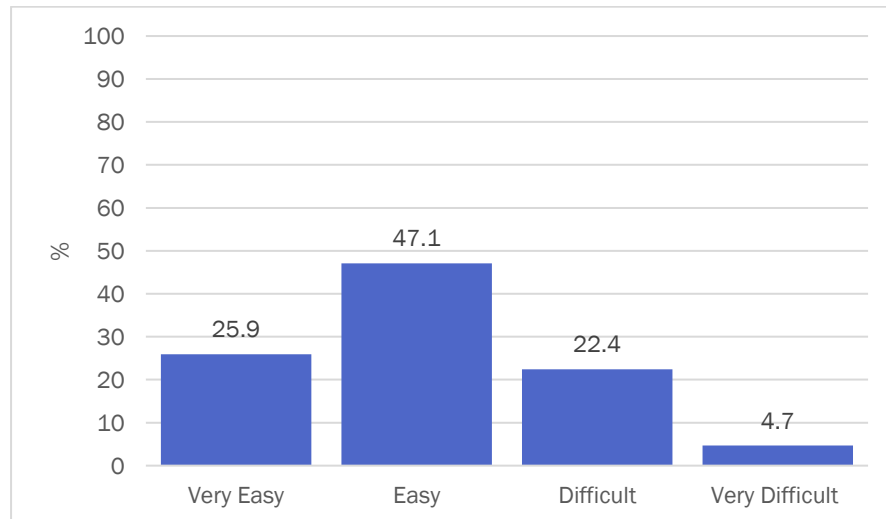
1. Logging on to the system, for example *Initial logging on problems*
2. Problems using the audit tool, due to issues with the layout and macros. For example; 1) *"Sometimes, when writing in the evidence section the cells would not format correctly and go across the screen rather than down onto the next line. This made it difficult to read some of the evidence sections"*, 2) *"The excel spreadsheet did not transfer any of the data into the action plan page but this was fixed immediately by the team"*, 3) *"Some of the drop downs didn't work but we were helped with this by ABA"*, 4) *"Couldn't access the interactive elements of the spreadsheet initially"*, 5) *"You can't reopen it and the graphs are quite hard to take anything useful from"*.

Pupil wellbeing questionnaire

The majority of respondents reported that they had used the ABA pupil wellbeing questionnaire. 9.1% (N=10) reported that they had done so once, and 69.1% (N=76) reported that they had used the questionnaire twice. 21.8% (N=24) of respondents reported that they had not used the questionnaire. The main reason for not using the tool focused on schools using either a questionnaire developed specifically for their school, or another questionnaire.

As shown in figure 14, the majority of respondents reported that they found the school audit tool easy to use. 27.1% of respondents reported that the tool was *difficult* or *very difficult* to use.

Approximately half of participants (51.8%, N=43), reported experiencing problems with the wellbeing questionnaire. Such problems included 1) technical difficulties, e.g. "*It was hard for the children to log on, we found the login process a little difficult at first*" and "*With the second questionnaire transferring names and adding in new children*", and 2) the practicalities of running the questionnaire, e.g. "*Complicated to organise*", and "*Printing the logins proved complicated and the passwords/logins were quite long for the children to type in accurately*".

Figure 14: Reports of the pupil wellbeing questionnaire being easy to use
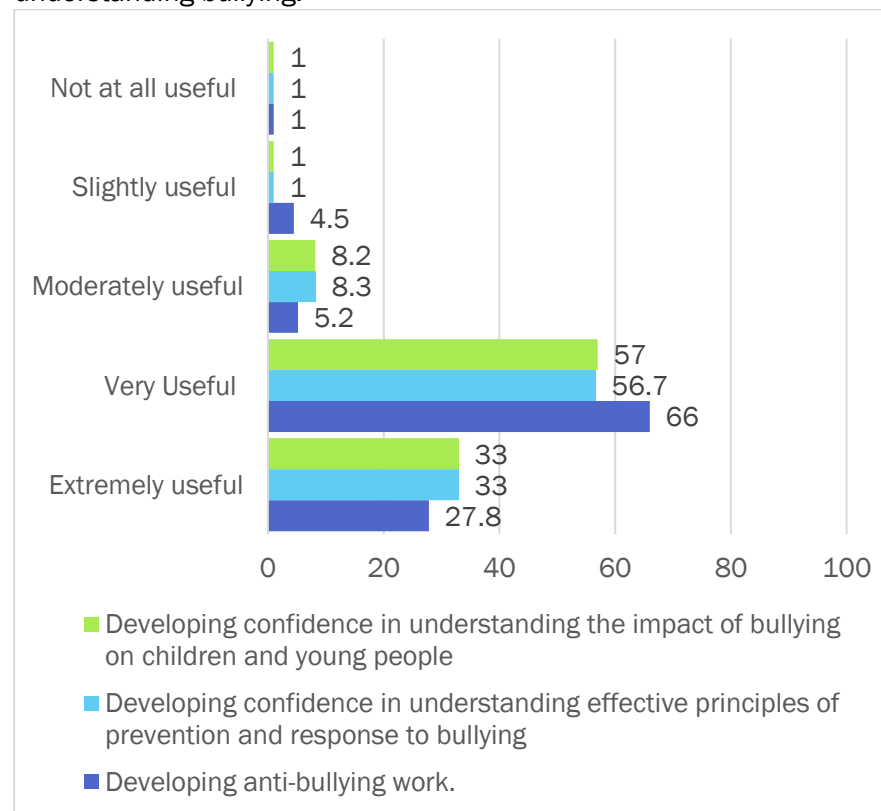
The All Together Hub

89.9% (N=98) of participants reported that they had used the All Together Hub and 95.8% (N=92) reported that they had shared resources with colleagues. 15.3% (N=15) of participants reported experiencing problems when using the All Together Hub. These problems focused around technical issues when using the website, for example; *logging in took a while when we did the staff training and freezing as lots of staff signed up to do the training.*

As shown in figure 15 the majority of participants reported that they felt the materials on the All Together Hub had been useful in developing their anti-bullying work, their confidence in understanding the impact of bullying, and their confidence in understanding the effective principles of prevention and response to bullying.

Respondents were provided with the opportunity to comment on how they used the material on the Hub to inform their anti-bullying work. Responses focused around 1) staff training, e.g. *"We used the Hub to provide staff training"* and *"used in staff meetings; really useful in terms of roles etc. as well as raising profile among staff. Has enabled us to think much more about how to integrate children esp. [children with] SEND into the programme/ give them more of a voice"* and 2) to develop resources for pupils, e.g. *"We also used some of the materials in our pupils anti bullying handbook which was updated by the school council, and also used them to create a parent-friendly version"*.

Figure 15: The percentage of participants who felt the All Together training was useful in developing anti-bullying work and confidence in understanding bullying.

Legend:
- Developing confidence in understanding the impact of bullying on children and young people
- Developing confidence in understanding effective principles of prevention and response to bullying
- Developing anti-bullying work.

Table 11 shows findings of the questions exploring the impact of the programme on their confidence and their school. As this table shows:

- The majority of respondents reported that they agreed that as a result of participating in the programme their confidence in understanding the impact of bullying, and in understanding effective principles of prevention and response had both increased.
- The majority of participants also reported that their colleagues have an improved understanding of bullying.

Table 11: The proportion of participants who reported agreeing with the following statements

As a result of being involved in the programme...	Strongly agree	Somewhat agree	Neither agree/ disagree	Somewhat disagree	Strongly disagree
Your confidence in understanding the impact of bullying children and young people (including those with SEN/ Disability)	66 (61.1%)	41 (38%)	1 (0.9%)	0	0
Your confidence in understanding effective principles of prevention and response to bullying has increased	66 (61.1%)	41 (38%)	1 (0.9%)	0	0
Pupil behaviour has improved	13 (11.93%)	69 (63.3%)	26 (23.85%)	1 (0.9%)	0
Pupil attendance has improved	3 (2.8%)	35 (32.11%)	68 (62.4%)	3 (2.75%)	0
Pupil attainment has improved	6 (5.5%)	41 (37.6%)	61 (56%)	1 (0.9%)	0
Colleagues have an improved understanding of bullying specifically of those with SEN, a disability, and mental health problems.	54 (49.5%)	51 (46.8%)	4 (3.7%)	0	0
Colleagues have an improved understanding of bullying.	54 (49.5%)	49 (45%)	6 (5.5%)	0	0
Bullying has reduced.	27 (24.8%)	59 (54%)	23 (21.1%)	0	0

At the end of the evaluation questionnaire, participants were provided with the opportunity to provide any further comments they may have on the programme. These comments raised some interesting points in relation to the programme, with some participants stating thanks for the programme and the support from the ABA; *"This was a wonderful program! The staff were great and we found it a very useful experience! Thank you so much for all of your hard work*, and *thank you - it has been such a worthwhile programme for both children and adults in school"*. Other participants highlighted the impact of the programme on their school; *"Thank you for all of the tools, training and support over the year. The impact was measurable and I very much hope the schemes will continue in order for us to develop further in years to come"*. Other participants focused on specific parts of the programme, for example *"Great resource for planning and evaluating great for schools looking to develop practice dealing with this sensitive matter"* and *"The questionnaires were quite a drain on teaching time and teachers were reluctant to complete again"*.

At the end of the survey, participants were asked whether they planned to continue with 68.8% (N=75) reported that they would be continuing with the project, 30.3% (N=33) reported that they were unsure at this point. Some participants commented on what to next with regards to the programme and their anti-bullying work, for example; *"We are delighted to receive our award but it has not been made clear what the next steps are for schools who have been successful. We really want to continue with the good practice that is now in place but would like to know what we need to do next to improve and retain our award."*

Key findings & summary

The aims of the All Together programme were focused around reducing the incidence and impact of bullying, particularly in those who are disabled or have SEN with the long-term goal of expanding this to other vulnerable children/ young people. A core focus of the All Together Programme is on developing the skills of the workforce working with children and young people. This section will focus on summarising the key findings from the evaluation in the context of these two core aims.

The reduction of bullying

The evaluation analysed data collected at the start and end of the All Together programme, data that was typically collected at the start and end of a school year. Over this time frame reports of *ever* being bullied, and of *frequently* being bullying both reduced. Reports of frequently bullying also reduced. Focusing specifically on pupils with a special educational need or disability, such pupils reported a reduction in their experiences of frequent victimisation over the time of the programme. Pupils' with SEN also reported a reduction in frequently bullying others. Results of the final evaluation with schools found that 78.8% of respondents agreed with the statement that as a result of being involved in the All Together programme bullying has reduced.

The All Together Programme also aimed to improve the attendance, attainment and behaviour of all pupils including disabled pupils and those with SEN in participating schools. Focusing on those pupils with a special educational need, the proportion of pupils who reported *never* liking going to school, *never* getting on with teachers and *never* feeling like they belong in school reduced from time 1 to time 2. This suggests that over the course of the programme pupils with special educational need reported a more positive school experience. Findings of the final school evaluation found that 34.9% of schools felt that attendance had approved, 75.2% reported that behaviour has improved, and 43.2% reported that attainment had improved.

A further, and final aim of the programme was to improve the wellbeing of disabled pupils and those with SEN in participating All Together schools. As findings of the pupil wellbeing survey showed, comparisons with data collected at the beginning and end of the programme found that wellbeing scores had reduced, indicating an improvement in overall wellbeing.

Developing the skills and confidence of the workforce to tackle bullying

The second core aim of the programme was to work with the wider children's workforce to develop their knowledge and confidence in understanding bullying and methods of prevention and intervention. The use of the school audit to guide schools through the development of their anti-bullying work was viewed highly for its thoroughness. Schools reported on how it aided their development of their understanding of bullying and supported the development of their anti-bullying work. The All Together Hub was seen as providing useful resources to aid this work, and the further development of this guidance, drawing upon the data collected through the evaluation may be beneficial.

The programme partners developed and undertook a wealth of training through workshops and online training. As indicated in the baseline school audit data, few schools reported having training and CPD activities available for staff. This increased substantially by the end of the programme. The evaluation data highlight that the training was well received by delegates, and the clarity of resources was praised as delegates were then able to share material with colleagues. As highlighted in the evaluation of the training, and the final evaluation, the materials were widely shared with colleagues, facilitating the dissemination of the material further. Reports from delegates suggest that their confidence increased as a result of the training received and additional training and resources available through the All Together hub.

Recommendations

Based on the evaluation data presented the following recommendations are proposed, to aid the future development of the programme:

1) The ABA may wish to consider a review of the wellbeing survey, to:
    a. Examine whether it is suitable for pupils at both primary and secondary schools.
    b. Examine whether it is suitable for pupils with additional needs.
    c. Examine whether it captures different types of bullying, for example cyberbullying.

2) The school audit provided a wealth of data that could be integrated into the training and resources available through the programme. The ABA may wish to consider:
    a. Further utilising the data obtained through the audit to create additional case studies. Such case studies could then be used by schools when developing their own action plans, for additional guidance on addressing items on the audit, and would supplement the material already available through the hub.
    b. Limiting any changes to the audit, which received positive feedback due to the completeness of the tool.

3) As the programme continues the ABA may wish to consider further evaluations of the programme to consider:
    a. The extent to which the programme reduces bullying in other vulnerable groups of children, for example looked after children.
    b. The process through which the programme helped to develop the confidence of the workforce in understanding and tackling bullying develops. Understanding the reasons for this increase would be useful to inform other workforce interventions in use to tackle anti-bullying, and work with the workforce more broadly.
    c. The addition of further guidance on the use of the IT, to further support schools.

Conclusion

The findings of the evaluation suggest that the All Together Programme has had a positive impact on the schools and individuals involved. The evidence presented highlights that after only one year, the reported experiences of bullying by pupils, including those with special educational needs and disabilities, has reduced. The completeness and thoroughness of the school audit tool was highlighted by schools as an important and valuable means of developing their anti-bullying work. Overall, the findings of the evaluation suggest the programme has met its initial aims. Overall, the data highlight that the All Together Programme makes a valuable contribution to the development of anti-bullying work in schools.

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