



Save the Children

A whole school approach to anti-bullying practice



“Project members applied an action learning methodology to implement positive changes within their schools in order to reduce bullying behaviours.”

Acknowledgements

This report is the result of a three year engagement in five primary schools in Northern Ireland. The Anti-Bullying Consortium (ABC) Project members applied an action learning methodology to implement positive changes within their schools in order to reduce bullying behaviours. They were supported over this period by the project partners, Save the Children and the Belfast Education and Library Board (BELB), to record the impact of those changes with children, parents and all school staff.

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Save the Children, March 2010.

Executive Summary

Executive Summary

The ABC (Anti-Bullying Consortium.) Project set out to show how changes in anti-bullying culture can be successfully implemented and monitored within schools. The project aimed to move beyond the creation of an anti-bullying policy, to consider how policy is updated using learning and experience of dealing with bullying on an ongoing basis. The project saw the schools anti-bullying policy as a live document, something that could and should change as the school community learned how to reduce bullying behaviour and increase pupils' confidence.

The project partners, Save the Children (SC) and the Belfast Education and Library Board (BELB), worked with five primary schools using a whole school approach to tackling bullying behaviours. The project partners provided support for schools to develop ways of enabling pupils to participate fully within their school community, by contributing to the decisions that affect them. They also encouraged parents and staff to contribute with the intention of increasing communication and feedback in order to reduce bullying behaviour.

The project aimed to:

- Improve policy and practice in primary schools
- Improve children's learning and educational experience
- Promote participation

Five schools from the BELB area agreed to participate in the project:

Ligoniel Primary School
Malvern Primary School
St Bernadette's Primary School
St Matthew's Primary School
Sacred Heart Boys' Primary School

The schools were selected using two criteria: Firstly, the level of economic/social disadvantage of the children attending and, secondly, the proportion of pupils from minority ethnic backgrounds. Four of the five schools had more than 40% of pupils entitled to Free School Meals, while the fifth school had more than 10% of pupils from minority ethnic groups.

In addition to these criteria, the schools involved accepted the benefits of a whole-school approach as a means to increase pupil participation and to adapt to issues as they occurred. Importantly, the five primary schools were willing to change their policies and procedures in order to do so. Each school appointed a Champion to facilitate and coordinate the project. The five Champions were supported by a Programme Co-ordinator from SC and two staff from BELB: one Behaviour Support and one Educational Welfare Officer. An external consultant supported the project to monitor rigorously the impact of change within the schools. These representatives met quarterly as the Project Steering Committee.

The appointment of a Champion by each school meant that the schools were able to take ownership of the entire process and were not dependent on the support of SC and BELB. This enabled the schools to 'own' the learning instigated by these initiatives, making change a normal and sustainable part of the school community.

Project Process

The ABC Project methodology involves establishing annual cycles of feedback, which are captured through the use of survey questionnaires with pupils. The schools used the survey findings to generate annual action plans, which targeted particular interventions based on the survey information. At the end of each school year, the outcomes of the interventions were measured when the questionnaires were re-administered with pupils and the results analysed. This process was then repeated annually during the three-year duration of the project. It is this cycle of monitoring, evaluation and review that allowed the schools to learn from their actions, building on their experience from each year of the process. The first year becomes the baseline from which the success, or otherwise, of interventions can be analysed. The schools also collected information from parents and members of both teaching and ancillary staff. This information informed the annual updating of the anti-bullying policies, assisted staff with developing an annual action plan and facilitated the identification of training needs. It was this feedback that acted as a catalyst to make things happen and create change within all five schools.

Project Outcomes

All members of staff were able to contribute to their school's annual action plans. Teaching staff promoted the ethos of feedback and discussion within their classrooms during circle time, class council meetings and PDMU activities. The schools also used the PDMU curriculum, assemblies, school councils and circle time as vehicles to discuss issues relating to bullying. All staff welcomed the training they received, particularly the classroom assistants and playground supervisors, who have since felt more valued and better equipped to carry out their different roles within the schools. Throughout the project, the Champions found that support from other members of staff was the key factor in driving forward the changes within their school.

All five schools reported the positive impact of developing a whole-school approach to improving their anti-bullying policies. The Champions all valued the peer support within the project steering group, and their quarterly meetings enabled staff from each of the schools to share practice and information. The schools also reported the benefits of having a small budget for materials and training as part of the project. For example, all the schools received training from PlayBoard to restructure their playgrounds and provide more creative play opportunities. Some schools used art, music and play therapy to help pupils with stress or anger management. A few opted to have counsellors within the school, who offered support to both pupils and parents.

Case studies also feature in the report, describing the schools' approaches to instigating changes through:

- The development of their anti-bullying policy
- The revision of their management strategies in relation to their playgrounds and playtimes
- The introduction of school/class councils
- The use of peer mediation

The pupils' responses to the questionnaires provided snapshots of their lives in school. The results from Years 1 and 2 of the study show a 35% reduction in bullying behaviour among pupils in years 1 – 3 (falling from 20% in the baseline analysis to 13% in the Year 2 analysis) and a reduction of 29% in bullying behaviour among pupils in years 4 - 7 (dropping from 17% in the baseline analysis to 12% in the Year 2 analysis). These results support the supposition that increasing participation and developing a whole-school approach can reduce the prevalence of bullying behaviour in schools.

Key Learning

The following key learning points can be taken from the ABC Project and used by other schools wishing to develop an anti-bullying culture in their school:

Consultation, communication and commitment from the whole school community, i.e. pupils, parents, staff and governors, are paramount to implementing anti-bullying policies and practices in primary schools.

Additional resources are needed to free up staff to lead the process of embedding a whole school approach.

Effective anti-bullying policies are drawn up with the active commitment of the whole school community.

Anti-bullying policies should be subject to annual review which should involve pupils, parents, teachers, support staff and governors.

A wide variety of strategies are available to raise awareness of anti-bullying within schools e.g. the use of assemblies, art, drama, circle time and class/school councils.

The New Curriculum, particularly PDMU, enables teachers to integrate the teaching of issues such as anti-bullying, personal resilience and self-esteem into the curriculum.

Reviewing the management of playground and wet playtime procedures can offer significant benefits for both pupils and staff.

The report's conclusion shows that the ABC Project's statistical results compare favourably with those of other anti-bullying studies. The implementation strategies, such as the active involvement of the school communities and quality training for staff, have played a major role in the success of the project. The evidence collected as part of the ABC Project suggests that the translation of a robust anti-bullying policy into robust anti-bullying practice, together with their regular monitoring and review, has a positive impact on the reduction of bullying behaviour within schools.

The full report is available at http://www.savethechildren.org.uk/en/54_11594.htm. This report contains detailed analysis of the project and guidance for schools wishing to build a whole school approach to anti-bullying.

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1. Introduction

“Extensive research demonstrates that well designed bullying prevention programmes can reduce and prevent bullying behaviours.”

Bullying is now a high profile concern for all schools, parents and young people. If unchecked, the negative impact of bullying behaviour can severely restrict children and young people's ability to access and sustain a positive and developmental learning experience. Research and consultations carried out in Northern Ireland by organisations such as NICCY, the Department of Education and Save the Children, confirm that bullying remains a prime concern for children and young people (Kilkelly et al, 2004; Save the Children, 2002, 2005; Schubotz and Sinclair, 2006; Livesey et al, 2007). The issue of bullying behaviour is highlighted in policy documents such as Every Child Matters (DfES, 2003) and Our Children and Young People-Our Pledge The Ten Year Strategy for Children and Young People in Northern Ireland (OFMDFM, 2006). These documents emphasise that children have a right to be educated in a safe and respectful educational environment, where they can work and play without fear or any mental or physical stress, achieve through enjoyment and feel that they are part of their school and local community.

Extensive research demonstrates that well designed bullying prevention programmes can reduce bullying behaviours. There is also evidence that prevention can significantly contribute to developing positive changes in the culture of a school. Pupils exhibit more positive social relationships, and have more positive attitudes toward both their schoolwork and their school. Fighting, vandalism, theft and truancy can also decrease while general pupil satisfaction with school increases (Olweus, 1991, 2005; Fleming et al, 2005).

This report will provide learning and examples of good practice for teachers and school management teams in order to encourage a culture in which bullying behaviours are less likely to occur. In particular, this report recognises the benefits of two strategies to instil an anti-bullying culture within any school. Firstly, a whole-school approach to tackling bullying and promoting positive behaviour with children and young people participating in their school's decision-making processes. Positive changes in school anti-bullying policy, together with the ongoing development of better professional practice and peer support, are more likely if everyone connected to the school is informed and offered the opportunity to play a part. Secondly, creating an effective anti-bullying ethos is dependent upon creating a 'telling environment'. This can only be achieved when pupils, staff and parents/carers are consulted and involved (Save the Children, 2002).

This report summarises the experience of the five participating schools over the three-year duration of the project using these two key strategic approaches to anti-bullying. It offers an overview of the strategy, case studies of the initiatives taken forward by schools and detailed qualitative and quantitative evidence concerning the impact of those initiatives. In addition, appendices contain links to literature and support organisations used by the schools during the project and examples of the questionnaires used to enable participation and gather information during the project.

1.1 The Whole School Approach

In order to facilitate pupils' participation within their school community, the ABC Project promotes a 'whole school approach' (Cambridge Education, 2005) where the whole school community, including the pupils, teachers, support staff, parents and board of governors, are involved in confronting the issue of bullying. These stakeholders work together to establish a safe emotional and physical environment within the school, in order to improve their pupils' educational experiences and reduce bullying behaviour.

A whole-school approach to anti-bullying includes the following four steps:

1. Whole school understanding of the issues

The first step is to discuss the need to develop or review the school's anti-bullying policy involving all stakeholders. This should include discussions on what is or is not bullying; the extent of bullying within the school; locations within the school that are recognised as 'hotspots' for bullying behaviour and how all members of the whole school community can be involved in tackling bullying.

2. Consultation with the whole school community

The Northern Ireland Anti-Bullying Forum strongly recommends that, when schools formulate and implement anti-bullying strategies, their pupils should participate in the process. It is important that consultation involves parents/carers and governors as well as teaching and support staff. This consultation demonstrates that all views are valued and helps cement the partnership. It also means that each individual member of the school community, whether a pupil, parent/carer, governor or member of staff, has a responsibility to work towards creating this safe and open environment.

3. Implementation

The school's bullying policy should provide a definition of bullying and clearly state that all forms of bullying are totally unacceptable (including specific forms of bullying such as racist, sectarian, homophobic or disabilist). The policy should make clear that no reported incidents of bullying behaviour will be ignored. It should also identify how bullying will be dealt with. This policy should be available to all members of the school community.

4. Monitoring, evaluation and review

It is essential to establish a baseline so that the effects, improvements or otherwise, of the policy can be measured and the effectiveness of interventions evaluated.

The school may want to offer pupils the opportunity to report bullying anonymously. This could be done on an ongoing basis by providing post boxes, known as 'bully boxes', in the school, where pupils can write down their concerns about bullying and post them, with the assurance that they will be responded to and treated seriously. Establishing an email address for reporting bullying concerns can offer another means of communication for pupils. While this cannot be anonymous, it must be stressed that every message received will be treated sensitively.

Surveys offer a snapshot of pupils' feelings towards levels and types of bullying within a school community at a particular time. Surveys should include questions regarding the location of bullying incidents, to enable the school to tackle bullying hotspots as part of their whole school approach (see Appendices 1 and 2). The levels and nature of recorded incidents can be monitored through the incident record book. In addition, attendance and truancy figures can be monitored, affording the opportunity for any absence due to bullying to be identified. Data gathered through the various monitoring and evaluation methods should be reviewed regularly, preferably annually, and the policy adapted if required. It is also important to ensure that pupils, parents/carers, governors, teaching and support staff are kept informed of progress and involved in any further changes or consideration of possible future strategies.

"It is important that the 'tale telling' myth is destroyed."

1.2 Creating a Telling Environment

The implementation of an anti-bullying policy can only be successful if the school also creates a 'telling environment'. It is important that the 'tale telling' myth is destroyed, as Munn (1993) noted: 'Silence and secrecy nurture bullying'. Children will not tell for a variety of reasons, but mainly because they are worried about the reaction of the bully. When pupils know that telling will result in a fair resolution they are more likely to trust adults with information regarding bullying behaviour. A telling environment is where everyone recognises their responsibilities to the other members of the school community. It is a safe environment where pupils can tell and do tell if they are aware of bullying from a sense of duty to others and without fear of reprisal.

Schools should promote the message that

- If you are being bullied, tell someone; don't suffer in silence
- If you see someone being bullied, tell a member of staff immediately

Once a telling environment has been created, every member of the school community must expect that bullying will be reported, and that it is safe to tell. Once a report has been made this must be acted on, in the way outlined in the school policy.

2.

ABC Project Overview

“to create a robust anti-bullying policy and translate it into practice”

2.1 Aims

The ABC Project set out to explore how to create a robust anti-bullying policy, and once this has been developed, how to translate it into practice through a number of means, such as:

- Actively promoting and implementing a whole school ethos that is opposed to bullying in all its forms
- Promoting positive attitudes among all members of the school community
- Informing pupils of the school's policy and procedures through assemblies, school councils, PDMU programmes and notices displayed around school
- Encouraging pupils to report incidents of bullying to members of staff
- Drawing up procedures for staff to follow when bullying incidents are reported to them
- Taking bullying incidents seriously and dealing with them sensitively

Providing information for parents, explaining the school's anti-bullying policy and providing advice on support strategies, should their child be a victim of bullying.

2.2 Selection of Schools

Five schools from the BELB area were selected to participate in the project:

- Ligoniel Primary School
- Malvern Primary School
- St Bernadette's Primary School
- St Matthew's Primary School
- Sacred Heart Boys' Primary School

The schools were selected on the level of economic disadvantage of the children attending i.e. poorest 10% and/or the numbers of children from minority ethnic backgrounds. None of the schools had particular problems with their approach to anti-bullying, nor had they high levels of reported bullying incidents. The schools were also of varying types – girls, boys, co-ed and from both the controlled and maintained sectors. It was considered that this might highlight interesting comparisons.

Initially, it was intended that the SC and BELB representatives would work within the schools. However, in order to ensure the ownership of the process by schools and its sustainability after the end of the project, the model of appointing a 'Champion' from each school was adopted. This approach was more likely to build capacity within the schools and empower staff to develop good practice further after the end of the project.

In order to create an incentive and support the work of the project, a small grant of £1000 was made available to each school to purchase resources, equipment or materials. This grant was offered on condition that the additional resources would be identified in consultation with children. It was also a means through which the participative focus of the project could be signalled and embedded.

The project ran from 2006 to 2009. Involvement during the first year (2006/07) was most intensive with monthly steering group meetings. During this time the schools constructed their baseline position and carried out a needs analysis in order to identify specific issues or concerns and any training needed to approach these issues. Thereafter, support and contact was reduced incrementally.

2.3 Baseline Position

This section summarises the baseline audits carried out at all five schools. These audits established records of the schools' profiles prior to their taking part in the ABC Project. They serve as a means to record progress against the objectives of the project and towards achieving a whole-school approach to anti-bullying. The Champions completed questionnaires with information regarding the current level of pupil participation within their schools. They provided details of existing anti-bullying policies and recording and monitoring systems. Champions gave an overview of the school ethos toward bullying. This information was then supplemented with detailed contextual statistical information which is summarised in table 1.

The education system in Northern Ireland consists of different types of schools under the control of management committees who are also the employers of teachers. The majority of Northern Irish schools fall into the Controlled and Maintained categories. Controlled schools are managed by their Board of Governors and the employing authorities are the five Education and Library Boards. Maintained schools are also managed by their Board of Governors and the employing authority is the Council for Catholic Maintained Schools (CCMS).

The Northern Ireland Multiple Deprivation Measure (NIMDM 2005) is used to identify small area concentrations of multiple deprivation across Northern Ireland (NINIS, 2008). The 5,022 Census Output Areas are the smallest geographic units for which robust statistics are available. On average these Output Areas contain 340 people/125 households. All Output Areas in Northern Ireland are ranked, 1 being the most deprived and 5022 the least deprived. These Output Areas fall within 582 wards, which are also ranked, 1 being the most deprived (Shankill in Belfast) and 582 the least deprived. The five participating schools are all located within the top 10% most deprived wards in Northern Ireland.

Table 1 : Participating School Profiles 2005/6

Items	Ligoniel Primary School	Malvern Primary School	St. Bernadette's Primary School	St Matthew's Primary School	Sacred Heart Primary School
Management	Controlled	Controlled	Maintained	Maintained	Maintained
No. of Pupils	100	107	227	264	265
Teaching Staff	5.5 + Principal	5 f/t, 2 p/t, 1 p/t SEN	12	16	11 + 1 SENCO
Non-teaching Staff	10	Principal +	4	8	5+1 Principal
Gender	Co-ed	Co-ed	Female	Co-ed	Male
% Minority Ethnic Pupils	12%	4%	0%	2%	0%
% Free School Meals	29.3%	75.7%	70.9%	62.5%	41.9%
% SEN Pupils	54.0%	70.1%	25.1%	29.5%	26.8%
Ward & Rank	Ligoniel: 57 of 582	Shankill: 1 of 582	Whiterock: 3 of 582	Ballymacarrett: 9 of 582	Waterworks: 16 of 582
Output Area Level	1723/5022	137/5022	67/5022	260/5022	232/5022

Sources: DENI & Neighbourhood Statistics (NISRA)

2.3.1

Ligoniel Primary School - Baseline Position

Ligoniel Primary School is a co-educational, controlled school. The school is located in an interface area which has experienced considerable community difficulties over the years. There are high levels of crime and disorder and low levels of educational attainment and skills. The school serves a growing migrant population. There is cross community contact with one other school through involvement in a 'Forgiveness Project' and Education for Mutual Understanding (EMU).

The school's anti-bullying policy was incorporated as part of the positive behaviour policy. This policy was developed in consultation with teaching staff. Pupil involvement was limited to drawing up a 'rules and consequences' chart as part of the dissemination of the policy. Recording and monitoring were carried out using incident sheets and an incident book.

The positive behaviour policy underpins the school's mission statement: 'we care, we value, we aim to provide the best'. The establishment of a happy, safe learning environment is paramount and the school works to achieve this by working to preventing problems. When intervention is required, the school approach is based on valuing all opinions, listening, looking for solutions and applying fair rules and consequences.

Prior to the ABC Project, pupil participation involved the use of circle time to encourage feedback on specific issues and more informal daily conversations with children.

Ligoniel Primary School used some agencies to support them in their work. Referrals had been made to New Life Counselling and NSPCC. They had also taken part in an EMU workshop with Corrymeela supporting work with regard to reconciliation and mutual understanding.

2.3.2

Malvern Primary School - Baseline Position

Malvern Primary School is a co-educational, controlled school situated in close proximity to the Shankill Road in Belfast. This is an area that has experienced serious conflict and it has very high levels of unemployment and crime. There is also high deprivation in terms of education, skills and training as well as health and disability.

The school had a stand alone anti-bullying policy which included preventative and intervention strategies. This policy was updated using information from questionnaires. Parents and Governors were informed of the updated policy and supplied with it when completed. The school had started to pilot the recording of bullying incidents electronically, using the SIMS system (C2K Management Information Software System). Teachers also used incident books.

Agencies involved with the school included: BELB Education and Welfare Officer, BELB Psychology Service, PSNI Citizenship and Safety Education (C.A.S.E.) Programme, New Life Counselling and F.A.S.A.

Emotional Literacy was encouraged in Foundation and Key Stage 1 using circle time and structured play to highlight emotions. Key Stage 2 use a series of lessons taken from 'Dealing with Feeling' (Rae, 1998), an Emotional Literacy resource.

2.3.3

St Bernadette's Primary School - Baseline Position

St Bernadette's Primary School is an all girls, maintained school located in the Ballymurphy area of Belfast. This is an area that has experienced serious inter-community conflict which continues to negatively affect the lives of the children living and attending school there. The area has very high levels of unemployment and high deprivation in terms of education, skills and training.

Despite the high levels of disadvantage in this community, St Bernadette's has been identified as a relatively high achieving school. The school was involved in a research study, commissioned by the Department of Education, exploring ways in which levels of literacy and numeracy of disadvantaged children can be raised.

The school did not have a separate bullying policy; it was incorporated into the Child Protection policy. The children were not consulted this or any other policy. Bullying incidents were recorded by supervisory staff and passed on to the Principal.

Pupil participation strategies included circle time, buddy system, singing and dancing games for Key Stage 1 in assembly hall on wet days. The school had relationships with a number of agencies such as NSPCC, Barnardos and ChildLine.

2.3.4

St Matthew's Primary School - Baseline Position

St Matthew's Primary School is a co-ed, maintained school situated in the Short Strand area of Belfast; an area that has experienced serious conflict. The area has high levels of deprivation in terms of education, skills and training, together with high levels of unemployment and crime.

St Matthew's had almost completed their stand alone anti-bullying policy when the baseline information was gathered. This had been developed in consultation with parents, children and all teaching and support staff. Recording and monitoring was on-going and the system was under review.

Prior to the ABC Project, pupil participation included circle time and assemblies with a pastoral theme, reminding children who they can speak to if there is a problem.

The school used a number of agencies to support them in their work including: School Liaison Group, Educational Psychologist, BELB Behaviour Support Team, School Nurse, Peripatetic Services, Social Worker and Music Therapist.

2.3.5

Sacred Heart Boys' Primary School - Baseline Position

Sacred Heart Boys' Primary School is an all boys, maintained school located in the Oldpark area of Belfast. The area has high levels of deprivation in terms of health and disability, as well as high levels of unemployment and crime.

The school had a separate anti-bullying policy prior to their involvement with the ABC Project and incident record forms were also in use.

Pupil participation strategies included circle time and assemblies. The school already had a peer mediation system in place.

Agencies working with the school included NSPCC, Include Youth, Educational Psychologist and BELB Behaviour Support Team.

2.4 Methodology

In order to evaluate effectively each stage of the process, pupils were asked to complete self-evaluation questionnaires to establish a baseline for improvement. This also assisted the schools in the assessment of their current anti-bullying practice and procedures. The surveys were repeated at the end of years 1 and 2 of the programme and their analysis provided a measure of improvement or otherwise.

2.4.1

Action Plans

Each school developed an annual action plan using feedback from their pupils' questionnaires. Targets were set and success criteria established. Each action was listed together with the names of the staff members who were responsible for carrying it out. A timescale was established for completion and the required resources were identified. The action plan also contained information on how each action's progress would be monitored. At the end of each year the action plans were reviewed so that each school could carry out an evaluation and use the results of their pupil, parents and staff surveys to inform their action plan for the following year. An example action plan is shown in figure 1.


		ACTION PLAN:		SCHOOL: Saint Matthew's Primary School.		YEAR: 2006 - 2007.	
		CURRICULUM FOCUS / ISSUE: Pastoral Care					
Baseline Position <i>(Where are we now?)</i>	Targets <i>(What do we want to achieve?)</i>	Success Criteria <i>(How will we know?)</i>	Action to be Taken <i>(What are we going to do?)</i>	Staff Responsible	Time-scale	Monitoring <i>(How will we check progress?)</i>	Resourcing
1. Positive Rewards System in Place.	Continue positive behaviour management.	Children will be motivated and behave appropriately.	Encourage and reward good behaviour. Continue Points System and Certificates.	All Staff.	On-going.	Teachers' feedback. Parents' feedback. Number of children "on report".	Weekly certificates in Assemblies. Points. "Report" sheets
2. Draft Anti-Bullying Policy.	Revise draft: complete actual policy.	Policy will be in place.	Continue work with member of BELB Behaviour Support Team.	All staff and BELB representative.	Draft in place. Policy to be completed March 2007.		
3. Bullying Surveys chosen for K.S.1 and K.S.2	Raise children's awareness of bullying.	Children will know what to do in various incidences of bullying.	Give children Bullying surveys. Pastoral Care Team analyse results.	Pastoral Care Team and Vice-Principal.	February 2007.	Surveys and meetings with parents.	Bullying surveys chosen by P.C. Team.
4. Participant in Save the Children ABC Anti-Bullying Project. (V.P. attend monthly meetings.	Share good practice with other schools involved	Bring ideas back to school.	Try some of the "Something to Say" Resources.	V.P. and all staff.	On-going.	Response from children and teachers.	Save the Children Resource Book.
5. Use "Together Towards Improvement" Model - self-evaluation: Communicating with parents.	Meet staff and parents. Consult before final policy is completed.	Policy devised and being used.	Order Anti-Bullying Resources (Arm Bands and stickers) to promote launch of policy.	All staff, especially P.C. Team and V.P. Liaise with Parent Co-ordinator to arrange some parent meetings.	Feb 2007.	Feedback and response from parents. All staff, parents and children will be informed and aware of what to do.	Evaluation Resources (T.T.I.) Information Leaflets supplied.
6. Save the Children Project Co-ordinator willing to come to meetings with parents.	Invite SC Coordinator to St. Matthew's P.S	Everyone more aware of benefits of project.	After surveys, meet parents. Complete information leaflets.	V.P., SC Coordinator and BELB representative	March 2007	Response from everyone involved.	Order armbands and stickers from Save the Children allocated budget for resources.
7. BELB representative to work with Lunchtime supervisors. (Training).	BELB representative will come to school for 4 one hour training sessions.	Supervisors more informed of how to deal with certain behaviour issues and how to identify signs of bullying.	Arrange training dates.	V.P. to liaise with supervisors and member of BELB Behaviour Support Team.	March/April 2007.	Staff have appropriate training and know strategies to use with children.	Pay staff for training time from allocated budget from Save the Children.

Figure 1: Example Action Plan – St Matthew's Primary School

2.5 Survey Instruments

Survey instruments were developed to facilitate the collection and analysis of information from the number of pupils involved, the results of which could then be coded and quantitatively analysed. These instruments were based on established tools, the 'My Life in School' checklist and The Nowicki-Strickland Internal/External Locus of Control Scale. Minor changes were made to the language, in order to aid the pupils' understanding of the questions, and a few questions were added to gauge pupils' opinion on their participation within their school community.

The 'My Life in School' checklist, was originally designed by Tiny Arora and updated by Wolverhampton LEA (1992). It describes a variety of things that might happen to a pupil in school during any particular week. Approximately half of these are positive, 'nice' or neutral items and the remainder are more unpleasant, negative items. This combination of an equal proportion of positive and negative items is deliberate in order to draw attention away from bullying. The questionnaire provides an indirect but precise measure of bullying behaviour by avoiding the question 'Are you being bullied?' because:

- There are many types of bullying behaviour
- Children may have different definitions of what constitutes bullying
- The word 'bullied' can be emotive and may not be answered honestly

Pupils are only asked to report on events that have happened during the past week as memories of older events can be inaccurate.

A simplified version of the questionnaire was used to capture information from children in years 1 – 3 (see Appendix 1) and the full survey instrument for use with pupils in years 4 – 7 (see Appendix 2) of the participating schools.

The Nowicki-Strickland Internal/External Locus of Control Scale (Nowicki & Strickland, 1973) provides a measure of generalised locus of control. A shorter form has been adapted by Daniel and Wassell (2002), with permission from Steve Nowicki, for use with children and young people. This shorter version was used with participating children in years 4 – 7 as a self-esteem indicator and is reproduced in Appendix 2. The children are asked 12 questions, to which the responses are either yes or no. Additional comments can also be recorded at the end of the questionnaire. Each pupil's locus of control is then determined as one of the following:

- **External Locus of Control** – This result occurs if there are more 'yes' responses. The child is inclined to see him/herself as having little or no control over events and has a low sense of self-efficacy. He/she views events as being controlled by external forces. The child tends to believe that his/her behaviour is guided by fate, luck, or other external circumstances. Individuals expressing an external locus of control fail to recognise the relationship between their behaviour and its consequences and studies have shown that this can be linked to both aggressive behaviour (Oesterman et al, 1999) and peer rejection (Sandstrom & Coie 1999).
- **Internal Locus of Control** – This result occurs if there are more 'no' responses. The child is inclined to see him/herself as having some control over events and has a high sense of self-efficacy. The child has the tendency to believe that his/her behaviour is guided by his/her personal decisions and efforts. Individuals expressing an internal locus of control tend to take responsibility for their own behaviour and actions. Research has also shown that children who have an internal locus of control also appeared to have higher levels of self esteem (Gale et al, 2008).

Once assembled, both the simplified version of the questionnaire and the full survey instrument, together with the instruction documents for those administering the surveys, were piloted with pupils of both year groups. All comments regarding the completion of the questionnaires were noted and these informed the final amendments to the survey instruments.

In June 2006, the questionnaires were administered in the 5 schools to all pupils in years 1 - 6 whose parents had consented to their taking part in the surveys. The results were then analysed and formed the baseline for the study. Year 7 pupils were not included in the baseline analysis, as they were leaving school later that month and would therefore not participate in the rest of the program. All pupils in years 1 – 7 of the 5 schools completed the questionnaires again at the end of Year 1 (2007) and Year 2 (2008) of the study. Detailed analysis of the responses was provided to each school as a means of evidencing and evaluating their involvement with the ABC Project and informing their action plans for the forthcoming year.

3.

Analysis and Action

“This is not a one size fits all programme.”

Having analysed both the qualitative evidence from the baseline audits and the quantitative results from the baseline surveys, the Champions, together with their school management teams, were able to identify a variety of aspects that they felt could be changed in order to improve policy and practice within their schools and help them meet the aims of the project.

This is not a one size fits all programme. The baseline audit showed that the five schools were all at different stages in the development of their whole school approach to anti-bullying and therefore had different needs. While the action plans were being drawn up, the schools were able to choose from a range of activities in order to satisfy their own requirements.

A range of resources which employed a variety of media to address issues associated with bullying were made available to the schools. All five schools took the opportunity to develop a whole-school approach to the development of their anti-bullying policy. They also took advantage of PlayBoard's Positive Playground programme to restructure their playgrounds and provide more creative play opportunities, as well as raising the morale of playground supervisors through training. They used PDMU, school assemblies and circle time as vehicles to discuss issues relating to bullying. Some schools used art, music and play therapy to help pupils with stress or anger management. Some also opted to have counsellors within the school offering support to both pupils and parents.

Figure 2 shows an example of a project related timeline of the key actions that took place within Malvern Primary School during the course of the project.

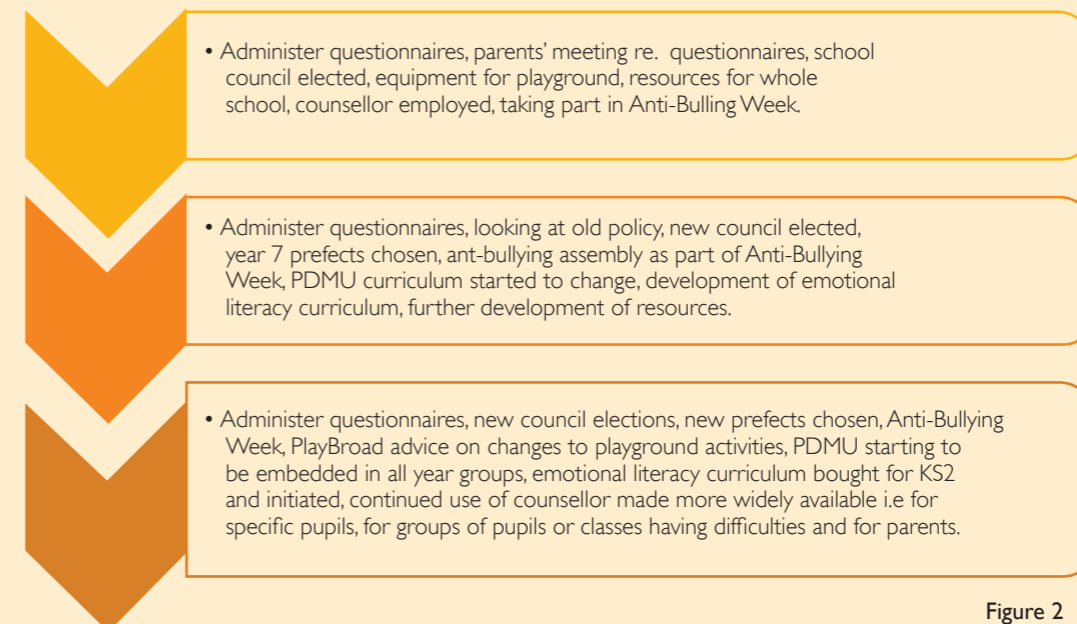


Figure 2

3.1 Case Studies

Rather than give a chronological account of each school's actions during the life of the project, common themes have been drawn together to form a series of case studies presenting examples of good practice that can be emulated by other schools embarking on a similar journey to develop an anti-bullying ethos.

3.1.1 Anti - bullying policy

The five participating schools each took the opportunity to review and develop their existing anti-bullying policies. The whole school approach adopted as part of this programme meets the legal requirements of, The Education and Libraries (NI) Order 2003, which states that all schools are required to have an anti-bullying policy and they are to consult on this policy with pupils. This would imply that all schools in Northern Ireland have an obligation under law to involve their pupils in drawing up their anti-bullying policy. All of the participating schools had anti-bullying policies in place initially. Some had already produced stand alone policies, while others incorporated them as part of their positive behaviour policies, but all five schools were committed to the further development of their policies in consultation with the whole school community.

Each school Champion began the process by reviewing their existing policies in consultation with staff, pupils, parents and boards of governors. The results of the pupil, parent and staff questionnaires were useful in identifying specific issues associated with bullying and further informing the policies. Anti-bullying policy review training was available from BELB.

The new policies include procedures for parents and children to report any incidences of bullying as well as preventative and intervention strategies. These take a two pronged approach: to deal promptly with incidents and to provide conditions in which incidents are less likely to occur. Issues relating to anti-bullying policy are also addressed at parent meetings at the start of the school year. Extracts from Ligoniel Primary School's action plans, (Appendix 3a) describe their anti-bullying policy development process over the life of the project. They also carried out training sessions with their pupils on how to draft an anti-bullying policy. The children were then able to produce a pupil friendly version of the policy. (Appendix 3b)

St Bernadette's extended their whole school approach to include the community through press releases, see example in figure 3, providing information and updates with regard to the initiatives they were taking forward as part of the ABC project.

St Bernadette's Girls Primary School in Ballymurphy, along with 4 other Primary Schools across Belfast, are working on an Anti-Bullying Project, ABC, with Save the Children in partnership with the BELB. St Bernadette's takes the issue of bullying very seriously and with the support of Save the Children are raising awareness about the impact of bullying on the children's safety, emotional well being and educational attainment. The project aims to involve parents and increase children's participation in developing strategies to tackle bullying behaviour.

Figure 3: Newspaper Caption – St Bernadette's Primary School

Sacred Heart Boys' Primary School introduced a new incident recording system which enabled patterns of behaviour to be analysed as well as evidence of bullying behaviour. This evidence could then be used to discuss actions with parent and pupils.

The schools have all met the project aim of improving policy and practice as a result of their participation in the programme. One of the Champions reported that their "policy has been revised and practice is more consistent as all staff have a better understanding of the underlying principles of anti-bullying and how our school endeavours to prevent and tackle bullying, using both proactive and reactive strategies. The pupil/staff/parent questionnaires were useful in highlighting inconsistencies in practice and awareness of policy".

All five Champions would recommend that other schools wishing to develop their anti-bullying policies consult with pupils, parents and all staff as part of the development process and suggest that other schools:

- Use the questionnaires to get a baseline assessment of what EVERYONE actually thinks about the school's anti-bullying standpoint
- Get the parents involved
- Bring the whole staff on board from the beginning to obtain a single vision of where the school is going regarding anti-bullying issues

3.1.2 Playgrounds

All five participating schools took the opportunity to review the management of their playground and implemented changes to make playtime a more positive experience for their pupils as a result of findings from the baseline survey. The baseline analysis revealed that the majority of children were happy in the variety of places listed. However, a higher proportion stated that they felt sad 'waiting in the playground', during 'rainy break times' and at 'rainy dinner time' than in any of the other times and places listed (See 4.2, figure 6). Pupils in years 1 – 3 identified the playground and the dinner hall as the two most common locations where they 'felt sad', while pupils in years 4 – 7 identified the playground as the location where unfriendly or upsetting incidents occurred.

The schools all opted to undertake training in order to improve their playground management. Training was made available for teachers, classroom assistants and playground supervisors via BELB Behaviour Management Training and PlayBoard's Positive Playground Program. Research findings show that play can influence children's physical, emotional and mental well-being and suggest that if children experience more positive playtimes their behaviour improves, as does their class work (PlayBoard, 2008). The training helped staff reduce bullying and aggressive behaviour and increase levels of physical activity in their pupils. All five schools have reported that they have noticed positive changes in the behaviour of pupils, more co-operation, increased participation and a reduction in discipline issues.

PlayBoard offered practical advice on the best use of the available space in the playground as well as play equipment. The schools found the use of 'loose parts' particularly successful. Objects such as hoops, crates, den-building materials, tyres, hockey sticks, logs and sand provide opportunities for more kinds of play than standard play equipment. These simple resources encourage children to use their creative and physical abilities to support their play.

The schools all used project funding to purchase "a wider range of games and sports equipment for the playground including some quiet activities, a 'prop case' for dressing up and putting on 'plays' and chalk boards for the walls". These provided "more interesting activities during lunchtime both inside and outside. A particularly successful innovation has been the dressing up case - a wheeled suitcase with a selection of clothes and props for role-play. Some of the school purchased benches and tables for the playground to allow pupils to sit and talk or play together.

Playground zoning areas were introduced as a result of the PlayBoard training. The schools divided their playground into a number of different areas of interest or activity. The zones depend on the age and needs of the pupils, the space available in the playground and can help schools make the best use of limited space. The whole school community can be involved in the planning of the zones which gives everyone ownership of the project, increases enthusiasm and may even help with fundraising. The schools reorganised their playgrounds in consultation with playground supervisors and teaching assistants. They identified new storage and new ways to manage layout and tidy ups of resources. Pupils were involved in managing these aspects as they understood the importance of caring for new resources.

All five schools have noticed the impact, made by the training, on their management of wet playtimes. Each school used project funding to purchase boxes of games and activities for each classroom which were ring fenced for use only during wet lunch times. The Champions have all commented on how these have helped improve wet playtimes and the more recent pupil surveys show an increase in the number of pupils who are happy during rainy break and lunch times (see sections 4.2 & 4.5). "Children, teachers and supervisors all love them. Games are specifically for wet days and the children all know they were bought as a result of the information they gave in the surveys, especially when they said they did not like rainy day breaks."

Playground management also contributed to the creation of 'telling environments' within the schools. The "issue [of telling tales] especially with older boys was difficult to overcome, but consistent addressing of incidents, not always bullying, but fall outs on the football pitch etc. were dealt with by the principal, staff and the children so the importance of dealing with incidents was recognised. It was important to show that children will be listened to and resolutions sought".

The Champions all reported that play materials alone are not enough. Their use must be taught and supported because, without support, the resources can be misused or destroyed. Pupils themselves fed back, through the School Councils, their concerns about destruction of materials. Staff responded by increasing pupil involvement in managing resources and encouraging responsible play. Activities were rotated to alleviate boredom, provide variety and reduce the misuse of resources. The schools designed systems involving playground buddies to assist in the setting up and tidying away of resources.

3.1.3 School/Class Councils

School Councils UK (2009) show how school councils can offer huge benefits to both the school community and the individual pupils involved, providing *“a basis for active learning of important life skills, such as speaking and listening skills, teamwork, emotional literacy, problem-solving, moral reasoning skills, self-esteem and self confidence.”* Pupils learn to resolve conflicts amongst their peers and disruptive behaviour, vandalism, truancy and exclusions are reduced.

St Bernadette's Primary School already had a school council in operation prior to their involvement in the ABC Project, but they decided to extend this and set up class councils as a part of their work on the project. Their Champion was able to convey to the project how effectively the school council represents the views of pupils within the school by giving them the opportunity to voice their opinions and understand that their views count.

Three of the participating schools, Ligoniel, Malvern and Sacred Heart, decided to introduce school councils as part of their involvement. The success of these initiatives was due to the full and active support of the head teachers and school management in encouraging and supporting the integration of pupil participation.

School council training was provided by an officer from the North Eastern Education and Library Board to the Champions, who then rolled the training out to staff in their schools. A summary document produced by Sacred Heart Boys' Primary School's Champion during development stages of their school council is reproduced in Appendix 4a. This describes their proposed school council and outlines the benefits it would provide to their school community. Their school council code of behaviour is also shown in Appendix 4b.

Ligoniel Primary School decided to implement a full system of class and school councils, which have proven to be so successful that they have been able to offer other schools information on how to establish their own school councils. The Champion said that the best thing to come out of their taking part in the ABC Project was the creation of the class and school councils:

“Giving children a voice in the running of their school is a very powerful tool in the creation of a happy learning environment. All children have been involved. Some have really grown in their responsibilities and have found success at being an organiser or someone with sensible ideas. I have one little boy in particular who has difficulty with written work but who has shone at being a Councillor and taken the lead in many discussions. This has boosted his self esteem as well as proving a valuable model for other children.”

School councils were seen as a means to develop an anti-bullying culture to seek feedback in reviewing school policy and promote participation in all aspects of school life. They also fit with the aims and objectives of PDMU. The Champions all advise other schools to; *“create a council - this has opened up many discussions re bullying which teachers don't always appreciate”*.

“Class and school council give the pupils a real voice and an opportunity for real participation”.

“Class councils have been a great way to keep informed about what is going on both within the classroom and in other areas of school and beyond. The children take their roles very seriously and can often help each other arrive at solutions to their problems.”

Outcomes from the school council meetings include the refurbishment of toilets at Sacred Heart and Malvern's distribution of Christmas hampers within the community. St Bernadette's School Council made decisions on playground resources and noted issues like damage within school such as broken locks on toilet doors – examples of minutes from their meetings are included in Appendix 4c. Ligoniel's School Council held an art fair to raise money and then decided how they would use the money to buy more playground resources. Through their evaluation, the schools all noted the popularity of council positions and that children did not just vote for friends but took note of manifestos.

3.1.4 Peer Mediation

Sacred Heart Boy's Primary School had used the peer mediation system prior to their taking part in the project. The peer mediators help pupils, who are involved in conflict situations with other pupils, to identify the issues, talk openly about their situation and be listened to, and then identify resolution. Peer mediators do not give advice nor do they impose solutions. All responsibility and control rests with the pupils in conflict.

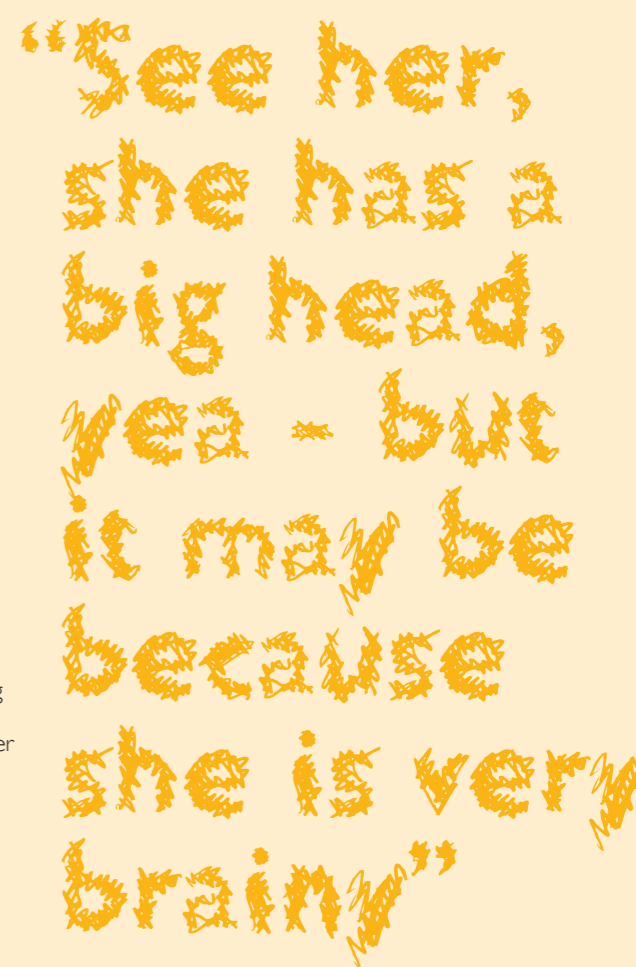
As a result of their involvement in the project, Sacred Heart renewed their commitment to peer mediation by training Primary 6 pupils in Sept 07 and Sept 09. The school's peer mediation brochure, reproduced in Appendix 5, gives details of their peer mediation process and how it is implemented within the school.

Sacred Heart has found that the presence of peer mediators in the playground with the younger children solves minor difficulties before they escalate and helps develop the children's ability to talk through their problems. *“Talk it out”* is the peer mediators' motto. This has helped pupils learn to recognise, take responsibility for and report bullying.

Peer mediator training had already been carried out by Include Youth prior to the beginning of this project. The school has found that their use of peer mediation has helped to encourage a culture in which bullying behaviours are less likely to occur. They inform parents of the peer mediation service and promote it by introducing the peer mediators to classes. The school purchased peer mediator T-Shirts so that the peer mediators could be easily identified by other pupils. The peer mediators are valued by both pupils and staff and receive a special plaque at the Primary 7 leavers' award ceremony.

Evaluation of the peer mediation system has indicated that it has helped to generate recognition by children of their role. Participation has been significantly improved through inviting children to train as peer mediators thus helping to fulfil the project aim to promoting participation.

Similarly, pupils at St Bernadette's received training in strategies to avoid contentious playground situations from Peaceful Schools International. The pupils become 'peace-makers' and have learnt how to apply 'balancing strategies'. For example, if a peace-maker comes across children gossiping, the peace-maker will listen to the negative comments but offer a positive aspect to balance the view and defuse it e.g. *“See her, she has a big head, yea - but it may be because she is very brainy”*. The school has also developed strategies including a behaviour management approach applied by peers to distract children who may be arguing or fighting.



“See her, she has a big head, yea - but it may be because she is very brainy”

3.2 The Schools' Position Post Project

All five schools have developed distinct whole school anti-bullying policy as a result of their taking part in the ABC Project. The policies are reviewed regularly in consultation with all staff and pupils, where previously they would have been the responsibility of only a small number of staff. Pupil participation and consultation now includes the completion of ABC questionnaires to elicit pupil opinion and inform the anti-bullying policy. "Staff, pupils and parents are all more involved and pro-active about dealing with bullying."

Pupil participation has increased within all five schools. *"The project has provided a focus. It has raised awareness within the school community."* Anti-bullying lessons are incorporated into the PDMU curriculum and the schools all take part in anti-bullying week. *"Children are aware of the different forms of bullying and the strategies to deal with them."* Pupils contribute to displays around the schools highlighting bullying issues and take anti-bullying assemblies. Four of the schools now have School Councils in place and pupils have *"a voice and role in the running of the school"*. *"The best thing has been listening to the ideas generated by the pupils in the School Council and their persistence – inspiring!"*

The Champions have all emphasised how the changes to their playground management have made playtime a more positive experience. Training for teachers, classroom assistants, playground supervisors and older pupils within their roles of playground buddies, peer mediators and peace makers has resulted in better managed playgrounds, making playtime a more enjoyable experience for all involved.

"Children are aware of the different forms of bullying and the strategies to deal with them."

4. Evidence of Change



This quantitative analysis provides a means for the schools to evaluate the actions and activities that have emerged as a result of the surveys and provides a means of measuring their impact. It also demonstrates that the annual questionnaire cycle had a positive effect on the profile of anti-bullying and the level of confidence children expressed in the schools' ability to listen to them. Whilst it is not recommended that schools should replicate the rigor of this type of analysis; it does serve to demonstrate the impact of initiatives and support the intuitive understandings of many teachers about the benefits of a more participative approach to anti-bullying.

The pupils participating in the project completed detailed questionnaires which provide snapshots of their lives in school. These facilitated the comparisons between the baseline and the results from Years 1 and 2 of the study. This enabled comparison overtime and measurement of progress in each school.

Each year a comprehensive analysis of the pupil responses to each individual question was provided to each of the participating schools so that it could be used to inform their action plans for the following year. This enabled schools to work from a real annual evidence base and progress their work rather than duplicating or repeating work on anti-bullying.

A detailed comparison of the 'before' (Baseline, 2006) and 'after' (Year 2, 2008) responses was also provided for each school as a means of evaluating their involvement with the ABC Project. A summary of this comparison follows. Results that are sorted by school have been grouped into years 1 - 3 and years 4 - 7 groups for each school so as to maintain pupil confidentiality.

The quantitative analysis revealed an overall reduction in the prevalence of bullying behaviour after Year 2 of the project across all five schools.

The numbers of children who participated in the pupil surveys have been summarised in table 2. Year 7 pupils were not included in the baseline analysis as they were leaving school shortly after the questionnaires were completed and would not participate in the following years of the program.

Table 2 : Number of Pupils Participating in the Study

	2008			2007			2006 Baseline		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Management	42	44	86	35	33	68	42	27	69
No. of Pupils	51	35	86	36	17	53	50	49	99
Teaching Staff	47	37	84	47	41	88	48	60	108
Junior Total	140	116	256	118	91	209	140	136	276
Year 4	55	55	110	65	59	124	50	58	108
Year 5	64	59	123	45	51	96	58	52	110
Year 6	55	55	110	63	62	125	45	36	81
Year 7	61	58	119	39	16	33	n/a	n/a	n/a
Senior Total	235	227	462	212	188	400	153	146	299
Total (Junior + Senior)	375	343	718	330	279	609	293	282	575

4.1 Reduction in Bullying Behaviours: Years 1 – 3

In order to capture information from pupils in years 1 – 3 regarding their experiences at school, data collected was using the simplified version of the survey instrument, reproduced in Appendix 1. A comparison of the results of the baseline study with the results from the Year 2 survey reveals the overall trends which show an increase in the occurrences of the more positive experiences and a decrease in the more negative experiences.

In order to establish the level of bullying behaviour across the study, responses to key questions from the junior: 'My Life in School' checklist were scored and combined to produce a 'bullied index'. This index enabled the comparison of bullying levels with each individual school and year group.

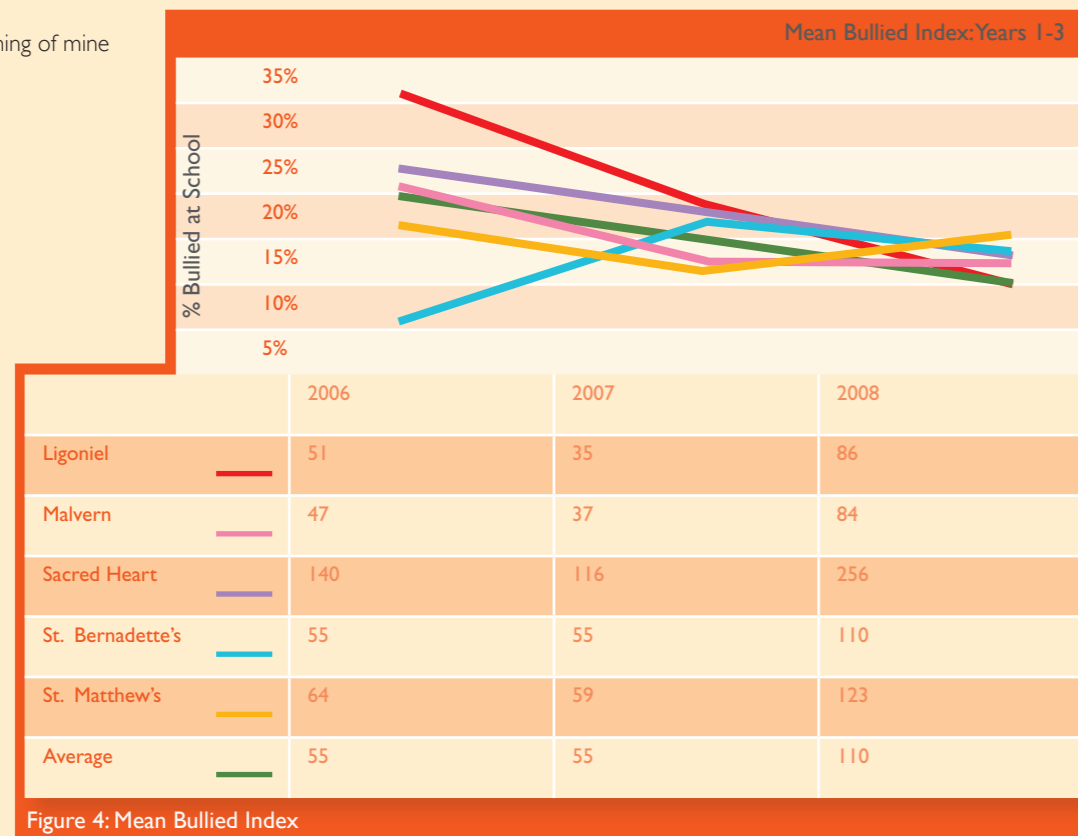
Key items on the checklist indicating bullying behaviours are:

- Q2 – Tried to kick me
- Q4 – Said they'd beat me up
- Q6 – Tried to make me give them money
- Q8 – Tried to hurt me
- Q10 – Tried to break something of mine
- Q11 – Tried to hit me

A bullied index or score is calculated for each individual pupil. These scores are then combined to produce a bullied index for each school group. The index is measured on a percentage scale ranging from 0% (zero bullying behaviour recorded) to 100% (all pupils reporting that they have been victims of bullying behaviour).

The mean bullied indices for each school are shown in figure 4. This shows a 35% reduction in pupils reporting bullying experiences, dropping from 20% to 13%. This suggests that the various activities that the schools carried out with their pupils in years 1 - 3 had positive effects on the pupils' behaviour.

St. Bernadette's, a girls' school, had particularly low baseline indices compared to those recorded for the boys' and mixed schools taking part in the study. This may have been due to the physical nature of the behaviours recorded in the responses which previous research has shown to be gender related and more likely to occur among boys than girls (Scheithauer et al, 2006). The apparent rise to the 2008 levels may not reflect an increase in these behaviours, but could be due to an increased awareness among pupils of anti-bullying activities being carried out within the school.



“This shows a 35% reduction in pupils reporting bullying experiences, dropping from 20% to 13%.”

4.2 Increase in Levels of Happiness at School

“14% more boys are happy at rainy dinner time.”

Both boys' and girls' responses to the 2008 questionnaires show a significant increase in the percentage of children who said that they were happy 'waiting in the playground', during 'rainy break times' and at 'rainy dinner time' when compared with both the baseline and 2007 figures as illustrated in figure 5.

For example, comparing the boys' responses in 2008 with the baseline shows that 18% more boys are happy 'waiting in the playground', an additional 15% are happy during 'rainy break times' and 14% more boys are happy at 'rainy dinner time'. This increase in the percentage of children who are now happy during rainy break times and dinner times provides an indication of how the revised management of wet playtimes made a difference and improved the children's experience. It would appear that the children get greater enjoyment from the activities that are provided indoors when it was too wet for them to go out and play. Furthermore, boys were happier when waiting in playground, which supports the Champions' observation regarding how the changes in playtime management have contributed to the improved behaviour of the children.

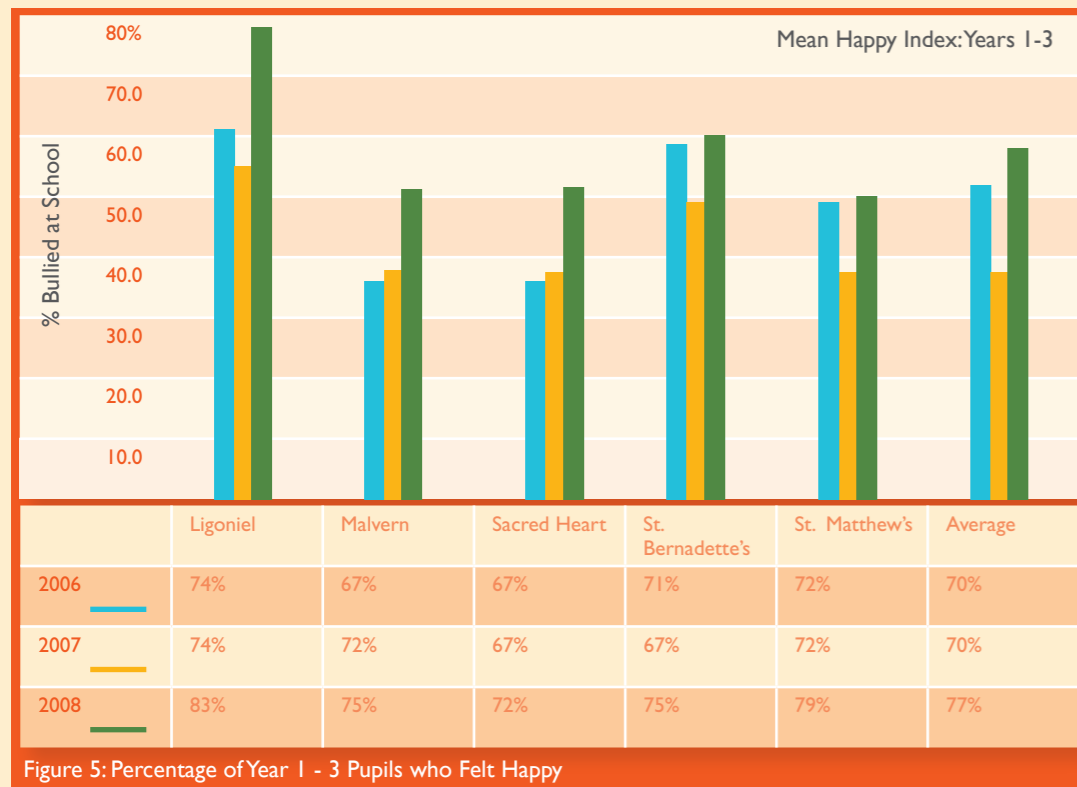


Figure 5: Percentage of Year 1 - 3 Pupils who Felt Happy

“the dinner hall and playground were the most common places that pupils in Years 1 - 3 felt sad.”

A 'happy at school index' was calculated for each pupil as an average of the scores of the 7 happy/sad responses. This index standardised the scores and was calculated in a similar manner to the bullied index. This index is also measured on a percentage scale with indices ranging from 0% (100% of pupils have responded to all 7 questions that they are sad) to 100% (100% of pupils have responded to all 7 questions that they are happy).

Results are shown in figure 6, where the 2008 scores, forming the green line, show overall increase in pupils reporting that they feel happy at the various times and locations. This increase in the happy at school indices reflects the effectiveness of the whole school approaches adopted by each of the schools.

Pupils in years 1 - 3 were also asked if there was anywhere in school that they feel sad. Of those pupils who took part in the baseline survey, 36% responded that there was somewhere in school that made them feel sad. Two years later this percentage was reduced by almost one third to 25%. In each year, the dinner hall and playground were the most common places that pupils in years 1 - 3 felt sad.

This reduction again reflects the pupils' positive responses to the changes in playground management in the schools.

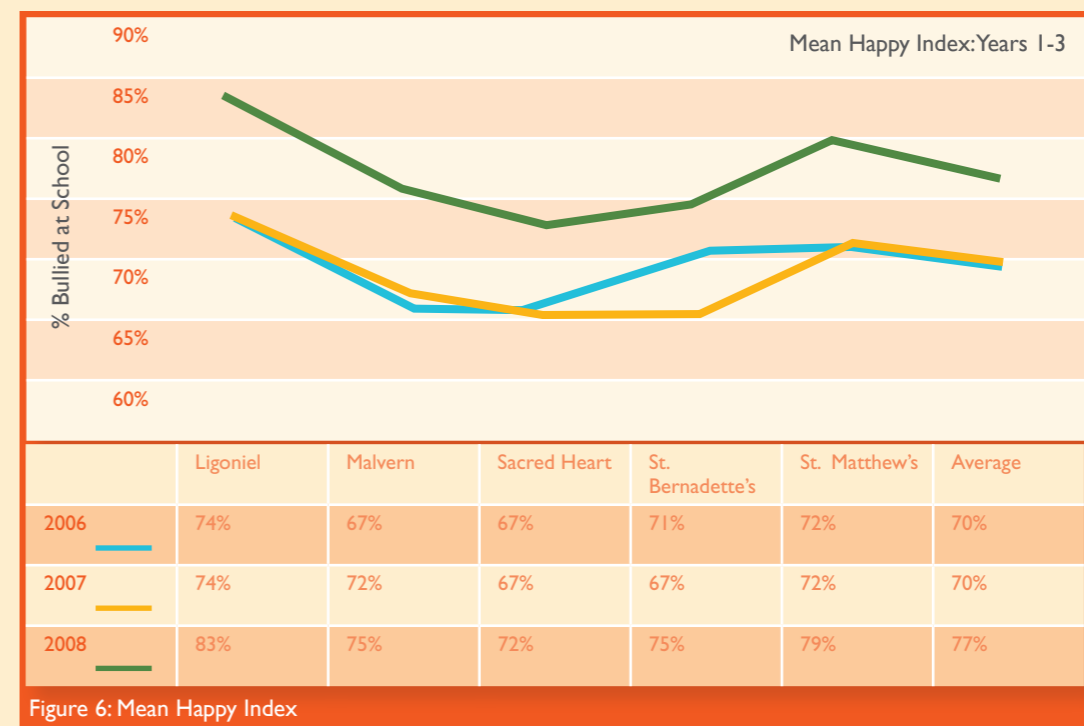


Figure 6: Mean Happy Index

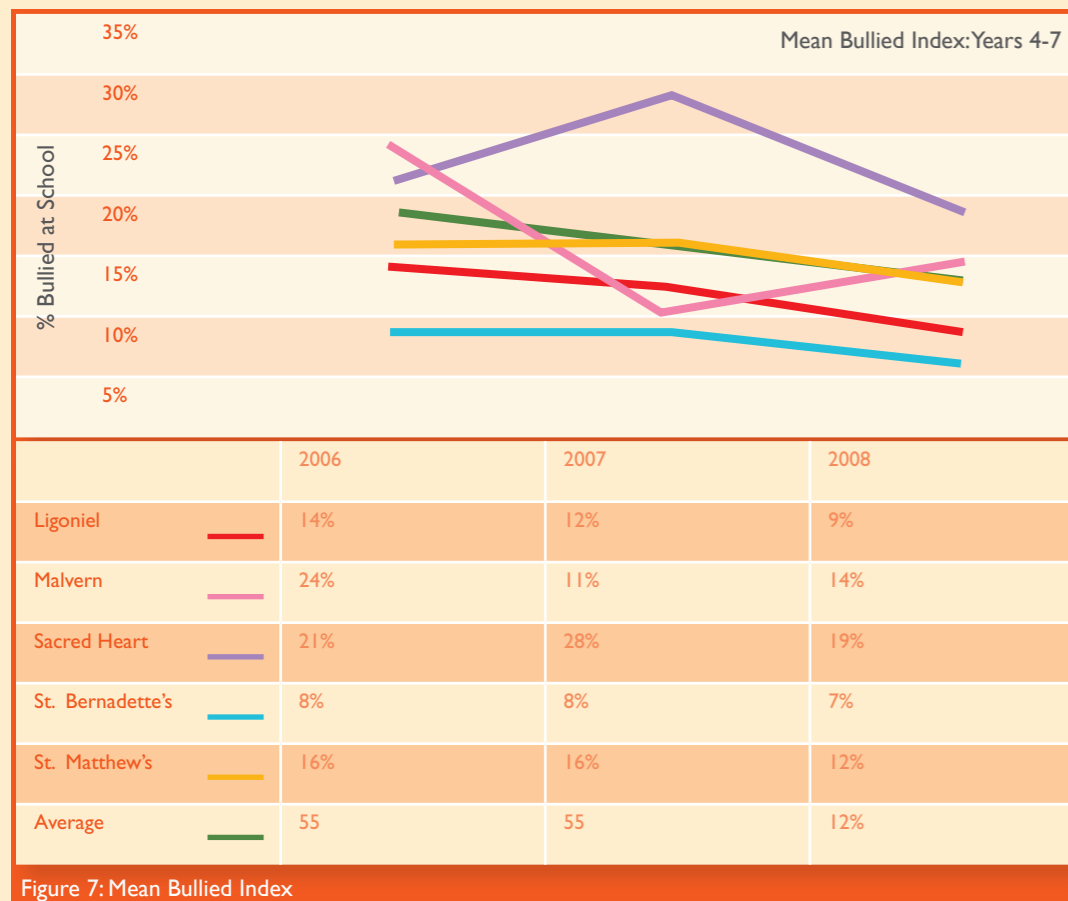
4.3 Reduction in Bullying Behaviours: Years 4 – 7

Pupils in years 4 - 7 completed a more detailed version of the questionnaire and responded 'never', 'once' or 'more than once' to the questions in the checklist. (Only yes/no responses were used in the simplified version used with pupils in years 1 – 3.)

Again a bullied index was calculated for each pupil in years 4 – 7, this is derived from the 'more than once' responses to the 6 key items questions.(see page 30), The 'more than once' responses are used here because bullying is generally defined as behaviour that is usually repeated over a period of time.

The bullied indexes from both the 2008 and the 2006 baseline study are summarised in figure 7. A comparison of these results shows a 29% reduction in reports of bullying behaviour, which dropped from 17% to 12%. This significant reduction provides an indication of the effectiveness of the anti-bullying strategies employed by the five schools that underpin their anti-bullying policy. Concurring with the younger pupils' results, St. Bernadette's index is lower than the other schools.

The percentage of bullied pupils who told a teacher that they had been bullied, increased from 11% in the baseline study to 20% in the Year 2 survey. This would suggest that, by developing a 'telling environment', children are more likely to inform an adult as they feel that it is safe to tell. The schools already had a range of interventions in place to address bullying incidents as soon as they were reported, this also appears to have had the knock-on effect of reducing the number of incidents occurring among their pupils.

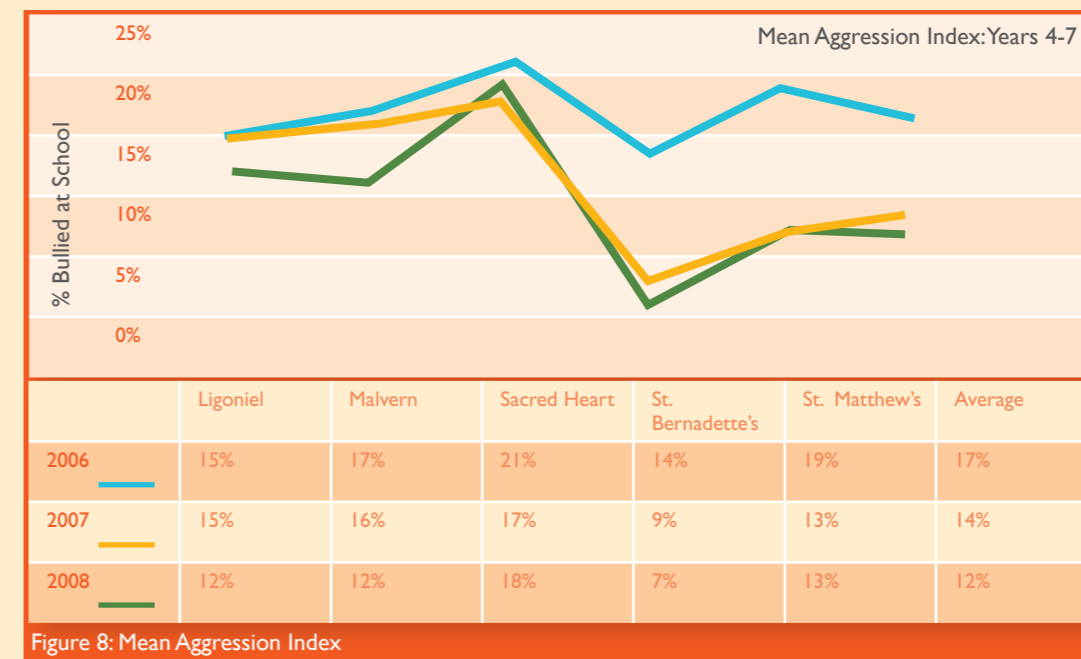


4.4 Reduction in Aggressive Behaviour

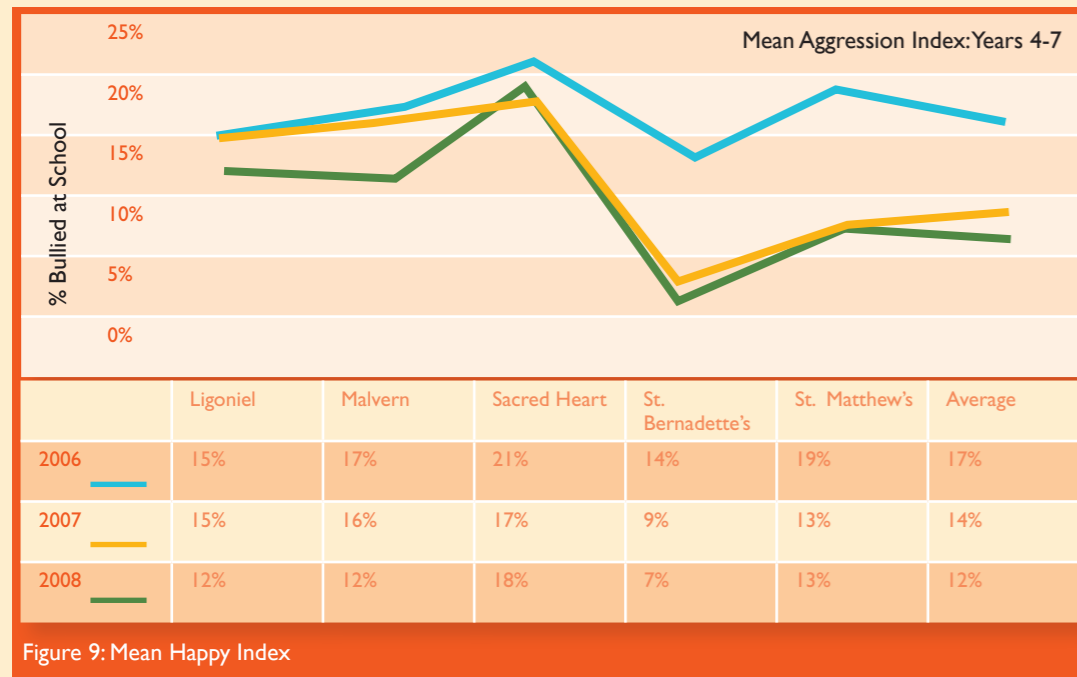
An 'aggression score' is also calculated for each pupil participating in the year 4 - 7 study, in a similar way to the bullied index, but based on the number of 'once' responses. These responses, where pupils state that they have been victims of the various negative behaviours only once, can reflect one-off incidents that will not be repeated; alternatively, these may be the first of a series of bullying incidents (Solberg & Olweus, 2003; Ahmed & Braithwaite, 2004). While this is difficult to determine, which, it is likely that a reduction in aggressive behaviour will be followed by a reduction in bullying behaviour (Arora & Thompson, 1987).

An 'aggression index' is calculated for each year group, this can range from 0% (zero aggressive behaviour) to 100% (all pupils reporting aggressive behaviour). The aggression indexes for the three years of the study are summarised in figure 8. The drop in the percentage of Year 4-7 pupils reporting that they had been victims of aggressive behaviour is evident when the blue line illustrating the 2006 responses is compared with the green line depicting those of 2008. A paired sample t-test revealed a statistically significant difference in the overall aggression index when compared with the project baseline, with the 2008 indices significantly less than those of the initial baseline ($t = 4.214$, $df = 160$, $p = 0.008$, one-tailed).

This concurs with the qualitative evidence from the case studies, where all five Champions reported that behaviour, particularly in the playground, had improved.



4.5 Increase in Levels of Happiness at School



Pupils in years 4 - 7 also recorded whether they feel happy or sad at various times and locations. The happy at school index is calculated as before.

Results are shown in figure 9, where the 2008 scores, again from the green line, show an overall increase in the percentage of pupils reporting that they feel happy at the various times and locations.

This significant increase reflects the positive effects of the changes that all five schools made, particularly with 'rainy' break and lunchtimes. Detailed analysis of the 'What's Happening in School' section of the questionnaire using paired t-tests revealed significant reductions, in the frequencies of children reporting that they had been victim to the behaviours listed in table 3. The 2008 respondents reported less frequent occurrences of these behaviours.

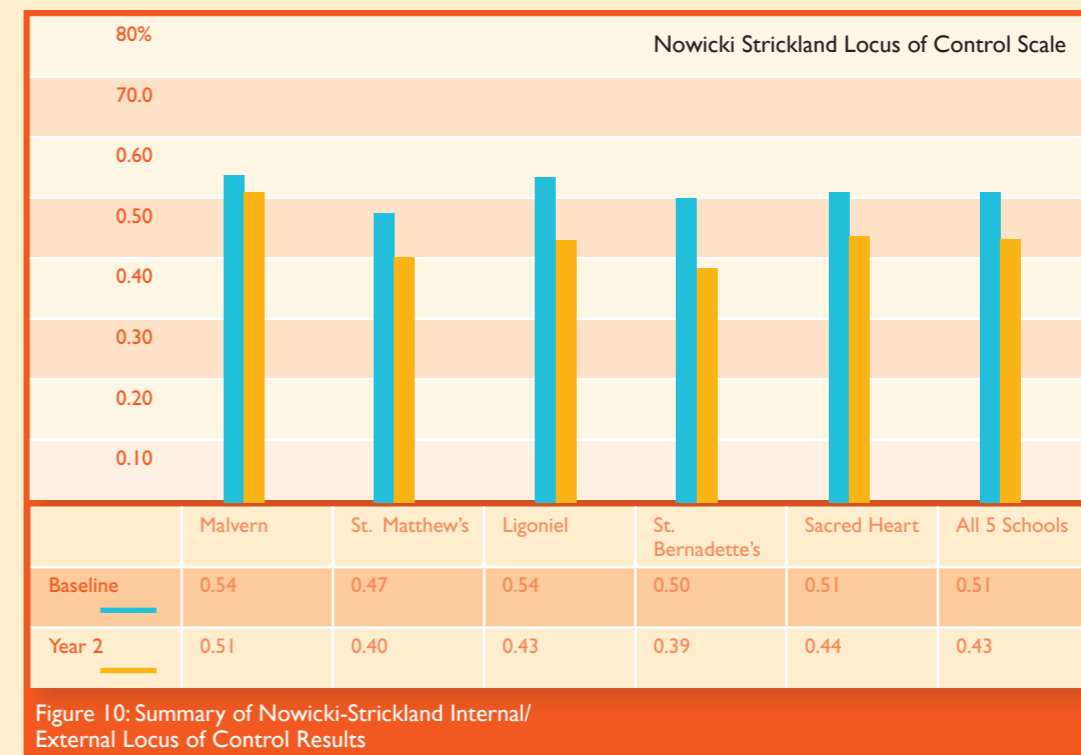
Pupils also identified bullying hotspots – areas where they felt that most bullying behaviour took place. The two main hotspots were 'on the way to and from school' recorded by 17% of respondents in 2006 and 15% in 2008 and 'around the school grounds and corridors', which was recorded by 19% of respondents in both 2006 and 2008. The schools have been looking into way of reducing these occurrences and this work is ongoing.

This term	t	d.f.	p (1-tailed)
I have been hit or pushed	42	44	.86
My possessions have been taken or damaged	51	35	.86
I have been threatened	47	37	.84
I have been called names or teased because of the colour of my skin	140	116	.256
I have been left out of things and ignored on purpose	55	55	.110
I have received nasty phone calls	64	59	.123
I have received nasty text messages	55	55	.110
I have received nasty emails	61	58	.119

Table 3: Significant Reductions in Reported Frequencies

4.6 Self Esteem

In order to give an indication of any change in self-esteem, the Nowicki-Strickland Internal/External Locus of Control Scale (Nowicki & Strickland, 1973) was also completed by Year 4-7 pupils. The responses from pupils who fully completed the Nowicki Strickland questionnaires for the baseline, year 1 and year 2 studies were then compared. This group comprises those pupils who were in years 4 and 5 in 2005/6, in years 5 and 6 in 2006/7 and years 6 and 7 in 2007/8. This enabled the assessment of any difference in the 'before' and 'after' returns for each of these 140 pupils. Figure 10 shows that, across all five schools, there is a noticeable reduction in the Year 2 scores when compared with those of the baseline ($t = 5.0359$, $df = 139$, $p < 0.0001$, one-tailed). This implies that the overall tendency of these 140 pupils is towards the internal locus of control i.e. it would appear that these children tend to see themselves as having more control over events and a greater sense of autonomy/self efficacy during Year 2 study than during the baseline study, which could also be a contributing factor to the reduction in aggressive behaviour.



5. Conclusion

“schools’ acceptance and taking ownership of their need to change, rather than having it forced upon them, is paramount to their success.”

The ABC Project has shown how changes can be successfully implemented and monitored within schools, with the creation of robust policies, which are kept current and acted upon in order to reduce bullying behaviour and increase pupils’ confidence.

In particular, this study has shown that the schools’ acceptance and taking ownership of their need to change, rather than having it forced upon them, is paramount to their success. The five primary schools were all aiming to reduce bullying and improve their pupils’ educational experience. The appointment of individual Champions, who were committed to the project, meant that the schools took ownership and were willing to drive the process forward without relying on the support of outside agencies. Importantly, each school was fully committed to engaging their pupils, parents and staff.

The commitment of senior management to the change process played a major part in the success of the programme, which relied on the schools’ investment of time, financial support, resources and training. The status of the Champions (principals, vice principals and senior teaching staff) as of the senior management teams within their schools meant they were able to support and inform the decisions relating to the process. The schools’ involvement in the project also permitted the prioritisation of anti-bullying issues within their school development plans.

The adoption of a whole school approach requires that all members of the school community share an understanding of the issue of bullying and the resolve to eliminate it. It also calls for all members of the school community to contribute to the development of a whole-school anti-bullying policy and play a part in putting it into practice. This study has shown how teaching staff can help facilitate this by carrying the message through to their classrooms after it had been covered in a presentation or assembly. Likewise, the schools have offered opportunities for parents, staff and governors to meet and take forward the development of policy. During the project, the Champions noticed an increase in their schools’ communication with parents, providing information and feedback. Examples of St Bernadette’s project updates for parents are included in Appendices 6a and 6b.

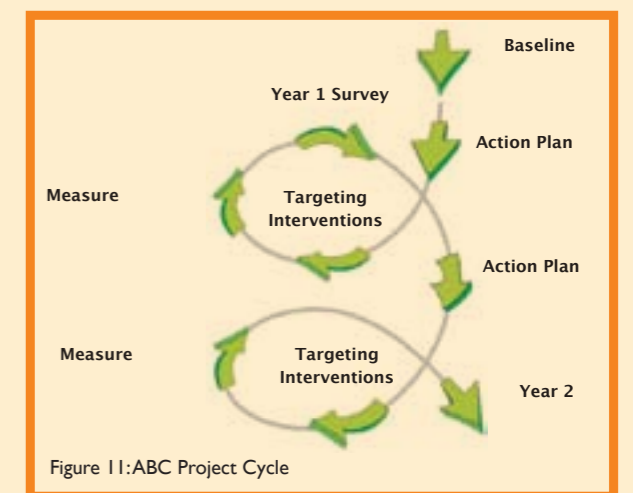
Tackling bullying is an on-going process within the five schools. It involves all members of the school communities upholding their anti-bullying policies as a matter of general practice within the schools, not just a reaction to reported incidents.

It is recommended that schools wishing to make similar changes to their anti-bullying practice and policy consider how they can

- i. Increase pupil participation as a means to instil an anti-bullying culture, and
- ii. Build an anti-bullying culture through monitoring and evaluation.

The inclusion of pupils in the development of the anti-bullying policies demonstrated the commitment of the schools to the principle of increased participation. The schools report that increasing participation through pupil involvement in school councils, playground buddies, peer mediation and making decisions, such as those around play equipment and school meals, has encouraged pupils to take responsibility for their actions. The approach of the project fits with the PDMU curriculum and it is acknowledged that the project was fortunate with the timing of the introduction of the revised curriculum. The project enabled detailed discussion and analysis of bullying behaviour and the impact on children within the schools. As a result, they are more confident in dealing with issues and defining what is and what is not bullying. These factors have all contributed to the development of anti-bullying cultures within the five schools.

The ABC Project methodology takes the form of ongoing annual cycles of surveying pupils firstly, to establish a baseline; then to use the survey findings to generate an action plan; then to act on this plan by targeting interventions; then measure the outcomes and then repeating the whole process, as depicted in figure 11. This means that the lessons learnt in one cycle are included as improvements in the next –this is an Action Research process.



“The feedback was the catalyst that made things happen.”

It is recommended that schools intending to use this methodology carry out trials, or pilot studies, with their questionnaires before they embark on their baseline study so that any changes can be made to the survey instruments before they are administered to all their pupils, thus ensuring that they are suitable for the participants. The Champions coordinated the administration of the questionnaires, but benefitted from the support of the other teachers who administered the questionnaires to their classes. The schools' participation in the project meant that the Champions were supported in the analysis and interpretation of questionnaires and surveys. While other schools may not have the capacity to carry out such a rigorous analysis of their pupils' responses, they will be able to use the results to construct a baseline, and inform their action plans establishing an annual cycle of monitoring and review. The timing of pupil consultation is important. ABC questionnaires were administered at the end of the school year in order to give a more detailed and realistic picture of what was happening in the participating schools.

This iterative process of monitoring and evaluating interventions provided a source of feedback for the schools. This feedback was used to inform the annual updating of the anti-bullying policies, to assist staff with their contributing to the annual action plans and to facilitate the identification of training needs. The schools were also able to share feedback with key stakeholders, therefore establishing accountability to these stakeholders. It was particularly useful in following up with parents on specific instances.

The feedback was the catalyst that made things happen. All staff were afforded the opportunity to contribute to the annual action plans. Teaching staff were supportive in promoting the ethos within their classrooms during circle time, class council meetings and PDMU sessions. Staff also welcomed the training they received; particularly the classroom assistants and playground supervisors, who have since felt more valued and more equipped to carry out their roles, which, as a result, have been enhanced.

The schools monitored their progress annually and were supported by the project partners in maintaining an ethos of positive developmental change. The success of the programme is evident throughout the five schools in the development of their anti-bullying cultures. This is reflected in the results of the quantitative analysis, which revealed a drop in aggressive and bullying behaviour in both years 1 - 3 and year 4 - 7 groups from the baseline to Year 2 of the study. It is also echoed in the increase in pupils responding that they feel happy throughout school. These statistics are underpinned by the qualitative evidence from the schools, which all points to the advantages of developing a whole-school approach to anti-bullying, and a telling environment to improve playground management.

Research has shown that an increase in pupils' willingness to report incidents of bullying to teachers is an important factor in reducing bullying. There appears to be a relationship between pupils' perception of the extent to which staff intervened to prevent bullying and a decrease in bullying activity (Pitts & Smith, 1995). Studies also suggest that an association exists between increased pupil confidence and satisfaction with the school and a decline in bullying behaviour.

The findings in DENI's report 'The Nature and Extent of Bullying in Schools in the North of Ireland' (Livesey et al., 2007) show little change in the prevalence of bullying behaviour reported by pupils compared to an earlier study completed in 2002 (Collins et al., 2002). The primary school element of the study revealed a slight increase in the number of year 6 pupils reporting that they had been victims of bullying behaviour to some degree (43.3% in 2006 compared with 40% in 2002).

In contrast, this study has recorded a 29% reduction in bullying behaviour among pupils in years 4 - 7, dropping from 17% in the baseline analysis to 12% in the Year 2 analysis. Likewise, there was a 35% reduction in bullying behaviour among pupils in years 1 - 3, falling from 20% in the baseline analysis to 13% in the Year 2 analysis.

There were also statistically significant reductions in the number of pupils reporting that they had been victims of particular bullying behaviours: being hit or pushed; having possessions taken or damaged; being threatened; called names or teased because of the colour of their skin; left out and ignored on purpose; receiving nasty phone calls, text messages and emails.

The difficulty in carrying out both national and international comparisons of bullying, due to the variety of methodologies employed to assess bullying behaviour; has been noted by many researchers (Wolke et al, 2001; Smorti et al, 2003; Eslea et al, 2004; Livesey et al, 2007). The comparison of longitudinal studies may be more effective if kept to a straightforward appraisal of the differences between the before and after studies, rather than the observed levels of behaviour.

Minton and O'Moore (2008) contrast the effectiveness of two whole-school anti-bullying programmes in Ireland. The first, a regional programme: The 1998-2000 Donegal Primary Schools Anti-Bullying Programme (O' Moore & Minton, 2005), and a nationwide initiative: The 2004-2006 Programme. Evaluations of the regional programme revealed that reports of having been bullied had reduced to 19.6% compared with the national study where 56.8% of pupils reported that they had been bullied. The national project's management team expected to achieve a similar level of success as the Donegal programme by simply rolling out the resources nationwide. Minton and O'Moore observed that producing good resources with strong, evidence-based, user-friendly content is not enough to guarantee success, without securing effective implementation strategies including the active involvement of the school communities and the provision of quality training to staff. It is these implementation strategies, the active involvement of the school communities and quality training for staff, which have made a major contribution to the success of the ABC Project.

Evaluation of the ABC Project, through e-surveys and reflective interview with the school Champions, drawing on their experiences over the previous three years, highlighted the following key learning points that can be taken and applied to other schools:

- Effective Anti-bullying policies are drawn up with the active commitment of the whole school. Each individual member of the school community has the responsibility to help create and maintain a safe and open environment within their school.
- Anti-bullying policies should be subject to annual review.
- A wide variety of strategies are available to raise awareness of anti-bullying within schools. Examples include the use of assemblies, art, drama, circle time, class/school council meetings, posters campaigns and distribution of items carrying anti-bullying logos e.g. wristbands bookmarks and games to highlight bullying.
- Peer support can make a significant contribution to the reduction of bullying behaviour.
- The New Curriculum, particularly PDMU, enables teachers to integrate the teaching of issues such as anti-bullying, personal resilience and self-esteem into the curriculum.
- Reviewing the management of playground and wet playtime procedures can offer significant benefits for both pupils and staff.

Livesey et al (2007) concluded that there were 'still challenges facing schools in relation to developing an anti-bullying culture and preventing bullying...' and suggested that 'more holistic strategies should be considered'. They went on to recommend that 'Parents, guardians, teachers and support staff have key roles to play in supporting anti-bullying strategies' and that 'further training in relation to positive behavioural models of classroom management should be further considered to embed existing and good practice'. These elements all form part of the schools' practices within this project.

While legislation ensures that all schools have an anti-bullying policy, evidence of change is a key factor in determining the impact and value of policy on anti-bullying practice and school culture. The additional efforts made by the five participating schools throughout the life of this project have had a major impact in reducing the prevalence of bullying behaviour. The school achieved this by applying an action learning model summarised in the following five steps.

- i. Developing whole-school approaches and understanding of issues relating to bullying
- ii. Promoting pupil participation and consultation with the whole school community
- iii. Carrying out pupil surveys to construct a baseline and measure the effects of various interventions
- iv. Implementing changes as a result of survey analysis
- v. Regularly monitoring, evaluating and reviewing their anti-bullying policy and practice

The qualitative evidence and quantitative results in the following five steps generated by the ABC Project all point to the conclusion that increasing participation and developing a whole school approach, with practice leading policy, can reduce the bullying behaviour within primary schools.

Useful Contacts/Websites

Anti-Bullying Alliance Toolkit:
www.anti-bullyingalliancetoolkit.org.uk

Barnardo's:
www.barnardos.org.uk

BELB:
Belfast Education and Library Board
www.belb.org.uk

CCMS:
Council for Catholic Maintained Schools
www.onlineccms.com

Childline:
www.childline.org.uk

Contact Youth:
www.contactyouth.org

Corrymeela:
www.corrymeela.org

DENI:
Department of Education (NI)
www.deni.gov.uk

DfES:
Department for Education and Skills now known as the Department for Children, Schools & Families
www.dcsf.gov.uk

EMU:
Education for Mutual Understanding Promoting School Project
www.deni.gov.uk/the_northern_ireland_curriculum_-_amended_05-2.pdf

ETI:
Education and Training Inspectorate
www.etini.gov.uk

F.A.S.A.:
FASA Northern Ireland
www.fasaonline.org

Include Youth:
www.includeyouth.org

New Life Counselling Service:
www.youthcounsellingbelfast.com

NIABF:
Northern Ireland Anti-Bullying Forum
www.niabf.org.uk

NICCY:
Northern Ireland Commissioner for Children and Young People
www.niccy.org

NISRA:
Northern Ireland Statistics and Research Agency Neighbourhood Statistics
www.ninis.nisra.gov.uk

NSPCC:
National Society for the Prevention of Cruelty to Children
www.nspcc.org.uk

OFMDFM:
Office of the First Minister and Deputy First Minister
www.ofmdfmi.gov.uk

Peaceful Schools International:
www.peacefulschoolsinternational.org

PlayBoard Positive Playground:
www.playboard.org/projects.html

PSNI C.A.S.E. Programme:
Police Service of Northern Ireland Citizenship and Safety Education (CASE) Programme
http://www.psnipolice.uk/case_consultation_summary.pdf

School Councils UK:
www.SchoolCouncils.org

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Appendices

Appendix I: Questionnaire for Pupils in Years 1 – 3

(I) MY LIFE IN SCHOOL

Draw a circle around the answers that are right for you

I am a boy yes no

I am a girl yes no

This week another child:

1. Said something nice to me yes no

2. Tried to kick me yes no

3. Smiled at me yes no

4. Said they'd beat me up yes no

5. Shared something with me yes no

This week another child:

6. Tried to make me give them money yes no

7. Played a game with me yes no

8. Tried to hurt me yes no

9. Talked about things I like yes no

10. Tried to break something of mine yes no

11. Tried to hit me yes no

12. Said they liked me yes no

Name: _____

Class: _____

(II) HOW I FEEL IN SCHOOL CHECKLIST

Colour in the face that shows how you feel

I Feel	Happy	Sad
1. On my way to school		
2. When I'm waiting in the playground		
3. When I'm in the classroom		
4. Break time in the playground		
5. Rainy break times		
6. Dinner time in the playground		
7. Rainy dinner time		

8. Is there anywhere in school you feel sad?

9. Do you tell the teacher if you are sad?

10. What would make you feel safe in school?

11. Do the grown-ups in your school listen to what you've got to say?

yes no

Name: _____ Class: _____

Appendix 2: Questionnaire for Pupils In Years 4 – 7

(I) MY LIFE IN SCHOOL

Tick the boxes that are right for you I am a boy I am a girl

This week another child:	Never	Once	More than once
1 Called me names			
2 Said something nice to me			
3 Was nasty about my family			
4 Tried to kick me			
5 Was very rude to me			
6 Was unkind because I am different			
7 Leave me a present			
8 Said they'd beat me up			
9 Spoke me some money			
10 Tried to make me give them money			
11 Tried to frighten me			
12 Asked me a stupid question			
13 Laid me something			
14 Stopped me playing a game			
15 Was unkind about something I did			
16 Talked about clothes with me			
17 Told me a joke			
18 Told me a lie			
19 Got a gang on me			
This week another child:	Never	Once	More than once
20 Tried to make me hurt other people			
21 Smiled at me			
22 Tried to get me into trouble			
23 Helped me carry something			
24 Tried to hurt me			
25 Helped with my class work			
26 Made me do something I didn't want to			
27 Talked about TV with me			
28 Took something off me			
29 Shared something with me			
30 Was rude about the colour of my skin			
31 Shouted at me			
32 Played a game with me			
33 Tried to trip me up			
34 Talked about things I like			
35 Laughed at me horribly			
36 Said they would tell on me			

37 Tried to break something of mine				
38 Did a lie about me				
39 Tried to hit me				
40 Said they liked me				

f. Someone made me give them money
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

g. I have been left out and ignored on purpose.
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

h. I have been sent nasty notes.
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

i. I have received nasty phone calls.
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

j. I have received nasty text messages.
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

k. I have received nasty emails.
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

l. I have been bullied in another way. (please say how)

4. If any of these things have happened to you -

a. Who have you told?
I haven't been bullied this term
No-one
A friend
My parents/carers
A teacher
Another member of staff
Other (please say who) _____

(II) HOW I FEEL IN SCHOOL CHECKLIST

Tick the face that shows how you feel

I Feel	Happy	Sad
1. On my way to school	<input type="radio"/>	<input type="radio"/>
1. When I'm waiting in the playground	<input type="radio"/>	<input type="radio"/>
1. When I'm in the classroom	<input type="radio"/>	<input type="radio"/>
1. Break time in the playground	<input type="radio"/>	<input type="radio"/>
1. Rainy break times	<input type="radio"/>	<input type="radio"/>
1. Dinner time in the playground	<input type="radio"/>	<input type="radio"/>
1. Rainy dinner time	<input type="radio"/>	<input type="radio"/>

1. Is there anywhere in school you feel sad?

2. Do you tell the teacher if you are sad?

3. What would make you feel safe in school?

4. Do you have a say about decisions that are made in your school?

Yes	No
-----	----

5. In what way do you have a say?

6. Do you think that what you say makes a difference?

Yes	No
-----	----

Name: _____ Class: _____

(III) WHAT'S HAPPENING IN SCHOOL?

This survey is confidential.

Tick the answers that apply to you. ✓

1. I am a boy I am a girl
2. I am in year 4 5 6 7

3. This term I have been...

a. I have been hit or pushed.
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

b. My possessions have been taken or damaged.
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

c. I have been threatened.
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

d. I have been called names or teased because of the colour of my skin.
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

e. I have been called names and teased for other reasons.
This hasn't happened to me this term
It happened once or twice this term
It happened several times this term
It happened at least once or twice a week this term
It happened nearly every day this term

Think of the unkind incident that upset you most.

Was the person that did this:

Your age	Older	Younger
----------	-------	---------

1. Where did it happen?

Classroom	Toilets	Corridor	Playground	Somewhere else in School	Outside School
-----------	---------	----------	------------	--------------------------	----------------

2. Did you tell a member of staff?

Yes	No
-----	----

4. Did you tell your parents?

Yes	No
-----	----

5. If you did tell someone, did it help?

Yes	No
-----	----

6. Should the School do more to stop this sort of thing?

Yes	No
-----	----

Name: _____ Class: _____

b. Where has the bullying happened?
I haven't been bullied this term
In class
Around the School grounds and corridors
On the way to and from School

5. What would you do if you saw someone being bullied?
Ignore it
Tell a member of staff
Try to stop the bullying
Other (please say what) _____

6. Do you think this School takes bullying seriously?
Yes
No
Don't know

7. What do you think School could do to help stop the bullying?

Think you for filling in the questionnaire. If you are worried about bullying, please make sure you talk to someone about it.

Name: _____ Class: _____

(IV) NOWICKI-STRICKLAND LOCUS OF CONTROL¹

I'd like to ask you some questions now. There are no right or wrong answers. I'm just interested in knowing what you think and feel about different things.

	Yes/No
1. Do you feel that wishing can make good things happen?	
2. Are people nice to you no matter what you do?	
3. Do you usually do badly in your school work even when you try hard?	
4. When a friend is angry with you, is it hard to make that friend like you again?	
5. Are you surprised when your teacher praises you for your work?	
6. When bad things happen to you, is it usually someone else's fault?	
7. Is doing well in your class work just a matter of 'luck' for you?	
8. Are you often blamed for things that just aren't your fault?	
9. When you get into an argument or fight, is it usually the other person's fault?	
10. Do you think that preparing for tests is a waste of time?	
11. When nice things happen to you, is it usually because of 'luck'?	
12. Does planning ahead make good things happen?	
Comments	

Name: _____ Class: _____

¹ The Nowicki-Strickland Internal/External Locus of Control Scale has been adapted to a shorter form for children. Reproduced by Bridget Daniel with the permission of Steve Nowicki. The School Years, © Daniels and Wasson 2002, © Ian Campbell 2002.

Appendix 3a: Extracts from Action Plans – Ligoniel Primary School

Appendix 3b: Pupil Friendly Anti-Bullying Policy – Ligoniel Primary School

LIGONIEL PRIMARY SCHOOL					
Action Plan Extracts 2006-2009 Issue: Anti-bullying policy – Pupils, Staff & Parents					
	Where are we now? (Baseline)	Where do we want to go? (Target)	How will we know? (Evidence/Success Criteria)	What/who/when/how much? (Action)	What would you change? (Evaluation)
2006-7 staff & parents	<p>Staff have identified the need for</p> <ul style="list-style-type: none"> Inset training Up to date information <p>Parents have expressed a need for</p> <ul style="list-style-type: none"> Consultation on policy Stronger liaison between home and school 	<p>All staff are fully in agreement with anti bullying policy and procedures</p> <p>All staff feel they have been consulted in reviewing policy</p> <p>All staff feel confident to apply the policy</p> <p>Parents feel they have been consulted in the framing of the school's anti-bullying policy and agree with the policy and procedures.</p> <p>Parents are proactive in support of the school's implementation of the policy</p>	<p>Staff questionnaire is repeated and responses reflect training.</p> <p>A procedure for feeding back issues or concerns is built into the policy</p> <p>The policy is applied consistently, no complaints from staff, parents or children</p> <p>All staff attend training sessions</p> <p>The policy is reviewed annually</p> <p>Parents questionnaire will be repeated and responses reflect greater consultation</p> <p>Fewer disputes with the implementation of procedures</p> <p>Parents play a more proactive role in linking with the school about bullying behaviours in and out of school</p>	<p>Principal will contact BELB (Nov) to set up staff inset-exceptional closure days in term 2</p> <p>Principal will run awareness sessions for all staff on the current anti bullying policy and procedures, amendments are made as necessary- directed time and exceptional closure days. Term 2 and 3. Sub cover needed</p> <p>Policy will be reviewed with Child protection procedures each September, starting 2007</p> <p>Principal will give parents feedback from questionnaire and outline action plans - term 1.</p> <p>Principal will organise information sessions for parents</p> <ul style="list-style-type: none"> to outline the school's anti-bullying policy and procedures to outline the school's Personal Development programme and invite comment - term 2 and 3 	<p>The training and updating of staff is an ongoing process.</p> <p>The meetings were not as well attended as we hoped.</p> <p>An annual leaflet outlining the Anti bullying policy and procedures may be a better way of communicating this information.</p> <p>A parent's notice board with policy information would also be useful.</p>
2007-8 pupils & staff	From the work completed last year the Anti-bullying policy was identified by pupils and staff for review.	The anti-bullying policy to be reviewed by pupils, staff and shared with parents and governors.	All partners will feel included in the review of the schools' anti-bullying policy.	Principal will organise training for all Y6/7 children will draft an anti-bullying policy for other children and staff to edit. This will be sent to parents and governors for comment and adoption by the end of term 3.	This worked well and will become part of the PDMU curriculum for the oldest children. Need to design a leaflet for parents.
2008-9 pupils & staff	Communicating the children's anti-bullying policy to parents.	The anti-bullying policy to be reviewed by Y6/7 children and shared with parents.	All partners will feel included in the review of the schools' anti-bullying policy.	The anti-bullying policy will be presented to all classes by May 09. This will be sent to parents and governors for comment and adoption by the end of term 3.	This can be repeated each year.

Our mission statement is...

- WE CARE
- WE VALUE
- WE AIM TO PROVIDE THE BEST

STOP HERE

Telephone: 02890 391502
Email: ligonielprimary@hotmail.com
Address: Ligoniel Road, Belfast.
Designed by Y6/7.

What is bullying ?

- Bullying is when someone gets physically or emotionally hurt by another person or a group of people.
- Bullying is also when one person or more hurts you more than once.



We feel these behaviours could be bullying :

- Teasing.
- Calling names.
- Hiding things on purpose.
- Being left out on purpose.
- Hitting, kicking, pushing, pulling and punching.
- Spreading rumors.
- Sending nasty text messages.

What should we do to stop bullying ?

- Tell someone you trust - friend, parent, teacher, school councillor
- Have a suggestion box.
- Talk to the bully and tell them to stop.
- Have lessons about bullying.


Appendix 4a: School Council Summary Document - Sacred Heart Boys' Primary School

ABC Anti-Bullying Consortium  **School Councils** 

A School Council is a group of pupils who are elected to represent the view of all the children and to improve their school. Each year, every class will normally elect 2 representatives to be members of the school council.

What makes a good School Council?
A good school council is one that represents the views of all students and gets things done. These are some things that make a council effective:

- Regular meetings
- A council that is not too big
- Class councils that meet regularly
- Good communication between representatives and their class
- Training for school council members
- Smaller groups working on specific events or issues
- A bank account or budget (however small)
- Annual evaluations



An effective School Council helps children to develop an understanding of their own ability to create positive change by:-

- involving pupils in decision-making
- respecting pupils as partners in their own education
- involving the whole school community in developing and maintaining shared standards of behaviour


Effective structures for communication are needed at every level within the school, including

- **Circle time** – this is the developmental foundation on which to build structures for pupil councils.
- **Class councils** – these provide regular times for pupils to solve problems in their everyday life at school.
- **School councils** – is made up of democratically elected pupils from each class who discuss issues and ideas that need to be addressed at a whole school level.


Class councils enable all pupils to have a voice on the School Council as relevant issues and ideas can be brought to the School Council via class representatives.

Reasons for setting up pupil councils:

- A school is a community
- Pupil councils help to make this community harmonious and good to live in.
- Pupils become partners in their own education, making a positive contribution to the school environment and ethos.
- Children learn to listen to other and to recognize themselves as worthwhile individuals with a right to be heard.
- Children learn self-confidence, social skills and morally responsible behaviour towards each other and towards their teachers and helpers.
- Pupil councils enhance the influence of positive peer leadership.
- Contributing to their class and school community allows children to grow in self-esteem.
- Involvement in the running of the school through school and class councils promotes responsibility and learning about democracy.
- Every child learns from personal experience how to contribute to society as a whole and what it means to be an active citizen.



The United Nations Convention on the Rights of the Child 1989 states that children should be given the opportunity to voice their opinions and to have those opinions taken into account on any issues relevant to them (Article 12). Pupil Councils are an important step in promoting and protecting the rights of children in school and preparing them to assert their rights in the wider community.



Pupil councils contribute to positive change in the lives of every child in the school. Involving pupils in real issues helps them to develop important life-skills that promote positive mental health and social welfare – emotional literacy, critical and moral reasoning, self-esteem, self-awareness, communication skills, relationship skills and assertiveness.

Resources- Primary School Councils Toolkit (School Councils UK) www.schoolcouncils.org School Councils in Primary Schools (Daphne Wilson, NEELB)

Appendix 4b: School Council Code of Behaviour – Sacred Heart Boys' Primary School

School Council Code of Behaviour

- Speak at appropriate (right) times.
- Don't interrupt each other.
- Listen to each other.
- No inappropriate behaviour.
- Be responsible -



Appendix 4c: Minutes from School Council Meeting – St Bernadette’s Primary School

St Bernadette’s P.S. School Council
Minutes of meeting

Date: 22-01-09
Chairperson: Child A
Secretary: Teacher
Minutes kept by: Child C

All present:
P7 - Child A
Child B
Child C
P6 - Child D
Child E
Child F
P5 - Child G
Child H
P4 - Child I
Child J

Issues discussed	Points raised	Action
Further discussion of broken locks in toilets.	Locks are fixed then broken again because of doors being slammed. Some toilets are not being flushed.	Class reps will ask their classes to be gentle and also to take care of toilets. They will remind girls to flush and wash hands by making posters.
Buddies and playground equipment	Buddies aren't always helping tidy away games. This leaves all the work to one or two people. Some equipment is treated badly and thrown around.	Class reps will speak to classes and encourage everyone to look after equipment or we might lose it.
Class debates	Classes could set up teams to debate issues e.g. news items or personal opinions on topical issues.	Teacher will ask for teachers' thoughts about this.

Issues discussed	Points raised	Action
Still problem of locks on some toilet doors.	Mainly P6/P7 corridor	Child E and Child D will compile a list of doors needing attention and give it to caretaker
P6 are keen to have bike racks in order to cycle to school.	Security of bikes a problem. Danger to girls cycling at a busy time of the day.	Child F & Child G will speak to teacher and principal. Teacher will arrange a meeting.
P6 keen to have school tuck shop.	Not enough time. Tuck shop would have to sell healthy food and this is already available to those who want it.	Class reps. will explain this to class.
Play at lunch time	Not enough Time. Loose board on stage. Stage slippery when wet. Another case for dressing up needed (K.S.2)	<ul style="list-style-type: none"> - Bells fixed so that teachers can let girls out on time. - Teacher to tell caretaker about loose board. - Reps ask classes to collect props for case. - Reps to find out what girls like to play with.

Next meeting: To be arranged.

St Bernadette’s P.S. School Council
Minutes of meeting

Chairperson: Child A
Secretary: Teacher
Minutes kept by: Child C

Appendix 5a: Peer Mediation Brochure – Sacred Heart Primary School

The Peer Mediation Process

If both agree, the process continues

- ☐ Each person is asked to tell his or her story
- ☐ Each person is asked how they feel
- ☐ The mediators then list the problems
- ☐ The possible solutions are brainstormed
- ☐ Both are asked what they would be prepared to do and what they would want the other person to do in return
- ☐ If needed an agreement form is filled out and signed by all those present

The trained mediators work in pairs


The 2 trained mediators introduce themselves and explain what mediation is.

They outline that

- Mediators do not take sides
- Mediators will not say what you should do
- Mediators keep what is said private

The mediator introduces the ground rules

- ☐ No swearing or name calling
- ☐ No interrupting
- ☐ Try not to blame or accuse the other person



WHAT IS PEER MEDIATION?

Peer Mediation was introduced to the school through an organisation called Include Youth. This system in which pairs help each other is supported by the Belfast Education and Library Board.

Peer Mediation is a method of teaching young people in managing conflict using non-threatening and co-operative methods that promote inclusiveness, respect and self-esteem

Trained mediators act as a neutral party guiding those experiencing a conflict to come to an agreement.

The process of establishing a peer mediation service in a school involves a training programme where every pupil in a year group learns skills in listening, communication, cooperation and problem solving.

Following this, pupils apply to be peer mediators. They then participate in training where they learn the mediation process, practise mediations and explore those times when mediation should not take place.

Peer mediation has shown that many disputes can be resolved by pupils without the need to involve teachers directly, thus reducing the time teachers have to spend on resolving conflict.

WHAT DOES THIS MEAN IN SACRED HEART?

In Sacred Heart Primary we have chosen to train the Primary 7 pupils as Peer Mediators. The selected mediators work in pairs. The mediators work with younger children who are experiencing conflict in order to help the children reach an agreed solution.

The Primary Seven boys have been introduced to the concept and received initial training in mediation. They were trained in the key skills of mediation, including: listening and communication, identifying feelings and co-operation. Training materials were acquired from Include Youth to assist this.

Primary 7 pupils are now invited to apply to become mediators. Applications forms are available from their teachers. The interviews will involve a chat with the teachers involved.

The mediations will be timetabled during lunch and break times and the mediators will not miss out on important learning experiences. The mediators will work on a rota basis to ensure that they have free days when they are not mediating. They will be guided by the co-ordinator and their teachers.

The Peer Mediators will receive a special citizenship award which can then be included in their Record of Achievement in Primary 7.

The project requires the support of staff, pupils and parents of Sacred Heart in order to give it the best chance of success.

Appendix 6a: Project Update for Parents – St Bernadette's Primary School



Parental Update

Anti-Bullying Consortium

Together we can make a difference!

What is the Anti-bullying Consortium?

The Anti-Bullying Consortium (ABC) is a panel of five schools in Belfast working in partnership with Save the Children and the Belfast Education and Library Board. St Bernadette's Primary School was selected as one of these schools. Save the Children funds the project which will run for three years from June 2006 to June 2009.

The aims of the Consortium are:

- ◆ To promote an anti-bullying culture in our school.
- ◆ To listen to the views and concerns of all pupils, parents and staff
- ◆ To put in place an anti-bullying policy in consultation with pupils, parents and staff
- ◆ To explore and initiate effective anti-bullying strategies in our school
- ◆ To reduce incidents of bullying
- ◆ To empower pupils with the ability to report incidents of bullying and to resolve minor conflicts
- ◆ To review procedures for dealing with incidents of bullying and ensure these are available to all pupils, parents and staff
- ◆ To develop pupils' personal resilience, listening, communication and conflict resolution skills.

What has happened so far?

- ◆ Pupils completed questionnaires in June 2006
- ◆ Parents and staff completed questionnaires in September 2006
- ◆ Information from the questionnaires was collated and analysed by a researcher
- ◆ The issues and concerns raised by the completed questionnaires led to a plan of action for each school
- ◆ The Anti-bullying Consortium meet regularly during the year and have participated in training in a variety of strategies to eliminate bullying
- ◆ Playground supervisors participated in training in Positive Behaviour Management
- ◆ Our Anti-bullying Policy is in its draft stage
- ◆ School and class Councils have been established to give pupils a voice
- ◆ A team of children have been trained as peer-mediators and are beginning to use their strategies to resolve disputes
- ◆ Playground resources, play equipment and games have been provided for children to engage them in activities during lunch breaks

Parents:

You can help to make our school a bully-free zone by:

- Completing and returning your questionnaire promptly
- Supporting us in our efforts to make our school a safe place for all who enter it.

Thank you!

Appendix 6b: Project Feedback for Parents – St Bernadette's Primary School

Dear Parents,

You may remember that in June last year our school embarked on a three year research project in partnership with Save the Children, to investigate bullying and the effect it has on children.

Questionnaires were completed and analysed by a researcher. Our results compared very favourably with those of the other schools in the project. The information showed that in our school the vast majority of children are happy and do not feel threatened. Where children did express concerns we have been working to put in place strategies designed to minimise incidents and help children develop self confidence.

We have:

- ◆ Provided extra training for our lunchtime supervisors
- ◆ Bought new games and activities for wet playtimes
- ◆ Drafted a school policy to tackle bullying
- ◆ Raised the issue during regular class Circle Time discussions

Over the three year period of this project we will continue to monitor the effectiveness of our actions and make any adjustments necessary.

To help us in this respect we ask that you once again complete the questionnaire that your daughter will soon bring home.

Many thanks for your continued support.

Yours sincerely,

All together now!

A whole school approach
to anti-bullying practice.

www.savethechildren.org.uk/en/54_11594.htm

Save The Children

Mail: Popper House
15 Richmond Park
Belfast
BT 10 0HB

Tel: 028 90 431 123

Email: infoni@savethechildren.org.uk

Web: www.savethechildren.org.uk/northernireland

Registered charity England and Wales (213890) Scotland (SC039570)

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Save the Children is a member of the
Northern Ireland Anti-Bullying Forum

For more information please
visit www.niabf.org.uk