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United Against Bullying Plus (UAB+)

Pilot Report Further Appendices

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Evidence Based Practice Unit

A partnership of





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This project is part of a joint funding round with the Youth Endowment Fund (YEF). The YEF and the Education Endowment Foundation (EEF) are partnering to find, fund, and evaluate programmes and practices in England and Wales that could keep children safe from involvement in violence and/or improve academic attainment, by increasing school presence.

The YEF and the EEF have independently followed their internal review process for the projects they manage in this joint funding partnership.



The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and education achievement. We support schools, nurseries, and colleges to improve teaching and learning for 2–19-year-olds through better use of evidence.

We do this by:

- **Summarising evidence.** Reviewing the best available evidence on teaching and learning and presenting in an accessible way.
- **Finding new evidence.** Funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds.
- **Putting evidence to use.** Supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

We were set-up in 2011 by the Sutton Trust partnership with Impetus with a founding £125m grant from the Department for Education. In 2022, we were re-endowed with an additional £137m, allowing us to continue our work until at least 2032.

For more information about the EEF or this report please contact:

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5th Floor, Millbank Tower
21-24 Millbank
SW1P 4QP
-  0207 802 1653
-  info@eefoundation.org.uk
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The Youth Endowment Fund (YEF) is a charity with a mission that matters. We exist to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

Children and young people at risk of becoming involved in violence deserve services that give them the best chance of a positive future. To make sure that happens, we will fund promising projects and then use the very best evaluation to find out what works. Just as we benefit from robust trials in medicine, young people deserve support grounded in the evidence. We will build that knowledge through our various grant rounds and funding activity.

And just as important is understanding children and young people's lives. Through our Youth Advisory Board and national network of peer researchers, we will ensure they influence our work and we understand and are addressing their needs. But none of this will make a difference if all we do is produce reports that stay on a shelf.

Together we need to look at the evidence and agree what works, then build a movement to make sure that young people get the very best support possible. Our strategy sets out how we will do it. At its heart, it says that we will fund good work, find what works, and work for change. You can read it [here](#).

For more information about the YEF or this report please contact:



The Youth Endowment Fund
C/O Impetus
10 Queen Street Place
London
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Registered charity number: 1185413

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Appendix A: Memorandum of understanding



United Against Bullying Plus (UAB+): Memorandum of Understanding

Project Overview

What is the UAB+ programme?

The UAB+ programme is a unique anti-bullying programme that has never before been offered to secondary schools in England. It aims to prevent and improve how schools respond to bullying and subsequently reduce emotional and behavioural problems for pupils in participating schools.

UAB+ is delivered by the Anti-Bullying Alliance (ABA), who are working in partnership with Kidscape. UAB+ is being evaluated by the Anna Freud Centre. This programme is funded by the Education Endowment Foundation (EEF) and the Youth Endowment Fund (YEF).

The programme starts in September 2023 and continues for two academic years (ending in Summer 2025).

How does my school benefit?

Participating schools in this innovative new programme will receive access to a 360° whole-school anti-bullying audit tool and action plan, and an online pupil wellbeing and bullying questionnaire.

They will also have access to an incredible amount of face-to-face and tailored support for their school, including but not limited to:

- an anti-bullying expert assigned to the school for two years to provide tailored support.
- a range of CPD anti-bullying training courses for all school staff including a face-to-face inset day training delivered by ABA.
- exclusive support directly with young people in year 8 including:
 - an anti-bullying session for all year 8 pupils delivered by Kidscape.
 - support directly for pupils who have been bullied and their parents/carers, also delivered by Kidscape.
- CPD training for pastoral leads to deliver a package of support to help pupils who are perpetrating bullying.
- the chance to be an exemplary anti-bullying school in England, and receive a United Against Bullying School award logo, certificate, social media assets, and ABA membership discount.

By the end of the two-year programme, the programme's aims are to give schools:



- An improved whole-school bullying strategy, and an effective, evidence-based framework to continuously review and improve anti-bullying practice.
- A reduction in levels of bullying.
- Improved school experiences for pupils, including fewer emotional and behavioural problems.
- Improvements in pupils' ability to manage conflict, report bullying & know their role in bullying behaviour (for pupils involved in targeted interventions).
- Improved understanding of bullying for parents and carers who take part in targeted interventions, making them feel better able to support their children who are affected by bullying.

Expectations of participating schools

The following outlines our expectations for schools agreeing to participate in the UAB+ programme:

- The school will support the two-year programme delivery and the evaluation from September 2023 until August 2025.
- The school will allocate a named contact to the project to work with ABA. A deputy contact should also be allocated to work on the programme when needed. They should have sufficient capacity to be able to respond promptly to requests and facilitate requirements as appropriate. If they leave the school or are no longer able to meet the requirements for the role, ABA must be promptly informed of this, and details of a replacement contact provided.
- Schools agree to work collaboratively with the ABA anti-bullying expert assigned to them, and will be supportive in organising and attending any in-person or online meetings with them.
- Schools will be supportive in working with ABA and the Anna Freud Centre to allow some staff, pupils, and parents/carers involved in the programme workshops and interventions to take part in interviews or focus groups for evaluation purposes.
- The school will inform ABA if they are taking part in any other evaluations or trial any other anti-bullying or wellbeing programmes with the Year 8 cohort (or Year 9 cohort in 2024-25) for the duration of the programme.
- Schools will be supportive in completing all programme and evaluation activities, keeping to any deadlines where given, throughout the two-year programme (see below for details).

Programme activities schools agree to complete:

Programme Activity	When
A whole-school audit and online pupil questionnaire, using ABA's online platform. The online pupil questionnaire requires pupil demographics to be provided by schools.	Both the audit and questionnaire are to be carried out 4 times: <ul style="list-style-type: none"> ▪ Autumn term 2023 ▪ Summer term 2024

School attendance data for some year groups will also need to be provided (year group averages only, no individual pupil attendance data will be requested).	<ul style="list-style-type: none"> ▪ Autumn term 2024 ▪ Summer term 2025
An action plan using ABA's online platform.	Twice total: once each year, and within given deadlines
A face-to-face inset day on anti-bullying training, and completion of a training feedback form by staff who have attended.	Autumn Term 2023-24
Follow-up online anti-bullying training for new staff or refreshers should they be needed, and completion of training feedback form by staff who attended.	A range of dates will be provided in the Autumn Term 2024-25
Access to a range of online CPD training courses throughout the programme.	All online CPD courses can be accessed throughout the programme - links will be provided to the interactive online training platform.
Participation in ZAP anti-bullying workshop (delivered by Kidscape at your school) for all Year 8 pupils, to give children the skills they need to both recognise and positively respond to bullying behaviour. Pupils who have taken part will be asked to complete a short survey immediately after the workshop, as well as a 2 month follow-up survey.	Spring Term 2023-24
Targeted ZAP workshops (delivered by Kidscape online) made available for pupils experiencing bullying and their families, to increase assertiveness, build confidence and help manage bullying situations. These external sessions will be run online by Kidscape, both for pupils and for their parents/carers. Pupils who have taken part will be asked to complete a short survey immediately before and after the workshop, as well as a 2 month follow-up survey.	<p>Sessions made available on a rolling monthly basis: Spring Term 2023-24 until Summer Term 2024-25</p> <p>Dates and sign up details will be provided to schools for distribution to pupils and parents.</p>
Train the trainer session (delivered by ABA) to pastoral staff, giving them the skills and knowledge on how to work with children displaying bullying behaviour.	Summer Term 2023-24
Following training, school staff to deliver a package of interventions for pupils displaying bullying behaviour. Pupils who have taken part will be asked to complete a short survey immediately before and after the workshop, as well as a 2 month follow-up survey.	<p>Summer Term 2023-24 until Summer term 2024-25.</p> <p>Schools commit to running this package of interventions according to their need.</p>

Independent evaluation

This programme will be evaluated by the Anna Freud Centre. 15 secondary schools will participate in this programme, and all 15 schools will need to take part in this evaluation. The Anna Freud Centre has a strong track record of conducting research and evaluation in the field of child mental health and wellbeing. The Anna Freud Centre's evaluation of the UAB+ programme will use a mix of methods to explore how feasible the programme

is for schools to implement, evidence of promise in terms of outcomes for pupils, and perspectives of school staff, pupils, and parents/carers on the programme.

Evaluation activities schools agree to complete*:

Evaluation Activity	When
Usual provision survey (max 20 minutes): to be completed by the key staff contact from your school.	Once total: Autumn Term 2023
Implementation survey (max 20 minutes): to be completed by the key staff contact from your school.	Twice total: Summer Term 2023-24 and Summer Term 2024-25
Implementation survey (max 10 minutes), intervention description worksheets (max 5 minutes) and who got support survey (max 2 minutes) to be completed by pastoral staff delivering targeted interventions for pupils displaying bullying behaviour.	On a rolling basis for each young person seen
Qualitative interviews/focus groups (max 60 minutes): Some school staff, parents/carers, and pupils might be asked to take part in interviews or focus groups about their experiences of and opinions on the ABA programme. All interviews and focus groups will be carried out by Anna Freud Centre staff and may be via video call, over the telephone, or in person at your school - depending on your school's preference.	Spring/Summer Term 2023-24 Spring/Summer Term 2024-25

*Please note: at present, the content of the evaluation is subject to research ethics approval from University College London (UCL). We will seek further approval from schools should there be any substantial changes to the above.

Data protection

Please read our Data Sharing Agreement document for information regarding data protection. This document must be read and signed by all participating UAB+ schools.

Please see EEF's privacy notice [here](#).

Safeguarding

See ABA's safeguarding policy [here](#).

Responsibilities

Responsibilities of the Anti-Bullying Alliance:

- Recruitment of schools
- Delivery of programme
- Awarding schools with relevant United Against Bullying award status at the end of each academic year (according to award criteria)

- Data collection of pupil wellbeing and bullying questionnaire through ABA's secure online platform and staff, parent/carer, and pupil feedback forms following training sessions and workshops
- Data protection for data collected as part of the programme (school audits, school action plans, pupil wellbeing and bullying questionnaire data, pupil demographic and school attendance data, feedback form data)
- Secure sharing of data with the Anna Freud Centre for analysis in pseudonymised form, i.e., so that no individuals can be identified

Responsibilities of the Anna Freud Centre:

- Data protection and research ethics approval for data drawn on in the evaluation
- Secure storage and analysis of data collected by ABA as part of the programme (school audits, school action plans, pupil wellbeing and bullying questionnaire data, pupil demographic and school attendance data, feedback form data)
- Secure storage and analysis of data collected by the Anna Freud Centre as part of the evaluation (interviews and focus groups, implementation surveys, usual provision survey)
- Writing reports of evaluation findings

Responsibilities of participating schools

- Sharing school/pupil data with ABA
- Collecting consent from parents/carers and pupils as needed
- Participation in the programme (see expectations and programme/evaluation activities list in project overview above)
- Participation in the evaluation (see expectations and programme/evaluation activities list in project overview above)

Agreement

Please complete the contact form for your nominated UAB+ contact and deputy contact. Please also read and sign the below agreement, and return it to ABA, scanned and emailed to jalborough@ncb.org.uk.

Name of nominated main UAB+ contact in the school:

Mr/Mrs/Miss/Ms/Dr:

Name:

Job title:

Contact phone number:

Contact email address:

Best time to contact you.....

Name of nominated deputy UAB+ contact in the school:

Mr/Mrs/Miss/Ms/Dr:

Name:

Job title:

Contact phone number:

Contact email address:

Best time to contact you.....

Name of Anti-Bullying Alliance UAB+ contact (Programme Manager):

Name: Ms Jess Alborough

Job title: Programme Manager

Contact phone number: 07984235452

Contact email address: jalborough@ncb.org.uk

Please read the following statements and sign at the bottom if you agree with the statements:

I confirm that I have read and understand the information provided about the project and I have passed a copy of the Memorandum of Understanding and School Information Sheet to my designated named contact. I have had the opportunity to ask questions, and have had these answered satisfactorily. (If you have further questions please raise these with Jess Alborough of ABA)

This is a project that aims to evaluate the impact of the UAB+ programme. The project is to be delivered Autumn 2023 to Summer 2025.

I know who I can contact if I have any concerns or complaints about the UAB+ programme and the evaluation.

I agree that my school will participate in and support this programme and evaluation, and agrees to the conditions stated in the Memorandum of Understanding (MOU).

The Anti-Bullying Alliance cannot be held responsible for the practice of schools taking part in the United Against Bullying Plus programme, this will always remain the responsibility of the school governing body, senior leadership team and staff within that school.

Signed.....

Print Name.....

Position.....

Headteacher signature.....

Date.....

Signed by the Anti-Bullying Alliance:

Signed.....

Print Name.....

Position.....

Date.....

Signed by the Anna Freud Centre:

Signed.....

Print Name.....

Position.....

Date.....

Appendix B: Examples of information sheets and consent forms

1. [Wellbeing survey](#)
2. [Qualitative data collection](#)
3. [Feedback data](#)
4. [Implementation and Usual provision data](#)

1. Wellbeing survey

Parent/carer opt out information and consent for pupil wellbeing survey

Dear Parent or Carer,

[SCHOOL NAME HERE] is taking part in the United Against Bullying Plus (UAB+) anti-bullying programme, an ongoing project from September 2023 – July 2025.

We previously contacted you to ask for your consent for your child to take part in the research part of the programme by completing a questionnaire. Previously, you had to tell us if you agreed to your child participating (opt-in). This has been reviewed by the project's data protection team, and we are writing to let you know that this process has changed. You will now only need to contact us if you **DO NOT** want your child to take part (in other words, to opt-out).

If you previously gave consent for your child to participate, and haven't changed your mind, you do not need to take any further action.

The next few pages:

- 1) Tell you about the research and what it involves for you and your child.
- 2) Provides you with contact information if you do not want your child to take part in this research.

If you are unsure about whether you would like your child to take part and have questions about the programme or evaluation, you are welcome to contact [INSERT School Contact Name].

Yours sincerely,

[INSERT NAME] [INSERT POSITION]

What is the evaluation about?

The UAB+ programme is delivered by two anti-bullying charities called Anti-Bullying Alliance (ABA) and Kidscape, and is being evaluated by researchers at Anna Freud, who aim to find out whether the programme is effective. The evaluation involves pupils completing some questionnaires and feedback forms. All evaluations like this are looked at by an independent group of people, called a Research Ethics Committee, to protect participants' interests and safety. This evaluation has been approved by the University College London (UCL) Research Ethics Committee (ID: 15793/003).

Why are we writing to parents/carers?

We are asking you to help by allowing your child to participate in the pupil questionnaire as part of the programme evaluation. Please read this document carefully before you decide, as it is important to know what it will involve.

Why has my child been asked to take part and what will they do?

Your child has been asked to take part because their school is taking part in the UAB+ programme. Your child will be invited to fill out an anonymous questionnaire about their feelings and experiences. This will happen three times: Year 8 Summer Term 2024, Year 9 Autumn Term 2024 & Year 9 Summer Term 2025.

The pupil questionnaire is an online survey which should take about 20 minutes to complete. The answers your child gives to the questionnaire will not be seen by their friends, teachers or you, unless your child chooses an adult to help them complete the questionnaire. See Appendix A for a list of the questions that will be asked.

Even if you give us consent for your child to be invited to complete the questionnaire, they will still be able to choose whether or not they complete the questionnaire themselves at school.

Are there downsides to taking part?

On rare occasions young people can become upset about something they answer during questionnaires like this. If there are questions they do not want to answer, they can leave these out. They will also be able to stop answering the questionnaire at any time if they wish to do so. If your child does feel upset, school staff will be on hand to offer support. They will be reminded of where to get support many times during the programme.

What are the benefits of taking part?

If you give consent, your child's responses will help shape the approaches their school uses when trying to prevent and tackle bullying. By participating, your child will help us to understand how schools can improve how they deal with bullying.

What information will be collected?

The questionnaire will collect two different types of information about your child:

- the questionnaire responses that your child will complete in school.
- information about your child that the school routinely collects such as their gender, ethnicity, free school meals eligibility and school attendance.

This information will be collected via ABA's online platform, and shared securely with the research team at Anna Freud. It will not be possible for the research team to identify individuals from the data.

What will happen to the information that is collected?

Your child's school will receive an **anonymised** report of the wellbeing questionnaire findings for the whole year group that will help them review and support pupil wellbeing.

The research team will use the information collected to find out whether the UAB+ programme is effective in supporting schools to reduce and respond to bullying. The results will be published in reports available for free online. In these reports no one will be able to identify you or your child.

Please read the [privacy notice](#) which explains what we do with the information that you share with us as part of this evaluation and your rights about our use of that information.

Does your child have to complete the questionnaire? Can they change their mind?

It is up to you and your child to decide whether to take part. If you or your child does not want to participate, your child will still take part in the other anti-bullying programme activities at your school.

If your child starts the questionnaire, they can change their mind and stop at any time without having to tell us why. You or your child should use the contact details below to contact ABA.

If you or your child want us to remove their information, you can contact ABA at any time before 31st July 2025. After this date, all data is completely anonymised so we will not be able to identify your child's data to be able to delete it.

What happens next?

If you are happy for your child to take part, then you do not need to do anything.

If you do not want your child to participate in this research, you need to let us know before <Insert Date>, by completing contacting the Anti-Bullying Alliance: uabplus@ncb.org.uk

We hope your child will really enjoy taking part in the programme but if you are worried about anything or unhappy with the way that the research is conducted you can contact the Principal Investigator, Dr Tanya Lereya, Evidence Based Practice Unit (EBPU), UCL and the Anna Freud Centre, 4-8 Rodney Street, London, N1 9JH.

Thank you for taking the time to read this information sheet.

Your help makes our research possible!

2. Qualitative data collection

Young person information and consent for participating in interviews

What is this evaluation about?

Your school is taking part in an anti-bullying programme called the United Against Bullying Plus (UAB+) programme. This programme is delivered by the Anti-Bullying Alliance (part of the National Children's Bureau) and Kidscape, and is being evaluated by the Anna Freud Centre. It aims to help schools to reduce bullying and support young people involved in or affected by bullying.

We (the Anna Freud Centre) want to learn about what young people and others think about the UAB+ anti-bullying programme. This is so that we can see if it helps schools to reduce and respond to bullying.

All evaluations like this are looked at by an independent group of people, called a Research Ethics Committee, to protect participants' interests and safety. This evaluation has been approved by the University College London (UCL) Research Ethics Committee (ID: 15793/003).

Why are you being invited to take part?

You are being invited to take part because you have taken part in anti-bullying activities as part of the UAB+ programme. You will receive a £10 voucher if you do agree to take part.

What will happen if you take part?

If you agree to take part in this evaluation, you will have a discussion with a researcher from our team. This will



either be:

- as a focus group - which means a discussion with a small group of students (e.g., between 4-5) from your school.
- as an interview - which would be a conversation between you and a researcher.

It will last up to a maximum of one hour. The discussion will happen either in person (in a private room at your school) or online (e.g., using a video chat platform such as Microsoft Teams). We will audio record the discussion and then write it up afterwards as a 'transcript'.

When we arrange the discussion, we will think carefully about how it would work best for you and when you are available. It will also depend on the availability at the school and of the researchers.

You will be asked about your experiences of the UAB+ programme. This will include what was helpful, what wasn't helpful, and any changes that you might have noticed in yourself or others since you took part.

Your answers in your discussion will be kept private. The only time that we might need to break this rule is if you tell us something that makes us think that you, or someone else, is in danger. If this happens, then we will have to tell someone (e.g., the school safeguarding lead) who can stop that danger from happening.

If you take part in a focus group, you should only discuss what you feel comfortable sharing in front of others in the group. We will tell the group that everything we discuss should be kept confidential, but it is possible that group members may discuss what they have heard outside of the group.

It is up to you whether you want to take part in the discussion or not. If you do take part, you don't have to answer any questions that you don't want to. You can stop taking part at any point and this won't disadvantage you in any way.

What are the benefits of taking part?

- You will be given a £10 voucher as a thank you for taking part
- Hearing about what you think may help us to improve the UAB+ programme (and others like it) in future.

Disadvantages of taking part

- Sometimes people can become upset about something that they answer during discussions like this.
- If you do feel upset, please speak to the member of the evaluation team who you are meeting with. You can also speak to your parent or carer, teacher, or another adult who you trust. It is best to speak about it rather than keeping it to yourself.
- For more support, you can also contact:
 - **Anna Freud Centre Crisis Messenger:** Text AFC to 85258. This is a free, private text message support service for anyone who is feeling overwhelmed or is struggling to cope. It is available 24 hours a day and messages go to trained volunteers who will work with you to take your next steps towards feeling better.
 - **The Mix:** If you need help but don't know where to turn, call for FREE on 0808 808 4994. They will help you to find organisations that may be able to help you further. They're open from 4pm to 11pm Monday to Friday. Please note that this service is closed on weekends. They also have a website <https://www.themix.org.uk>
 - **Samaritans:** Call for free on 116 123. Whatever you're going through, a Samaritans volunteer will face it with you. Available 24 hours a day, 365 days a year.
 - **Childline:** Free to call service 24 hours a day, call them on 0800 1111. Childline is a free, private service where you can talk about anything. They're here for you online, on the phone, anytime.

What will happen to the information that you give?

- We will record the whole discussion on a secure voice recorder. This is so that we don't miss what people say. We will keep this recording safe.
- We will also collect other information about you like your age, gender, and ethnicity, and your agreement to take part. We will keep this information safe.
- Another organisation will write up the recordings and we will make sure that they also keep your information safe.
- When the recordings have been written up, we will replace your name with a random number and the recording will be deleted.
- If you have taken part in a one-to-one discussion, you or your parent/carer can ask us to permanently delete the written version of your discussion, without having to tell us why. You would need to contact us within 9 months of taking part or by 31st July 2025, whichever comes first. After this time, it will be anonymised and we will not be able to identify your data. If you have taken part in a group discussion, it will not be possible to delete the written version because it will be combined with everyone else's in the group.

What will happen to the results of this evaluation?

Results from this evaluation will be published in reports. We will use the things that you say in our reports, but no one will know that it is you who has said them because we will not use your name.

What happens next?

Please read our privacy notice. This is a note to say what we do with the information that you share with us as part of this evaluation and your rights about how we use that information:

https://corc.uksouth01.umbraco.io/media/vs0psmtv/uabplus-privacy-notice-yp-qual_100823.pdf

The Evaluation Lead (Dr Tanya Lereya) is based at the Anna Freud Centre and can be contacted by phone (020 7794 2313) or email if you have any questions about this evaluation, if there are any problems, or if you have any worries about it: tanya.lereya@annafreud.org.

If you are happy to take part in a discussion, then you can complete a consent form by clicking on this link: [insert link here to Microsoft Forms version of consent form]. We will then arrange a date and time for your discussion that works for you.

Agreement (consent) for Young People Age 15 and Under

Thank you for your interest in taking part in this evaluation. Please complete this form after you have read the Information Sheet. If you have any questions, please do ask your parent or carer, or the evaluation team whose contact details are in the Information Sheet.

Please read each sentence and tick the box if you agree. If you don't agree to all parts of the evaluation, you will not be able to take part:

1. I have read and understood the Information Sheet for this evaluation.
2. I understand what this evaluation is about.
3. I understand that it's ok to stop taking part in this evaluation at any time up until the end of the evaluation (31st July 2025) without saying why.
4. I understand that my discussion (one-to-one or group) with a member of the evaluation team will be audio recorded. I agree to this recording being used as part of this evaluation.
5. I understand that what I say may be used in evaluation reports, but my name will not be used.
6. I agree to my information being used as part of this evaluation. I understand that it will be kept private and looked after.
7. I understand that if a member of the evaluation team thinks that someone is in danger, they may need to share some things I say with my parent/carer or someone at my school.
8. I am happy to take part in this evaluation.

If you are happy to take part, please complete the following details:

Name (first and last names)	
Name of parent or carer (first and last names)	
Date	

3. Feedback data

Young person information and consent for completion of feedback questionnaire

Note: This information sheet/consent form was online and consent will be recorded on the computer system

Thank you for considering completing this feedback form. Here we explain what this involves and if you choose to take part you will then be directed to the feedback form.

Before you decide if you want to complete the survey, it is important you understand why you are being asked to do this, and what you will need to do if you decide to take part.

You are being asked to complete this feedback form because you took part in a ZAP session. This was an online anti-bullying workshop that brings together children facing a similar situation and teaches tools in how to help manage bullying situations. This was part of an anti-bullying programme called the United Against Bullying Plus (UAB+) that your school is taking part in. It aims to help schools to reduce bullying and support young people involved in or affected by bullying. The programme is delivered by charities called the Anti-Bullying Alliance (ABA) and Kidscape and is being evaluated by the Anna Freud Centre.

Your answers to the feedback form will help us to understand what can help schools to support young people involved in or affected by bullying. Please answer as many questions as you can. It will take about 10 minutes to complete. It is not a test and there are no right or wrong answers.

You may be asked to complete this feedback form again in a few months. You do not have to complete it again if you don't want to.

Lots of pupils and schools across England who have taken part in the ZAP session will be completing this feedback form.

Your answers to our questionnaires will be private. Only the Anti-Bullying Alliance, Kidscape and Anna Freud Centre will see your answers, but they will not be able to identify you in any way. Your teachers and parent/carer will know that you are taking part but will not see your answers.

You can stop taking part in this questionnaire at any time without needing to give a reason. If you decide not to take part in the questionnaire, you will still get help from your school if you are worried about bullying.

It is up to you whether or not you take part in this questionnaire. You can stop at any time. If you choose not to take part, you will not get in trouble. If you start to take part and then change your mind that is okay. You can ask us to delete your answers at any point before the end of the programme (31st July 2025). You can ask your teacher if you'd like to do this.

Because your responses to this questionnaire are private, no one will know how you answered.

If you are:

- unhappy at school,
- worried you are being bullied, or
- bullying others

it is important you speak to an adult like your parent, a teacher or someone you trust.

Don't keep it to yourself.

If you would like to speak to someone else, you can call Childline on 0800 11 11.

If you want to find out more, you can read our privacy notice. This is a note to say what we do with the information that you share with us as part of this evaluation and your rights about how we use that information:

https://corc.uksouth01.umbraco.io/media/r4kd5um5/uabplus-privacy-notice-for-young-people-feedback-forms_100823.pdf

If you are happy to take part, please click 'Next'.

4. Implementation and Usual provision data

Staff Information Sheet and consent form for implementation survey

What is this evaluation?

The United Against Bullying Plus (UAB+) anti-bullying programme aims to help schools to reduce bullying and support young people involved in or affected by bullying. The programme is delivered by the Anti-Bullying Alliance (part of the National Children's Bureau) and Kidscape, and is evaluated by Anna Freud Centre. It includes whole school activities alongside more targeted support.

In our evaluation, we would like to find out whether the UAB+ anti-bullying programme is effective at supporting schools to reduce and respond to bullying.

All evaluations like this are looked at by an independent group of people, called a Research Ethics Committee, to protect participants' interests and safety. This evaluation has been approved by the University College London (UCL) Research Ethics Committee (ID: 15793/003).

Why are you being invited to take part?

We are inviting you to take part in this evaluation because you have you have been involved in delivering the UAB+ programme.

What will happen if you take part?

If you agree to take part in this research, it means agreeing to complete a questionnaire about how the staff training element of the UAB+ anti-bullying programme has been delivered. You will be asked to complete the questionnaire online via a secure site. The questionnaire usually takes around 20 minutes to complete. Your answers will be kept strictly confidential.

It is your decision whether to complete the questionnaire or not. If there are any questions that you don't feel comfortable answering, then you don't have to answer them. You can stop taking part at any point and this will not disadvantage you in any way.

Benefits of taking part

- Hearing about your opinions and experiences may help us to improve the UAB+ programme in future for other schools, young people and families.

What will happen to the information that you give?

- The information that you provide will be stored securely by the Anna Freud Centre in accordance with current General Data Protection Regulations (GDPR) and Data Protection legislation. Further information can be found in the privacy notice.
- If you want us to permanently delete your data, you can contact us and ask us to delete it by the end of the evaluation (31st July 2025) after which time your data will be anonymised. You don't have to tell us why.

What will happen to the results of this evaluation?

Results from this evaluation will be published in reports, such as on the Anna Freud Centre's website. We will use the things that you say in our reports, but no one will know that it is you who has said them, as we will not use your name.

What happens next?

Please read our privacy notice - a note to say what we do with the information that you share with us as part of this evaluation and your rights about our use of that information: <https://www.corc.uk.net/staff-privacy-notice/>

The Evaluation Lead (Dr Tanya Lereya) is based at the Anna Freud Centre and can be contacted by phone (020 7794 2313) or email if you have any questions about this evaluation, if there are any problems, or if you have any complaints: tanya.lereya@annafreud.org. If you want to take a complaint further, then you can also contact the Chair of the UCL Research Ethics Committee: ethics@ucl.ac.uk.

If you would like to take part in this evaluation, then you can complete a consent form by clicking on this link: <https://forms.microsoft.com/e/jsLnxXrUhP>.

Consent Form for Staff

Thank you for your interest in taking part in this evaluation. Please complete this form after you have read the Information Sheet. If you have any questions, please do ask the evaluation team whose contact details are in the Information Sheet.

Please read each sentence and tick the box if you agree. If you don't agree to all parts of the evaluation, you will not be able to take part:

1. I confirm that I have read and understood the Information Sheet for this evaluation and understand what this evaluation involves.	<input type="checkbox"/>
2. I understand that participation is voluntary and that I am free to withdraw at any time up until the end of the evaluation (31 st July 2025) without giving a reason and with no disadvantage to me.	<input type="checkbox"/>
3. I consent to the processing of my personal information for the purposes of this evaluation and understand that such information will be treated as strictly confidential and handled in accordance with all current data protection laws.	<input type="checkbox"/>
4. I understand that what I say may be used in evaluation reports, along with the responses of other participants in the evaluation, but no one will be able to identify me.	<input type="checkbox"/>
5. I agree that the research evaluation named above has been explained to me to my satisfaction.	<input type="checkbox"/>
6. I consent to take part in this evaluation.	<input type="checkbox"/>

If you are happy to take part, please complete the following details:

Name (first and last names)	
Email address	
Telephone number	
Date	
Signature	

Appendix C: Example privacy notice

United Against Bullying Plus (UAB+) Anti-Bullying Programme: Evaluation

Privacy Notice

This note is to say what we do with the information that you and your child share with us as part of this evaluation and your rights about our use of that information. These rights are set out in the General Data Protection Regulations (GDPR) and the Data Protection Act (2018), which tell us what we have to do by law.

1. Who we are

The Anti-Bullying Alliance (part of the National Children's Bureau) and Kidscape are delivering the United Against Bullying Plus (UAB+) anti-bullying programme. The Anna Freud Centre are carrying out a research evaluation to find out whether the UAB+ anti-bullying programme helps schools to reduce and respond to bullying.

The Anti-Bullying Alliance (ABA) will collect and be responsible for your child's personal data. They will anonymise the data and share it with the Anna Freud Centre in a secure way so that your child cannot be identified. ABA staff will not have access to your child's name at any point due to the secure way in which the data is stored within the online platform.

This notice informs you how we will use personal data collected for the purposes of conducting this evaluation. If you have any questions about the content of this notice, then you can contact us at:

- Jessica Alborough, Programme Manager: uabplus@ncb.org.uk
- Write to us: Anti-Bullying Alliance, National Children's Bureau, 23 Mentmore Terrace, Hackney, London E8 3PN
- ABA's Data Protection Officer can be emailed at dataprotection@ncb.org.uk

2. Purpose of data (information) processing and the lawful basis for processing

The UAB+ anti-bullying programme, delivered by ABA and Kidscape, aims to help schools to reduce bullying and support young people involved in or affected by bullying. The Anna Freud Centre would like to find out whether the UAB+ anti-bullying programme is effective at supporting schools to reduce and respond to bullying.

If you give your consent for your child to take part in this evaluation, then we will hold two types of personal information provided by or about your child:

- The information from questionnaires and feedback forms that your child completes
- Information routinely collected by your child's school including your child's name, gender, ethnicity, school attendance, and free school meal eligibility

ABA are the data controllers, and the Anna Freud Centre are data processors. The UK GDPR basis for processing personal data is Legitimate interest, Article 6(1)(f), specifically research purposes (Article 9(2)(j)) and DPA (2018) Schedule 1 part 1 paragraph 4. This allows us to process personal data for research or evaluation purposes where appropriate care is taken to manage the data securely.

3. Who we share data with

All information will be treated strictly confidentially. Identifiable data will be collected by ABA and Kidscape and stored securely in accordance with GDPR and Data Protection legislation. Data will be shared with the Anna Freud Centre for the purposes of the evaluation described above. Data will be de-identified (so that no individuals can be recognised) before sharing it with the Anna Freud Centre evaluation team. The analysis will be carried out on the anonymised data.

We will not share data with any other external partners or agencies. Generally, we will ask for your and your child's permission before we share data, but in some circumstances, we are legally obliged to share information, for example under a court

order. When we do share, we satisfy ourselves that we have a lawful basis on which to share the information and document our decision-making.

We will not be transferring any identifiable information outside the European Economic Area (EEA). We will be managing the data on secure IT systems at the ABA, based in the UK, and we will be taking appropriate measures to ensure that it always remains secure.

4. How long will we retain data

Any identifiable data relating to your child (e.g., your child's name) will be held securely until the end of the evaluation, 31st July 2025, after which it will be securely disposed of. Any data that ABA and the Anna Freud Centre do keep (for a maximum of 10 years for further research) will not include your child's name or any other information that could identify your child.

5. Your data rights

Under data protection law, you have rights we want to make you aware of. The rights available to you depend on our reason for processing your information and may only apply in certain circumstances. You can check the Information Commissioner's website [<https://ico.org.uk/for-the-public/>]. Your rights are:

- The right to be informed
- The right of access
- The right to correct data
- The right to be forgotten
- The right to restrict processing
- The right to data portability
- The right to object to our processing

Please contact us at dataprotection@ncb.org.uk if you wish to make a request with regard to any of your rights. You are not required to pay a charge for exercising your rights. We generally have one month within which to respond to your request.

6. Withdrawal from the evaluation

If you or your child want us to permanently delete their information you or your child can contact the Anti-Bullying Alliance until 31st July 2025. You don't have to tell us why. You will be able to ask us to delete it. Until then, you can withdraw at any time and your child's information will be deleted immediately. After this time, it will no longer be possible to delete their information because we will have already used their information, along with all of the information we have gathered from the other participants, to carry out our evaluation and to write our report.

7. Making a complaint

If you want to take a concern further, then you can also contact the Chair of the UCL Research Ethics Committee: ethics@ucl.ac.uk.

If you feel that we may not be handling your child's data appropriately or if you have any queries or concerns about this, you can contact us at dataprotection@ncb.org.uk. You can also, at any time, make a complaint about our processing of your data to the Information Commissioner: <https://ico.org.uk/global/contact-us>.

8. Obligation to provide data and automated decision-making

You can choose for your child to participate in this evaluation, in which case we do require your and your child's data. We do not use profiling or automated decision-making when processing your data for any purpose.

Appendix D: Intervention Description worksheets for individual components of the UAB+ programme

1. [Audit and Action Planning tool](#)
2. [INSET CPD training for school staff](#)
3. [Working with children who display bullying behaviour: CPD training and toolkit](#)
4. [Working with parents and carers \(workshop for staff\)](#)
5. [ZAP in Schools](#)
6. [ZAP Targeted for pupils](#)
7. [ZAP Targeted for parents and carers](#)
8. [Supporting parents and carers \(webinar for parents and carers\)](#)

1. Audit and Action Planning tool

1. Brief Name	Audit and Action Planning tool
2. Why (Rationale/theory)	The Audit and Action Planning Tool aims to support schools in auditing their anti-bullying practice to understand their own practice and identify where they can make improvements across several whole-school approach principles.
3. What: Any physical or informational materials used in the intervention	The Audit and Action Planning Tool is held on a responsive online platform (uabplus.anti-bullyingalliance.org.uk). Schools register and log in to the platform where they can access the Tool, which they keep updated throughout the year. They can download versions of this offline as a PDF. There is a dashboard that displays a pie chart showing schools what they have fully, partially or not yet met. Additionally, ABA staff have input into the Audit and Action Planning Tool and have access to an 'admin' side of the platform, where they can monitor school's progress and download the information.
4. What: Procedures, activities and/or processes used in the intervention	At the beginning of the year, all schools use the Audit Tool to audit their current anti-bullying practice against 48 indicators across several whole-school approach principles. There are 7 sections (school leadership, school policy, data collection and evidence, prevention, response, staff training and development, and at-risk groups). Each section has several indicators within it. Schools rate each indicator as to whether they fully, partially or have not yet met. Schools can access the Audit and Action Plan Hub to help them identify what 'fully' or 'partially' met might look like for each indicator. Schools use this to identify elements to add to their Action Plan. The Action Planning Tool automatically creates a responsive Action Plan bespoke to each school, taking the indicators chosen to focus on by the school in their baseline Audit and supports schools in monitoring their goals, by asking them to assign a member of staff responsible; decide whether it is a short-, medium- or long-term goal; and keep a log of any activities or actions completed in order to meet the goal. As they work through their Action Plan, the Audit and Action Plan Hub can provide schools with suggestions, guidance and examples of effective practice from case studies from other schools. At the end of each academic year, schools complete their final audit using the Audit Tool and reflect again on the indicators to identify any change from baseline to final Audit.
5. Who: Intervention providers	The Audit and Action Planning Tool was created by the Anti-Bullying Alliance and is hosted on an online platform that schools can freely access. Schools can access this on their own and work through the Audit and Action Plan in their own time. As part of UAB+, schools also receive targeted

	support from ABA staff members. ABA staff might help schools decide what should be on their Action Plan, and provide support and advice for any activity or action to achieve their goals throughout the year. Information about background of ABA staff is provided in Project Team section of the main report.
6. Who receives: Target population for the intervention	The Audit and Action Planning tool is used mainly by each UAB+ school's lead contact person, who will have a login to the platform. Typically with the majority of schools on the programme, the UAB+ school lead is a Deputy Head, Assistant Head or Vice Principal (14 out of 16 schools that started the programme and 14 out of 15 that completed it). Where school lead is NOT part of the SLT within the school, and this is mainly due to the small size of the school meaning that more responsibility is given to teachers who are not part of SLT. Each school can have one additional log in so there may be another staff member who has access to the platform. The UAB+ lead might be in touch with other members of staff, pupils or parents to obtain information and ensure they are giving a true reflection of their school when completing the Audit Tool at both baseline and final completion. They are also likely to assign responsibility of some goals on their Action Plan to other staff members within their school.
7. How: The mode of delivery	The Audit and Action Planning tool online platform accessed by specific school staff. This content may be shared with other staff within the school, especially to their Senior Leadership Team and/or with governors
8. Where: The location of the intervention	The Audit and Action Planning tool is hosted on an online platform. Schools have an individual login and password to access their account, which they can access from any device with internet.
9. When and how much	During the course of the UAB+ programme, schools will complete the Audit Tool 4 times and the Action Plan twice, as follows: Year 1 autumn term: complete audit 1 Year 1 spring term: complete action plan 1 Year 1 summer term: complete audit 2 Year 2 autumn term: complete audit 3 Year 2 spring term: complete action plan 2 Year 2 summer term: complete audit 4
10. Tailoring	Each school has a tailored version of the Audit and Action Planning tool as it reflects each school's current practice and also be bespoke to their particular needs.
11. Modification	No modification was made during the course of the study.
12. How many: participants are anticipated per year	All schools on the UAB+ programme will complete the Audit and Action Planning tool.
13. How well (Planned)	Since the Audit and Action Planning tool is hosted on an online platform, this naturally means there is fidelity with all schools' experience of it as they will each be seeing the same platform and have access to the same information

INSET CPD training for school staff

1. Brief Name	INSET CPD training for school staff
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<p>2. Why (Rationale/theory)</p>	<p>This CPD training was offered as part of the UAB+ programme. It aimed to develop understanding and improve confidence in preventing and responding to bullying. This training was delivered to all staff within the school and encourages schools to reflect on their whole school approach. By the end of the course participants should have a better understanding of bullying and its impact; the groups of children and young people most at risk; strategies to prevent and respond to bullying; the UAB+ programme, and feel positive about working together to improve anti-bullying practice.</p> <p>Further learning is encouraged through a series of self-guided short courses on a range of related topics.</p>
<p>3. What: Any physical or informational materials used in the intervention</p>	<p>Staff delivering the training use the UAB+ CPD training PowerPoint presentation, including short training videos embedded within the presentation (digital copy also given to participants). Participants were given an activity handout and prevention, responding and recording case study handouts (Year 1 INSET sessions only). The self-guided courses are part of ABA's online anti-bullying training catalogue available on their website.</p>
<p>4. What: Procedures, activities and/or processes used in the intervention</p>	<p>Sections of the INSET day training are:</p> <ul style="list-style-type: none"> • Setting the scene – Welcome and Quiz: Introduction and a quiz on the prevalence of bullying • What is UAB+ and what is your school going to be doing over the next two academic years? An introduction (or reminder) of the programme activities and timeline • The impact of bullying: Research data on the impact of bullying, both short and long term • The definition of bullying: Sharing the ABA definition of bullying and group discussion using example scenarios to decide whether or not something would be defined as bullying. • Bullying as a group behaviour: Using Christina Salmivalli's research on the Participant Role Scale to introduce participants to the different roles involved in bullying situations, 2 discussion questions to complete in groups followed by feedback. • Bullying and the Law Quiz: An interactive quiz that covers information about bullying and the law. • Where is your school now? (only Year 1 training): Discussion about the strengths and challenges of the school in anti-bullying practice. Discuss in their groups and then feedback to the trainer, who will record information on a flipchart. • Principles of preventing bullying: Sharing recommendations around best practice of bullying prevention, and opportunity for discussion and activities involving case studies. • Principles of reporting and recording bullying: Sharing recommendations around best practice of reporting and recording of bullying incidence, and opportunity for discussion and activities involving case studies. • Principles of responding to bullying: Sharing recommendations around best practice of responding to bullying, and opportunity for discussion and activities involving case studies. • Bullying a perceived difference, those most at risk and protected characteristics: Sharing evidence on groups of young people who are more vulnerable to bullying than their peers, and how to be aware of as well as put in place strategies to avoid this. This includes discussion, a quiz and other interactive activities. • Relationships with parents and carers: Discussion about how the school works with parent and carers, recommendations about how to do this, both in a whole-school approach to anti-bullying, and how to work with them after bullying has occurred. • Setting personal and whole-school goals: Participants asked to set personal and whole school goals around anti-bullying practice. <p>Online CPD</p>

	<p>For each self-guided course, participants follow a series of ‘lessons’, which include interactive slides, containing videos, quizzes or activities, free text writing and links to relevant information or resources. The courses cover the following 16 topics:</p> <ul style="list-style-type: none"> • What is bullying? • Bullying and the Law • 10 principles to reduce bullying (only available until May 2025) • Preventing bullying • Responding to bullying • Cyberbullying (Online bullying) • Bullying and Difference • Bullying and SEN/disability • Young Carers and Bullying • Looked After Children and Bullying • Bullying and Gypsy, Roma and Traveller young people • Reducing Disablist Bullying: Disabilities, the Equality Act and Schools Duties • Sexual and Sexist Bullying • Mental Health and Bullying • All Different, All Equal: Preventing and Responding to Appearance Targeted Bullying • Banter or bullying? Navigating the line of acceptability (a new course added during Year 2 of the programme)
<p>5. Who: Intervention providers</p>	<p>The INSET day training was provided by the Anti-Bullying Alliance delivery team. Their biographies are included in the Project Team section of the main report.</p> <p>For refresher training sessions in the year 2 of the programme, school leads have the opportunity to deliver this training to new staff (and/or staff who require a refresher) themselves. The majority of these staff members are part of the SLT of the school and will have experience training staff. They have also completed the anti-bullying training themselves, and have regular meetings with ABA staff which means they are well-versed in ABA’s recommendations and key principles.</p> <p>The additional online CPD courses are self-guided. These were written by ABA staff, and some in partnership with other organisations (see individual courses for more information).</p>
<p>6. Who receives: Target population for the intervention</p>	<p>The INSET day training is provided to secondary school staff in England from schools taking part in the UAB+ programme. All members of the school staff are invited to attend the INSET training session in year 1 of the UAB+ programme including the Senior Leadership Team, all subject teachers, PGCE students, home to school transport staff, admin staff, maintenance staff, kitchen staff. For the refresher training session in year 2, school staff will be able to decide who this training is delivered to. This may include any new staff who joined since the programme began, staff who missed the training in year 1, and/or trained staff who they feel would benefit from a refresher. Some schools may decide to ask all staff to complete this training again.</p> <p>The online CPD is available to all staff in schools taking part in the UAB+ programme. They need to register with a free account to do this.</p>

<p>7. How: The mode of delivery</p>	<p>For the year 1 INSET training, the training is mostly delivered face-to-face at schools, however in some cases it is provided online. Depending on the schools' availability for INSET days, the training is either delivered over the course of one day or split into two twilight sessions. In the case that the training is delivered in two parts, where possible this is provided face-to-face (especially the first session), but the second session is delivered online if necessary. For the year 2 refresher training, if school staff are delivering this is likely to take place face to face. If ABA staff are delivering, this could either be face-to-face or online via Zoom. Both types of training are delivered in a group, however the group size varies by school.</p> <p>The additional online CPD are designed to be completed on an individual basis.</p>
<p>8. Where: The location of the intervention</p>	<p>For the most part, both types of this INSET training take part on-site at the school. If ABA staff are delivering in-person, schools are asked to provide a cabaret-style set up so that participants can take part in discussion activities on tables. There is also a screen for presenting and a flipchart for recording notes from discussions. If the delivery occurs online, Zoom is used and the breakout room function is used to deliver the interactive elements.</p> <p>The online CPD will take place on the participants' chosen device and will require a stable internet connection.</p>
<p>9. When and how much</p>	<p>This INSET training is delivered once in year 1 of the programme (in the Autumn or early Spring term) to all staff. Delivered over one day or two twilight sessions depending on school availability. The full session takes 3-4 hours to deliver in total. In year 2, a refresher session is offered to all schools. The training is the same as the initial sessions but delivered to those who did not attend previously (e.g., due to illness or new staff joining), or for anyone who needs a refresher on the content. Depending on demand and logistics, this follow up refresher training may be delivered by ABA staff OR UAB+ school leads, and it may take place either at the schools or be held online.</p> <p>The online CPD are available to all UAB+ school staff at their own discretion, therefore there is no set duration, intensity or dose. Each course will likely only be completed once, however staff can always return to previous courses as many times as they like. They can access these courses throughout the entirety of the programme.</p>
<p>10. Tailoring</p>	<p>The INSET training content is kept consistent for each UAB+ school, however the time spent on certain sections varies depending on a school's particular strengths or challenges. The content of the discussion and activity sections varies in response to the conversations that happen in the room. A member of senior staff at the school may contextualise some of the content by providing examples of how it relates to their own school or development plan, for example.</p> <p>For the year 2 refresher training sessions, the planned content is largely the same, however this is very likely to be personalised and adapted for each school, especially if school staff are delivering. This is because they are likely to have a focus area of development to concentrate more time on, or they may cut some sections for time or capacity issues. Staff are asked to complete implementation surveys to capture information about how the sessions may have been tailored. If ABA staff deliver the refresher session, we may be asked to tailor the content prior to delivering, or may use knowledge of the school to ensure we are focusing on what is most needed. This is also be reflected in implementation surveys that ABA staff complete.</p> <p>The online CPD are the same for each participant. ABA staff may update, the course content during the programme to ensure the information remains correct and high quality.</p>

<p>11. Modification</p>	<p>INSET training The year 1 INSET training was planned for face-to-face delivery in schools, however this was provided online to 1 school (a 1 hour follow up to complete a previously delivered session) due to logistical reasons. Similarly, the aim was to provide the training over the course of one day but due to the availability for schools for INSET days, the training was either delivered over the course of one day or split into two twilight sessions.</p> <p>Additionally, the ABA team met regularly to discuss the content of the training and adapt sections where appropriate in response to any feedback or experience of sessions. Any changes are small and don't change the main sections or key messages of the training. Small changes made include: removing a slide and a video as it is repeated information; adding new case studies to show examples of what we discuss in practice; adding a short activity to the ice breaker section at the beginning.</p> <p>For year 2, UAB+ school leads are offered the choice of either having ABA staff deliver the refresher training OR that they can deliver the refresher training to staff themselves. The latter was preferred by the majority of schools as it allows them to fit it into their own school schedule rather than trying to find available time in staff diaries for an external trainer to deliver. This option was provided since there was limited uptake for the ABA-delivered refresher training sessions originally offered, and a large amount of feedback from schools about capacity and time-poor staff. This offer means that schools are able to take advantage of this element of the programme in a way that works best for them.</p> <p>Online CPD ABA staff may update, amend or improve the online course content over the course of the programme in order to ensure the information remains correct and of best quality. This includes:</p> <ul style="list-style-type: none"> • monitoring feedback forms and responding to any requests for improvements • updating references to research, data or legislation to ensure they are up to date; and • ensuring the content reflects our ABA anti-bullying messaging and approach. <p>During Year 2 of the programme, ABA made the decision to remove Course 3: 10 Key Principles from the course catalogue. While the content of the course is still relevant, ABA had launched their 'anti-bullying foundations' and moved away from referring to 'principles'. The 'foundations' were shared with UAB+ school leads and no new course was created since they feed into many of the courses already available.</p>
<p>12. How many: participants are anticipated per year</p>	<p>We have 16 UAB+ schools (15 completed the programme) and would anticipate most staff to attend all sessions. This is likely to be a minimum of 800 teachers trained in total, with other staff e.g. admin, maintenance and kitchen staff also being invited to attend.</p> <p>For the additional online training courses there are no particular anticipated numbers as it will depend heavily on how schools choose to make use of and promote/assign this training to their staff team, as well as their capacity and/or directed time allocated to training.</p>
<p>13. How well (Planned)</p>	<p>For the initial 2023/24 INSET training all trainers use the same materials, presentation file, presentation notes, and we meet regularly to discuss the training content to ensure fidelity across the team. More experienced/senior ABA staff members delivered 'train the trainer' training to the newer Project Officers over the summer before this training delivery began, so they were confident and comfortable with the materials. The newer staff</p>

	also had the chance to shadow more experienced staff in delivering this training first, and then co-deliver with them before delivering on their own, to further ensure fidelity of content.
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Working with children who display bullying behaviour: CPD training and toolkit

1. Brief Name	Working with children who display bullying behaviour: CPD training and toolkit
2. Why (Rationale/theory)	<p>Toolkit Across the anti-bullying sector, there are many resources available for schools about preventing and responding to bullying incidents, specifically to support those on the receiving end of bullying. There are very few tools available about how to support children who display bullying behaviour. This toolkit aims to address this gap. In developing this toolkit, ABA consulted young people about how to support those who bully others, and combined their views with the available academic research and their anti-bullying expertise, as well as received feedback from a secondary school who trialed an early version of the toolkit (this school was not a UAB+ school). The toolkit is designed to contribute to a whole-school anti-bullying strategy. Schools cannot have a good approach to supporting children who bully without having good quality whole-school anti-bullying practice which is reflected in policies. Each pupil is different, and the context of incidents will be different, therefore the toolkit is meant to guide schools, but staff may need to tailor the activities to suit their pupils and context. This is clear within the toolkit, and within the training session.</p> <p>Training A training session based on the content of the toolkit is being delivered to ensure UAB+ school staff understand the toolkit and how to implement it in schools. ABA worked with their associate Philippa Stobbs to create and deliver online training sessions covering the content.</p>
3. What: Any physical or informational materials used in the intervention	<p>Toolkit</p> <ul style="list-style-type: none"> • PDF Toolkit document – physical printed copies provided to schools as well as a digital version • Appendix template documents – these were included in the printed toolkit and could be photocopied and used, but also provided as editable word documents that could be used digitally <p>Training</p> <ul style="list-style-type: none"> • PowerPoint slides (provided digitally prior to the training, so some schools may have printed copies to make notes on) • Copy of the PDF toolkit (either print or digital) • Handout for participants (provided digitally but schools may have printed out)
4. What: Procedures, activities and/or processes used in the intervention	<p>Toolkit Digital and physical copies of the Toolkit were made available to UAB+ schools. This toolkit forms a large part of UAB+ schools' approach to responding when a bullying incident has happened, and guide schools in working effectively with pupils who display bullying behaviour. All information schools need can be found within the PDF, and they can also make use of their access to ABA staff as expert advisors if they have any questions.</p> <p>Training</p>

	<p>Supported by ABA staff, an external associate delivered training sessions on using this toolkit to schools' pastoral staff members (and many UAB+ lead contact staff) during year 1 of the programme.</p> <p>In year 2 of the programme, ABA staff offer online drop-in workshop sessions to continue to support UAB+ schools to implement the toolkit, especially since it is a newly created piece of work. School staff share how they have been using the toolkit and what has and hasn't been working well, ask questions and learn from each other.</p>
5. Who: Intervention providers	<p>Lead trainer - Philippa Stobbs OBE MSc. Philippa has nationally recognised expertise in the field of special educational needs, disability and inclusive education. Her roles have included leading the education work at the Council for Disabled Children, leading the development of the Wellbeing Award for Schools in a partnership with the National Children's Bureau and Optimus Education, advising DfE on a wide range of policy areas and acting as the National Coordinator for England with the European Agency for Special Needs and Inclusive Education 2014-2022. Philippa consulted on the content of the Toolkit and Training, and met several times with Jess on how this was to be delivered.</p> <p>Jess Alborough and Miry Mayer's biographies are available in the Project Team section of the main report.</p>
6. Who receives: Target population for the intervention	<p>Toolkit: This is shared with the lead UAB+ contact and pastoral staff who attend the training. However UAB+ leads can share the toolkit with any staff members they wish. Some may ask a wider group of staff become familiar with the content in order to understand the approach they are embedding.</p> <p>Training: Since it is expected that the implementation of this toolkit will be lead mainly by pastoral staff members, all pastoral staff at UAB+ schools are invited to attend the training and content is targeted to them. UAB+ contact staff may also attend, as well as other members of SLT, or other staff members that the lead contact deem appropriate to have this information.</p>
7. How: The mode of delivery	The training is provided as an online group session.
8. Where: The location of the intervention	The online training sessions take place via Zoom.
9. When and how much	<p>Toolkit: Since this is a digital and physical document, it can be accessed and used as many times as needed by staff, and would depend on levels of bullying at the school.</p> <p>Training: The training session is delivered once in the summer term of Year 1 of the programme.</p> <p>In Year 2, ABA staff provide bespoke support for the implementation of the toolkit through delivering 2-3 online drop-in sessions, as well as guidance for schools through regular communication with them.</p>
10. Tailoring	The toolkit will naturally be tailored to each school since they will be using it within their own setting, and making decisions about how best to implement it depending on their context and pupils' needs.
11. Modification	Training

	<p>The training delivery team respond to feedback or delivery experience after a training session and slightly adapt the content (e.g. if an activity needed more/less time, or if a slide needed to be updated/removed). After the first training session, some small amendments were made to the beginning section of the content due to feedback telling us that staff were confident with this information and it could be delivered more succinctly.</p> <p>It was initially planned that one of the training sessions would be held in-person. Due to low uptake, all 3 sessions were held online. The face-to-face session (which was cancelled) was planned to take place in ABA offices in London</p> <p>Toolkit In response to a request, a printable ‘booklet’ version of the 1-2-1 session template was created and shared this with all schools. The content stayed the same, it was only the format that changed.</p>
<p>12. How many: participants are anticipated per year</p>	<p>Toolkit: All UAB+ schools will access the toolkit. Pastoral staff will use the toolkit to guide them when working with pupils who display bullying behaviour. They may also use the toolkit to guide conversations and interactions with parents/carers. Numbers of staff, pupils and parents/carers involved will vary depending on the size of the school and levels of bullying.</p> <p>Training: The training is targeted at pastoral school staff, and 50-80 attendees are expected in total.</p>

Working with parents and carers (workshop for staff)

<p>1. Brief Name</p>	<p>Working with parents and carers (workshop for staff)</p>
<p>2. Why (Rationale/theory)</p>	<p>To give schools an opportunity to share and learn from each other about effective ways of working with parents and carers regarding bullying, as well as to share some helpful tips and guidance from ABA and Kidscape on this topic.</p>
<p>3. What: Any physical or informational materials used in the intervention</p>	<p>Both ABA and Kidscape deliver a short presentation for schools for their respective sections of the workshop (these are sent to participants after the session). Other than that the session is informal and discussion-led, with no need for any particular materials. Some broad discussion questions are prepared in case needed to encourage the discussion section, but this will be led by participants therefore these may not be needed</p>
<p>4. What: Procedures, activities and/or processes used in the intervention</p>	<p>The session includes a short reminder from ABA staff about the recommendations when working with parents and carers regarding bullying, and of the support they have access to through UAB+ (e.g. Kidscape ZAP Targeted sessions online, or resources from ABA).</p> <p>There is also a short section delivered by Kidscape sharing information on the common issues they hear from parents in their work, and what schools might be able to do to mitigate these things.</p> <p>As much time as possible is dedicated to an informal, open discussion with participants: giving them the opportunity to share their own experiences, what has worked well for parent/carer relationships and communication about bullying, what they find challenging, and to ask and answer any</p>

	questions they may have about the topic. The most valuable part of this workshop is expected to be this opportunity to share with and learn from other schools.
5. Who: Intervention providers	ABA and Kidscape staff – both anti-bullying experts who work in the sector
6. Who receives: Target population for the intervention	All school staff from UAB+ schools are invited to attend, but with a focus to encourage attendance from those who have direct contact with parents (e.g. form tutors, pastoral staff, receptionist staff, senior leaders)
7. How: The mode of delivery	Online group session
8. Where: The location of the intervention	Via Zoom
9. When and how much	Once (although a repeat session may be offered depending on demand). A follow up discussion session in the Spring term, also depending on interest.
10. Tailoring	The session will naturally be tailored due to the fact that it will be guided by discussions from the school staff.
11. Modification	None
12. How many: participants are anticipated per year	Anticipate around 2-5 participants per school, but this could vary. All school staff but may not all be teachers (e.g. receptionist staff). No parents will be invited.

ZAP in Schools

1. Brief Name	ZAP In Schools
2. Why (Rationale/theory)	The ZAP in Schools workshops aim to equip children and young people in Years 8 with the skills they need to both recognise and positively respond to bullying behaviour. The workshop explores the differences between Banter and Bullying and the role of the bystander. Children will learn skills and techniques (known as the Kidscape ZAP tools) that can be confidently used in a potential bullying situation. The core focus of ZAP is to teach young people how to be assertive, a proven technique for preventing and tackling bullying. Other workshop objectives are to raise confidence and self-esteem, achieved through the use of positive reinforcement throughout the workshop and interaction with the other young people.
3. What: Any physical or informational materials used in the intervention	Safe Space Activity - A4 Handout Kind words and unkind words Activity - A4 Handout ZAP Tools Activity - A4 Handout
4. What: Procedures, activities and/or	Activity 1: Magnificent Me (ice breaker): Young people are asked to reflect on four things they feel they are really good at, or four things they really like to do, and identify one thing they would like to improve. This is a creative interactive session that helps them recognise their strengths and sets a positive tone for self-reflection. This can: enhance self-esteem and confidence; encourage young people to develop a growth mindset; encourage

processes used in the intervention	<p>positive self-talk; and highlight places, spaces, and people where they feel most confident, happy, and safe. It is then explained that these listed skills and places can be useful when feeling unsettled, stressed etc. Setting goals can give you a clear direction and help you focus.</p> <p>Activity 2: What is Bullying? (Film): Young people discuss their understanding of bullying, and what it means to them. The Kidscape definition of bullying is shared and explored.</p> <p>Activity 3: Banter and Bullying: Key differences between banter and bullying are highlighted and the when banter becomes bullying is explored.</p> <p>Activity 4: Impact of words: The aim is to help young people recognise the powerful impact of kindness and the harmful effects of bullying. The page is divided into two sections: "Kind Words" and "Unkind Words," each featuring the silhouette of a person. Young people are asked to reflect on the emotional impact by filling in the inside of the silhouette with emotions, feelings, or drawings. A useful exercise for those assisting/encouraging or leading Bullying Behaviour.</p> <p>Spotlight on Cyberbullying/online bullying: This session explores 'superpowers' we possess in the digital world to prevent online bullying including how to block, mute, remove, and report harmful and hurtful behaviour.</p> <p>Activity 5: Bullying cycle – Bullying as a group behaviour. (Film): Educating young people about the different roles in bullying can help prevent it. When they understand that even passive behaviours can contribute to bullying, they are more likely to intervene or seek help.</p> <p>Activity 6: ZAP Tool kit</p> <p>Learning to be assertive can boost self-confidence and empower individuals to handle difficult situations more effectively. This sense of empowerment can deter others. This session focusses on skills such as: confident body language; assertive voice; saying no; be a broken record/voice note and fogging.</p> <p>In addition, young people are asked to reflect on their experiences with reporting bullying in school, asked to consider who they would speak to about a concern and additional sources of support are signposted.</p>
5. Who: Intervention providers	Kidscape Facilitator - all facilitators are highly skilled practitioners with backgrounds in education, law or social care workforce. Robust training is always provided.
6. Who receives: Target population for the intervention	All Year 8 pupils in England from schools taking part in the UAB+ programme.
7. How: The mode of delivery	The training is classroom-based and involve a mixture of activities, role-play and discussion.
8. Where: The location of the intervention	The training took part in classrooms and involve a mixture of activities, role-play and discussion. Access to visuals and sound are required, as PowerPoint is used.
9. When and how much	This training is delivered to the UAB+ schools and, each school receives six 90 minute workshops.
10. Tailoring	Additional supportive guides and social stories were prepared to accompany the ZAP In Schools Workshop to support work with pupils with SEND/ALN.
11. Modification	No modification was made.
12. How many: participants are anticipated per year	More than 3000 pupils across the UAB+ schools

ZAP Targeted for pupils

1. Brief Name	ZAP Targeted for pupils
2. Why (Rationale/theory)	<p>ZAP Targeted is a 90-minute workshop for young people aged 9-16 who are dealing with a bullying situation or have experienced bullying. Kidscape provide young people with a range of tools to help manage bullying situations. The workshop aims to increase confidence and assertiveness skills and raise self-esteem.</p> <p>The core focus of ZAP Targeted is to teach young people how to be assertive, a proven technique for preventing and tackling bullying. Other workshop objectives are to raise confidence and self-esteem, achieved through the use of positive reinforcement throughout the workshop and interaction with the other young people.</p>
3. What: Any physical or informational materials used in the intervention	<p>Safe Space Activity - A4 Handout ZAP Tools Activity - A4 Handout</p>
4. What: Procedures, activities and/or processes used in the intervention	<p>Activity 1: Magnificent Me (ice breaker): Young people are asked to reflect on four things they feel they are really good at, or four things they really like to do, and identify one thing they would like to improve. This is a creative interactive session that helps them recognise their strengths and sets a positive tone for self-reflection. This can: enhance self-esteem and confidence; encourage young people to develop a growth mindset; encourage positive self-talk; and highlight places, spaces, and people where they feel most confident, happy, and safe. It is then explained that these listed skills and places can be useful when feeling unsettled, stressed etc. Setting goals can give you a clear direction and help you focus.</p> <p>Activity 2: Control. Young people reflect on a situation that felt 'out of their control' and consider what they would do differently, allowing the opportunity to plan alternative actions to help them manage their emotions and responses better.</p> <p>Activity 3: What can I control? An interactive session where statements are read out and young people decide what they can control and what they can't. It is discussed that there are some things you can't control but you can choose how you respond to a situation.</p> <p>Activity 4: Role play ZAP Tools An interactive session where young people can explore and practice confident body language. Assertiveness skills, using an assertive voice and saying no are also explored. The aim is to boost self-confidence and empower individuals to handle difficult situations more effectively. This sense of empowerment can deter others, who often target those they perceive as vulnerable.</p> <p>In addition, young people are asked to reflect on their experiences with reporting bullying in school, consider who they have as trusted adults and additional sources of support are signposted.</p>
5. Who: Intervention providers	Kidscape Director.

6. Who receives: Target population for the intervention	The workshop for young people aged 9-16 who are dealing with a bullying situation or have experienced bullying. Information about the workshops is shared with all Year 8 pupils at UAB+ schools. Young people can self-refer to the workshops without the involvement of the school or parent or carer. However they may also be referred by the school or a parent or carer. These workshops are not run specifically for the UAB+ programme and therefore it is likely that participants will include young people from outside the programme.
7. How: The mode of delivery	ZAP Targeted is a 90-minute online workshop for young people, delivered via Zoom.
8. Where: The location of the intervention	Online
9. When and how much	Eight workshops are planned during the duration of the UAB+ programme. The number of sessions can be increased based on uptake.
10. Tailoring	
11. Modification	Number of workshops delivered may be altered depending on demand.
12. How many: participants are anticipated per year	Unknown

ZAP Targeted for parents and carers

1. Brief Name	ZAP Targeted for parents and carers
2. Why (Rationale/theory)	Discovering that your child is experiencing bullying, or is involved in bullying, can be daunting. But as parents, how we choose to react and respond is vital to reaching a successful outcome for everyone involved. ZAP Targeted for parents and carers is an online workshop. It provides parents a chance to share their concerns and hear from other families in a similar situation in a safe and controlled environment. Kidscape discusses practical steps to support a child going through a bullying situation including support the parent can provide at home and strategies to practice with their children. Families can join support groups to connect with other parents and carers, sharing experiences and advice. Additionally, we discuss how to navigate the school reporting process, prepare for meetings, file complaints against the school or escalate concerns if/when necessary.
3. What: Any physical or informational materials used in the intervention	ZAP Tools Activity - A4 Handout School Escalation Ladder - A4 Handout Top Tips Guide for Parents and Carers - A4 Handout Top Tips Guide for Children and Young People - A4 Handout
4. What: Procedures, activities and/or processes used in the intervention	Exploring Impact – open discussion: A chance for parents and carers to talk about the emotional challenges of dealing with bullying and if they wish to. By talking about the specific issues affecting their family, they create a space for connection, sharing, and listening. This helps families realise they are not alone and fosters a supportive community from the start. The trainer will offer steps and/or techniques that may be useful for the whole group. Understanding modelling behaviour: Explaining to parents how their own experiences or behaviour (for example passivity or anger) may reflect on their child and offering ways in which they can use assertiveness skills to effectively communicate with the school.

	Assertiveness training: Ensuring parents are familiar with the assertiveness skills being taught in the young persons' session, how they can practise these with them and their relevance to tackling bullying. Support sources: Providing information about other organisations and groups that are able to help, and making parents aware of their legal rights when supporting their child with bullying-related issues.
5. Who: Intervention providers	Kidscape Regional Manager Kidscape Director Both trainers are professionals with vast experience of working with children, young people and adults and have a thorough understanding of the issues connected with bullying.
6. Who receives: Target population for the intervention	Families impacted by bullying. Information about the workshops is shared with all parents and carers of Year 8 pupils at UAB+ schools. Parents and carers can self-refer to the workshops without the involvement of the school. These workshops are not run specifically for the UAB+ programme and therefore it is likely that participants will include parents and carers from outside the programme.
7. How: The mode of delivery	Online working with a group of families.
8. Where: The location of the intervention	Online, via Zoom.
9. When and how much	Eight workshops are planned during the duration of the UAB+ programme. These will be open to families from within the UAB+ programme and those that are not.
10. Tailoring	
11. Modification	No modification has been made
12. How many: participants are anticipated per year	

Supporting parents and carers (webinar for parents and carers)

1. Brief Name	Supporting parents and carers
2. Why (Rationale/theory)	<p>A supportive home environment, where the child feels valued and heard, can counteract the negative effects of bullying. It boosts confidence and self-esteem, reinforcing the child's sense of security and belonging. This session will create a safe and nurturing environment where parents and carers can speak openly about their experiences and identify the key areas where they need the most support. The goal is to empower parents with effective strategies to intervene and advocate for their child. This might involve collaborating with the school, seeking professional help or implementing the ZAP Tools at home to address and prevent bullying.</p> <p>The aims of the session are to:</p> <ol style="list-style-type: none"> Increase parent/carer confidence to support their child with bullying-related issues at home Increase parent/carer confidence in how to approach and work with their child's school if bullying occurs

	c. Increase awareness of Kidscape support offer as a UAB+ school family (i.e. promoting the ZAP Online Communities offer)
3. What: Any physical or informational materials used in the intervention	ZAP Tools (parent pack) - A4 Handout Bullying Concerns Escalation Ladder - A4 Handout Top Tips Guide for Parents and Carers - A4 Handout Top Tips Guide for Children and Young People - A4 Handout
4. What: Procedures, activities and/or processes used in the intervention	Open discussion: A chance for parents to talk about the emotional challenges of dealing with bullying and if they wish to, discuss the specific issues affecting their family. The trainer will offer steps and/or techniques that may be useful for the whole group. Support sources: Providing information about other organisations and groups that are able to help and making parents aware of their legal rights when supporting their child with bullying-related issues. Assertiveness Skills (ZAP Tools Parent Pack): Ensuring parents and carers are familiar with the ZAP Tools assertiveness skills and how they can practice these within the home. Also we would encourage parents and carers to sign up to ZAP Targeted for Parents and Carers.
5. Who: Intervention providers	The Kidscape Director will lead delivery of the session, with support from the ABA.
6. Who receives: Target population for the intervention	Parents and carers of young people in Year 9 in UAB+ programme schools.
7. How: The mode of delivery	Each session will be delivered live, with facilitators leading and supporting discussion throughout. Ideal group size would 20 parents and carers.
8. Where: The location of the intervention	The sessions will take place online.
9. When and how much	Two sessions are planned to take place in March 2025. Each session will be 60 minutes, with the opportunity to review after the first session, if we feel we/parents require more time. More dates may be added if there is demand.
10. Tailoring	The structure of the workshop will remain the same. However, the exact content of sessions will vary based on the questions asked
11. Modification	Future sessions may be modified to reflect learning from the first session
12. How many: participants are anticipated per year	10-15 parents and carers
13. How well (Planned)	To maintain high fidelity, all trainers receive comprehensive training and fidelity is monitored through the completion of post-session training surveys.

Appendix E: Usual provision survey

Completed September-December 2023

This survey is about the current anti-bullying policies, processes, and support provided by your school. Some of these questions may be similar to those that you have answered in ABA's school audit tool. We are not judging individual performance, and your responses will be treated in the strictest confidentiality. Please read each statement carefully and provide an answer. If you are unsure about which response to give to a question, please choose the one that appears most appropriate.

1. Does your school have an anti-bullying policy?
 - Yes
 - No
 - Don't know
2. Does your school have a designated lead for anti-bullying practices and policies?
 - Yes
 - No
 - Don't know
3. Is this designated lead a member of the senior leadership team?
 - Yes
 - No
 - Don't know
4. What is this designated lead responsible for?
 - Supporting individual pupils
 - Teaching pupils about anti-bullying
 - Training staff
 - Liaising with specialist services
 - Coordinating and developing anti-bullying provision in the school
 - None of these
5. Prior to the ABA anti-bullying programme, which, if any, members of staff in your school were offered training about how to manage bullying behaviour and its consequences in school?
 - All staff
 - All teaching staff
 - Staff with specific responsibility for pastoral care
 - No staff are offered training
 - Other

6. Please identify, in the last two years, what staff training your school has offered relating to anti-bullying practices and who provided/delivered the training?

	Provided by a member of staff within the school (e.g., mental health lead, SENCO, teachers)	Provided by a higher education institution (e.g., University)	Provided by local NHS Child and Adolescent Mental Health Services	Provided by a voluntary organisation	Provided by an independent contractor	Provided by local authority	Online course
Understanding what bullying behaviour is and its consequences							
Signs and symptoms of students displaying bullying behaviour							
Signs and symptoms of students being a victim of by bullying behaviour							
How to identify bullying behaviour among students							
Risk factors and causes of bullying behaviour							
Risk factors and causes of being a victim of by bullying behaviour							
The types of interventions available to help students who are displaying bullying behaviour							
The types of interventions available to help students who are being a victim of by bullying behaviour							
Understanding school systems and resources for managing student bullying behaviour							
Understanding local community services for students for managing student bullying behaviour							

None							
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7. Please identify, in the last two years, the anti-bullying activities and approaches that have been used in your school and indicate who has delivered/provided these activities.

	Provided by a member of staff within the school (e.g., mental health lead, SENCO, teachers)	Provided by a higher education institution (e.g., University)	Provided by local NHS Child and Adolescent Mental Health Services (CAMHS)	Provided by a voluntary organisation	Provided by an independent contractor	Provided by local authority	Online course
Promotion of anti-bullying principles integrated into the school day							
Provision of information or signposting to online advice or external support organisations							
A worry box/drop-ins for advice and signposting							
An ethos and environment that promotes mutual care and concern including a respect for diversity							
Opportunities for pupils to be involved in decisions on anti-bullying provision							
Peer mentoring/support for bullying perpetrators or victims							
One-to-one support for bullying perpetrators or victims							

Small-group programmes or interventions for bullying perpetrators or victims (e.g., Nurture Groups, anger management)							
Learning about bullying in the curriculum (e.g., PSHE lessons)							
Skills sessions for bullying perpetrators or victims (e.g., coping skills, problem-solving, mindfulness)							
Participating in anti-bullying week in school							
None							

8. Is there anything else that your school does that is particularly important in promoting anti-bullying behaviour amongst pupils? *[Open-ended text box]*

9. Some schools and institutions try to engage parents and carers in promoting anti-bullying practices among students. Please indicate which of the following take place in your school.

Sharing information about the school's anti-bullying practices and policies

Provision of written information and advice about anti-bullying

Face-to-face sessions for parents/caregivers about anti-bullying

One-to-one support (e.g. counselling) for parents/caregivers

Interventions for students that include parents/caregivers

None of these

Other

10. How does your school identify individual students who may be involved in bullying behaviour as a perpetrator or victim?

Universal screening of all students to identify those in need

Targeted screening

Ad hoc identification based on judgement or concerns of individual members of staff

Use of administrative data collected for other purposes (e.g. on attendance or academic attainment)

Use of information from external agencies, for example Local Authority teams or previous schools

School does not seek to identify individual students who may be involved in bullying behaviour as a perpetrator or victim

Other

11. How significant are the following potential barriers to providing effective anti-bullying practices within your school? [*Very significant; Quite significant; Not very significant; Not at all significant; Don't know*]

	<i>Very significant</i>	<i>Quite significant</i>	<i>Not very significant</i>	<i>Not at all significant</i>	<i>Don't know</i>
Lack of information about locally or nationally available support for anti-bullying					
Lack of national policy for anti-bullying in schools					
Low priority afforded to anti-bullying within the school inspection regime					
Staff perception of bullying as a normal part of growing up rather than as a harmful behaviour					
Lack of understanding about the support needs of bullying perpetrators and victims					
Lack of capacity within my school (e.g. time, availability, training)					
Recruitment and retention difficulties with specialist staff in my school					
Lack of capacity amongst local providers to support anti-bullying practices (e.g., NHS Child and Adolescent Mental Health Services (CAMHS), voluntary organisations)					
Other (please specify)					

Appendix F: Implementation survey findings by programme component

1. [Whole-school approach](#)
2. [INSET CPD training for school staff](#)
3. [Working with children who display bullying behaviour: CPD training](#)
4. [Working with children who display bullying behaviour: toolkit](#)
5. [Supporting parents and carers](#)
6. [ZAP in Schools](#)
7. [ZAP Targeted for pupils](#)
8. [ZAP Targeted for parents and carers](#)
9. [Refresher training delivered by school staff](#)

1. Whole-school approach

<p>Who completed the survey? (Role & experience)</p>	<p>Staff from 15 schools completed the survey. Assistant headteachers (n=10), Deputy headteachers (3), PSHE coordinator/Teacher (1), Learning mentor (1) One to five years' experience (n=4), six to ten years (7), eleven to twenty years (2), more than twenty years (2)</p>
<p>Acceptability of the whole school approach.</p>	<ul style="list-style-type: none"> • 87% of staff felt 'mostly' enthusiastic about implementing the programme (13% 'moderately') • 60% of staff felt 'mostly' prepared to implement the programme (40% 'moderately') • 87% of staff felt 'mostly' able to clearly explain key activities, values, and policies to young people when implementing the programme (13% 'moderately') • 73% of staff felt 'mostly' able to clearly explain key activities, values, and policies to parents/carers when implementing the programme (27% 'moderately') • 87% of staff felt 'mostly' able to respond to the needs of young people using the programme (7% 'moderately', 7% 'somewhat') • 87% of staff 'mostly' tried to promote the anti-bullying values of the programme within their school (13% 'moderately') • 73% of staff 'completely agreed' that the programme meets their approval (27% 'agree') • 73% of staff 'completely agreed' that the programme is appealing to them (27% 'agree') • 67% of staff 'completely agreed' that they like the programme (33% 'agree') • 80% of staff 'completely agreed' that they welcome the programme (20% 'agree') <p>NOTE: 'Mostly' was the most positive response available on the scale for this item</p>

<p>Appropriateness of the whole-school approach</p>	<ul style="list-style-type: none"> • 73% of staff ‘completely agreed’ that the programme seems fitting (27% ‘agree’) • 67% of staff ‘completely agreed’ that the programme seems suitable (33% ‘agree’) • 73% of staff ‘completely agreed’ that the programme seems applicable (27% ‘agree’) • 67% of staff ‘completely agreed’ that the programme seems like a good match (33% ‘agree’)
<p>Feasibility of the whole-school approach</p>	<ul style="list-style-type: none"> • 60% of staff ‘completely agreed’ that the programme seems implementable (40% ‘agree’) • 67% of staff ‘completely agreed’ that the programme seems possible (33% ‘agree’) • 60% of staff ‘completely agreed’ that the programme seems doable (40% ‘agree’) • 53% of staff ‘completely agreed’ that the programme seems easy to use (47% ‘agree’)
<p>Did schools undertake additional activity to promote and support anti-bullying behaviour (outside the programme)?</p>	<ul style="list-style-type: none"> • 80% of staff identified activity that their school does to promote and support anti-bullying behaviour amongst pupils, outside of the ABA programme. • This activity was varied but most frequently related to PSHE lessons, anti-bullying ambassadors and assemblies. Other activity includes engagement in anti-bullying week activity, peer support, promotion of school values, pastoral support, sanctions, improving reporting of bullying incidents and engaging in programmes run by other organisations (UNICEF and Life Lessons). In some cases, this work followed a planned curriculum, in others this was in response to issues arising.
<p>Acceptability and feasibility of targeted support components - ZAP Online targeted workshops for pupils who are victims of bullying</p>	<ul style="list-style-type: none"> • 67% of schools have referred pupils to the ZAP Online targeted workshops for pupils who are victims of bullying (33% had not). • 50% of staff ‘agreed’ that it was easy to refer students to the ZAP Online workshops (40% ‘completely agree’, 10% ‘neither agree nor disagree’) (n=10) • 50% of staff ‘agreed’ that they approved of referring students to the ZAP Online workshops (30% ‘completely agree’, 20% ‘neither agree nor disagree’) (n=10) • Reasons provided as to why it was not possible/feasible to refer students to the ZAP Online workshops included: a lack of interest from parents which meant children could not be referred when needed, pupils were not interested and that there was already enough pastoral care in place (n=5)

<p>Acceptability and feasibility of targeted support components - ZAP Online targeted workshops for parents/carers of pupils who are victims of bullying</p>	<ul style="list-style-type: none"> • 80% of schools have referred parents/carers to workshops for parents/carers of pupils who are victims of bullying (20% had not) • 50% of staff ‘agreed’ that it was easy to refer parents/carers to the ZAP Online workshops (33% ‘completely agree’, 8% ‘neither agree nor disagree’, 8% ‘disagree’) (n=12) • 50% of staff ‘agreed’ that they approved of referring students to the ZAP Online workshops (25% ‘completely agree’, 25% ‘neither agree nor disagree’) (n=12) • Reasons provided as to why it was not possible/feasible to refer parents/carers to the ZAP Online workshops included: there already being sufficient provision at school and universal promotion to all parents and carers, via multiple channels, but no targeting of individuals (n=3)
<p>Acceptability and feasibility of targeted support components - supporting children who display bullying behaviour toolkit</p>	<ul style="list-style-type: none"> • 60% of schools have delivered the ‘supporting children who display bullying behaviour’ toolkit to students as intended and 27% have delivered it in a different way (13% have not delivered this element) • 56% of staff ‘agreed’ that the ‘supporting children who display bullying behaviour’ toolkit was easy to use (22% ‘completely agree’, 22% ‘neither agree nor disagree’) (n=9) • 56% of staff ‘completely agreed’ that they approved of the bullying behaviour toolkit (33% ‘agree’, 11% ‘neither agree nor disagree’) (n=9) • Reasons provided as to why the toolkit had been used in a different way included made to fit with existing interventions or approaches, to make the toolkit easier to deliver (e.g. creation of a booklet) or to better meet students' needs, in particular, in relation to students with ADHD or ASC (e.g. shortening sessions, altering the content to include a focus on interpreting social cues) (n=4) • Reasons provided as to why it was not possible/feasible to deliver the bullying behaviour toolkit included: sufficient existing support and challenges engaging and training staff appropriate staff.

<p>Organisational or cultural change - components of sustainability, or long-term success of the programme</p>	<p>During the programme period:</p> <p>Support for programme</p> <ul style="list-style-type: none"> 93% of staff agreed that the anti-bullying programme worked well at their school (7% were ‘uncertain’) 93% of staff agreed that the anti-bullying programme has a long-term future at their school (7% were ‘uncertain’) <p>Engagement with the programme</p> <ul style="list-style-type: none"> 93% of staff have discussed with friends or colleagues’ specific examples of where improvements have been made at their school (7% were ‘uncertain’) 93% of staff have advocated for the introduction of a new initiative at their school (7% replied N/A) 67% of staff have discussed positive coping strategies with professional colleagues (13% of staff have not, another 13% were uncertain, 7% replied N/A) All staff (100%) reported that they openly expressed their support for the selection of the anti-bullying programme 87% of staff have read one or more of the anti-bullying programme planning documents (7% have not, another 7% were uncertain) 93% of staff were supported by school leader(s) to implement the anti-bullying programme (7% were uncertain) 67% of staff discussed with professional colleagues the external pressures that might have influenced the anti-bullying programme (13% had not, another 13% were ‘uncertain’, 7% N/A) 67% have recommended the anti-bullying programme to other professional colleagues (13% had not, another 13% were ‘uncertain’, 7% N/A) All staff (100%) were actively involved in making pedagogical decisions about how best to implement the anti-bullying programme. 93% of staff had undertaken sufficient professional education to enable them to roll out the anti-bullying programme (7% responded N/A) 93% of staff had productive discussions with team members about the anti-bullying programme (7% were ‘uncertain’) <p>Resources</p> <ul style="list-style-type: none"> 67% of staff had enough funding to implement their parts of the anti-bullying programme (7% felt they had insufficient funding, 13% were ‘uncertain’, 13% replied N/A) 67% of staff had access to enough staff to support their implementation of the anti-bullying programme (27% felt they did not have access to enough staff, 7% were ‘uncertain’) 47% of staff found that there was sufficient time during their work with students to fit in the anti-bullying programme (33% felt they had insufficient time, 20% were ‘uncertain’) <p>Feedback</p> <ul style="list-style-type: none"> 73% of staff received feedback about how the anti-bullying programme was being implemented (13% were ‘uncertain’, 7% did not receive feedback, 7% N/A)
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	<ul style="list-style-type: none"> 87% looked at feedback about the outcomes of the anti-bullying programme for their own students (7% were 'uncertain', 7% N/A) 87% of staff made adaptations to the anti-bullying programme as a result of feedback (7% were 'uncertain', 7% N/A) <p>Improvements within school</p> <ul style="list-style-type: none"> 93% of staff discussed with professional colleagues how processes at their school had improved as a result of the anti-bullying programme (7% did not) 93% of staff discussed with professional colleagues how professional relationships at their school had improved as a result of the anti-bullying programme (7% did not) <p>School response to challenges</p> <ul style="list-style-type: none"> 33% of staff 'very strongly agreed' that as challenges emerge, they are met with insightful thinking at their school, 13% 'very strongly disagreed'. On a scale of 1-9, where 1 = 'very strongly disagree', 5 = 'neutral' 9 = 'very strongly agree', 60% gave a score of 7 or more, 27% gave a score of 3 or lower. The mean score was 6 (range=1-9). <p>Examples of how school has evolved in the last year</p> <ul style="list-style-type: none"> Ways in which schools have evolved over the last 12 months most frequently included: changes to anti-bullying policies and procedures, an increased focus on bullying, more consistent language and communication around bullying, the inclusion of pupil voice and a change in school culture.
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2. INSET CPD training for school staff

Who delivered the intervention/session? (Role & experience)	ABA staff. Director (5 sessions), Programme Manager (12), Project Officer (6) Less than 1 years' experience (6 sessions), One to five years (12), 11-20 years' experience (5)
How much/ many intervention/sessions were delivered?	23 Staff INSET day training sessions were delivered across 16 schools
When did delivery occur?	16 sessions in autumn 2023/24 and 7 in spring 2023/24 .

<p>How many participants attended?</p>	<p>Approximately 1976 staff. <i>M</i>= 86 school staff per school. Range = 20 to 200.</p>
<p>How did those leading the intervention/session feel about delivering them?</p>	<ul style="list-style-type: none"> • All staff reported being ‘completely’ interested in, enthusiastic about and prepared to deliver the staff INSET day training in all sessions. • All staff reported feeling ‘completely’ able to clearly explain key activities and ‘completely’ able to respond to the needs of staff during the activities in all sessions. • All staff reported trying ‘completely’ to engage staff with the Staff INSET day training in all sessions.
<p>How did those leading the intervention/session think sessions were received by participants?</p>	<ul style="list-style-type: none"> • Delivery staff in 78% of sessions ‘agreed’ or ‘completely agreed’ that staff actively participated in the training (13% neither agreed nor disagreed; 9% disagreed). • Delivery staff in 78% of sessions ‘agreed’ or ‘completely agreed’ that staff engaged with the training (17% neither agreed nor disagreed; 4% disagreed). • Delivery staff in 78% of sessions ‘agreed’ or ‘completely agreed’ that staff were interested in the training (14% neither agreed nor disagreed; 5% disagreed). • Delivery staff in 78% of sessions ‘agreed’ or ‘completely agreed’ that staff enjoyed the training (17% neither agreed nor disagreed; 4% disagreed). • Delivery staff in 70% of sessions ‘agreed’ or ‘completely agreed’ that staff were enthusiastic about the training (17% neither agreed nor disagreed; 4% disagreed, 9% missing data).
<p>Was element 1 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • Section 1 of the training was delivered in 16 sessions, in 16 schools using the session plan. • On average, delivery staff reported following the planned sequence to a great extent (<i>M</i>=9.8 out of 10; range = 8-10) • On average, delivery staff reported following the planned structure to a great extent (9.8 out of 10; range = 8-10) • Delivery staff reported following the planned content completely in all sessions (10 out of 10). • <i>M</i> = 90 minutes. Range = 75-120 minutes
<p>Was element 2 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • Section 2 of the training was delivered in 18 sessions in 16 schools using the session plan. • On average, delivery staff reported following the planned sequence to a great extent (9.5 out of 10; range = 5-10) • On average, delivery staff reported following the planned structure to a great extent (8.6 out of 10; range = 2 -10) • On average, delivery staff reported following the planned content to a great extent (8 out of 10; range = 2 -10) • On average this element of the activity lasted 74 minutes (15-120 minutes)

Were any changes made to the session plan/intervention?	<ul style="list-style-type: none"> • 52% reported that they had made changes to the session plan. • This most frequently related to delivering content within another session i.e. including some content from section 2 in a session focussed on section 1 or vice versa. In some cases, additional content was included, for example school specific material, in other cases some content wasn't delivered due to a lack of time. Logistical issues related to online delivery and use of videos resulted in changes to the session plan.
Why were changes made to the intervention	<ul style="list-style-type: none"> • The majority of staff said they made changes for logistical reasons (Always 91%; Rarely 9%). • Changes were usually made because of professional judgements (Always 50%; Most of the Time 20%, Sometimes 20%, Never 10%). • Changes were most likely to be made while teaching the session (Always 82%, Sometimes 9%, Rarely 9%) and less likely to be made in advance of teaching the session (Always 10%; Most of the Time 10%, Sometimes 10%, Rarely 10%, Never 60%).

3. Working with children who display bullying behaviour: CPD training

Who delivered the intervention/session? (Role & experience)	All training was led by an ABA associate with more than 20 years' experience
How much/ many intervention/sessions were delivered?	3 sessions
When did delivery occur?	Spring 2024
How many participants attended?	96 participants overall. <i>M</i> =32 participants. Range = 21 to 39 participants
How did those leading the intervention/session feel about delivering them?	<ul style="list-style-type: none"> • Delivery staff reported being 'completely' interested in, enthusiastic about and prepared for delivering each session. • Delivery staff felt 'completely' able to explain key activities and tried 'completely' to engage the pastoral leads in all sessions. • Delivery staff felt 'mostly' able to respond to the needs of the pastoral leads in all sessions.

<p>How did those leading the intervention/session think sessions were received by participants?</p>	<ul style="list-style-type: none"> • Delivery staff in all sessions ‘completely agreed’ that the participants actively participated in the session • Delivery staff in 67% of sessions ‘completely agreed’ that participants engaged with the workshop (33% of staff ‘agreed’) • Delivery staff in all sessions ‘agreed’ that participants were interested in the workshop • Delivery staff in all sessions ‘agreed’ that participants enjoyed the workshop • Delivery staff in all sessions ‘agreed’ that participants were enthusiastic about the workshop
<p>Was element 1 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • All staff delivered the section ‘What is bullying?’ • For all sessions, delivery staff reported following the planned sequence, structure and content completely • <i>M</i> = 25 mins approximately. Range = 20 to 35 mins approximately
<p>Was element 2 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • The section ‘what is known about children who bully?’ was delivered in all sessions • For all sessions, delivery staff reported following the planned sequence, structure and content completely • <i>M</i> = 9 mins approximately. Range = 8 to 10 mins approximately
<p>Was element 3 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • The ‘bullying behaviour in the whole school context’ section was delivered in all sessions • For all sessions, delivery staff reported following the planned sequence, structure and content completely • <i>M</i> = 27mins approximately. Range = 25 to 30 mins approximately
<p>Was element 4 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • The section ‘Stage 1: When bullying is first reported’ was delivered in all sessions • For all sessions, delivery staff reported following the planned sequence, structure and content completely • <i>M</i> = 7 mins approximately. Range = 6 to 10 mins approximately
<p>Was element 5 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • The section ‘Stage 2: Preparation’ was delivered by all staff. • For all sessions, delivery staff reported following the planned sequence, structure and content completely • <i>M</i> = 35 mins approximately. Range = 30 to 38 mins approximately
<p>Was element 6 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • The section ‘Stage 3: Working with pupils’ was delivered in all sessions • For all sessions, delivery staff reported following the planned sequence completely • On average, delivery staff reported following the planned structure to a great extent (<i>M</i>= 9.34, Range = 8 to 10) • On average, delivery staff reported following the planned content to a great extent (<i>M</i>=9.34, Range = 8 to 10) • <i>M</i> = 45 mins approximately. Range = 35 to 50 mins approximately

Was element 6 of the intervention delivered?	<ul style="list-style-type: none"> • The section 'Stage 4: Regular Review' was delivered in all sessions • For all sessions, delivery staff reported following the planned sequence, structure and content completely • M = 17 mins approximately. Range = 10 to 20 mins approximately
Were any changes made to the session plan/intervention?	Changes were made to the allocation of time to different elements of the session. During the first session, time was reallocated to adjust for additional time spent in discussion. Before sessions 2 and 3, time spent on introductory and ice-breaker activities was reduced to allow additional time for more challenging tasks and discussions.

4. Working with children who display bullying behaviour: toolkit

Who delivered the intervention/session? (Role & experience)	School staff. 67% Pastoral staff, 17% Senior Leader, 17% Head of Year. 67% 1-5 years experience, 17% six to ten yrs experience, 17% 11 to 20 yrs experience.
How much/ many intervention/sessions were delivered?	Implementation surveys were completed for 6 interventions across 5 schools
How did those leading the intervention/session feel about delivering them?	<ul style="list-style-type: none"> • 50% of staff reported being 'mostly' interested in delivering the 'Children who are displaying bullying behaviours' support sessions (33% 'moderately', 17% 'completely') • 33% of staff reported feeling 'completely' and another 33% felt 'somewhat' enthusiastic about delivering the 'Children who are displaying bullying behaviours' support sessions (17% 'mostly', 17% 'moderately') • 50% of staff reported feeling 'mostly' prepared to deliver the 'Children who are displaying bullying behaviours' support sessions (33% 'somewhat', 17% 'completely') • 67% of staff reported feeling 'mostly' able to clearly explain key activities to young people when delivering the 'Children who are displaying bullying behaviours' support sessions (33% 'moderately') • 33% of staff reported feeling 'completely', another 33% felt 'mostly' and another 33% felt 'moderately' able to respond to the needs of young people during the 'Children who are displaying bullying behaviours' support sessions

<p>How did those leading the intervention/session think sessions were received by participants?</p>	<ul style="list-style-type: none"> • Delivery staff in 83% of sessions ‘agreed’ or ‘completely agreed’ that pupils actively participated in the support (17% neither agreed nor disagreed). • Delivery staff in 83% of sessions ‘agreed’ or ‘completely agreed’ that pupils engaged with the support (17% neither agreed nor disagreed). • Delivery staff in 17% of sessions ‘agreed’ or ‘completely agreed’ that pupils were interested in the support (67% neither agreed nor disagreed, 17% disagreed). • Delivery staff in 17% of sessions ‘agreed’ or ‘completely agreed’ that pupils enjoyed the support (50% neither agreed nor disagreed; 33% disagreed). • Delivery staff in 17% of sessions ‘agreed’ or ‘completely agreed’ that pupils were enthusiastic about the support (67% neither agreed nor disagreed; 17% disagreed).
<p>Which activities were included in the support? Which approach and format were delivered?</p>	<ul style="list-style-type: none"> • 83% of the reported support followed the ‘Pathway B – Bullying’ approach (17% Pathway A – Signs of Bullying) • The intervention was delivered through one-to-one support in all cases. This was followed by a group session for one young person. • The following activities were delivered in one-to-one sessions: <ul style="list-style-type: none"> ○ Listen: The who, why and where of what happened (6 sessions) ○ Reflection: pupil’s own feelings (6) ○ Reflection: target’s feelings (6) ○ Identify any support needed (6) ○ Reinforce: remind of school expectations and explanation of any disciplinary actions (4) ○ Review: actions (4) ○ Revisiting notes (i.e., if this was a follow-up session) (2) • The following activities were delivered in the group session: <ul style="list-style-type: none"> ○ Introduction ○ Ground rules ○ Understanding our own values ○ Exploring our relationships with one another ○ Set clear intentions for moving forward ○ Reflection/ending session ○ Understanding our own values

<p>What actions or strategies have been put in place as a result of the toolkit?</p>	<p>All delivery staff were able to describe actions or strategies they have put into practice as a result of the 'Children who are displaying bullying behaviours' support toolkit. These included: regular reviews and monitoring; having better communication with parents and carers - including an initial meeting with both parents and sending text messages when there's an incident; linking the toolkit to the schools' anti-bullying and behaviour policy; introduction of restorative meetings with students and more regular check-ins; and improved monitoring through using the pathways and raising awareness of incidents with staff.</p>
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5. Supporting Parents and Carers

<p>Who delivered the intervention/session? (Role & experience)</p>	<p>Delivered by Kidscape. Director (2 sessions) and Schools programme officer (1) One to five 5 years' experience (1 session), 11 to 20 years (2)</p>
<p>How much/ many intervention/sessions were delivered?</p>	<p>3 sessions</p>
<p>When did delivery occur?</p>	<p>3 sessions in spring /summer 2024/2025.</p>
<p>How many participants attended?</p>	<p>40 participants. <i>M</i>= 13 participants per session. Range = 6 to 22</p>
<p>How did those leading the intervention/session feel about delivering them?</p>	<ul style="list-style-type: none"> • Delivery staff in all sessions were 'completely' interested in, enthusiastic about and • prepared to deliver the session. • Delivery staff in all sessions felt 'completely' able to explain key activities to parents/carers and to respond to their needs. • Delivery staff in all sessions tried 'completely' to engage with parents/carers.
<p>How did those leading the intervention/session think sessions were received by participants?</p>	<ul style="list-style-type: none"> • Delivery staff in 67% of sessions 'completely agreed' that participants actively participated in the supporting parents/carers session (33% 'disagreed') • Delivery staff in 67% of sessions 'completely agreed' that participants were engaged with the supporting parents and carers session (33% 'neither agreed nor disagreed') • Delivery staff in 67% of sessions 'completely agreed' that participants were interested in the supporting parents and carers session (33% 'neither agreed nor disagreed') • Delivery staff in 67% of sessions 'completely agreed' that participants enjoyed the supporting parents and carers session (33% 'completely agreed')

	<ul style="list-style-type: none"> • Delivery staff in 67% of the sessions ‘neither agreed nor disagreed’ that participants were enthusiastic about the supporting parents and carers session (33% ‘completely agreed’)
Was element 1 of the intervention delivered?	<ul style="list-style-type: none"> • The element ‘Open Discussion’ was delivered in all sessions. • <i>M</i>= 15 mins. Range = 10 to 30 minutes (<i>n</i>=2)
Was element 2 of the intervention delivered?	<ul style="list-style-type: none"> • The element ‘Support Sources’ was delivered in all sessions • <i>M</i>=17 minutes. Range = 10 to 12 minutes (<i>n</i>=3)
Was element 3 of the intervention delivered? To what extent was the session plan followed?	<ul style="list-style-type: none"> • The element ‘Assertiveness Skills (ZAP Tools Parent Pack)’ was delivered in all sessions • For all sessions, delivery staff reported following the planned sequence and content completely • On average, delivery staff reported following the planned structure to a ‘great extent’ (<i>M</i>=9, range=7 to 10) • <i>M</i>=15 minutes. Range = 15 minutes (<i>n</i>=3)
Were any changes made to the session plan/intervention?	<ul style="list-style-type: none"> • 67% of staff reported they made changes to the overall session plans or specific activities within the session (33% of staff reported they made no changes). • In one session, additional content around knowledge on mental health, with practical advice, was included. It was reported that this change was made due to professional judgment. In another session the time allocated to some modules was reduced without an impact to their delivery. This change was made for logistical reasons and due to professional judgement.

6. ZAP in Schools

Who delivered the intervention/session? (Role & experience)	<p>Kidscape and freelance staff. Regional Manager (10 sessions), Manager (3), School Programmes Officer (6), Trainer (7), Associate Consultant (2), Associate Trainer Consultant (2) Freelancer (2)</p> <p>Less than 1 years’ experience (5 sessions), One to five years (3), Six to ten years (17), 11-20 years (7)</p>
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<p>How much/ many intervention/sessions were delivered?</p>	<p>73 ZAP in Schools workshops were delivered across 16 schools. Between 2 and 8 workshops were held in each school.</p>
<p>When did delivery occur?</p>	<p>49 workshops were delivered in spring term 2023/24, 18 workshops in summer 2023/24, 6 workshops in autumn 2024/25.</p>
<p>How many participants attended?</p>	<p>Approximately 2700 pupils. <i>M</i> = 169 per school.</p>
<p>How did those leading the intervention/session feel about delivering them?</p>	<ul style="list-style-type: none"> • Delivery staff in 75% of sessions were ‘completely’ interested in the ZAP workshop (25% ‘mostly’) • Delivery staff in 69% of sessions were ‘completely’ enthusiastic about delivering the workshop (31% ‘mostly’) • Delivery staff in 84% of sessions felt ‘completely’ prepared to deliver the workshop (16% ‘mostly’) • Delivery staff in 84% of sessions felt ‘completely’ able to clearly explain key activities to young people when delivering the workshop (16% ‘mostly’) • Delivery staff in 78% of sessions felt ‘completely’ able to respond to the needs of young people during the workshop activities (16% ‘mostly’, 6% ‘moderately’) • Delivery staff in 84% of sessions tried ‘completely’ to engage pupils with the workshop (16% ‘mostly’)
<p>How did those leading the intervention/session think sessions were received by participants?</p>	<ul style="list-style-type: none"> • Delivery staff in 94% of sessions ‘agreed’ or ‘completely agreed’ that pupils actively participated in the ZAP workshop (6% neither agreed nor disagreed) • Delivery staff in 94% of sessions ‘agreed’ or ‘completely agreed’ that pupils engaged with the workshop (6% neither agreed nor disagreed) • Delivery staff in 81% of sessions ‘agreed’ or ‘completely agreed’ that pupils were interested in the workshop (16% neither agreed nor disagreed; 3% disagreed) • Delivery staff in 94% of sessions ‘agreed’ or ‘completely agreed’ that pupils enjoyed the workshop (6% neither agreed nor disagreed) • Delivery staff in 84% of sessions ‘agreed’ or ‘completely agreed’ that pupils were enthusiastic about the workshop (16% neither agreed nor disagreed)
<p>Was element 1 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • The activity ‘What is Bullying?’ was delivered in all sessions. • On average, delivery staff reported following the planned sequence to a great extent (<i>M</i>=9.5; range = 7-10) • On average, delivery staff reported following the planned structure to a great extent (<i>M</i>=9.4 out of 10; range = 5-10) • On average, delivery staff reported following the planned content to a great extent (<i>M</i>= 9.3 out of 10; range = 5-10) • <i>M</i>=16 minutes. Range = 5-25. 5 responded that they were ‘not sure’. n=27

<p>Was element 2 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • The activity 'Impact of Words' was taught in 31 sessions (97%) • On average, delivery staff reported following the planned sequence to a great extent (9.4 out of 10; range = 5-10) • On average, delivery staff reported following the planned structure to a great extent (9.4 out of 10; range = 5-10) • On average, delivery staff reported following the planned structure to a great extent (9.4 out of 10; range = 5 -10) • <i>M</i>=18 minutes. Range =5-30 minutes. 3 responded that they were "not sure". 1 responded "not long". (n=28)
<p>Was element 3 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • The activity 'Spotlight on Cyberbullying/online bullying' was taught in 11 sessions (34%). • On average, delivery staff reported following the planned sequence to a great extent (9.1 out of 10; range = 5-10) • On average, delivery staff reported following the planned structure to a great extent (9.1 out of 10; range = 5 -10) • On average, delivery staff reported following the planned content to a great extent (9.1 out of 10; range = 5 -10) • <i>M</i>=7 mins. Range=5-10. 2 were "not sure" (n=9) • Reasons given for not delivering the content included, material being included in other parts of the session e.g. what is bullying or in discussions about real world vs cyber bullying. Other respondents were unsure which activity this question related to.
<p>Was element 4 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • The activity 'Bullying Cycle' was taught in all sessions • On average, delivery staff reported following the planned sequence to a great extent (9.6 out of 10; range = 7-10) • On average, delivery staff reported following the planned structure to a great extent (9.6 out of 10; range = 7-10) • On average, delivery staff reported following the planned content to a great extent (9.6 out of 10; range = 7 -10) • <i>M</i>=15 minutes. Range=10-20 mins. 4 were "not sure" (n=30)

<p>Was element 5 of the intervention delivered? To what extent was the session plan followed?</p>	<ul style="list-style-type: none"> • The 'ZAP Toolkit' activity was taught in all the sessions • On average, delivery staff reported following the planned sequence to a great extent (9.3 out of 10; range = 6-10) (n=31) • On average, delivery staff reported following the planned structure to a great extent (9.3 out of 10; range = 6-10) • On average, delivery staff reported following the planned content to a great extent (9.2 out of 10; range = 6 -10) • M=22 minutes. Range=10-40 minutes. 3 were "not sure". 1 responded "not long" (n=27)
<p>Were any changes made to the session plan/intervention?</p>	<ul style="list-style-type: none"> • 63% of participants had made changes to the session plan or specific activities within a session plan. • The majority of these changes (70%) related to the inclusion of additional activities – in particular discussions with pupils about the school's response to bullying and roleplaying exercises. In other cases, material was covered in different parts of the session than originally planned. Some sessions were longer than planned to fit with the school timetable and respond to pupil needs. • One respondent commented that changes made by ABA to the planned session content (addition of a slide about bullying dynamics) may have resulted in the removal of the 'spotlight on cyberbullying' slide and affected the implementation of that section of the workshop. They didn't feel this had much impact overall though.
<p>Why were changes made to the intervention</p>	<ul style="list-style-type: none"> • Delivery staff in 55% of sessions reported they rarely or never made changes for logistical reasons (Sometimes 28%; Most of the time 11%, Always 6%). • Changes were usually made because of professional judgements (Always 32%; Most of the time 47%, Sometimes 11%, Rarely 11%). • Changes were most likely to be made while teaching the session (Always 26%, Most of the time 32%, Sometimes 26%, Rarely 16%) and less likely to be made in advance of teaching the session (Always 16%; Most of the Time 21%, Sometimes 37%, Rarely 16%, Never 11%).

7. ZAP Targeted for pupils

<p>Who delivered the intervention/session? (Role & experience)</p>	<p>Delivered by Kidscape Director with 11 to 20 years of experience</p>
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How much/ many intervention/sessions were delivered?	1 session (where a member of the UAB+ programme cohort was present)
When did delivery occur?	Summer 2025
How many participants attended?	1 participant from UAB+ programme (9 young people in the session in total)
Was element 1 of the intervention delivered?	The element ' What is bullying? ' was not delivered in the session. <ul style="list-style-type: none"> A discussion was facilitated to explore feelings and what is outside of our control, and share advice on how to feel more prepared in future challenging situations. The term bullying is only used if raised by the young people.
Was element 2 of the intervention delivered? To what extent was the session plan followed?	<ul style="list-style-type: none"> The element 'What can I control?' was delivered The delivery staff reported following the planned sequence, structure and content completely This activity lasted 15 minutes
Was element 3 of the intervention delivered? To what extent was the session plan followed?	<ul style="list-style-type: none"> The element 'Role play ZAP Tools' was delivered The delivery staff reported following the planned sequence, structure and content completely This element of the session lasted 20 minutes
Were any changes made to the session plan/intervention?	No changes were made to this session

8. ZAP Targeted for parents and carers

Who delivered the intervention/session? (Role & experience)	Kidscape Director. 11-20 years' experience
How much/ many intervention/sessions were delivered?	1 session involving a parent/carer linked to the UAB+ programme
When did delivery occur?	Summer 2025
How many participants attended?	14 - 1 parent/carer linked to the UAB+ programme

Was element 1 of the intervention delivered? To what extent was the session plan followed?	<ul style="list-style-type: none"> • The activity 'Assertiveness Training' was delivered in the session • The delivery staff reported following the planned sequence, structure and content completely • This activity lasted 10 minutes
Was element 2 of the intervention delivered? To what extent was the session plan followed?	<ul style="list-style-type: none"> • The activity 'Open discussion - Exploring Impact' was delivered in the session • The delivery staff reported following the planned sequence, structure and content completely • This activity lasted 25 minutes
Was element 3 of the intervention delivered? To what extent was the session plan followed?	<ul style="list-style-type: none"> • The activity 'Understanding modelling behaviour' was delivered in the session • The delivery staff reported following the planned sequence, structure and content completely • This activity lasted 5 minutes
Was element 4 of the intervention delivered? To what extent was the session plan followed?	<ul style="list-style-type: none"> • The activity 'Communicating with schools' was delivered in the session • The delivery staff reported following the planned sequence, structure and content completely • This activity lasted 20 minutes
Were any changes made to the session plan/intervention?	No changes were made to the session plan.

8. Refresher training delivered by school staff

One implementation survey was completed by a school delivering refresher training to their staff. This is not reported here to preserve anonymity.

Note:

The reporting of findings from items employing a scale (1-10) to rate the extent to which a plan was followed, uses the following terms: A score of 10 = 'completely', ≥ 7.5 out of 10 = 'great extent', 5-7.4 = 'moderate extent', < 5 out of 10 = 'limited extent'.

Appendix G: Example topic guide

UAB+ Anti-Bullying Programme

Topic Guide: Young People

Welcome and introductions: Hello, my name is [researcher's name], and my pronouns are [researcher's pronouns]. What do you prefer to be called? [pause for participant to respond]. It's really nice to meet you and thank you so much for doing this discussion with me today. In our discussion, I am going to ask you about what it was like taking part in the United Against Bullying Plus (UAB+) anti-bullying programme.

There are no right or wrong answers. Please only share what you feel comfortable with. If you need a break, please let me know. If you don't want to answer a question, then just tell me and we can skip it. I am going to record our discussion today using a voice recorder, which only myself and my team will be able to listen to. This is so that I can listen back and not forget anything that you told me. *[Show participant] [If online, also ask if they have a private place to take the call]*

Although you have already agreed to take part in this evaluation, it is okay if you change your mind at any point, now or during our discussion. You are welcome to stop the discussion at any time without giving a reason.

Everything that we talk about today, including the names of people you mention, is private within my team unless I'm worried about your safety, or the safety of someone else, such as another student. If you mention something that worried me, then I would need to speak to the person whose job it is to keep you safe at your school, and tell them about what has worried me. Then they would decide what would happen next. I would try and tell you if I was worried in this way first and let you know if I was passing this information on.

[Addition for focus groups: Please remember that while this is a private discussion between yourselves and me and my team, you should only discuss what you feel comfortable sharing in front of others in the group, as it is possible that group members may discuss what they have heard outside of the group. During the discussion, please do not mention the names of other students, apart from those who are in the group.]

We really appreciate your input to make this project successful. Do you have any questions before we start?

[Turn on recorder]

- Involvement in the UAB+ programme – universal [the ZAP anti-bullying workshop held at your school] and/or targeted [the ZAP anti-bullying workshop held online]
- Content of sessions – activities, conversations, likes, dislikes
- Helpful factors

- Unhelpful factors
- Comparisons to previous or other anti-bullying support in school
- Changes (if any) in yourself or in your day-to-day life since you've taken part in the UAB+ programme
- Improvements (or not) in perceived knowledge about bullying
- Facilitators to taking part in UAB+ programme
- Barriers to taking part in UAB+ programme
- Suggested improvements

Close of discussion: Thank you so much again for doing this discussion with me today. It's been so helpful to speak with you. We will give you a £10 voucher as a thank you for giving up your time to take part. The recording that we made of our discussion will be used to help us learn about what young people think about the UAB+ anti bullying programme. This is so that we can improve this type of help in future for other young people. We will share our findings from this project with you. Do you have any questions for me now that we've finished?

[Turn recorder off]

Appendix H: UAB+ programme audit indicators

Section	Indicator
1. School leadership	1.1) We have a senior lead within the school to coordinate our whole-school approach to anti-bullying
	1.2) We have a school governor who leads on anti-bullying activity and monitors school action in this area
	1.3) Staff are encouraged and expected to model exemplary conduct towards each other and pupils
	1.4) Bullying is understood by all as a barrier to learning, a potential safeguarding issue and a wellbeing issue
	1.5) We monitor pupil absence for indication of bullying
	1.6) The school has an anti-bullying action plan that is regularly reviewed and updated
	1.7) Pupils are supported to be actively involved in anti-bullying initiatives (e.g. including awareness raising, peer support)
2. School policy	2.1) We have an up-to-date anti-bullying policy (or behaviour policy which includes anti-bullying) that is reviewed annually with involvement from pupils, staff and parents
	2.2) The policy is easy to understand for pupils, parents and staff
	2.3) The policy has a clear definition of bullying that is understood by all members of the school community
	2.4) The policy states that bullying is never acceptable behaviour and sets clear expectations about how all pupils, staff and parents should treat each other
	2.5) The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.
	2.6) The policy references action to prevent and respond to bullying outside of school (e.g. online bullying, journeys to and from school)
	2.7) The policy includes strategies to prevent bullying and typical response strategies (including for home-to-school transport and online bullying)
	2.8) The policy is clearly aligned with other relevant policies (e.g. behaviour, safeguarding, SEND, acceptable use)
	2.9) The policy includes a range of methods by which pupils and parents can report bullying (including a named contact)
	2.10) The policy is available in school and on the school website. It is also communicated via numerous means to pupils, staff and parents at least annually
3. Data collection and evidence	3.1) Pupils have been surveyed to measure levels of wellbeing and bullying in the last 12 months and this is shared and data is used to inform whole school developments
	3.2) There are a range of methods to report bullying that meet the needs of all pupils
	3.3) Recording system for bullying includes action taken, outcomes and review dates
	3.4) All school staff, pupils and parents and carers know how to report bullying and are encouraged to report bullying behaviour
	3.5) Data collection includes option of recording type of bullying (e.g. physical, online, verbal) and collects data about pupil characteristics
4. Prevention	4.1) Anti-Bullying Week takes place each year and pupils support the planning and delivery of it
	4.2) The school has a clear ethos about how we treat others and this is communicated to and understood by pupils, parents and school staff

	4.3) RSHE, assembly and other cross curricula opportunities are used to celebrate difference and diversity of all pupils, develop pupil understanding of bullying and the impact of bullying including online bullying
	4.4) All pupils, school staff and parents and carers feel equally valued, welcome and included in school and this is established through regular collections of evidence and data
	4.5) The school has adequate supervision at times of transition, entry and exit from school and break times. Break times include options for structured play.
	4.6) We work actively to prevent discriminatory language and challenge it when it is heard in all its forms (including disablist language)
	4.7) The school has implemented strategies to encourage peer-to-peer support / defenders
5. Responding and intervention	5.1) The school uses a range of interventions to respond to bullying – including work with the wider peer group
	5.2) There is a system in place to ensure that all reported incidents of bullying are taken seriously and acted upon quickly
	5.3) We do not focus our school responses to bullying on changing the behaviour of the pupil/s who are being bullied
	5.4) Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes
	5.5) The school seeks to learn from each incident and, where necessary, improve practice
	5.6) Response strategies are regularly reviewed and amended with pupils and parent/carer involvement
	5.7) The school seeks support from outside agencies where necessary/available (e.g. local support groups, Child and Adolescent Mental Health Services, police, children's services)
6. Staff training and development	6.1) All staff have access to the ABA online training and regular anti-bullying CPD is provided to all staff including lunchtime supervisors and after school activity staff
	6.2) All new school staff undergo anti-bullying training as part of their induction
	6.3) All school staff have access to resources and new developments in anti-bullying practice
	6.4) All school staff understand the law relating to bullying, know when it is a safeguarding issue and know how to escalate a concern
7. At-risk groups	7.1) SEND
	7.2) LGBT+
	7.3) Race & Faith, including Gypsy, Roma and Traveller
	7.4) Appearance related
	7.5) Looked after Children
	7.6) Young carers
	7.7) Mental health
	7.8) Sexual and Sexist Bullying

Appendix I: Bullying scale items

Table 1: Bullying and School Experiences Items from the Pupil Bullying and Wellbeing Questionnaire

Victimisation Subscale	Other pupils tease me
	I am hit, pushed or kicked by other pupils
	Other pupils stop me from joining in during lunch and break time
	Other pupils say bad things about me when I'm not there
	Other pupils don't like me
	Other pupils stop me from joining in classroom activities
	Other pupils pick on me because I am a bit different
	I am called mean names by other pupils
Bullying Perpetration Subscale	I say bad things about other pupils when they aren't there
	I hit, push or kick other pupils
	I pick on other pupils
	I tease other pupils
	I call other pupils mean names
School Experience	I like going to school
	I get on well with my teachers
	I feel safe at school
	I feel like I belong at school

Table 2: Emotional and Behavioural Difficulties Items from the Pupil Bullying and Wellbeing Questionnaire

Emotional Difficulties Subscale	I feel lonely
	I cry a lot
	I am unhappy
	Nobody likes me
	I worry a lot
	I have problems sleeping
	I wake up in the night
	I am shy
	I feel scared
	I worry when I am at school
	Behavioural Difficulties Subscale
I lose my temper	
I hit out when I am angry	
I do things to hurt people	
I am calm (reverse coded)	
I break things on purpose	

Appendix J: Feedback survey findings by programme component

1. [INSET CPD training for school staff](#)
2. [Online CPD training for school staff](#)
3. [Working with children who display bullying behaviour: CPD training](#)
4. [Working with parents and carers \(workshop for staff\)](#)
5. [ZAP in Schools](#)
6. [Supporting parents and carers \(webinar for parents and carers\)](#)

1. INSET CPD training for school staff

Sample characteristics (Timepoint 1: immediately post session)	<ul style="list-style-type: none"> • 458 staff from 14 schools completed the survey (c.25% completion rate). • Experience: 24% had been working at their school for less than 1 year, 37% 1-5 years, 19% 6-10 years, 14% 11-20 years and 6% > 20 years. • Job roles: 46% were Teachers, 21% Middle leaders, 10% Pastoral staff, 7% Senior leaders, 7% Teaching Assistant, 4% Administrative staff. • 69% female, 27% male. Remaining participants preferred not to say or did not respond. • 56% White, 5% Asian or Asian British, 3% Mixed or multiple ethnic groups, 2% Black, Black British, Caribbean or African, 2% preferred not to say. 31% of participants did not respond to this question.
Prior knowledge (T1)	<ul style="list-style-type: none"> • 60% reported knowing 'some' about bullying behaviour and the impact that it can have on a young person (34% knew 'a lot', 4% knew 'very little'). Remaining participants didn't answer the question or knew nothing at all. • 62% reported that they felt 'somewhat confident' in helping a student at your school to deal with a bullying incident (22% felt 'very confident', 14% 'not very confident'). Remaining participants didn't answer the question or felt not at all confident.

<p>Learning from the training (T1)</p>	<ul style="list-style-type: none"> • 50% reported that training had ‘somewhat increased’ their understanding of the impact of bullying on young people - including at-risk groups (37% ‘greatly increased’, 12% ‘neutral’, 1% required ‘a lot more understanding’). Remaining participants didn’t answer the question or felt they required ‘a little more understanding’. • 57% reported that training ‘somewhat increased’ their confidence in using strategies for preventing bullying (29% ‘greatly increased’, 12% ‘neutral’, 1% required ‘a lot more understanding’, 1% required ‘a little more understanding’). Remaining participants didn’t answer the question. • 57% reported that training ‘somewhat increased’ their confidence in using strategies for responding to bullying (27% ‘greatly increased’, 14% ‘neutral’, 1% required ‘a little more understanding’). Remaining participants didn’t answer the question or required ‘a lot more understanding’.
<p>Training rating (T1)</p>	<ul style="list-style-type: none"> • 49% of participants rated the training as ‘good’ (33% ‘excellent’, 13% ‘OK’, 3% poor, 1% very poor)
<p>What participants will do differently as a result of this training (T1)</p>	<p>Participants reported a diverse range of changes as a result of completing the training.</p> <ul style="list-style-type: none"> • 31% of responses described changes in communication around bullying with other staff, families and students. This included altering the language used and listening more to students and their families. • 27% indicated changes in how participants will respond to bullying or potential bullying incidents, including a consideration of all the different roles involved in a bullying situation. • 15% related to participants being generally more aware with greater understanding of bullying. • 9% of responses described changes in the way that bullying incidents are recorded or reported. • Other responses included being more confident to respond to a bullying incident, reviewing school policies and procedures and making more effort to celebrate difference. • Some participants (5%) responded that there was nothing they would do differently as a result of the training.
<p>What participants liked (T1)</p>	<ul style="list-style-type: none"> • 41% of responses related to the content of the training including the clear and straightforward information provided, the inclusion of case studies and the useful definition of bullying. • 31% of responses were focussed on the delivery of the training, in particular the variety of activities and its interactive nature. • 15% of responses were general positive reflections. • 11% of comments were specifically about how much the staff enjoyed the discussion elements of the training.
<p>Suggested improvements (T1)</p>	<ul style="list-style-type: none"> • 54% of responses suggested changes to the delivery of the training. These included making the training shorter, making the sessions more interactive (with less reading from slides) and allowing more opportunity for discussion. • 24% of responses suggested improvements in training content. These included sharing more practice examples or case studies, including more specific strategies to deal with bullying situations and linking content to the local context. • No improvements were suggested in 14% of responses. • Other responses included suggestions about additional resources and general positive comments.

Likelihood to recommend (0 – 10)	M=7.7 SD= 2.1 (On a scale of 0 – 10, how likely would you be to recommend the training to other professionals/colleagues?)
Other feedback (T1)	60% of additional feedback were general positive comments about the training. 21% of comments related to changes to training delivery such as shortening the training or making it more interactive. 13% of comments related to training content such as including more case studies. Other comments were about the training not being helpful.
Sample characteristics (Timepoint 2: approx. 2 months post training)	328 participants from 12 schools completed the survey at T2 (c.18% completion rate). Data matching is not possible as the data are anonymous. It is therefore not known whether these participants also completed T1 surveys.
Use of the strategies (T2)	<ul style="list-style-type: none"> • 53% had ‘somewhat’ used the strategies for preventing bullying (25% ‘very little, 12% ‘not at all’, 10% ‘a lot’). • 51% had ‘somewhat’ used the strategies for responding to bullying (24% ‘very little, 16% not at all, 9% ‘a lot’).
Any other ways in which the training has helped (T2)	<ul style="list-style-type: none"> • 25% of responses described having an improved understanding about bullying behaviour and the various roles involved. • 18% stated either that the training had not helped in any other way or that there had been no opportunity to use the training so far. • 17% referred to improved communication with staff, students and parents, including the use of a common language about bullying. • 13% described an increased awareness and identification of bullying or potential bullying incidents. • 9% described how the training informed the response to bullying incidents. • 7% referred to having an increased confidence in identifying or dealing with a bullying incident. • Other responses included those described a change in perspective around bullying and general comments about the training having helped in other ways.

2. Online CPD training for school staff

Total sample	164 responses from staff at 13 schools (As the data are anonymous it is not possible to report how many individual members of staff took part in the online CPD training).		
Course title	Description	N	Summary of findings

<p>What is bullying?</p>	<p>This course will provide an understanding of what bullying is, what relational conflict is and what roles are involved in bullying incidents</p>	<p>51</p>	<ul style="list-style-type: none"> • Prior to training, 53% reported knowing ‘some’ about bullying behaviour and the impact that it can have on someone (39% knew ‘a lot’, 6% knew ‘very little’, 2% ‘not at all’). • Prior to training, 45% reported that they felt ‘somewhat confident’ in helping a student at your school to deal with a bullying incident (31% felt ‘very confident’, 22% ‘not very confident’, 2% ‘not confident at all’). • 53% reported that training had ‘greatly increased’ their understanding of the impact of the roles involved in bullying (29% ‘somewhat increased’, 12% ‘neutral’, 6% required ‘a lot more understanding’). • 49% reported that training had ‘greatly increased’ their confidence in what bullying is and isn't (35% ‘somewhat increased’, 14% ‘neutral’, 2% required ‘a lot more understanding’). • Overall, 57% rated this training as ‘excellent’ (33% ‘good’, 6% ‘OK’, 2% ‘poor’, 2% ‘very poor’). • 20% of responses describing what participants will do differently as a result of the course related to being more observant about pupil behaviour, another 18% to being more aware about the different roles in a bullying situation. Other responses included improved identification of a bullying situation, improved understanding of what bullying is and a change in the language used to describe bullying. 7% reported that they would do nothing differently. • Improvements suggested most frequently related to additional content including: more examples of bullying situations, more strategies to respond to bullying, consideration of bullying outside school and regional variation in bullying. Other suggestions included a transcript of video content and an easier user interface.
<p>Bullying and the Law</p>	<p>This course will provide an understanding of the Law as it relates to bullying for all children and young people in England. It also covers specific information about school's duties towards disabled young people and those with SEND in relation to bullying.</p>	<p>17</p>	<ul style="list-style-type: none"> • Prior to training, 47% reported knowing ‘some’ about the law as it relates to bullying prior to the training (35% ‘a lot’, 18% ‘very little’). • Prior to training, 47% felt ‘somewhat confident’ in knowing schools’ duties to prevent and respond to bullying prior to the training (41% ‘very confident’, 12% felt ‘neutral’) • 53% reported that the training had ‘greatly increased’ their understanding of the law as it relates to bullying (24% felt their understanding ‘somewhat increased’, 24% felt ‘neutral’) • 53% reported that the training had ‘greatly increased’ their confidence in understanding schools' duties to prevent and respond to bullying (29% ‘somewhat increased’, 18% ‘neutral’) • Overall, 53% rated this training as ‘excellent’ (29% ‘good’, 18% ‘OK’). • Responses about what participants would do differently as a result of this training included: having an improved understanding and greater focus on bullying, having more confidence, listening more to pupils and having more resources available. • Improvements suggested related to technical improvements, in particular the functionality of some quiz questions when using a phone or tablet.

<p>10 Key Principles of Anti-Bullying</p>	<p>This course provides a greater understanding of the 10 principles to preventing and responding to bullying in schools, why they are important, what young people and parents/carers say about them and strategies schools can introduce to implement them.</p>	<p>8</p>	<ul style="list-style-type: none"> • Prior to training, 50% reported knowing ‘very little’ about the law as it relates to bullying prior to the training (38% ‘some’, 13% ‘very little’). • Prior to training, 50% reported feeling ‘very confident’ in knowing schools’ duties to prevent and respond to bullying prior to the training (38% ‘somewhat confident’, 13% felt ‘not very confident’) • 50% reported that the training had ‘greatly increased’ their understanding of the law as it relates to bullying (38% felt ‘neutral’, 13% felt their understanding ‘somewhat increased’) • 50% reported that the training had ‘greatly increased’ their confidence in understanding schools’ duties to prevent and respond to bullying (38% ‘neutral’, 13% ‘somewhat increased’) • Overall, 38% rated this training as ‘excellent’ (25% ‘good’, 25% ‘OK’, 13% ‘poor’) • Responses about what participants would do differently as a result of this training included listening more, being more confident in tackling bullying and talking to SLT. • Improvements suggested by respondents related to the addition of more quiz questions and removing the feedback survey.
<p>Preventing bullying</p>	<p>This course provides an understanding of what strategies schools can implement to prevent the bullying of all children and young people including disabled learners and learners with special educational needs.</p>	<p>21</p>	<ul style="list-style-type: none"> • Prior to training, 52% reported knowing ‘some’ about the law as it relates to bullying prior to the training (24% ‘a lot’, 5% ‘very little’, 19% did not respond). • Prior to training, 52% reported feeling ‘somewhat confident’ in knowing schools’ duties to prevent and respond to bullying prior to the training (38% ‘very confident’, 10% felt ‘not very confident’) • 43% reported that the training had ‘somewhat increased’ their understanding of the law as it relates to bullying (38% felt their understanding ‘greatly increased’, 14% felt ‘neutral’, 5% required ‘a lot more understanding’) • 57% reported that the training had ‘greatly increased’ their confidence in understanding schools’ duties to prevent and respond to bullying (29% ‘somewhat increased’, 10% ‘neutral’, 5% required ‘a lot more understanding’) • Overall, 52% rated this training as ‘excellent’ (29% ‘good’, 14% ‘OK’, 5% ‘poor’) • Responses about what participants would do differently as a result of this training included implementing techniques they’ve learnt, focusing on prevention, supporting students and feeling more confident. • Improvements suggested by respondents included making the session more interactive, providing more examples, setting training objectives and signposting further information.

<p>Responding to bullying</p>	<p>This course provides an understanding of what strategies schools can implement to respond appropriately to the bullying of all children and young people, including disabled learners/learners with special educational needs.</p>	<p>8</p>	<ul style="list-style-type: none"> • 75% reported knowing ‘a lot’ about the law as it relates to bullying prior to the training (25% ‘some’) • 75% reported feeling ‘very confident’ in knowing schools’ duties to prevent and respond to bullying prior to the training (13% ‘somewhat confident’, 13% ‘not very confident’) • 50% reported that the training had ‘somewhat increased’ their understanding of the law as it relates to bullying (38% felt their understanding ‘greatly increased’, 13% felt ‘neutral’) • 75% reported that the training had ‘greatly increased’ their confidence in understanding schools’ duties to prevent and respond to bullying (25% ‘somewhat increased’) • Overall, 50% rated this training as ‘excellent’ and another 50% as ‘good’ • Responses about what participants would do differently as a result of this training included using educational conversations over sanctions, considering additional whole school education and improving processes for students involved in bullying behaviour. • Improvements suggested were to include more quizzes and to remove the feedback forms.
<p>Cyberbullying (Online bullying)</p>	<p>This course provides an understanding of approaches to tackling cyberbullying/online bullying at school.</p>	<p>7</p>	<ul style="list-style-type: none"> • 57% reported knowing ‘some’ about the law as it relates to bullying prior to the training (29% ‘a lot’, 14% ‘very little’) • 57% reported feeling ‘somewhat confident’ in knowing schools’ duties to prevent and respond to bullying prior to the training (29% ‘very confident’, 14% ‘not very confident’) • 57% reported that the training had ‘greatly increased’ their understanding of the law as it relates to bullying (43% felt their understanding ‘somewhat increased’) • 60% reported that the training had ‘greatly increased’ their confidence in understanding schools’ duties to prevent and respond to bullying (40% ‘somewhat increased’) • Overall, 60% rated this training as ‘good’ (40% ‘excellent’) • Responses about what participants would do differently as a result of this training included having a better understanding and being more confident. • The only improvement suggested was to the functionality of some quiz questions.
<p>Bullying and Difference</p>	<p>This course provides an understanding of the pupils that research shows are most at risk of face-to-face and online bullying. It will help prepare staff to do anti-bullying work that involves tackling discriminatory and prejudice-related bullying.</p>	<p>4</p>	<p>There were insufficient responses to report findings for this course.</p>

<p>Bullying and SEN/disability</p>	<p>This course will provide an understanding of the issues relating to bullying and disabled children and young people and those with special educational needs.</p>	<p>6</p>	<ul style="list-style-type: none"> • 83% reported knowing ‘some’ about the law as it relates to bullying prior to the training (17% ‘very little’) • 83% reported feeling ‘somewhat confident’ in knowing schools’ duties to prevent and respond to bullying prior to the training (17% ‘very confident’) • 67% reported that the training had ‘greatly increased’ their understanding of the law as it relates to bullying (33% felt their understanding ‘somewhat increased’) • 67% reported that the training had ‘greatly increased’ their confidence in understanding schools’ duties to prevent and respond to bullying (33% ‘somewhat increased’) • Overall, 67% rated this training as ‘excellent’ (17% as ‘good’, 17% as ‘OK’) • Responses about what participants would do differently as a result of this training included sharing their learning, adopting new language and working more closely with the SEN team. • Improvements suggested related to including more information and offering a training session on this subject.
<p>Young Carers and Bullying</p>	<p>This course aims to increase understanding about Young Carers and Bullying.</p>	<p>3</p>	<p>There were insufficient responses to report findings for this course.</p>
<p>Looked After Children and Bullying</p>	<p>This course aims to increase understanding about Looked after Children and Bullying.</p>	<p>7</p>	<ul style="list-style-type: none"> • 43% reported knowing ‘some’ about the law as it relates to bullying prior to the training (29% ‘a lot’, 29% ‘very little’) • 57% reported feeling ‘somewhat confident’ in knowing schools’ duties to prevent and respond to bullying prior to the training (43% ‘very confident’) • 57% reported that the training had ‘greatly increased’ their understanding of the law as it relates to bullying (43% felt their understanding ‘somewhat increased’) • 57% reported that the training had ‘greatly increased’ their confidence in understanding schools’ duties to prevent and respond to bullying (43% ‘somewhat increased’) • Overall, 71% rated this training as ‘good’ (29% ‘excellent’) • Responses about what participants would do differently as a result of this training included increasing observation, celebrating diverse families, adjusting action plans and following the advice shared in the course material. • Suggest improvements included the inclusion of more case studies and technical improvements to the question and answer functionality.

Bullying and Gypsy, Roma and Traveller young people	This course aims to increase understanding about of Bullying and Gypsy, Roma and Traveller young people.	1	There were insufficient responses to report findings for this course.
Reducing Disablist Bullying: Disabilities, the Equality Act and Schools Duties	This training course supports schools to reduce disablist bullying by meeting the disability duties in the Equality Act and to prevent discrimination and bullying of children with special educational needs and disabilities (SEND).	1	There were insufficient responses to report findings for this course.
Sexual and Sexist Bullying	This course aims to increase understanding about Sexual and Sexist Bullying.	1	There were insufficient responses to report findings for this course.
Mental Health and Bullying	This course aims to increase understanding about Mental Health and Bullying.	0	There were insufficient responses to report findings for this course.

<p>All Different, All Equal: Preventing and Responding to Appearance Targeted Bullying</p>	<p>This course aims to increase understanding about what appearance targeted bullying is, its impact and ways to prevent and respond to incidents of appearance-targeted bullying.</p>	<p>9</p>	<ul style="list-style-type: none"> • 44% reported knowing 'a lot' about the law as it relates to bullying prior to the training (33% 'some', 22% 'not at all') • 56% reported feeling 'somewhat confident' in knowing schools' duties to prevent and respond to bullying prior to the training (22% 'very confident', 22% 'not confident at all') • 44% reported feeling 'neutral' about the extent to which the training had increased their understanding of the law as it relates to bullying (33% felt their understanding 'somewhat increased', 22% 'greatly increased') • 44% reported feeling 'neutral' about the extent to which the training had increased their confidence in understanding schools' duties to prevent and respond to bullying another (33% reported that the training had 'greatly increased' their confidence, 22% 'somewhat increased') • Overall, 44% rated this training as 'good' (33% as 'excellent', 22% 'OK') • Most participants responded that they wouldn't do anything differently as a result of this training while one participant responded that they planned to educate others. • Suggested improvements included having fewer 'guess the percentage' questions and including more information.
<p>Banter or bullying? Navigating the line of acceptability</p>	<p>This course provides an understanding of the difference between banter and bullying. It helps to prepare staff to take a whole-school anti-bullying approach to preventing the misuse of banter, identify bullying and harmful behaviours when they might be disguised as banter, and equip children and young people with the skills to navigate the line of acceptability between banter and intentional unkind behaviour.</p>	<p>20</p>	<ul style="list-style-type: none"> • 65% reported knowing 'some' about the difference between banter and bullying prior to the training (15% 'a lot', 15% 'very little') • 65% reported feeling 'somewhat confident' in preventing the misuse of banter prior to the training (20% 'very confident', 10% 'not very confident', 5% 'not confident at all') • 55% reported feeling 'somewhat confident' in how to equip pupils with the skills to navigate the line of acceptability between banter and intentional unkind behaviour prior to the training (25% felt 'very confident', 15% 'not very confident', 5% 'not confident at all'). • 55% reported that the training had 'greatly increased' their confidence in understanding the difference between banter and bullying (45% 'somewhat increased') • 50% reported that the training had 'greatly increased' their confidence in preventing the misuse of banter another 50% felt their confidence had 'somewhat increased'. • 55% reported that the training had 'greatly increased' their confidence in equipping pupils with the skills to navigate the line of acceptability between banter and intentional unkind behaviour (45% 'somewhat increased'). • Overall, 45% rated this training as 'excellent' and another 45% rated it as 'good' (10% 'OK') • Responses about what participants would do differently as a result of this training included educating students, adding a section about banter to school anti-bullying policy, being more aware of banter in the school and intervening where necessary. • Suggested improvements included reducing repetition, including more illustrations and improving functionality on a range of devices.

3. Working with children who display bullying behaviour: CPD training

<p>Sample characteristics (Timepoint 1: immediately post session)</p>	<ul style="list-style-type: none"> • 22 staff from 9 schools completed the survey at T1 (23% completion rate). • Experience: 27% had been working at their school for less than 1 year, 32% 1-5 years, 18% 6-10 years, 5% 11-20 years and 18% > 20 years. • Job roles: Head of Year (36%), Pastoral Lead (23%). Remaining roles being Assistant Headteachers, Designated Safeguarding Leads and 'other'. • 82% female. Remaining participants were male, non-binary or did not report. • 82% White - English, Welsh, Scottish, Northern Irish or British. Remaining participants reporting either as Mixed or multiple ethnic or choosing not to report.
<p>Prior knowledge (T1)</p>	<ul style="list-style-type: none"> • 55% reported knowing 'a lot' about bullying behaviour (41% knew 'some' and 4% knew 'very little' about bullying behaviour). • 64% felt 'somewhat confident' in dealing with a bullying incident at their school (18% felt 'very confident', 18% felt 'not very confident') • 73% reported knowing 'some' about children who bully (23% knew 'a lot', 4% knew 'very little' about children who bully)
<p>Learning from the training (T1)</p>	<ul style="list-style-type: none"> • 50% felt that training had 'somewhat increased' their confidence in working with pupils who display bullying behaviour (32% 'greatly increased', 18% 'neutral'). • 55% felt that training had 'somewhat increased' their confidence in working with parents/carers of pupils who display bullying behaviour (27% 'greatly increased', 18% neutral).
<p>Training rating (T1)</p>	<p>54% of participants rated the training as 'good' (32% 'excellent', 14% 'OK')</p>
<p>What participants will do differently as a result of this training (T1)</p>	<ul style="list-style-type: none"> • 61% of responses described intended use of the approaches described in the toolkit, including the staged approach, using the relevant pathway and focussing on values. • 14% of responses indicated plans to review the way that bullying incidents are recorded at participants' schools. • 11% of participants responded that they intend to ensure that they work with all those involved in a bullying incident. • 11% of responses related to a change in personal approach to this work by being more open, listening or getting to know the young person displaying bullying behaviour. • Only one participant (4%) stated that they wouldn't do anything differently as a result of the training.

<p>What participants liked (T1)</p>	<ul style="list-style-type: none"> • 39% of responses related to the delivery of the training and included positive comments about the interactive nature of the training, the use of break out rooms and the mix of different inputs. • 35% of responses were focussed on the content of the training, in particular the content about the pathways, and the informative nature of the sessions. • 27% of responses were positive reflections about meeting and working with other pastoral staff, including those from other schools, during the training.
<p>Suggested improvements (T1)</p>	<ul style="list-style-type: none"> • 48% of responses suggested improvements in training content. These included removing content that has been covered by previous training and focussing more on the implementation of the strategies, including more examples to support group sessions and meetings. • 26% of responses suggested changes to the delivery of the training. These included having clocks in the break- out rooms, making the sessions more interactive and allowing more opportunity for delegates to share experiences with other schools, particularly those located nearby. • 10% of suggested improvements were related to additional resources that could be provided. This included recording the training so that it could be shared with more staff, providing more booklets and provision of a toolkit to specifically support form tutors. • Finally, no improvements were suggested in 16% of responses.
<p>Likelihood to recommend (0 – 10)</p>	<p>M=7.5 SD=1.5 (On a scale of 0 – 10, how likely would you be to recommend the training to other professionals/colleagues?)</p>
<p>Other feedback (T1)</p>	<p>43% of additional feedback were general positive comments about the training. Other comments related to offering additional delivery dates, positive feedback about the toolkits, duplication within the training content and having a greater focus on the implementation of the approach.</p>
<p>Sample characteristics (Timepoint 2: 2 months post training)</p>	<p>15 staff from 10 schools completed survey at T2 (16% completion rate). Data matching is not possible as the data are anonymous. It is therefore not known whether these participants also completed T1 surveys.</p>
<p>Use of the strategies (T2)</p>	<ul style="list-style-type: none"> • 73% had ‘somewhat’ used the strategies for working 1:1 with pupils displaying bullying behaviour (13% ‘very little, 13% ‘not at all’). • 40% had ‘somewhat’ used the strategies for working in a group setting with pupils displaying bullying behaviour (40% not at all, 13% ‘a lot’, 7% ‘very little’). • 40% had ‘somewhat’ used the strategies for working with parents/carers of pupils displaying bullying behaviour (40% not at all, 7% ‘a lot’, 13% ‘very little’).

<p>Any other ways in which the training has helped (T2)</p>	<ul style="list-style-type: none"> • 25% of responses described how the training had helped in planning the response to future bullying incidents. • 25% of responses related to improved communication through a shared understanding and terminology around bullying. This included communication with both colleagues and students. • 25% of responses indicated improved confidence to respond to incidents of bullying behaviour. • 13% of responses described having a greater understanding of the impact of bullying on all those involved • The remaining 12% of responses did not identify any other ways in which the training had helped participants.
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4. Working with parents and carers (workshop for staff)

<p>Sample characteristics</p>	<ul style="list-style-type: none"> • 4 school staff completed this survey. Data is not available about the number of schools represented. • Job roles: 2 Senior Leadership, 1 Head of Year, 1 Teacher
<p>Learning from the training</p>	<ul style="list-style-type: none"> • 50% of participants reported sharing ideas for working with parents in a bullying context with other attendees. All participants reported taking away new ideas for working with parents in a bullying context from other attendees from the session. • The session 'moderately' increased confidence in engaging with parents in the context of bullying for 50% of participants and 'slightly increased' confidence for 50%. • 50% found the session very helpful, 25% moderately helpful, 25% slightly helpful. • The session was a good opportunity to network and share experiences. There were some good ideas shared and the case studies were helpful. However, the session did not go into much depth.

5. ZAP in Schools

<p>Sample characteristics (Timepoint 1: immediately post session)</p>	<ul style="list-style-type: none"> • 665 young people completed the survey (approximate completion rate 25% completion rate). • 90% completed this in Year 8, 9% in Year 9 (1% blank) • 50% girl/woman, 47% boy/man. Remaining participants preferred not to say, preferred to self-describe or did not respond.
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<p>Learning from the training (T1)</p>	<ul style="list-style-type: none"> • 49% agreed that the ZAP workshop had helped them to have a better understanding of bullying and its impact (23% strongly agreed, 20% neither agreed nor disagreed, 3% disagreed, 3% strongly disagreed, 2% did not respond). • 43% agreed that the ZAP workshop had helped them to feel more assertive (32% neither agreed nor disagreed, 14% strongly agreed, 5% disagreed, 3% strongly disagreed, 2% did not respond). • 34% agreed and another 34% neither agreed nor disagreed that the ZAP workshop had helped them to feel more confident (16% strongly agreed, 8% disagreed, 5% strongly disagreed, 3% did not respond). • 34% neither agreed nor disagreed that the ZAP workshop had helped them to feel better about themselves (31% agreed, 16% strongly agreed, 11% disagreed, 5% strongly disagreed, 3% did not respond). • 39% agreed that the ZAP workshop had helped them to feel more able to handle a bullying situation involving them (30% neither agreed nor disagreed, 18% strongly agreed, 7% disagreed, 3% strongly disagreed, 2% did not respond). • 46% agreed that the ZAP workshop had helped them to feel more able to help someone else in a bullying situation (25% neither agreed nor disagreed, 20% strongly agreed, 5% disagreed, 3% did not respond, 2% strongly disagreed). • 43% agreed that the ZAP workshop had helped them have a better understanding of how to stay safe when it comes to bullying (23% neither agreed nor disagreed, 22% strongly agreed, 5% disagreed, 3% strongly disagreed, 3% did not respond). • 46% agreed that the ZAP workshop had helped them have a better understanding of how to get help (23% neither agreed nor disagreed, 21% strongly agreed, 5% disagreed, 3% strongly disagreed, 3% did not respond). • 36% agreed that the ZAP workshop had helped them to feel less alone in dealing with a bullying situation (31% neither agreed nor disagreed, 19% strongly agreed, 7% disagreed, 5% strongly disagreed, 3% did not respond).
<p>What participants enjoyed about this workshop (T1)</p>	<ul style="list-style-type: none"> • 51% of responses related to enjoying activities from the session. These included drawing around your hand and role playing. • 15% of responses identified specific content that they had enjoyed. This included the impact of bullying and strategies that can help in a bullying situation. • 7% enjoyed the discussions elements of the session the most. • 7% enjoyed nothing about the session and another 7% of participants didn't know what they'd enjoyed most or couldn't remember the session. • The remainder of the responses included responses about enjoying all or most of the session, about missing lessons, being with friends and elements of the delivery by the facilitator.
<p>What participants didn't enjoy (T1)</p>	<ul style="list-style-type: none"> • 60% of participants said there was nothing or not much that they didn't enjoy about the session. • 11% didn't enjoy sitting and listening to the presentation element of the session. • 5% didn't enjoy most or all of the session and another 5% didn't know what they didn't enjoy. • 4% of participants identified a particular activity they didn't enjoy, most frequently this was walking around the room. • Other responses identified elements of the content that they didn't like, difficulties with peers during the session, that the session was too long and that they already knew the content.

<p>How it has helped in other ways (T1)</p>	<ul style="list-style-type: none"> • 71% of participants reported that the session hadn't helped in any other ways. • 8% replied that the session had helped in an unspecified way. • 5% referred to an increased understanding and awareness of bullying. • The remainder of responses include those referring to knowing what to do in a bullying situation, having improved confidence and specific actions that participants had taken including checking in on friends, thinking about their actions and putting a smile on their face.
<p>Sample characteristics (Timepoint 2)</p>	<p>319 participants completed the survey at T2 (12% completion rate) Data matching is not possible as the data are anonymous. It is therefore not known whether these participants also completed T1 surveys. [116 responses were removed from the dataset as invalid data. Analysis of survey completion duration during data cleaning identified these as duplicate responses.]</p>
<p>Learning from the training (T2)</p>	<ul style="list-style-type: none"> • 41% agreed that the ZAP workshop had helped them to have a better understanding of bullying and its impact (31% neither agreed nor disagreed, 13% strongly agreed, 7% disagreed, 7% strongly disagreed, 2% did not respond). • 41% neither agreed nor disagreed that the ZAP workshop had helped them to feel more assertive (29% agreed, 9% strongly agreed, 10% disagreed, 9% strongly disagreed, 3% did not respond). • 34% neither agreed nor disagreed that the ZAP workshop had helped them to feel more confident (26% agreed, 10% strongly agreed, 13% disagreed, 9% strongly disagreed, 7% did not respond). • 40% neither agreed nor disagreed that the ZAP workshop had helped them to feel better about themselves (27% agreed, 11% disagreed, 11% strongly disagreed, 11% strongly agreed, 2% did not respond). • 36% neither agreed nor disagreed that the ZAP workshop had helped them to feel more able to handle a bullying situation involving them (31% agreed, 11% strongly agreed, 10% disagreed, 10% strongly disagreed, 2% did not respond). • 38% neither agreed nor disagreed that the ZAP workshop had helped them to feel more able to help someone else in a bullying situation (34% agreed, 13% strongly agreed, 7% strongly disagreed, 5% disagreed, 2% did not respond) • 39% agreed that the ZAP workshop had helped them have a better understanding of how to stay safe when it comes to bullying (34% neither agreed nor disagreed, 12% strongly agreed, 8% strongly disagreed, 6% disagreed, 2% did not respond). • 37% agreed that the ZAP workshop had helped them have a better understanding of how to get help (35% neither agreed nor disagreed, 12% strongly agreed, 8% strongly disagreed, 6% disagreed, 2% did not respond). • 39% neither agreed nor disagreed that the ZAP workshop had helped them to feel less alone in dealing with a bullying situation (28% agreed, 12% strongly agreed, 11% strongly disagreed, 8% disagreed, 2% did not respond).
<p>Any other ways in which the training has helped (T2)</p>	<ul style="list-style-type: none"> • 72% of participants reported that the session hadn't helped in any other ways. • 10% replied that the session had helped in an unspecified way. • 5% referred to an increased understanding and awareness of bullying. • The remainder of responses include those referring to helping to respond to a bullying situation, helping the participant to feel less alone and to increase confidence.

6. Supporting parents and carers (webinar for parents and carers)

Sample characteristics	<ul style="list-style-type: none"> • 6 parents and carers completed this survey (18% completion rate) • 50% female, 50% male.
Prior knowledge	<ul style="list-style-type: none"> • Prior to attending the workshop none of the participants were aware of the UAB+ programme running in their child's school. • Prior to attending the workshop none of the participants were aware of the support that Kidscape offer for parents and carers as part of the UAB+ programme. • 67% felt 'not so confident' in helping your child to deal with a bullying incident, prior to attending the workshop (33% 'somewhat confident'). • 50% felt 'somewhat confident and another 50% felt 'not so confident in how to approach and work with their child's school in a bullying incident, prior to attending the training.
Learning from the training	<ul style="list-style-type: none"> • 67% felt 'somewhat confident' in helping your child to deal with a bullying incident after attending the training (33% 'very confident'). • 50% felt 'very confident' and another 50% felt 'somewhat confident' in how to approach and work with their child's school in a bullying incident after attending the training. • 67% 'agreed' that the Supporting Parents and Carers workshop had helped them feel more able to support their child through a bullying situation (17% strongly agreed, 17% strongly disagreed). • 83% 'agreed' that the workshop had helped them to practice and reinforce tools with your child (17% 'neither agree nor disagree'). • 67% 'agreed' that the workshop had helped them to share their feelings and experiences with other parents and carers (33% 'neither agree nor disagree'). • 50% 'agreed' that the workshop had helped them to communicate more effectively with the school (33% 'strongly agree', 17% 'neither agree nor disagree'). • 67% 'strongly agreed' that the workshop had helped them to know more about where to get support (33% 'agree'). • 50% 'agreed' and another 50% 'strongly agreed' that the workshop had helped them to find out more about Kidscape tools to support their child.
What participants enjoyed about this workshop	Participants particularly enjoyed the video content and increased knowledge of tools to support children.
What participants didn't enjoy	None specified.

Appendix K: Matched subgroup analysis

Appendix K Table 1: N (%) of bullying perpetration and victimisation at baseline and post-intervention follow-ups by sociodemographic factors – matched sample

Sociodemographic factor		Timepoints			
		T1 (autumn 2023)	T2 (summer 2024)	T3 (autumn 2024)	T4 (summer 2025)
Any bullying perpetration					
Gender	Female	62 (41%)	63 (42%)	66 (44%)	76 (51%)
	Male	125 (57%)	144 (65%)	138 (62%)	141 (64%)
Ethnicity	Asian	24 (47%)	24 (47%)	25 (49%)	29 (57%)
	Black	9 (69%)	6 (46%)	5 (33%)	5 (33)
	Mixed*	19 (68%)	19 (68%)	16 (64%)	20 (80%)
	White	134 (49%)	155 (57%)	158 (57%)	160 (58%)
FSM Eligibility	No	168 (52%)	186 (57%)	179 (56%)	187 (58%)
	Yes	19 (41%)	21 (46%)	25 (50%)	30 (60%)
SEND Status	No	163 (50%)	179 (55%)	176 (55%)	188 (59%)
	Yes	24 (53%)	28 (62%)	28 (55%)	29 (57%)
Any bullying victimisation					
Gender	Female	133 (86%)	139 (89%)	130 (83%)	133 (85%)
	Male	209 (90%)	211 (90%)	198 (85%)	202 (87%)
Ethnicity	Asian	38 (73%)	42 (81%)	38 (73%)	41 (79%)
	Black	10 (77%)	10 (77%)	11 (73%)	10 (67%)
	Mixed	n/a	n/a	n/a	n/a
	White	263 (91%)	266 (92%)	253 (87%)	259 (89%)
FSM Eligibility	No	303 (88%)	308 (90%)	287 (85%)	293 (86%)
	Yes	39 (85%)	n/a	41 (82%)	42 (84%)
SEND Status	No	298 (87%)	307 (90%)	281 (84%)	286 (86%)
	Yes	n/a	43 (90%)	47 (85%)	n/a

Notes: *For frequency reporting only, participants in the 'Other' ethnic group were included within the 'Mixed' ethnic group due to small sample sizes.

Appendix K Table 2: Mean (SD) of emotional and behavioural difficulties at baseline and post-intervention follow-ups by sociodemographic factors – matched sample

Sociodemographic factor		Timepoints			
		T1 (autumn 2023)	T2 (summer 2024)	T3 (autumn 2024)	T4 (summer 2025)
Emotional Difficulties					
Gender	Female	7.37 (4.47)	8.03 (4.56)	7.65 (4.38)	7.98 (4.59)
	Male	5.61 (3.62)	5.89 (4.18)	5.37 (4.00)	5.32 (4.20)
Ethnicity	Asian	5.57 (4.01)	6.22 (4.10)	5.35 (4.17)	6.82 (4.55)
	Black	6.17 (4.93)	5.83 (4.30)	4.57 (3.98)	4.36 (4.16)
	Mixed*	5.68 (4.36)	7.20 (5.88)	7.10 (5.41)	6.05 (4.87)
	White	6.54 (4.00)	6.87 (4.38)	6.52 (4.22)	6.42 (.455)
FSM Eligibility	No	6.32 (4.02)	6.71 (4.37)	6.28 (4.23)	6.29 (4.47)
	Yes	6.31 (4.47)	6.98 (5.05)	6.27 (4.76)	6.96 (5.01)

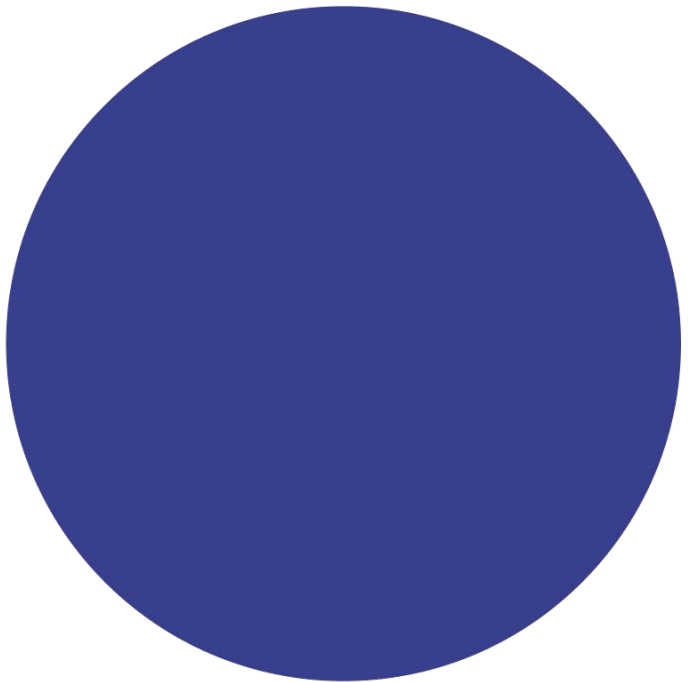
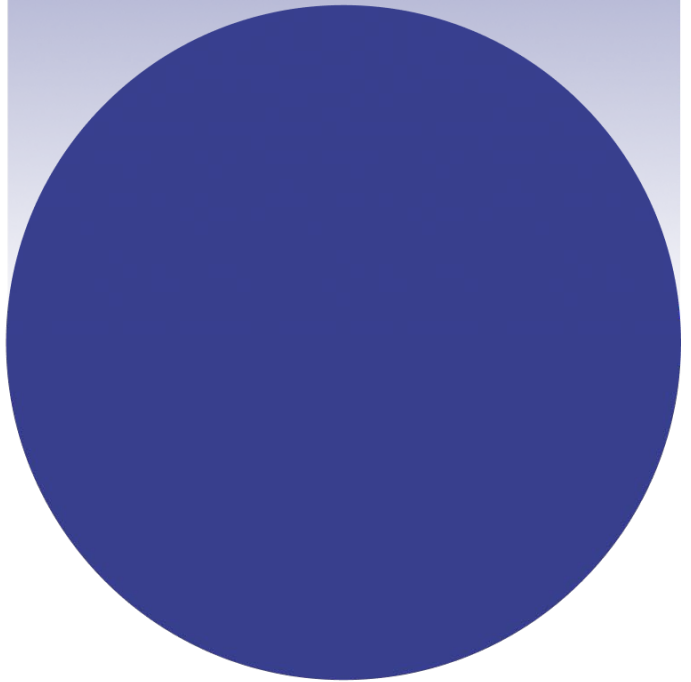
SEND Status	No	6.39 (4.19)	6.76 (4.52)	6.35 (4.46)	6.40 (4.62)
	Yes	5.76 (3.09)	6.62 (4.06)	5.86 (3.18)	6.20 (4.10)
Behavioural Difficulties					
Gender	Female	2.99 (1.84)	3.29 (1.91)	3.04 (1.99)	3.07 (1.93)
	Male	3.24 (1.62)	3.56 (1.78)	3.23 (1.87)	3.07 (1.74)
Ethnicity	Asian	2.88 (1.44)	3.29 (1.57)	2.81 (1.70)	3.00 (1.87)
	Black	3.54 (2.33)	3.38 (1.98)	3.33 (2.13)	2.73 (1.58)
	Mixed	3.36 (1.80)	3.68 (2.14)	4.00 (3.06)	3.95 (2.68)
	White	3.16 (1.72)	3.46 (1.87)	3.15 (1.83)	3.02 (1.72)
FSM Eligibility	No	3.09 (1.66)	3.39 (1.82)	3.10 (1.92)	3.01 (1.81)
	Yes	3.51 (2.01)	3.89 (1.96)	3.53 (1.86)	3.47 (1.78)
SEND Status	No	3.07 (1.69)	3.40 (1.83)	3.13 (1.93)	3.03 (1.81)
	Yes	3.65 (1.75)	3.85 (1.91)	3.31 (1.84)	3.29 (1.86)

Notes: *For frequency reporting only, participants in the 'Other' ethnic group were included within the 'Mixed' ethnic group due to small sample sizes.

Appendix K Table 3: Mean (SD) of school experiences at baseline and post-intervention follow-ups by sociodemographic factors – matched sample

Sociodemographic factor		Timepoints			
		T1 (autumn 2023)	T2 (summer 2024)	T3 (autumn 2024)	T4 (summer 2025)
Overall school experiences score					
Gender	Female	6.79 (2.51)	5.88 (2.70)	5.88 (2.60)	6.29 (2.73)
	Male	7.21 (2.67)	6.81 (2.51)	6.63 (2.72)	6.92 (2.48)
Ethnicity	Asian	7.86 (2.33)	7.66 (2.41)	7.24 (2.58)	7.36 (2.82)
	Black	7.61 (3.04)	7.00 (3.00)	6.53 (3.02)	5.93 (2.71)
	Mixed*	7.17 (2.96)	8.33 (2.07)	6.85 (3.01)	7.51 (2.89)
	White	6.86 (2.59)	6.11 (2.56)	6.11 (2.64)	6.51 (2.51)
FSM Eligibility	No	7.14 (2.68)	6.52 (2.67)	6.43 (2.74)	6.73 (2.61)
	Yes	6.35 (2.09)	5.85 (2.19)	5.68 (2.30)	6.28 (2.56)
SEND Status	No	7.05 (2.61)	6.51 (2.59)	6.26 (2.70)	6.61 (2.60)
	Yes	7.02 (2.71)	5.98 (2.82)	6.75 (2.60)	7.04 (2.60)
Happy with how school deals with bullying					
Gender	Female	1.22 (0.74)	1.06 (0.75)	1.15 (0.74)	1.16 (0.74)
	Male	1.37 (0.72)	1.18 (0.81)	1.21 (0.79)	1.22 (0.70)
Ethnicity	Asian	1.55 (0.62)	1.40 (0.68)	1.38 (0.68)	1.28 (0.65)
	Black	1.08 (0.95)	1.08 (0.86)	1.00 (0.84)	1.13 (0.74)
	Mixed	1.42 (0.76)	1.04 (0.92)	1.26 (0.75)	1.30 (0.82)
	White	1.27 (0.74)	1.09 (0.79)	1.15 (0.78)	1.17 (0.72)
FSM Eligibility	No	1.34 (0.73)	1.16 (0.79)	1.21 (0.76)	1.21 (0.71)
	Yes	1.07 (0.75)	0.91 (0.76)	1.06 (0.80)	1.08 (0.79)
SEND Status	No	1.32 (0.73)	1.14 (0.78)	1.20 (0.76)	1.20 (0.72)
	Yes	1.24 (0.79)	1.04 (0.84)	1.13 (0.84)	1.15 (0.72)

Notes: *For frequency reporting only, participants in the 'Other' ethnic group were included within the 'Mixed' ethnic group due to small sample sizes.



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