The use and effectiveness of anti-bullying strategies in schools

Goldsmiths, University of London

Department for
Education

Plan of Report

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The executive summary is available as the research brief. It can be accessed at:

http://www.education.gov.uk/publications/eOrderingDownload/DFE-RB098.pdf

Acknowledgements

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The Use and Effectiveness of Anti-Bullying Strategies in Schools

A Report to the Department for Education from Goldsmiths, University of London with support from the Anti-Bullying Alliance

Section 1: Aims, objectives and methodology

The project started in September 2008 and lasted until November 2010. The research was conducted by the Unit for School and Family Studies, based at Goldsmiths, University of London with support from the Anti-Bullying Alliance. The project was directed by Professor Peter K Smith and the main researcher on the project was Ms Fran Thompson.

1.1   Aims

- To examine which strategies schools in England use to deal with episodes of bullying, and which are supported by local authorities.
- To find out why schools choose these strategies; how their choice of strategy varies by age, type of incident and type of bullying and how choice of strategy varies by sector (primary/secondary/special/PRU)
- To evaluate the effectiveness of a range of strategies, from the perspective of the anti-bullying lead, pupils and other school personnel.
- To make a final report and recommendations based on the above and on what constitutes good practice in the strategies assessed as effective.
- An additional part of this project was to evaluate the effectiveness of the peer mentoring pilot commissioned by the former Department for Children, Schools and Families (DCSF), in a quarter of the case study schools.

1.2   Objectives

- To focus on the use and success of a wide range of bullying strategies – those concerned with dealing with episodes of bullying when they occur, and working with both the victims and perpetrators. These were the primary strategies mentioned in the earlier *Don't Suffer in Silence* pack,

the subsequent *Safe to Learn* guidance produced by the former DCSF, and in the *Tackling bullying in schools* summary prepared by Goldsmiths for the Anti-Bullying Alliance.

- To focus in more detail on those strategies that can be used to deal directly with an incident of bullying, where it will be possible to obtain more hard evidence on which strategy was used in particular cases, and what kind of outcome was obtained. A range of important longer-term proactive strategies are included, which provide a backdrop to the use and effectiveness of immediate reactive strategies.

- To approach a random sample of schools as follows: 1,500 primaries, 1,300 secondaries, 50 special schools and 50 Pupil Referral Units (PRUs), with an expectation of a one third response rate; to approach all local authorities in England; and to carry out more detailed work in 36 case study schools.

1.3 Methodology

National surveys of schools and local authorities in England

These provide baseline information on which strategies are used by schools and supported by local authorities, and the perceived effectiveness of those strategies in stopping bullying. From September 2008 to March 2009 a national survey was made, approaching all 150 local authorities and 10% of schools, including schools participating in the former DCSF's peer mentoring pilot. From September – December 2009 a follow-up survey was made with schools that had responded previously.

The first survey asked schools and local authorities to give information on a range of anti-bullying interventions that prevent and respond to bullying. All strategies were rated on a five point scale: 1 = very negative effect; 2= negative effect; 3= no effect; 4 = positive effect; 5 = very positive effect. The effectiveness of each strategy is then expressed as a mean rating (e.g. 4.26).

Five of the main reactive strategies used by schools had more detailed questions about why schools used the strategy and if they did not use it, why not; for what kind of incident and bullying was the strategy used; were staff trained to deliver the strategy and were they supported by their local authority; was there variation or change in the strategy and did they have evidence of its effectiveness and if so, from what source. Local authorities were asked a similar set of questions about the strategies that they recommended to schools.

Questionnaires were sent and returned by post, email, and online at the Unit for School and Family studies website. The follow-up questionnaire sent to schools a year later used the same list of strategies but asked different questions about its effectiveness in reducing bullying; cost effectiveness and ease of implementation.

The national survey of schools and local authorities provided baseline data about proactive, peer support and reactive strategies. In total, 1378 school questionnaires were obtained together with 527 follow-up school questionnaires. These were completed by school staff. In total, 47 local authority questionnaires were completed by the anti-bullying lead.

Figure 1.1 shows the number of schools responding to each questionnaire, by sector. The target rate of 10% of schools in England was exceeded for the primary, special and PRU sectors. However, the target of 420 schools for secondary sector was not achieved. Very many schools were contacted for the first survey, so it is not feasible to calculate a response rate. For the second survey the response rate was 41%. All local authorities were represented in the school samples. Of 150 local authorities in England, 47 returned questionnaires, so the response rate was 31%.

Figure 1.1: Numbers of schools responding for first and follow-up surveys

	First questionnaire	**Second questionnaire**
Primary	888	324
Secondary	387	167
Special	82	28
PRU	21	8
Total	1378	527

## Individual case studies of selected schools

The case studies provide more detailed information on school practice in the use of anti-bullying strategies and examples of good practice guidelines. Besides information from staff, pupils were also interviewed. A selection of 36 case study schools was made; 16 primaries (including one infant); 17 secondaries; one special school; and two PRUs. These included 12 schools from the former DCSF peer mentoring pilot, four primaries and eight secondaries, comprising four each from the three relevant schemes: Childline in Partnership with School, BeatBullying, and Mentoring and Befriending Foundation.

Schools were selected from the nine regions of England as defined by the Anti-Bullying Alliance. They ranged from rural to inner city schools, some in wealthy areas and comfortable suburbs, but almost a third in areas of significant deprivation and unemployment. A few schools had been in special measures and others were succeeding in preventing and responding to bullying in extremely difficult circumstances. Some of the schools were in the process of turning round. Other schools had effective systems in place but needed to fight stasis in anti-bullying work and others in more privileged areas struggled with the inclusion of students from local housing estates. The special school was situated in a large county and had a full range of students with special educational needs and a unit devoted to students on the autistic spectrum. One PRU was in a large provincial city and had a clinical intake; the second PRU was based in inner city London.

Schools were visited during summer term 2009, and interviews were held with selected staff, and interviews and focus groups with pupils, to look in detail at how strategies are employed and what outcomes are achieved. School incident reports were left to be filled in. In spring 2010, schools were contacted again by telephone to assess changes, clarify ambiguities, and collect report forms.

Figure 1.2 shows the numbers of staff and pupils interviewed at the case study schools (16 primaries and 17 secondaries). In addition, four staff and nine students were interviewed at the special school and seven staff and eleven students at the two PRUs.

Figure 1.2: Numbers of staff and students interviewed in mainstream case study schools (n=33)
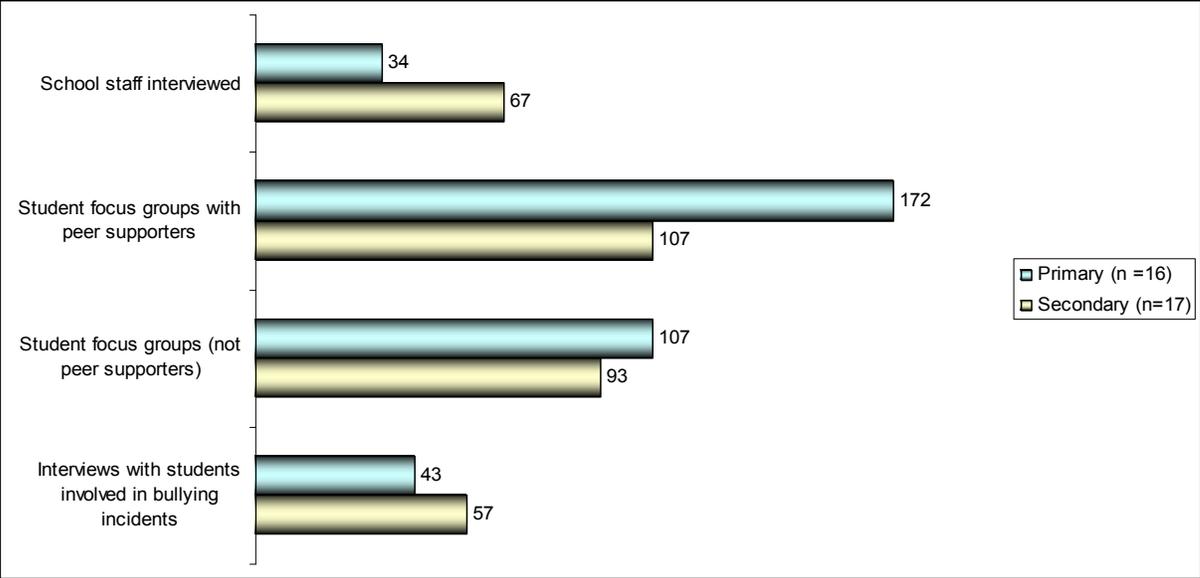
Data sources - summary

There were six sources of data for this report:

- 1378 school questionnaires with base line data about proactive; peer support and reactive strategies.
- 527 follow-up school questionnaires asking different questions about the same range of strategies.
- 47 local authority questionnaires with base line data about proactive; peer support and reactive strategies.
- 36 case study visits with information from interviews of anti-bullying staff; peer supporters; other students and students involved in bullying incidents.
- 36 follow-up case study interviews with anti-bullying leads.
- 285 bullying incident records from all case study schools except the nursery, which had none:
  - 177 were provided by staff in 27 of the case study schools – 11 primaries; 14 secondaries; the special school and one PRU.
  - 108 were from interviews with students involved in bullying incidents, in 31 of the case study schools.

Overview of findings on school usage and ratings of main strategies

Three main approaches were distinguished: proactive strategies; peer support strategies; and reactive strategies. Figures 1.3 and 1.4 give an overview of the findings from the first school survey, on strategy usage and effectiveness ratings. Figure 1.3 shows the percentages of schools using a range of proactive, peer support and reactive strategies. Figure 1.4 shows school ratings for a range of proactive, peer support and reactive strategies.

Proactive strategies are in three sections:
- Whole-school approaches are in pale orange.
- Classroom strategies are in pale yellow.
- Playground strategies are in pale green.

Peer support strategies are in purple.

Reactive strategies are in blue.

NB: We have tried to include information from all four sectors in the report, charts and figures. However, if the data was from fewer than 25 schools, this has been omitted from the figures as the small sample size would make percentage comparisons unreliable. This

applied mostly to the PRUs and sometimes to the special schools but also to strategies used by a minority of schools.

Figure 1.3: Percentages of 1378 schools from the first survey using a range of strategies (strategies in order of most used).
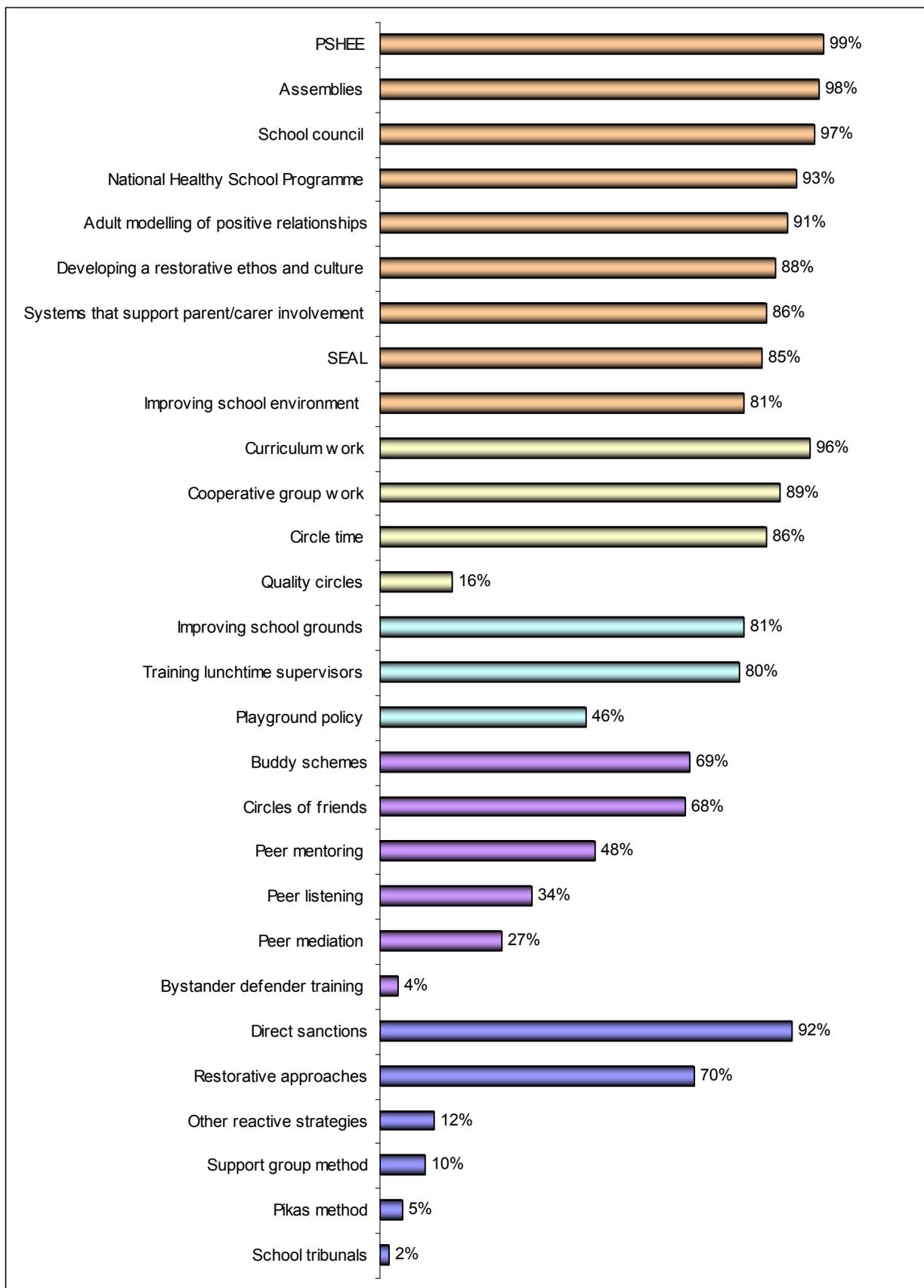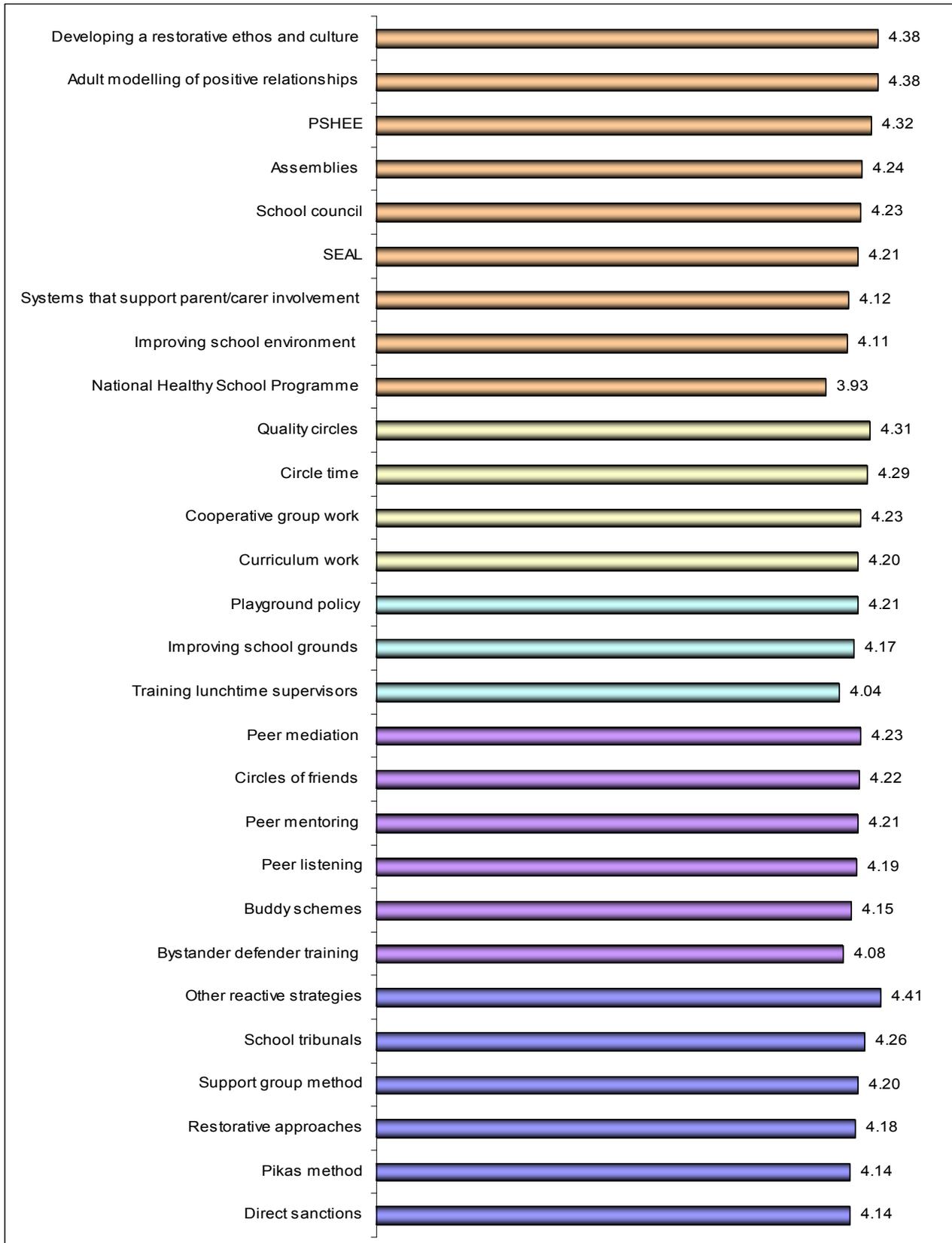
Category	Percentage
PSHEE	99%
Assemblies	98%
School council	97%
National Healthy School Programme	93%
Adult modelling of positive relationships	91%
Developing a restorative ethos and culture	88%
Systems that support parent/carer involvement	86%
SEAL	85%
Improving school environment	81%
Curriculum work	96%
Cooperative group work	89%
Circle time	86%
Quality circles	16%
Improving school grounds	81%
Training lunchtime supervisors	80%
Playground policy	46%
Buddy schemes	69%
Circles of friends	68%
Peer mentoring	48%
Peer listening	34%
Peer mediation	27%
Bystander defender training	4%
Direct sanctions	92%
Restorative approaches	70%
Other reactive strategies	12%
Support group method	10%
Pikas method	5%
School tribunals	2%

Figure 1.4: Ratings of effectiveness from 1378 schools for a range of strategies from the first survey (strategies in order of highest rating).
(Scale: 1 = very negative effect; 2= negative effect; 3= no effect; 4 = positive effect; 5 = very positive effect)

Strategy	Rating
Developing a restorative ethos and culture	4.38
Adult modelling of positive relationships	4.38
PSHEE	4.32
Assemblies	4.24
School council	4.23
SEAL	4.21
Systems that support parent/carer involvement	4.12
Improving school environment	4.11
National Healthy School Programme	3.93
Quality circles	4.31
Circle time	4.29
Cooperative group work	4.23
Curriculum work	4.20
Playground policy	4.21
Improving school grounds	4.17
Training lunchtime supervisors	4.04
Peer mediation	4.23
Circles of friends	4.22
Peer mentoring	4.21
Peer listening	4.19
Buddy schemes	4.15
Bystander defender training	4.08
Other reactive strategies	4.41
School tribunals	4.26
Support group method	4.20
Restorative approaches	4.18
Pikas method	4.14
Direct sanctions	4.14

Section 2: Proactive strategies

Proactive strategies are designed to prevent bullying happening. Section 2.1 outlines the general findings. Sections 2.2 - 2.4 discuss the findings for whole-school approaches, classroom strategies, and playground strategies. Section 2.5 discusses other proactive strategies. Section 2.6 provides a summary.

2.1: General findings

The full range of whole-school approaches was used in the majority of schools responding to the first survey, with the exceptions of quality circles and playground policies. By comparison, slightly fewer local authorities recommended the use of most whole-school approaches with the exceptions of Social Emotional Aspects of Learning (SEAL) and quality circles.

As shown in Figure 2.1, the greatest differences between school use and local authority recommendation were in improvements to the school environment and grounds with the majority of schools using these strategies and only a third of local authorities recommending improvement to buildings and two-thirds recommending improvements to school grounds. Adult modelling of relationships and systems that supported parent/carer involvement were also used by the majority of schools and recommended in fewer local authorities. However, SEAL, quality circles and the National Healthy School Programme were recommended more by local authorities but less used in schools.

As shown in Figure 2.2, there was more agreement between schools and local authorities in the ratings of effectiveness of the strategies. In general, ratings of effectiveness for proactive strategies are very similar for schools and local authorities. However PSHEE, assemblies, and improving the school environment were rated more effective by schools, and the National Healthy School Programme and training lunchtime supervisors were rated as more effective by the local authorities.

Figure 2.1: The whole-school approaches used in 1273 mainstream schools, and recommended by 47 local authorities, from the first survey (strategies in order of most used).
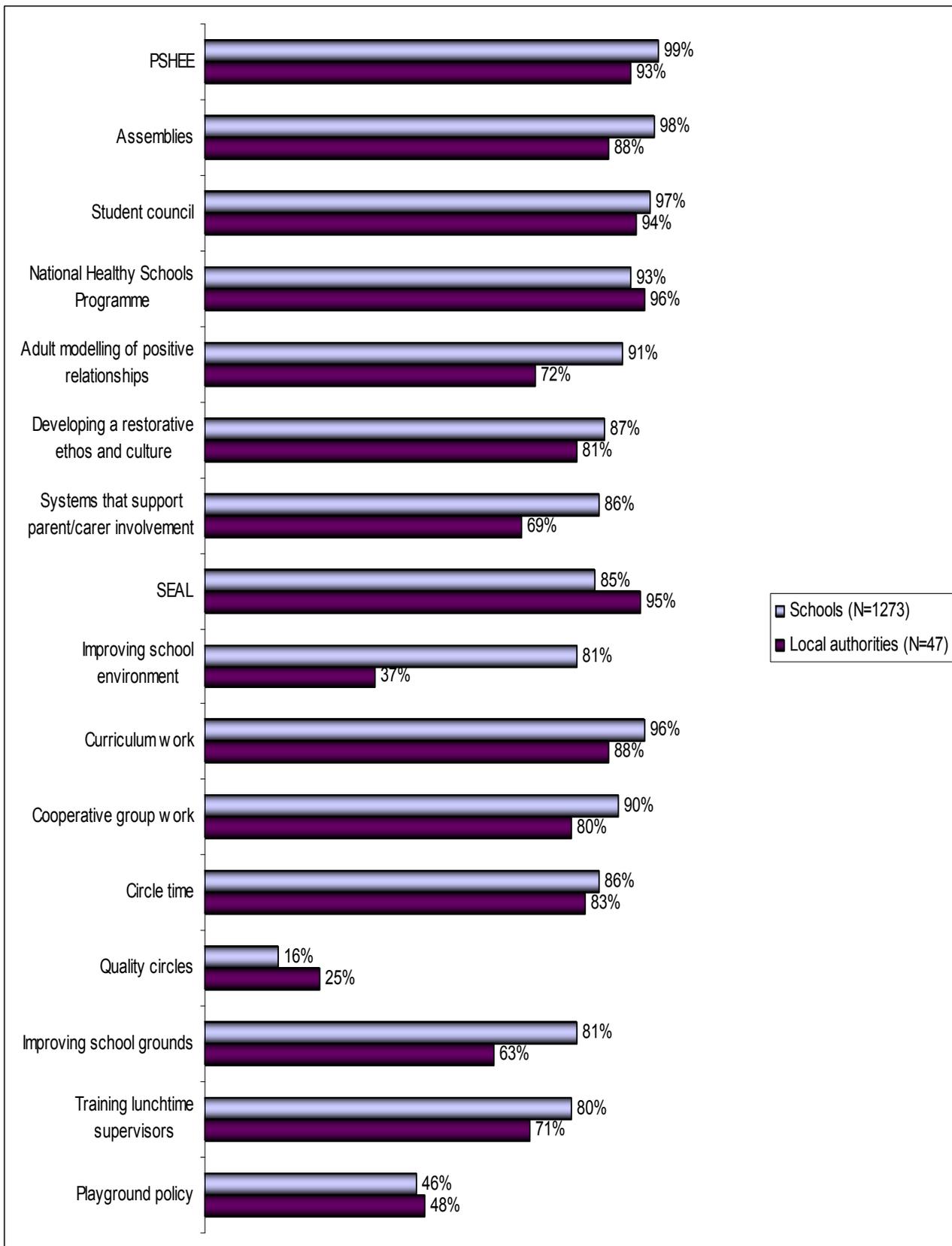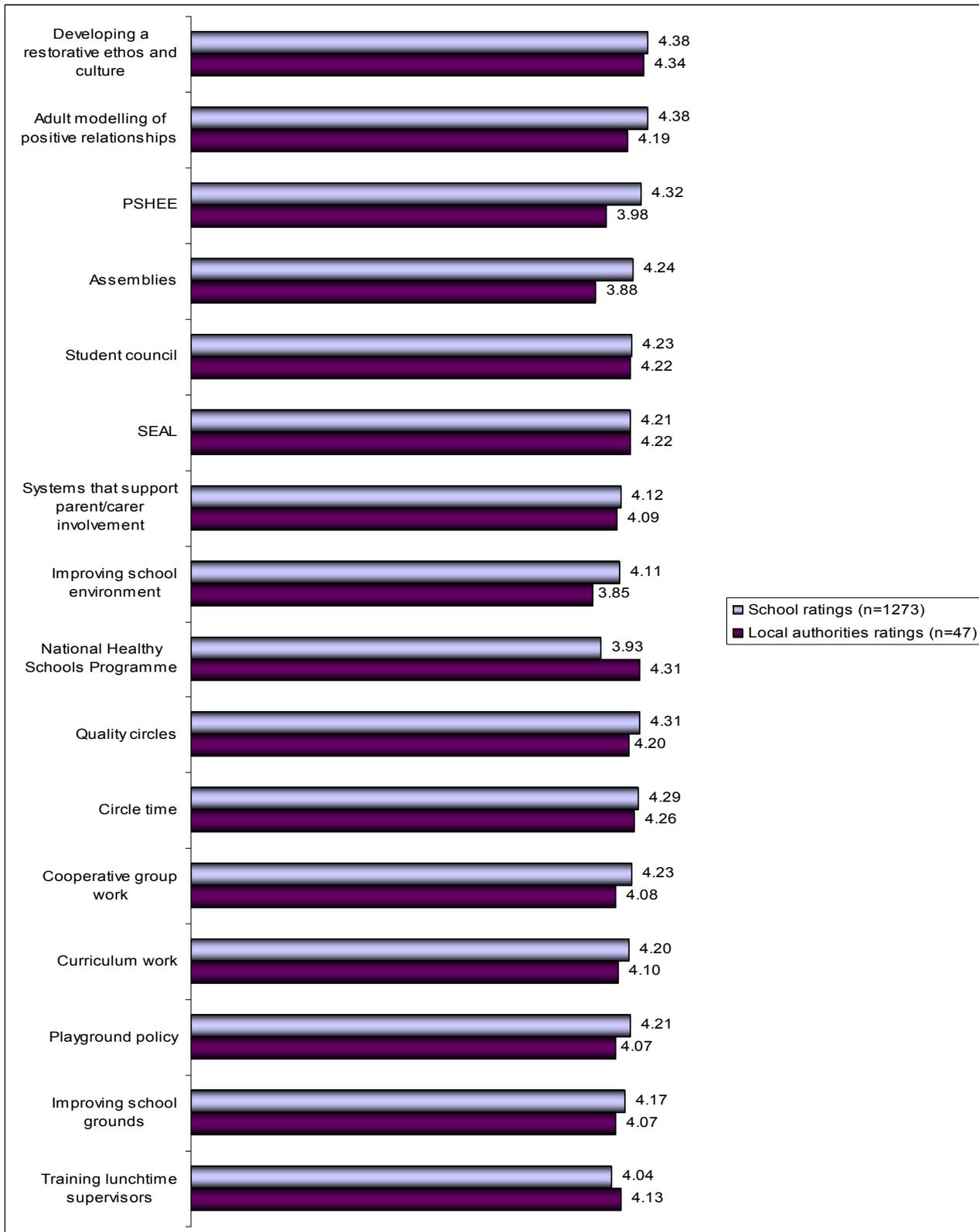
	Schools (N=1273)	Local authorities (N=47)
PSHEE	99%	93%
Assemblies	98%	88%
Student council	97%	94%
National Healthy Schools Programme	93%	96%
Adult modelling of positive relationships	91%	72%
Developing a restorative ethos and culture	87%	81%
Systems that support parent/carer involvement	86%	69%
SEAL	85%	95%
Improving school environment	81%	37%
Curriculum work	96%	88%
Cooperative group work	90%	80%
Circle time	86%	83%
Quality circles	16%	25%
Improving school grounds	81%	63%
Training lunchtime supervisors	80%	71%
Playground policy	46%	48%

Figure 2.2: Ratings of effectiveness for a range of whole-school approaches from 1273 mainstream schools, and 47 local authorities, from the first survey (strategies in order of highest rating).
(Scale: 1 = very negative effect; 2= negative effect; 3= no effect; 4 = positive effect; 5 = very positive effect)

Strategy	School ratings (n=1273)	Local authorities ratings (n=47)
Developing a restorative ethos and culture	4.38	4.34
Adult modelling of positive relationships	4.38	4.19
PSHEE	4.32	3.98
Assemblies	4.24	3.88
Student council	4.23	4.22
SEAL	4.21	4.22
Systems that support parent/carer involvement	4.12	4.09
Improving school environment	4.11	3.85
National Healthy Schools Programme	3.93	4.31
Quality circles	4.31	4.20
Circle time	4.29	4.26
Cooperative group work	4.23	4.08
Curriculum work	4.20	4.10
Playground policy	4.21	4.07
Improving school grounds	4.17	4.07
Training lunchtime supervisors	4.04	4.13

2.2: Whole-school approaches

A whole-school approach to tackling and preventing bullying in schools is working with children and young people, parents, school staff and the whole school community to provide a solid foundation from which to embed developments and improvement in a systematic way. The approaches we evaluated are:

- National Healthy School Programme
- PSHEE (Personal, Social, Health and Economic Education)/Citizenship
- SEAL
- Improving the school environment (i.e. buildings)
- Assemblies
- School councils
- Systems that support parent/carer involvement
- Adult modelling of positive relationships and communication
- Developing a restorative ethos and culture that supports the development of social and emotional skills

Figure 2.3 shows the percentages of schools using these strategies by sector. Figure 2.4 shows the overall effectiveness ratings of each strategy by sector.

Most whole-school approaches were used by schools and generally rated as effective in embedding an anti-bullying ethos. Most schools used PSHEE, assemblies and SEAL reporting them as effective, economical and easy to deliver in the prevention of bullying. Developing a restorative ethos and culture was seen as second only to PSHEE in reducing bullying but, as with SEAL, slightly fewer schools found them easy to implement although the percentage was still high. Although cost effective, only three-quarters of schools found the National Healthy Schools Programme had an impact on bullying. Less than three-quarters of schools improved their school environment despite recognising this as effective against bullying, as it was costly and difficult to do.

The strategies are now examined individually, based on data from the two school surveys and the local authority survey, plus the case study school visits and follow-up interviews.

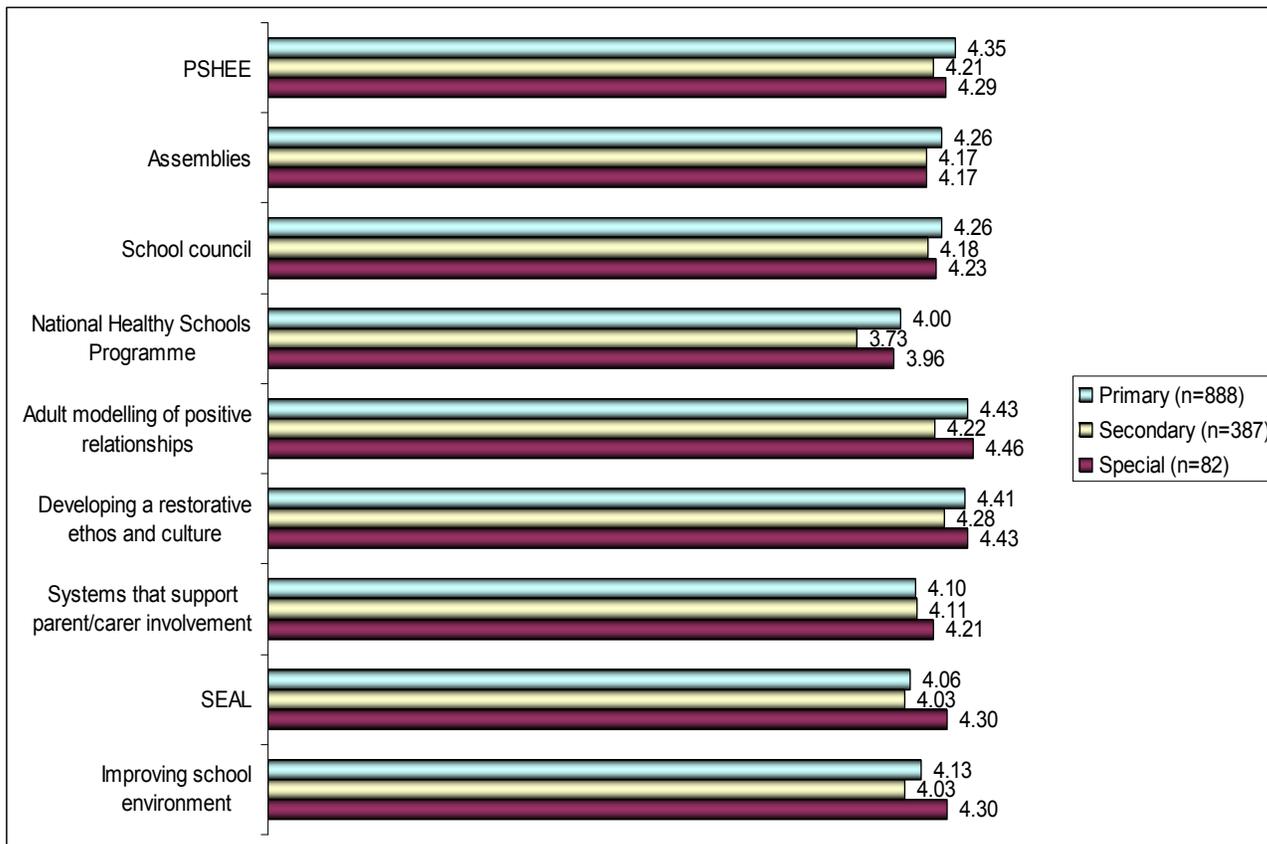**Figure 2.3: Percentages of schools using whole-school approaches by sector.**
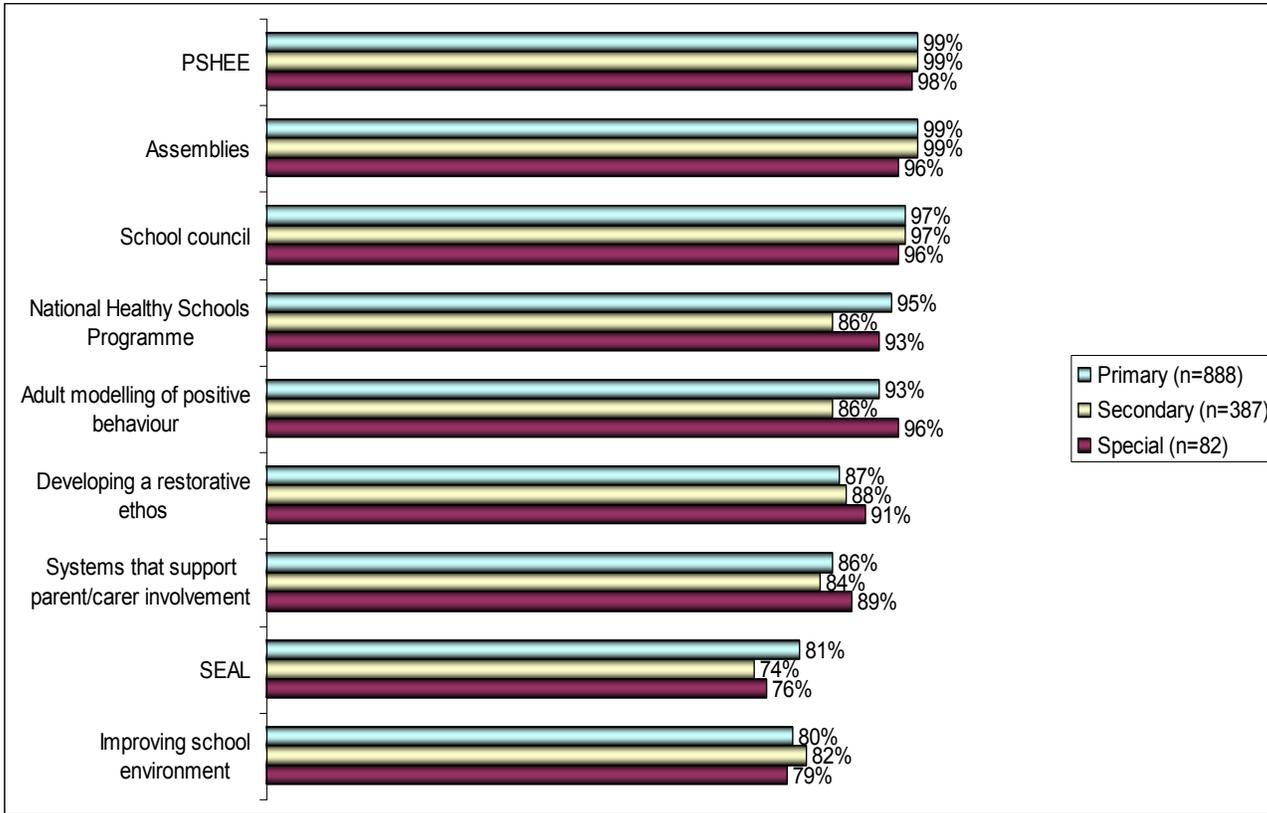
Figure 2.4: School ratings of effectiveness for whole-school approaches by sector.
(Scale: 1 = very negative effect; 2= negative effect; 3= no effect; 4 = positive effect; 5 = very positive effect)

Chart showing ratings by school type (Primary n=888, Secondary n=387, Special n=82):

Strategy	Primary	Secondary	Special
PSHEE	4.35	4.21	4.29
Assemblies	4.26	4.17	4.17
School council	4.26	4.18	4.23
National Healthy Schools Programme	4.00	3.73	3.96
Adult modelling of positive relationships	4.43	4.22	4.46
Developing a restorative ethos and culture	4.41	4.28	4.43
Systems that support parent/carer involvement	4.10	4.11	4.21
SEAL	4.06	4.03	4.30
Improving school environment	4.13	4.03	4.30

2.2.1: The National Healthy School Programme offers support for local programme coordinators and provides an accreditation process for education and health partnerships. The Healthy Schools standard covers four key themes: PSHEE (see below); healthy eating; physical activity; and emotional health and well-being (including bullying).

National Healthy School Programme was used by a majority of schools but received the lowest rating of all proactive strategies (although still positive) for its impact on bullying. Schools had mixed views. Some schools reported that the National Healthy School Programme was effective and had a positive impact on student well-being, providing '*positive reinforcement'* for a healthy lifestyle and supporting the *Every Child Matters* agenda. The National Healthy School Programme supported school ethos; raised awareness; helped develop school policy and encouraged a regular review of anti-bullying work. However, a number of schools found the programme time-consuming, involving a big workload to implement. Some schools found the resources were not user-friendly. Other schools found the programme worked better since the SEAL curriculum had been introduced and others found it difficult to assess the impact National Healthy School Programme had on bullying in their school.

The majority of the case study schools used the National Healthy School Programme and some already had Healthy School Plus accreditation and were positive about it. Accreditation helped schools to assess and reflect on their practice; provided an auditing tool to reveal gaps in practice and set a marker that school took wellbeing and health seriously, including bullying. The accreditation process was hard work for the staff involved which made them weigh up carefully if the process would benefit their school.

2.2.2: PSHEE (Personal, Social; Health and Economic Education)/Citizenship is a specific part of the school curriculum which teaches and identifies different types of teasing and bullying; how to help to deal with and respond to bullying and ask for help; the effects of bullying and how to challenge it assertively; and to take the initiative in giving and receiving support.

Almost all schools from all sectors used PSHEE as a whole-school approach. PSHEE was also unanimously rated as having a positive effect in preventing bullying. Most schools commented that PSHEE provided the opportunity to have *'valuable discussions'* about bullying and anti-bullying work. Some primary schools used it to: '*give positive models of expected behaviour and attitude'* delivering PSHEE during circle time. Some secondary schools thought that '*actually talking and discussing issues has the most* impact' although one school found *'it difficult to find staff who are passionate about the subject'*. Some schools were unable to assess the effectiveness of PSHEE in reducing bullying.

A deputy headteacher in a case study primary school attributed the success of school's good record on bullying to a robust PSHEE curriculum: *'It's the most effective way of informing the children about bullying'*. PSHEE was the main way of delivering anti-bullying work through the curriculum, particularly concerning relationships.

2.2.3: SEAL is a curricular-based strategy based on five domains of social and emotional development, including self awareness, managing feelings, social skills, empathy and motivation. There are primary and secondary SEAL resources. The resource for nursery and infant schools is called the Social and Emotional Aspects of Development (SEAD).

SEAL was used by a majority of schools from all sectors. The SEAL resource was used most by the primary sector which also gave it the highest positive rating for preventing bullying.
Schools' comments about the SEAL curriculum were mostly positive. Some schools thought SEAL effective: '*an excellent toolkit for all staff and children dealing with emotions'* (Primary school) and: *'Needs training of staff and time to embed - however once it is truly part of school life it is extremely effective'* (Primary school).

A number of schools did not use the SEAL curriculum as a whole-school approach but as a good resource for PSHEE and assemblies. Some schools did not use SEAL as they used a similar curricular approach (e.g. the values-based education; UNICEF rights respecting schools and the Sumo4Schools programme). Some schools were still in the process of adopting SEAL and a minority of schools found SEAL time-consuming.

Most of the case study schools used SEAL. One of the case study secondary schools was a pilot SEAL school in their local authority. As a new initiative it was easy to launch but difficult to sustain and maintain. Staff tried to incorporate themes into lessons, the materials were *'great'* but time consuming to select and implement as *'too big'* so it was not consistently delivered.

2.2.4: Improving school environment makes school buildings safer for children and young people. The majority of schools in all sectors thought improvements to the school environment had a positive effect in preventing bullying. Special schools in particular rated this strategy highly. Schools thought a safe and pleasant school environment important for student wellbeing and helpful in preventing bullying. *'A pleasant place to be and lots of interesting things to do cuts incidents of bullying'* (Primary school).

Some schools had reduced areas where bullying had taken place; others had identified bullying hot spots and were planning changes and others had identified '*blind spots areas'* and installed CCTV. Many of the case study schools had installed CCTV and many thought it was not only a good deterrent to bullying but also a good source of evidence. Another school thought it was a '*mixed blessing'*. In one case study secondary school students created an anti-bullying map to chart hot-spots for bullying which were not obvious. The tennis courts were the worst place with mostly skirmishes and physical punch-ups while boys played football. One case study school was on a split site and the path connecting the sites was a bullying hot spot. The only deterrent to bullying was staff surveillance and supervision.

2.2.5: Assemblies can be used to discuss bullying. The vast majority of schools from all sectors except PRUs used assemblies as a preventative strategy. Only half the PRUs that responded to the first survey used assemblies, but they gave this strategy the highest rating of all the sectors.

Most schools thought that assemblies were the most consistent method of delivering whole-school communication about a variety of subjects including bullying. One primary school called assemblies a: '*whole school time together to implement the policies and ethos of school, embedding school values'*.

A number of schools used SEAL resources for their assemblies. Many schools used anti-bullying week to deliver special anti-bullying assemblies, although a number of schools maintained a high profile on anti-bullying by holding assemblies on bullying throughout the academic year. Some schools found it impossible to assess the preventative effect of assemblies on bullying.

All the case study schools except one used assemblies for anti-bullying work. One primary school used assemblies to respond to any bullying incidents in school, particularly if serious. In this way assemblies were used reactively to bullying too.

2.2.6: School council involves students - usually elected representatives − who meet regularly with members of school staff to discuss and decide on policy issues; this can include issues of bullying. This is the main form of pupil voice in most schools. School councils were used in most mainstream and special schools. Less than three-quarters of PRUs used school councils, and they also gave them the lowest rating of all the whole-school strategies.

Most schools commented that school councils were inclusive for students, not only providing an opportunity for students to express their views but also an opportunity for the schools to listen to them. School councils could be a good reporting system for bullying. Some schools used school councils to develop anti-bullying policies. However, school councils could present challenges for schools. One primary school had difficulty in '*getting the children to express ideas*'. A secondary school had difficulty in implementing suggestions from their students, as: '*what (the students) say needs to be acted upon and this is not always possible or practical'*. Some schools found organising school councils time-consuming and others thought that councils needed adult support to be effective. Some schools used their school councils as a form of school tribunal or bully court which could be used reactively to a bullying incident (School tribunals, pp. 126-130, Section 4.6).

All the case study schools had school councils and their practice demonstrated how school councils had evolved. In some case study schools, school councils had become a form of peer support, not only advising on anti-bullying policy but actively intervening in low level bullying in and around the school. In the secondary sector, some school councils had split into sub-committees or working groups which focused on anti-bullying policy and practice. In the special school, the school council was the most appropriate form of peer support for their students (Bully busters/school councillors, pp. 56-59, Section 3.9).

2.2.7: Systems that support parent/carer involvement ranged from regular newsletters to consultation on policies to after-school clubs to support for parents of at-risk children. Parents can also be

involved in the process of dealing with bullying either through meeting with staff or through strategies like restorative approaches that involve parents in the process of resolving a bullying incident. The majority of schools from all sectors had systems to involve parents. The strategy was rated as having a positive effect on reducing bullying.

Schools were generally positive about involving parents and carers and thought this provided support for the students, particularly if bullied. A number of schools had specific staff to liaise with families (e.g. parent support advisors; family liaison officers; home-school workers). Some schools had systems which provided regular contact with parents. These included home-school books; parents' leaflets and newsletters; parents' questionnaires; assemblies for parents and contact through parents forums; parents' working groups and parents' evenings. Some schools had received funding to support systems to engage parents but others with no support found this expensive and time-consuming.

Some schools had problems engaging parents at all: *'Difficult to engage parents- only four parents came to our anti-bullying information meeting'* (Primary school). Some schools thought involving parents could be detrimental. Parents could exaggerate a problem: *'Parents have a different perception about how much bullying goes on (in comparison) to the children's viewpoints. The children believe there is less bullying than the parents'* (Primary school). Others could be in denial: *'Parents are not always supportive and sometimes, (they) are not prepared to recognise the actions of their offspring'* (Secondary school).

Most case study schools had a range of systems in place to involve and support parents. Two case study schools participated in a new family outreach programme and one school reported that the parental involvement as *'phenomenal'*. Building community relationships was central to both schools' ethos and this initiative had helped considerably. The case study nursery school was also in a disadvantaged area. The family liaison officer visited all new children to initiate a relationship with parents/carers and create a profile for each child to target school support. Another case study school was piloting parenting skills classes to target parents with children who had been excluded or were at risk of exclusion. Many of the case study schools had *'open door'* policies for their students and parents, making staff available to discuss any concerns.

2.2.8: Adult modelling of positive relationships and communication is when staff relate to pupils and each other in a way that models positive behaviour. Adult modelling of positive relationships and communication underpins particular whole-school strategies (e.g. restorative approaches and rights

respecting schools). This strategy was used by the vast majority of schools from all sectors and was given some of the highest ratings for a proactive strategy.

Most schools were very positive about this strategy. Schools identified consistency as fundamental to the modelling of positive relationships and communication. School staff were responsible for providing good role models and leading by example. Students needed the *'emotional intelligence of good role models'*. Adult modelling of positive relationships and communication was also essential to whole-school ethos which included restorative schools, rights respecting schools and schools with respect policies. Some schools reported adult modelling of positive relationships and communication was *'hugely effective'* in preventing bullying, with one primary school claiming:
'It is what staff should be doing and has improved behaviour and reduced bullying over five years'. Other schools said they had little evidence of effectiveness.

The case study schools all used this strategy. Adult modelling of positive relationships and communication was intrinsic to one rights respecting primary school - all staff from lunchtime supervisors to governors were trained in this whole-school approach. The schools using restorative approaches as a consistent whole-school approach also had all staff from headteacher to caretaker trained. Some schools struggled with consistency.

In one case study school, staff attitudes had changed during a campaign to address homophobic language; staff who used to laugh, now challenged it – the campaign had been a success. Another school used SEAL resources to change the confrontational nature of staff relationships with a particularly challenging Yr 10 cohort.

2.2.9: Developing a restorative ethos and culture that supports the development of social and emotional skills describes an evolution in school ethos rather than an established restorative approach. Many schools reported using this strategy, and were positive, rating it as one of the most effective whole-school approaches, with PRUs giving this the highest rating of all the sectors. Some described it as fundamental, providing '*a chance for all to listen and all to be heard and considered',* helping *'develop friendships and positive relationships'* and also '*encouraging children to take responsibility for their actions'* (Three primary schools).

School comments reflected development of the process. Some schools had already embedded a whole-school restorative approach; others were still developing a restorative ethos, having been recently trained in restorative approaches; and for some this was going to be a future development. In some schools, a restorative ethos and culture was used either inconsistently, or informally dependent on the staff involved and the timetable. For some schools, the restorative ethos and culture was being supported and delivered either through particular members of staff (e.g. pastoral team; community action team; positive play workers; learning support assistants); particular strategies (e.g. SEAL; RTime; nurture rooms; social skills groups; circle of friends) and peer support schemes that had been trained restoratively. A number of schools thought that developing a restorative ethos had its costs in time and funds. *'Staff have been trained, time tabling needs to be carefully done, time allocated for planning courses'* (Secondary school). Despite this, most thought it was worth it: '*restorative justice meetings are time-consuming but incredibly successful'* (Secondary school). Some schools had reservations as they had experienced resistance from parents; their students were too young or found the concept difficult because of learning difficulties.

The majority of case study schools reported using this strategy even if they had not been trained in restorative approaches. Some could be classed as using restorative approaches consistently, as a whole-school approach where the strategy was the school ethos. This entailed all staff, teaching and non teaching, being trained in restorative approaches. One secondary school regularly used whole-school approaches like restorative thinking plans, restorative enquiry and classroom conferences. These were the *'seed bed'* of their restorative ethos. Others had positive restorative statements on walls around the school; used restorative language consistently and a series of diagnostic questions to problem-solve conflict and bullying in restorative circles. In other case study schools, restorative approaches were used less consistently for the most serious cases of bullying, which were dealt with by a restorative conference and often facilitated by someone external to the school (e.g. police). In these schools the development of the restorative ethos was dependent on the staff training, which had often been restricted to one or two individuals. (Restorative approaches, pp. 93-112, Section 4.3)

2.3: Classroom strategies

These are strategies that are delivered through the curriculum to educate students about bullying and discuss anti-bullying work. The four strategies we evaluated are curriculum work; cooperative group work, circle time and quality circles. Figure 2.5 shows the percentages of schools using these strategies by sector. Figure 2.6 shows the overall effectiveness ratings of each strategy by sector.

Most schools used curriculum work; cooperative group work, and circle time, but only a minority used quality circles. Schools rated all classroom strategies as effective in reducing bullying; economical and easy to use.

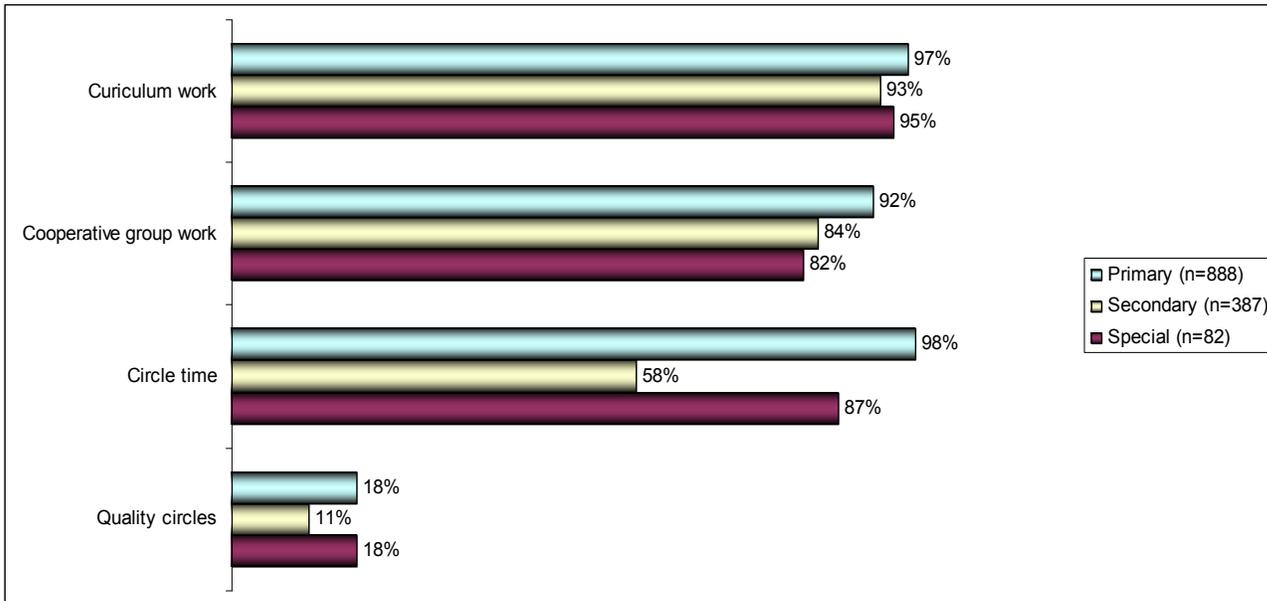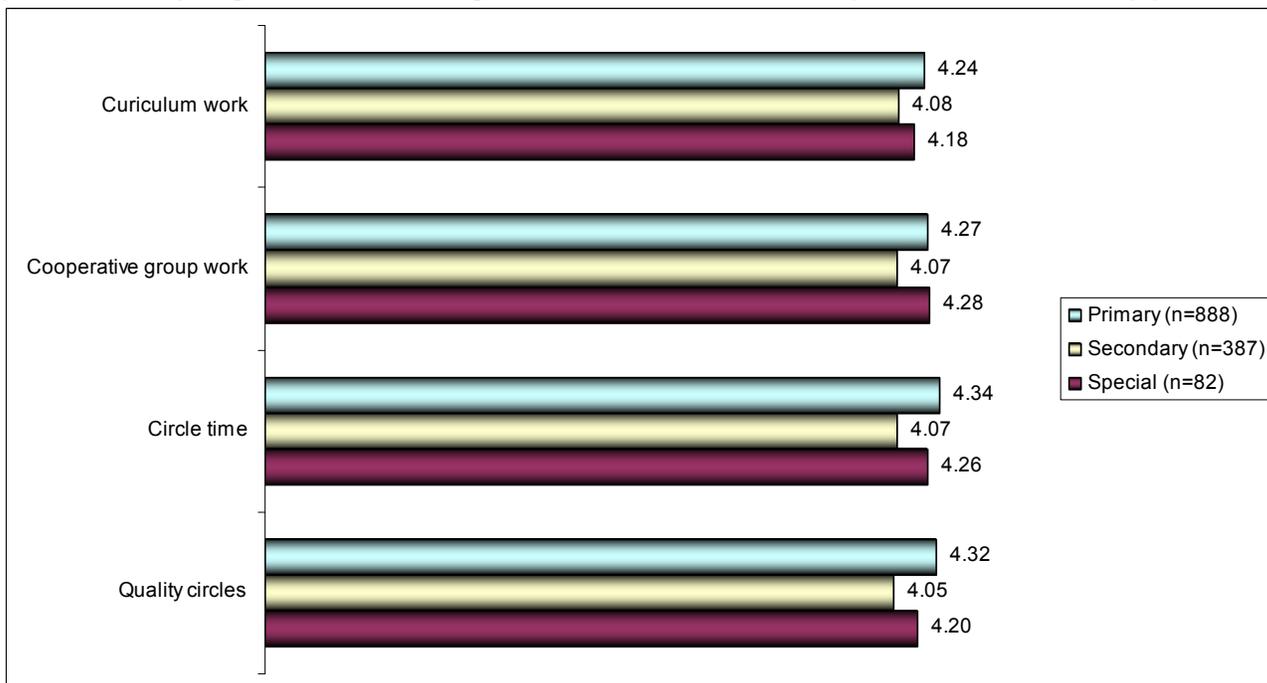**Figure 2.5: Percentages of schools using classroom strategies by sector.**

Figure 2.6: School ratings of effectiveness for classroom strategies by sector.
(Scale: 1 = very negative effect; 2= negative effect; 3= no effect; 4 = positive effect; 5 = very positive effect)

2.3.1: Curriculum work involves a range of methods used to approach and deal with the subject of bullying – this includes literature; audiovisual materials/videos; drama/role play; music; debates; workshops;

puppets and dolls; and group work. The majority of schools used curriculum work to prevent bullying, with all sectors rating it as having a positive effect. Schools thought curriculum work raised awareness about bullying and was most effective if delivered interactively through more creative subjects (e.g. drama; literacy; PSHEE). Skilled staff were seen as essential to effective delivery. Some schools had embedded anti-bullying in their curriculum; others struggled with time constraints; lack of resources and funding.

2.3.2: Cooperative group work organises the teaching of mainstream curriculum material (including bullying) into groups of pupils working cooperatively; sharing tasks and helping each other learn and complete group assignments. It was used by the majority of schools in all sectors except PRUs. All sectors gave the strategy a positive rating. Schools thought cooperative group work taught students about teamwork/collaboration and helped to develop critical thinking skills. Some schools confused this strategy with peer support strategies (e.g. circle of friends). Some schools could not implement the strategy due to time constraints; others thought their students too young or incapable of understanding the process due to special educational needs. Some students in PRUs were only able to participate when well enough. Some other schools found it hard to assess its effectiveness.

2.3.3: Circle time consists of weekly meetings lasting half an hour during which children sit round in a circle. Only one person speaks at a time in a friendly, open forum. Although used by most schools, circle time was used most in primary and special schools with just over half of secondary schools and PRUs reporting using this strategy. All sectors gave circle time a positive rating in preventing bullying. Some primary schools found circle time underpinned their anti-bullying work and helped developed their students' social skills. Other schools used circle time occasionally for identified groups or as a reporting system: *'particularly effective after lunchtime or as an issue is bubbling - prevents incidents on the playground'* (Primary school).

Staff needed training for circle time to be effective. Some schools found circle time time-consuming; and others had a problem with space. Secondary schools often thought circle time too primary-based but some used it occasionally, if appropriate, with vulnerable students. Some secondary peer support schemes also used it.

Circle time was used by almost all case study primary schools, and about half of secondary schools. It had often been adapted. Some schools used circle time both proactively to embed a clear anti-bullying message and reactively to discuss the impact and '*fall-out*' of a bullying incident after it had happened. One case

study primary school had used circle time to support a vulnerable child in Yr 5. The learning mentor read a fictional account of the boy's day at school. The children saw the similarities between the bullied student's experiences and the story. Circle time was then used as a problem-solving session to think about ways to help the child feel included. This worked and the bullying stopped.

The case study infant school had adapted circle time into philosophy for children. This approach was introduced to develop investigative skills. Staff had been trained. Children were taught thinking skills and how to question appropriately. There were rules. There were no right or wrong answers as the emphasis was on discussion. Children learned to manage disagreements verbally, so avoiding fights. It encouraged creative thinking in children in the lowest academic groups and was good for children with special educational needs as they felt safe in a group which had clear rules.

Circle time had also been absorbed by some restorative approaches. In both schools that used restorative practice, a primary and a secondary, circles were used spontaneously to address any conflict. Circles could be initiated by staff and students and a series of diagnostic questions helped to work towards a resolution (Restorative approaches pp.102-104, Section 4.3.8).

 2.3.4: Quality circles arrange pupils into small groups for regular classroom sessions. Groups problem-solve particular issues – such as bullying – through standard procedures, including information gathering, and presenting findings to wider audience. It was the least used proactive strategy, and most of the case study schools did not use it; the majority had never heard of it. However the minority of schools using quality circles rated it as highly effective. Quality circles had been introduced into some schools through the behaviour improvement service. Some schools were in the process of introducing it in the future. Some schools confused the strategy with circle of friends which is a peer support strategy (Circle of friends, p. 52-53, Section 3.6).

2.4: Playground strategies

These are strategies to prevent bullying in the playground require specific measures as part of the implementation of a whole-school approach to bullying. We evaluated three strategies: improving school grounds, training lunchtime supervisors, and playground policy. Figure 2.7 shows the percentages of schools using these strategies by sector. Figure 2.8 shows the overall effectiveness ratings of each strategy by sector.

The majority of schools used the first two playground strategies and rated them as effective in preventing bullying; but less than half had developed a playground policy. All three strategies were rated effective, especially playground policy by those schools that used it. Improving the school grounds (as with improving school buildings, earlier) could be expensive and difficult to implement for some schools. Some schools also found training lunchtime supervisors difficult to implement. A playground policy appeared to be the cheapest, easiest and most effective strategy.

Figure 2.7: Percentages of schools using playground strategies by sector.
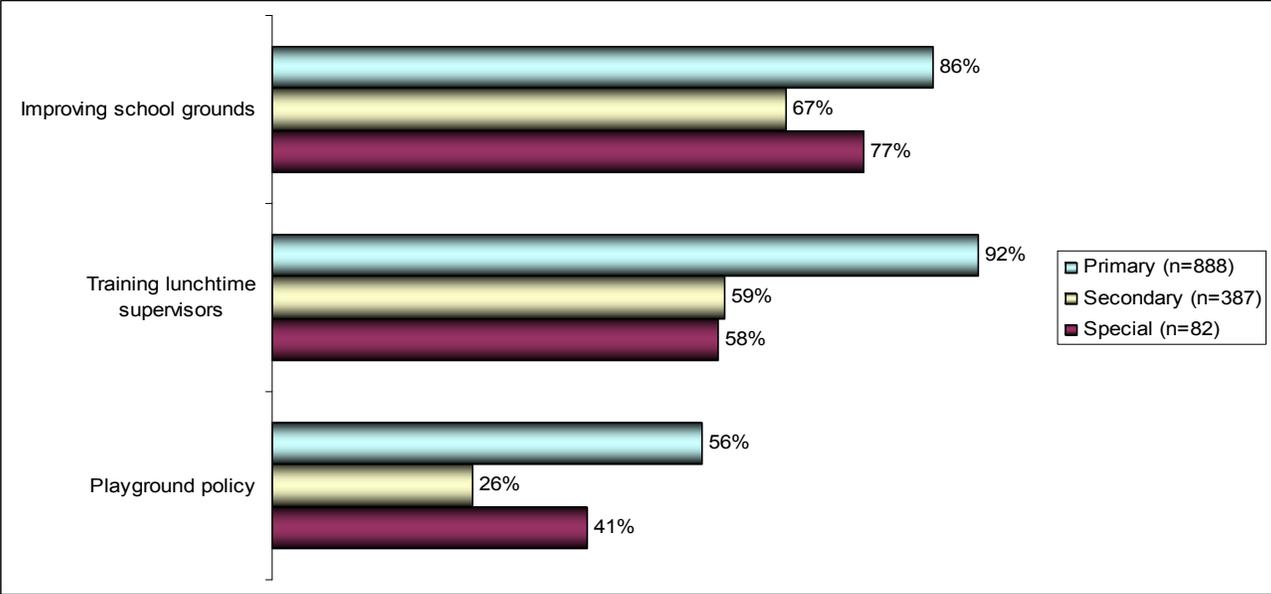
Figure 2.8: School ratings of effectiveness for playground strategies by sector.
(Scale: 1 = very negative effect; 2= negative effect; 3= no effect; 4 = positive effect; 5 = very positive effect)

Chart data:

Strategy	Primary (n=888)	Secondary (n=387)	Special (n=82)
Improving school grounds	4.22	4.00	4.26
Training lunchtime supervisors	4.07	3.88	4.17
Playground policy	4.25	3.96	4.22
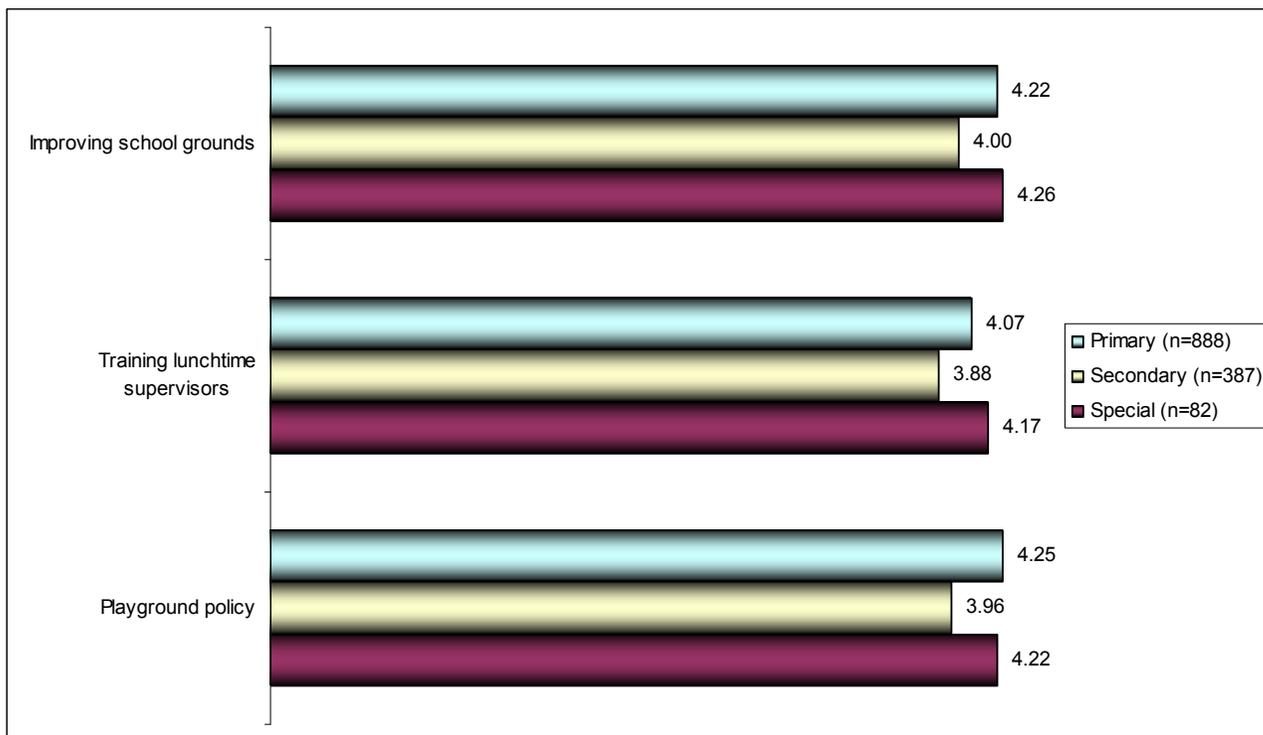
2.4.1: Improving school grounds includes structuring or redesigning the playground to provide more creative opportunities for pupils during break and lunch times. This should involve pupil consultation. Strategies include playground design exercises, mapping existing use, identifying danger areas and bullying hot spots. The majority of primary and special schools used this strategy and rated improving their school grounds as having a positive effect. The secondary sector used it less, finding the strategy had relatively little positive effect. Despite fewer PRUs using this strategy, they gave it the highest rating of all the sectors.

Schools thought improving their school grounds effective in preventing bullying but came at a cost. One primary school commented: *'Plenty of things to do and lots of space to play reduce incidents. Trim trails, environmental garden, a hill to roll down, basketball hoops, quiet areas for girls to chat and avoid footballs – (this) costs money and requires constant maintenance'.*

Some schools had introduced quiet areas for children to retreat to if wanting to play quietly. Some had split their playgrounds for different year groups or into zones for different activities. Playleaders and playground buddies organised activities in breaktimes which helped to reduce bullying. For many schools funding was the greatest barrier to improving their playground. For one school, vandalism to their playground frequently wasted their investment.

One case study school had funding to transform their playground – they had plans to develop the grounds with gardens, chickens, role-play areas, shops and homes, a water feature, a quiet zone, and a butterfly garden for less active children. Some case study schools had established quiet zones. Others had introduced buddy benches or friendship stops for the peer supporters.

2.4.2: Playground policy includes a strategy for appropriate behaviour in breaks and playtimes, liaison between teaching staff and lunchtime supervisors, encouraging pro-social playground games and activities. This was the least used playground strategy, adopted by just over a half of primary and a quarter of secondary schools. It got a moderately high rating from primary and special schools. The secondary sector used the strategy least and gave the lowest rating.

Playground policies were part of some schools' behaviour or anti-bullying policies. Some schools had a series of playground rules and others had a playground charter. Trained lunchtime staff and peer support schemes were considered part of the playground policy in some schools. One school had split their grounds for different year groups. One case study secondary school had a playground site policy which promoted respect for others as much outside as inside the school.

2.4.3: Training lunchtime supervisors refers to training sessions for lunchtime supervisors in order to develop additional skills in organising games, recognising bullying behaviours, interviewing pupils and dealing with bullying and conflict situations. Lunchtime supervisors are crucial to support of peer supporters in the playground and need to be trained in a whole-school approach. Primary schools used trained lunchtime supervisors much more than any other sector. All sectors rated the training of lunchtime supervisors as having a positive impact, although relatively less by secondary schools.

At best, this strategy could also be considered as a part of adult modeling of positive relationships, as one primary school commented: *'Not sure about impact on bullying but certainly staff were very enthusiastic and did wonders for fostering shared values and approaches'*. (Adult modelling of positive relationships p. 20-21, Section 2.2.8)

Schools were positive about the need for training lunchtime supervisors. Some schools trained their lunchtime supervisors in a strategy (e.g. restorative approaches; SEAL), as trained staff *'improved the general behaviour of pupils not just anti bullying'* (Primary school). Some schools thought that training needed to be ongoing and updated regularly. However, other schools experienced difficulty in recruiting lunchtime staff. In some, it was difficult to release lunchtime supervisors for training; in others, staff were

reluctant to attend training. Even in schools where lunchtime supervisors had been trained, sometimes training had not impacted on their practice: *'Despite training, supervisors do not implement the ideas they have agreed to do'* (Primary school). Some lunchtime supervisors were inconsistent: *'Lunchtime supervisors are hard to engage with sustainable and consistent approaches'* (Primary school). Lunchtime supervisors were expensive for some schools.

Lunchtime supervisors were used by three-quarters of the case study schools. Some used teaching staff and teaching assistants to supervise their playgrounds. In one primary school, a senior teaching assistant supervised the peer supporters. Her practice was underpinned by the rights respecting schools approach and values-based education which she used when mediating between students. In another primary school, the lunchtime supervisors underwent the same training as the peer mediators so their approaches to bullying were consistent. Another primary had received local authority training for their supervisors who had been *'enthused immediately afterwards'* but sustaining impetus and enthusiasm was difficult. Supervisors were difficult to appoint because working a lunchtime slot meant their day was cut in two. Children did not give lunchtime supervisors the same respect as the teaching staff. However the headteacher was determined that the new lunchtime supervisor appointment would be trained to supervise the sports leaders and lunchtime activities.

2.5: Other Proactive Strategies

This section describes a range of additional proactive strategies mentioned by individual schools. Alternative whole-school approaches included anti-bullying groups and zones; rights respecting schools award; protective behaviours; golden rules; UK resilience training; rules, policies and charters written by students; vertical tutoring; assemblies; anti-bullying awards; assertiveness behaviours; and whole-school campaigns (e.g. anti-homophobic campaign).

Alternative peer support schemes included playleaders; cybermentors; and peer massage. Strategies targeted at individual students included assertiveness training; achievement training; nurture groups for targeted individuals; self-referral for counselling; individual plans; and individuals '*going on report'*.

Reactive strategies were also used proactively in a number of schools, including restorative approaches; no blame approach (now known as the support group method); conflict resolution; a solution-focused approach; assertive discipline and team teach.

Proactive staff intervention was listed as a proactive strategy which included the involvement of non-teaching pastoral staff; counsellors; mediators; behaviour managers; clinical support; industrial mentors and

inclusion teaching assistants. Additional curricular approaches included philosophy for children; PATHS (Promoting Alternative Thinking Skills); emotional literacy training and mood dolls. SEAL and drama workshops were also mentioned, although listed under the main proactive strategies in the survey.

Reporting systems included not only the more traditional paper-based reporting boxes and questionnaires but also online and text-based reporting methods. One school used a discrete form of reporting by asking students to write their concerns on the back of a uniform order form which was placed in the headteacher's in-tray; this was '*very successful*'. Anti-bullying week or themed days were listed as well as a friendship week and a reward week.

A smaller number of schools listed lunchtime clubs; the safer schools police officer; anti-bullying focus groups which involved students; staff and parents; outside agencies including local authority anti-bullying lead and PARINS (a local authority initiative for racial incidents) and recording systems which included a bullying incident log and a record to track bullied and bullying students.

Example of a whole-school, anti-bullying practice taken by a primary school

'The key is talking to your children throughout the year and adults modelling positive relationships and behaviour to create a school culture based on respecting others, be they adult or child. The SEAL, Healthy Schools and PSHEE programmes are fully implemented.

The school has utilised directed time and inset days for whole staff training, which supports staff's understanding of the school's adopted approaches to behavioural management and anti-bullying. This keeps a high level of consistency in relation to school practice. The children are taught positive strategies through circle time and the SEAL/PSHEE curriculum. As a consequence, incidents of unkind behaviour and bullying are extremely low.

Ofsted rated pupil's behaviour as 'outstanding' because of the proactive nature of curriculum delivery and adult/pupil relationships. We share our philosophy with our community, which has built trust and mutual understanding. Parental complaints seldom occur. All teaching assistants are trained mid-day playleaders, who facilitate play opportunities for children. We have 'fun' lunchtimes with children having the opportunity to play with a wide range of play equipment, if they so choose.

Positive play experiences for young children at break times have a positive knock-on consequence. When pupils return to class, they are read and happy to resume their curriculum work. Teachers and teaching assistants are trained in the use of ' take ten' to promote pupil's physical and mental wellbeing. All staff have been trained in the team teach method'.

2.5: Proactive strategies summary

Proactive strategies rest on the development and maintenance of a positive, supportive and inclusive learning environment. Relationships among pupils and between pupils and teachers should be based on mutual respect. Such relationships can be encouraged through an emphasis on positive attitudes and personal skills.

Proactive strategies were divided into three broad categories: whole-school approaches; classroom strategies and playground strategies.

Whole-school approaches

A whole-school approach to tackling and preventing bullying in schools involves the whole school community to provide a solid foundation from which to embed developments and improvement in a systematic way. Most whole-school approaches were used by the majority of schools and generally rated as having a positive effect in preventing bullying by embedding an anti-bullying ethos in the schools.

PSHEE, assemblies and school councils were used by the vast majority of schools from all sectors to prevent bullying. However, developing a restorative ethos and culture that supports the development of social and emotional skills and the adult modelling of positive relationships and communication were given the highest rating of effectiveness.

The National Healthy Schools Programme received the lowest rating (although still positive) of the proactive strategies for its impact on bullying. Accreditation was seen as a useful tool to reveal gaps in practice and demonstrate that the school took student wellbeing seriously. However the process could be time-consuming and involve a big workload.

PSHEE was the main way of delivering anti-bullying work to the whole school through the curriculum but the subject needed enthusiastic staff to deliver it effectively.

SEAL could be used by schools either as a whole-school approach embedded in the curriculum or as a good resource for PSHEE and assemblies. Some schools used a similar approach (e.g. rights respecting schools; values-based education). Others were still in the process of adopting SEAL and a minority of schools found SEAL time-consuming.

Improving the school environment was essential to make schools safer for students, particularly if hot spots for bullying had been identified. Some schools had CCTV. Changes to school buildings were expensive and many schools did not have the resources.

Assemblies were the most consistent method of delivering a whole-school message about anti-bullying and were used particularly around anti-bullying week. Assemblies could also be used reactively to address the fall-out of a serious bullying incident.

School councils were an effective reporting system for problems in the school, including bullying. Many schools reported being *'telling'* schools; school councils gave the opportunity to be *'listening schools'* too. The SEAL resource was used by many schools as a resource for PSHEE and assemblies and rated as good, although some schools found the secondary resource too big.

Systems that supported parent/carer involvement were used by schools to form a united front to prevent bullying. Many schools had home/school or family liaison workers to ensure communication between school and home. Many of the case study schools had an open-door policy for parents to express concerns. Some school struggled to engage parents.

Adult modelling of positive relationships and communication was seen as fundamental to preventative anti-bullying work and to whole-school approaches (e.g. restorative approaches and rights respecting schools). School staff were responsible for providing good role models and leading by example and the effectiveness of this strategy depended on them.

Developing a restorative ethos and culture that supports the development of social and emotional skills describes an evolution in school practice rather than an established proactive strategy. School comments reflected the progressive adoption of restorative approaches. Some schools had an established restorative practice; others were in the process and others planned to do so in future. The restorative ethos was underpinned by trained staff and peer support schemes.

Classroom strategies

These are strategies that are delivered through the curriculum to educate students about bullying and discuss anti-bullying work. Most schools used curriculum work; cooperative group work and circle time with a minority using quality circles. Schools rated all classroom strategies as effective in reducing bullying, economical and easy to use. Curriculum work was the most used most classroom strategy by all sectors although circle time was used by almost all primary schools. Quality circles were the least used although they received the highest classroom strategy rating in those schools that used it.

Curriculum work about bullying was most effective when delivered through creative, interactive lessons (e.g. drama; literacy; PSHEE). Skilled staff were essential to effective delivery.

Cooperative group work was rated as an effective way of teaching students about teamwork/collaboration and helped to develop critical thinking skills. Students could work in a focused way on projects about anti-bullying.

Circle time underpinned many schools' anti-bullying work and helped developed their students' social skills. Circle time could be used both proactively to embed a clear anti-bullying message and reactively to discuss the impact of a bullying incident after it had happened. Circle time could also be an effective reporting system and another opportunity for staff to listen to the concerns of their students. Circle time had evolved. Philosophy for children was an adaptation of circle time. In some schools, circle time has become a restorative approach.

Quality circles also used group work to problem-solve particular issues – such as bullying – through standard procedures, including information gathering, and presenting findings to wider audience.

Playground strategies

Most direct forms of bullying happen in the playground and school grounds, so effective playground strategies are important for prevention. Improving school grounds often means structuring or redesigning the playground to provide more creative opportunities for students during break and lunch times. In order to do this effectively schools also need to be aware of bullying *'hot spots'*.

Improving school grounds was used by the majority of primary and special schools to prevent bullying. All sectors rated the strategy as effective in reducing bullying; except the secondary sector which reported finding the strategy had little positive effect. Improvements to school grounds included the introduction of quiet areas; zones for playtime activities and splitting playgrounds for different year groups. For many schools funding was the greatest barrier to improving their playground.

Playground policy was rated highly by schools despite being used by a minority. Playground policies were either outlined in behaviour and anti-bullying polices or described in series of playground rules and playground charters. Supervision by staff at breaktimes was crucial to implementing the playground policy.

Training lunchtime supervisors to develop additional skills in organising games, recognising bullying behaviours, interviewing pupils and dealing with bullying and conflict situations were used most in the primary sector. The training of lunchtime supervisors was rated as having a positive impact on preventing bullying (although less so by secondary schools). Some lunchtime supervisors were trained in a whole-

school approach (e.g. rights respecting schools; restorative approaches); others were trained in sports activities and others were trained with the peer supporters, who were based in the playground (e.g. playleaders; playground buddies). Some were trained in all three. However some schools had difficulty recruiting lunchtime supervisors and when recruited some staff were reluctant to be trained. Some lunchtime supervisors ignored their training.

Other proactive strategies

Schools reported using a rich range of other proactive and preventative strategies which included alternative whole-school approaches (e.g. rights respecting schools; protective behaviours); peer support schemes (e.g. cybermentors; playleaders); proactive strategies targeted at individuals (e.g. assertiveness training; nurture groups); reactive strategies used proactively (e.g. restorative approaches; a solution-focused approach); proactive intervention by staff (e.g. pastoral team); curricular approaches (e.g. philosophy for children); reporting systems (e.g. email; text) and themes weeks including anti-bullying week.

Section 3: Peer support strategies

Peer support strategies use the student peer group both to prevent and respond to bullying. Section 3.1 discusses the general findings on peer support strategies. Sections 3.2 – 3.7 discuss findings for the six peer support schemes named in the survey. Sections 3.8 - 3.11 discuss findings for an additional four schemes used by case study schools. 3.12 is a summary of peer support schemes. Section 3.13 is an evaluation of the former DCSF peer mentoring pilot.

3.1: General findings

The six strategies we evaluated in our survey were buddy schemes, circle of friends, peer mentoring, peer listening, peer mediation, and bystander defender training. Figure 3.1 shows the percentage of schools using the strategies and local authorities recommending use of the strategies in schools. Figure 3.2 shows the overall ratings of effectiveness of each strategy given by schools and local authorities. There is less agreement between the schools' use and the local authority recommendations of the peer support schemes than in the ratings of effectiveness of the strategies.

Figure 3.1: Peer support strategies used by 1273 mainstream schools, and recommended by 47 local authorities, from the first survey.
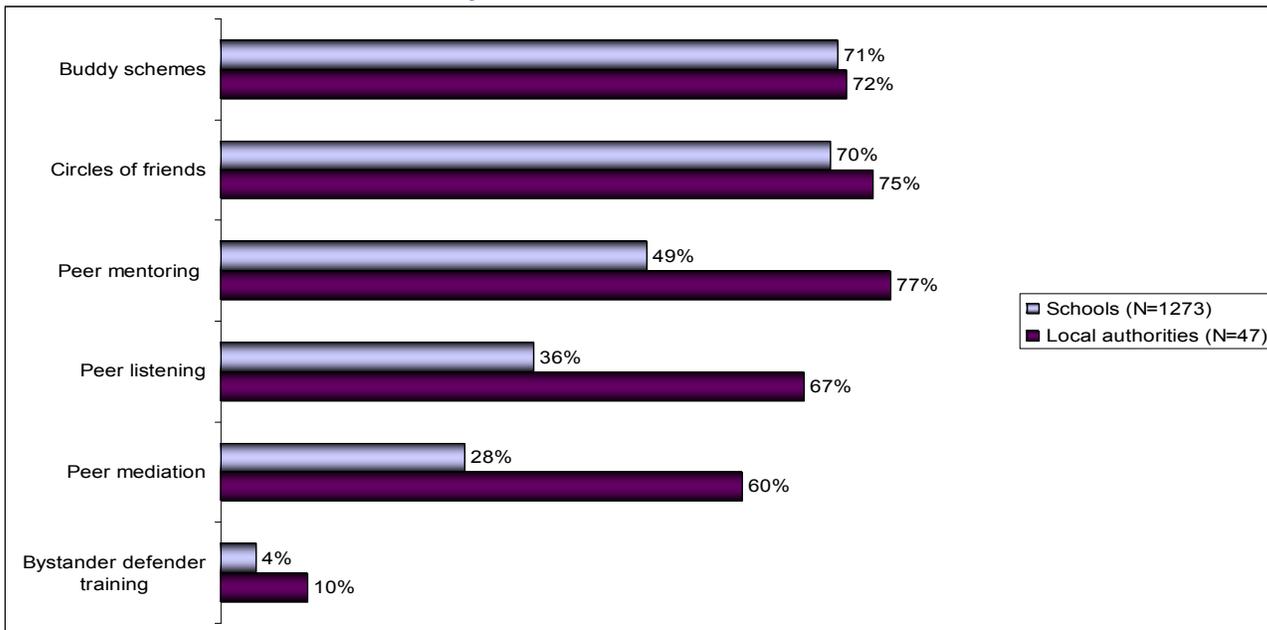
There is agreement between school use and local authority recommendation for buddy schemes, circle of friends and bystander defender training. However local authority recommendation of peer mentoring, peer listening and peer mediation schemes is considerably higher than actual school use. This could be explained by local authority enthusiastic recommendation of these three peer support schemes, particularly in the secondary sector, making their percentages higher and the primary sectors little use of these particular schemes making the school use percentage lower.

Figure 3.2: Ratings of effectiveness for peer support strategies used by 1273 mainstream schools, and recommended by 47 local authorities, from the first survey.
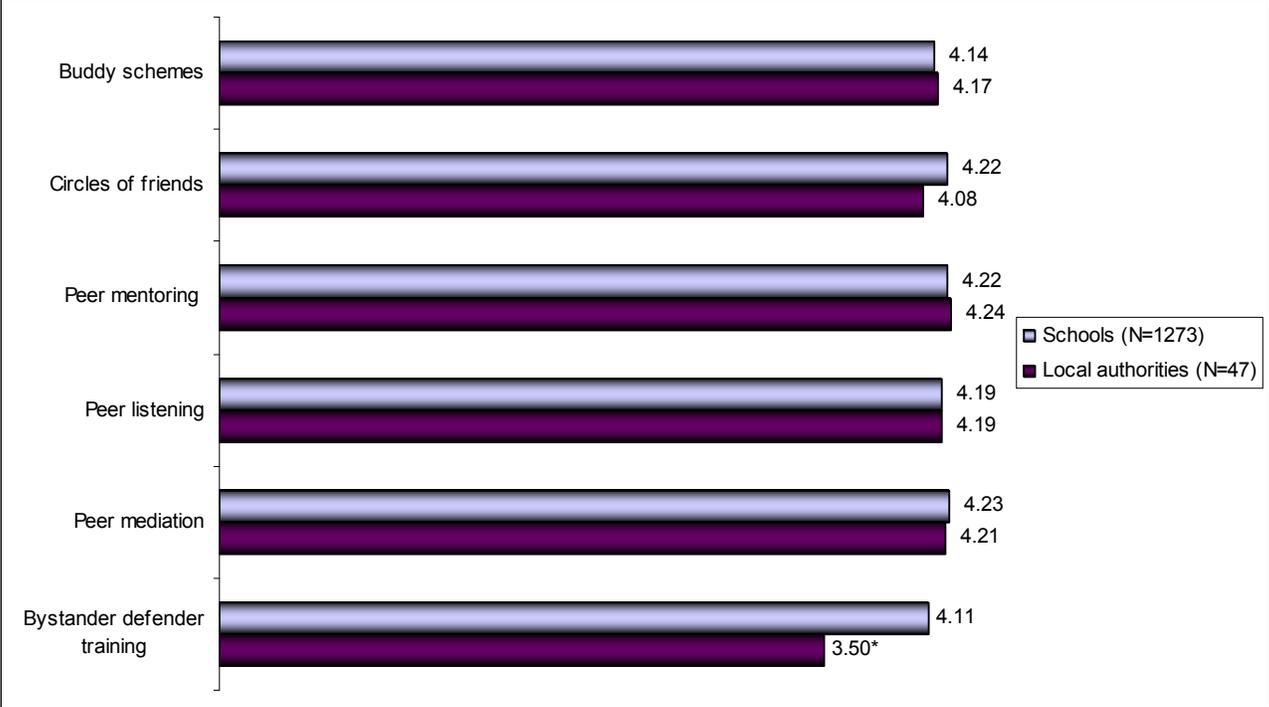
* Only a small number of local authorities recommended this strategy, so the rating needs to be interpreted cautiously.

School and local authority ratings of effectiveness are similar with the exception of bystander defender training, which schools rated more highly.

Figure 3.3 shows the percentages of schools using these strategies by sector. Figure 3.4 shows the overall effectiveness ratings of each strategy by sector. Buddy schemes were most used in the primary sector and peer mentoring, the most used in the secondary sector. Peer support schemes were rated as having a positive, preventative effect. Despite the popularity of buddy schemes in the primary sector and peer mentoring schemes in the secondary sector, the highest ratings for effectiveness were for other schemes. Peer mentoring was given the highest rating in the primary sector and peer mediation in the secondary and special sectors.

Case study school staff were generally very positive and they rated peer support schemes them as effective in tackling bullying. Some staff hailed the schemes as '*the foundation of the school's anti-bullying work*' (Secondary assistant headteacher). At best, peer schemes can engender a sense of responsibility and belonging providing the students with a way of making a contribution to their school. '*It's about encouraging pupils into positions of responsibility and to be responsible for other pupils*' (Primary headteacher).

Figure 3.3: Percentages of schools using peer support schemes by sector.
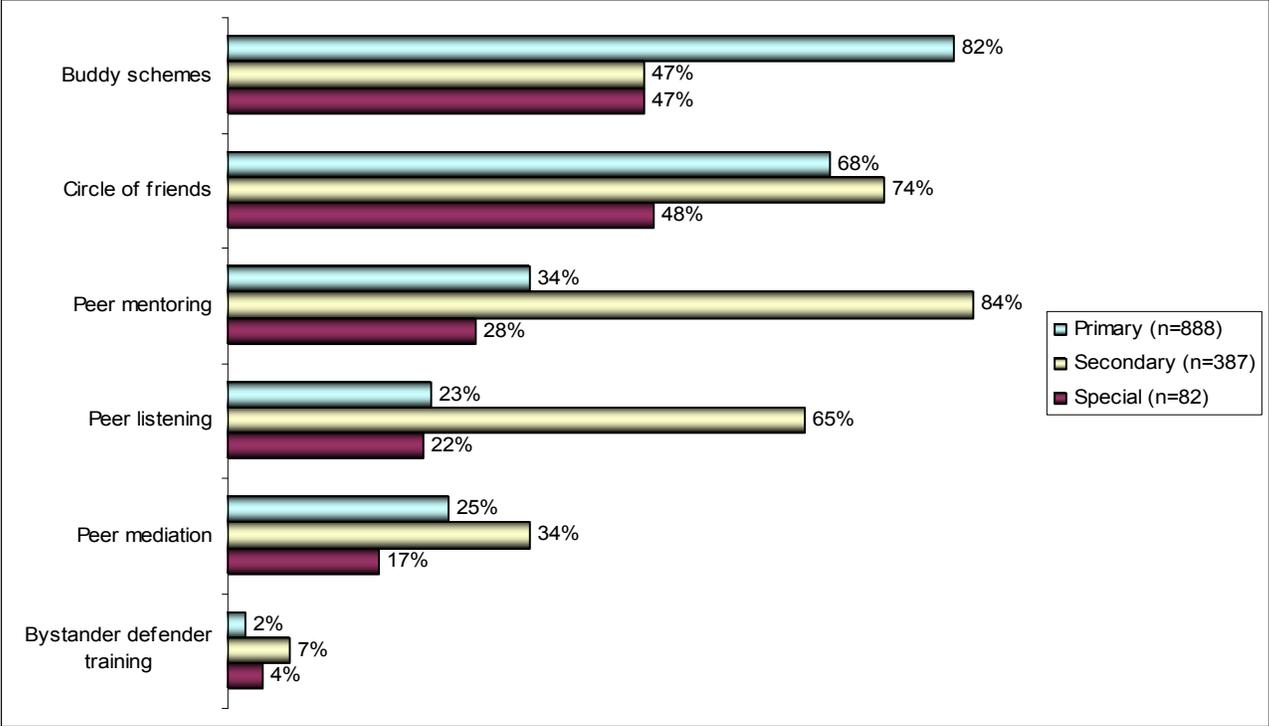
Figure 3.4: School ratings of effectiveness of peer support schemes by sector.
(Scale: 1 = very negative effect; 2= negative effect; 3= no effect; 4 = positive effect; 5 = very positive effect)

Category	Primary (n=888)	Secondary (n=387)	Special (n=82)
Buddy schemes	4.15	4.06	4.14
Circle of friends	4.23	4.22	4.15
Peer mentoring	4.25	4.20	3.86
Peer listening	4.20	4.19	4.00
Peer mediation	4.20	4.26	4.38
Bystander defender training	4.09	4.13	3.33
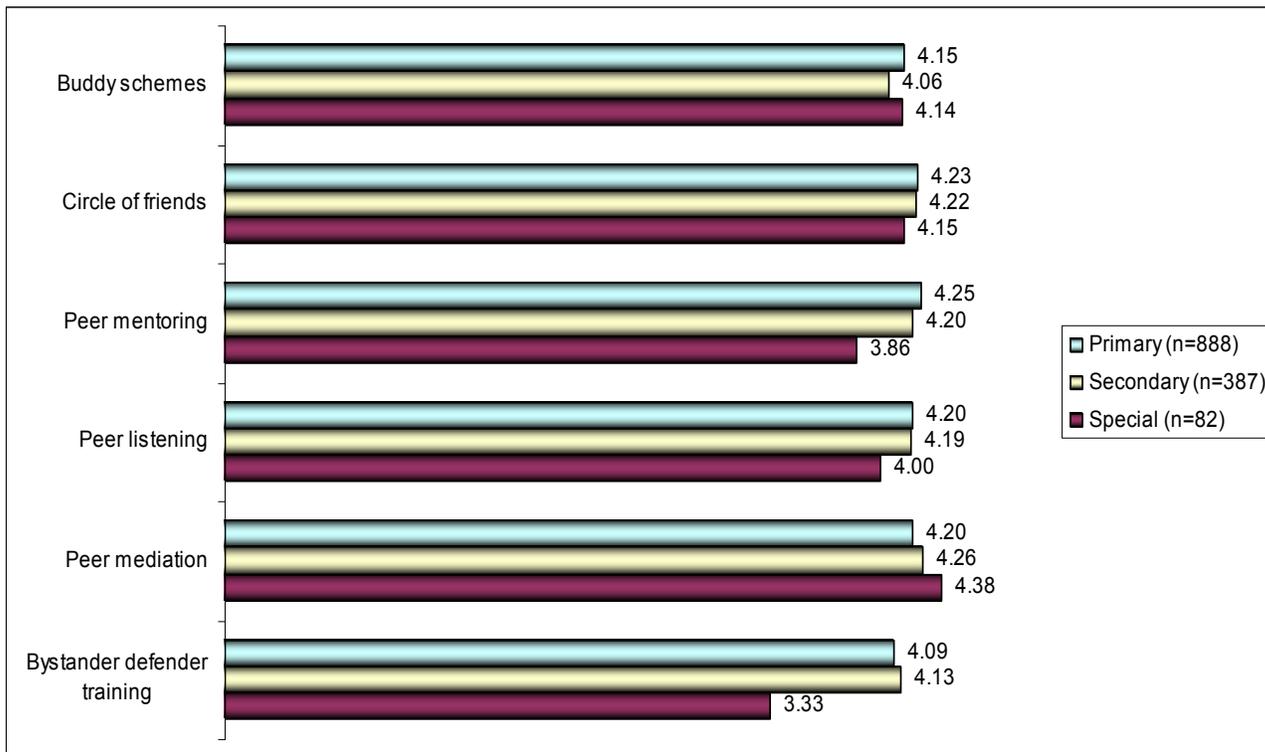
We now consider the evidence regarding each of the main peer support strategies, separately. The three charities involved in the former Department of Children, Schools and Families (DCSF) peer mentoring pilot, and referred to in the text, are the Mentoring and Befriending Foundation (MBF); ChildLine in Partnership with Schools (CHIPS) and BeatBullying.

3.2: Buddy schemes

Buddy schemes provide targeted social and emotional support to vulnerable students. These can include bullied and bullying students or newcomers to the school, particularly children at transition - nursery to primary; primary to secondary. There are two types of buddies – older and peer. In both primary and secondary schools, older year groups are recruited to support both groups of younger students and individual vulnerable students. Peer buddies are targeted at new students joining after the beginning of term at induction. Peer buddies could be as young as Yr 3 and as old as Yr 13. Students volunteered and/or were selected by staff. Sometimes staff included students needing to develop social skills and confidence.

In some schools, buddies are trained in playground games like playleaders; whereas in others, buddies are trained in mediation skills, which include listening and confidentiality like peer mediators, but are based in the playground. Buddies can be trained in a specific whole-school approach (e.g. restorative practice).

Supervision in both sectors is usually by a designated member of staff, who is part of the pastoral team. Primary buddies are usually more formally organised, using rotas for breaktimes and identified by clothing (caps; jackets; armbands) and photos on a notice board. Some schools had buddy bus stops or benches, where children can access help from a buddy. Secondary buddy schemes are both formal and informal. Formal schemes organise older buddies to support younger students at transition by attending form groups or tutor time. Both older and peer buddies are assigned by staff to provide temporary, informal support for individual, vulnerable students.

3.2.1: The use of buddy schemes

The findings from the first school survey and the local authority survey showed that:

- The majority of primary schools used buddy schemes but only about half of secondary or special schools.
- The majority of local authorities recommended buddy schemes for primary schools above the other sectors.
- Both schools and local authorities gave buddy schemes a positive rating with primary schools rating it the highest.

In the follow-up school survey, schools from all sectors except PRUs found buddy schemes reduced bullying and were both cost effective and easy to use.

3.2.2: Buddy schemes in practice – information from the case study schools

Nineteen case study schools used buddy schemes – eight primaries and eleven secondaries. The special school and PRUs did not have formal buddy schemes but befriending happened on a spontaneous basis between students.

Recruitment: Buddies were selected rather than volunteering. Staff chose *'caring'* children, taking into the consideration the compatibility of the buddy and buddied child. Buddies could be recruited from older and peer groups and could be used to support groups or individual students. Older buddies were often used to support groups of younger students at transition – nursery to primary or primary to secondary. Peer buddies were used for newcomers, joining the school after the beginning of term, to help with induction. Older and peer buddies could be used together for particularly vulnerable students.

Training: Training was either in-house and could use ex-buddies, or was provided from an assortment of sources including local authorities, local secondary schools (for primary buddies), or charities (e.g. CHIPS).

Training sessions could range from short informal briefings to more structured sessions or workshops. There was less formal training in the secondary sector.

Organisation and supervision: In the primary sector, buddies were based in the playground to report any problems, including bullying, support isolated children and organise games. They were organised formally by rotas. In both primary and secondary sectors, staff used buddy schemes as temporary support for newcomers at transition and induction. In the secondary sector, buddies were based indoors attending registration or helping new students adjust to the school. Secondary buddies were organised both formally and informally. Some buddies either went to support groups of students at pre-arranged times (e.g. tutor time) or provided a drop-in service at a designated time and place. Buddies supporting individual students were more informally organised, working with the individual needs of the buddied student. In some PRUs, befriending happened spontaneously between students. In the secondary sector this could include students with English as an additional language and students with special educational needs. In one school, a bus buddy scheme was being piloted to provide support for younger students on public transport.

3.2.3: Why case study schools used buddy schemes

- **School staff** thought buddy schemes made the playground a happier place by supporting lonely children; were an effective way of reporting bullying and developing buddies' personal social skills.
- **Buddies** thought that being a buddy helped them personally to develop problem-solving skills. For the school community, buddies benefited the school socially as older children played with the younger ones and they helped sort out milder forms of bullying.
- **Other students** thought that buddy schemes were helpful and buddies were more approachable than teachers.
- **Students involved in bullying incidents:** One bullied child had been supported by buddies.

3.2.4: Criticisms of buddy schemes

- **School staff** thought buddies were less effective in wet playtimes; organising rotas and maintaining the children's involvement could be problematic and buddy stops could be stigmatising.
- **Buddies** thought the schemes were sometimes under-used and did not work if other children did not want to play or report bullying to the buddies. The buddy clothing was disliked. Numbers of buddies were critical – too few could be stressful; too many could be boring as there was not enough to do.
- **Other students** thought individual buddies could be unreliable; some abused their authority by being '*mean*' and *'bossy'* and some buddied children felt lumbered with an incompatible buddy. Buddies worked better for younger students than peers. There was no feedback from secondary students.

- **Students involved in bullying incidents:** One bullied child had been ignored.

3.3: Peer mediation

Peer mediation is a problem-solving process which encourages pupils to define the problem; identify and agree key issues; discuss and brainstorm possible options; negotiate a plan of action and agreement; and follow-up and evaluate outcomes. Student mediators are trained in conflict resolution and in helping individuals resolve disputes. Training can be provided by same age or usually older peers supported or supervised by school staff. Scheme supervisors need to be trained. Outcomes include defusing tension between peers; enabling both bullying and bullied pupils to identify problems and solutions, such that all involved come away with a sense that the outcome is fair to both sides and promoting pupil's self-esteem.

3.3.1: The use of peer mediation schemes

The findings from the first school survey and the local authority survey showed that:

- Only a quarter of the schools used peer mediation schemes making it the least used peer support scheme other than bystander defender training – of these schools, the majority were from the secondary sector.
- Almost two-thirds of local authorities recommended peer mediation for secondary schools and over half for primary schools.
- Both schools and local authorities gave peer mediation a positive rating, with primary schools rating the scheme slightly lower than other sectors.

In the second follow-up school survey, the majority of secondary and primary schools using peer mediation reported that it as cost effective, easy to implement, and helped to prevent bullying.

3.3.2: Peer mediation schemes – information from the case study schools

Nine case study schools used peer mediation schemes – six primaries and three secondaries.

Recruitment: Students were recruited from older year groups – Yrs 5-6 in the primary schools and Yr 9 in the secondary schools. Mediators were either selected by staff or by a process involving an application form and selection by interview. There was often a gender imbalance with more girls than boys.

Training: Training was delivered either externally by outside providers including local authorities; CHIPS and MBF or in-house by school staff. Numbers of trainees varied. Dependent on the training resources used, some mediators were trained intensively in workshops lasting between 1-3 days; others in shorter sessions over several weeks. Some schools used a rolling programme of training:

- Recruitment and training in the autumn term.
- Shadowing experienced mentors in the spring term.
- Practising as mentors in the summer term and autumn term.
- Being shadowed by trainee mentors in the spring term.
- Handing over to mentors in the summer term.

Mediation training covered listening skills; problem-solving; confidentiality and when to disclose. Three of the peer mediator schemes were trained in restorative approaches and used a diagnostic series of questions. In some schools, staff were trained with the students which helped consistency of practice.

Organisation and supervision: Peer mediators were introduced to the rest of the school through assemblies and were identified by badges or colours and had their photos on a notice board. In the secondary schools, the mediation scheme was included in the student planners. Some peer mediators were organised by rota, working in pairs in a designated room and providing a drop-in service at breaktimes. Mediation was structured by a series of questions/rules or a given text particularly if the mediators were using restorative approaches. In some schools, meetings were recorded and logged. In the primary schools, peer mediators often worked with other peer support schemes like buddies or playleaders who brought children to the mediators from the playground. Peer mediation schemes in the secondary schools were used to support the new intake at transition. Pairs of mediators met regularly with Yr 7 students dealing with a mixture of academic and pastoral issues. Staff also referred students to mediators sometimes asking them to *'keep an eye'* on vulnerable students. Most peer mediation schemes had designated supervisors and regular supervisory meetings. Mediators were closely monitored and their badges were taken away if there was any inappropriate behaviour. If there were problems, mediators involved supervisors.

3.3.3: Why case study schools used peer mediation schemes

- **School staff** in both sectors thought peer mediation was an effective preventative strategy which helped: '*to stop an argument blowing up to a full on confrontation'* and minimised the risk of incidents escalating. In a primary school, peer mediation schemes helped children to contribute to a strong ethos of responsibility for other children, their class and the school. The scheme was *'hugely successful',* as mediators dealt with incidents that staff did not have time for, providing an immediate response and an opportunity to '*unpick*' the causes of the incident. Primary staff thought mediators developed personal skills for the future, including good strategies and life skills for resolving conflict; a strong sense of social responsibility and increased self esteem. Secondary staff thought peer mediators helped make transition easier for the younger students and provided good role models for

the rest of the school. Peer mediators were effective because students were more confident speaking to and receiving advice from peers (unless very serious). Peer mediation schemes helped support '*all members of the school working together'* (Deputy headteacher). The training provided by the Mentoring and Befriending Foundation (MBF) and Child Line in Partnership with Schools (CHIPS) was good. The CHIPS training was supportive and nurturing, helping children to think for themselves. The MBF training materials helped the peer mediators to become a good communication and reporting system. One member of staff said their mediators were trained *'brilliantly'* by a local charity (Yr 10 year leader).

- **Peer mediators** in both primary and secondary schools thought they were good role models and set an example for younger students. Being a mediator helped them personally in later life. Primary mediators thought they could get '*good jobs'* because they sorted out problems and worked well as a team. Secondary mediators thought they developed good life skills, particularly in active listening. For the school community, mediators thought their scheme helped younger students at transition, developing good social relationships between year groups and helping to make older students less intimidating. Peer mediation was less intimidating than adult mediation by teachers/tutors and was a good reporting system for bullying. Mediators trained in restorative approaches thought their diagnostic questions worked well as a structured response to bullying; they knew what to do and say. Another focus group thought having a large number of mediators was good for adequate surveillance on the playground. One group thought that having experienced peer supporters on the interview panel for new recruits worked well and gave them insight into other students' potential.

- **Other students** from both primary and secondary sectors thought that peer mediators were better to talk to than teachers. The primary children thought that mediators were '*really good and useful'* and that the schemes worked *'really well'*. Peer mediators made a difference in the playground; sorted out bullying and were better than other forms of peer support ('*miles better than playgrounders').* However, secondary school students made two qualifications. Mediation worked better firstly, if the bullied and bullying students were seen separately, and secondly, if mediators were older.

- **One primary school student involved in a bullying incident** thought the peer mediator's advice was '*a good thing'*.

3.3.4: Criticisms of peer mediation schemes

- **School staff** in co-educational schools thought there was a gender imbalance in recruitment with more girls than boys. Drop out was high in the secondary sector in the summer term as exam

pressure took its toll. Yr 7 tutors and teachers needed to learn to delegate to peer mediators more. Some schemes were being extended to provide a range of mediators from different year groups. Some schemes had no designated room. Primary staff criticised both the delivery and cost of training. The ChildLine in Partnership with Schools (CHIPS) training was criticised for lacking follow-up support and CHIPS trainers needed to observe play and listen to mediation, as children were left too alone and unsupported and peer mediators found it difficult to understand their role (e.g. taking it in turns for listening and speaking). The training programme needed refreshing rather than repeating the same training for all three years. Some training provision was being changed because it was too expensive.

- **Peer mediators** from primary and secondary schools had many criticisms. Recruiting the right number of mediators was critical. Too many mediators did not have enough to do and too few became stressed and overworked. Both factors contributed to drop-out. Age was also an issue. Mediators felt more comfortable helping younger students than students from their year group. Some schemes did not have a high enough profile and mediators felt the general perception of their scheme was negative. Schools needed to promote peer mediation as '*a mature way of sorting out problems'* (Yr 11 peer mediator).

Peer mediators from both main sectors criticised aspects of their training. The primary mediators were unnecessarily anxious about their training which turned out to be easier than they expected. By contrast, the secondary mediators felt they needed to be made more aware in their training of the patience and effort needed to deal with younger students.

There were problems in organisation of schemes. In the primary sector, pairs of primary mediators instructed to help only two children at lunch break found it frustrating choosing between children. Two mediators were not enough in the playground and mediators supervising games felt there were safety issues with equipment. Some primary mediators did not feel comfortable being a reporting system and felt 'untrusted' and some had difficulty dealing with their close friends, family and their year group (Yr 6). Another group felt that the mediation process put them under pressure and that children did not want to come to their sessions. Secondary school mediators found collecting students from their classrooms in front of friends and peers stigmatising and put students off. Peer mediators supporting students at transition found registration too little time to be effective.

There were some problems with supervision. The primary mediators, who supervised younger children's games at breaktime, felt they were given too much responsibility when teachers 'left' them to do the supervision. Secondary sector mediators had the most serious criticisms. Lack of regular supervision left peer mediators feeling unsupported. Mediators, who supported Yr 7 at transition, thought that staff particularly form tutors needed educating about peer mediation and bullying. They needed an opportunity to bond.

- **Other students** from both sectors thought that peer mediation schemes were under-used. The primary children thought that the number of mediators was an issue; having too many was '*annoying*' because they '*hovered around all the time'*; but having too few did not provide enough support. Some mediators abused their authority and were '*harsh'* and '*horrible'*. The secondary students thought that peer mediation schemes were under promoted and needed a higher profile. Also mediators needed to be more than a year older.

- **Students involved in bullying incidents** thought the mediators were ineffective and reporting bullying to an adult was better. Students described peer mediators as '*too young'* and '*untrustworthy'* and thought they did not treat bullying seriously.

3.4: Peer mentoring

Peer mentors support the emotional and academic wellbeing of younger students. Peer mentoring schemes are most popular in the secondary sector, although some primary schools use mentors too. Schools in both sectors recruit mentors by advertising (e.g. assemblies and posters). In some schools, students apply using application forms with references, similar to applying for a job. Staff interview and select students, who are trained either intensively in workshops or for shorter periods of time over several weeks. Training can be either in-house, often by the scheme supervisor using resources provided by charities and local authorities or by outside trainers coming into school. Mentors are trained in listening skills; empathy; body language; confidentiality and when to refer on to an adult (e.g. child protection issues). They are identified by badges and organised in three ways; by being paired with a designated mentee; by providing support '*on demand'* at a drop-in service in a designated room usually at lunch break, or are on duty around the school at breaktimes. Mentors are trained to deal with low level bullying (e.g. friendship fallouts; name-calling) but refer more serious cases on to a member of staff. Recruitment for mentor schemes are often oversubscribed but numbers can reduce in older year groups due to pressure of course work and exams.

3.4.1: The use of peer mentoring schemes

The findings from the first school survey and the local authority survey showed that:

- The majority of secondary schools that participated in our study used peer mentoring schemes for bullying – there were fewer schemes in the other sectors.
- The majority of local authorities recommended peer mentoring schemes for secondary schools above the other sectors.
- Both schools and local authorities gave peer mentoring a positive rating with primary schools rating the scheme slightly higher than other sectors.

In the follow-up school survey, the majority of schools using the scheme said it was cost effective and helped to prevent bullying, although fewer reported that it had been easy to set up.

3.4.2: Peer mentoring schemes – information from the case study schools

Fifteen case study schools used peer mentoring schemes – four primaries and eleven secondaries.

Recruitment: Peer mentors were recruited from older year groups which were Yrs 5 and 6 in the primary schools and all years in the secondary schools except Yr 7. Recruitment was through posters and assemblies with presentations made by current mentors. Some peer mentors volunteered and completed application forms. They were selected by interview and trained while others were selected by staff. The numbers of recruits was dependent on the size of the school and purpose of the scheme. Some schools recruited up to 75 peer mentors to increase the mentor/mentee ratio. Getting a good gender balance amongst trainees was sometimes difficult with more girls applying than boys.

Training: Training was delivered either by an outside provider (e.g. ChildLine in Partnership with Schools (CHIPS); BeatBullying; local authority staff; local charities) or in-house by a member of staff. Some in-house training used the Mentoring and Befriending Foundation (MBF) resources. Students were either trained intensively in workshops or in shorter sessions over a number of weeks. Most trainees received comprehensive training in listening skills; interview techniques; confidentiality and when to involve a member of staff (e.g. referral). Schools providing in-house training often adapted training resources changing the methodology and introducing child-friendly language. Some schools used experienced peer mentors to help train new recruits, with one school using a CHIPS 'Train-the-trainer' one day workshop for students.

Organisation and supervision: Peer mentors were identified by badges or colours sewn onto their uniform. They were also identified by photos on notice boards and were introduced at whole school assembly. In the primary schools, mentors were matched to mentees using forms with personal information (e.g. interests). In the secondary schools, mentors could be accessed three ways: at registration during Yr 7 tutor or form time;

when on duty around the school during lunch or break times; or at drop-in centres at break times. Some peer mentors supporting Yr 7s at transition were involved in induction days and visits to feeder primaries. They provided intensive support at intake which tailed off at end of spring term when Yr 7s were more confident. For more vulnerable students, contact was sustained for as long as necessary. Peer mentors also supervised drop-in centres where they provided one-to-one support.

Mentors dealt with low level bullying particularly if trained in a reactive strategy (e.g. the support group method) but referred on to staff in more serious cases. Some schools used a recording system to log incidents (including bullying) and record progress with mentees. Feedback on the effectiveness of the scheme was provided in one school by evaluation forms which were completed by mentees and sent to the local authority for analysis. Most peer mentoring schemes had a designated supervisor who were non-teaching and received regular supervision. Some supervisors regularly appraised the mentors' progress. If a mentor was *'not helping'*, they were given time to improve and if they did not, their badge were taken away.

3.4.3: Why the case study schools used peer mentoring schemes

- **School staff** thought that mentors contributed proactively to a healthy school climate, by older students providing ongoing support for younger pupils, making transition less *'traumatic'* for newcomers in Yrs 3 and 7. Mentors benefited from mentoring, being both '*very conscientious'* and *'passionate about their role'*. This had affected '*such a (positive) change in the students'.* Mentoring helped create a positive perception of the school for parents. Peer mentors provided an effective reporting system for bullying, as students preferred speaking to peers. In one school, mentoring had helped to reduce exclusions. Mentor schemes could be used to support particular groups of students (e.g. pupils with special educational needs) and specific anti-bullying initiatives (e.g. an anti-homophobic campaign). Mentoring schemes worked well for low level bullying, especially disputes, and were '*a good route for learning about bullying'.* Some staff called mentoring schemes '*the foundation of the schools anti-bullying work'* and '*an excellent scheme (which) worked really well'* (Secondary school)*.* Secondary staff using the MBF training resources were positive, finding the materials *'good'* and *'useful'*. CHIPS' training was rated as *'good'* and *'well-paced'* by staff and mentors.

- **Peer mentors** in both primary and secondary schools thought they benefited personally from mentoring. They learned to deal with difficult situations (e.g. bullying) developed good communication and problem solving skills; became more confident and made new friends. Mentoring developed good teamwork. For mentors who had been bullied, mentoring provided an opportunity to use this

experience constructively to help bullied students. In some cases, mentoring was therapeutic for previously bullied mentors. Students also thought that mentoring benefited the school community. Yr 3 and 7 students found transition easier. Bullying was reported and dealt with faster. Mentoring gave students the opportunity to be actively involved in their school and to '*give something back'*.

- **Other students** in the primary schools thought mentoring gave bullied children '*a voice and they can talk to people and tell them their problems*'. The secondary school, whose mentors were trained in the support group method, found the combination of non-accusing bully mentors backed up by sanctions effective in dealing with bullying.

- **Students involved in bullying incidents** thought mentors were an effective way of reporting bullying; helped sort out the bullying with those involved and gave ongoing support to bullied students.

3.4.4: Criticisms of peer mentoring schemes

- **School staff** thought recruitment could be unpredictable and varied by intake, with some years over-subscribed and others with few volunteers. Teaching staff often struggled to balance teaching commitments and supervision. Schemes with little supervision, or those experiencing staff absence, had foundered. For one member of staff, supervising was a thankless task. Training resources were criticised. The MBF resources for primary schools had mixed reviews and the CHIPS training needed to be more interactive. One training workshop run by CHIPS had been too big. A lack of designated space; little support from the senior leadership team and the logistics of organisation and supervision could also be problematic. One supervisor was so frustrated by the lack of a room she was seriously considering a tent in the grounds!

- **Peer mentors** could become frustrated if the mentoring process did not work and there could be jealousy and competition within teams, especially if one mentor was more popular than the others. Mentees in primary schools could become too attached to mentors and separation at the mentor's transition into secondary school could be painful for them. Mentoring friends was difficult and empathising with someone else also could be painful.

- **Other students** from both sectors thought peer mentors too young and teachers dealt better with bullying. In the secondary schools, mentors were criticised as being unreliable, not taking enough time to get to know their mentees and in some cases ignoring them. The mentor-mentee ratio was also problematic. Students felt '*let down*' if a mentor's attention was diluted by too many mentees but in contradiction, some found one-to-one relationships intimidating. Mentors were also intimidating in groups. Some students thought mentoring only provided a temporary solution and sometimes did not

work at all. For some students it was a matter of image: *'It's not cool to meet your mentor'* (Yr 11 peer mentor)

- **Students involved in a bullying incident** thought mentors could be ineffective and give unsuitable and inappropriate advice. Two students (one bullying; the other bullied) had no knowledge of the scheme despite attending peer mentoring pilot schools.

3.5: Peer listening

Peer listening schemes are based on the assumption that students are more likely to tell a peer about problems than an adult. Listeners are older students who provide a sympathetic ear for younger students' when troubled. Listeners provide both emotional and academic support. Listening is a more discrete form of peer support and less of a reporting system for problems such as bullying. '*They won't tell anybody'* (Yr 3 pupil). Listeners are recruited from older year groups and training can be externally provided or in-house. Active listening skills are central to the training with some listeners receiving additional training in counselling and more formal interventions (e.g. restorative approaches). In the primary sector, peer listeners are informally organised and accessible to all year groups in the playground at breaktimes. They are identified by a badge or ribbon. In the secondary sector, listeners are targeted at younger students during transition and attend form groups on a weekly basis .They also run lunchtime sessions or clubs in a designated room where they are available on demand. Listening schemes are promoted through regular contact with the younger students to build relationships. Some schemes are accessed through a collection point like a bully couch or bench. Waiting students are taken to a room for one-to-one support.

3.5.1: Use of peer listening schemes

The findings from the first school survey and the local authority survey showed that:

- Peer listening schemes were used much more in secondary schools than in other sectors.
- The majority of local authorities recommended peer listening for both the primary and secondary sectors.
- Both schools and local authorities gave peer listening a positive rating with primary and secondary schools rating the scheme slightly higher than special schools or PRUs.

In the follow-up school survey, those schools using peer listening, most felt it reduced bullying, but slightly fewer reported that it was cost effective and easy to implement.

3.5.2: Peer listening schemes – information from the case study schools

Four case study schools used peer listening schemes – one primary and three secondaries.

Recruitment: In both sectors recruitment was from an older year groups – Yr 6 in the primary school and Yrs 11-13 in the secondaries. In the primary school, a letter was sent home to all parents of Yr 6 children and whoever applied was trained. In the secondary sector, listeners were recruited through volunteering and staff selection. Schemes were advertised in assembly with presentations made by experienced peer listeners. Students applied and were interviewed.

Training: Training was either delivered by external providers, including ChildLine in Partnership with Schools (CHIPS) and BeatBullying, or in-house by school staff. Sessions lasted between one to two days. Active listening skills were a core part of all training programmes. The CHIPS training was interactive including a range of games and role play about different scenarios and coping strategies. BeatBullying trained students in prevention rather than reactive skills (*'picking up the pieces'*) using a restorative approach, which concentrated on problem-solving skills. Some experienced peer listeners helped train the new recruits. As CHIPS was running out of trainers, the headteacher of the primary school was going to take over responsibility for training the listeners.

Organisation and supervision: Peer listeners were identified by ribbons or badges. Schemes were advertised by photos of peer listeners on notice boards; posters and through assemblies. The primary peer listeners were on duty in the playground but with no formal rotas. The secondary schemes were more formal but had different approaches. All schemes had rotas and some had a group hierarchy with a head and two senior peer listeners appointed. Two schemes were clearly identified with badges, whereas the other was more '*discrete*', did not wear badges and had no identifying photos of them up in the school. The schemes targeted at transition were accessible at transition and provided academic and emotional support. The third scheme was accessed by a sofa in reception and any students waiting on the sofa would be taken to a room for one-to-one support. Peer listeners were trained to respond to bullying using a restorative approach. Some schemes kept logs of incidents. Schemes were supervised differently. Some had supervision provided by a mixture of staff including Yr 7 tutors; others were supported remotely via email and others were autonomous.

3.5.3: Why the case study schools used peer listening schemes

- **School staff** from both the primary and secondary sectors thought that peer listeners were effective because the listeners were closer to the students than an adult; schemes helped to reduce bullying by integrating isolated students and it was an *'invaluable'* scheme for bullied students. In a single sex school, staff thought that younger boy students preferred speaking to older boys. Staff thought that peer listeners develop good social skills and confidence. The Peer listening scheme in one primary school worked so well that they successfully promoted their scheme to other schools and made a presentation at the local authority's anti-bullying conference in 2008. *'The listening scheme is fabulous – it is wonderful to see them doing what they are doing'* (Primary headteacher). Some staff in the secondary sector thought peer listening schemes had the potential to be more proactive, delivering an anti-bullying message through the curriculum (e.g. PSHEE and SEAL); supporting whole-school campaigns and initiatives and providing good role models or '*points of reference'* for younger students.

- **Peer listeners** from both sectors thought that the schemes helped the older and younger year groups to interact. The primary listeners thought it increased their personal self-confidence; with the secondary listeners thinking their scheme helped increase the confidence of the younger students. Primary peer listeners thought the scheme made them better at listening and gave them satisfaction when a problem was solved. Peer listening was good for the school because they thought that children were more comfortable speaking to someone of their own age. Secondary peer listeners preferred their interactive training using role play and discussion to other training that was *'unemotional'* and paper-based. Small groups were better for self-supervising schemes. However, large training workshops were unsuccessful as sessions were uncomfortable with too many trainees in too small a space.

- **Other students** from the primary school were enthusiastic about peer listeners, preferring to talk about their problems with their peers rather than their teachers. They thought peer listeners were dependable and could always be counted on to help with children's problems. They were a good source of support and were trustworthy: '*They won't tell anybody'* (Yr 3 child). They thought the infants would prefer to talk to listeners too, as there were only teachers available to sort out problems.

- **One student involved in a bullying incident** had used the peer listeners and thought they were good and gave younger students someone who would take time to listen and respect that confidence.

3.5.4: Criticisms of peer listening schemes

- **School staff** from secondary schools had reservations. Staff from single sex schools identified a possible gender difference in the use of schemes. In one school, girl students were *'not good at approaching the peer listeners for help'*; yet in the other, staff thought that Yr 7 boys preferred speaking to older peer listeners more. In another school, staff criticised both the access to and location for the scheme as stigmatising. Students sat on a bully couch in main reception and waited for a listener. They were then taken to a room in Inclusion, which was doubly off-putting. Transition into Yr 10 was not a good time for training as it clashed with GCSE commitments. Listeners needed ongoing support and training otherwise the scheme *'dipped'*. Self-supervising schemes could have problems with regular and reliable attendance for both meetings and a rota for the bully couch. If there were too many listeners students abdicated responsibility. If peer listeners were unreliable, the scheme foundered.

- **Peer listeners** from the secondary schools thought that reporting systems for their schemes were problematic. An anti-bullying couch in reception was too exposing and bully boxes too discrete, as students did not know about them. Schemes needed positive advertising to promote and sustain a high profile. A designated room was vital but not in Inclusion as that was stigmatising. Form visits at registration needed to be more frequent and longer than fifteen minutes. Some form tutors should be more accepting of the peer listeners. Smaller groups of listeners could be overworked.

- **Other students** from the secondary schools criticised peer listening schemes for being *'inaccessible'*, as there was no clear information about who listeners were or where they were located. Older Yr 11 peer listeners could be intimidating for younger Yr 7 students. Some peer listeners who were allocated to Yr 7s at induction were unreliable and others abused their role and behaved in a bullying way. Some listeners did not listen.

- **Students involved in bullying incidents** – none of the bullied students had used peer listeners.

3.6: Circle of friends

In circle of friends, a class or group of pupils meets with a trained person in the absence of the pupil concerned, and agrees on steps to help this pupil. Until recently circle of friends was confined to primaries but now more secondaries are using it. Volunteer pupils are trained to befriend and support other pupils who are identified as isolated or rejected by their peers and hence vulnerable to bullying. Local authorities have provided training for students and supervising teachers. The agreement and support of parents is essential. Circle of friends help students feel less isolated in the knowledge that peers would not remain passive if they are intimidated or troubled. A friendship group breaks down isolation of bullied students and helps them to

belong. Outcomes can include producing ingenuity in devising practical strategies; developing a flexible and creative method to form positive relationships with peers; supporting victims and increasing empathic skills of befrienders; and supporting those who bully as a result of themselves feeling isolated and rejected.

3.6.1: The use of circle of friends schemes

The findings from the first school survey and the local authority survey showed that:

- Circle of friends were used mostly in the mainstream sectors and were most popular in secondary schools. Special schools and PRUs used the strategy less.
- Local authorities also recommended circle of friends most for the mainstream sector and less for special schools and PRUs but gave it a slightly lower rating of effectiveness.

The majority of primary and secondary schools rated this strategy as effective in preventing and reducing bullying and as economical to use. However some secondaries and special schools found it harder to put into practice.

3.6.2: Circle of friends – information from the case study schools

Twenty-six case study schools used a circle of friends scheme – ten primaries, fourteen secondaries, one special school and one PRU. Circle of friends was rated highly by these schools.

3.6.3: Why the case study schools used circle of friends

School staff used this strategy for isolated and bullied students with one school using the strategy to support students on the autistic spectrum. Circle of friends was felt to be an effective strategy, helping to build relationships; improving disruptive behaviour and helped to integrate newcomers to the school. In the special school, the use of circle of friends was dependent on the intake. One secondary school commented: *'Used sparingly only for major problems, needs close adult monitoring and takes lots of adult input to be successful'* and *'It does involve a lot of time, effort and usually an outside agency to lead…so costs too'* (Junior school).

Students, including those involved in bullying incidents: no information available.

3.6.4: Criticisms of circle of friends

School staff thought the strategy was time consuming and success was '*dependent on the level of confidence of the staff'*. Circle of friends could be disruptive and *'only (had) limited application. (It) can cause disruptions to other lessons - groups can miss some lessons due to the circle'* (Primary school).

Students, including those involved in bullying incidents: no information available.

3.7: Bystander defender training

Bystander defender training is an intervention targeted at the group dynamics of bullying. The aim of the training is to turn passive bystanders into active defenders of a bullied student, thus providing a spontaneous peer intervention. It is one of the most inclusive forms of peer support as potentially all students can be trained.

3.7.1: The use of bystander defender training

The findings from the first school survey and the local authority survey showed that:

- It was rarely used: 52 schools out of 1378 – 22 primaries; 26 secondaries; three special schools and one PRU.
- Local authorities and schools disagreed on the effectiveness of the strategy - local authorities rated bystander defender training as having no effect in preventing bullying; while primary and secondary schools rated it as having a positive effect.

In the follow-up school survey, most of those schools using bystander defender training felt it reduced bullying, but slightly fewer reported that it was cost effective and easy to implement.

3.7.2: Bystander defender training – information from the case study schools

Five case study schools used bystander defender training – four secondaries and one primary. All schools rated it as having a positive effect, but they provided little further information on this strategy.

The next four schemes were not asked about specifically in the surveys and our information came from written-in comments from schools. Additional information was provided by the case study schools.

3.8: Playleaders/sports mentors

Playleaders (also known as playground leaders; sports leaders and playground pals) are older students who organise and support '*constructive play'* for younger students at break times in the playground. In the secondary sector, they have more appropriate names, for example sports mentors. Some playleader schemes work alongside other forms of peer support (e.g. buddies); while others combine organising play activities with befriending. Students volunteer or are selected by staff. Training is generally delivered by an outside provider (e.g. Secondary school sports coordinators). Supervision is provided by designated

members of staff which include lunchtime supervisors or teaching assistants in the primary sector and members of the senior management team in the secondary sector. Playleaders are identified through badges and organised by rota. Sports mentors in the secondary sector are more autonomous, both promoting and organising the scheme themselves. Playleaders can be an effective way of reporting bullying but mostly the scheme is used proactively to prevent bullying by keeping children occupied. There are awards for particularly effective schemes (e.g. Primary sports leadership award).

3.8.1: The use of playleader/sports mentor schemes

The findings from the first school survey and the local authority survey showed that:

- Playleader schemes were mentioned by 28 primary schools responding to the school survey - only one secondary school used a sports mentor scheme.
- One local authority recommended the use of playleader schemes for the primary sector.
- Both schools and the local authority gave playleader schemes high ratings.

There was no information on playleader schemes in the follow-up survey.

3.8.2: Playleader/sports mentor schemes – information from the case study schools

Eight case study schools used playleader schemes; the infant school, six primaries, and one secondary.

Recruitment: Playleaders were recruited from older year groups - Yr 2 in the infant school, Yrs 5-6 in the primaries, and Yr 9 in the secondary school. Staff selected playleaders in the primary sector; sports mentors volunteered. Numbers of trainees ranged from ten to a whole class of twenty five children in the infant school.

Training: Playleaders were trained either by the school sports coordinators from their local secondary school, or in-house by school staff. Training for sports mentors was provided by BeatBullying. Training was over a number of sessions. For the playleaders, training covered sports activities and learning traditional games (e.g. oranges and lemons; what's the time Mr Wolf; threading the needle; traffic lights; opposites). Sports mentors were trained using role play in groups of three where each student took a role; mentor, mentee and observer. In the primary school, supervisors were trained by the same secondary school sports coordinator as the children.

Organisation and supervision: In the infant school, playleaders had pictures of the games and the children chose which one they wanted to play. Supervision was provided by a designated teaching assistant and

playleaders were identified by clothing and organised by rotas. In one primary, the playleaders volunteered to organise break time activities on a daily basis, with most involved for two or three days per week. Playleaders reported any problems to their supervisors with one team recording incidents in a special book. The sports mentors had three appointed leaders responsible for organising the scheme and had regular meetings.

3.8.3: Why the case study schools used playleader/sports mentor schemes

- **School staff** from both sectors were enthusiastic about playleader/sports mentor schemes which kept students occupied and prevented bullying. Sports/playleaders were seen as *'part of whole-school approach to constructive play'* (Primary school). Training by local schools or in house by a trained member of staff was thought effective. Children's confidence increased proportionate to the duration of training; as the longer the training, the more activities and games the children learned. Playleaders also learned in practice. Younger students benefited most as recipients of sports/playleader schemes; KS1 in primary and KS3 in secondary. An infant playleader scheme had helped to reduce incidents in the playground.

- **Playleaders/sports mentors** from both sectors were enthusiastic about their scheme and thought them effective. Primary playleaders thought their schemes were an inclusive form of peer support. Not only could the majority of the older year group become playleaders but also schemes helped younger children to make friends and integrated isolated children. Being a playleader helped primary children grow in confidence. For secondary students, being a sports mentor developed leadership skills and responsibility. For the school community, primary playleaders helped to prevent bullying because younger children were occupied in the playground. Primary playleader schemes were targeted at groups, involving children in learning new games in the playground. Secondary sports mentors were involved in both large scale group activities (e.g. sports days) but also provided more one-to-one support, helping other students tackle issues like bullying. The sports mentors rated the BeatBullying training as *'very good'* saying the students were trained with understanding and taken seriously.

- **Other students** from the infant school, who had used the playleader scheme, were unsure at first but then warmed to it, as playleaders taught them new games. They thought the older children as playleaders were good role models, who kept them safe in the playground and looked after lonely children. Playleaders also respected the younger children's' choices, so if someone did not want to play, they were left alone.

3.8.4: Criticisms of playleader/sports mentor schemes

- **School staff** thought supervision was critical to the success of the schemes. In the primary sector, schemes foundered without a designated supervisor to support and encourage the students. Training by secondary students from a local school could be inconsistent in quality.

- **Playleaders** in the primary schools did not like their playleader clothing and some schemes were underused by other children. Schemes needed a designated part of the playground. Schemes did not work without promotion.

3.9: Bully busters and anti-bullying committees (also school council)

Students, usually elected representatives, meet regularly with members of school staff to discuss and decide on policy issues; this can include issues of bullying. Training delivered by pupils/teaching staff. School council sends a clear message to pupils that their views are welcomed and are considered important; provides an arena where information and views about bullying can be gathered and pupils can be involved in policy development, increasing their sense of ownership of the policies; encourages problem-solving and increases student councilors' sense of involvement.

3.9.1: The use of bully buster schemes

The findings from the first school survey and the local authority survey showed that:

- School councils that had evolved into either peer schemes or specialist committees were used only by the primary and secondary sectors. Special schools and PRUs used school councils in its traditional form.

- Most primary and secondary schools used their bully busters and anti-bullying committees proactively to prevent bullying. However, one secondary school used their anti-bullying group reactively to deal with the after-effects of bullying.

- One local authority had funded a bully buster programme which was introduced to all schools in all sectors of the authority. The strategy could be used flexibly to prevent and respond to bullying in all age groups.

- Both schools and the local authority rated their schemes as having a positive effect in tackling bullying.

There was no information on bully buster schemes in the second follow-up survey.

3.9.2: Bully buster schemes – information from the case study schools

School councils were used by the majority of case study schools as the main source of pupil voice. However, some school councils had evolved and become more specialised in ten case study schools – the infant school; four primaries; four secondaries and the special school. This was different for each sector. In the primary sector, the school council had become an active form of peer support; in the secondary sector, a specialised anti-bullying committee or working party discussing anti-bullying policy or initiatives. These school councils were re-named to make this distinction (e.g. bully busters and anti-bullying committee). In one special school, the school council was used traditionally as a form of pupil voice but also provided a way to involve and empower students with special educational needs. (School councils, pp. 18-19, Section 2.2.6)

Recruitment: Recruitment was through peer nomination making school council schemes distinct from other forms of peer support that relied on volunteers or staff selection. However, in the special school recruitment was through a mixture of volunteering and staff or peer nomination.

Training: None of the focus groups talked about any formal training. Some had been briefed about procedures and rules and others were advised in regular supervisory meetings.

Organisation and supervision: Primary and infant school councillors/bully busters were identified by badges and had playground rotas, and had a designated supervisor. One scheme also provided one-to-one support using a bully buster pack. Some schemes met regularly, like a traditional school council, to report bullying incidents. In the secondary sector, anti-bullying committees/working groups discussed and advised on school policies, including anti-bullying. Some groups consulted with other students; audited bullying in the school and fed back their findings to the senior leadership team.

The special school had to adopt a flexible approach to their school council because of complex needs of the students. A school council needed rules but these were difficult to enforce when there were so many exceptions. For example, one of the school council rules was no swearing but a school councillor with Tourettes had to be an exception. The school council had helped to develop the '*class rules*' which were up in every classroom. One of the school council recommendations had been to introduce a buddy scheme.

3.9.3: Why the case study schools used bully buster schemes and anti-bullying committees

- **School staff** from all sectors were generally positive about the schools councils. In foundation, school councils were an effective learning process for very young children to understand the formality of a meetings and discussing ideas. For primary schools, school councillors or bully busters were an effective way of integrating isolated children in the playground. Some schemes had become more involved with other local schools and in the community. In the secondary sector, anti-bullying sub-

committees and working parties were an effective way of focusing on anti-bullying work and involving students in creating an anti-bullying policy. In the special sector, school councils were an effective way of involving students in the running of the school, although the structure of the meetings had to be adapted to the students needs.

- **Bully busters/school councillors** from primary and special schools said that being a school councillor helped them become more mature and become better listeners and more aware of other children's needs. They also developed organisational skills and resources to support bullied children. The infant and primary school councillors helped in the playground with low level bullying. Despite the staff from the infant school thinking the school council more of a learning process than a form of peer support, the infant school councillors thought they helped other children by *'stopping arguments'*. Unlike some other peer support schemes, school councillors were on duty most of the day and their numbers did not decrease over the year. The school councillors in the special school had learned how to engage with adults and how to relate to each other better.

- **Other students** in the primary schools had not used either bully busters' bench or box or seen anyone else use them either. However, the children thought bully busters were a good idea and it helped.

- **Students involved in bullying incidents** in primary schools using a bully buster scheme found them helpful.

3.9.4: Criticisms of bully buster schemes and anti-bullying committees

- **School staff** found sustaining communication between networks of schools could be problematic for schemes involved in their communities. Local authority funding for some schemes was uncertain.

- **Bully busters/school councillors** in the primary and special schools wanted more frequent meetings. In the primary sector, there was a gender imbalance (more girls) amongst councillors. The school councillors in the special school were disappointed that their suggestions for changes to the school environment were too expensive.

- **Other students** had mixed views. Primary children thought the bully buster box needed to be more prominent. Some secondary students were disillusioned. They had thought the school council was a good idea at first but now were critical. The elections were a popularity contest, school councillors were unreliable and the teacher's vetted student ideas and ultimately made the decisions. It was tokenistic.

- **A student involved in a bullying incident** who was the same age as the bully busters (Yr 6) reported the bullying directly to a member of staff. She did not use the peer supporters.

3.10: Cybermentors

Cybermentoring is virtual peer support using new technology. Only used in the secondary sector, cybermentors are trained to mentor young people online using a secure website with specially designed software which recorded conversations and was monitored for inappropriate language. In extreme situations, they can use panic buttons. Cybermentors are available online at break times; after school and at weekends. Cybermentors were protected with identity kept to user name; age; profile and a picture or icon. They log onto a chatroom for open sessions, advising on problems that were posted on the website from students from their own or other schools. Cybermentors can also be contacted through a post box and by text. They are online at breaktimes in school, and after school and at weekends. Unlike other forms of peer support with a designated supervisor, backup and support are provided online by senior counsellors who are available at all times. Cybermentors and mentees click agreement before a session, which can be terminated by either party at any time. Some cybermentors also offer face-to-face mentoring in a designated room.

3.10.1: The use of cybermentor schemes

Our data came from a period when the BeatBullying cybermentoring scheme was very new and there was limited information from the first school survey and the local authority survey.

- Six secondary schools rated cybermentoring as an effective proactive strategy for preventing bullying.
- One school also used their cybermentors reactively to respond to mild incidents of relational bullying.

There was no information on cybermentors in the follow-up school survey.

3.10.2: Cybermentor schemes – information from the case study schools

Six case study secondary schools used cybermentoring schemes.

Recruitment: Recruitment was from Yr 9, to practice as cybermentors in Yr 10.

Training: Duration of training varied. Some students were trained in intensive workshops, some with other schools; whereas others had several days of training spread over months with top-up sessions and ongoing supervision sessions with BeatBullying counsellors.

Organisation and supervision: Schools promoted the cybermentor schemes through assemblies; posters; TV screens around the school and a website. Cybermentors were available online at break times; after school and at weekends. They had individual profiles and logged on for open sessions, advising on problems that were posted on the website from students from their own or other schools. The website was secure and safe with lots of protection (i.e. no addresses or phone numbers and conversations monitored). The students knew about internet safety; the site was secure and profiles were anonymous. Cybermentors were clear about confidentiality and child protection issues. All involved clicked agreement onsite. If there was a disclosure of serious child protection issue, there was always a counsellor online for referral. BeatBullying provided regular online supervision sessions for cybermentors, who were supported by BeatBullying mentors if any problems arose. In some schools, cybermentors were also supervised in school by a designated member of staff.

3.10.3: Why the case study schools used cybermentor schemes

- **School staff** considered the training either *'good'* or '*very good'* with one rating it as *'fantastic'*. Most anti-bullying staff thought the BeatBullying website well supervised and safe and that advice and support was available at all times. Most school anti-bullying staff seemed to be happy to let the scheme be supervised by BeatBullying and had informal sessions with cybermentors. BeatBullying provided good support. The scheme supported students from both their school and other schools.

- **Cybermentors** thought the training was good. The website was safe with a software filter recording conversations and BeatBullying monitoring dialogue for inappropriate language. Each cybermentor's identity was protected, although the filter identified the school. Mentoring was mostly for relationship problems (friendship fallouts) but a couple of cybermentors had helped suicidal mentees. BeatBullying website provided good supervision and most students felt well supported. If there were problems, all students were clear about the referral process. Cybermentors developed good problem-solving skills. Students liked BeatBullying's high profile and the scope of the scheme, which was both national and global.

- **Students, including those involved in bullying incidents:** no information available.

3.10.4: Criticisms of cybermentor schemes

- **School staff** from one school were uncomfortable at being excluded from the training sessions and felt marginalised. Staff from other schools found the scheme launch and student take-up slow. Some

staff found judging the effectiveness of the scheme difficult as BeatBullying controlled the data. The scheme was so big that BeatBullying had difficulty providing ongoing support.

- **Cybermentors** Some cybermentors found online mentoring more challenging than traditional, face-to-face peer support. There were timewasters and some security issues. The filter could be both restrictive of the mentoring process and block some online exchanges but then allow the name of the school to be linked with the mentor's profile. One mentor had been left unsupported by a senior cybermentor for two hours when dealing with a suicidal mentee.
- **Only one other student** had heard of the cybermentors.
- **Students, including those involved in bullying incidents:** no information available.

3.11: Lunchtime clubs

Lunchtime clubs are set up by peer supporters (e.g. buddies or peer mentors) to provide activities in a designated room for vulnerable students during breaktimes. Not only is this a way of providing informal support for all vulnerable and bullied students in the school but also extends support for younger students after a buddy or peer mentoring scheme at transition has finished. Students can ostensibly come to join in activities and discuss any problems, including bullying, with the peer supporters in their own time. Students can be trained both to supervise activities and conduct one-to-one sessions on demand with students needing support. Organisation can be by rotas and staff supervise when necessary. Lunchtime clubs differ from drop-in centres because they are less formal and stigmatising for the students who use them. A number of schools are also setting up breakfast clubs which can be targeted at children with poor social skills.

3.11.1: The use of lunchtime clubs

The findings from the first school survey and the local authority survey showed that:

- Nine schools mentioned using lunchtime clubs, six primaries and three secondaries.
- Some schools also used breakfast clubs which were targeted at children with poor social skills.
- Schools rated lunchtime clubs as having a positive effect in preventing bullying. Primary schools gave a higher rating than secondary.

There was no information from local authorities on lunchtime clubs and no information from the follow-up school survey.

3.11.2: Lunchtime clubs – information from the case study schools

Two case study secondary schools used lunchtime clubs.

Recruitment: Clubs were run by trained peer supporters.

Training: Peer supporters running clubs were trained either by an external provider (e.g. local charity) or in-house by their supervisor.

Organisation and supervision: In one school, the club was an extension of a Yr 9 mentoring scheme which provided ongoing support for students after Yr 7 transition. In the other school, the club run by friends-against-bullying had been in existence for some time providing regular support for any student in the school.

3.11.3: Why the case study schools used lunchtime clubs

- **School staff** thought the informality of the clubs provided spontaneous support for vulnerable students in their own time and had been effective in supporting bullied students.
- **Peer supporters** thought that the clubs were well used and effective.
- **Students who had been involved in bullying incidents** and had used the clubs said they had helped them.

3.11.4: Criticisms of lunchtime clubs

There were no criticisms of lunchtime clubs.

3.12: Peer support strategies summary

Peer support schemes use the knowledge, skills and experience of children and young people in a planned and structured way to understand, support, inform and help develop the skills, understanding, confidence and self-awareness of other children and young people with whom they have something in common. Peer support methods include both pro-active and reactive strategies. Peer support is very popular in the primary and secondary sectors, with many schools running more than one scheme. Some special schools and PRUs do have peer support schemes. For the special sector running a scheme is dependent on the capabilities of the intake. For PRUs the stability of the intake is critical, as most students are short-term.

3.12.1: Types of peer support schemes

Schemes are various. Some are located outside in the playground to involve students in constructive activities during break times; others are based inside the school providing a problem-solving or mediating service for low level conflict, such as friendship fallouts and name-calling. Some schemes do both, patrolling the playground and sorting out issues inside the school when they occur. Peer support schemes are a flexible intervention and many schools shape the training and use of their peer supporters to the individual needs of their school.

3.12.2: Training

Peer supporters are usually trained. Training is dependent on the purpose of the scheme. If schools base their peer supporters in the playground at break times, then training in activities and games is required. This creates constructive play and sports activities, which reduce more negative behaviours like bullying. Playleaders and bully buster schemes do this in the primary sector and sports mentors in the secondary sector. Some schemes targeted at dealing with low level conflict in the playground train peer supporters in active listening and mediation skills, with some peer supporters asking a series of diagnostic questions. Peer listening; peer mentoring; peer mediation and buddy schemes do this and are used in both primary and secondary sectors. Sometimes peer supporters organise games and deal with low level conflict. This is effective in schools with low levels of bullying and can prevent peer supporters hovering around, feeling frustrated and bored.

3.12.3: Use of peer support schemes

Some schemes are supportive of groups of students during difficult times, for example transition into a new school at Yr 3 or Yr 7. Peer mentoring; peer mediation and buddy schemes are used for transition with peer supporters attending tutor or form time to make themselves available to support any students struggling with the adjustment to a new and often daunting environment. This type of peer support is on demand and generally lasts for a couple of terms as younger students adjust. Any students needing ongoing support can go to a drop-in service or lunchtime clubs run by some peer support schemes for this purpose.

Others schemes are targeted at individual students who may be vulnerable and needing support for a period of time, for example bullied or bullying students; students who have been bereaved; students with special educational needs and students with English as an additional language. Circle of friends, peer mentoring and buddy schemes are most suitable for this type of support. Schools match the vulnerable student with a

handpicked student or group of students who provide support for as long as necessary. This helps vulnerable and isolated individuals to integrate into the school community with a group or individual student providing support and protection if necessary.

School councils have evolved into another form of peer support. In the primary sector, school councillors have a dual role, both holding meetings to provided feedback and ideas on the school as student representatives and also being present in the playground dealing with low level bullying. In the secondary sector, school councils have evolved in a different way subdividing into specialist anti-bullying committees and anti-bullying working parties or groups. These provide ideas on the school anti-bullying work and policies and organising school-wide campaigns (e.g. anti-bullying or anti-homophobic). Bystander defender training is a more recent form of peer support that potentially involves the whole school community in preventing bullying. This is based on the principle of group power and trains all students to intervene actively in bullying incidents as defenders, so diffusing the situation.

Categorising schemes for this report was difficult. Schemes overlap and distinctions between schemes can be small. Schools modify peer support schemes to the needs of their school and students. Peer schemes can be adapted to be consistent to a whole-school approach like restorative approaches; the support group method; protective behaviours and rights respecting schools.

In some schools, peer schemes are used proactively to prevent bullying happening in the first place; in others, peer supporters are used reactively to deal with the fallout from bullying. In some schools peer supporters do both. For most schools peer support schemes are an effective reporting method, particularly for bullying. The peer supporters are the '*eyes and ears'* of the staff in the playground. In the secondary sector, peer support schemes are the most popular form of reporting method for bullying and the majority of local authorities recommend their use for this.

Buddy schemes are flexible in delivering support to either individuals or groups of students. Buddies can be used by all sectors and for all age groups. Buddy schemes are one of the few peer support strategies to be used in foundation. The scheme is particularly effective in supporting students at transition and for individual students who are either new to the school or need targeted support.

Peer mediation is possibly the most complex from of peer support. At its best, mediation can provide a good problem-solving response to bullying particularly if mediators are trained in structured mediation

process (e.g. restorative approach or a script of diagnostic questions) which explores what has happened; the feelings of those involved and ideas for resolution. Students need to be well trained and have adequate supervision and support.

Peer mentoring is another flexible scheme combining befriending at transition, one-to-one counselling and, if trained, a response to bullying. Mentors can be organised in a number of ways either by being paired with a designated mentee; providing support to Yr 7s at transition; providing support *'on demand'* at a drop-in service or lunchtime club in a designated room at lunch break and being on duty around the school at breaktimes.

Peer listening is used differently in the two mainstream sectors, being less complicated to run in primary schools. The main strength of peer listening schemes is that they are less of a reporting system than other forms of peer support, so are perceived to be more confidential. However, sometimes the very discretion of the schemes can prevent the listeners being used to their full potential.

Circle of friends is a popular strategy in mainstream schools to help to integrate and protect vulnerable students through a supportive peer group. It can be time-consuming.

Bystander defender training is an inclusive form of peer support where students can be trained to intervene and defend others in low level bullying situations.

Playleaders/sports mentor schemes are an effective way of keeping younger students involved in constructive activities at breaktimes. Schemes also support the Healthy Schools initiative for increased physical wellbeing. If playleaders/sports mentors are also trained in basic conflict resolution this gives them additional skills for dealing with minor incidents and fallouts.

Bully busters/school councillors are effective as a student forum providing feedback about the school from representatives of all year groups. School councils can be used by all sectors and age ranges, including foundation. Some school councils have evolved into a more specialised anti-bullying intervention, becoming a form of peer support in the primary sector and a specialist committee in the secondary sector.

Cybermentors appear to be an effective form of virtual peer support and a more positive use of new technology. Schools that are interested in adopting a cybermentor scheme need to be aware they are providing a shared resource and that cybermentors operate independently from all other peer support

schemes. Our data is limited to the views of staff and cybermentors and there are no interviews with cybermentees to demonstrate effectiveness in practice.

Lunchtime clubs are a non-stigmatising way of access to peer support. Many schemes are under-used because the access to schemes is so exposing for students. The drop-in centre can be too formal and located in an exposing or stigmatising room (e.g. inclusion) whereas the club can provide a safe haven for student needing a quiet place at breaktimes. The lunchtime club was an effective alternative to the drop-in service provided by many peer support schemes as it is less exposing and therefore off-putting for students, who have the opportunity to discuss any problems in their own time.

3.12.4: Use of peer support schemes by sector

Buddy schemes were the most used scheme of all, being used by the primary and special sector and PRUs. Peer mentoring was the most used scheme in the secondary sector.

3.12.5: Ratings of peer support schemes

The findings from the school surveys showed that schemes were rated as having a positive, preventative effect. Despite the popularity of buddy schemes in the primary sector and peer mentoring schemes in the secondary sector, the highest ratings for effectiveness were for peer mentoring in the primary sector and peer mediation in the secondary and special sectors.

3.12.6: Case study staff and student views

Staff opinion of peer schemes was generally very positive and they rate them as effective in tackling bullying. Some staff hailed the schemes as '*the foundation of the school's anti-bullying work'* (Secondary assistant headteacher). At best, peer schemes can engender a sense of responsibility and belonging proving the students with a way of making a contribution to their school. '*It's about encouraging pupils into positions of responsibility and to be responsible for other pupils'* (Primary headteacher).

Peer supporters are also positive about their schemes as they see them as a way to make a positive contribution to their school and help their school community as well as developing life skills that will stand them in good stead for the future. In general, they thought their training was good and schemes were run well. There were some reservations. Some felt their schemes were not promoted enough by the school and/or were under-used. Some were aware of the reluctance of students to use their schemes, as it's: '*Not*

cool to meet your mentor' (Yr 11 anti-bullying counsellor). Staff working with peer supporters targeted at transition need to be trained to work with them properly, as there are problems in delegation. The most common complaint was a lack of a designated space to practice.

Focus groups of students, who were not involved in peer support, gave more mixed responses. Focus groups that were generally positive came from schools where peer supporters were trained in a formal intervention (e.g. mediators trained in restorative approaches; bully mentors trained in the support group method; peer supporters trained in protective behaviours or the rights respecting School approach or mediators and mentors trained in structured problem-solving). But in many schools these focus groups were more negative. Peer supporters could be seen as ineffective, unreliable and untrustworthy. Peer supporters were *'children'* and did not have the skills or authority to sort out problems like bullying, only teachers could do this. Some peer supporters in the primary sector could abuse their authority and be *'mean'* and *'bossy'*.

Students involved in bullying incidents also had mixed views about peer supporters. Many did not know a peer support scheme existed. However those who had received help from peer supporters were more positive, usually saying that peer supporters had helped to report their bullying and provided support and advice.

3.13: An evaluation of the peer mentoring pilot commissioned by the former Department of Children, Schools and Families

The former DCSF peer mentoring pilot took place from 2008-2010. Schools applied and were recruited to become part of the pilot. They were given a grant to release staff for training sessions or networking meetings. Three organisations provided training to schools: the Mentoring and Befriending Foundation (MBF); Childline in Partnership with Schools (CHIPS), and BeatBullying.

- MBF provided a training resource for setting up and running a peer mentoring scheme that was delivered in-house by staff and supported through networking meetings.
- CHIPS provided training personnel and resources for peer support schemes (e.g. peer listening; peer mentoring).
- BeatBullying provided training personnel and resources for cybermentoring.

An additional part of this project was to evaluate the effectiveness of the former DCSF peer mentoring pilot in twelve case study schools – four for each of the charities. The MBF and CHIPS training was evaluated in two primary and two secondary schools. BeatBullying cybermentoring training was evaluated in four

secondary schools. Figure 3.3 shows the number of individuals interviewed by type, and Figure 3.4 a further breakdown by charity and by sector.

Figure 3.3: Number of individuals interviewed in 12 former DCSF peer mentoring pilot schools.
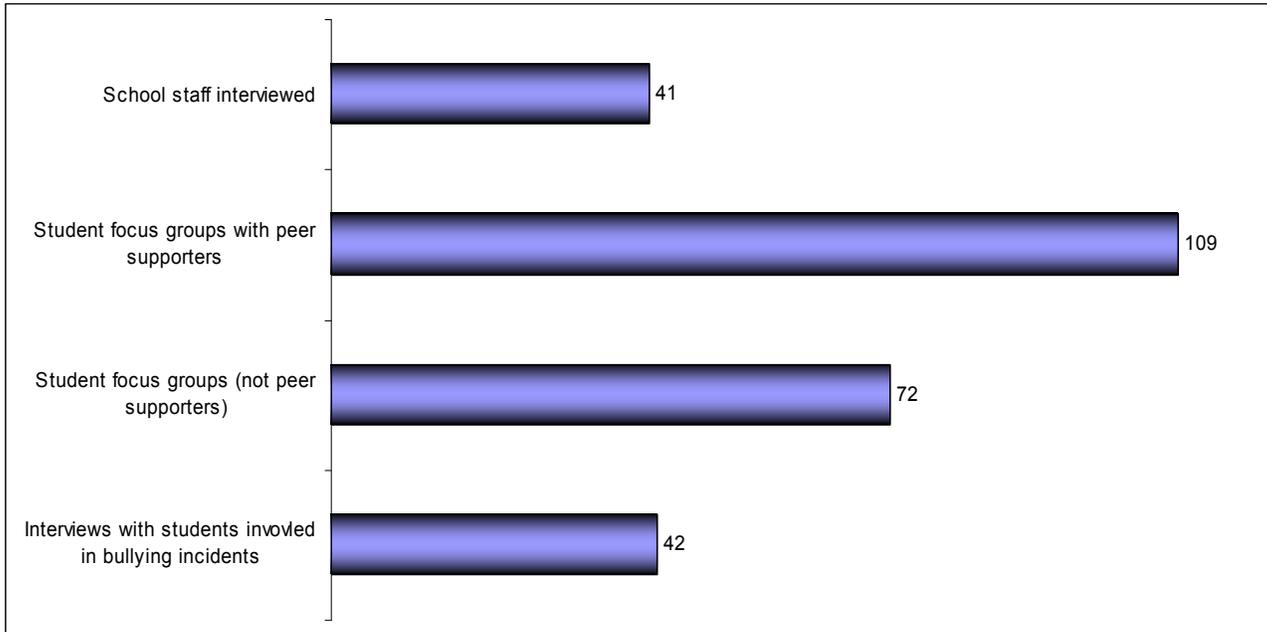
Figure 3.4: Number of individuals interviewed for each charity by sector in 12 former DCSF peer mentoring pilot schools.
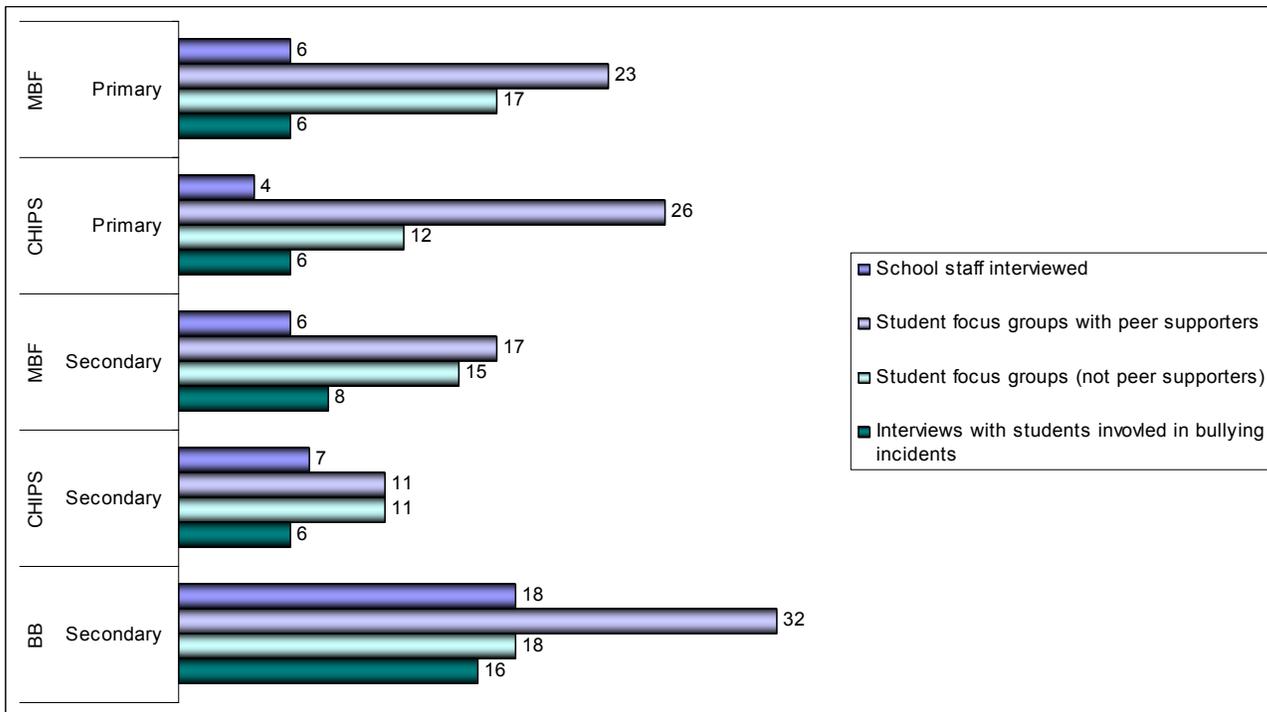
3.13.1: Summary of findings

This is an evaluative summary of the main findings and recommendations for the former DCSF peer mentoring pilot schools. Some case study schools, other than the twelve selected schools, had also participated in the pilot and their feedback is also included. Each charity is evaluated separately. It is strongly recommended that the three charities read the overall recommendations for the peer support section.

3.13.2: Mentoring and Befriending Foundation peer mentors

Primary feedback

Primary staff had mixed views on the MBF primary training resource. One primary school had adapted the secondary MBF training manual finding the primary resource *'too primary'* and the other thought the primary resource too complicated. It was suggested that the MBF *'spend more time in a primary school'.*

Secondary feedback

Secondary staff using the MBF training resources were positive, finding the materials *'good'* and *'useful'*. Secondary staff had adapted the secondary training resource. One supervisor changed the methodology and introduced child friendly language. Another school described the MBF training as *'formal'* with contracts and forms for confidentiality; staff used a powerpoint presentation supported by a student manual and a folder for the continuing programme but admitted to: *'adapt(ing) the scheme depending on the intake'.* The third school used training '*adapted from the big MBF resource pack'*. The MBF supported school staff/trainers through networking meetings '*with lots of access to skilled, informed people'* and in one local authority, a network of pilot schools met up to share good practice. MBF resources were described as: '*adequate and effective'* and '*non-judgemental'*. MBF provided good backup and were *'always available; friendly; accessible – always willing to help and provide information for schools'.* Staff were positive about MBF networking meetings, which were a good source of support. One secondary school thought that the MBF needed to update their resources in safeguarding, particularly child protection.

MBF training resource summary:

Most schools were positive about the training - resources were '*good'*; *'non-judgemental'*; *'useful'*; '*adequate'* and '*effective*' – however there were mixed views about the primary resource and the secondary resource needed updating on safeguarding. School staff felt well supported, particularly through the networking meetings.

Main recommendations:

- Revisit primary resource as there were mixed reviews – some said it was too simplistic; others too complicated.
- Include guidance on child protection/safeguarding in the secondary resource.

3.13.3: CHIPS peer supporters

Primary feedback

Primary staff had mixed views. The personality and skill of the trainer played a crucial role. Some thought the CHIPS training was '*good'* and *'interactive'* including a range of games and role play about different scenarios and coping strategies. The training was supportive and nurturing, helping children to think for themselves. Other staff criticised the training for lacking follow-up support. CHIPS trainers needed to observe play and listen to mediation, as staff felt children were left alone and unsupported and sometimes peer supporters found it difficult to understand their role. The training programme needed refreshing rather than repeating the same training for three years. As CHIPS was running out of trainers, the headteacher of one primary school was going to take over responsibility for training the listeners.

Secondary feedback

Secondary staff rated the CHIPS training as *'satisfactory'*; '*comprehensive'*; *'good'* and '*well-paced'* by staff and mentors. Secondary peer supporters thought they developed good life skills, particularly in active listening. However, cost was a consideration and schools were looking for cheaper sources of training. Some used experienced peer mentors to help train new recruits using a CHIPS 'Train-the-trainer' workshop. The CHIPS training was criticised for not being *'interesting'* nor '*interactive*' enough and the workshop attended by one school was too big. Secondary peer listeners thought large training workshops were unsuccessful as sessions were uncomfortable with too many trainees in too small a space.

CHIPS training summary:

Schools rated the CHIPS training as good – the primary training was interactive, supportive and nurturing– the secondary training was satisfactory, comprehensive and well-paced. However the CHIPS scheme lacked follow-up support and the primary training resources need refreshing. Training for secondary school schemes was not interesting or interactive enough and large workshops were counter-productive.

Main recommendations:

- Revisit both primary and secondary school training as it needs refreshing.
- Find a way of making training delivery of a consistent standard.

- Trainers need to provide follow-up and on-going support.
- Workshops size must not be driven by cost effectiveness alone as training can be compromised.

3.13.4: BeatBullying cybermentors

Secondary feedback

School staff and cybermentors rated the BeatBullying training as *'good'* or *'very good'* with one rating it as *'fantastic'*. However one training workshop excluded staff, who felt marginalised. The BeatBullying website was well supervised with advice and support available at all times and a software filter which protected the cybermentor's identity and alerted BeatBullying senior cybermentors to problems. There were on-screen panic buttons for help. Supervision was mostly provided by BeatBullying with informal support from staff. Some schools found the scheme launch and student take-up slow. Others found judging the effectiveness of the scheme difficult as BeatBullying controlled the data. The scheme was so big that BeatBullying had difficulty providing ongoing support.

Cybermentors mostly dealt with relationship problems but some had helped suicidal mentees. Some found online mentoring more challenging than face-to-face. There had been timewasters and some security issues. The filter sometimes restricted the mentoring process and blocked some online exchanges but then allowed the name of the school to be linked with the mentor's profile. One mentor had been left unsupported by a senior cybermentor for a couple of hours when dealing with a suicidal mentee. All students were clear about the referral process if there were problems. Cybermentors developed good problem-solving skills. Students liked BeatBullying's high profile and the scope of the scheme, which was both national and global.

BeatBullying training summary:

Schools rated the BeatBullying training as good and very good although staff had felt marginalised when unable to attend a workshop. The BeatBullying website was safe and well supervised and BeatBullying staff provided good support for the students – although the filter was sometimes too sensitive and restrictive and also had some safeguarding issues. Take-up was slow in schools, although many had no accurate idea of how the scheme was performing as data was controlled by BeatBullying. Cybermentors dealt mostly with relationship issues although a few had mentored suicidal mentees. Students liked BeatBullying's national and global high profile – however some staff felt the charity had become too big and struggled to provide ongoing support.

Main recommendations:

- More contact with school staff to make them feel included – feedback and ongoing support.
- Inconsistencies in filter software need addressing.

Section 4: Reactive strategies

Reactive strategies are used by schools to respond directly to bullying. Section 4.1 describes the general findings for reactive strategies. Sections 4.2 – 4.6 discuss the findings for five main reactive strategies. Section 4.7 discusses the additional reactive strategies named by schools to responding to bullying. 4.8 is a summary of reactive strategies.

4.1: General findings

Reactive strategies deal with bullying situations when they have arisen and range from more punitive or sanction-based approaches, through restorative practices, to more indirect and non-punitive approaches. Five main reactive strategies were evaluated in this project: direct sanctions; restorative approaches; the support group method; Pikas method and school tribunals. Schools were also asked if they used any other reactive strategies for responding to bullying.

4.1.1: Comparing school and local authority surveys: Figure 4.1 shows the percentages of schools using and local authorities recommending different reactive strategies. Figure 4.2 shows the overall effectiveness ratings for each strategy, from schools and local authorities. Figure 4.3 shows the breakdown of school usage in the mainstream sector.

Figure 4.1: Reactive strategies used by schools and recommended by local authorities to respond to bullying, from the first survey.

77
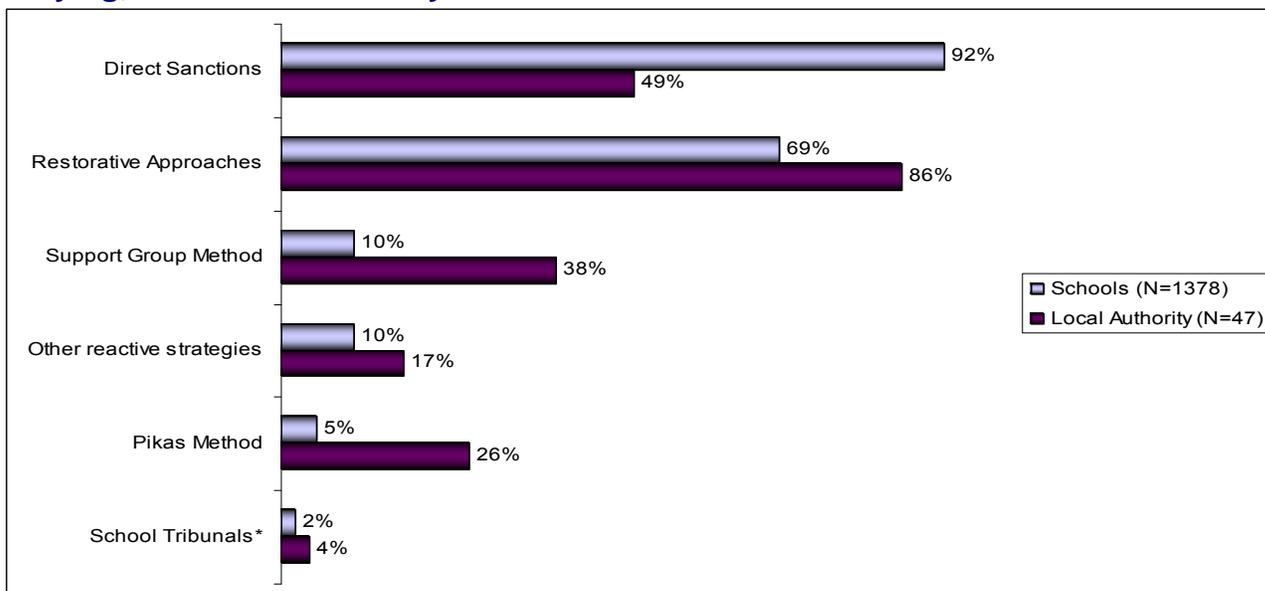
The vast majority of schools used direct sanctions with over two-thirds using restorative approaches. Only a minority of schools used the support group method; the Pikas method and school tribunals.

The similarities and differences between school use and local authority recommendations of strategies are clear. With the exception of direct sanctions, local authorities recommended the use of all the reactive strategies more proportionally than the percentages of schools that actually used them. Restorative approaches were the only strategy where a majority of schools and local authorities approached agreement.

Figure 4.2: Ratings for the effectiveness of reactive strategies from 1378 schools and 47 local authorities, from the first survey.
(Scale: 1 = very negative effect; 2= negative effect; 3= no effect; 4 = positive effect; 5 = very positive effect)
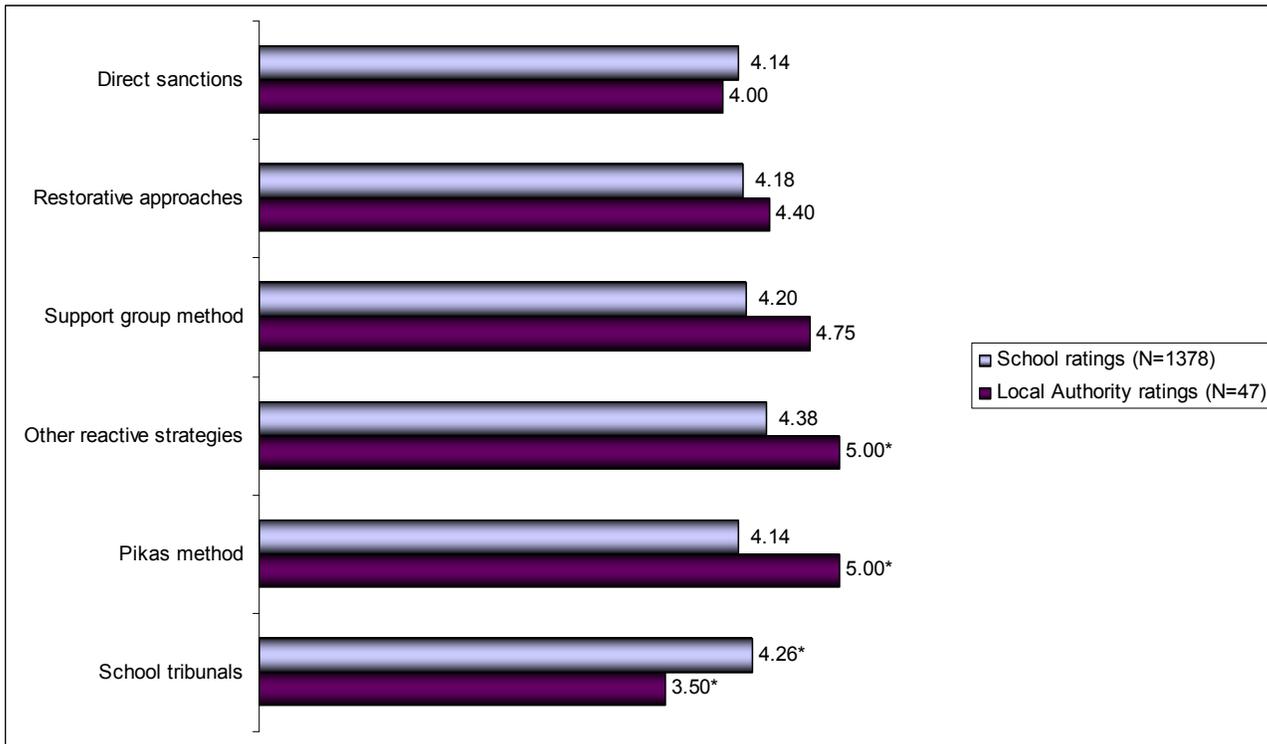
* Only a small number of local authorities recommended using these strategies, so ratings need to be interpreted cautiously. This also applies to the rating for school tribunals from 22 schools, which despite being under the threshold of 25 schools is included for comparison.

Ratings are generally positive. Local authorities generally gave higher ratings than schools on four of the main reactive strategies; other reactive strategies; the Pikas method; the support group method and restorative approaches. Schools gave higher ratings to school tribunals and direct sanctions. Schools appear to be rating the more punitive strategies more highly than the more empathy-creating strategies recommended by the local authorities. Figure 4.3 shows that direct sanctions were used by the vast majority of primary and secondary schools to respond to bullying. There is not a great deal of difference by sector, but secondary schools do make more use of restorative approaches.

Figure 4.3: Use of reactive strategies in 1273 mainstream schools, from the first survey.
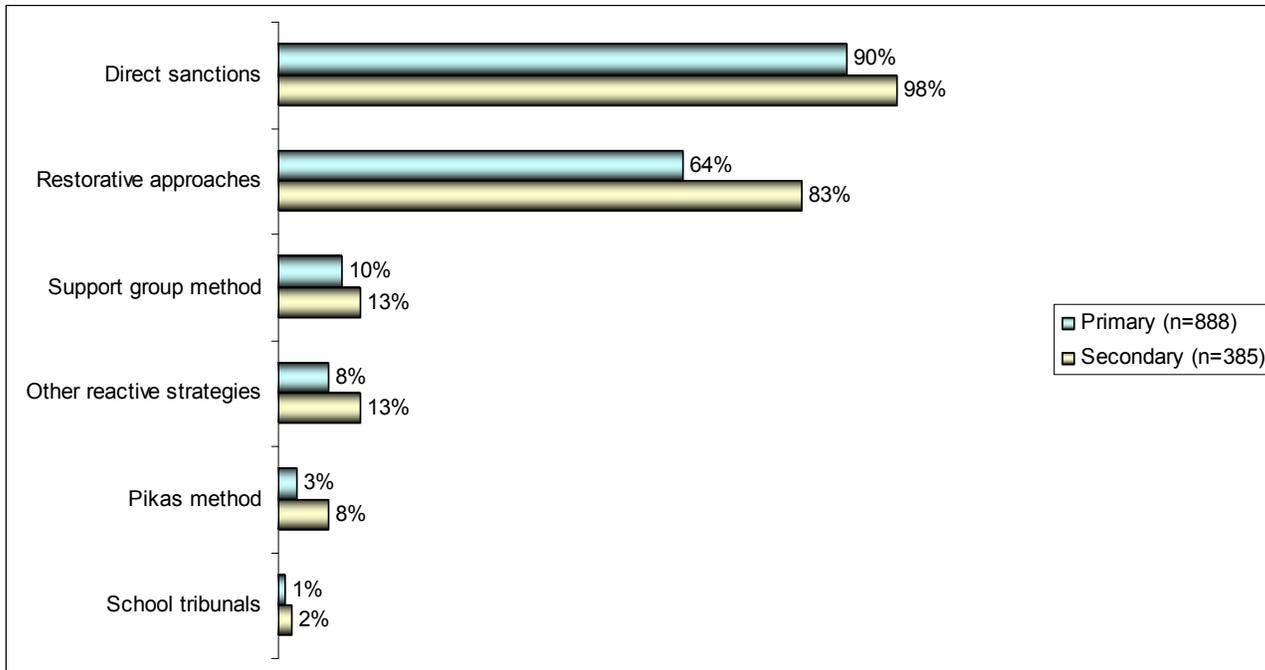
4.1.2: Reactive strategies and type of bullying

Figures 4.4 and 4.5 show how primary and secondary schools have actually applied the different reactive strategies dependent on the type of bullying. The numbers and percentages reflect the likelihood of a particular kind of bullying happening – for example, bias-based bullying (race, disability, gender, homophobic) is relatively rare compared to general verbal, physical and relational bullying. Thus, comparisons cannot usefully be made across different types of bullying. However for a particular kind of bullying, it is possible to compare which type of reactive strategy was preferentially used, by primary and by secondary schools. It is important to refer to the legend of each graph to contextualise the percentage; as few schools used Pikas method and school tribunals, percentages for these strategies are unlikely to be very reliable. For this reason, and as a general rule, if there were less than twenty five cases, this data has been removed from the graphs.

For both primary and secondary sectors, but especially secondary, direct sanctions was the preferred strategy for physical bullying. In the secondary sector only, direct sanctions were also preferred to respond to bullying through damaging belongings, cyberbullying, race-related bullying; and homophobic bullying (and to a lesser extent, gender and disability-related). By contrast, the support group method was preferred for relational bullying in both sectors, followed by restorative approaches. The support group method (and Pikas) were also preferred for disability-related bullying, only in primary schools.

Figure 4.4: Primary sector – percentages of schools that used reactive strategies for a particular type of bullying (See legend for numbers of schools using each strategy).

Verbal
- Direct sanctions: 85%
- Restorative approaches: 84%
- Support group method: 88%
- Pikas method: 83%*

Physical
- Direct sanctions: 72%
- Restorative approaches: 63%
- Support group method: 54%
- Pikas method: 65%*

Relational
- Direct sanctions: 36%
- Restorative approaches: 44%
- Support group method: 63%
- Pikas method: 43%*

Damage
- Direct sanctions: 32%
- Restorative approaches: 38%
- Support group method: 30%
- Pikas method: 39%*

Cyber
- Direct sanctions: 18%
- Restorative approaches: 16%
- Support group method: 19%
- Pikas method: 17%*

Race
- Direct sanctions: 28%
- Restorative approaches: 24%
- Support group method: 22%
- Pikas method: 26%*

Disability
- Direct sanctions: 13%
- Restorative approaches: 15%
- Support group method: 22%
- Pikas method: 30%*

Gender
- Direct sanctions: 10%
- Restorative approaches: 13%
- Support group method: 13%
- Pikas method: 22%*

Homophobic
- Direct sanctions: 6%
- Restorative approaches: 5%
- Support group method: 8%
- Pikas method: 13%*

Legend:
- Direct sanctions (n=794)
- Restorative approaches (n=566)
- Support group method (n=89)
- Pikas method (n=30)*

* Interpret these percentages with caution as only 30 schools used the Pikas method.
School tribunals have been omitted from this graph as there was data from only 12 schools

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Figure 4.5: Secondary sector – percentages of schools that used reactive strategies for a particular type of bullying (See legend for numbers of schools using each strategy).

Legend:
- Direct sanctions (n=378)
- Restorative approaches (n=319)
- Support group method (n=51)
- Pikas method (n=29)*

Type	Direct sanctions	Restorative approaches	Support group method	Pikas method
Verbal	86%	84%	81%	88%*
Physical	84%	59%	51%	68%*
Relational	60%	67%	72%	76%*
Damage	64%	45%	42%	60%*
Cyber	81%	60%	60%	64%*
Race	66%	45%	46%	36%*
Disability	36%	26%	30%	40%*
Gender	34%	26%	30%	36%*
Homophobic	44%	31%	28%	40%*

4.1.3: Bullying incident records

The other main source of evidence for the effectiveness of reactive strategies was the bullying incident records provided by the case study schools. The bullying incident records combined 177 school incident forms and 108 interviews with students involved in bullying incidents. Both incident forms and interviews followed the same format predetermined by the Goldsmiths research team. The school incident forms were completed by school staff. The student interviews took place during the case study visits. Comparison of the two kinds of records showed a reasonably comparable distribution of types of bullying and success rate, so the bullying incident records reported here are a combination of the two sources of data.

285 bullying incident records were from 35 of the case study schools; the infant school had no cases. 91 were from the primary sector; 183 were from the secondary sector; 10 were from the special sector and one was from a PRU.

The bullying incident records contained a range of different types of bullying – the incidents were rarely just one type of bullying, most incidents involved several types (e.g. verbal; physical and relational). The distribution of different types of bullying in the bullying incident forms generally mirrored the data from the first school survey, with verbal and physical bullying more frequent than other forms of bullying. Verbal bullying was involved in 203 incidents; physical bullying in 118 incidents; relational bullying in 43 incidents; cyberbullying in 35 incidents; race-related bullying in 11 incidents; bullying through damaging belongings in five incidents; SEN-related bullying in five incidents (victims were two boys with autistic spectrum disorder and three boys with attention deficit hyperactivity disorder, one additionally with Tourettes); homophobic bullying in four incidents (mostly homophobic name-calling); and other types of bullying in 27 incidents (these included bullying based on appearance in 13 incidents (e.g. 'fat'; 'ginger'); intimidation in 12 incidents including one involving stalking; sexual bullying in three incidents; extortion in one incident; parent of a student bullying another student in one incident; and bullying by targeting a family member in one incident.

Some background findings from the bullying incident records were that:
- Most incidents happened around transition (Yrs 7 and 8).
- There were slightly more male bullying students than female.
- There were slightly more female bullied students than male.
- Most incidents were witnessed by bystanders.

- Over half the incidents were multiple incidents repeated over a period of a month to many months.
- Two-thirds of the incidents were more serious than usual to very serious.
- In two-thirds of cases there was school follow-up with the bully.
- The bullied student received ongoing support from the school in the vast majority of cases.

- Schools used:
    - Serious talks in three-quarters of the incidents.
    - Direct sanctions in fewer than half the incidents.
    - Restorative approaches in two-fifths of the incidents.
    - The support group method in under a fifth of incidents.
- Overall two-thirds of the bullying incidents were resolved.

4.1.4: Use of strategies in bullying incidents

Figure 4.6 shows the percentage of times particular strategies were used (often more than one strategy was employed). We found that serious talks were the most frequent response, especially in primary schools, and this was categorised separately. Serious talks can be the first stage of either direct sanctions, or restorative approaches, and we often could not distinguish these possibilities. However it was possible to distinguish what we label here as further direct sanctions (often used in the primary sector), and further restorative approaches (often used in the secondary sector). Finally, a support group method (or similar) approach was used, less frequently but more often in primary schools. Neither Pikas method nor school tribunals appeared in these incident report forms.

Figure 4.6: Interventions used by school staff in responding to the bullying incidents in 31 mainstream case study schools.

Figure legend:
- Primary incidents (n=91)
- Secondary incidents(n=183)

Bars:
- Serious talks: 86% / 63%
- Further restorative approaches: 47% / 59%
- Further direct sanctions: 61% / 29%
- Support group method: 31% / 13%
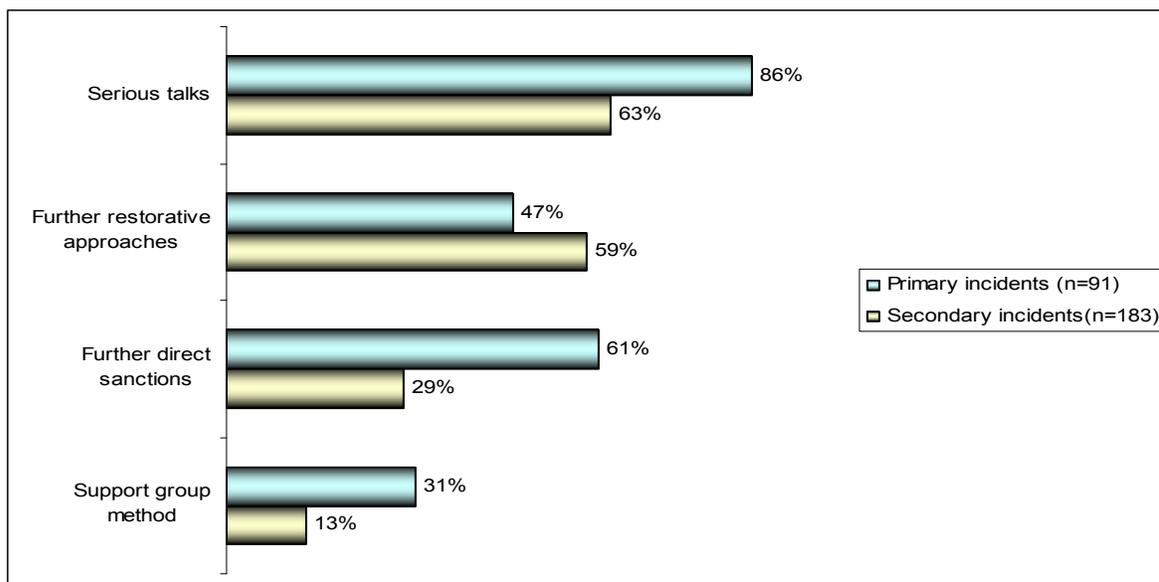
4.1.5: Effectiveness of strategies in bullying incidents

We analysed the effectiveness of strategies for incidents in all the primary and secondary schools (the small number, n=10, of incidents in special schools were less successful and skewed the outcomes reported). The outcome of each incident was judged to be:

(a) Successful, the bullying stopped: 67% of incidents

(b) Partially successful, the bullying was reduced, or stopped only temporarily: 20% of incidents

(c) Unsuccessful: 13% of incidents.

As (c) was relatively infrequent, we combined (b) and (c) to compare 'successful' (67%) and 'unsuccessful' (i.e. not fully successful) (33%) outcomes.

Figure 4.7 shows success rate for each strategy, by sector. Figure 4.8 shows this by type of bullying.

Figure 4.7: Percentage of bullying incidents where particular reactive strategies stopped the bullying in primary and secondary schools.

	Primary	Secondary	Total
Serious talks	58% (n =74)	71% (n=123)	65% (n=197)
Further direct sanctions	58% (n=53)	65% (n =69)	62% (n=122)
Further restorative approaches	68% (n =24)	77% (n=86)	73% (n=110)
Support group method	80% (n=15)	71% (n=14)	76% (n=29)
Overall	61% (n=84)	71% (n=177)	67% (n=261)

Figure 4.8: Percentage of bullying incidents where reactive strategies were effective for different types of bullying.

	Physical	Verbal	Relational	Cyber
Serious talks	62% (n=87)	61% (n=142)	66% (n=30)	73% (n=26)
Further direct sanctions	60% (n=72)	61% (n=87)	60% (n=15)	75% (n=12)
Further restorative approaches	67% (n=39)	73% (n=78)	76% (n=17)	73% (n=11)
Support group method	60% (n =10)	68% (n=22)	100% (n=6)	60% (n=5)
Overall	62% (n=108)	65% n=186)	69% (n=39)	70% (n=33)

Serious talks were effective in 65% of bullying incidents, but were usually used in combination with another strategy. Although used more in primary schools (χ^2 (1) = 12.27, p<.001), they were slightly more effective in the secondary sector. Serious talks were significantly more effective for relational bullying and cyberbullying than verbal and physical (χ^2 (1) = 8.28, p<.005).

Further direct sanctions were effective in 62% of bullying incidents, but usually in combination with other reactive strategies. They were used significantly more in primary than secondary schools (χ^2 (1) = 13.67, p<.001), but were more successful in the secondaries (but not significantly so on chi-square test). In incidents which involved physical, verbal or relational bullying, interventions involving further direct sanctions were effective in around 60% of incidents; but, for the relatively small number of cases of cyberbullying, this rose to 75%.

Further restorative approaches were used in under half the bullying incidents in primary schools but significantly more in secondary schools (χ^2 (1) = 7.83, p<.005). They were also more successful in secondary schools (but not significantly so on chi-square test). Further restorative approaches were less effective for incidents involving physical bullying, than other forms (but not significantly so on chi-square test).

The support group method was used less frequently, but significantly more in primary than secondary schools (χ^2 (1) = 8.12, p<.005); it was also more effective in primary schools (but not significantly so, on chi-square test). The small number of incidents when split by type of bullying makes these comparisons unreliable.

4.1.6: Combinations of strategies

Further analysis explored the effectiveness of strategies when in combination. This showed that when schools combined further restorative approaches with further direct sanctions, they were rated as being

significantly less effective than either strategy on its own (χ^2 (1) = 6.58, *p*<.01). This was also evident in the bullying incidents from case study schools using restorative approaches as a consistent whole-school approach. Of 67 bullying incidents, schools dealt with 49 cases with further restorative approaches alone, and 84% were resolved; in 18 cases with a combination of further restorative approaches and further direct sanctions, only 60% of incidents were resolved.

This could be because the incidents where restorative approaches was used with direct sanctions were some of the most serious and therefore more difficult to resolve; or, there may be some conflict of principle in using both further restorative approaches and further direct sanctions, unless the sanctions follow from the restorative process. An example is this serious case of cyberbullying involving a student with special educational needs:

'*Two Year 9 boys who were fully aware that Year 7 had special needs (autism) got him to kneel down in a crowd of onlookers and told him to call him 'king' 'emperor' etc whilst bowing...they filmed him. Others (unknown) also called things for him to say. He was apparently engaged in this unaware of how cruel their actions were. Three weeks later they uploaded it to facebook where it was seen by Year 7s boy's class who began to mimic him and demand they worship them too. Boy was devastated by peer bullying and by the realisation about true nature of earlier encounter* '(Secondary school).

This was one incident that was resolved successfully using restorative approaches and temporary exclusions but the deputy headteacher commented: '*The (restorative) conference was key to educating the boys about the real harm that had been done but was also critical in reassuring victim and parent that school could be made safe'.* Here direct sanctions were used as an initial punishment and cooling down period but the most effective intervention was the restorative conference.

4.1.7: Further analyses of restorative approaches

The majority of case study schools reported using restorative approaches for bullying in their questionnaires and school incident forms. To explore if there were any differences in effectiveness between schools that used restorative approaches, the schools providing the dataset of 285 incidents were divided into:

- Consistent restorative schools where restorative approaches were a whole-school approach; staff were trained and restorative approaches was used for all cases of bullying.
- Partially restorative schools where restorative approaches were used as one of a range of strategies for bullying.
- Non-restorative schools that did not use restorative approaches at all.

Figure 4.9 shows effectiveness of responses to incidents, in these three types of schools. In schools that had a consistent whole-school restorative approach, the school action was significantly more effective for bullying than in partially restorative and non restorative schools, (χ^2 (2) = 7.04, p<.05). The results supported the importance of a consistent whole-school restorative approach for dealing effectively with bullying.

Figure 4.9: Effectiveness of restorative approaches in dealing with bullying incidents in three categories of school (n=271).

	School action worked
Consistent restorative schools	79% (n=67)
Partially restorative schools	64% (n=139)
Non-restorative schools	58% (n= 65)

We now consider the evidence regarding each of the main reactive strategies, separately, based on the information from all surveys and case study school visits.

4.2: Direct sanctions are not so much one strategy or method, but a collective term describing a range of disciplinary procedures used by schools. For this project, schools were asked to give information on a range of direct sanctions ranging from verbal reprimands; meetings with parents; temporary removals from class; withdrawal of privileges; school community service; detentions and internal exclusion in a special room; short-term exclusion; and permanent exclusion.

4.2.1: Use of direct sanctions

The findings from the first school survey and the local authority survey showed that:

- The great majority of schools (92%, n=1261) used direct sanctions to respond to bullying.
- Only half of the local authorities recommended the use of sanctions for tackling bullying.
- Both schools and local authorities equally rated direct sanctions as having a positive effect in tackling bullying.

In the follow-up school survey, the majority of schools also rated direct sanctions as effective in reducing bullying; economical and easy to use, as shown in Figure 4.10 which gives this breakdown by sector.

Figure 4.10: Effectiveness of direct sanctions rated by the 488 schools from the follow-up survey.
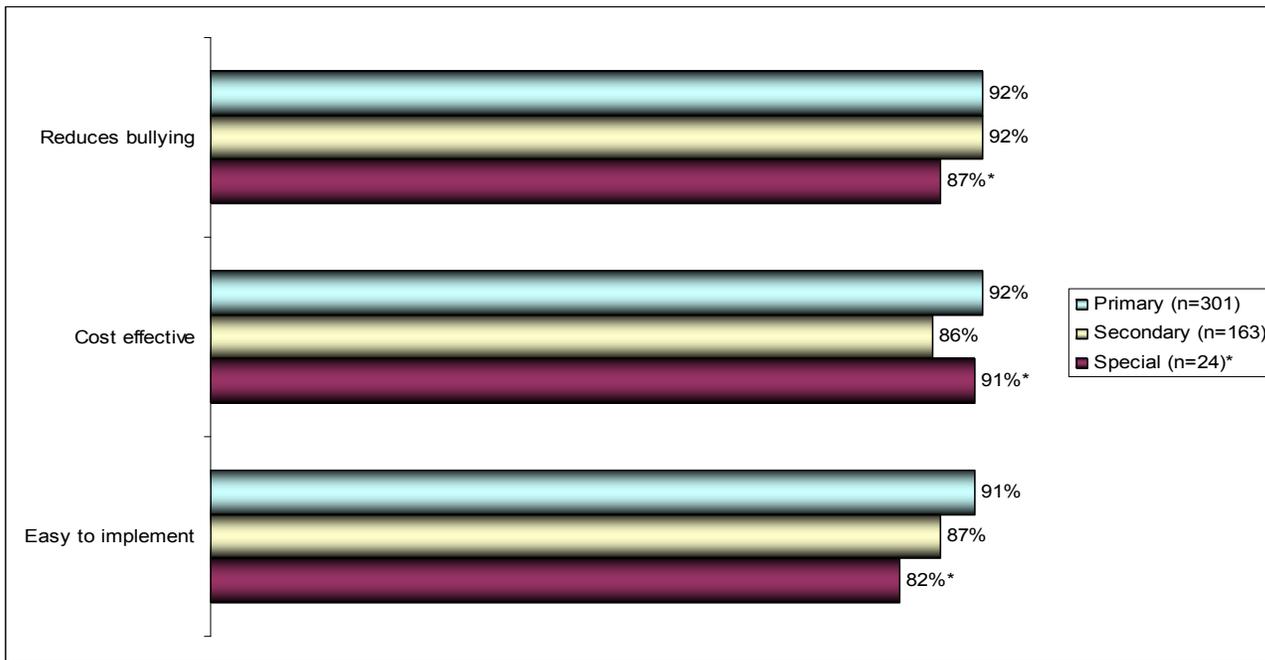
Chart data:

Category	Primary (n=301)	Secondary (n=163)	Special (n=24)*
Reduces bullying	92%	92%	87%*
Cost effective	92%	86%	91%*
Easy to implement	91%	87%	82%*

* Despite here being just under the threshold of 25 schools, special schools are included in this graph as all other graphs in this section include special schools. Please interpret these percentages with caution.

4.2.2: When were direct sanctions used for bullying?

Before direct sanctions were applied, the majority of case study schools used serious talks with all students involved in the bullying incident, unless the incident was so serious schools excluded students immediately. In the case study schools, the serious talk was usually part of an investigative process to find out what had happened. Sometimes this was enough to stop the bullying but if not, schools progressed to another level of intervention.

The next stage was dependent on the individuals involved and type of incident. Some schools then used more empathy-creating strategies (e.g. restorative approaches; the support group method) or milder forms of sanctions (e.g. detentions; being on report). For repeated or more serious cases of bullying, schools progressed to stronger sanctions using either internal exclusion in a designated room/unit or short-term exclusion as a *'cooling down'* period before other interventions were used. Serious physical bullying usually resulted in immediate exclusion. In most case study schools, only the senior leadership team was able to exclude.

The majority of case study schools had designated rooms for internal exclusion. One case study school that had been in special measures, had set up an off-site provision for excluded students. Two other case study schools had established on-site units where excluded students were sent for timetabled lesson supervised by staff. One unit also took excluded students from other schools. Some rooms were actually called the

sanction or isolation room. This was a fairly recent initiative by schools possibly to avoid recording exclusions on their records or incurring the expense of sending excluded students to a PRU. Another form of exclusion was the 'managed move' of a student to another school. Some of the case studies had experienced this; some receiving 'managed moves' and others sending problematic students in a 'managed move' to a more suitable school.

4.2.3: Range of direct sanctions

Figure 4.11 shows data on what kind of direct sanctions were employed by schools. Over half of schools used the full range of direct sanctions, the majority applying the milder forms most (e.g. verbal reprimand and meetings with parents/carers), and the most serious types least (i.e. permanent exclusion). Fewer schools used school community service (e.g. litter picking; school clean-ups). Local authorities recommended milder sanctions, particularly involving parents. The secondary sector's relatively high use of other disciplinary measures; internal exclusion and short-term exclusion were exceptions.

Figure 4.11: Different types of direct sanctions used by the 1242 schools from the first survey.
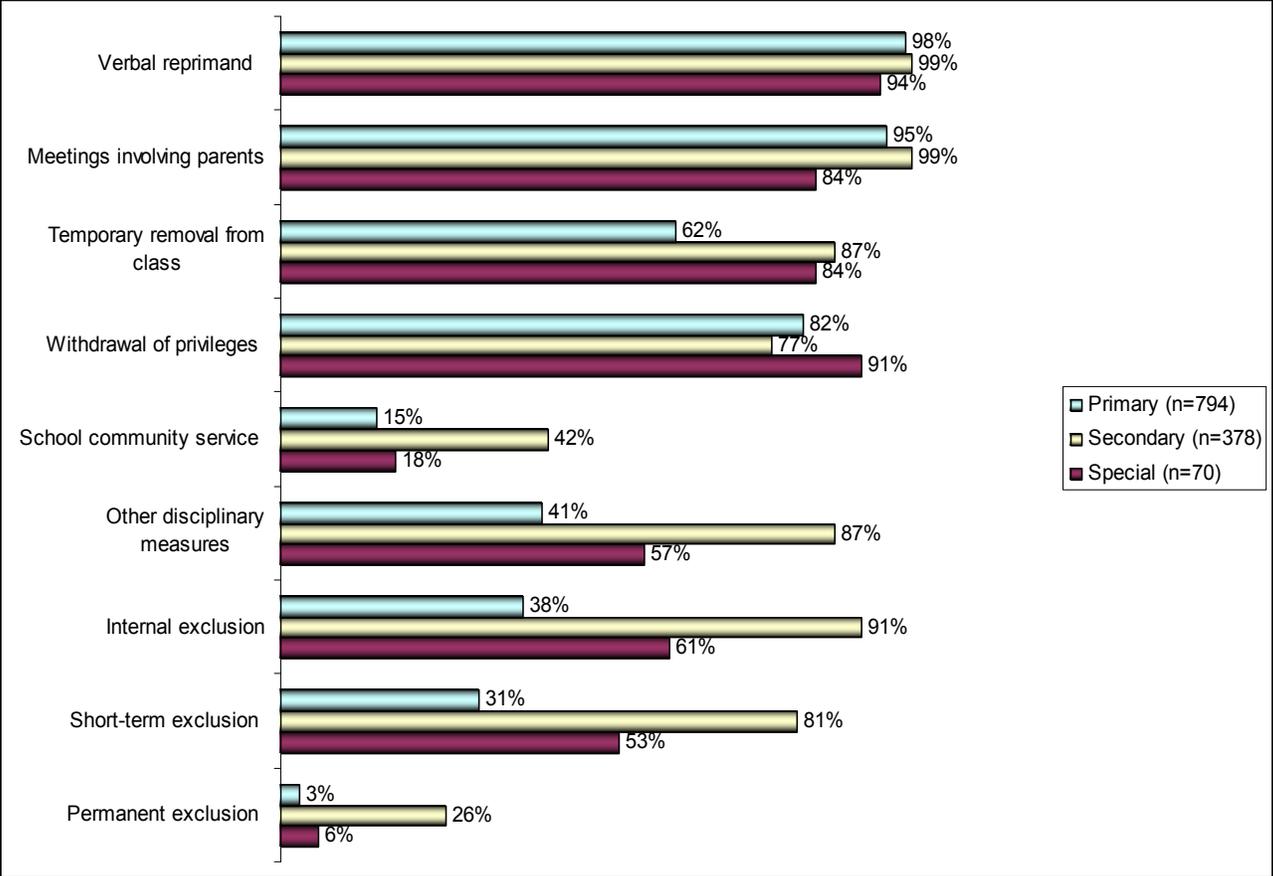
Direct sanctions were used in 126 bullying incidents recorded by the primary and secondary case study schools (Figure 4.12). Verbal reprimands; detentions and withdrawal of privileges were used most in the primary schools. The secondary schools used verbal reprimands; meetings with parents; internal and short-term exclusion. There was one permanent exclusion in the 285 bullying incidents.

Figure 4.12: Range of direct sanctions used by primary and secondary case study schools shown in the 126 bullying incident forms involving sanctions.
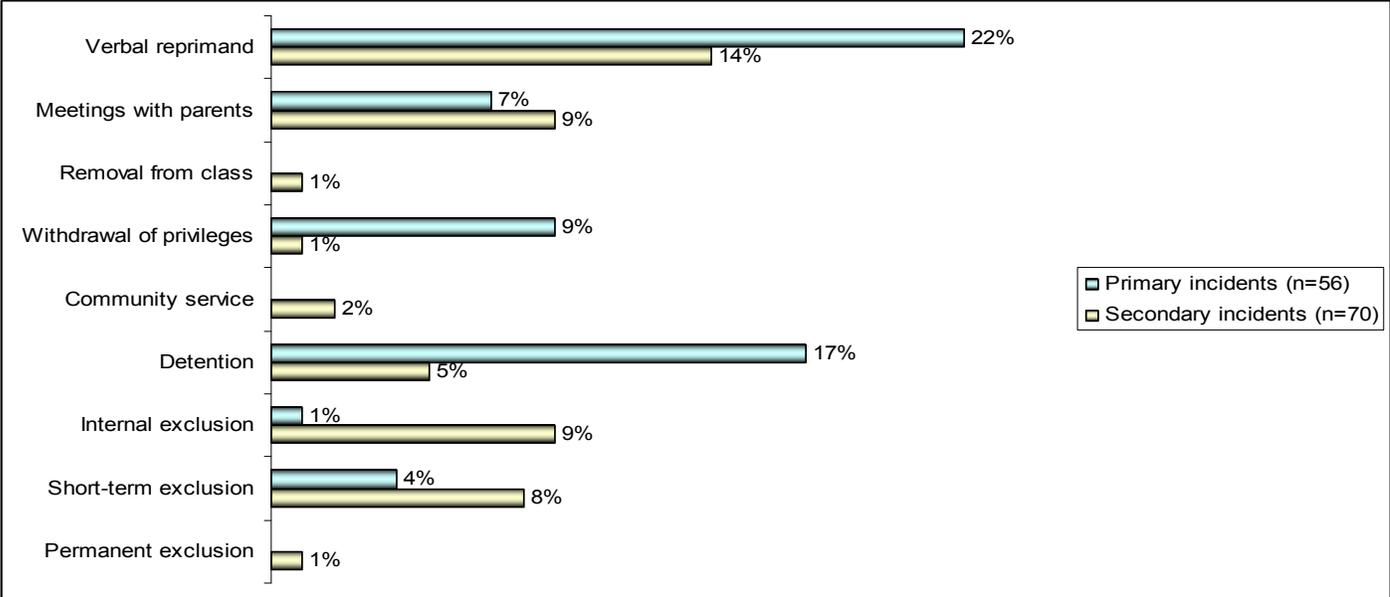
4.2.4: Why schools used direct sanctions

When asked why they used direct sanctions, schools from all sectors gave a range of reasons, as shown in Figure 4.13. The most popular reason was that sanctions sent a clear message that bullying was not tolerated. They were also seen as effective in stopping bullying and underpinned many procedures in behaviour and anti-bullying polices. Some schools used direct sanctions as a preventative measure, providing a good deterrent against bullying and a clear series of consequences for inappropriate behaviour.

Figure 4.13: Why schools used direct sanctions for bullying (n = 841).

Sends a clear message that bullying is not tolerated	19%
Effective for stopping bullying	17%
School policy	16%
Appropriate	11%
Deterrent/preventative	10%
Consequences	8%
When all else fails	4%
Reflects seriousness of incident	3%
Quick response to incident	3%
Safeguarding	3%
Supports bullied and educates bullying	3%
Used with other strategies	2%
Parental expectation	1%
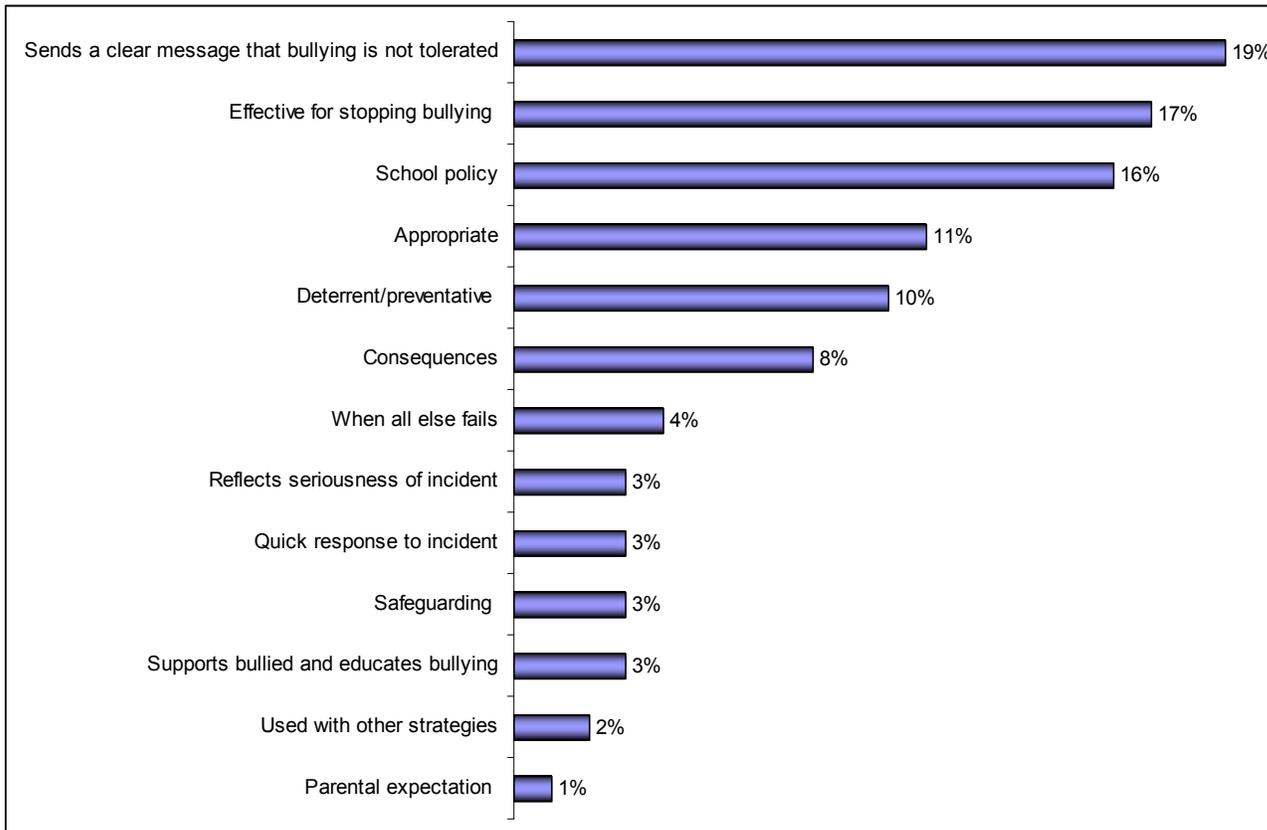
The use of direct sanctions in special schools was dependent on intake. Some special schools used direct sanctions to set clear boundaries for students with special educational needs. The case study special school had an intake of students with moderate to severe learning difficulties and used direct sanctions to provide a clear '*black and white'* set of consequences, particularly for students on the autistic spectrum. More empathy-creating strategies were seen as unworkable for this school. Some PRUs used direct sanctions as part of behaviour management or modification programmes.

4.2.5: How schools use direct sanctions

Figure 4.14 using data from the follow-up school survey, shows how direct sanctions are used. Over three-quarters of schools used direct sanctions either within the framework of other reactive strategies (e.g. restorative approaches; the support group method; rights respecting schools) or as a last resort when all other interventions had failed. In the secondary sector in particular, direct sanctions were only used with other reactive strategies. Only a minority of schools used direct sanctions as their main strategy for bullying.

Figure 4.14: How schools used direct sanctions, from 509 schools from the follow-up survey.

Chart categories (y-axis):

- Only used within the framework of other reactive strategies: Primary 39%, Secondary 63%, Special 48%*
- Only used when other strategies have failed: Primary 35%, Secondary 25%, Special 22%*
- Used as the main strategy for bullying: Primary 14%, Secondary 10%, Special 7%*
- Do not use to respond to bullying: Primary 9%, Secondary 1%, Special 19%*
- Used only because it is Governement policy: Primary 3%, Secondary 1%, Special 4%*

Legend:
□ Primary (n=316)
□ Secondary (n=166)
■ Special (n=27)*

* Interpret these percentages with caution as only 27 special schools replied to this question.

4.2.6: Why some schools did not use direct sanctions

Some schools, including three of the primary case study schools, did not use direct sanctions at all. They identified three factors for this:

- No bullying in their school
- No need because other strategies were effective
- Inappropriate for their students – some primary children were too young, particularly in the nursery and infant schools, and some students with special educational needs, particularly those with severe learning difficulties, did not have the capacity to understand
- Ethos: *'As a rights respecting school, using sound pro-skills (and) training pupils to understand the importance of respect for all – (direct sanctions are) not appropriate to our school procedures'* (Primary school).

4.2.7: Particular sanction-based strategies

Some of the case study schools had whole-school, reward and sanction-based approaches, which included assertive discipline and golden rules. These approaches used school and classroom rules (usually about

six) with systems that recorded appropriate and inappropriate behaviour (classroom charts) with a series of consequences if students *'broke the rules'*.

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Case study school practice

In one primary school that adapted assertive discipline principles, action to tackle bullying was taken in clear, progressive stages with a set of headteacher's consequences for the most serious cases:

- Letter of apology to child's parents
- Making personal apology to offended party
- Temporary exclusion from clubs
- Temporary removal to the haven (a special room)
- Internal exclusion for a day in the haven
- Withdrawal of privileges
- Use of behaviour charts/short-term targets/contracts/home-school behaviour record book
- Fixed-term exclusion
- Permanent exclusion

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Case study school practice

Another primary used the golden rules which had a reward system called golden time (a range of recreational activities). Bad behaviour, which included milder forms of bullying, was identified by yellow or red cards. Two cautions resulted in sanctions that were age-related.

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Some case study schools in all sectors used traffic light or football card systems (yellow = caution; red = sanction) to alert students to the likelihood of receiving a sanction. The special school used a similar colour-coded report system which included a blue report for self-referral by students who elected to have their behaviour monitored. This was seen as an achievement because it demonstrated increased self-awareness by requesting help and showing a desire to take responsibility for their behaviour.

4.2.8: Direct sanctions and anti-bullying policies

The anti-bullying policy usually describes the procedures schools use when dealing with a bullying incident which usually includes a range of sanctions. All case study schools outlined a clear set of procedures in their policies with reference to a series of sanctions. In half the case study schools, sanctions were placed in the framework of a whole-school approach which included restorative approaches; golden rules; the support group method; rights respecting schools; protective behaviours and assertive discipline. Two primary schools used a Kidscape model, which was sanction-based, describing the use of school rules and behaviour contracts to manage bullying behaviour. This used a staged approach for serious cases with outcomes including stated apologies; suspension or exclusion; reconciliation and ongoing monitoring.

One case study secondary school policy included a five level procedure of sanctions and support in their policy: (1) Verbal warning with support group; (2) Counselling and use of restorative approach; (3) Assertive discipline i.e. some sanctions; (4) Intense support including multi-agency support and more serious sanctions including internal exclusion; and (5) Exclusion.

4.2.9: Pupil Referral Units (PRUs)

PRUs were in themselves the most serious form of sanction for disruptive pupils, including those involved in the most serious cases of bullying. Many of the students attending the case study PRUs had experienced bullying; two students had been excluded for it. One student had been part of a group of boys who had verbally bullied another boy about a mole on his face. The boy tried to cut off the mole in school and had to be admitted to hospital. The group of bullying boys were all excluded and sent to different PRUs. This student was statemented and should not have been in mainstream school. The other bullying student had been excluded for numerous physical attacks on other students which dated back to primary school. He was cautioned by the police and excluded for a month – this had helped him to stop. One of the case study PRUs provided short, preventative courses for students on the verge of exclusion to work on their individual issues and then reintegrate into mainstream. Gradual re-integration back into mainstream, usually supported by a behaviour support assistant, was critical for excluded students. In one case study secondary school, students who had not re-integrated well had been at risk of permanent exclusion.

4.2.10: Other types of direct sanctions

Some schools used other types of direct sanctions for bullying which were mentioned in their questionnaires. In the primary sector, these included: loss of playtimes or golden time; behaviour contracts; time-out with the learning mentor; using a bullying or pastoral programme; restorative activities (conferences can result in

some specific forms of sanction); temporary moves to other classes or schools; and tracking systems including being 'on report' and the use of behaviour logs/records. Some schools used '*Three strikes and out!*' (i.e. three warnings and then exclusion) while one school turned a sanction into an opportunity to learn: '*Children have had playtime withdrawn whilst completing computer animation activity (Kar2ouche relationships). The bully(ing child) has to make an animation of what happened but find a more desirable outcome*'.

In the secondary sector, other types of direct sanctions included police involvement (safer schools officer; police community support officer), often through restorative conferences; formal letters; behaviour contracts and apologies; sanctions evenings; an isolation room or off-site exclusion; a '*managed move*' to another school; workshops for bullying students; and monitoring through the use of recording programmes such as SIMS or SENTINEL. In addition, the special sector used the loss of internet access or time-out; increased monitoring of behaviour and increased multi-agency support including police. The PRUs also used increased monitoring of student behaviour; police involvement; and managed moves to another PRU.

4.2.11: Staff training

About half of the schools had received staff training in the use of direct sanctions. Most training was provided in-house by a member of the senior management team or a member of staff, including pastoral support teams; anti-bullying coordinators; PSHEE coordinators; heads of house; special educational needs coordinators; learning mentors and behaviour improvement programme coordinators. Other sources of training included team teach; charities (e.g. BeatBullying; Children's Society; Childline and Kidscape); safer schools partnership; child protection (PRUs); the excellence in cities initiative and local cluster network.

The school data showed local authorities had provided personnel and resources in around a quarter of primary and special schools with a third supporting training in secondary school and PRUs. Less than half of the 47 local authorities participating in this study provided training for sanctions with only two-fifths providing resources. When asked if they would like training in the application of sanctions, the majority of schools from all sectors did not.

4.2.12: Variation and change

Schools were asked if they varied or changed their use of direct sanctions. The majority varied the use of sanctions dependent on age; the severity and frequency of incident and the type of bullying. A third of schools identified the need for flexibility in adapting sanctions to the needs of individual students rather than

a '*one-size-fits-all'* approach. This was particularly evident in the special sector where sanctions were tailored to the student's individual special educational needs profile making the punishment: '*appropriate to pupil's understanding of what is being said and done'*. Direct sanctions were modified in response to new forms of bullying, particularly cyberbullying and sexual bullying. Some schools adapted their use of sanctions to fit within the framework of other interventions (e.g. restorative approaches; the support group method; rights respecting schools) or modified them to work with peer support strategies (e.g. peer supporters working with students in detention; buddies supporting students '*on report'*). More schools were involving parents in the process of applying direct sanctions creating a united front in dealing with an incident. Two factors affecting the use of direct sanctions were a new headteacher, who introduced new ideas, or a new intake of particularly challenging students needing tougher approaches which included exclusion or isolation rooms. Some schools had less use for direct sanctions as bullying had reduced.

4.2.13: Sources of evidence for effectiveness

Around two-thirds of secondary schools and a half of schools in the other three sectors had evidence for the effectiveness of direct sanctions in tackling bullying, as shown in Figure 4.15. Class teachers provided most evidence in the primary and special sectors, whereas bullied students provided most evidence for PRUs and secondary schools. Parents and other students were also good sources of feedback with governors providing the least. All the local authorities had evidence from students with two-thirds collecting feedback from parents and schools. Recording systems; questionnaires; Ofsted reports; verbal feedback from staff, the police and bullying students were identified as other sources of evidence. Pupils supplied the most evidence for the effectiveness of sanctions in the local authorities with parents, schools and governors also identified as good sources.

Figure 4.15: Sources of evidence for the effectiveness of direct sanctions from 663 schools from the first survey.

Chart legend:
- Primary (n=408)
- Secondary (n=220)
- Special (n=35)

Category	Primary	Secondary	Special
Bullied pupils	77%	84%	69%
Class teachers	81%	38%	79%
Parents	76%	74%	51%
Other pupils	65%	66%	57%
The person using the intervention	56%	57%	51%
Governors	17%	8%	23%
Other	14%	26%	50%
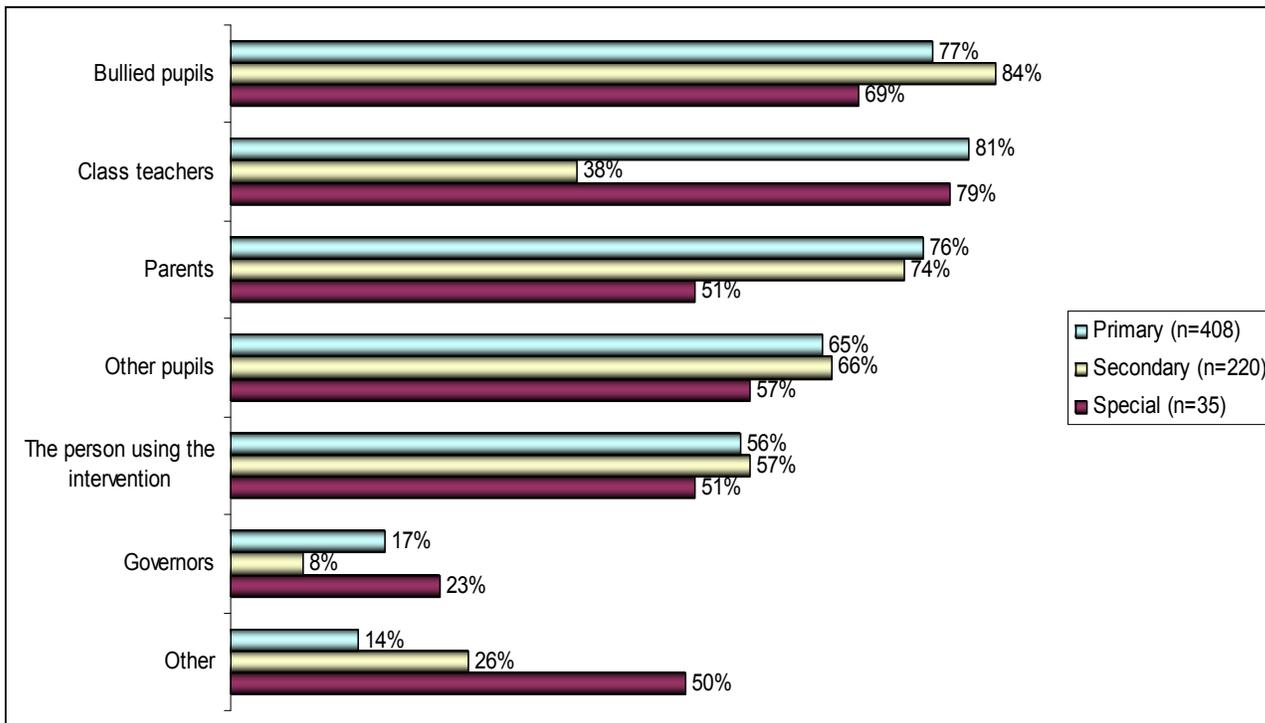
4.2.14: Opposed and discouraged strategies

Direct sanctions were the most opposed and discouraged strategy for bullying in those schools (10%) responding to this question. Four local authorities also actively discouraged their use.

4.2.15: Summary for direct sanctions

Direct sanctions were used by the great majority of schools to respond to bullying. Most schools found direct sanctions effective in reducing bullying; economical to use and easy to implement. However, only half of the local authorities that participated in our study recommended the use of direct sanctions for tackling bullying in schools. Both schools and local authorities equally rated sanctions as having a positive effect in tackling bullying.

Schools used direct sanctions to send a clear message to the whole school community that bullying was not tolerated. Direct sanctions were an effective deterrent to bullying and underpinned their anti-bullying policies acting as a clear set of consequences. Most schools used direct sanctions within the framework of other strategies or as a last resort when all else failed. Only a minority of schools used direct sanctions as their main strategy for bullying. Some schools did not use direct sanctions at all either because they said there was no bullying; other strategies were effective and or they were inappropriate for their intake (too young or pupils with special educational needs). Some schools and local authorities discouraged the use of direct

sanctions for bullying. Some schools used whole-school reward and sanction-based strategies such as assertive discipline and golden rules with a series of consequences if students '*broke the rules'*.

Most case study schools used serious talks before applying other strategies for bullying including sanctions, with the milder forms of direct sanctions (verbal reprimand; detentions) being used most and the most serious (temporary or permanent exclusion) used least. The PRU was the most serious form of direct sanction for bullying students. Schools named many other types of direct sanctions including behaviour contracts; being on report; police involvement and managed moves to another school. Many schools had a designated space for internal exclusion.

Schools varied and changed their use of direct sanctions dependent on the circumstances and individuals involved, particularly if the student had special educational needs. The majority of secondaries and around half of schools in the other three sectors had evidence for the effectiveness of direct sanctions in stopping bullying provided mostly by bullied students, class teachers and parents.

Direct sanctions were effective when used in combination with other strategies in 62% of the bullying incident reports provided by the case study schools. They were used more for physical bullying incidents, and in secondary schools, for bias bullying.

Only half of the schools had training in applying direct sanctions, most of which was provided in-house.

4.3: Restorative approaches are a collective term for a range of flexible responses, ranging from informal conversations through to formal facilitated meetings. Restorative approaches work to resolve conflict and repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered harm the opportunity to have their harm or loss acknowledged and amends made.

For this project, schools were asked to give information on a range of restorative approaches ranging from problem-solving circles; restorative discussions; restorative reconnection meetings between staff and students; restorative thinking plans; mini-conferences; classroom conferences and full restorative conferences.

4.3.1: Use of restorative approaches

The findings from the first school survey and the local authority survey showed that:

- Over two-thirds of schools (69%; n= 952) used restorative approaches to respond to bullying, second only to direct sanctions.
- Secondary schools used restorative approaches more than the other sectors – this was also reflected in the case study schools.
- The majority of the case study schools (30 out of 36) said they used restorative approaches but only three were 'fully' restorative schools with a whole-school approach and all staff training.
- The majority of local authorities recommended the use of restorative approaches above direct sanctions.
- Although both schools and local authorities rated restorative approaches as having a positive effect in tackling bullying, local authorities gave restorative approaches a significantly higher rating.

In the follow-up school survey, the majority of schools also rated restorative approaches as effective in reducing bullying; economical and easy to use, as shown in Figure 4.16. However, slightly fewer secondary and special schools than formerly found restorative approaches easy to implement.

Figure 4.16: Effectiveness of restorative approaches rated by the 283 schools responding in the follow-up survey.
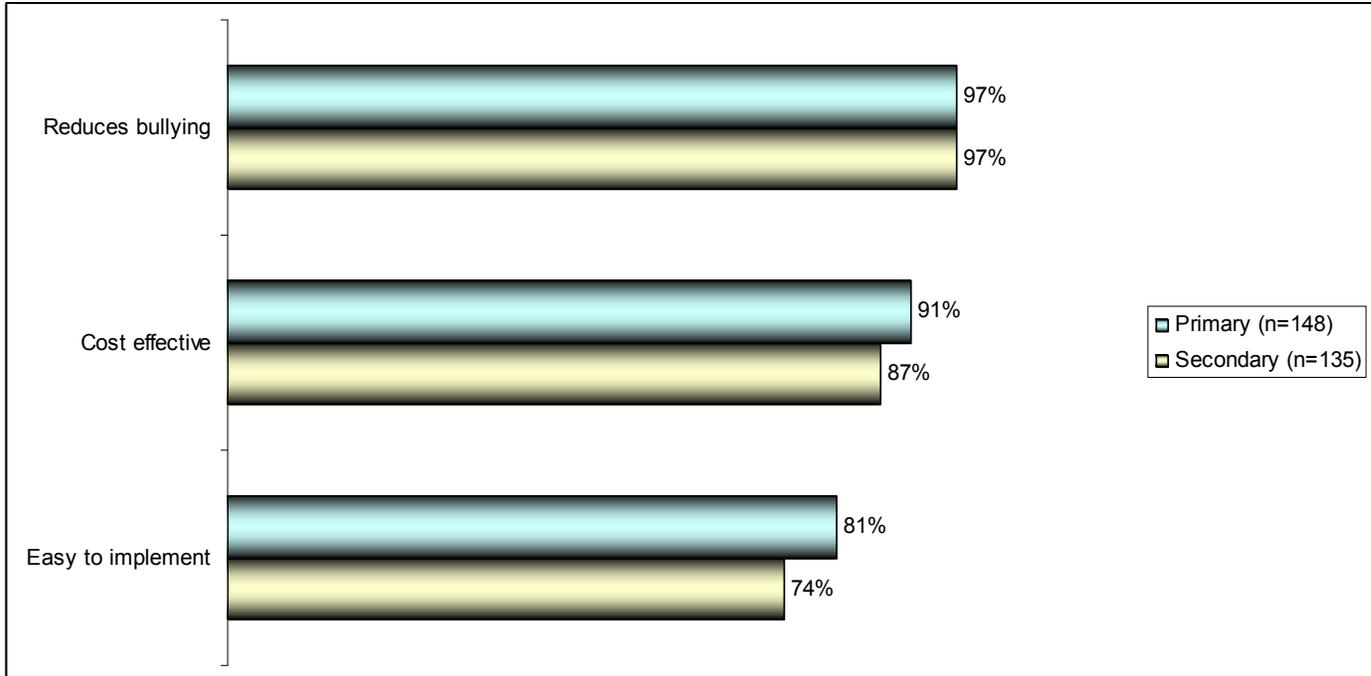
4.3.2: Range of restorative approaches

The range of approaches used is shown in Figure 4.17. The majority of schools from all sectors used the milder forms of restorative approaches most. Almost all of the primary schools responding to this question used small problem-solving circles/circle time with the vast majority of secondaries using restorative discussion. Although the remaining approaches were used less, there were some differences between the sectors. Restorative thinking plans were used most in the special sector; mini conferences by the secondary school and classroom conferences by over a third of primary and special schools. Full restorative conferences were used least of all, possibly because they were for the most serious incidents which were the least frequent. In line with the schools, the majority of local authorities recommended using the milder form of restorative approaches with just under half supporting the use of mini-conferences and full restorative conferences.

Figure 4.17: Range of restorative approaches used by 937 schools from the first survey.
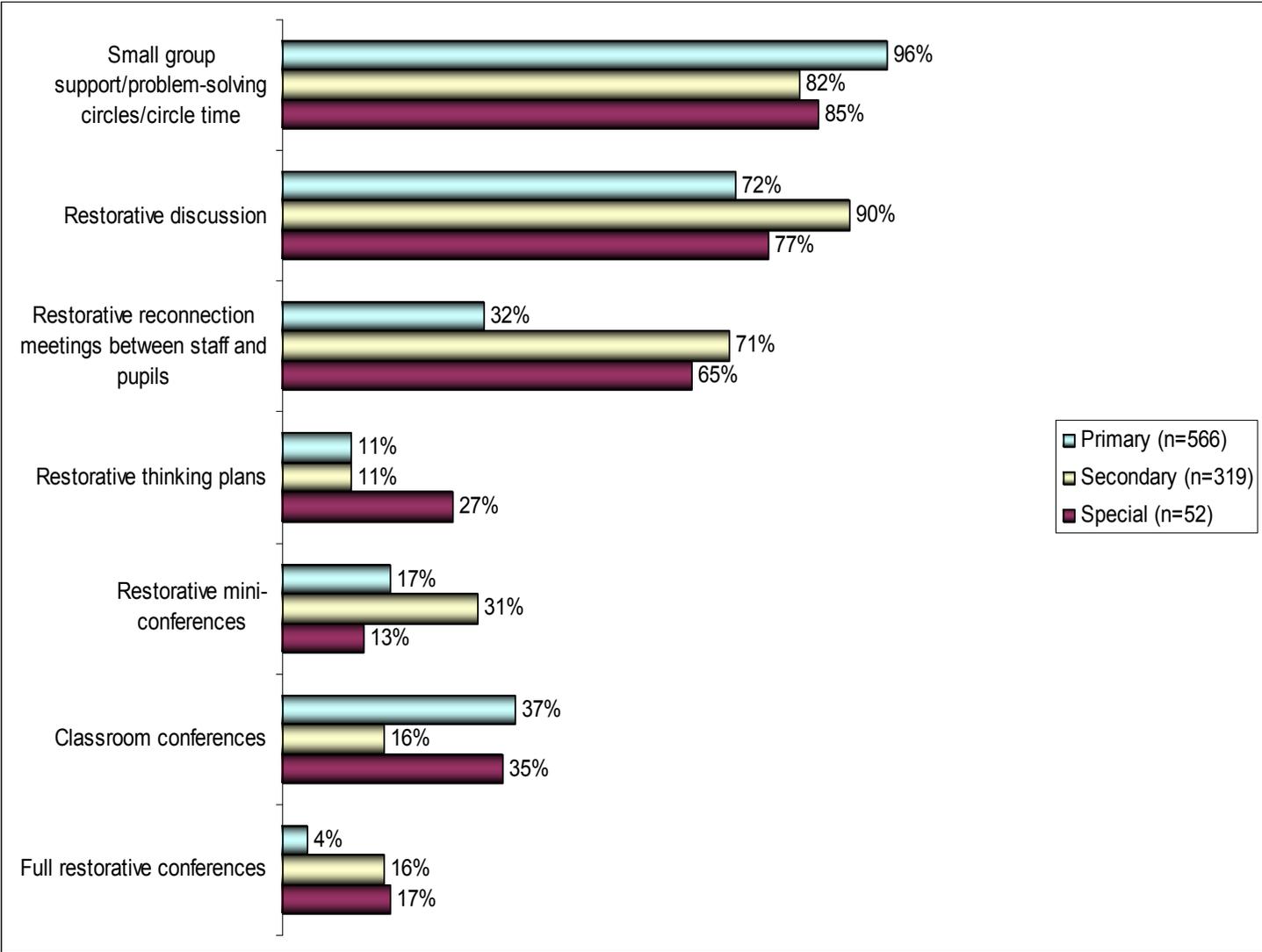
One of the case study restorative schools illustrated how the range of approaches worked in practice.

Case study school practice

- Restorative enquiry was used to carry out regular *'health checks'* with their students. If something was wrong, students were put into exam conditions and asked to write down what's wrong with total anonymity promised.
- A restorative classroom conference was held and anonymised feedback read out. Any problems were solved through restorative discussion.

For bullying:

- The decision to use a restorative meeting depended on type of bullying and not all problems were dealt with this way (e.g. friendship fallouts). Low level bullying was resolved by small restorative meetings in the deputy headteacher's office with the students involved.
- When a more serious bullying incident was reported, the process started with a confrontation of the student accused of bullying, who was asked: *'Why do we need this meeting?'* If the student confessed and accepted responsibility, then they made an apology to the bullied student and signed a contract promising to change their behaviour in future.
- If there was no acknowledgement of bullying behaviour, then the student reported the incident by letter to their parent/carer. Letters had to be signed as delivered to and read by the parent/carer.
- If necessary, the parents/carers were brought into school for a meeting. If still unresolved, a restorative meeting was organised with all the students involved to discuss their differences. The most serious cases sometime involved the police liaison officer. The objective of the restorative conference was taking responsibility for their behaviour.

4.3.3: Why schools used restorative approaches

When asked why they used restorative approaches, schools gave a range of reasons, as shown in Figure 4.18. Mainstream schools identified the effectiveness of restorative approaches in both preventing and responding to bullying as the main reason for use: *'This has been very successful and in several cases has*

been preventative and proactive, rather than reactive, particularly when intervention has been early. (Restorative approaches) mostly prevent situations from escalating' (Secondary school).

Schools endorsed the educative power of group discussion at the heart of the restorative process where all involved have an opportunity to speak; where misunderstandings can be aired and time allowed for reflection. Restorative approaches were effective for the bullied and bullying student, allowing a safe environment to explore the harm that has been done, with a number of schools identifying restorative approaches as one of the most effective strategies for bullying students: *'We find we need to bring the bully(ing student) in from the cold so that their own self esteem is built up and they better understand the school ethos which is to include everyone, not exclude anyone'* (Secondary school).

The strategy was described as '*reparative*' by a number of schools providing a process that was healing to relationships by '*building bridges'* and '*to ensure that 'natural justice' is restored and that persons involved can move on and not remain trapped in a cycle that leads to further bullying'.*

Figure 4.18: Why restorative approaches are used for bullying – comments from 668 schools in the first survey.

Category	Percentage
Effective for preventing & responding to bullying	31%
Educative process using discussion	16%
Effective & safe for those involved - bullied and bullying	12%
Reparative	7%
Fits with ethos of school	5%
Appropriate	5%
New initiative & used for new types of bullying	4%
Positive approach	4%
Inclusive	2%
Used as part of other strategies e.g. SEAL & peer support	2%
Used for individuals and groups	2%
Effective for special educational needs	2%
Part of behaviour or anti-bullying policy	2%
Non punitive alternative to sanctions	2%
Recommended by local authority or another school	1%
Miscellaneous	3%

Restorative approaches were described as providing an effective alternative to direct sanctions for a number of schools while others saw the strategy as fitting well with their ethos and behaviour policies, with some schools describing it as both appropriate for the needs of their students, inclusive for all the school community and a positive way of resolving conflict. Restorative approaches have been introduced into some schools through peer support training and as part of other initiatives like the SEAL curriculum and Healthy Schools. In other schools, the strategy had been recommended by their local authority or by another school or had been introduced in response to cyberbullying or a particularly challenging new intake.

A special educational needs coordinator in a case study secondary school used restorative approaches because it was *'an inclusive approach' and* worked for all students including children on special educational needs register, who were often very articulate in circles. Restorative approaches also helped to integrate students with English as an additional language. For one special school, restorative approaches were used as educative:

'The aim is to work with the pupils, who all have special educational needs, to develop understanding of what they have done'. A PRU also found this strategy effective for their students: *'We believe that sensitive*

and appropriate discussion with individuals and groups is instinctively the right thing to do and has proved to (be) consistently effective. Restorative approaches allow for reasoned discussions and avoid the need for imposed sanctions, which can result in resentment and repetition. Such approaches allow all parties to learn about how bullying arises and what can be done in future to avoid it - when successful, all group members have an increased awareness and are likely to be more able to empathise with others'.

4.3.4: Why schools did not use restorative approaches

Some schools did not use restorative approaches, particularly in the primary sector, although other sectors gave similar reasons. Some schools felt they did not need to use restorative approaches because other strategies were effective. Some had either no knowledge of restorative approaches or had not received training. Others thought the strategy inappropriate for their students; the primary sector because their children were too young and some special schools because of the cognitive limitations of their students. Some schools thought restorative approaches an ineffective strategy and others remained to be convinced.

4.3.5: Different restorative approaches

The main distinctive approaches used by schools in England are the British approach (e.g. Transforming Conflict/Belinda Hopkins); the American approach (e.g. restorative practice/International Institute of Restorative Practice) and the Australian approach (e.g. restorative approaches/Margaret Thorsborne). There is also the Thames Valley Police resource used by the some teams of police officers participating in the safer schools partnership. Schools were not too concerned about what kind of approach they were using as long as it worked; however there were fundamental differences in approaches despite the shared objective of '*restoring the balance'*, particularly when dealing with bullying.

One case study school was trained by Margaret Thorsborne in a restorative approach that was described as *'behaviour management'*. In cases of bullying, the *'perpetrator'* was put at the centre of the process which was about taking responsibility for their actions. An acknowledgement of responsibility was central to this restorative approach. The two other case study schools used the American restorative practice, which they had adapted. There were two different sets of questions for *'responding to those with challenging behaviour'* and *'helping those harmed by other actions'*, but both ended with the final question: *'What do you think needs to happen to make things right?'* This approach put all involved in the bullying incident on a more equal basis.

When interviewing a member of a safer schools team about the origin of their restorative approaches which had been used in another of the case study schools, the police liaison officer said they had taken elements of restorative approaches from many resources and used *'whatever worked'*. This was 'fusion' restorative approaches.

4.3.6: Restorative approaches as a whole-school approach

'*Restorative approaches are a whole-school approach (which) goes through everything the school does'* (Deputy headteacher in a restorative school). Whichever restorative approach a school uses, a key factor in its success in managing behaviour depends on establishing a consistent whole-school approach which means restorative approaches runs through all policies and practice.

In the follow-up survey, schools were asked if they had established restorative approaches as a consistent whole-school approach. The picture appeared to be one of progressive adoption, as shown in Figure 4.19. Over half the schools had either done so; were in the process of doing so or were hoping to do make restorative approaches a consistent whole-school approach in the future. Almost a fifth had not consistently established restorative approaches. Over a quarter did not use restorative approaches at all. There was a difference between the mainstream sectors; almost three-quarters of secondary schools either had or were in the process of adopting restorative approaches, with over a half of primary schools not using restorative approaches or having any plans to do so.

Figure 4.19: Restorative approaches used as a consistent whole-school approach to respond to bullying in 494 schools in the follow-up survey.

We have established restorative approaches as a consistent whole-school approach	15% / 26% / 18%*	
We are in the process of establishing restorative approaches as a consistent whole-school approach	11% / 22% / 15%*	
We hope to establish restorative approaches as a consistent whole-school approach in the future	21% / 26% / 30%*	
We have not established restorative approaches as a consistent whole-school approach	16% / 19% / 15%*	
We do not use restorative approaches to respond to bullying	37% / 7% / 22%*	

Legend: Primary (n=306); Secondary (n=161); Special (n=27)*

* Interpret these percentages with caution as only 27 special schools replied to this question.

Both this lack of consistency and the progressive adoption of restorative approaches were reflected in the case study schools, most of which had included the strategy as one of a range of interventions used for bullying. During interviews, some case studies only had experience of restorative approaches through an external practitioner, like the police community support officer. In some, only a few staff had been trained; in others, staff had been trained elsewhere and had imported restorative approaches into their new school. Other schools had not been trained or were trying to obtain it. One inclusion manager, who was the only member of staff practising restorative approaches in a case study secondary school, thought it would be "*more effective if it could become a whole-school approach*" – he was a '*believer*' in restorative approaches, but developing the strategy would *'need a change in the culture of the school'*.

A member of the senior management in a restorative case study school described her conversion to restorative approaches during her introductory training workshop as: '*Day 1: Restorative approaches are a good idea that will never work. Day 2: Change restorative approaches to fit the school. Day 3: Change the school to fit restorative approaches'*.

Embedding restorative approaches as a whole-school approach took time and progressed in stages as one fully restorative case study secondary school described:

> ### Case study school practice
>
> '**The first stage** was the realisation that the school needed to change. This initiative came from pastoral group and heads of house, who realised punitive methods were not changing students' behaviour and detentions were issued *'like confetti' and 'going through the roof'*. There was a need to be self–critical about the school behaviour policy and, through a process of reflection, to change practice. Initially, training was for deputy headteachers, then the pastoral team and then developed into a whole-school approach. A tutor training programme kept staff revisiting and retraining in restorative approaches methods. This is especially important with any staff changes.
>
> **The second stage** was embedding restorative approaches with students. This meant not just changing the school's previous punitive approach to bullying but also changing the students' perception. This was affected through proactive strategies like SEAL. Adult modelling of positive relationships and communication was also very important as staff have to lead by example.
>
> **The third stage** was embedding restorative approaches in the curriculum by using restorative language throughout' (Head of PSHEE).

Two case study schools, the restorative primary and a PRU, underpinned their whole-school approach by using staff circles. These happened every morning to discuss any problems with the students as 'a problem student was everyone's problem and a whole school responsibility'. The PRU staff also met every afternoon.

By contrast, restorative approaches were used less as a whole-school approach and more as part of a range of strategies by the other case study schools. Restorative approaches appeared to be imported into some schools in three main ways, by:

- Staff who had either attended training sessions in restorative approaches (often run by the local authority) or had been trained at another school.
- Outside agencies conducting restorative conferences for schools for the most serious cases of bullying, this included: the safer schools partnership; police liaison officer or police community support officer; and local authority staff including youth offending teams; behaviour improvement teams and anti-bullying leads.
- Peer support scheme training; particularly peer mediation schemes, which were trained in restorative approaches using a series of diagnostic questions to deal with low level bullying.

Some staff were unaware that restorative approaches was in their school. One headteacher remarked when told her peer mediators were restoratively trained: *'We don't call it that; it's just what we do'* (Primary school).

4.3.7: Restorative approaches and anti-bullying policies

A clear description of the restorative way of dealing with bullying is a crucial part of establishing restorative approaches as a consistent whole-school approach. Two of the restorative case study schools, a primary and a secondary, had full explanations of the restorative process with a clear outline of procedures. Out of all the case study schools, the restorative secondary school was the only one to include staff-student bullying in their policy; in this way restorative approaches were used to deal with all incidents in the whole-school community. Surprisingly, the other fully restorative secondary school had no mention of restorative approaches in their policy despite using it to transform the behaviour in their school.

4.3.8: Restorative approaches and bullying

Many restorative procedures have a similar hierarchy or series of consequences as the sanction-based approaches, including serious talks with those involved in a bullying incident; meeting with parents; progressing to meetings involving outside agencies including the police. Sometimes direct sanctions were a part of the restorative process particularly when those involved *'would not restore'.* Where restorative approaches differ most is the objective of affecting change through discussion. This was evident in the series of diagnostic questions used by two of the case study school trained in the American approach, restorative practice. There were two sets of questions:

Responding to challenging behaviour	Helping those harmed by other's actions
1. What happened?	1. What did you think when you realised what had happened?
2. What were you thinking about at the time?	2. What have your thought s been since?
3. What have your thoughts been since?	3. How has this affected you and others?
4. Who has been affected by what you did?	4. What has been the hardest thing for you?
5. In what way have they been affected?	5. What do you think needs to happen to make things right?
6. What do you think needs to happen to make things right?	

In the two schools using a restorative practice approach, procedures were based on circles. Both had been in special measures and used restorative practice to transform their schools. The primary school used informal circles or circle time twice daily. Circle time rules were decided by the children (e.g. one person

speaks at a time; the circle is a safe place and what is said is confidential; there is no talking across the circle and all children sit properly i.e. with all chair legs and children's feet on floor). The teacher's skill in managing the circle was crucial for its effectiveness. The following example demonstrates the use of different types of circle in a restorative primary school:

Case study school practice

- **Morning circles** were usually proactive and problem-solving
- **Community building circles** were used to take the emotional temperature of the children. This was recorded on a feelings chart.

For bullying:

- **Pre-planned circles** were rarer and used for specific issues. For example, the school had dealt with a particularly disruptive child, who had stolen some of her classmates' possessions. The children were prepared for the circle with the rule '*not to be nasty and speak kindly'*. The child was prepared too (i.e. she was not to throw an angry fit) and the parents briefed. The girl's classmates told her parents how they felt and then came up with ways to help and support child. The parents were moved by their child's classmates' reaction, as they had not realised effect of child's behaviour on the other pupils.

- **A full restorative conference** was used later with a teacher; a community police officer; the child; her parents; two supporters from the girl's classmates and two children who had had possessions stolen.

Parental involvement was often critical to the effectiveness of restorative conferences. One secondary case study school described the powerful impact of the empathy displayed by the bullying student's parents to the bullied student. Seeing the distress caused to their parents by their actions had a transforming effect on the *'perpetrators'*, many bullying students not realising the full implications of what they have done. One PRU used restorative conferences involving parents and police three to four times a year. Parental involvement was pivotal to the effectiveness of the conference, as often parents had never been confronted with the reality of what their child was doing or had done.

Other schools reported similar experiences in the comment sections of their questionnaires: *'When incidents of bullying occur, restorative processes give a voice to all involved. Restorative questions challenge the wrong-doer to explain what has happened (not why which leads to excuses or a shrug); the questions take them from the event itself, who has been affected and how, what they think about their actions now and how they are going to put right the wrong they have caused. In addition to this restorative processes give a voice to the harmed person allowing them to say how they have been affected and what they feel needs to happen to put things right. In our experience, this process enables children to move on from incidents of harm or bullying and rebuild and strengthen relationships; every intervention is seen as a learning opportunity'* (Primary school).

Behaviour contracts and apologies were an important part of a restorative resolution. Both secondary case study restorative schools used contracts. In one secondary case study school with particularly challenging students, since the introduction of contracts, only one had been broken. The importance of a formal conclusion either by contract or apology was evident in another case study school that had used a restorative conference for long term physical bullying between two sets of male twins. The bullying had stopped temporarily after the conference but then resumed a few weeks later. Only when the boys had apologised formally to each other did the bullying stop.

4.3.9: Restorative approaches and direct sanctions

Direct sanctions were involved in the restorative process because sometimes the process did not work and some students *'refused to restore'.* The difference between restorative approaches and a more sanction-based approach to bullying is that, rather than having a series or hierarchy of consequences for bullying behaviour, the restorative process defines the sanction. The choice of the sanction often involves the bullied student. This not only empowered the bullied student but also attempted to change the power imbalance in the relationship between bullied and bullying students: *'During the conversation between the 'bully' and the 'bullied', the use of direct sanctions are discussed, with the 'bullied' often having the last say in whether a sanction is invoked. This is to ensure that the 'bully' fully understands the hurt they've caused and the 'bullied' regains control. The children are very fair-minded and often the sanction agreed is a lost playtime, five minutes off golden time or just to look after each other at playtime'* (Primary school).

If direct sanctions were involved, they were generally used after the restorative process; reparation and reconciliation were the primary objective, with sanctions only if the process failed. Some case study schools

using restorative approaches made an exception to this for more serious cases of physical bullying. Short-term exclusion was used as an immediate sanction providing a *'cooling down period'*. The restorative process followed the sanction as a process of re-integration.

4.3.10: Other types of restorative approaches

In the mainstream and special sectors, the most common other forms of restorative approaches mentioned, were those delivered by the police community support officer or safer schools partnership, most often when facilitating a restorative conference. Some schools used a range of approaches which they thought similar to restorative approaches, including a solution-focused approach; project achieve; shared responsibility; circles of support and the support group method. Some schools delivered restorative approaches on a larger scale through circle time and the PHSEE and SEAL curriculum; whereas others delivered the approach through small scale group work and discussions. Some schools involved parents on a more regular basis and others had their peer supporters trained in restorative approaches. Letters of apology and friendship contracts were used in reconciliation. The special sector used more flexible forms of restorative approaches adapting them to the needs of their students.

4.3.11: Staff training

When asked if staff had received training, over two-thirds of schools were at different stages, as shown in Figure 4.20. A fifth had had all relevant staff trained; a third had only some staff trained and in under a fifth staff were either in the process of training or about to be trained in the future. This also mirrored the picture of a progressive adoption of restorative approaches in schools suggested by Section 4.3.6. Again there was a difference between the mainstream sectors with most training having taken place in the secondary sector, with the majority of schools only having relevant staff trained. Just over half of primary schools had either received training or were in the process of being trained with under half not using restorative approaches and having no plans for training.

In all three restorative case study schools, training was critical to establishing restorative approaches as a whole-school approach; training had to be whole-school too. In one school, training was based on the *'entitlement model'* which meant it was extended to all staff from senior management, to tutors and heads of house to the librarians.

Figure 4.20: Staff training in restorative approaches in 513 schools in the follow-up survey.

Primary (n= 318)	
Secondary (n=167)	
Special (n=28)*	

All relevant staff have received training — Primary 17%, Secondary 22%, Special 21%*

Only some relevant staff have received training — Primary 21%, Secondary 48%, Special 25%*

Staff are in the process of being trained — Primary 3%, Secondary 5%

Staff are receiving training in the future — Primary 14%, Secondary 12%, Special 21%*

Staff have not received training and there are no plans to do so — Primary 28%, Secondary 11%, Special 18%*

Do not use restorative approaches for bullying — Primary 17%, Secondary 2%, Special 14%*

* Interpret these percentages with caution as only 28 special schools replied to this question.

In the majority of schools, training in restorative approaches was provided either in-house or by the local authority. Other organisations providing training were numerous as supply was appearing to meet demand. Organisations included the International Institute of Restorative Practice; Lucky Duck; Autism Outreach; Project Achieve; Margaret Thorsborne; Place2be; The Children's Society; Yale University; BeatBullying; Belinda Hopkins; Team Teach and the Safer Schools Partnership. Many schools did not specify the source of training just identified an external provider. Some schools in the mainstream sector had training delivered through their local network or cluster. Funding was a barrier to training with one school complaining that it was *'extremely expensive'*. When asked if they would be interested in restorative approaches training, the majority of schools from all four sectors either definitively or possibly said they would.

In the follow-up survey, the schools identifying themselves as using restorative approaches were asked additional questions about the origin of training; see Figure 4.21. The majority had little idea. This was either because training was provided by their local authority or they did not know there were different types. Of the three main approaches (when known), the approach apparently used by the highest percentage of schools was the British approach, with the American and Australian approaches only used in a small number of schools. In the three restorative case study schools, one secondary school was trained in the Australian approach by Margaret Thorsborne and the other two other schools, a secondary and primary, were trained

in the American approach by the International Institute of Restorative Practice. In all three schools staff were trained to be trainers providing ongoing support for staff and induction for new staff.

Figure 4.21: Origin of training for restorative approaches in 488 schools in the follow-up survey.

Category	Percentage
Local authority training but unknown source of approach	36%
We do not use restorative approaches to respond to bullying	25%
'British' approach (e.g. Transforming Conflict/Belinda Hopkins, Inclusive Solutions, Restorative Justice 4 Schools)	15%
Unknown source	13%
Other source (see list below)	7%
'American' approach (e.g. International Institute for Restorative Practices)	2%
Australian' approach (e.g. Margaret Thorsborne)	1%

Although over three-quarters of local authorities reported supporting training in restorative approaches for their schools with almost two-thirds also providing resources and personnel, only a third of secondary schools and around a quarter of primary and special schools reported receiving support from their local authorities. PRUs received the most support from their local authorities but this was still less than half of those surveyed.

In some schools, training had increased staff confidence in using restorative approaches or had impacted on their existing practice. Some schools used train-the-trainer schemes so staff could provide ongoing training and support thus giving their practice greater consistency. In some schools, restorative approaches training had been extended to peer support schemes and students in general, helping embed a whole-school restorative ethos and to increase pupil voice. In one school, training was threatened by a funding cut.

The quality of training was critical. Good training was essential to win staff over to restorative approaches. In one secondary case study school, their first experience of restorative approaches training was *'poorly delivered'* and the experience had been *'very damaging'* with many staff turning against the approach. In one restorative case study school the training was rated as *'world class '.*

One case study school described how staff differed in their responses to restorative approaches. A minority of staff immediately embraced the training and approach; the majority were progressively *'won over'* when they experienced the effectiveness of the strategy, and a minority were resistant.

4.3.12: Variation and change in restorative approaches

When schools were asked if they varied or changed their use of restorative approaches, most schools applied restorative approaches dependent on the individual circumstance; age of students; type of incident; frequency and type of bullying. Special schools in particular adapted restorative approaches to the individual abilities and needs of their students. *'Irrespective of the type of bullying, we feel the need to try to resolve the two sides is crucial to the emotional development of all parties. Overall the effect is positive if not always sustained. The effect varies on the pupils involved and their receptiveness to the approach'* (Primary school).

Some schools used the strategy more, extending use to more low level bullying, with others using it less because bullying had reduced. Restorative approaches were delivered by a variety of staff who put their individual stamp upon the strategy. Anti-bullying leads from the local authorities and police were often brought in to supervise restorative conferences. For one primary school, variation in staff delivery of restorative approaches was problematic: *'The survey undertaken by the pupils actually revealed that, although effective, restorative approaches are only as good as the person engaging in them. Therefore the adult involved is critical in the appropriate resolution of issues. This came as quite a shock to me (the class teacher) and it was that initial question that prompted our complete review'.*

Restorative approaches varied dependent on the size of group involved which could range from small group work to classroom-based meetings. Some schools had adapted their restorative practice to new forms of bullying (cyberbullying) and others had had introduced restorative approaches in response to a particularly challenging intake. Other variations in restorative approaches in the secondary sector included the introduction of behaviour contracts; a written testimony of events; a cool-down period before restorative approaches applied; and restorative approaches as part of peer support scheme.

The main change to restorative approaches was that schools were using them more. Schools from the mainstream and special sectors also reported adapting the strategy to each circumstance and the individuals involved but also to evolution in response to new forms of bullying; a new intake of students or to keep up with new practices. With experience, some schools had become more skilled at delivering restorative approaches and many had extended the types of restorative approaches to involve larger groups of students in class-based strategies such as circle time; thinking plans; discussions and conferences.

Designated non-teaching members of staff (e.g. learning mentors) delivering restorative approaches gave the strategy greater consistency. Some primary schools used restorative approaches as a part of a curricular approach (e.g. SEAL and rights respecting schools). Other changes included increased police and parental involvement in restorative approaches. One school had introduced restorative approaches into their community by using family conferences. Restorative approaches were too new an initiative in some schools for them to comment.

Restorative approaches were evolving. This was evident in the restorative case study schools. Not only was circle time fully assimilated into restorative practice but also a solution-focused approach was also being integrated.

4.3.13: Sources of evidence for effectiveness of restorative approaches

As shown in Figure 4.22, the majority of schools had evidence of the effectiveness of restorative approaches in stopping bullying from two main sources: students and staff. The least evidence was generally provided by school governors, and in secondary schools, class teachers.

Only a fifth of local authorities had evidence for the effectiveness of restorative approaches and, like the schools, most evidence was provided by the students with staff and parents as additional sources of feedback. Governors provide evidence in only a third of local authorities.

Other sources of evidence for the effectiveness of restorative approaches included more formal data provided by school records; bullying logs; incident sheets; Ofsted reports and questionnaires, and informal feedback at follow-up meetings or from individuals not involved in the restorative process. In school, this included staff (e.g. teaching assistants; lunchtime supervisors and learning mentors) and students (e.g. school council and peer supporters). Outside agencies, including community police officers; educational social workers and the local authority youth offending service or behaviour support team, were also a source of evidence.

Figure 4.22: Evidence for the effectiveness of restorative approaches from 452 schools in the first survey.
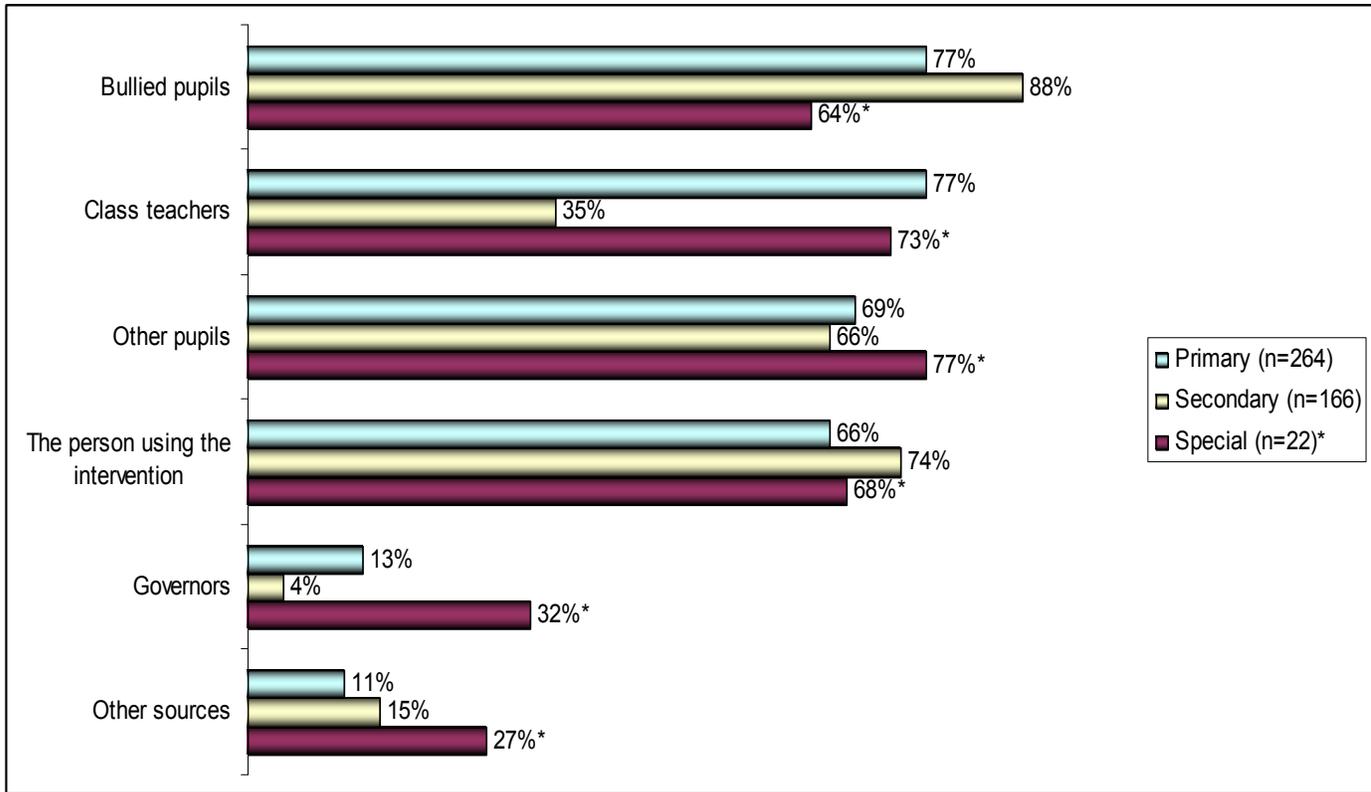
* Despite here being just under the threshold of 25 schools, special schools are included in this graph as all other graphs in this section include special schools. Please interpret these percentages with caution.

The most compelling evidence of the effectiveness of restorative approaches was the transformation that took place in the three fully restorative case study schools. All schools had had significant behaviour problems with the primary and one secondary being placed in special measures by Ofsted. Not only did the primary school introduce restorative practice into their school but also into other schools in their locality, including the case study secondary. Since adopting restorative practice both schools have come out of special measures. In the secondary school before restorative practice, there had been 149 exclusions and 257 permanent exclusions; two years after restorative practice introduced there had been one permanent exclusion. As a result, staff and student attendance had improved.

There were some reservations expressed by schools in the comment sections of the first survey. Some schools found restorative approaches had a limited or varied effectiveness: *'Restorative approaches don't always work - like all other approaches. You need a large bank of solutions and you choose the most suitable and if doesn't work try something else and keep trying until it is sorted out'* (Primary school). Other schools had experienced differing responses from parents; some approved while others felt it was a *'soft'* approach.

4.3.14: Summary of restorative approaches

Restorative approaches were used by two-thirds of the schools participating in this project making it the most used strategy for bullying after direct sanctions. Although schools from all sectors used restorative approaches, the secondary sector used the strategy most. This was supported in practice by the case study schools. The vast majority of schools responding to further questions on effectiveness of restorative approaches rated the strategy as effective in reducing bullying with slightly fewer finding it cost effective and easy to implement. The majority of local authorities recommended the use of restorative approaches above direct sanctions for tackling bullying in schools giving a significantly higher rating than the schools.

Schools used restorative approaches for bullying because of its effectiveness; flexibility and range. restorative approaches were capable of being used both preventatively and reactively. Restorative approaches were an *'educative'* process for all involved who had an opportunity to speak in a safe environment to explore the harm that had been done. A lack of knowledge or training were amongst reasons schools gave for not using restorative approaches, although some schools thought it inappropriate for the age or abilities of their students.

Most schools did not know the origin of the approach; the majority because they were trained by their local authority. Of the schools that knew, the British approach was most used, followed by the American and Australian. Some schools and practitioners used a fusion of restorative approaches which combined a number of approaches.

Restorative approaches could be used as a whole-school approach or as one strategy in a range of strategies. In fully restorative schools all aspects of the school were restorative. Restorative approaches ran through policy, practice and were embedded in the curriculum. In other schools, restorative approaches had been imported into schools through staff; outside agencies and peer support training in restorative approaches. However, schools that used restorative approaches consistently for bullying, having had all relevant staff trained, reported the most success in tackling bullying than schools using restorative approaches as one of a range of strategies or schools that did not use restorative approaches at all (Further analyses of restorative approaches, p. 82, Section 4.1.7).

Procedures for delivering restorative approaches were based on clear structures, ranging from milder, informal problem-solving circles and restorative enquiry to more formal mini-conference and full restorative conferences with a script. Some schools used a series of diagnostic restorative questions which could be

used flexibly in many situations. Parental involvement was seen as critical to the effectiveness of conferences as were formal apologies or behaviour contracts which provided closure to the restorative process.

Students, particularly bullied pupils, and staff provided most evidence for the effectiveness of restorative approaches in schools. The case study restorative schools provided some compelling evidence with a dramatic reduction in exclusions in one secondary school.

Some schools thought restorative approaches obviated the need for direct sanctions with other schools using direct sanctions if students *'would not restore'.* However, findings from the case study bullying incident forms showed that restorative approaches were less effective when used with direct sanctions and in conjunction with serious talks, possibly because these incidents were more serious or some conflict of principle unless the sanctions follow from the restorative process. Evidence from bullying incidents recorded in the case study schools showed that restorative approaches were effective when used for bullying in almost three-quarters of cases. Restorative approaches were used significantly more in the secondary than primary sector but there was no significant difference in the effectiveness of the strategy when used for bullying.

Schools varied and changed their use of restorative approaches dependent on the circumstances and individuals involved, particularly for students with special educational needs. Variation was also provided by the person delivering the restorative approaches, sometimes to the detriment of the strategy as *'restorative approaches were only as good as the person engaging in them'.* The main change was that restorative approaches were being used for more bullying in most schools. Restorative approaches assimilate and integrate other strategies effectively.

Schools were at different stages in training suggesting a progressive adoption of restorative approaches. Staff training was fundamental to establishing a whole-school restorative approach. Restorative schools had staff trained as trainers to provide ongoing support to all staff particularly newcomers.

4.4: The support group method (**formerly referred to as the** no blame approach) uses a

group-based approach to respond to a bullying. The support group method has seven steps.
- The facilitator talks individually to the bullied pupil
- A group meeting of up to eight students is set up; including bullying pupils and others suggested by the bullied pupil.

- The facilitator explains to the group that the bullied pupil has a problem, but does not discuss the incidents that have taken place. The bullying pupil(s) are not required to acknowledge that they themselves had taken part in the bullying.
- The facilitator emphasises that all participants must take joint responsibility to make the bullied pupil feel happy and safe.
- Each group member gives their own ideas on how the bullied pupil can be helped.
- The facilitator ends the meeting, with the group given responsibility for improving the bullied pupil's safety and well being.
- Individual meetings are held with group members one week after the meeting to establish how successful the intervention has been.

4.4.1: Use of the support group method

The findings from the first school survey and the local authority survey showed that:

- The support group method was ranked the third most used reactive strategy, used by 138 (10%) schools.
- The mainstream sector used the support group method more than the special sector or PRUs.
- Over a third of local authorities that participated in our study recommended the use of the support group method for tackling bullying in schools.
- The support group method was given a high rating by both schools and local authorities as having a positive effect in tackling bullying, with local authorities giving the support group method a significantly higher rating.
- There was confusion about the strategy because it had been renamed – in most of the case study schools that used it, it was still called the no blame approach.

In the follow-up school survey, 105 schools reported using the support group method with 102 mainstream schools rating the strategy as effective in reducing bullying; economical and easy to use (see Figure 4.23). Information from a special school and two PRUs using the support group method has not been included in the graphs, however written reference to their feedback is made in this section.

Figure 4.23: Effectiveness of the support group method rated by the 102 mainstream schools in the follow-up survey.
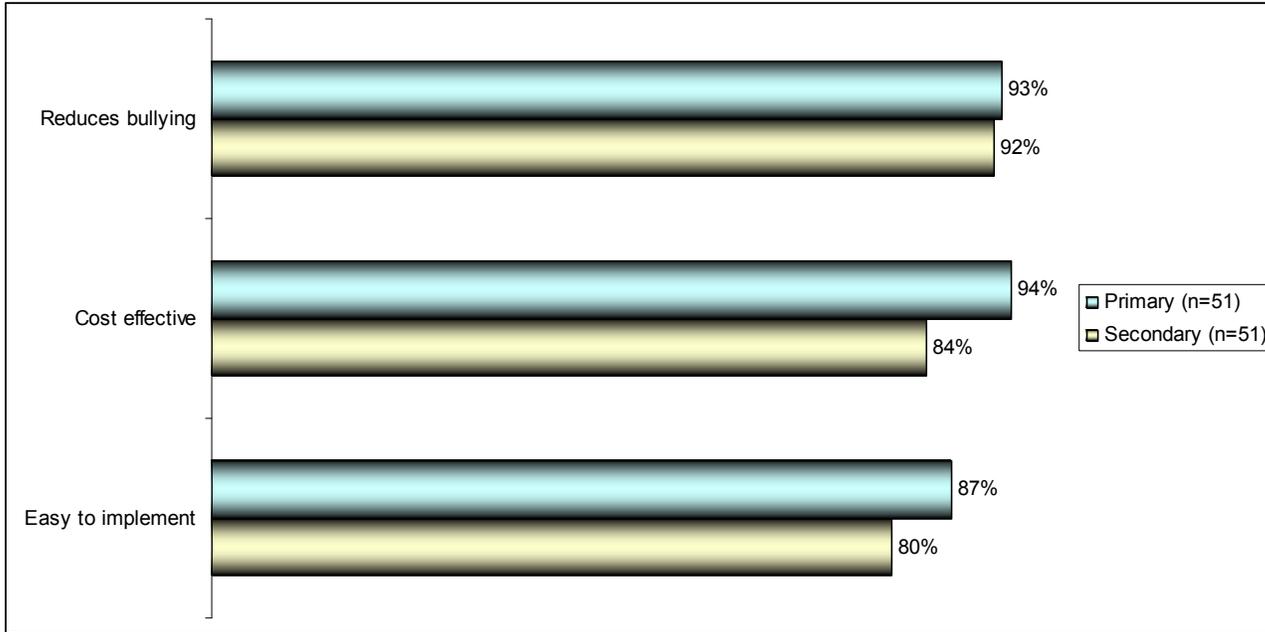
4.4.2: Why schools used the support group method

When asked why they used support group method, schools, particularly those in the primary sector, described the strategy as effective in responding to bullying, as the process encouraged students to take responsibility for their actions through empathising with the bullied student. Other schools described the strategy as *'supportive'* using it to meet the needs of individual or groups of students. Some schools used the strategy because it was *'appropriate'* and fitted with their *'caring'* ethos. The support group method was also described as having a *'preventative'* effect with some secondary schools described the strategy as *'empowering'* and *'non-judgemental'*. Others use the support group method as part of a *'toolkit'* of strategies; others had come to use it *'when all else failed',* whereas other schools had an established practice.

Headteachers from two of the secondary case study schools advocated the support group method. One headteacher agreed with philosophical view of the '*no blame approach'* and the deliberate structure of response to the problem, particularly for the bullying student. The strategy did not condemn behaviour (i.e. *'go in with a sledge hammer'*) and both bullied and bullying students were given coping strategies. The other headteacher had a similar view: *'This is not about punishment but getting the two sides together to talk about a problem with no stigmatisation'.*

Other comments about the support group method included that it:

- stopped bullying long-term

- was good for bullying students
- effective for younger students in secondary school particularly at transition
- worked well for girl's relational bullying
- used the peer group well
- improved relationships with staff

4.4.3: Why schools did not use the support group method

When asked to give reasons why they did not use the support group method, most schools completing this section of the questionnaire had no knowledge of the support group method, some of which could be due to its re-branding. The support group method had been known in the past as the no blame approach and the confusion was evident in some schools saying they did not use the support group method because they used the no blame approach when this was the same strategy.

Another group of schools did not need to use this strategy, for the following reasons:

- what they did already worked well and levels of bullying were low
- no training in the strategy
- already using similar strategies (e.g. restorative approaches; circle of friends) or more informal strategies which were more suitable to their needs
- inappropriate because:
    o the students were too young
    o a lack of time or staff to deliver the method
    o a special school with students on the autistic spectrum who had difficulty with empathy
- some schools did not approve of it

4.4.4: Other types of the support group method and some confusion about the strategy

This section illustrates the confusion some schools were in about this strategy. Primary schools identified the most common adaptation of the support group method as the peer support strategy, circle of friends, which was different. What distinguishes the support group method is the clear structure of seven steps or stages and the need for well trained facilitators while circle of friends is a more informal type of peer support. Schools from all sectors also referred to using '*something similar'* to the strategy without being specific. Some mainstream schools recognised the support group method the no blame approach by another name; some did not and did not complete this section. A couple of schools considered mediation either with a peer group (primary sector) or delivered by an adult (secondary sector) as a form of the support group method.

Other schools thought they recognised the strategy as a method they had used but had not realised it had a name. Thirteen case study schools also reported using the support group method but when interviewed only just over half the schools actually used the strategy. The others had either confused the strategy with other group-based interventions (e.g. circle of friends) or with an informal type of support group to sort out bullying incidents.

4.4.5: The support group method as part of a toolkit of strategies

Schools often used the support group method in a complementary way with other reactive strategies (e.g. restorative approaches and direct sanctions). This was evident in the case study schools most of which used the support group method as one of a toolkit of strategies. In one secondary case study school, the pastoral team found restorative approaches and the support group method worked well together. Restorative approaches had been used on a couple of bullying incidents when the situation was not moving forward whereas the support group method was used for name-calling ('*cussing*') and group bullying. If the bullying was persistent, extreme and nasty then a full range of direct sanctions was used.

Even in the one case study school that used the support group method as a whole-school approach with training provided by the local authority for a number of relevant staff and the peer support scheme, direct sanctions were a last resort if the support group method failed. They found this was an effective combination: *'The head of house would deal with bullying in a non-confrontational way to start with – get the full picture and work with the 'bully', appeal to their better nature, give them (better) strategies, may contact parents; quite often this is enough. If the bullying persists, or if obviously serious, then she would definitely contact parents, and there would be sanctions (e.g. internal exclusion, or formal exclusion) – there have not been many of the latter. They may involve the community police officer'* (Excerpt from case study report).

4.4.6: Staff training

Around a half of mainstream schools using the support group method had received staff training with just over a third receiving support in terms of resources and personnel. Three special schools had received full support from their local authority for training in the strategy. In the third of local authorities that recommended using the support group method for bullying, almost three-quarters provided training and two-thirds provided resources and personnel. Most schools had received either in-house training provided by member of staff, usually senior leadership team, or training from their local authority or an external organisation. Amongst these other organisations were Barbara Maines (the support group method creator with George Robinson); educational psychologists and members of staff who were trained elsewhere and

brought the strategy with them. When asked if schools would like training in support group method, an equal amount were either definitely or possibly interested or definitely not interested in training with the remainder of schools not sure. Training was critical to the efficacy of the support group method for, rather like the restorative conference, the facilitator must be a skilful mediator as the experience can be exposing for all involved in a bullying incident, particularly the bullied student. Without training and skill, the process can go very wrong, compounding the bullying, not stopping it.

4.4.7: The support group method in case study schools

In the follow-up survey, schools were asked for which types of bullying they used the support group method. The majority of the primary sector and three-quarters of the secondary sector said all types of bullying with a minority only using the support group method for specific types. Most of the secondary case study schools found this method particularly effective for relational bullying. One anti-bullying lead used the support group method for feuding girls as it helped develop their social skills; created empathy; raised self esteem; and rebuilt relationships.

The majority of local authorities recommending the support group method supported its use for all types of bullying; suggesting that local authority anti-bullying leads saw it as a highly adaptable and flexible strategy. The support group method was particularly recommended for verbal; relational and cyberbullying and also bullying through damaging belongings.

Schools also used the support group method for other forms of bullying including bullying based on appearance; making fun of children's family members ('*your mum*'); hiding belongings; exclusion from play and particularly social and emotional bullying.

Case study school practice

In one secondary case study school the support group method had been used for a range of relational issues, including:

- Friendship fallouts in younger students. The support group method gave those involved the opportunity for creating empathy through discussion and analysis of the conflict, most of which was not bullying.
- Incidents of bullying. Often bullying students were unaware that their behaviour was bullying and were courting popularity by entertaining others *('for a laugh')*. The support

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group method provided time to examine and analyse the motivation and effect of their behaviour without the stigmatisation of the student being called *'a bully'* and becoming defensive.

- Inclusion for students with special educational needs:
    - o For one student on the autistic spectrum who was incapable of being empathetic, the intervention stopped the bullying because the support group of peers, once gaining insight into her difficulties, began to regulate and modify the bullying student's behaviour by providing boundaries (e.g. *'I don't like it when you do that'*).
    - o Another student with Aspergers syndrome had difficulty understanding boundaries and told *'tall stories'* as a defence. In the group situation of the support group method, this student became more aware of social cues and rules.

In this teacher's experience, the strategy had only failed once.

4.4.8: Variation and change in the support group method

When schools were asked if they had varied or changed their use of the support group method, just under a fifth of primary schools and a third of secondary schools reported adapting their use of the support group method. Variation and change in the practice of the support group method was mostly due to:

- adapting the strategy to the individuals or groups of individuals, taking into consideration the age of the students and the type of incident
- changes in staff (particularly headteachers or new staff) or changes to the facilitator (e.g. police officers)
- individual teachers/staff personalising their practice
- fluctuating levels of demand and differences in intake
- extending the use of the strategy over a longer time frame
- incorporating the strategy into a toolkit of interventions
- responding to new forms of bullying (cyberbullying)
- responding to a reduction in bullying resulting in less use of follow-up meetings
- being inappropriate for most serious cases of bullying like physical assault which required stronger intervention i.e. sanctions.

Over half of the local authorities advocating the support group method had changed their recommendation.

4.4.9: Sources of evidence for effectiveness of the support group method

Over half of the mainstream schools that used the support group method had evidence for its effectiveness in stopping bullying (see Figure 4.24). Of these, the vast majority had evidence from bullied students followed closely by the person using the intervention. Other pupils were also a good source of evidence in both sectors with parents and class teachers from primary schools also being a good source of feedback. This was much less so for the secondary sector where parents and class teachers provided less evidence. A third of local authorities said they had evidence for the effectiveness of the support group method in stopping bullying. All had evidence from schools with the majority also having feedback from parents and students. Governors provided the least evidence.

Figure 4.24: Sources of evidence for the effectiveness of the support group method rated by 76 mainstream schools, in the first survey.
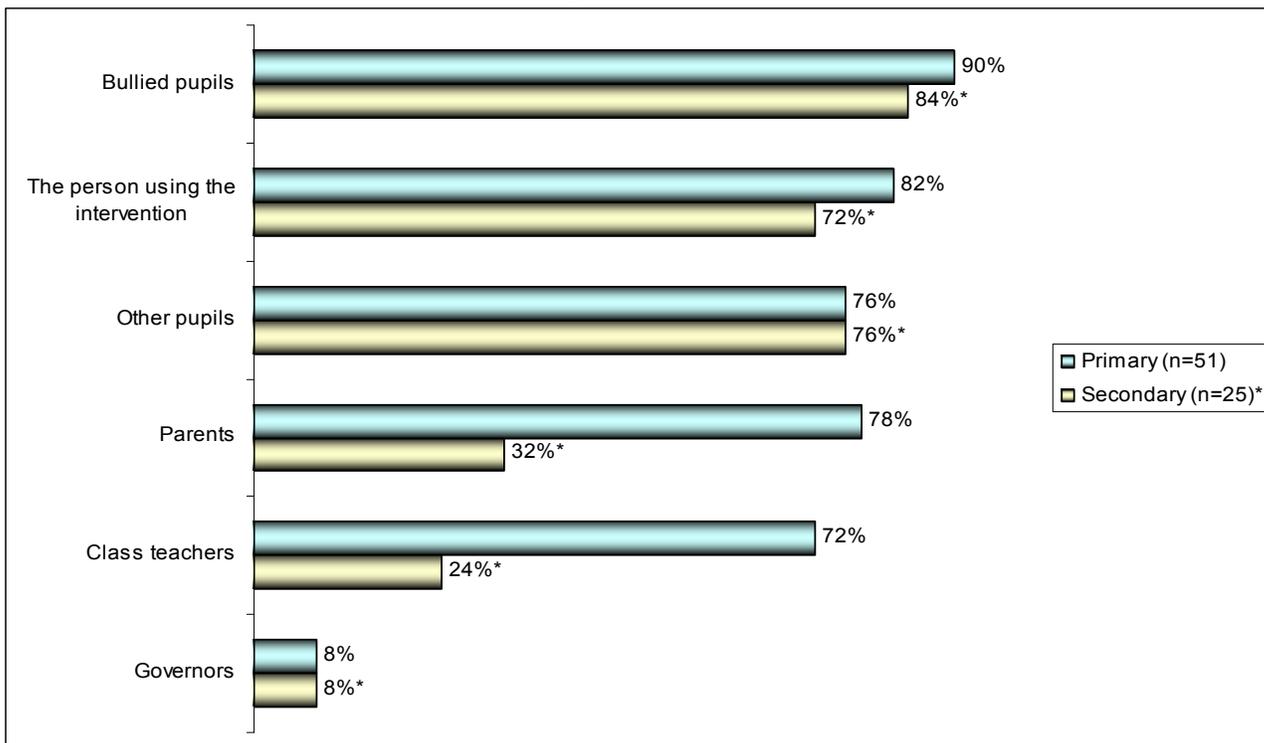
* Interpret these percentages with caution as only 25 secondary schools replied to this question.

Other sources of evidence included data from in-house surveys (Pupils' Attitude Survey; Strengths and Difficulties Questionnaire) and also *'anecdotal'* feedback. A special school had evidence from all involved including bullied and bullying students and bystanders.

The case study schools that used the support group method were generally positive. The headteacher of a secondary school said that the support group method worked but was dependent on the individuals involved. Some students needed to repeat the process; whilst others reacted sooner. The support group method was: *'About positive reinforcement - if the staffs are held in positive regard/respect then it works quicker; if less respected, students can be less responsive'* (Headteacher, secondary sector). Two other headteachers said that in their experience the strategy was *'very effective'*.

4.4.10: Opposed and discouraged strategies

Two secondary schools and one local authority identified the no blame approach as a strategy they would discourage schools from using.

4.4.11: Summary for the support group method

The support group method was recommended by a minority of local authorities and used by a minority of mainstream schools participating in this project. Schools rated the strategy as very effective in reducing bullying but slightly less cost effective and easy to implement. Both schools and local authorities rated the strategy positively, with local authorities giving the support group method the second highest rating of all the reactive strategies.

Schools used the support group method for bullying because it was a process that encouraged students to take responsibility for their actions through empathising with the bullied student. It had an *'empowering'* effect; was *'supportive'* to all involved and was *'non-judgemental'* and not stigmatising. Schools did not use the support group method either because either there was no need; no training; they used other strategies or the process was inappropriate for their students as either too young or with special educational needs.

There was some confusion about the strategy as it had been re-named and many schools did not recognise the support group method as synonymous with the no blame approach. Some schools thought the support group method was the same as the circle of friends (a peer support strategy). Of the thirteen case study schools saying they used the support group method, only half in fact did.

Most schools used the support group method as part of a toolkit of strategies complementing other strategies like restorative approaches with some using direct sanctions if the process failed. Most mainstream schools, and the case study schools that used the support group method, used the strategy for incidents of verbal and relational bullying, although in the follow-up survey schools using the support group method said they would use it for all types of bullying. The local authorities' recommendation was the same.

Schools varied or changed their use of the support group method dependent on the incident of bullying and the individuals involved. Changes in the support group method facilitators; fluctuating student intake and demand; responding to new forms of bullying (cyber) and incorporating the strategy into a toolkit with other strategies had all impacted on use.

Over half the mainstream schools and a third of local authorities had evidence for the effectiveness of the support group method, mostly from bullied students; the person using the intervention and other students involved. Parents and class teachers also were good sources of evidence in the primary sector.

Although used for a minority of the bullying incidents provided by the case study schools, the support group method was effective in three-quarters of cases. The support group method was used more by the primary than secondary schools, although the strategy was equally effective in both sectors. The support group method was slightly more effective for incidents involving verbal bullying than physical bullying.

Training was mostly in-house by school staff; form the local authority or externally provided. Many schools, when asked if interested in knowing more about the strategy, were interested in training.

4.5: The Pikas method (**also called** the method of shared concern) is essentially a problem-solving approach that seeks to arrive at a durable solution through a series of meetings with individual students and with groups of students. In doing so, it seeks to avoid the use of punishment. The method has six stages.

- Gather information to identify the suspected bullying students and the bullied student. This is to identify those involved in the incident and not to support any accusations.
- Meet individually with the suspected bullying students.
- Meet with the bullied student but only after meeting the bullying students. If a provocative victim (one whose own behaviour contributes to the bullying), the bullied child is encouraged to modify his/her behaviour.
- Check on progress – meet with all involved individually to discover what progress has been made. Only when progress is made can the facilitator move to the next stage.
- Group meeting with suspected bullying students is held to consolidate progress and prepare for the final meeting.
- Group meeting with bullying and bullied students finally to resolve the problem.

The Pikas method was developed by the Swedish psychologist, Dr Anatol Pikas for group-based bullying. It is a therapeutic approach which attempts to uncover the root causes of the bullying. In order to use the strategy effectively, the facilitator needs training in the approach.

4.5.1: Use of the Pikas Method

The findings from the first school survey and the local authority survey showed that:

- A minority of schools (5%, n= 66) used the Pikas method to respond to bullying making it the next least used strategy after school tribunals; seven of the case study schools said they used this strategy.
- Mainstream schools used the Pikas method most.
- A quarter of local authorities recommended the Pikas method.
- Both schools and local authorities rated the Pikas method as having a positive effect in tackling bullying, but local authorities gave the strategy the highest rating of all the reactive strategies.

In the follow-up school survey, only twelve schools completed the section on the Pikas method. They rated the strategy as highly effective in reducing bullying; economical and easy to use.

4.5.2: Why did schools use the Pikas method?

When asked why they used the Pikas method, schools from all sectors described the strategy as effective for bullying, some schools specifying that they used it for low level bullying and others for more serious incidents. The Pikas method was seen as an educative process for all involved in the bullying incident delivering support for the bullied student and an opportunity for insight for the bully '*to realise their role/responsibility and the inappropriateness of their actions'*. Some schools used the method to develop '*emotional literacy'* in the school community and others to demonstrate '*fairness*' in tackling bullying. In the special sector, the Pikas method was used for the most complex bullying issues, the therapeutic approach being most appropriate.

4.5.3: Why did schools not use the Pikas method?

When asked why they did not use the Pikas method, most schools admitted they had no knowledge of it; others because there were low levels of bullying or the interventions they were using already were effective. Lack of training was an issue for some schools with others using strategies that were similar but less formal. In the mainstream sector, schools opposed use of the Pikas method either because it did not fit with their ethos or was part of their policy. In the primary sector, schools thought their children were too young and in the secondary sector, either they lacked the time and staff to deliver it or there had been no local authority

recommendation. The special sector thought the strategy inappropriate for some students with special educational needs who had difficultly with empathy.

4.5.4: Other forms of the Pikas method

Other forms of the Pikas method were described by schools completing this section as being a *'similar'* but more *'informal'* process; the no blame approach (the support group method) and the investigative process of exploring a bullying incident by a member of staff (e.g. learning mentor). Primary schools also included friendship contracts; work in circle time; individual sessions with bullied and bullying children; the evidence collecting process in exploring a bullying incident and as part of developing other strategies. Some secondary schools thought Inclusion meetings similar to the Pikas method.

4.5.5: Confusion over the Pikas method

There was some confusion over the use of the Pikas method as was illustrated in some of the case study schools that thought they used the Pikas method but in fact did not. This was because interviewing all involved in a bullying incident to sort out what happened appeared to be similar to the Pikas method structure. Two primary case study schools reported using the Pikas method in their questionnaires, however when questioned it appeared to be their home-grown variety, as neither school had been trained. One headteacher was very enthusiastic as she had used a Pikas-type procedure several times for bullying and it had worked each time: *'It really works well just the time involved is a factor'* (Primary school)*.*

Three secondary case study schools had also indicated they used the strategy and yet when questioned, one pastoral lead had discovered the strategy through his research but never used it, thinking it could be appropriate for intense bullying over a long time with no prior resolution. Another assistant headteacher had used the *'structure'* of the Pikas method but not been trained. In the third school, the anti-bullying lead said they used their own version but not necessarily with the group meeting at end only when students were ready. This method worked well for *'closure'*.

However the Pikas method needs a skilled, trained facilitator, who attempts to get to the root of the bullying. The strategy attempts to break the group dynamics of bullying by re-indivualising all involved through a process of examining each individual's thoughts and feelings. Although both the Pikas method and the support group method are essentially 'no blame' approaches to bullying, schools identifying the Pikas method (where all students are interviewed separately) as the no blame approach (where all students are part of a group process) demonstrates the confusion around these distinctively different approaches.

4.5.6: Staff training

A quarter of the mainstream schools using the Pikas method had been trained with only a fifth receiving resources and personnel from their local authority. Training was predominantly in-house and delivered by a range of staff including the senior leadership team; learning mentors; heads of SEAL; a family liaison officer in the primary sector and a year leader in the secondary. The anti-bullying team in one local authority provided training in one school but for others the source was unknown. When asked if they would be interested in training in the Pikas method, two-fifths of schools said they definitely or possibly would; while an equal number said they would not. The remaining schools were not sure.

4.5.7: Variation and change in the Pikas method

When asked if they had varied or changed their use of the Pikas method, around a third of primary schools and a fifth of secondaries had modified their use of the strategy. Most schools adapted the Pikas method to the students involved; the type of incident and bullying and the frequency of the incident. One special school had adapted the strategy *'appropriate to comprehension'* with the delivery of the method varying between staff. Some schools did not use the Pikas method for more serious incidents. Some primary schools were extending its use to a younger age group (KS2) and one primary school had introduced a recording process and had increased the follow-ups. Experience in the practice of the Pikas method had affected most change in the secondary sector with some introducing it in response to cyberbullying.

4.5.8: Sources of evidence for effectiveness of the Pikas method

Under half of the 66 schools using the Pikas method had evidence for the effectiveness of the strategy in stopping bullying. There was a difference in the main sources of evidence between the mainstream sectors, with bullied pupils and the person using the intervention providing most evidence in the secondary schools; while in the primary sector, the person facilitating the strategy provided most evidence, with other pupils providing marginally more evidence than bullied students. Parents and class teachers provided evidence in half the primaries and over a third of secondaries with governors providing the least. Only one local authority had any evidence for the effectiveness of the Pikas method which was only from schools; parents and pupils.

In the mainstream sector, evidence of effectiveness was provided by data from schools records; feedback from regular follow-up meetings and from the senior leadership team. None of the case study schools had identified using the Pikas method to respond to bullying in the school incident records, so there was no additional evidence of the effectiveness of this strategy.

4.5.9: Summary for the Pikas method

The Pikas method was recommended by a minority of local authorities and used by a small number of schools, mostly in the mainstream sector. Both schools and local authorities rated the strategy positively, with local authorities giving the Pikas method the highest rating of all the reactive strategies.

Schools used the Pikas method not only because it reduced bullying and was economical and easy to use but also because it helped students to *'take responsibility for their actions'* and helped them to be *'emotionally literate'*. Not having heard of the strategy or not being trained in it were the two main reasons schools gave for not using the Pikas method. Additionally, some schools felt it inappropriate for their students who were either too young or not capable of participating fully in the process because of their special educational needs.

Both mainstream sectors adapted the Pikas method to the students involved; the type of incident and bullying and the frequency of the incident.
Although around half of the schools using this strategy had evidence of its effectiveness in dealing with bullying, mostly from bullied students; other students and the person using the intervention. There was no other information on the effectiveness of the strategy from the case studies.

There was confusion about the Pikas method with many schools either thinking the evidence gathering process when investigating a bullying incident as synonymous with this strategy or confusing it with other strategies (e.g. the support group method).

Hardly any schools using the Pikas method had received training with most being provided in-house by school staff. However, two-fifths of schools who were not using the strategy at present were interested in training or knowing more about it.

4.6: School tribunals/bully courts are an elected court of pupils. The court meets after an alleged

incident has occurred; all concerned are interviewed including witnesses, and a decision is made about what punishment (if any) is appropriate. A school staff member chairs the court. The Kidscape model has now been renamed as a school council with guidelines about procedure which includes agreeing and promoting school council rules; the composition of the council (four students who only serve for one term – two elected; two staff appointed with one member of staff as supervisor); regular meetings, recording and evaluation of its effectiveness.

We refer to school tribunals/bully courts only as school tribunals in the following text for clarity.

4.6.1: The use of school tribunals

The findings from the first school survey and the local authority survey showed that:

- Only a small minority of schools (2%, n=22) including one secondary case study school used school tribunals to respond to bullying.
- Only a minority of local authorities recommended the use of school tribunals for tackling bullying in schools.
- Although schools gave school tribunals the highest ratings for positive effect in tackling bullying, local authorities gave school tribunals a significantly lower rating (between no effect to positive effect).

In the follow-up school survey, a similar number of schools (21) identified themselves as using school tribunals. Two-thirds of schools found the strategy to be effective in reducing bullying with only half finding it cost effective. Under a third of schools found school tribunals easy to implement.

4.6.2: Why schools used school tribunals

School tribunals were found to be effective in tackling bullying in the schools that used the strategy. In the primary sector, school tribunals were *'preventative'* by sending a clear message that *'bullying was unacceptable'* and all students were *'accountable'*. School tribunals were used by one primary school '*to encourage pupils to take responsibility for maintaining a safe and secure environment'* and in another for *'long running mental bullying which has been repeated in a different guise by popular children against less popular or social misfits. (School tribunals) stop such behaviour happening again as popular thrive on social acceptance'.* One primary school qualified their use of school tribunals adding: *'Children have to be old enough to have a social conscience to sit on tribunal. The bully has to care what peer group think. If both pre-requisites are in place then the tribunal is very effective'.*

In the secondary sector, the strategy was seen as an extension of pupil voice giving the students '*an opportunity to contribute to decisions being made'.* A PRU used them to harness the power of the peer group: *'The use of school tribunals is perceived by pupils (and bullies) as being fairer than decisions made by staff. Peer group pressure appears to have a more positive effect'.* A special school used school tribunals because of the unifying effect of the strategy on the school community:
 'The nature of our pupils behavioural difficulties results in the need for a community response to prevent bullies'.

4.6.3: Why schools did not use school tribunals

School tribunals were not used for a whole variety of reasons; schools had other effective strategies in place; bullying was described as being at a low level and there was no need. A number of schools had no knowledge or experience of the strategy, while others had not received any training. School tribunals were felt to be inappropriate for students in the primary sector because of age; the special sector because of the nature of the students' needs and the PRUs because of the high turnover in school intake. Some mainstream schools did not find school tribunals fitting with their ethos. Others either had not considered using the strategy or were just not interested. Some mainstream and special schools were interested in finding out more about the strategy, whilst others were in the process of developing their schools councils to be used as school tribunals. Some schools opposed using the strategy considering it *'stigmatising'* and *'exposing'* for students. Other schools cited constraints in time and resources.

4.6.4: Other types of school tribunals

Schools described alternative forms of school tribunal as class tribunals; whole class discussions including peer-led restorative discussion; small group sessions supervised by a teacher and friendship helper groups supported by trained parents. One primary school used a version called the *'hot seat'* but did not specify what this was. In the secondary and special sectors, school councils were being used as a form of school tribunal for milder forms of bullying. In other schools, the safer schools partnership was helping to implement the strategy. *'If you mean a formal tribunal, then the answer would be no. However, we have placed students before our student justice panel, a committee made up of members of the school council including the head boy and girl concerning very minor incidents of bullying behaviour, often this is to just re-enforce sanctions put in place by members of staff'* (Secondary school).

Case study use of a school tribunal

Although not used for bullying, a school tribunal was used for an incident involving aggressive behaviour in one secondary case study school. The headteacher initiated the school tribunal having witnessed a serious one-off incident when two Yr 10 students were trying to get into the school at lunch break and attempted to break down external doors. The

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boys were both aggressive and abusive to a teacher and the two witnesses, the head boy and a prefect.

The headteacher supervised the preparation/briefing of those to be involved, who discussed and decided on questions to be asked and possible sanctions. The tribunal was made up of both perpetrators (two Yr 10 male students); members of senior management team which included the headteacher; deputy headteacher and head of Year 11 and the student leadership team including the head boy and girl; deputy head boy and girl and two senior prefects

The tribunal took place onsite in the school conference room and was supervised by the headteacher and head of Yr 11. The perpetrators were seen separately. All involved in the incident (perpetrator; victim and witnesses) gave their testimonies. At the end, the perpetrators left and the tribunal discussed differences in their stories and possible punishments (detentions/community service and internal exclusion). The students called back in and their punishments (internal exclusion) were explained to them. Both students were internally excluded in the unit – the ringleader for two weeks; the other for one. Internal exclusion started at 10am and finished at 4pm and was included in the school student records.

The tribunal was effective because the students had not repeated the behaviour. However the student leadership team had mixed feelings about participating in the tribunal. Their presence could be seen as *'supportive'* making the tribunal less threatening but at the same time '*biased'* because those involved had been directly involved in the incident. They thought it was good to be involved in resolving the incident they had witnessed but felt *'guilty'* about judging other students and possibly creating *'grudges'*.

4.6.5: Staff training

Under a half of primaries and a fifth of secondaries had received staff training for school tribunals with staff in only one of the two special schools being trained. Most training provision for this strategy was delivered in-house in all sectors. Staff trainers included the senior leadership team; learning mentors; mediators in the primary sector; the local authority and a school counsellor in the secondary sector and a headteacher in the special sector. The PRU training involved the whole staff. One primary school used an online resource provided by Optimus. When asked in the follow-up survey if they would be interested in training for the use

of school tribunals, over half the schools said they would not be interested with a third being definitely or possibly interested. Of all sectors, secondary schools were most interested in training.

Both local authorities that had recommended the use of school tribunals for stopping bullying had provided training to their schools but only one local authority had provided resources and personnel. However, the 22 schools using the strategy had not been provided with any training or support.

4.6.6: Variation and change in the use of school tribunals

When asked if they had varied or changed their use of school tribunals, the majority of secondary schools had made changes but the majority of primaries had not. When asked to explain what those changes were a number of schools said school tribunals were a new initiative and that felt unable to give a comment. However two schools identified changes. One school because fewer incidents required adult intervention and the second had adapted their practice on becoming an academy.

4.6.7: Sources of evidence for effectiveness of school tribunals

Of the 22 schools using school tribunals only eight had any evidence to support their effectiveness with most evidence provided by bullied pupils, staff and parents. The local authorities recommending use of this strategy had no evidence at all. Three schools – two from the mainstream and one special – had other sources evidence of effectiveness from data provided by bullying records; a survey and the safer schools partnership. There was no other evidence for school tribunals as none of the case study schools had used the strategy for responding to bullying.

4.6.8: Opposed and discouraged strategies

School tribunals and bully courts were named by four schools and five local authorities as a strategy they would oppose and discourage schools to use to respond to bullying.

4.6.9: Summary for school tribunals

School tribunals (also known as bully courts) were the least used reactive strategy and, despite being rated as having a positive impact on bullying by the minority of schools that used them, received the lowest rating of all the strategies by the local authorities.

Some schools reported that school tribunals were cohesive to the school community not only as a form of pupil voice but also harnessing peer power to send a clear message to all students that bullying was not tolerated. Many of the schools used their own version of the strategy, adapting their school councils, which

was unsurprising as none of the schools had formal training or support from their local authorities. Our case study school example supports this. A lack of knowledge and training were among the reasons schools gave for not using the strategy with others finding school tribunals incompatible with the school ethos; stigmatising for students and unworkable because of time constraints.

Those schools that used school tribunals did so most for verbal bullying and bullying through damage of personal belongings, with secondaries also using them for race-related bullying and cyberbullying and primaries for physical and relational bullying.

There was little evidence for the effectiveness of school tribunals with less than half the schools using the strategy having feedback from the students involved. The case study example, which was not for bullying, had a successful outcome but the students involved were ambivalent about their role feeling both supportive but also uncomfortable that there might be repercussions (*'grudges'*).
However, Kidscape advises: *'Student councils work best where there is an effective whole-school anti-bullying policy; otherwise the council could simply become a way of bullying the bullies'*.

4.7: Other reactive strategies were described in an open section where schools and local authorities were asked to name other methods they used to respond to bullying which were not named in the questionnaire.

4.7.1: Use of other reactive strategies

This section of the questionnaire contained school comments about a range of additional reactive strategies. This was a rich source of information on schools' and local authorities' evolution in anti-bullying work and their imagination and inventiveness in finding new strategies, or adapting existing ones. The findings from the first school survey and the local authority survey showed that:

- Other or additional reactive strategies were used by 133 (10%) schools participating in this project, making these strategies the fourth most used after support group method.
- Eight local authorities recommended additional reactive strategies
- Schools and local authorities gave their additional reactive strategies the highest rating of all the reactive strategies

4.7.2: What were the other reactive strategies?

Of the 133 schools using the other reactive strategies, 72 were primaries; 51 were secondaries; seven were special schools and three were PRUs. A considerable diversity of responses was written in under the other reactive strategies section of the questionnaire, but it was possible through content analysis to group them into eleven main groups, as indicated in Figure 4.25.

Figure 4.25: Range of other reactive strategies used by mainstream schools in the first survey.
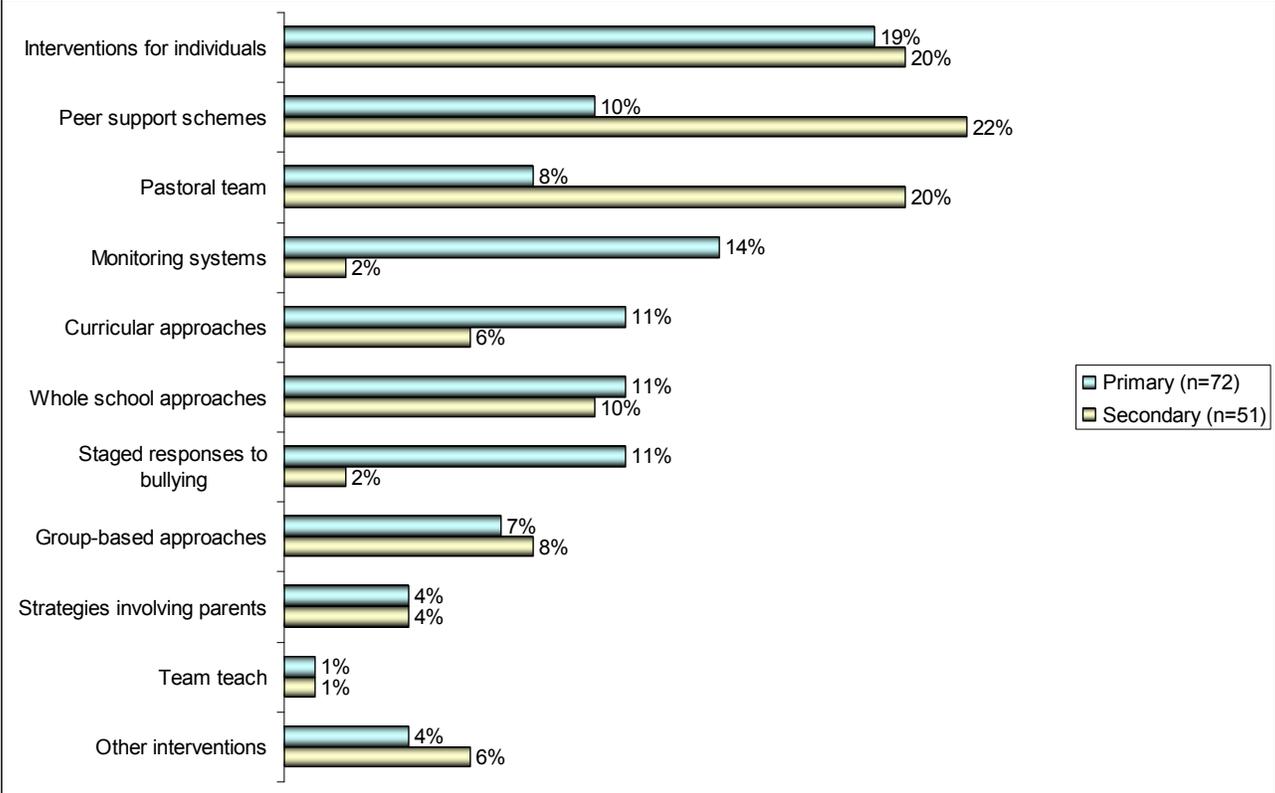
The following sections describe the main other reactive strategies reported.

4.7.3: Interventions for individuals involved in a bullying incident

Thirteen primaries, ten secondaries and three special schools used personal behaviour plans; anti-bullying plans; SMART targets (i.e. targets identified for victim and bully, which are followed up daily by an adult); support plans; behaviour contracts; good behaviour agreements and one-to-one individual meetings with target setting. The PRU used positive behaviour management.

   The primary sector also used:

   o   restart: '*It serves as a time-out during which the pupil discusses what happened and what alternative course of action could have been taken*'.

- four rules of assertiveness for the bullied student: '*Children are taught to stand up for themselves in every situation*'
- one-to-one victim support (e.g. case strategy meetings): '*Developed over time, and with "difficult" cases. It empowers child, as they are the centre of the meeting and have the greatest say over the rewards and consequences set up in the meeting*'.
- time-out: Children go to another teacher/class for a short period where they join in on lessons or draw/write an apology – '*It gives children cooling down time to reflect on behaviour, is non-confrontational and the child can go back after 20 mins. Over the last three years, this method has worked and time-outs have dramatically decreased*'.
- 'beat the bullies' course which consists of a six hour-long small group sessions based around assertiveness and raising self esteem. Also a 'bullies course' which uses sessions with persistent bullies to challenge their behaviour and seek to change it: '*to improve resilience of pupils*'
- protective behaviours programme which creates an identified network of support for each child: '*Protective behaviours has been very helpful for the children to understand inappropriate behaviour including bullying and in understanding who they can turn to for help*'. (Infant school)

The secondary sector also used:

- community service linked to the issue of concern
- reporting systems using text; email and a bully box
- participant/reinforcer re-training which entailed: '*working on wider group, who may join in bullying, helping them stand up to what they believe in, and enabling us to better deal with the main bully*'.

Fourteen schools received support from their local authority trained to use interventions targeted at individuals involved in a bullying incident. Most schools applied the strategy to severe repeated incidents of verbal and physical bullying. Bullied students, school staff and parents provided evidence for the effectiveness of the interventions.

4.7.4: Peer support schemes

Schemes were used reactively by eighteen mainstream schools - seven primaries and eleven secondaries - to support those involved in a bullying incident. Primary schools used peer mediators and circle of friends and the secondary schools used peer mentors; mediators; listeners and cybermentors reactively. This demonstrated the potential flexibility of peer schemes, particularly if the students were trained in a formal intervention (e.g. restorative approaches; the support group method). In twelve schools peer supporters received training to respond to bullying but only half were supported by their local authority. Most schools used peer supporters to respond to mild incidents of verbal and relational bullying. Evidence of the

effectiveness of the peer support schemes in responding to bullying was provided by the peer supporters themselves and the bullied pupils.

4.7.5: Pastoral team

Seventeen mainstream schools - seven primaries and ten secondaries - considered their pastoral teams as an anti-bullying intervention in themselves. In the case study schools, pastoral teams were often non-teaching staff, including learning mentors, who dealt directly with bullying incidents and were often highly trained in delivering a range of interventions (e.g. mediation; counselling and conflict resolution). The team was usually supervised by a member of the senior leadership team. Pastoral teams in eight schools received training to respond to bullying, with under half receiving local authority support. Pastoral teams were used to respond to mild and moderate incidents of verbal; relational and cyberbullying. Bullied students and parents provided most evidence for the effectiveness of pastoral teams in tackling bullying. In the case study schools, the communication, consistency and cohesion of the pastoral teams was fundamental to the effectiveness of the schools' anti-bullying work. In one of the case study school, the team was supervised by a member of the senior management who coordinated and oversaw multiple recording systems and a centralised recording system. Anti-bullying staff knew what worked and what did not work for their students. In one of the case study PRUs, a clinical psychologist was an essential member of the pastoral team and had dealt with students who had been excluded for bullying. In extreme cases, therapy can also become an anti-bullying intervention. Some pastoral teams had little support and were prone to burn-out. One case study secondary had arranged for their pastoral lead to have regular counselling sessions for additional support.

4.7.6: Monitoring

Monitoring was used in eleven schools to respond to bullying – nine primaries; one secondary and one special school. The mainstream sectors used bullying diaries. The secondary school described the use of a bullying diary: *'The victim keeps track of each incident but also records positive days. This allows them to regain some control but also helps to put bullying incidents into wider context. Where bullying continues, a diary can provide useful evidence'.* A special school used their own recording system.

The primary schools used a wide range of monitoring systems:

- o a box full of feelings *'is used particularly in reception, but other year groups too, when we want children to be more aware of how their actions affect others'* ;
- o thumbs up uses the thumbs up (ok); down (not ok) to signal how a child is feeling to observing staff

- 1, 2, 3, 4 - '*at afternoon register - children are asked for 1 = good lunchtime; 2= OK; 3= not good but dealt with it/no follow-up needed ; 4= would like a chance to talk to a teacher'*
- rainbows and feelings charts for daily emotional assessment
- tally sheets to monitor individual children's behaviour for flash points
- traffic lights warning system
- monitoring by learning mentor
- monitoring and rewarding positive behaviour for persistent bullying students.

Ten schools using monitoring systems were trained, with two receiving local authority support. Monitoring was used to respond to mild and moderate repeated incidents of physical and verbal bullying. Staff carrying out the monitoring provided evidence of the effectiveness of monitoring in eight schools.

4.7.7: Curricular approaches

Eleven schools – eight primaries and three secondaries - used curricular approaches to respond to a bullying incident. Circle time in particular was used in primary schools. Some mainstream schools also used SEAL or drama workshops reactively. One school had used a workshop about girl gangs to tackle a particular problem. Of the eight schools trained to use curricular approaches to respond to bullying, most had received local authority support. Curricular approaches were used for mild first and repeated incidents of verbal bullying in all the schools. Schools adapted the strategy: '*in response to groups needs - e.g. sexual/risky behaviour, cyberbullying, physical violence (fights on the internet)'.* Class teachers provided evidence of the effectiveness of curricular strategies in seven schools.

4.7.8: Whole-school approaches

Thirteen schools – eight primaries and five secondaries - used this. In the primary sector, whole-school approaches included assertive discipline and golden rules/time which had inbuilt consequences or reactive measures for bullying. One primary school used: *"a triangle of sanctions" which is a progressive set of sanctions going from time out to permanent exclusions involving pupils, all staff, families, local authority and governors'.* In the secondary sector, whole-school approaches were less sanction-based and included anti-bullying assemblies; a respect policy and whole-school campaigns (anti-homophobia). Of the ten schools that had been trained to use whole-school approaches reactively, only half had received local authority support. Whole-school approaches were used for mild first and repeated incidents of physical bullying and bullying through damaging belongings. Ten schools had evidence of the effectiveness of the strategy from staff and students in the school.

4.7.9: Staged responses to bullying

Eleven schools used a staged response to bullying incidents – eight primaries; and one each of the other types. A primary school provided a description: '*We have a standard procedure of logging, discussing with individuals, discussing together and a follow-up discussion. We write down what each child says. We standardise the approach so that all pupils know that they will be supported and bullying taken seriously'*. A six step approach described by another primary school: (1) Acknowledge the incident (2) Staff discuss with both parties (3) Parents informed and discussion held (4) Monitor situation (5) Circle time/SEAL activities (6) Review with children. Of the five schools that had received training for staged responses, only two had received local authority support. Staged responses were used in six schools for mild and moderate forms of bullying, particularly verbal; relational; bullying through damaging belongings and physical bullying. Evidence of the effectiveness of this strategy was provided by staff and bullied pupils.

4.7.10: Group-based approaches

Used by nine schools - five primary and four secondary. Primary schools used anti-bullying clubs; social skills groups and nurture groups to support students involved in bullying incidents. Secondary schools used anti-bullying groups. Of the seven schools trained to use group-based approaches, five had received local authority support. Group-based approaches were used for moderate repeated incidents of verbal, physical and relational bullying. All schools using group-based strategies had evidence of their effectiveness, mostly provided by bullied pupils.

4.7.11: Strategies involving parents

Used by five schools - three primaries and two secondaries. These strategies included parent mediation with local authority support and parenting skills classes. There was a lot of missing data in this section partly because this was a new strategy in some schools and they had little information as yet.

4.7.12: Team teach

Used by four schools – one of each type. Training had taken place in all schools, two of which had received local authority support. Team teach was used to respond to mild and severe first incidents of physical bullying and bullying through damaging belongings. Two schools used team teach for disability-based bullying. Team teach is generally used in a critical situation when a child is in danger of harm. Staff are trained to restrain students safely using coded speech to instruct each other so that the student is not aware they are saying. '*We use this approach as part of our behaviour management strategy to support pupils who may endeavour to physically attack an adult or another child'*. The PRU described their use of the team

teach curriculum which '*encompasses restorative approaches, conflict resolution, de-escalation techniques - all of which can be used to deal with bullying'.* Evidence of effectiveness was provided by staff only.

4.7.13: Other interventions

In the primary sector, other interventions included multi-agency support; the behaviour team; and a local authority project on anti-bullying. The youth service was used as an alternative reactive strategy in one secondary school. In the special sector, a solution-focused approach which involves a problem-solving process where students taught to '*let go'* of issues by analysing the past and finding a way to move on provided a good method for examining roots of bullying. Also SCIP training (Strategies for Crisis Intervention and Prevention) was used by another special school.

4.7.14: Other reactive strategies recommended by local authorities

Eight local authorities described additional reactive strategy that they recommended and supported for use when tackling bullying. These were awareness of non verbal behaviour and fogging; girl gangs and bullying; bully busters – a local authority-wide initiative; anti-bullying week; informal group work - engaging bullied and bullying students; circle time, SEAL; arbitrating system using peer support; and anti-bullying toolkit which the local authority anti-bullying lead went on to explain:

> ### From a local authority questionnaire
>
> *'The anti-bullying team in (our local authority) use many of the methods outlined (in the questionnaire) and would tailor a particular approach to suit the needs and circumstances of each referral made to the team. The team have also developed an anti-bullying toolkit underpinned by a solution-focused response for low level incidents of bullying, looking at promoting self esteem and resilience whilst providing young people with a range of strategies such as fogging and broken record techniques. In other cases a range of mediation approaches are used. We have also developed and use a number of resources (including SEAL materials) to focus on promoting positive friendships in schools as our evidence suggest that more frequently it is friendships that go wrong which if left unsupported that often turn into bullying behaviour'.*

4.7.15 Summary for other reactive strategies

Schools rated a range of additional strategies as having the most positive effective in responding to bullying. Other reactive strategies included interventions targeted at individuals to give support after a bullying incident which included personal behaviour plans; bullying diaries and assertiveness training for bullied students. A number of proactive strategies like whole-school approaches; curricular approaches and peer support schemes were also used to deal with bullying. Monitoring systems were used to track student behaviour and staff responses were standardised and applied consistently across the school. The pastoral team of non-teaching staff was identified as an anti-bullying intervention in themselves. This was supported in the case study schools. Group-based approaches and strategies involving parents were also used. Team teach which had been used by staff in critical situations in special schools and PRUs in the past, was now being used in some mainstream schools. Local authorities recommended similar strategies to the schools with one local authority suggesting an anti-bullying toolkit of interventions underpinned by a solution–focused approach.

4.8: Reactive strategies summary

We considered five main reactive strategies which deal with bullying situations when they have arisen. These range from direct sanctions and school tribunals through restorative approaches, to the Pikas method and the support group method. Direct sanctions are a range of disciplinary procedures used by schools, and school tribunals are an elected court of students who interview witnesses and make a decision on any possible sanctions. Restorative approaches are a range of flexible responses, ranging from informal conversations through to formal facilitated meetings with those involved, seeking reparation rather than retribution. The support group method and the Pikas method are more empathy-creating strategies that do not directly sanction or assign responsibility to the perpetrators), but tackle bullying more indirectly in a series of steps or stages. The support group method uses a group-based approach to help resolve the bullying; whereas the Pikas method uses a series of separate interviews to deconstruct the group dynamic of bullying.

Direct sanctions were used by almost all schools, and restorative approaches by a majority. The support group method, the Pikas method and school tribunals were only used in a minority. Direct sanctions and restorative approaches were used by all sectors. The support group method, the Pikas method and school tribunals were used in the mainstream.

The national surveys revealed differences between local authority policy and school practice. Local authorities recommended more empathy-creating strategies for responding to bullying whereas the vast

majority of schools used direct sanctions. However, local authorities and schools approached agreement over restorative approaches which was one of the local authorities most highly recommended strategies and the second most used by schools after direct sanctions. Local authorities and schools rated all reactive strategies as having a positive effect in reducing bullying; however, local authorities gave all reactive strategies, except direct sanctions, higher ratings than the schools.

In the second follow-up survey, schools again reported most reactive strategies effective in reducing bullying, economical to use and easy to implement. Restorative approaches, the support group method and the Pikas method, which need time, preparation and staff training, all received slightly lower ratings than direct sanctions for cost effectiveness and ease of implementation.

4.8.1: Why schools used reactive strategies
Schools used the five named strategies for a range of reasons.

Direct sanctions were used to send a clear message to the whole school community that bullying was not tolerated. Sanctions were an effective deterrent to bullying and underpinned some anti-bullying policies, acting as a clear set of consequences.

Restorative approaches were used for bullying because of their effectiveness; flexibility and range. Restorative approaches were capable of being used both preventatively and reactively. Restorative approaches were an *'educative'* process for all involved who had an opportunity to speak in a safe environment to explore the harm that had been done.

The support group method was used for bullying because it was a process that encouraged students to take responsibility for their actions through empathising with the bullied student. It had an *'empowering'* effect; was *'supportive'* to all involved and was *'non-judgemental'* and not stigmatising.

The Pikas method was used not only because it helped students to *'take responsibility for their actions'* but also helped them to be *'emotionally literate'.*

School tribunals were used because they were cohesive to the school community not only as a form of pupil voice but also harnessing peer power to send a clear message to all students that bullying was not tolerated. Some schools used their own version of the strategy, adapting their school councils.

4.8.2: Why schools did not use reactive strategies

Schools did not use reactive strategies either because their existing strategies worked well; there was a low level of bullying in the school or they had no knowledge of the strategy (this particularly applied to the support group method and Pikas method). Lack of training was an issue for some schools, whilst others thought the strategies inappropriate for their students who were either too young or incapable of participating fully in the process due to a special educational need. Additionally, some schools found school tribunals incompatible with the school ethos; stigmatising for students and unworkable because of time constraints.

4.8.3: Confusion over two strategies

There was some confusion about the support group method and the Pikas method. The support group method was originally called the no blame approach and many schools did not recognise the re-branded name. There was also confusion about the Pikas method with many schools thinking the evidence gathering process when investigating a bullying incident as synonymous with this strategy or they confused it with another strategy (e.g. the support group method).

4.8.4: Direct sanctions and other reactive strategies

Most schools used direct sanctions within the framework of other strategies or as a last resort when all other reactive strategies had failed. Only a minority of schools used direct sanctions as their main strategy for bullying. Some schools thought restorative approaches obviated the need for direct sanctions but some schools had to use sanctions if students *'would not restore'*. However, findings from the case study bullying incident forms showed that restorative approaches were less effective when used with direct sanctions and in conjunction with serious talks, although this could be the case that the sanction was only as effective as the restorative process. Schools used the support group method as part of a toolkit of strategies complementing other strategies like restorative approaches. Direct sanctions were used as a back-up if the method failed.

4.8.5: Reactive strategies used as a whole-school approach

Some reactive strategies could be used as a whole-school approach. Some schools used whole-school reward and sanction-based strategies such as assertive discipline and golden rules with a series of consequences if students '*broke the rules'* and praise or a reward for good behaviour.

Restorative approaches could also be used as a whole-school approach. In fully restorative schools all staff were trained; restorative approaches defined policy and practice and were embedded in the curriculum. In schools using restorative approaches as one of a range of strategies; restorative approaches had often been

imported in by staff; outside agencies (particularly the police conducting restorative conferences) and peer support training. Schools that had a consistent whole-school restorative approach to bullying reported the most success in tackling bullying than schools using restorative approaches as one of a range of strategies or schools that did not use restorative approaches at all.

4.8.6: Variation and change in reactive strategies

Schools varied and changed their use of reactive strategies dependent on the circumstances and individuals involved particularly if the student was very young or had special educational needs. Variation was also provided by the person delivering the strategy, sometimes to its detriment. Changes in facilitators; fluctuating student intake and demand; responding to new forms of bullying (particularly cyberbullying) and incorporating the strategy into a toolkit with other strategies had all impacted on use.

Some strategies were evolving. Restorative approaches included some effective strategies (e.g. circle time) and some strategies (e.g. support group method) called themselves restorative. Restorative practice was evolving by incorporating a solution-focused approach.

4.8.7: Types of bullying and reactive strategies

The majority of schools used reactive strategies for all types of bullying but mostly to respond to traditional, direct forms of bullying (i.e. verbal and physical). This was evident in the bullying incidents records from the case study schools. Reactive strategies were used most for verbal or physical bullying. Relational and cyberbullying were the next most frequent incidents with only a minority of incidents involving race-related bullying; bullying through damaging belongings; disability-related bullying and homophobic bullying.

4.8.8: Evidence

Bullied students and school staff provided most evidence of the effectiveness of the reactive strategies in tackling bullying. The person using the intervention provided feedback for the restorative approaches; support group method and the Pikas method. Governors provided the least evidence.

The case study schools were also good sources of evidence. The bullying incident records provided evidence for direct sanctions; restorative approaches and the support group method. The Pikas method and school tribunals had not been used in any of the bullying incidents. The findings showed that:

- **Serious talks** could be effective in combination with another strategy. Although serious talks were used more by primary schools, they were slightly more effective in the secondary sector. Serious talks were less effective for verbal than other forms of bullying.

- **Direct sanctions** were effective when used in combination with other strategies in 60% of the case study bullying incidents. Of all types of bullying, direct sanctions were most effective when used with another reactive strategy for cyberbullying but this was only in twelve incidents, so too small to be a significant finding.

- **Restorative approaches** were effective when used for bullying in almost three-quarters of cases making it the most effective of the reactive strategies. Restorative approaches were used significantly more in the secondary than primary sector but the strategy was equally successful in both sectors. A case study restorative school provided some compelling evidence with a dramatic reduction in exclusions in one secondary school.

- **Support group method** was used in a minority of the bullying incidents provided by the case study schools, but was effective in three-quarters of cases. Support group method was used more by the primary than secondary schools, although the strategy was equally effective in both sectors. The support group method was slightly more effective for incidents involving verbal bullying than physical bullying.

4.8.9: Training

There was variation in the amount of staff training for each strategy.

- Only half of the schools had training in applying direct sanctions most of which was provided in-house.

- Schools were at different stages in training suggesting a progressive adoption of restorative approaches. Staff training was fundamental to establishing a whole-school restorative approach. Restorative schools had staff trained as trainers to provide ongoing support to all staff particularly newcomers.

- Training for the support group method was mostly in-house by school staff; from the local authority or externally provided. Many schools when asked if interested in knowing more about the strategy were interested in training.

- Hardly any schools using the Pikas method had received training with most being provided in-house by school staff. However, two-fifths of schools who were not using the strategy at present were interested in training or knowing more about it.

4.8.10: Other reactive strategies summary

Schools rated a range of additional strategies as having the most positive effective in responding to bullying. Other reactive strategies included interventions targeted at individuals to give support after a bullying incident which included personal behaviour plans; bullying diaries and assertiveness training for bullied students. There were also a number of proactive strategies like whole-school approaches; curricular approaches and peer support schemes were also used to deal with bullying. Monitoring systems were used to track student behaviour and staff responses were standardised and applied consistently across the school. The pastoral team of non-teaching staff was identified as an anti-bullying intervention in themselves. This was supported in the case study schools. Group-based approaches and strategies involving parents were also used. Team teach which had been used by staff in critical situations in special schools and PRUs in the past, was now being used in some mainstream schools. Local authorities recommended similar strategies to the schools with one local authority suggesting an anti-bullying toolkit of interventions underpinned by a solution–focused approach.

5: Recommendations

5.1: Whole-school recommendations

By law, a head teacher is required to determine a school's behaviour policy with a view to, amongst other things, encouraging good behaviour and preventing all forms of bullying among pupils. Anti-bullying policies can be either contained in the behaviour policy or be a separate policy.

5.1.1: Anti-bullying policies need a clear definition of bullying and set of procedures if bullying happens – what to do and what the schools does; they should cover a range of bullying (including homophobic, race-related, gender-based, faith-based, disability-based, and cyberbullying).

5.1.2: The anti-bullying policy provides a framework for a consistent whole-school approach. As such it needs to be effectively disseminated to all teaching and support staff; parents and pupils.

Accepted good practice includes using:

5.1.3: A toolkit of strategies is needed to provide a range of interventions as all students and bullying incidents are individual - what works for one will not necessarily work for all.

5.1.4: Having a consistent approach to bullying includes using a whole-school approach which needs to be expressed in the anti-bullying policy; all staff need to be trained; students briefed; parents informed; peer supporters trained and embedded in the curriculum. (Restorative approaches, p. 99-102, Section 4.3.6; also further analyses of restorative approaches, p. 82, Section 4.1.7)

5.1.5: Staff training including knowledge about bullying, and the range of anti-bullying interventions, should be a part of initial and ongoing teacher training, for a wide range of staff. For more advanced training, (e.g. in restorative approaches, pp.105-108, Section 4.3.11), 'train-the-trainer' schemes are an economical approach which supports consistency.

5.1.6: Auditing for bullying behaviour provides base line information from the students about the levels and types of bullying prevalent in the school.

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5.1.7: Multiple reporting systems for students and parents need to be non-stigmatising and exposing. If through a bully box; email or text system, schools also need to acknowledge they have received the student's report and that they will take action.

5.1.8: A centralised recording system which identifies vulnerable children and students at intake; tracks student behaviour to target additional peer support and provides evidence for the effectiveness of interventions including peer support.

5.1.9: Regular evaluation of anti-bullying work – know that what you use works – the only way to do this is to have regular evaluations with staff and students.

5.1.10: Training providers and resources need to be evaluated; regulated or have an approved standard so schools and local authorities can make an informed choice.

5.2: Proactive strategies

Schools need to use a range of proactive strategies to create an environment that inhibits bullying both in the school building and playground. Based on our findings we recommend:

5.2.1: Staff lead by example in modelling behaviour with full support from the school. (Adult modelling of positive relationships, pp. 20-21, Section 2.2.8)

5.2.2: Encourage parent/carer involvement with an 'open door' policy for access to staff. Regular informal contact, a range of reporting systems; involvement in policy making (particularly the anti-bullying policy) and parent organisations including support for parents with at-risk children. (Systems that support parent/carer involvement, pp. 19-20, Section 2.2.7; also restorative approaches, pp. 102-104, Section 4.3.8)

5.2.3: Use assemblies to underpin a clear, anti-bullying message. This needs to be done regularly and not just for anti-bullying week. (Assemblies, p. 18, Section 2.2.5)

5.2.4: Consider using a school council as an effective reporting system but schools need to listen; acknowledge and act on the student feedback or it becomes tokenistic. (School councils, pp. 18-19, Section 2.2.6 and bully busters pp. 56-59, Section 3.9)

5.2.5: Consider developing a restorative ethos and culture to support the development of social and emotional skills (Developing a restorative ethos and culture pp. 21-22, Section 2.2.9 and restorative approaches, pp. 93-112, Section 4.3)

5.2.6: Use curriculum work to embed anti-bullying work, particularly through interactive methods (e.g. drama), PSHEE (Whole-school approaches, p. 16-17, Section 2.2.2) and SEAL (Whole-school approaches, p. 17, Section 2.2.3), circle time (Classroom strategies, p. 24, Section 2.3.3), and consider use of cooperative group work (Classroom strategies, p. 23, Section 2.3.2) and quality circles (Classroom strategies, p. 25, Section 2.3.4 respectively).

5.2.7: Schools should develop a playground policy (such as playground rules or a playground charter) – this is underused but effective. (Playground strategies, p. 27, Section 2.4.2)

5.2.8: Consider improving the school grounds – anti-bullying maps produced by students can identify hot spots – playgrounds need quiet zones and zoning for activities. (Playground strategies, pp. 26-27, Section 2.4.1)

5.2.9: Training lunchtime supervisors is essential if supervising a peer support scheme; schools need to find creative and accommodating ways of overcoming lunchtime supervisors reluctance to be trained possibly by asking them what they need most. (Playground strategies, pp. 27-28, Section 2.4.3).

5.3: Peer support strategies

Peer support strategies are an inclusive way of involving students in anti-bullying work. Based on our findings we recommend:

5.3.1: Recruitment: Recruit the right number to avoid drop-out - too many become bored, too few become overworked. Older year groups are preferred by students but sixth-form peer supporters can be intimidating for younger students. Applications with a personal statement and C.V. preferred to peer nomination which can be a '*popularity contest'*. (Buddy schemes, p. 40, Sections 3.2.4 and peer mediation schemes, pp. 43-45, Section 3.3.4 and peer mentoring schemes, p. 48, Section 3.4.4)

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5.3.2: Positively promote schemes and keep a high profile through assemblies; notice boards; TV screens and the intranet. Staff insure that expectations of the peer support scheme is realistic (both for peer supporters and students who use the schemes) making it clear to the whole school that peer supporters do not deal with serious bullying but refer on to teachers. (Peer mediation schemes, pp. 41-42, Section 3.3.2; peer mentoring schemes, pp. 46-47, Section 3.4.2 and peer listening schemes, pp. 49-50, Section 3.5.2)

5.3.3: Training: Use a rolling programme to prevent gaps in provision and provide opportunities for trainees to shadow experienced peer supporters; training in large groups can be counter productive for trainees and 'train-the-trainer' schemes can be more economical. Peer supporters trained in an anti-bullying strategy (e.g. restorative approaches or a diagnostic series of questions) are more effective in dealing with low level bullying. (Peer mediation schemes, pp. 41-42, Section 3.3.2 and peer mentoring schemes, pp. 46-47, Section 3.4.2)

5.3.4: Supervise peer supporters by designated supervisor(s), preferably trained with the peer supporters, through regular meetings. (Peer mediation schemes, pp. 43-45, Section 3.3.4; peer mentoring schemes, p. 48, Section 3.4.4)

5.3.5: Provide peer supporters with a designated space otherwise students do not know where to find them; supervision can be problematic and peer supporters can feel undervalued. (Peer mentoring schemes, p. 48, Section 3.4.4 and peer listening schemes, pp. 51-52, Section 3.5.4)

5.3.6: Peer support schemes can be targeted at transition but Yr 7 form tutors, heads of Yr 7 and new teachers need training in working with peer supporters to use the scheme fully; the peer supporter/student ratio needs to be high or support for the new intake is compromised. Outreach work to feeder primaries for peer supporters targeted at transition establishes good relationships and helps make induction day easier for the newcomers. (Peer mediation schemes, pp. 43-45, Section 3.3.4 and peer mentoring schemes, p. 48, Section 3.4.4)

5.3.7: Having peer support schemes for inside and outside the school is effective particularly for larger schools (e.g. buddy schemes; playleader or sports leader schemes based in the playground and peer mediation; mentoring or listening schemes based inside). Schemes based in the playground provide activities and can refer students to the other scheme for support. In smaller schools,

playleaders and buddies can be trained to provide activities and mediate in low level conflicts. (Buddy schemes, pp. 38-40, Section 3.2; peer mediation schemes, pp. 40-45, Section 3.3; peer mentoring schemes; pp. 45-48, Section 3.4; peer listening schemes, pp. 49-52, Section 3.5 and playleader/sports mentoring schemes, pp. 54-56, Section 3.8)

5.3.8: Access to peer supporters needs to avoid public exposure and be discrete and non-stigmatising; a drop-in centre or lunchtime club is a good example to be encouraged. (Peer listeners, pp. 51-52, Section 3.5.4 and lunchtime clubs, pp. 62-63, Section 3.11)

5.3.9: Senior management teams need to be supportive of the peer support schemes otherwise scheme supervisors and mentors become demoralised. (Peer mentoring, p. 48, Section 3.4.4)

5.4: The former DCSF peer mentoring pilot (pp. 68-72, Section 3.13)

Based on our findings we recommend:

5.4.1: Mentoring and Befriending Foundation peer mentoring schemes: (MBF peer mentoring schemes, pp. 69-70, Section 3.13.2)

- Revisit primary resource as there were mixed reviews – some said it was too simplistic; others too complicated.
- Include guidance on child protection/safeguarding in the secondary resource.

5.4.2: ChildLine in Partnership with Schools (CHIPS) peer support schemes: (CHIPS peer support schemes, pp. 70-71, Section 3.13.3)

- Revisit both primary and secondary school training as it needs refreshing.
- Find a way of making training delivery of a consistent standard.
- Trainers need to provide follow-up and on-going support.
- Workshops size must not be driven by cost effectiveness alone as training can be compromised.

5.4.3: BeatBullying cybermentors: (BeatBullying cybermentors, pp. 71-72, Section 3.13.4)

- More contact with school staff to make them feel included – feedback and ongoing support.

- Inconsistencies in filter software need addressing.

5.5: Reactive strategies

Based on our findings we recommend:

5.5.1: Direct sanctions work best as a clear set of consequences expressed in both the anti-bullying policy and school or classroom rules and mostly used within the framework of other reactive strategies (Direct sanctions, p. 87, Section 4.2.5; also pp. 88-89, Sections 4.2.7 and 4.2.8; general findings, pp. 73-82, Section 4.1). Also consider:

- Using a seclusion or isolation room for internal exclusion, complemented by a safe haven for more vulnerable students. (Other types of direct sanctions, p. 90, Section 4.2.10)
- Providing a re-integration process for excluded students. (PRUs, p. 89, Section 4.2.9)

5.5.2: Restorative approaches provide an effective, flexible range of strategies to prevent and respond to bullying, but need to be used consistently and throughout the whole school (Restorative approaches, pp. 99-102, Section 4.3.6; general findings, pp. 73-82, Section 4.1). If adopting restorative approaches as a whole-school approach:

- Provide whole staff training – adult modelling is critical to consistency and the effectiveness of the strategy. Staff need training in restorative approaches, before attempting to apply it to a bullying incident. (Restorative approaches, pp.105-108, Section 4.3.11)
- Embed restorative approaches, with the students – including training any peer schemes in restorative approaches. (Restorative approaches, pp. 99-102, Section 4.3.6; also peer mediation pp. 41-43, Sections 3.3.2 and 3.3.3)
- Make restorative approaches transparent in policies and procedures. (Restorative approaches, p.102, Section 4.3.7)
- Direct sanctions are needed as a back up if the restorative process fails. (Restorative approaches, pp. 104-105, Section 4.3.9)

5.5.3: Support group method can be effective especially for relational bullying. The strategy is most appropriate for older primary students and younger secondary students, particularly at transition (Support group method, pp. 112-121, Section 4.4; general findings, pp. 73-82, Section 4.1). If used:

- Provide staff training before attempting to apply the support group method to a bullying incident. (Support group method, pp. 116-117, Section 4.4.6)
- Other strategies such as restorative approaches or direct sanctions are needed as a back up if the process fails. (Support group method, p. 116, Section 4.4.5)

5.5.4: Pikas method may be effective as one of a range of strategies either when other group-based approaches did not work or for 'provocative victims' (Pikas method, pp. 121-126, Section 4.5 and general findings, pp.73-77, Section 4.1.1- 4.1.2). If used:

- Provide staff training before attempting to apply the Pikas method to a bullying incident.
- Other strategies such as restorative approaches or direct sanctions are needed as a back up if the process fails.

5.5.5: School tribunals can be an adapted form of school council, and facilitate student involvement (School tribunals, pp. 126-130, Section 4.6 and general findings, pp.73-77, Section 4.1.1- 4.1.2). If used:

- Schools must use school tribunals with care – facilitators need to be trained and all involved thoroughly briefed and clear about procedures and rules.
- Participating students, particularly primary, need to be mature enough – it is not appropriate for very young students.
- Other strategies such as restorative approaches or direct sanctions are needed as a back up if the process fails.

Good practice in a selection of case study schools

All our case study schools showed aspects of good practice in their anti-bullying work. Our selection was based on the schools that have demonstrated good practice in proactive, peer support and/or reactive strategies, and which agreed to be named and provide a contact.

All Saints C of E Junior, East Sussex is a faith school situated in an area of deprivation and high unemployment. The school has a designated room (the Haven) supervised by a member of non-teaching staff for vulnerable children and nurture groups. Peer schemes include buddy schemes for transition; peer mediators trained in restorative approaches and playgrounders. The headteacher uses a comprehensive recording system. School policy and practice is underpinned by assertive discipline.
Contact: Cecy Kemp, Headteacher office@allsaints-jun.e-sussex.sch.uk

Brady Primary, Havering is in a developing town on the outskirts of London. The school uses two non-teaching learning mentors to coordinate pastoral work and deliver adult mediation/counselling. The peer mentoring scheme has been accredited and they are a Mentoring and Befriending Foundation Champion School.
Contact: Michelle Allen, Learning Mentor mallen@brady.havering.sch.uk

Beavers Community Primary, Hounslow is a multi-cultural school with a Children's Centre and nursery situated in an area of significant deprivation and high unemployment. It includes an intake of pupils from the neighbouring army quarters. This is an accredited UNICEF Rights Respecting school that is in the process of accreditation for Values-based Education. The introduction of Project Achieve (a system of teaching children skills to deal with confrontation) provided a good foundation for the Rights Respecting school award. Peer schemes include peer mediation; play and club leaders and a buddy scheme.
Contact: Dee Scott, Headteacher office@beavers.hounslow.sch.uk

Brompton Primary, North Yorkshire is situated in a small rural town. The Headteacher has an 'open door' policy for parents and children. The peer listening scheme is effective and based in the playground.

There are future plans to make this an enhanced mainstream school with a designated room supervised by staff to support excluded children from other schools.

Contact: Jane Byrne, Headteacher headteacher@brompton.n-yorks.sch.uk

Collingwood Primary, Hull is in an area of significant deprivation and high unemployment. This is a fully restorative school with an established practice. All staff have been trained by the International Institute of Restorative Practice. Restorative practice now includes a solution-focused Approach. An outreach programme, the Family Learning Signature, aims to extend the learning environment to the community. Peer schemes include buddies who are also trained in restorative practice.

Contact: Estelle MacDonald, Headteacher head@collingwood.hull.sch.uk

Harewood Junior, Gloucester is in a large provincial city. A non-teaching learning mentor based in a designated room (the Success Suite) coordinates anti-bullying work using an 'open door' policy for children at breaktimes. Peer schemes include a buddy scheme for transition and peer massage. The PASS (Pupil Attitudes to Self and School Rating Scale) survey is used for recording and auditing children's behaviour.

Contact: Julie Hearfield, Learning Mentor juliehearfield@harewoodjunior.co.uk

Harrietsham C of E Primary, Kent is a faith school in a small village. School resources have been used to improve the environment. There is a designated space for positive play sessions and a safe haven, supervised by a member of staff and other children 'on duty', is used for vulnerable children. There is an 'open door' policy to the headteacher for parents and children with staff available after school. Strategies include restorative approaches and adult mediation. Peer schemes include buddies, sports leaders and school action squad (school council) which all work well together.

Contact: Julie Silk, Headteacher julie.silk@harrietsham.kent.sch.uk

Meadowvale Primary, Bracknell Forest is in a large provincial town. The school has a Children's Centre. They are an accredited UNICEF Rights Respecting School. Individual interventions are provided for bullied and bullying children by a non-teaching family support advisor, who also offers advice and support to parents. The behaviour support team supports particularly challenging children and their families. Strategies include restorative approaches. Peer schemes include peer mediation, playground leaders and school council. The school has an anti-bullying accreditation from Bracknell Forest LA for outstanding work in anti-bullying.

Contact: Nigel Duncan, Headteacher Head@office.meadowvale.bracknell-forest.sch.uk

Peatmoor Community Primary, Swindon is situated on the outskirts of a large town. The anti-bullying lead coordinates an effective auditing and recording system and provides adult mediation for bullying incidents. This is a good practice SEAL school. Peer schemes include a playground buddy scheme which coordinates well with the peer mediators.
Contact: Sarah Adams, Anti-Bullying Lead sarahadams@peatmoor.swindon.sch.uk

Saint Cecilia's RC Infant and Nursery School, Liverpool is a multi-cultural, faith school situated in an area of significant deprivation and high unemployment. Strategies include philosophy for children, circle time, visualisation/relaxation techniques and also social language groups for children with special educational needs. Home visits are made to the families of the entire new intake. Peer schemes include playground buddies/playleaders, peer massage and school council.
Contact: Elizabeth van de Waal, Headteacher, 01512202153

South Street Primary, Gateshead is in an area of significant deprivation and high unemployment. The school uses golden rules/golden time, a traffic light warning system and rainbow charts. Reflect is a new proactive strategy where Yr 6 children provide positive role models for younger children. Peer schemes include buddies, peer mentoring and school council.
Contact: Julie McGrow, Headteacher juliemcgrow@gateshead.gov.uk

Woodside Community Primary, Dudley is in an area of significant deprivation and high unemployment with a large intake of children with special educational needs. The school has a Children's Centre. The pastoral team includes a non-teaching learning mentor, who delivers a range of anti-bullying strategies including the support group method. Peer schemes include playground pals (playleaders). The school uses assertive discipline.
Contact: Helen Moody, Deputy Headteacher office@woodside.dudley.sch.uk

Woolenwick Junior, Hertfordshire is on the outskirts of a large town. The school has a Children's Centre. Strategies for individuals include the use of protective behaviours, circle of friends and small group work for pupils with an autistic spectrum disorder. There is a non- teaching family liaison worker with 'open door' policy for parents. Peer schemes include peer mentoring and young sports leaders. The school has an anti-bullying mark from the local authority.

Contact: Jackie Birch, Family Liaison Worker birchj@woolenwickjm.herts.sch.uk

Yarm Primary, Stockton-on-Tees is in a rural town. The school uses golden rules/golden time and extensive reporting and listening systems. Strategies for individuals include drawing and talking (a therapeutic approach for vulnerable children). There is a parenting programme delivered by the parent support advisor. Peer schemes include peer mediation; playleaders, lively lunchtime crew, SNAGroup; peer massage and the school council. The school is now a centre of excellence for pupils with an autistic spectrum disorder.
Contact: Jill Wood, Deputy Headteacher jwood@yarmpri.stockton.sch.uk

Yealmpstone Primary, Plymouth is in a rural town. The school uses golden rules and has behaviour barometers in each classroom. An anti-bullying governor has been appointed. Peer schemes include peer mediation and bully busters, an after school club, which uses a bully busters pack of anti-bullying resources and supports playtime activities using the play pod. The schemes work well together.
Contact: Heidi Price, Headteacher hprice@yealmpstonefarm.plymouth.sch.uk

Forest Hill School, Lewisham is a multi-cultural boy's secondary school based in south east London. This is a fully restorative school with an established practice. Key staff, including the entire senior leadership team, have been fully trained by Margaret Thorsborne, who also did whole staff training at the onset of the introduction of restorative approaches. Internal school trainers continue to deliver training to new staff and to all staff on a rolling programme. Peer schemes include peer mediators. The deputy headteacher coordinates an extensive reporting and recording system including information from feeder primaries at intake; tracking of identified students and records of bullying incidents.
Contact: Mick Levens, Deputy Headteacher M.Levens@foresthill.lewisham.sch.uk

Frederick Gough School, North Lincolnshire is a co-educational secondary school in an area of significant deprivation and high unemployment. A designated anti-bullying lead in school has ongoing support from a freelance anti-bullying consultant, who delivers a full range of anti-bullying interventions including restorative conferences, and a Police Community Support Officer, who is based in the school. Strategies include restorative approaches, the support group method; a solution-focused approach; group-based approaches and interventions for individuals (e.g. anger management). Peer schemes include peer mentoring, cybermentoring and bus buddies. The SERCO reporting system is used.
Contact: Ruth Comerford, Inclusion Manager rcomerford@frederickgoughschool.co.uk

King Edward 6th, Northumberland is a co-educational secondary school in a market town. Strategies include restorative approaches and the support group method and a range of interventions for bullied and bullying students. Ongoing support is provided by the Police Community Support Officer. There is a safe zone for vulnerable students. Reporting and recording systems are thorough. Peer schemes include a peer mentoring/buddy scheme with training provided by the SENCO to support students with special educational needs. The school has anti-bullying accreditation from the local authority.

Contact: Clare Savage, Assistant Headteacher Clare.Savage@northumberland.gov.uk

Rutlish School, Merton is a multi-cultural boy's secondary school situated in south west London. The school has a strong pastoral team, including support from a Police Beats Officer. The team is led by the assistant headteacher, who uses a comprehensive recording and auditing system (SENTINEL) to evaluate levels of bullying and the effectiveness of the interventions. A range of strategies include restorative approaches and the support group method. Peer schemes include sports mentors; peer mentors and cybermentors.

Contact: Heather Ford, Assistant Headteacher heather.ford@rutlish.merton.sch.uk

Sir Jonathan North Community College, Leicester City is a multi-cultural girl's secondary school in a diverse city. A range of strategies are used including restorative approaches and a solution-focused approach. A strong pastoral team based in the inclusion centre is coordinated by the student support manager/anti-bullying lead. The PASS survey (Pupil Attitudes to Self and School Rating Scale) is used for auditing student wellbeing and multiple reporting systems are backed up by a centralised recording system. Peer schemes include Friends-Against-Bullying; transition peer mentors, cybermentors and a lunchtime club.

Contact: Jacky Mason, Student Support Manager JMason@sjncc.leicester.sch.uk

Sunnydale College, Durham is a co-educational secondary school in an area of significant deprivation and high unemployment. The anti-bullying lead, who is supervised by the anti-bullying lead in Durham local authority, is part of a multi-agency team based in pupil services. Strategies include restorative approaches; the support group method; adult mediation and a range of interventions for individuals (e.g. assertiveness training). There is also outreach work to feeder primaries. Peer schemes include bully busters and a buddy scheme for transition. The school has anti-bullying accreditation from the local authority.

Contact: Sue Hedley, Deputy Head, hedleys@sunnydaleschool.co.uk and Rachel Crowe, Anti-Bullying Lead crower@sunnydaleschool.co.uk

Tabor Science College, Essex is a co-educational secondary school in a provincial town. School buildings have been extensively improved to remove bullying hotspots. Strategies include restorative approaches and the support group method. A non-teaching home liaison officer provides advice and support to parents/carers. Ongoing support is also provided by the Police Community Support Officer. Peer schemes include buddy schemes; a peer mentoring scheme which provides outreach work to feeder primaries and bully mentors (re-named conflict counsellors), who are trained in the support group method.
Contact: John Sewell, Assistant Headteacher sewellj@taborscience.com

The Chafford School, Havering is a co-educational secondary school in a developing town on the outskirts of London. The pastoral team include a non-teaching a home-school support worker and home-school support mentor, who deliver a range of strategies including restorative approaches; a solution-focused approach and adult mediation. Peer schemes include a buddy scheme for transition and peer mentors who are trained by the Mentoring and Befriending Foundation. The peer mentoring scheme has been accredited and they are a Mentoring and Befriending Foundation Champion School.
Contact: Tom Johnston, Assistant Headteacher tjohnston@thechafford.havering.sch.uk

Fred Nicholson Special School, Norfolk is a co-educational complex needs school in a rural town with special provision for students with autistic spectrum disorders. All students have either moderate or severe learning difficulties, which includes children on the autistic spectrum; with emotional and behavioural difficulties and with speech, language and communication difficulties. A report system to monitor behaviour is used based on a traffic light system. Strategies include restorative approaches; a solution-focused approach and interventions for individuals (e.g. social stories). SLEUTH, a detailed reporting and recording system, is used to analyse and track student behaviour and is proving very effective in evaluating interventions. There is both an inclusion room (internal exclusion) and pupil support unit (safe haven) supervised by staff. Peer schemes include the school council.
Contact: Vicky Clements, Assistant Head assistanthead@frednicholson.norfolk.sch.uk

115 PRU, Camden is a small inner city co-educational KS3 PRU. Strategies include restorative approaches. A reflection room is used for cooling down with support worker supervision. There is

excellent multi-agency coordination which includes a clinical psychologist who is part of the leadership team. Staff meet twice daily to discuss students and report daily to parents. Logs and records kept by a designated supervisor. The SHARP system is used for recording.

Contact: Chris Levack, Behaviour Support Teacher/Healthy Schools/PSHEE coordinator

Chris.Levack@Camden.gov.uk

Appendices

Appendix 1: School questionnaire: Use and effectiveness of anti-bullying interventions in the last 3 years

Appendix 2: Local Authority questionnaire: Support for and effectiveness of anti-bullying interventions in the last 3 years

Appendix 3: Follow-up school questionnaire

Appendix 4: Details of 36 case study schools

Appendix 5: Case study interviews: Head teacher & staff

Appendix 6: Student Focus Group 1: 'Trained/experienced' children/students

Appendix 7: Student Focus Group 2: Children/Students (not Peer Supporters)

Appendix 8: Interview Schedule for Incidents of bullying

Appendix 9: Consent Form

Appendix 10: Help Sheet

Appendix 11: Case study schools, follow-up interview script

Appendix 12: School bullying record sheet

Appendix 1: School questionnaire: Use and effectiveness of anti-bullying interventions in the last 3 years

This questionnaire is about anti-bullying interventions in your school in the last 3 years. We are interested in:

- Whether or not you use particular anti-bullying strategies
- Any opinions you may have about the effectiveness of the strategies

This is part of a survey of all LAs and some 10% of schools, across England. The survey has been commissioned by the **Department of Children, Schools and Families**; however, the survey is being carried out entirely independently by researchers from the Unit for School and Family Studies at Goldsmiths, University of London. The Unit has extensive experience of research in school bullying.

The findings from this survey should be of great interest to schools as they continue planning anti-bullying work. The results will help us to ascertain:

- The extent of use of intervention strategies by schools, nationally
- Evidence for their effectiveness

Please answer as many questions as you can in this questionnaire *within two weeks*, as we are working on a tight time schedule. There are various ways to access and return the questionnaire:

- By email to Fran Thompson (f.thompson@gold.ac.uk)
- By post to Unit for School and Family Studies, Psychology Department, Goldsmiths, University of London, New Cross, London, SE14 6NW
- By the internet at: http://www.goldsmiths.ac.uk/psychology/research/usfs.php
- By fax to Fran Thompson 020-7919-7873

Please help us achieve a good response rate, and hence valid and useful findings for everyone. The information you provide is for research purposes only and we will <u>not</u> identify any Local Authority, school or informant by name in the interim and final reports, or in any publications.
Your participation is entirely voluntary and you may withdraw your data at any time.

Feel free to contact us for any further information. Thank you very much for your help.

Fran Thompson (Researcher) f.thompson@gold.ac.uk Tel: 020 8244 6117

Peter K Smith (Professor and Head of Unit) p.smith@gold.ac.uk Tel: 020 7919 7898

Use and effectiveness of anti-bullying interventions in the last 3 years

Please either type in grey text boxes ☐ or put cross in tick boxes ☐

Section A: Background Information

School name:

[This is only for identification purposes by the research team; your school will be given a code number which will be used in any subsequent report or publication].

Local Authority or area within England:

Type of school (Cross all boxes that apply):　☐ Co-Ed　　☐ Girls only　　☐ Boys only
☐ Primary　　☐ Middle　　☐ Secondary　　☐ Academy　　☐ Special　　☐ PRU
☐ 6th Form College　　　☐ Other (please specify):

Approximate number on school roll:

How many of your pupils have special educational needs?

How many of your pupils have free school meals?

Who is responsible for coordinating anti-bullying interventions in your school?

(Name, job title and contact number, please. We may need to contact you to clarify, or provide more detail on, your answers. This information will be confidential and only available to the research team)

Has your school developed and implemented an Anti-bullying Policy?　☐ No　　☐ Yes
If yes, when was the Anti-bullying Policy last reviewed/revised?

Does your LA advise and support your policy development?　☐ Yes　　☐ No

Has your school performed an audit of bullying in the last 3 years?　☐ Yes　　☐ No

Is your school participating in the DCSF peer mentoring pilot?　☐ Yes　　☐ No

Section B has short questions about a range of **proactive and peer support strategies used in the last 3 years (strategies used to prevent bullying happening);**

Section C has more detailed questions about **reactive strategies** used in the **last 3 years (strategies used when an incident of bullying has happened).**

Section B: Range of anti-bullying strategies used in last 3 years

Have you used any of the following anti-bullying strategies in the last 3 years?

Please look at this chart of strategies and indicate which strategies you support and rate their effectiveness by crossing boxes in table below – <u>If you don't know the strategy, then please leave blank</u>:

Name of strategy	Does your school use this strategy? (cross one box, please)	We would rate the effectiveness of this strategy to stop bullying as: (cross one box, please) 1= very negative effect 2 = negative effect 3 = no effect 4 = positive effect 5 = very positive effect
Whole School Approaches		
National Healthy School Programme	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
SEAL	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
Improving School Environment (i.e. school buildings)	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
Assemblies	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
PSHEE/Citizenship	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
School Council/Pupil Voice	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
Systems that support Parent/Carer involvement	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
Adult modelling of positive relationships/ communication	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
Developing a restorative ethos and culture that supports the development of social and emotional skills	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐

Proactive Strategies		
Curriculum Work (e.g. drama/role play, literature, video)	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
Cooperative Group Work	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
Circle Time	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
Quality Circles	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐

Playground		
Improving School Grounds	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
Playground Policy	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐
Training Playground/ Lunchtime Supervisors	Yes☐ No☐	1☐ 2☐ 3☐ 4☐ 5☐

Peer Support							
Circles of Friends/Supportive Friends	Yes☐ No☐	1☐	2☐	3☐	4☐	5☐
Befriending (e.g. playground buddies)	Yes☐ No☐	1☐	2☐	3☐	4☐	5☐
Peer Mentoring (Mentors discuss bullying issues with individual, at-risk pupils)	Yes☐ No☐	1☐	2☐	3☐	4☐	5☐
Peer listening/Peer Counselling (Peers listen to student problems including bullying)	Yes☐ No☐	1☐	2☐	3☐	4☐	5☐
Peer Mediation (Mediators resolve conflict between pupils e.g. Leap)	Yes☐ No☐	1☐	2☐	3☐	4☐	5☐
Bystander Defender Training (Peers trained to intervene and defend bullied pupils)	Yes☐ No☐	1☐	2☐	3☐	4☐	5☐

Are there <u>any other proactive and/or peer support anti-bullying strategies</u> that you have used in your school in the last 3 years that are not included in the tables above? If so, please can you specify what they are and rate their effectiveness? (N.B. Reactive strategies – Direct Sanctions, School Tribunals, Restorative Approaches; Pikas Method and Support Group Method – are covered in Section 2)

Other strategies	We would rate the effectiveness of this strategy to stop bullying as:(cross one box, please) 1= very negative effect 2 = negative effect 3 = no effect 4 = positive effect 5 = very positive effect				
	1☐	2☐	3☐	4☐	5☐
	1☐	2☐	3☐	4☐	5☐
	1☐	2☐	3☐	4☐	5☐
	1☐	2☐	3☐	4☐	5☐
	1☐	2☐	3☐	4☐	5☐

Any additional information, please type here:

Section C: Reactive anti-bullying strategies used in the last 3 years

Strategy 1: Direct Sanctions

Has your school used Direct Sanctions for cases of bullying in the last 3 years?

<u>Either:</u>

☐ We have not used Direct Sanctions for cases of bullying in the last 3 years – if you have crossed this box, can you explain why?
(and then proceed to **Strategy 2**)

<u>Or:</u>

☐ We have used the following Direct Sanctions for cases of bullying in the last 3 years: (cross all boxes that apply)

- ☐ Verbal reprimand to pupil
- ☐ Meetings involving parents/carers
- ☐ Temporary removal from class
- ☐ Withdrawal of privileges and/or rewards
- ☐ School community service (e.g. litter-picking/ school clean-ups)
- ☐ Other disciplinary measures (e.g. detentions)
- ☐ Internal exclusion
- ☐ Short-term exclusion from school
- ☐ Permanent exclusion if necessary

If any other form/adaptation of Direct Sanctions has been used in the last 3 years, please specify:

Have your school staff been trained to apply/use Direct Sanctions for cases of bullying in the last 3 years?   ☐ No   ☐ Yes

If <u>yes</u>, who does the training?

Has your LA provided other resources or personnel to support the use of Direct Sanctions for cases of bullying in the last 3 years?   ☐ Yes   ☐ No

Have Direct Sanctions for cases of bullying been used for: (cross all boxes that apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (please specify)		

Why has your school used Direct Sanctions for cases of bullying in the last 3 years?

Has your use of Direct Sanctions varied by the type of bullying in the last 3 years?   ☐ Yes
              ☐ No
If <u>yes</u>, then how and why?

Has your use of Direct Sanctions for cases of bullying changed in the last 3 years?   ☐ No
              ☐ Yes
If <u>yes</u>, then how and why?

From your experience of the use of Direct Sanctions in your school, do you have any evidence for the overall effectiveness of this intervention in stopping bullying in the last 3 years?
☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all boxes that apply):

☐ The person using the intervention   ☐ Class teachers   ☐ Bullied pupils

☐ Other pupils   ☐ Parents   ☐Governors

☐ Other (please specify)

How would you rate the effectiveness of Direct Sanctions in stopping bullying in the last 3 years?

☐ very negative effect   ☐ negative effect   ☐ no effect   ☐ positive effect   ☐ very positive

   effect   (increased bullying)

   (reduced bullying)

Any further comments on the effectiveness of Direct Sanctions in stopping bullying in the last 3 years?

Strategy 2: School Tribunals/Bully Courts

Has your school used School Tribunals for cases of bullying in the last 3 years?

Either:

☐ We have not used School Tribunals for cases of bullying in the last 3 years– if you have crossed this box, can you explain why?
(and then proceed to **Strategy 3**)

Or:

☐ We have used School Tribunals for cases of bullying in the last 3 years

(A School Tribunal is an elected court of pupils meeting after an alleged incident has occurred and all concerned are interviewed, including witnesses. All decide what punishment (if any) is appropriate. A school staff member chairs the tribunal)

If any other form/adaptation of School Tribunals has been used in the last 3 years, please specify:

Have your school staff been trained to apply/use School Tribunals for cases of bullying in the last 3 years?
☐ No   ☐ Yes
If yes, who does the training?

Has your LA provided other resources or personnel to support the use of School Tribunals for cases of bullying in the last 3 years?   ☐ Yes   ☐ No

Have School Tribunals for cases of bullying been used for: (cross all boxes that apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident

Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (please specify)		

Why has your school used School Tribunals for cases of bullying in the last 3 years?
Has your use of School Tribunals varied by the type of bullying in the last 3 years?   ☐ Yes
   ☐ No
If <u>yes</u>, then how and why?

Has your use of School Tribunals changed in the last 3 years?   ☐ No   ☐ Yes
If <u>yes</u>, then how and why?

From your experience of the use of School Tribunals in the last 3 years in your school, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?
☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all boxes that apply):

☐ The person using the intervention   ☐ Class teachers   ☐ Bullied pupils
☐ Other pupils   ☐ Parents   ☐Governors

☐ Other (please specify)

How would you rate the effectiveness of School Tribunals in stopping bullying in the last 3 years?

☐ very negative effect   ☐ negative effect   ☐ no effect   ☐ positive effect   ☐ very positive

effect   (increased bullying)

(reduced bullying)

Any further comments on the effectiveness of School Tribunals in stopping bullying in the last 3 years?

Strategy 3: Restorative Approaches

Has your school used Restorative Approaches for cases of bullying in the last 3 years?

<u>Either:</u>

☐ We have not used Restorative Approaches for cases of bullying in the last 3 years – if you have crossed this box, can you explain why?
(and then proceed to **Strategy 4**)

Or:

☐ We have used the following Restorative Approaches for cases of bullying in the last 3 years: (cross all boxes that
   apply)
☐ Small group support/problem solving circles/circle time
☐ Restorative discussion
☐ Restorative reconnection meetings between staff and pupils
☐ Restorative thinking plans
☐ Mini conferences
☐ Classroom conferences
☐ Full restorative conferences

If any other form/adaptation of Restorative Approaches has been used in the last 3 years, please specify:

Have your school staff been trained to apply/use Restorative Approaches in the last 3 years?
☐ No   ☐ Yes
If <u>yes</u>, who does the training?

Has your LA provided other resources or personnel to support the use of Restorative Approaches in the last 3 years? ☐ Yes   ☐ No

Have Restorative Approaches been used for: (cross all boxes that apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (please specify)		

Why has your school used Restorative Approaches for cases of bullying in the last 3 years?

Has your use of Restorative Approaches varied by the type of bullying in the last 3 years? ☐ No   ☐
      Yes
If <u>yes</u>, then how and why?

Has your use of Restorative Approaches changed in the last 3 years?   ☐ No   ☐ Yes
If <u>yes</u>, then how and why?

From your experience of the use of Restorative Approaches in your school in the last 3 years, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?
☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all appropriate):

☐ The person using the intervention ☐ Class teachers ☐ Bullied pupils

☐ Other pupils ☐ Parents ☐Governors

☐ Other (please specify)

How would you rate the effectiveness of Restorative Approaches in stopping bullying in the last 3 years?

☐ very negative effect ☐ negative effect ☐ no effect ☐ positive effect ☐ very positive

effect   (increased bullying)

(reduced bullying)

Any further comments on the effectiveness of Restorative Approaches in stopping bullying in the last 3 years?

Strategy 4: Pikas Method (Shared Concern)

Has your school used the Pikas Method for cases of bullying in the last 3 years?

Either:

☐ We have not used the Pikas Method for cases bullying in the last 3 years – if you have crossed this box, can you explain why?

(and then proceed to **Strategy 5**)

Or:

☐ We have used the Pikas Method for cases of bullying in the last 3 years

(The Pikas Method is a series of meetings where bullying children are seen individually and encouraged to recognise the suffering of the bullied child or young person and a positive way forward is agreed. However they are not required to acknowledge that they themselves had taken part in the bullying. The bullied child or young person is also seen. If a provocative victim (one whose own behaviour contributes to the bullying), the bullied child is encouraged to modify his/her behaviour. A group meeting of bullies and the bullied person is held and a way of coping agreed. Follow-up meetings are held to see if the intervention has been effective)

If any other form/adaptation of the Pikas Method/ Shared Concern has been used in the last 3 years, please specify:

Have your school staff been trained to apply/use the Pikas Method in the last 3 years?
☐ No   ☐ Yes
If yes, who does the training?

Has your LA provided other resources or personnel to support the use of the Pikas Method in the last 3 years? ☐ Yes   ☐ No

Has the Pikas Method been used for: (cross all boxes that apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (please specify)		

Why has your school used the Pikas Method for cases of bullying in the last 3 years?

Has your use of the Pikas Method varied by the type of bullying in the last 3 years? ☐ No   ☐ Yes
If yes, then how and why?

Has your use of the Pikas Method changed in the last 3 years?   ☐ No   ☐ Yes
If yes, **then how and why?**

From your experience of the use of the Pikas Method in your school in the last 3 years, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?
☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all boxes that apply):

☐ The person using the intervention   ☐ Class teachers   ☐ Bullied pupils

☐ Other pupils   ☐ Parents   ☐Governors

☐ Other (please specify)

How would you rate the effectiveness of the Pikas Method in stopping bullying in the last 3 years?

☐ very negative effect   ☐ negative effect   ☐ no effect   ☐ positive effect   ☐ very positive

   effect   (increased bullying)

   (reduced bullying)

Any further comments on the effectiveness of the Pikas Method in stopping bullying in the last 3 years?

Strategy 5: Support Group Method (Seven Steps)

Has your school used the Support Group Method for cases of bullying in the last 3 years?

Either:

☐ We have not used the Support Group Method for cases bullying in the last 3 years – if you have crossed this box, can you explain why?
(and then proceed **Strategy 6**)

Or:

☐ We have used the Support Group Method for cases of bullying in the last 3 years

(The Support Group Method has seven steps. (1) The facilitator talks individually to the bullied pupil. (2) A group meeting of up to 8 students is set up; including bullying pupils and others suggested by the bullied pupil. (3) The facilitator explains to the group that the bullied pupil has a problem, but does not discuss the incidents that have taken place. The bullying pupil(s) are not required to acknowledge that they themselves had taken part in the bullying. (4) The facilitator emphasises that all participants must take joint responsibility to make the bullied pupil feel happy and safe. (5) Each group member gives their own ideas on how the bullied pupil can be helped. (6) The facilitator ends the meeting, with the group given responsibility for improving the bullied pupil's safety and well being. (7) Individual meetings are held with group members one week after the meeting to establish how successful the intervention has been).

If any other form/adaptation of the Support Group Method has been used in the last 3 years, please specify:

Have your school staff been trained to apply the Support Group Method in the last 3 years?
☐ No   ☐ Yes
If yes, who does the training?

Has your LA provided other resources or personnel to support the use of the Support Group Method in the last 3 years? ☐ Yes   ☐ No

Has the Support Group Method been used for: (cross all boxes that apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (please specify)		

Why has your school used the Support Group Method for cases of bullying in the last 3 years?

Has your use of the Support Group Method varied by the type of bullying in the last 3 years? ☐ No
☐ Yes
If yes, then how and why?

Has your use of the Support Group Method changed in the last 3 years? ☐ No ☐
   Yes
If <u>yes</u>, then how and why?

From your experience of the use of the Support Group Method in your school in the last 3 years, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?
☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all boxes that apply):

☐ The person using the intervention   ☐ Class teachers   ☐ Bullied pupils
☐ Other pupils   ☐ Parents   ☐Governors

☐ Other (please specify)

How would you rate the effectiveness of the Support Group Method in stopping bullying in the last 3 years?

☐ very negative effect   ☐ negative effect   ☐ no effect   ☐ positive effect   ☐ very positive

effect   (increased bullying)

(reduced bullying)

Any further comments on the effectiveness of the Support Group Method in stopping bullying in the last 3 years?

Strategy 6: Other reactive strategies

Have there been <u>any other reactive strategies</u> you have used in the last 3 years that are not listed above?

☐ No - If No, proceed to **Strategy 7**

☐ Yes
If <u>yes,</u> please name and describe the strategies here:

Please identify the most commonly used strategy and answer the following questions in reference to this <u>one</u> strategy:

Have your school staff been trained to apply/use this strategy in the last 3 years?   ☐ Yes
☐ No

Has your LA provided other resources or personnel to support the use of this strategy in the last 3 years?
☐ No   ☐ Yes

If <u>yes</u>, who does the training?

Has this strategy been used for: (Cross all boxes that apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (please specify)		

Why has your school used this strategy for cases of bullying in the last 3 years?

Has your use of this strategy varied by the type of bullying in the last 3 years? ☐ No ☐ Yes
If <u>yes</u>, then how and why?

Has your use of this strategy changed in the last 3 years? ☐ No ☐ Yes
If <u>yes</u>, then how and why?

From your experience of the use of this strategy in your school in the last 3 years, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?
☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all boxes that apply):

☐ The person using the intervention ☐ Class teachers ☐ Bullied pupils

☐ Other pupils ☐ Parents ☐ Governors

☐ Other (please specify)

How would you rate the effectiveness of this strategy in stopping bullying in the last 3 years?
☐ very negative effect ☐ negative effect ☐ no effect ☐ positive effect ☐ very positive
 effect (increased bullying)
 (reduced bullying)

Any further comments on the effectiveness of this strategy in stopping bullying in the last 3 years?

Strategy 7: Opposed and discouraged strategies

Have there been any strategies that your school has particularly <u>opposed and discouraged</u> in the last three years?

☐ No   ☐ Yes

If <u>yes</u>, then please say briefly which strategies, and why:

Section D: Reporting bullying

Have you used any particular methods for pupils to report bullying in the last 3 years?
(cross all boxes that apply)

☐ No specific policy
☐ School council
☐ Communication/bully boxes
☐ Text/email system (bully inboxes)
☐ Peer support/buddies/befrienders/mentors
☐ Student questionnaires
☐ Tutor time
☐ Adult counsellor/school nurse
☐ Bystander training

Any other type, please specify:

Finally, we would welcome <u>any further comments</u> you may have on the use and effectiveness of anti-bullying strategies in the last 3 years.

Thank you for your help

Appendix 2: Local Authority questionnaire: Support for and effectiveness of anti-bullying interventions in your schools in the last 3 years

This questionnaire is about anti-bullying interventions in schools within your Local Authority. We are interested in:

- o Whether or not you support and recommend particular anti-bullying strategies
- o Any opinions you may have about the effectiveness of the strategies

This is part of a survey of all LAs and some 10% of schools, across England. The survey has been commissioned by the **Department of Children, Schools and Families**; however, the survey is being carried out entirely independently by researchers from the Unit for School and Family Studies at Goldsmiths, University of London. The Unit has extensive experience of research in school bullying.

The findings from this survey should be of great interest to LAs and schools as they continue planning anti-bullying work. The results will help us to ascertain:

- Which strategies are promoted by Local Authorities
- The extent of use of intervention strategies by schools, nationally
- Evidence for their effectiveness

Please answer as many questions as you can in this questionnaire *within two weeks*, as we are working on a tight time schedule. There are various ways to access and return the questionnaire:

- By email to Fran Thompson (f.thompson@gold.ac.uk)
- By post to Unit for School and Family Studies, Psychology Department, Goldsmiths, University of London, New Cross, London, SE14 6NW
- By the internet at: http://www.goldsmiths.ac.uk/psychology/research/usfs.php
- By fax to Fran Thompson 020-7919-7873

Please help us achieve a good response rate, and hence valid and useful findings for everyone. The information you provide is for research purposes only and we will <u>not</u> identify any Local Authority, school or informant by name in the interim and final reports, or in any publications.

Your participation is entirely voluntary and you may withdraw your data at any time.

Feel free to contact us for any further information. Thank you very much for your help.

Fran Thompson (Researcher)   f.thompson@gold.ac.uk   Tel: 020 8244 6117

Peter K Smith (Professor and Head of Unit)   p.smith@gold.ac.uk   Tel: 020 7919 7898

Support for and effectiveness of anti-bullying interventions in your schools in the last 3 years

Please either type in grey text boxes   or click boxes to cross ☐

Section A: Background Information

Local Authority:

[This is only for identification purposes by the research team; your LA will be given a code number which will be used in any subsequent report or publication].

Which departments are responsible for anti-bullying work in your LA?

Do you have a strategy lead for anti-bullying work in your LA?   ☐ No   ☐ Yes

If <u>yes</u>, name, job title and contact number, please. (We may need to contact you to clarify, or provide more detail on, your answers. This information will be confidential and only available to the research team)

Is this a full or part time post?   ☐ Full time   ☐ Part time

If part-time, what percentage of his/her time is devoted to anti-bullying work?

Does your LA have a written Anti-bullying Policy/Strategy?   ☐ No   ☐ Yes

If <u>yes</u>, who do you consult in the development of your anti-bullying strategy and action plan?

(cross all boxes as apply)

☐ School management   ☐ All school staff   ☐ Parents/carers   ☐ Pupils

Other:

What are the approximate numbers of schools within your LA?

Primary: Middle: Secondary: Special:

Pupil Referral Units: 6th Form Colleges: Other (please specify):

Has your LA monitored the existence and content of your schools' anti-bullying policies in the last 3 years?

☐ Yes   ☐ No

Has your LA advised or supported schools in the development of their anti-bullying policies in the last 3 years? ☐ Yes   ☐ No

Do you have a Children and Young Peoples' Participation Strategy to support anti-bullying? ☐ Yes
☐ No

Have the National Strategies: Attendance and Behaviour Cross Phase supported your LA to reduce bullying in your schools? ☐No ☐ Yes
If <u>yes</u>, can you say how?

Have you made National Indicator Number 69 (Children who have experienced bullying) a priority in your Local Area Agreement? ☐ No ☐ Yes
If <u>yes,</u> how will you measure progress and improvement?

Section B has short questions about a range of proactive and peer support strategies recommended in the last 3 years (strategies used to prevent bullying happening); Section C has more detailed questions about reactive strategies recommended in the last 3 years (strategies used when an incident of bullying has happened).

Section B: Range of proactive and peer support anti-bullying strategies used in the last 3 years

Have you recommended or supported any of the following proactive anti-bullying strategies in the last 3 years? Please look at this chart of strategies and indicate which strategies you support and rate their effectiveness by crossing boxes in table below.

<u>If you don't support or know a strategy, then please leave that row blank:</u>

Name of strategy	We have recommended or supported this strategy for the following type(s) of school: (cross all that apply) (p=primary; s= secondary; sp= special; pru = pupil referral unit)	We would rate the effectiveness of this strategy to stop bullying as: (cross one box, please) 1= very negative effect 2 = negative effect 3 = no effect 4 = positive effect 5 = very positive effect
Whole School Approaches		
National Healthy School Programme	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
SEAL	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Improving School Environment (i.e. school buildings)	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Assemblies	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
PSHEE/Citizenship	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐

School Council/Pupil Voice	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Systems that support Parent/Carer involvement	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Adult modelling of positive relationships/ communication	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Developing a restorative ethos and culture that supports the development of social and emotional skills	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐

Name of strategy	We have recommended or supported this strategy for the following type(s) of school: (cross all that apply) (p=primary; s= secondary; sp= special; pru = pupil referral unit)	We would rate the effectiveness of this strategy to stop bullying as: (cross one box, please) 1= very negative effect 2 = negative effect 3 = no effect 4 = positive effect 5 = very positive effect
Proactive Strategies		
Curriculum Work (e.g. drama/role play, literature, video)	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Cooperative Group Work	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Circle Time	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Quality Circles	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐

Playground		
Improving School Grounds	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Playground Policy	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Training Playground/ Lunchtime Supervisors	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐

Peer Support		
Circles of Friends/Supportive Friends	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Befriending (e.g. playground buddies)	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Peer Mentoring (Mentors discuss bullying issues with individual, at-risk pupils)	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Peer Counselling/Peer Listening (Peers listen to student problems including bullying)	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Peer Mediation (Mediators resolve conflict between pupils e.g. Leap)	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
Bystander Defender Training (Peers trained to intervene and defend bullied pupils)	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐

Have there been any other proactive and/or peer support anti-bullying strategies that your LA has recommended and supported in the last 3 years, not included in the tables above? If so, please can you specify what they are and rate their effectiveness? (N.B. Reactive strategies – Direct Sanctions, School Tribunals, Restorative Approaches; Pikas Method and Support Group Method – are covered in Section 2)

Name of strategy	We have recommended or supported this strategy for the following type(s) of school: (cross all that apply) (p=primary; s= secondary; sp= special; pru = pupil referral unit)	We would rate the effectiveness of this strategy to stop bullying as:(Cross one box, please) 1= very negative effect 2 = negative effect 3 = no effect 4 = positive effect 5 = very positive effect
	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐
	p☐ s☐ sp☐ pru☐	1☐ 2☐ 3☐ 4☐ 5☐

Any additional information, please add here:

How have you resourced your strategic work on anti-bullying in the last 3 years? (cross all boxes as apply)

☐ No resources

☐ Income generated

☐ Designated funding

☐ Part of another strategy's funding (e.g. National Healthy School Programme)

Other source:

Section C: Reactive anti-bullying strategies used in the last 3 years

Strategy 1: Direct Sanctions:

Has your LA recommended the use of Direct Sanctions to schools for cases of bullying in the last 3 years?

Either:

☐ We have not recommended the use of Direct Sanctions for cases of bullying in the last 3 years – if you have ticked this box, can you explain why?
  (and then proceed to **Strategy 2**)

Or:

☐ We have recommended using the following Direct Sanctions for cases of bullying in the last 3 years: (cross all boxes that apply)

☐ Verbal reprimand to pupil
☐ Meetings involving parents/carers
☐ Temporary removal from class
☐ Withdrawal of privileges and rewards
☐ School community service (e.g. litter-picking/ school clean-ups)
☐ Other disciplinary measures (e.g. detentions)
☐ Internal exclusion
☐ Short-term exclusion from school
☐ Permanent exclusion if necessary

If any other form/adaptation of Direct Sanctions has been recommended, please specify:

Have you provided or supported training for school staff to apply Direct Sanctions for cases of bullying in the last 3 years? ☐ Yes ☐ No

Have you provided other resources or personnel to support the use of Direct Sanctions for cases of bullying in the last 3 years? ☐ Yes ☐ No

Have Direct Sanctions for cases of bullying been recommended for: (cross all boxes as apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (specify)		

Why has your LA had this policy towards Direct Sanctions for cases of bullying in the last 3 years?

Has your recommendation for the use of Direct Sanctions for cases of bullying changed in the last 3 years? ☐ No ☐ Yes
If yes, then how and why?

From your experience of the use of Direct Sanctions in schools in your LA in the last 3 years, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?
☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all boxes as apply):

☐ Schools ☐ Parents ☐ Governors ☐ Pupils ☐ Other

How would you rate the effectiveness of Direct Sanctions in stopping bullying in the last 3 years?

☐ very negative effect ☐ negative effect ☐ no effect ☐ positive effect ☐ very positive effect (increased bullying)
(reduced bullying)

Any further comments on the effectiveness of Direct Sanctions in stopping bullying in the last 3 years?

Strategy 2: School Tribunals/Bully Courts

Has your LA recommended the use of School Tribunals to schools for cases of bullying in the last 3 years?

Either:

☐ We have not recommended School Tribunals for cases of bullying in the last 3 years – if you have ticked this box, can you explain why?
(and then proceed to **Strategy 3**)

Or:

☐ We have recommended using School Tribunals for cases of bullying in the last 3 years

(A School Tribunal is an elected court of pupils meeting after an alleged incident has occurred and all concerned are interviewed, including witnesses. All decide what punishment (if any) is appropriate. A school staff member chairs the tribunal)

If any other form/adaptation of School Tribunal has been recommended in the last 3 years, please specify:

Have you provided or supported training for school staff to apply School Tribunals in the last 3 years?
☐ Yes   ☐ No

Have you provided other resources or personnel to support the use of School Tribunals in the last 3 years?
☐ Yes   ☐ No

Have School Tribunals been recommended for: (cross all boxes as apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (specify)		

Why has your LA had this policy towards School Tribunals for cases of bullying in the last 3 years?

Has your recommendation for the use of School Tribunals changed in the last 3 years? ☐ No
☐ Yes **If <u>yes</u>, then how and why?**

From your experience of the use of School Tribunals in schools in your LA in the last 3 years, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?

☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all boxes as apply):

    ☐ Schools   ☐ Parents   ☐ Governors   ☐ Pupils   ☐ Other

How would you rate the effectiveness of School Tribunals in stopping bullying in the last 3 years?

☐ very negative effect   ☐ negative effect   ☐ no effect   ☐ positive effect   ☐ very positive effect   (increased bullying)
(reduced bullying)

Any further comments on the effectiveness of School Tribunals in stopping bullying in the last 3 years?

Strategy 3: Restorative Approaches

Has your LA recommended the use of Restorative Approaches to schools for cases of bullying in the last 3 years?

<u>Either:</u>

☐ We have not recommended Restorative Approaches for cases of bullying in the last 3 years – if you have ticked this box, can you explain why?
(and then proceed to **Strategy 4**)

<u>Or:</u>

☐ We have recommended using the following Restorative Approaches for cases of bullying in the last 3 years: (cross all boxes that apply)

☐ Small group support/Problem solving circles/Circle time
☐ Restorative discussion
☐ Restorative reconnection meetings between staff and pupils
☐ Restorative thinking plans
☐ Mini conferences
☐ Classroom conferences

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☐ Full restorative conferences

If any other form/adaptation of Restorative Approaches has been recommended in the last 3 years, please specify:

Have you provided or supported training for school staff to apply Restorative Approaches in the last 3 years? ☐ Yes ☐ No

Have you provided other resources or personnel to support the use of Restorative Approaches in the last 3 years? ☐ Yes ☐ No

Have Restorative Approaches been recommended for: (cross all boxes as apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (specify)		

Why has your LA had this policy towards Restorative Approaches for cases of bullying in the last 3 years?

Has your recommendation for the use of Restorative Approaches changed in the last 3 years? ☐ No
☐ Yes
If underline(yes), then how and why?

From your experience of the use of Restorative Approaches in schools in your LA in the last 3 years, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?
☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all boxes as apply):

☐ Schools ☐ Parents ☐ Governors ☐ Pupils ☐ Other

How would you rate the effectiveness of Restorative Approaches in stopping bullying in the last 3 years?

☐ very negative effect ☐ negative effect ☐ no effect ☐ positive effect ☐ very positive

effect (increased bullying)

(reduced bullying)

Any further comments on effectiveness of Restorative Approaches in stopping bullying?

Strategy 4: Pikas Method (Shared Concern)

Has your LA recommended the Pikas Method to schools of cases of bullying in the last 3 years?

Either:
☐ We have not recommended using the Pikas Method for cases of bullying in the last 3 years – if you have ticked this box, can you explain why?
(and then proceed to **Strategy 5**)

Or:

☐ We have recommended using the Pikas Method for cases of bullying in the last 3 years

(The Pikas Method is a series of meetings where bullying children are seen individually and encouraged to recognise the suffering of the bullied child or young person and a positive way forward is agreed. However they are not required to acknowledge that they themselves had taken part in the bullying. The bullied child or young person is also seen. If a provocative victim (one whose own behaviour contributes to the bullying), the bullied child is encouraged to modify his/her behaviour. A group meeting of bullies and the bullied person is held and a way of coping agreed. Follow-up meetings are held to see if the intervention has been effective)

If any other form/adaptation of the Pikas Method/ Shared Concern has been recommended in the last 3 years, please specify:

Have you provided or supported training for school staff to apply the Pikas Method in the last 3 years?
☐ Yes   ☐ No

Have you provided other resources or personnel to support the use of the Pikas Method in the last 3 years?
☐ Yes   ☐ No

Has the Pikas Method been recommended for: (cross all boxes as apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (specify)		

Why has your LA had this policy towards the Pikas Method for cases of bullying in the last 3 years?

Has your recommendation for the use of the Pikas Method changed in the last 3 years? ☐ No
☐ Yes
If _yes,_ then how and why?

From your experience of the use of the Pikas Method in schools in your LA in the last 3 years, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?
☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all boxes as apply):

☐ Schools   ☐ Parents   ☐ Governors   ☐ Pupils   ☐ Other

How would you rate the effectiveness of the Pikas Method in stopping bullying in the last 3 years?

☐ very negative effect   ☐ negative effect   ☐ no effect   ☐ positive effect   ☐ very positive

effect   (increased bullying)

(reduced bullying)

Any further comments on effectiveness of the Pikas Method in stopping bullying in the last 3 years?

Strategy 5: Support Group Method (Seven Steps)

Has your LA recommended the use of the Support Group Method to schools for cases of bullying in the last 3 years?

Either:
☐ We have not recommended using the Support Group Method for cases of bullying in the last 3 years – if you have ticked this box, can you explain why?
(and then proceed to **Strategy 6**)

Or:

☐ We have recommended using the Support Group Method for cases of bullying in the last 3 years

(The Support Group Method has seven steps. (1) The facilitator talks individually to the bullied pupil. (2) A group meeting of up to 8 students is set up; including bullying pupils and others suggested by the bullied pupil. (3) The facilitator explains to the group that the bullied pupil has a problem, but does not discuss the incidents that have taken place. The bullying pupil(s) are not required to acknowledge that they themselves had taken part in the bullying. (4) The facilitator emphasises that all participants must take joint responsibility to make the bullied pupil feel happy and safe. (5) Each group member gives their own ideas on how the bullied pupil can be helped. (6) The facilitator ends the meeting, with the group given responsibility for improving the bullied pupil's safety and well being. (7) Individual meetings are held with group members one week after the meeting to establish how successful the intervention has been).

If any other form/adaptation of the Support Group Method has been recommended in the last 3 years, please specify:

Have you provided or supported training for school staff to apply the Support Group Method in the last 3 years? ☐ Yes ☐ No

Have you provided other resources or personnel to support the use of the Support Group Method in the last 3 years? ☐ Yes ☐ No

Has the Support Group Method been recommended for: (cross all boxes as apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (specify)		

Why has your LA had this policy towards the Support Group Method for cases of bullying in the last 3 years?

Has your recommendation for the use of the Support Group Method changed in the last 3 years? ☐ No ☐ Yes

If yes, then how and why?

From your experience of the use of the Support Group Method in schools in your LA in the last 3 years, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?

☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all that apply):

☐ Schools ☐ Parents ☐ Governors ☐ Pupils ☐ Other

How would you rate the effectiveness of the Support Group Method in stopping bullying in the last 3 years?

☐ very negative effect ☐ negative effect ☐ no effect ☐ positive effect ☐ very positive effect (increased bullying) (reduced bullying)

Any further comments on effectiveness of the Support Group Method in stopping bullying in the last 3 years?

Strategy 6: Other reactive strategies

Have there been <u>any other reactive strategies</u> recommended and supported by your LA in the last 3 years not listed above?

☐ No - If **No**, proceed to **Strategy 7**

☐ Yes
If <u>yes</u>, please name and describe the strategies here:

Please identify the most strongly recommended strategy and answer the following questions in reference to this <u>one</u> strategy:

For which schools have you recommended this strategy in the last 3 years?

☐ Primary   ☐ Secondary   ☐ Special   ☐ Pupil Referral Unit

Have you provided or supported training for school staff to apply this strategy in the last 3 years?
☐ Yes   ☐ No

Have you provided other resources or personnel to support this strategy in the last 3 years?
☐ Yes   ☐ No

Has this strategy been recommended for: (cross all boxes as apply)

Age	☐ all ages	☐ only younger/ primary	☐ only older/secondary
Nature of incident	☐ mild/ first incident ☐ mild/ repeated incident	☐ moderate/ first incident ☐ moderate/ repeated incident	☐ severe/ first incident ☐ severe/ repeated incident
Types of bullying	☐ physical attack	☐ verbal attack	☐ relational/ social exclusion
	☐ damaging belongings	☐ cyberbullying	☐ race/religion/culture-related
	☐ disability/SEN-related	☐ gender-related	☐ homophobic
	☐ other (specify)		

Why has your LA had this policy towards this strategy for cases of bullying in the last 3 years?

Has your recommendation for the use of this strategy changed in the last 3 years?   ☐ No   ☐ Yes
If <u>Yes,</u> then how and why?

From your experience of the use of this strategy in schools in your LA in the last 3 years, do you have any evidence for the overall effectiveness of this intervention in stopping bullying?
☐ No

☐ Not enough to give evidence based opinion

☐ Yes, based on feedback from (cross all boxes as apply):

☐ Schools   ☐ Parents   ☐ Governors   ☐ Pupils   ☐ Other

How would you rate the effectiveness of this strategy in stopping bullying in the last 3 years?

☐ very negative effect   ☐ negative effect   ☐ no effect   ☐ positive effect   ☐ very positive

effect   (increased bullying)

(reduced bullying)

Any further comments on effectiveness of this strategy in stopping bullying in the last 3 years?

Strategy 7: Opposed and discouraged strategies

Have there been any strategies (proactive, peer support or reactive) that your LA has <u>actively opposed and discouraged</u> schools from using in the last 3 years?

☐ No   ☐ Yes
If <u>yes</u>, then please say briefly which strategies, and why

<u>Section D: Reporting bullying</u>

Have you promoted any particular methods for pupils to report bullying in the last 3 years?
(cross all boxes as apply)

☐ No specific policy
☐ School council
☐ Communication/bully boxes
☐ Text/email system (bully inboxes)
☐ Peer support/buddies/befrienders/mentors
☐ Student questionnaires
☐ Tutor time
☐ Adult counsellor/school nurse
☐ Bystander training

 Any other type, please specify:

Finally, we would welcome <u>any further comments</u> you may have on your support for and the effectiveness of anti-bullying interventions in use in the last 3 years.

Are you able to provide us with names and/or contact details for up to 10 schools (e.g. 4 primary/ 4 secondary/ 1 special/ 1 PRU) in your LA who represent good practice in using anti-bullying strategies assessed as effective and would be willing to participate in a more in-depth case study?   **Thank you for your help**

Appendix 3: Follow-up School questionnaire

DCSF/Goldsmiths anti-bullying interventions study: Follow-up school questionnaire

Last year we sent you a questionnaire about a range of anti-bullying interventions – proactive; peer support and reactive. Your school is one of the 1400 schools that returned the questionnaire. Again many thanks for doing so. In the second year of the project, we are sending you this follow-up questionnaire to understand why schools found some strategies effective, and others not. The questionnaire has only 11 questions and should not take very long to complete.

The project has been commissioned by the **Department of Children, Schools and Families**; however, the survey is being carried out entirely independently by researchers from the Unit for School and Family Studies at Goldsmiths, University of London. The Unit has extensive experience of research in school bullying.

The findings from this survey should be of great interest to schools as they continue planning anti-bullying work. The results will help us to ascertain:

- Opinions on the effectiveness of the main interventions, nationally
- Reasons for the effectiveness (or not) of different interventions

Please answer as many questions as you can in this questionnaire and return *as soon as you can or, at the latest, by the end of term (March 2010),* as we are working on a tight time schedule. There are various ways to return the questionnaire:

- By email to Fran Thompson (f.thompson@gold.ac.uk)
- By post to Unit for School and Family Studies, Psychology Department, Goldsmiths, University of London, New Cross, London, SE14 6NW
- By fax to Fran Thompson 020-7078-5405

Copies of the questionnaire are also accessible from our website:

http://www.goldsmiths.ac.uk/psychology/research/usfs.php

Please help us achieve a good response rate, and hence valid and useful findings for everyone. The information you provide is for research purposes only and we will <u>not</u> identify any school, Local Authority or informant by name in the interim and final reports, or in any publications. Your participation is entirely voluntary.

Feel free to contact us for any further information. Thank you very much for your help.

Fran Thompson (Researcher)	f.thompson@gold.ac.uk	Tel: 020 8244 6117

Peter K Smith (Professor and Head of Unit)	p.smith@gold.ac.uk	Tel: 020 7919 7898

Please either type in grey text boxes   or answer by clicking on grey boxes ☐

Name of School: **Local Authority/Area:**

Type of school: (e.g. co-ed junior)

Anti-bullying strategies: Your opinions about their effectiveness
Section A: Proactive and peer support strategies

Question 1: Whole School Approaches – please look at the list of strategies below and tick the appropriate box under each strategy – if you know the strategy, then go to right hand column and tick all relevant boxes.

National Healthy School Programme
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

SEAL
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Improving School Environment
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Assemblies
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

PSHEE/Citizenship
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy(go to next strategy)
☐ Do not know this strategy(go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

School Council/Pupil Voice
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Systems that support Parent/Carer involvement
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Adult modelling of positive relationships/ communication
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Developing a restorative ethos and culture that supports the development of social and emotional skills	Reduces incidents of bullying	☐ Yes	☐ No
	Cost effective	☐ Yes	☐ No
Developing a restorative ethos and culture that supports the development of social and emotional skills ☐ We use this strategy (go to right hand column) ☐ Do not use this strategy (go to right hand column) ☐ Do not know this strategy (go to next strategy)	Easy to implement	☐ Yes	☐ No
	Other, please specify:		

Question 2: Classroom strategies – please look at the list of strategies below and tick the appropriate box under each strategy – if you know the strategy, then go to right hand column and tick all relevant boxes.

Curriculum Work (e.g. drama/role play, literature, video) ☐ We use this strategy (go to right hand column) ☐ Do not use this strategy (go to right hand column) ☐ Do not know this strategy (go to next strategy)	Reduces incidents of bullying	☐ Yes	☐ No
	Cost effective	☐ Yes	☐ No
	Easy to implement	☐ Yes	☐ No
	Other, please specify:		
Cooperative Group Work ☐ We use this strategy (go to right hand column) ☐ Do not use this strategy (go to right hand column) ☐ Do not know this strategy (go to next strategy)	Reduces incidents of bullying	☐ Yes	☐ No
	Cost effective	☐ Yes	☐ No
	Easy to implement	☐ Yes	☐ No
	Other, please specify:		
Circle Time ☐ We use this strategy (go to right hand column) ☐ Do not use this strategy (go to right hand column) ☐ Do not know this strategy (go to next strategy)	Reduces incidents of bullying	☐ Yes	☐ No
	Cost effective	☐ Yes	☐ No
	Easy to implement	☐ Yes	☐ No
	Other, please specify:		
Quality Circles ☐ We use this strategy (go to right hand column) ☐ Do not use this strategy (go to right hand column) ☐ Do not know this strategy (go to next strategy)	Reduces incidents of bullying	☐ Yes	☐ No
	Cost effective	☐ Yes	☐ No
	Easy to implement	☐ Yes	☐ No
	Other, please specify:		

Question 3: Playground strategies – please look at the list of strategies below and tick the appropriate box under each strategy – if you know the strategy, then go to right hand column and tick all relevant boxes.

Improving School Grounds ☐ We use this strategy (go to right hand column) ☐ Do not use this strategy (go to right hand column) ☐ Do not know this strategy (go to next strategy)	Reduces incidents of bullying	☐ Yes	☐ No
	Cost effective	☐ Yes	☐ No
	Easy to implement	☐ Yes	☐ No
	Other, please specify:		
Playground Policy ☐ We use this strategy (go to right hand column) ☐ Do not use this strategy (go to right hand column) ☐ Do not know this strategy (go to next strategy)	Reduces incidents of bullying	☐ Yes	☐ No
	Cost effective	☐ Yes	☐ No
	Easy to implement	☐ Yes	☐ No
	Other, please specify:		
Training Playground/ Lunchtime Supervisors ☐ We use this strategy (go to right hand column) ☐ Do not use this strategy (go to right hand column) ☐ Do not know this strategy (go to next strategy)	Reduces incidents of bullying	☐ Yes	☐ No
	Cost effective	☐ Yes	☐ No
	Easy to implement	☐ Yes	☐ No
	Other, please specify:		

Question 4: Peer Support strategies – please look at the list of strategies below and tick the appropriate box under each strategy – if you know the strategy, then go to right hand column and tick all relevant boxes.

Circles of Friends/Supportive Friends
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Befriending/Buddies
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Peer Mentoring
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Peer Listening/Peer Counselling
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Peer Mediation
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Bystander Defender Training
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Question 5: Other proactive strategies – if there is another proactive strategy that you have used to prevent bullying, **not** listed above, please name the strategy and tick all boxes that apply in the right column

Other Proactive Strategy (a strategy that you have used to prevent bullying that is **not** in the list above):

Please name the strategy here:

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

Section B: Reactive strategies

Question 6: Reactive strategies – please look at the list of strategies below and tick the appropriate box under each strategy – if you know the strategy, then go to right hand column and tick all relevant boxes.

Direct Sanctions
☐ We use this strategy (go to right hand column)
☐ Do not use this strategy (go to right hand column)
☐ Do not know this strategy (go to next strategy)

Reduces incidents of bullying	☐ Yes	☐ No
Cost effective	☐ Yes	☐ No
Easy to implement	☐ Yes	☐ No
Other, please specify:		

School Tribunals/Bully Courts	Reduces incidents of bullying	☐ Yes	☐ No
☐ We use this strategy (go to right hand column)	Cost effective	☐ Yes	☐ No
☐ Do not use this strategy (go to right hand column)	Easy to implement	☐ Yes	☐ No
☐ Do not know this strategy (go to next strategy)	Other, please specify:		

Restorative Approaches	Reduces incidents of bullying	☐ Yes	☐ No
☐ We use this strategy (go to right hand column)	Cost effective	☐ Yes	☐ No
☐ Do not use this strategy (go to right hand column)	Easy to implement	☐ Yes	☐ No
☐ Do not know this strategy (go to next strategy)	Other, please specify:		

The Pikas Method	Reduces incidents of bullying	☐ Yes	☐ No
☐ We use this strategy (go to right hand column)	Cost effective	☐ Yes	☐ No
☐ Do not use this strategy (go to right hand column)	Easy to implement	☐ Yes	☐ No
☐ Do not know this strategy (go to next strategy)	Other, please specify:		

The Support Group Method	Reduces incidents of bullying	☐ Yes	☐ No
☐ We use this strategy (go to right hand column)	Cost effective	☐ Yes	☐ No
☐ Do not use this strategy (go to right hand column)	Easy to implement	☐ Yes	☐ No
☐ Do not know this strategy (go to next strategy)	Other, please specify:		

Question 7: Other reactive strategies – if there is another reactive strategy that you have used to respond bullying, **not** listed above, please name the strategy and tick all boxes that apply in the right column

Other Reactive Strategy (a strategy that you have used to prevent bullying that is **not** in the list above)	Reduces incidents of bullying	☐ Yes	☐ No
	Cost effective	☐ Yes	☐ No
	Easy to implement	☐ Yes	☐ No
Please name the strategy here:	Other, please specify:		

Section C: Additional questions

Question 8: Direct Sanctions

Please consider the following statements and tick the one most appropriate to your use of Direct Sanctions

☐ Direct Sanctions has been, and continues to be, our main strategy for responding to bullying

☐ Direct Sanctions has been, and continues to be, used to respond to bullying only within the framework of other reactive strategies (e.g. Restorative Approaches)

☐ Direct Sanctions has been and, and continues to be, only used to respond to bullying when all other strategies have failed

☐ Direct Sanctions has been, and continues to be, part of our anti-bullying policy only because it is Government policy, otherwise we would prefer not to use them

☐ We normally do not use Direct Sanctions to respond to bullying

Any comments:

Question 9: Restorative Approaches

Please consider the following statements and tick the one most appropriate to your use of Restorative Approaches:

Training?

☐ All relevant staff have received training in Restorative Approaches to respond to bullying

☐ Only some of our relevant staff have received training in Restorative Approaches to respond to bullying

☐ Our staff are in the process of being trained in Restorative Approaches to respond to bullying

☐ Our staff will be receiving training in Restorative Approaches to respond to bullying in the future

☐ Our staff have not yet received training in Restorative Approaches to respond to bullying and there are no plans for this

☐ We do not use Restorative Approaches to respond to bullying

Any comments:

Training approach?

☐ 'Australian' approach (e.g. Margaret Thorsborne, Terry O'Connell/Real Justice Australia)

☐ 'American' approach (e.g. International Institute for Restorative Practices)

☐ 'British' approach (e.g. Transforming Conflict/Belinda Hopkins, Inclusive Solutions, Restorative Justice 4 Schools)

☐ Local Authority training but unknown source of approach

☐ Unknown source

☐ Other, please specify:

☐ We do not use Restorative Approaches to respond to bullying

Any comments:

Consistent whole school approach?

☐ We have established Restorative Approaches as a consistent whole school approach to respond to bullying

☐ We are in the process of establishing Restorative Approaches as a consistent whole school approach to respond to bullying

☐ We hope to establish Restorative Approaches as a consistent whole school approach to respond to bullying in the future

☐ We have not established Restorative Approaches as a consistent whole school approach to respond to bullying

☐ We do not use Restorative Approaches to respond to bullying

Any comments:

Question 10: The Pikas Method and the Support Group Method

Please tick which method(s) you use:

☐ The Pikas Method   ☐ The Support Group Method

☐ We use neither of these methods

Please consider the following statements about these methods of responding to bullying, which do not require the perpetrator(s) to acknowledge responsibility for the bullying that has happened, but do require positive action from them.

☐ We do use these methods to respond to bullying – if yes, please specify the type(s) of bullying below

☐ We might consider using these methods to respond to bullying but do not use them at present

☐ We would not consider these methods to respond to bullying

Any comments:

IF you use either of these methods, for what type(s) of bullying?

☐ We use these methods to respond to all types of bullying

☐ We use these methods to respond to specific types of bullying - please specify:

Any comments:

Question 11: Training

Do you have a need for staff training in the following reactive strategies?

Direct Sanctions	☐ Yes definitely	☐ Yes possibly	☐ Not sure	☐ No
School Tribunals/Bully Courts	☐ Yes definitely	☐ Yes possibly	☐ Not sure	☐ No
Restorative Approaches	☐ Yes definitely	☐ Yes possibly	☐ Not sure	☐ No
Pikas Method/Shared Concern	☐ Yes definitely	☐ Yes possibly	☐ Not sure	☐ No
Support Group Method	☐ Yes definitely	☐ Yes possibly	☐ Not sure	☐ No
Other reactive strategies Strategy name:	☐ Yes definitely	☐ Yes possibly	☐ Not sure	☐ No

Any further comments?

Thank you for your help

Appendix 4: Details of case study schools

16 Primary schools

Primary 1

		Comments:
School roll	299	o 3 -11 years
A-B Staff interviewed	2	o Town school in area of high unemployment – 34% SEN & 33% FSM
Children interviewed	11	o Direct Sanctions & Restorative Approaches (untrained)
Year Groups involved	Yrs 3-6	o Golden Rules; Golden Time & Rainbow charts
Focus Group 1	4	o Peer Mentors & School Council
Focus Group 2	4	o Interviews – bullied
Individual interviews	3	
Peer Support scheme	2 peer schemes	

Primary 2

		Comments:
School roll	425	o 3 -11 years
A-B Staff interviewed	1	o Rural town school
Children interviewed	22	o Direct Sanctions & Restorative Approaches (untrained)
Year Groups involved	Yrs 5-6	o Peer massage
Focus Group 1	10	o Peer mentors, Peer Mediators & Playleaders
Focus Group 2	10	o Reporting system – Listening Spider
Individual interviews	2	o Interviews – bullied
Peer Support scheme	3 Peer schemes	

Primary 3

		Comments:
School roll	200	o 3 -7 years
A-B Staff interviewed	2	o Inner city school in area of high deprivation/unemployment
Children interviewed	50	o Catholic ethos
Year Groups involved	Yrs 1-2	o Direct Sanctions
Focus Group 1 x 3	42	o Peer massage & Philosophy for Children
Focus Group 2	8	o Buddies, Playleaders & School Council
Individual interviews	Children too young	o No interviews as children too young
Peer Support scheme	3 Peer schemes	

Primary 4		
School roll	210	Comments:
A-B Staff interviewed	3	o 3 -11 years
Children interviewed	14	o Inner city school in area of high deprivation/unemployment - 45% FSM
Year Groups involved	Yr 3-6	o Was in Special Measures (2003)
Focus Group 1	6	o Restorative Approaches (trained)
Focus Group 2	6	o Visionary Headteacher transformed school
Individual interviews	2	o Interviews- bullied
Peer Support scheme	Buddies	

Primary 5		
School roll	300	Comments:
A-B Staff interviewed	2	o 3 -11 years – check nursery provision
Children interviewed	21	o Area of high deprivation/unemployment – 40% FSM
Year Groups involved	Yrs 2-6	o Children's Centre attached to school – 60% SEN
Focus Group 1	9	o Direct Sanctions (Assertive Discipline) & Support Group Method
Focus Group 2	9	o Learning Mentor
Individual interviews	3	o Buddies & Befrienders (Playground Pals)
Peer Support scheme	2 Peer schemes	o Interviews – bullied

Primary 6		
School roll	320	Comments:
A-B Staff interviewed	2	o 7 -11 years
Children interviewed	15	o Suburban school on outskirts of large town
Year Groups involved	Yrs 3-6	o Direct Sanctions
Focus Group 1	6	o Learning Mentor, Adult Mediation & Peer massage
Focus Group 2	7	o PASS recording system
Individual interviews	2	o Interviews – 1 bullied; 1 bullied/provocative
Peer Support scheme	Buddies	

Primary 7		
School roll	234	Comments:
A-B Staff interviewed	2	o 7 -11 years
Children interviewed	15	o Coastal town school in area of high deprivation/unemployment
Year Groups involved	Yr 3-6	o Church of England ethos
Focus Group 1	5	o Direct Sanctions & Restorative Approaches (untrained)
Focus Group 2	10	o Haven – special room with 1 non-teaching supervisor
Individual interviews		o Buddies (2 schemes); Playleaders ;Playgrounders (prefects) & Per Mediators
Peer Support scheme	5 peer schemes	o Detailed reporting system
		o No interviews

Primary 8		
School roll	480	Comments:
A-B Staff interviewed	2	o 3 -11 years
Children interviewed	20	o Town school
Year Groups involved	Yrs 3-6	o Direct Sanctions & Restorative Approaches (untrained)
Focus Group 1	9	o DCSF peer mentoring pilot?
Focus Group 2	8	o Rights Respecting school
Individual interviews	3	o Interviews – 2 bullied & 1 bullying
Peer Support scheme	Peer Mediators	

Primary 9		
School roll	198	Comments:
A-B Staff interviewed	2	o 7 -11 years
Children interviewed	18	o Town
Year Groups involved	Yrs 3-6	o Direct Sanctions; Restorative Approaches (untrained) & Support Group Method (as Circles of Friends)
Focus Group 1	6	o Protective Behaviours; Small Group Work with ASD pupils & Family Liaison Worker
Focus Group 2	8	
Individual interviews	4	o Peer Mentors & Sports Leaders - DCSF peer mentoring pilot?
Peer Support scheme	2 Peer schemes	o Interviews – bullied

Primary 10		
School roll	420	Comments:
A-B Staff interviewed	2	o 3 -11 years
Children interviewed	10	o Suburban school
Year Groups involved	Yr 6	o Direct Sanctions; Restorative Approaches; Pikas Method & Support
Focus Group 1	4	Group Method
Focus Group 2	Interviews instead	o No focus group 2
Individual interviews	6	o Interviews – 4 bullied; 2 provocative/bullying
Peer Support scheme	School Councillors	

Primary 11		
School roll	140	Comments:
A-B Staff interviewed	1	o 4 -11 years
Children interviewed	16	o Rural town
Year Groups involved	Yrs 5-6	o C of E ethos
Focus Group 1 x 3	12	o Was in Special Measures
Focus Group 2	No children	o Direct Sanctions; Restorative Approaches & Pikas Method (untrained)
Individual interviews	4	o Buddies; Sports Leaders & School Action Squad (School Council)
Peer Support scheme	3 Peer schemes	o Interviews – bullied

Primary 12		
School roll	421	Comments:
A-B Staff interviewed	3	o 3 -11 years
Children interviewed	24	o Outer city, multi racial school in deprived area
Year Groups	Yrs 2 - 6	o Intake from Army barracks
Focus Group 1	14	o UNICEF/Rights Respecting School & Project Achieve
Focus Group 2	8	o Restorative Approaches (untrained)
Individual interviews	2	o Peer mediators & Playleaders
Peer Support scheme	2 Peer schemes	o Reporting system – worry box
		o Logs and records kept by LSA
		o Interviews – 1 bullied; 1 bystander

Primary Peer Mentoring Pilot schools

Primary 13

		Comments:
School roll	210	o 5 -11 years
A-B Staff interviewed	2	o Rural town
Children interviewed	21	o Direct Sanctions & Restorative Approaches (Trained?)
Year Groups involved	Yrs 1-6	o Bully Busters & Peer Mediators
Focus Group 1	7	o Interviews – 2 bullied & 2 bullying
Focus Group 2	9	
Individual interviews	4	
Peer Support scheme	2 Peer schemes	

Primary 14

		Comments:
School roll	196	o 4 -11 years
A-B Staff interviewed	4	o Suburban school
Children interviewed	24	o Direct Sanctions
Year Groups involved	Yr 6	o 2 non-teaching Learning Mentors
Focus Group 1 x 2	16	o Interviews - bullied
Focus Group 2	8	
Individual interviews	2	
Peer Support scheme	Peer Mentors	

Primary 15

		Comments:
School roll	162	o 3 -11 years
A-B Staff interviewed	1	o Rural town school
Children interviewed	28	o Direct sanctions
Year Groups involved	Yrs 3-6	o Incident log
Focus Group 1	20	o Interviews – bullied
Focus Group 2	8	
Individual interviews	2	
Peer Support scheme	Peer Listeners	

Primary 16

School roll	210	Comments:
A-B Staff interviewed	3	o 4 -11 years
Children interviewed	14	o On outskirts of large town
Year Groups involved	Yrs 4-6	o Range of proactive strategies & no reactive strategies
Focus Group 1	6	o Adult Mediation
Focus Group 2	4	o Peer Mediators & Buddies
Individual interviews	4	o Victim record sheets
Peer Support scheme	2 Peer schemes	o Interviews – 2 bullied & 2 bullying

17 Secondary Schools

Secondary 1

School roll	1441	Comments:
A-B Staff interviewed	9	o 11 – 18 years
Students interviewed	11	o Wealthy area with problematic inclusion from local estates
Year Groups involved	Yrs 9-11	o Direct sanctions; Restorative Approaches & Support Group Method (used for SEN students)
Focus Group 1	4	
Focus Group 2	3	o Police Liaison Officer & a range of Support Interventions for Individuals
Individual interviews	4	
Peer Support scheme	Peer Mentors for SEN	o Peer Mentors/Buddies SENCO trained for SEN students
		o Interviews – 2 bullied; 1 provocative & 1 bullying

Secondary 2

School roll	460	Comments:
A-B Staff interviewed	2	o 11 – 16 years
Students interviewed	9	o Area of high deprivation/unemployment – 37% FSM
Year Groups involved	Yr 7-10	o A-B Lead from LA based in school
Focus Group 1	3	o Direct Sanctions; Restorative Approaches (trained); Pikas Method (trained) & Support Group Method (trained)
Focus Group 2	4	
Individual interviews	2	o Adult Mediation & Outreach Work to feeder primaries
Peer Support scheme	3 Peer schemes	o Peer Supporters, Bully Busters & Buddies
		o Interviews – 1 bullied & 1 bullying

Secondary 3		
School roll	900	Comments:
A-B Staff interviewed	5	o 11 – 16 years
Students interviewed	6	o Area of high deprivation/unemployment - 50% Free School Meals
Year Groups	Yr 7-11	o School in special measures
Focus Group 1	12	o Direct Sanctions; Restorative Approaches (trained) - records show
Focus Group 2	8	bullying reduced by 59%since introduction of RAs
Individual interviews	3	o Interviews –bullied
Peer Support scheme	Ambassadors	o CCTV

Secondary 4		
School roll	1400	Comments:
A-B Staff interviewed	2	o 11 – 18 years
Students interviewed	13	o All boys Inner city school - 35% Special Educational Needs
Year Groups involved	Yr 7-11	o Direct Sanctions & Restorative Approaches (trained)
Focus Group 1	4	o Interviews – 2 bullied; 3 bullying & 1 provocative
Focus Group 2	3	o Email reporting system
Individual interviews	6	o CCTV
Peer Support scheme	Peer Mediators	

Secondary 5		
School roll	1040	Comments:
A-B Staff interviewed	2	o 11 – 16 years
Students interviewed	14	o Town school
Year Groups involved	Yr 7-10	o Direct Sanctions; Restorative Approaches & Support Group Method
Focus Group 1	6	o Police Liaison officer for cyberbullying
Focus Group 2	6	o Bully Mentors deliver SGM
Individual interviews	4	o Interviews – 2 bullied & 2 bystanders
Peer Support scheme	Bully Mentors	

Secondary 6		Comments:
School roll	1200	o 11 – 16 years
A-B Staff interviewed	4	o Rural area of high deprivation/unemployment
Students interviewed	7	o Direct Sanctions; Restorative Justice (trained) & Support Group Method (trained)
Year Groups involved	Yrs 7-10	o LA A-B Consultant based in school
Focus Group 1	3	o Adult Mediation; Girl Gangs Workshops & Police Liaison Officer
Focus Group 2	2	o SERCO reporting system
Individual interviews	2	o Interviews – 1 bullied & 1 bullied/bystander
Peer Support scheme	Peer Mentors	

Secondary 7		Comments:
School roll	750	o 11 – 16 years
A-B Staff interviewed	3	o Rural area of high deprivation/unemployment – high EAL & 37% SEN
Students interviewed	8	o Direct Sanctions; School Tribunals & Restorative Approaches (trained?)
Year Groups	Yr 9-11	o Learning Mentors
Focus Group 1	6	o Peer Mentors & Buddies – DCSF peer mentoring pilot?
Focus Group 2		o Inclusion Unit – BIP school
Individual interviews	2	o Interviews – bullied
Peer Support scheme	2 Peer schemes	

Secondary 8		Comments:
School roll	840	o 11 – 18 years
A-B Staff interviewed	6	o Wealthy area (FSM 0.5%)
Students interviewed	14	o Direct Sanctions; Restorative Approaches (in-house training); Pikas Method & Support Group Method
Year Groups	Yrs 7-13	o Extensive use of SEAL
Focus Group 1	4	o Parenting skills classes (2009)
Focus Group 2	7	o 2 peer mentoring schemes – one for Yr 7 transition and other peer listeners - & ABC counsellors (Anti-Bullying Committee)
Individual interviews	3	o Logs and records kept by KS offices
Peer Support scheme	3 Peer schemes	o Interviews – 3 bullied

Secondary 9		
School roll	1050	Comments:
A-B Staff interviewed	3	o 11 – 18 years
Students interviewed	24	o Selective all girls school with catchment area providing socio-
Year Groups involved	Yr 8-12	economic mix
Focus Group 1	5	o Direct Sanctions; Restorative Approaches (trained); Pikas Method
Focus Group 2	15	(untrained) & Support Group Method (untrained)
Individual interviews	4	o Interviews – bullied
Peer Support scheme	Peer Mediators	

Secondary Peer Mentoring Pilot schools	

Secondary 10		
School roll	1648	Comments:
A-B Staff interviewed	7	o 11 – 18 years
Students interviewed	14	o All girls school in wealthy area (?)
Year Groups involved	Yr 7-11	o Direct sanctions & Restorative Approaches (trained?)
Focus Group 1	6	o Peer Listeners & Cybermentors
Focus Group 2	5	o Isolation room (The Box)
Individual interviews	3	o Interviews - bullied
Peer Support scheme	2 Peer schemes	

Secondary 11		
School roll	1370	Comments:
A-B Staff interviewed	4	o 11 – 18 years
Students interviewed	19	o Coastal town school
Year Groups involved	Yr 8-10	o Direct Sanctions; Restorative Approaches (trained & used after
Focus Group 1 x 2	7	sanctions) & Support Group Method (untrained)
Focus Group 2	5	o Peer Supporters & Cybermentors
Individual interviews	7	o Reporting - SIMS
Peer Support scheme	2 Peer schemes	o Interviews – bullied

Secondary 12		
School roll	1295	Comments:
A-B Staff interviewed	5	o 11 – 18 years
Students interviewed	13	o Town school on split site (problematic path between sites)
Year Groups involved	Yr 8-10	o Direct Sanctions & Restorative Approaches (untrained)
Focus Group 1	5	o Cybermentors, Peer Mentors & School Council
Focus Group 2	5	o Interviews –bullied
Individual interviews	3	
Peer Support scheme	3 Peer schemes	

Secondary 13		
School roll	1100	Comments:
A-B Staff interviewed	2	o 11 – 16 years
Students interviewed	17	o Suburban school – 30% EFL - All boys
Year Groups involved	Yrs 7-10	o Direct sanctions; Restorative Approaches (1 staff trained) & Support Group Method (2 staff untrained)
Focus Group 1 x 3	14	o Police School Beats Officer & Tolerance International
Focus Group 2	3	o Cybermentors; Sport Mentors & Peer Mentors
Individual interviews	3	o SENTINEL reporting system
Peer Support scheme	3 Peer schemes	o Interviews – bullied

Secondary 14		
School roll	705	Comments:
A-B Staff interviewed	3	o 11 – 16 years
Students interviewed	19	o All boys school in suburbs
Year Groups involved	Yrs 7-10	o Catholic ethos
Focus Group 1	8	o Direct Sanctions & Restorative Approaches (one staff trained)
Focus Group 2	8	o Class-based Support Groups
Individual interviews	3	o Seclusion Room
Peer Support scheme	Peer Workers	o Interviews - bullied

Secondary 15		Comments:
School roll	850	o 11 – 18 years
A-B Staff interviewed	4	o Brand new school on huge site
Students interviewed	9	o Direct Sanctions & Restorative Approaches (untrained – after sanctions)
Year Groups involved	Yrs 7-10	o Non-teaching Heads of House
Focus Group 1	3	o Reporting systems – IRIS/SIMS
Focus Group 2	3	o Isolation Room & Drop-In Centre
Individual interviews	3	o CCTV
Peer Support scheme	Peer Mentors	o Interviews – bullied (2 SEN)

Secondary 16		Comments:
School roll	1200	o 11 – 16 years
A-B Staff interviewed	3	o City school – 30% SEN & 18% FSM
Students interviewed	21	o All girls
Year Groups involved	Yrs 7-11	o Direct Sanctions & Restorative Approaches
Focus Group 1	9	o 4 Learning Mentors
Focus Group 2	8	o Friends Against Bullying & Peer Mediators
Individual interviews	4	o Interviews – 3 bullied & 1 provocative/bullying
Peer Support scheme	2 Peer schemes	

Secondary 17		Comments:
School roll	900	o 11 – 16 years
A-B Staff interviewed	3	o Outer London suburb
Students interviewed	18	o Direct Sanctions
Year Groups involved	Yr 8-10	o 2 Learning Mentors
Focus Group 1	8	o Interviews: 3 bullied & 1 bullying
Focus Group 2	6	
Individual interviews	4	
Peer Support scheme	Peer Mentors	

2 Pupil Referral Units

PRU 1

		Comments:
School roll	1000	o 5 – 19 years
A-B Staff interviewed	4	o City PRU with 5 sections – Hospital; 2 CAHMS Units (secondary & primary); Home Tuition Service & Group Tuition Service
Students interviewed	7	
Year Groups involved	Yrs 9-10	
Focus Group 1	Only interviews	o Direct Sanctions; Restorative Approaches (only Head trained); Pikas Method & Support Group Method
Focus Group 2	Only interviews	
Individual interviews	7	o Learning Mentor & Adult mediation
Peer Support scheme	No Scheme	o Logs & records kept by LSA
		o Interviews – 7 bullied (all had clinical diagnoses e.g. OCD; School Phobia; ASD – bullying happened in mainstream schools)

PRU 2

		Comments:
School roll	20	o 11 – 13 years
A-B Staff interviewed	3	o Inner city co-ed PRU
Students interviewed	4	o High staff/student ratio – low levels of bullying
Year Groups	Yr 9	o Dynamic Headteacher
Focus Group 1	Only interviews	o Direct Sanctions & Restorative Approaches (participating in evaluation)
Focus Group 2	Only interviews	o Staff meet before and after school every day
Individual interviews	4	o All parents contacted with daily report
Peer Support scheme	No Scheme	o 'Outstanding' multi-agency coordination (OFSTED)
		o Clinical psychologist on-site
		o Logs & records kept by BSA team manager – SHARP system
		o Interviews – 3 bullied; 1 bullying

1 Special School

Special 1		Comments:
School roll	100	o 3 – 19 years
A-B Staff interviewed	4	o Special school with ASD; EBD & SEN
Students interviewed	8	o ASD Unit
Year Groups involved	Yr 9-10	o Direct Sanctions & Restorative Approaches
Focus Group 1	3	o Solution focused intervention
Focus Group 2	3	o Imaginative interventions suited to individuals (Social Stories etc)
Individual interviews	3	o Interviews – 3 bullied (complex because of SEN)
Peer Support scheme	School Council	o CCTV

Appendix 5: Case study interviews: Head teacher & staff

Before we begin the interview, I would just like to reassure you that anything you say will be confidential and that any material quoted will not refer to either your name or the name of your school.

Name & job title:

Background:

Q1: How long have you been head? What was school like when you started?

Q2: Have levels of bullying changed over the last three years? How?

Interventions:

Q3: Which interventions do you use?

Q4: What is successful about this intervention? What's not? Evidence?

Q5: Do you have training? Who does it?

Q6: How do you involve children/young people – pupil voice?

Future:

Q6: What's your plan for the future of your anti-bullying work in your school?

Is it OK if your school is acknowledged by name, in the Report to DCSF?

If appropriate, would you be willing to be listed as a contact for good practice in some respect?

Thanks for your help

Student Focus Group 1: 'Trained/experienced' children/students

(These are children/students who have been trained as peer mentors by Mentoring & Befriending Foundation; BeatBullying & CHIPS or have participated in another strategy (e.g. Restorative Approaches, Support Group Method etc)
Groups of 5-6 pupils (exceptionally up to 10 in two groups) – 30 minutes in quiet room

Introduction:

Hello, I am ………. I am here to find out about bullying and what you and your school do to help people who are bullied. What you say will help me to write a report for the Government to let them know what is working well, what is not working so well, and make suggestions about changes that would help you feel safer at school. Whatever you say will be **confidential**, so I'm not going to write your names or the name of your school in my report. I would like to ask you to keep what we say confidential within the group too. There is no need to mention anyone by name, student or teacher – just talk about how things are at school. The only exception to not telling anyone, would be if you tell me of something new, that has hurt someone badly and people don't know about it. OK?

To get things going, perhaps each of you could briefly tell me your name and year group?
[Round of pupils]

Q1: Bullying: Now, I would like to talk about bullying.

- Can you tell me briefly what you think bullying is?
- Does your school have anything written down about bullying (an anti bullying policy, posters)?
- Is there much bullying in this school? Has it changed much over the last 3 years? How do you know?

Q2: Peer supporters: befrienders/buddies/mentors: Now I'd like to talk to you about peer support.

- What's your peer support scheme called? How does it work?
- How do you become a peer supporter? Who trained you?
- Has your work on the scheme been supervised? How?
- How much is the scheme used? Do you think peer mentoring helps when someone is being bullied? How?

- What are things about the scheme that work really well? What would you recommend to other schools?
- Could anything be improved or done better?
- What have you personally learned from being a peer mentor?
- What would you say to someone who is thinking of becoming a mentor?

Q3: Interventions: Now, I'd like to talk about other ways of helping children/students being bullied and those children/students that bully others:
- What (other) ways does your school have to help with sorting out bullying when it happens?
- Do you think it works? What's good about it? [repeat for each method mentioned]
- What doesn't work?
- What would you recommend to other schools?
- Is there anything you would <u>not</u> recommend to other schools?

Debrief: Please keep what we have said confidential within the group. If any of you, or anyone you know, needs to talk confidentially to someone for advice and support about any type of bullying, here is a list of contact numbers of organisations that help and support young people [give out Help Sheet]. Thank you for all your help!

 (These are children/students who have been **not** been trained as peer mentors or another anti-bullying strategy)

Groups of 5-6 pupils (exceptionally up to 10 in two groups) – 30 minutes in quiet room

Introduction:

Hello, I am ………. I am here to find out about bullying and what you and your school do to help people who are bullied. What you say will help me to write a report for the Government to let them know what is working well, what is not working so well, and make suggestions about changes that would help you feel safer at school. Whatever you say will be **confidential**, so I'm not going to write your names or the name of your school in my report. I would like to ask you to keep what we say confidential within the group too. There is no need to mention anyone by name, student or teacher – just talk about how things are at school. The only exception to not telling anyone, would be if you tell me of something new, that has hurt someone badly and people don't know about it. OK?

To get things going, perhaps each of you could briefly tell me your name and year group?

[Round of pupils]

Q1: Bullying: Now, I would like to talk about bullying.

- Can you tell me briefly what you think bullying is?
- Does your school have anything written down about bullying (an anti bullying policy, posters)?
- Is there much bullying in this school? Has it changed much over the last 3 years?
   How do you know?

Q2: Interventions: Now, I'd like to talk about other ways of helping children/students being bullied and those children/students that bully others:

- What ways does your school have to help with sorting out bullying when it happens?
- Do you think it works? What's good about it? [repeat for each method mentioned]
- What doesn't work?
- What would you recommend to other schools?
- Is there anything you would <u>not</u> recommend to other schools?

Debrief: Please keep what we have said confidential within the group. If any of you, or anyone you know, needs to talk confidentially to someone for advice and support about any type of bullying, here is a list of contact numbers of organisations that help and support young people [give out Help Sheet].

Thank you for all your help!

School:

Date:

I am here to find out about bullying and what your school does to help people who are bullied. What you say will help me to write a report for the Government to let them know what is working well, what is not working so well, and make suggestions that would help you feel safer at school. **Whatever you say will be confidential – I will not tell anyone else what you have said.**

You do not need to give names, you can use made up names or letters, like 'when in grade 7 I was attacked by two older boys, Y and Z, from grade 8']. **The only exception to not telling anyone, would be if you tell me of something new, that has hurt someone badly and people don't know about it.** But what I want to ask you about is things that have happened in the past that people do know about.

So, I would like to ask you about a time when bullying happened, that you know about or were involved in. First 'what happened', and then 'what was done about it'. At the end I will give you a 'Help Sheet' for you or anyone else who might need further help.

You only need to take part if you want to - and you can stop at any time, if you wish.   Is that OK?

Q1: What happened?

- When did it happen? (month/year):
- Who was directly involved? [no need to give names, but say age and gender]
- Did anyone else see what happened? If so, about how many?
- What happened? [Sequence of events in the bullying and kind of bullying, e.g. physical, verbal, relational, cyber?]
- How often had this happened? Over how long a time?
- How serious did you think that was?
- ☐Not very serious   ☐ Average   ☐ More serious than usual   ☐ Very serious
- Who was first told about it? [Teacher, other school staff, parent, peer supporter?]

Q2: What was done about it?

- What was done about the bullying? [e.g. serious talk with bully or bullies; restorative approaches; Pikas Method; Support Group Method; punishment – if so what kind]
- Did this work? [Why, or why not?]
- Afterwards, was anything else done with the bullying children/students? If so, what happened?
- Afterwards, was anything else done with the children/students who were bullied? If so, what happened?
- Any other comments on this and what the school did?

Debrief: If you, or anyone you know, needs to talk confidentially to someone for advice and support about any type of bullying, here is a list of contact numbers of organisations that help and support young people [give out Help Sheet].

Thank you for all your help!

DCSF/Goldsmiths Secondary case study schools

Consent form for student focus groups and interviews

School:

Date:

By signing this form, I give my consent for the researchers at Goldsmiths University to use the information I give them for research purposes only.

I understand that:

- My identity will be anonymous and anything I say or write will not have my name, or that of my school, attached to it
- I can withdraw any statement, either spoken or in writing, at any time
- What I say is confidential and will not be disclosed to anyone outside the research team.
- Only if anything I say reveals something of serious harm to myself or anyone else, that is not already known about by my parents or the school, then the researchers have a duty to tell the school; if that happens we will consult you about who to tell and how to go about this.

Signed:

The Unit for School and Family Studies,
Goldsmiths, University of London, New Cross, London, SE14 6NW

Please keep this sheet

If you or someone you know has a problem with any of the issues relating to bullying mentioned in this focus group, please talk to someone (such as a teacher, Headteacher, learning mentor) who will be able to help. If you do not feel comfortable talking to someone in your school, you can talk to a parent or guardian, and they can come with you to talk to a teacher.

You can also call Childline FREE on 0800 1111; someone is there all the time and the number will not show up on the telephone bill. If you cannot get through the first time please try again.

If you have access to the internet you can look on the websites below for further information and advice.

Bullying
www.childline.org.uk
www.kidscape.org.uk
www.beatbullying.org
www.bbc.co.uk/education/bully

Cyberbullying
www.childnet-int.org
www.thinkuknow.co.uk
www.bullyonline.org/schoolbully/

It is important to remember that bullying happens to many people, and **you are not alone**. There are people in your school and trained professionals who can listen and offer advice.

Remember keeping quiet about bullying allows it to go on

Appendix 11: Case study schools, follow-up interview script

- Changes in levels of bullying in school?

- Changes to A-B policy or staff since visit? Why?

- Changes to A-B practice since visit?

    - Changes to interventions used? (see questionnaire) Why?

    - Any new strategies since visit? Why?

    - Any developments in peer support? Training? Support? Why?

- Future plans since visit:

    - Implemented?

    - Changed?

    - Been delayed?

- 10+ incident forms

(Missing data from first visit – exception not rule!)

(NB There was an additional check sheet for missing data for each school)

DCSF/Goldsmiths Case study schools – Record sheet for incidents of bullying

School name: ………………………………………………………………………………………

[This sheet should be filled in for any incident of bullying that was reported and dealt with. An 'incident' refers to what may have been a series of events, but where is a definite outcome in terms of trying to get the bullying to stop.

This sheet will be collected by the Goldsmiths research team for the DCSF project on success of anti-bullying strategies. No school or individual will be identified by name in any publication, or in the report to DCSF. There is no need to identify any individual by name, pseudonyms can be used, e.g. 'boy X in year 7 was attacked by two older boys, Y and Z, from year 8']

A: What happened?

Date of incident (month/year):

……………………………………………………………………………………..

Who was directly involved? [Indicate age and gender]

[As perpetrator]

☐ One boy   ☐ One girl   ☐ Several boys   ☐ Several girls ☐ Both boys and girls

Year group?   ………………………….

[As victim]

☐ One boy   ☐ One girl   ☐ Other: [specify]

……………………………………………………………………

Year group?   …………………………

Were there any bystanders? If so, about how many (if known)?

☐   No   ☐ Yes - if so about how many? ………………………………………………………………

What happened? What kind of bullying:

☐ Physical   ☐ Verbal   ☐ Relational   ☐ Cyber   ☐ Other(Specify)……………………

225

What was the sequence of events in the bullying – brief details?

How often had this happened?

☐ Once ☐ 2-3 times ☐ 4-5 times ☐ Many times

Over how long a period?

☐ A few days ☐ A week ☐ A month ☐ Several months

How serious was this incident judged to be?
☐ Not very serious ☐ Average ☐ More serious than usual ☐ Very serious

How was the bullying found out about? [Who first told about it?]
☐ Victim ☐ Peer supporter ☐ Other pupil ☐ Parent
☐ Observed by staff ☐ Other: (specify)…………………………………………………………..

B: What was done about it?

What was initially done about the bullying in this case?
☐ Serious Talk with Bully or Bullies
☐ Restorative Approaches
☐ Pikas Method
☐ Support Group Method
☐ Bully Court
☐ Negative Sanctions – if so what kind

……
……………………………………………………………………………………………………

Did this work? ☐ Yes ☐ Partially ☐ No
What was the
outcome? ....

....
....
....

Was any follow-up work with the bullying student(s) necessary, or carried out?

☐ Yes   ☐ No

What was the outcome of that?

....
....

Was the victim supported in any way?   ☐ No   ☐ Yes – how?

....

What was the outcome of that?

....
....

Any other comments on this incident and how it was dealt with?

....
....
....