

Final evaluation of Kidscape's Extended Primary Bullying Intervention Training Programme



M & E Consulting
June 2016

Acknowledgements

We would like to thank all the professionals and children who took part in this evaluation by sharing their experiences of Kidscape's Primary Bullying Intervention Training programme. We would also like to thank Carolyn Choong, Primary BIT Project Manager at Kidscape for all her support.



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Abbreviations

BIT	Bullying Intervention Training
DfE	Department for Education
INSET day	IN-Service Training day
KPI	Key Performance Indicator
PSHE	Personal, Social and Health Education
SEND	Special educational needs and disability

Executive Summary

Kidscape is the UK's longest established anti-bullying charity. In 2013, Kidscape was successful in securing funding from the Department for Education (DfE) to deliver its Bullying Intervention Training (BIT) programme in primary schools across nine London boroughs. Subsequently, Kidscape received further funding from the DfE to extend the programme to schools in other London boroughs and to run masterclasses for professionals and a workshop for pupils from schools that had previously completed the programme.

M & E Consulting was commissioned to support the development of the programme's monitoring systems and to externally evaluate the programme. This summary presents the key findings from the final evaluation of the Extended BIT programme and is based on monitoring data collected by Kidscape as well as evaluation activities carried out by M & E Consulting.

The BIT Programme

The BIT programme used a cascade model to train school professionals to deliver a series of anti-bullying lessons to children in their schools. By doing this, the programme aimed to:

- enable children to develop knowledge, skills and strategies to prevent bullying
- enable primary school professionals to recognise bullying and potential bullying behaviour and to deliver effective preventative and remedial strategies
- embed anti-bullying work within school communities.

In addition, it sought to enable primary schools to improve their approach to anti-bullying and to give parents and carers a better understanding of bullying.

Key findings

Programme design

- Kidscape made use of feedback from the evaluation of the earlier BIT programme to develop and improve the programme. Building on the success of the previous programme, it was able to further refine its model, ensuring that it was meeting the needs of the professionals and children involved in the programme.
- Professionals felt the training they received was useful in extending their knowledge of bullying and of strategies that they could teach to children in their schools.
- They also found the resources were of high-quality and helpful in supporting their lessons with children.

- Children valued the interactive nature of the lessons which helped them understand and take on board key messages.
- Providing additional support to schools was important in embedding the anti-bullying work as it allowed schools to develop their Anti-bullying policies and practice and offer further training for professionals, children and their parents and carers.
- However, many professionals and children would have liked there to have been more anti-bullying lessons.
- Some professionals also suggested that the anti-bullying lessons could be shorter but delivered over a longer period of time.
- Others would have liked additional resources they could use with younger children.

Delivery of the programme

The total number of beneficiaries was far greater than the original DfE targets:

- 54 schools registered for the programme and all but one completed the programme (*DfE target: 48*).
- A total of 103 professionals were trained to deliver anti-bullying lessons in their schools (*DfE target: 96*).
- Over 3,600 children took part in the anti-bullying lessons (*DfE target: 1,440*).
- 106 children from the schools involved in the previous programme attended a Pupil Workshop focusing on the role of the bystander (*DfE target: 144*).
- 136 professionals attended masterclasses run by Kidscape on helping children cope with the transition to secondary school and on e-safety/cyber bullying (*DfE target: 108*).
- In addition, nearly 400 parents and carers attended workshops delivered by Kidscape in schools.

Outcomes for children

The programme made a real difference to the children who took part. Their feedback showed that the lessons had given them a better understanding of bullying and that they felt more able to prevent bullying. After the lessons:

- 92% said they understood how bullying affects people
- 88% said they knew more about bullying
- 83% said they felt more able to help someone who is being bullied
- 77% said they felt more able to deal with someone who is a bully
- 76% said they were more able to deal with difficult situations
- 72% said they could now manage their feelings better.

As a result, the vast majority (82%) of the children said that the programme had helped them feel safer from bullying. In addition, taking part in the BIT lessons appears to have helped the majority of children (82%) to develop their confidence and self-esteem, particularly through teaching them to be more assertive and self-aware. Children also reported that they felt more able to approach an adult for help if they needed it.

Schools highlighted the importance of giving children a clear understanding of the difference between teasing and bullying and more awareness of the role of the bystander in allowing bullying to happen. They described how children were being more pro-active in identifying bullying and were taking more responsibility for dealing with issues themselves.

Outcomes for professionals

The BIT programme also made a difference to the professionals who were involved; their feedback shows that the Kidscape training helped them feel more able to recognise bullying (96%) and know more about how to deal with bullying (98%). In addition, they felt they had learnt strategies they could teach children to help them deal with bullying behaviour. Above all, many professionals said they had found it helpful to have a clear understanding of what bullying is and how it is different to other forms of behaviour, thereby enabling them to identify potential bullying situations and support children with bullying.

Outcomes for schools and school communities

The BIT programme was also important in enabling schools to develop their anti-bullying work; over half (55%) said that being involved in the BIT programme had enabled them to make changes to their Anti-bullying policies or procedures and a third (33%) reported that they had improved their practice in relation to bullying. Many schools reported that they planned to continue delivering anti-bullying lessons and to extend the programme to other year groups.

In addition, the majority (98%) of parents and carers who had attended workshops run by Kidscape felt these had increased their understanding of bullying. Schools had also found the sessions for parents and carers useful, particularly in demonstrating the school's commitment to tackling bullying and in opening up more dialogue with parents who had concerns about bullying.

The impact of the programme

The BIT programme appears to have had a longer-term impact; schools reported that:

- children were dealing with conflict in more positive ways (71%)
- there were fewer reports of bullying (39%)
- there was better behaviour amongst children during playtime (31%).

As a result, the vast majority of schools (95%) reported a decrease in bullying behaviour in their school and felt that children's attitudes to learning had improved (87%). Some schools also felt that children's attendance had improved (33%) and that children with SEND/behavioural needs were able to manage their behaviour more positively (18%).

Key learning

This evaluation has highlighted particular aspects of the programme that will enable the programme to have longer-term impact:

- By providing training and support to both professionals and children as well as to parents and carers, the programme has enabled schools to embed a common understanding of bullying and to develop anti-bullying strategies that will help to sustain the impact of the BIT programme in preventing bullying.
- The additional support from Kidscape has also enabled schools to develop their anti-bullying work, thereby maximising the impact of the programme within schools.
- In addition, the programme's cascade model means that professionals have the skills that enable them to continue to deliver the programme to even more children whilst the adaptability of the resources means that schools can extend the programme to other year groups.
- Providing resources which are free to download from Kidscape's website means that schools can continue to use them to support their delivery of further BIT lessons.

Conclusion

Kidscape has developed an extremely successful anti-bullying programme that has enabled schools to improve the way in which they prevent and manage bullying. It has also given children important skills and strategies which have helped them become assertive, confident and caring individuals. It is clear that the model developed by Kidscape is extremely effective and should be made widely available to primary schools across the country.

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1. Introduction

1.1 Background

Kidscape is the UK's longest established anti-bullying charity. Its mission is to ensure that children live in a safe and nurturing environment. By providing training, support and advice to children, parents and professionals in contact with young people, Kidscape enables them to gain knowledge and develop the confidence and skills to challenge bullying in all its forms.

Kidscape has been delivering its Bullying Intervention Training (BIT) programme to schools across England since 2011. The BIT programme is designed to support teachers and other school professionals in identifying bullying, and to teach assertive techniques to children to help them combat bullying. As a result of the success of the programme in secondary schools, Kidscape extended the programme to primary schools across nine London boroughs. This programme ran between April 2013 and March 2015.

In 2015, Kidscape received further funding from the Department for Education (DfE) to extend and develop the programme by delivering the BIT programme to primary schools in other London boroughs as well as running masterclasses for professionals and a workshop for pupils in schools that had previously completed the BIT programme.

M & E Consulting was commissioned to support the development of the programme's monitoring systems and to externally evaluate the programme. This report presents the findings from the evaluation of the programme.

1.2 The aims and outcomes of the Extended Primary BIT programme

The Extended BIT programme was designed to:

- enable children to develop knowledge, skills and strategies to prevent bullying
- enable primary school professionals to recognise bullying and potential bullying behaviour and to deliver effective preventative and remedial strategies
- embed anti-bullying work within school communities.

More specifically, the programme aimed to help children:

- develop their conflict-resolution skills, confidence and self-esteem
- increase their understanding of bullying and the role of the bystander
- keep themselves safe from bullying.

At the same time, it sought to enable school professionals to:

- recognise bullying and potential bullying behaviour
- increase their understanding of e-safety, cyber bullying and schools' responsibilities concerning e-safety and cyber bullying
- support children with emotional issues around transition
- deliver effective preventative and remedial strategies.

In addition, it sought to enable primary schools to improve the way in which they prevent and respond to bullying and to give parents and carers a better understanding of bullying.

In planning the BIT programme, Kidscape took on board many of the suggestions made by children and professionals during the evaluation of the previous programme. These included:

- increasing the role play and drama elements of the lessons in order to help children's understanding of the issues.
- increasing information and activities relating to the role of the bystander.
- making the workbook more user-friendly and including follow-up exercises directly correlating to each individual lesson.
- developing additional opportunities for professionals to focus on specific topics.
- developing information for schools on next steps and how to keep anti-bullying on the agenda all year round.

1.3 The activities of the Extended Primary BIT programme

The Extended Primary BIT programme was divided into two phases. Phase 1 ran during June and July 2015 and involved:

- **A Pupil workshop** for children in schools that had already completed the previous Primary BIT programme. The two-hour workshop gave children the opportunity to explore the role that bystanders can play in reducing bullying and in helping children to feel more confident in tackling bullying.
- **Two masterclasses for professionals** from schools that had already completed the BIT programme. Each of the masterclasses focused on a specific issue to enable professionals to build on their existing skills; one masterclass focused on helping professionals to support children with emotional issues around transition from primary to secondary school and developing friendship skills. The other covered the key aspects

of e-safety and cyber bullying, including the risks associated with internet use, ways to reduce children's vulnerability and school professionals' responsibilities.

This phase of the programme was the focus of an interim report produced in August 2015 which is summarised in the following report.

Phase 2 involved delivering the BIT programme to 48 schools across the boroughs of Brent, Camden, Lewisham and Westminster. This phase of the extended programme involved three stages:

Stage 1: Training for school professionals

A half-day training session was delivered to groups of eight professionals from a cluster of four schools. This was an interactive workshop which covered topics such as recognising bullying behaviour, effective preventative and remedial strategies and practical tools children can use to resist bullying and develop friendship and assertiveness skills.

Stage 2: Anti-bullying lessons

These professionals then delivered a set of five 45-minute anti-bullying lessons to classes of approximately 30 pupils in their schools to equip them with the skills to improve peer relationships, increase assertiveness and reduce incidences of bullying.

Stage 3: School support

Kidscape staff provided a further half-day of support to schools in the programme to help them to mainstream best practice in anti-bullying management and develop their systems and policies.

1.4 The evaluation of the programme

M & E Consulting was commissioned to support the development of the programme's monitoring systems and to externally evaluate the programme. This report presents the findings from the final evaluation of the programme and is based on monitoring data collected by Kidscape as well as evaluation activities carried out by M & E Consulting.

Our initial work with Kidscape involved setting up an evaluation framework which set out the programme's outputs and outcomes, linking them to the KPIs that had been agreed with the DfE (see Appendix 7.1). We then developed a set of monitoring tools which Kidscape used to collect feedback from primary school professionals, children and their parents. In

addition, we carried out a small number of follow-up interviews with professionals in schools that had taken part in the programme in order to explore the longer-term impact of the programme.

Data collected

This report is based on data collected between April 2015 and March 2016 and, as Figure 1 shows, consists of feedback from professionals, parents and children collected at different points during their involvement in the programme.

Figure 1: Monitoring data collected by the programme

	Data collected	Number participating	% represented by sample
Profile information from schools	54	54	100%
Feedback forms from professionals after completing the BIT training	100	103	97%
Feedback forms from children after taking part in the BIT lessons	881	2,168 ¹	41%
Feedback forms from professionals after delivering the BIT lessons	63	103	61%
Feedback forms from parents and carers	255	371	69%
Final evaluation forms from schools	49	54	91%
Feedback forms from professionals who attended the transition masterclass	64	67	100%
Feedback forms from professionals who attended the e-safety/cyber bullying masterclasses	69	69	96%
Feedback forms from children after the Pupil Workshop	102	106	96%

The amount of monitoring data collected shows that the samples on which our findings are based are highly representative of the whole programme. In addition, we carried out follow-up interviews with five professionals from different schools.

Analysis of both quantitative and qualitative data was carried out using Microsoft Excel. Qualitative data was analysed using the key outcomes set out in the evaluation framework.

¹ This number is based on the number of children in Years 4 and 5 who took part in at least 4 of the BIT lessons. However, this number is likely to be higher as some professionals delivered the anti-bullying lessons to children in other years as well.

This report

This report describes the delivery, outcomes and impact of the programme and is organised into five main sections:

- Section 2 looks at the schools and professionals involved in the programme
- Section 3 describes the delivery of the programme and summarises feedback from professionals, children and parents
- Section 4 considers the difference the programme has made to children, professionals and schools
- Section 5 describes the longer-term impact of the programme in schools
- Section 6 summarises our findings and makes suggestions for the development of the programme in the future.

2. The schools and professionals involved in the programme

This section of the report gives an overview of the schools and the school professionals involved in the Extended BIT programme.

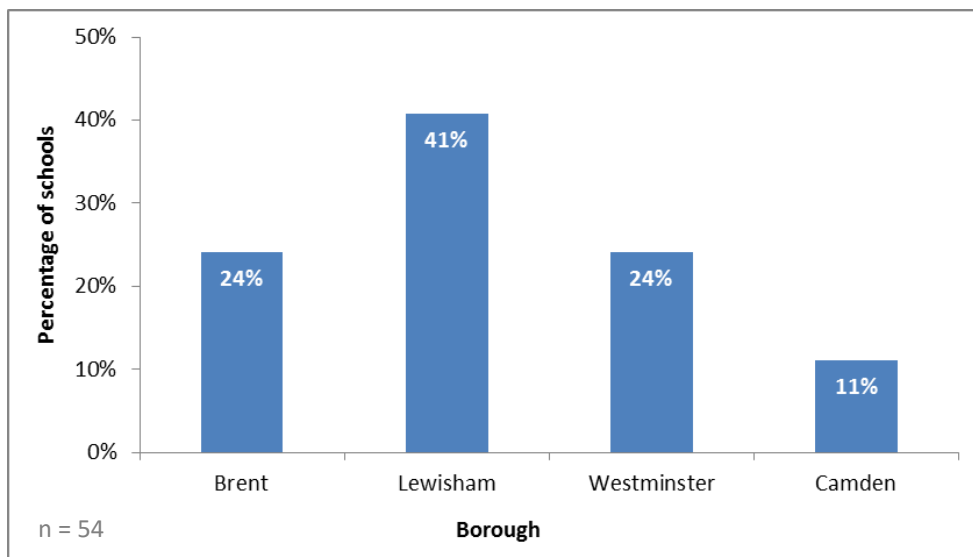
2.1 Participating schools

Kidscape invited all eligible primary schools within the London boroughs of Brent, Camden, Lewisham and Westminster to attend a launch event for the programme in October 2013.² Although only 13 schools attended this event, a total of 54 schools went on to register with the programme.

Profile of the participating schools

As Figure 2 shows, nearly half of the schools that registered with the programme were located in Lewisham whilst schools in Camden were least represented.

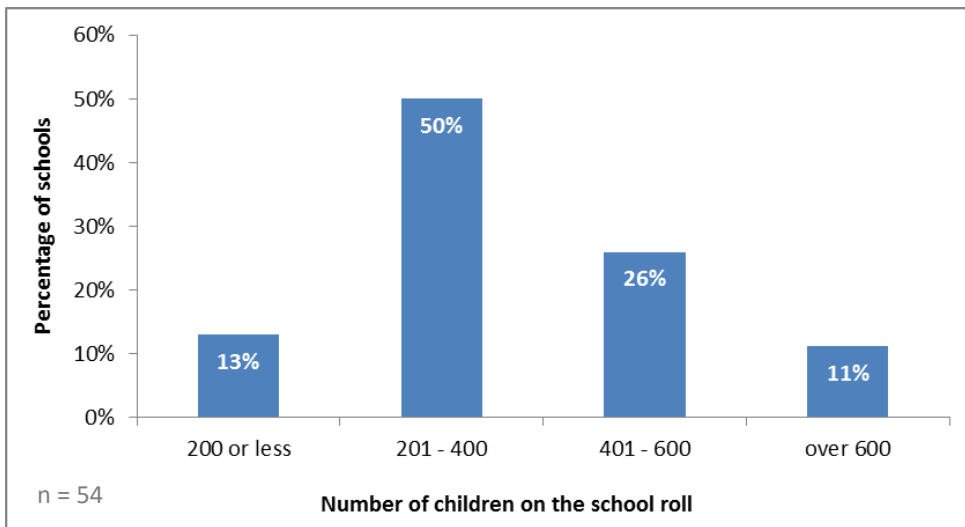
Figure 2: Participating schools by borough



The size of schools varied considerably although, as Figure 3 shows, half had between 200 and 400 children on their school roll.

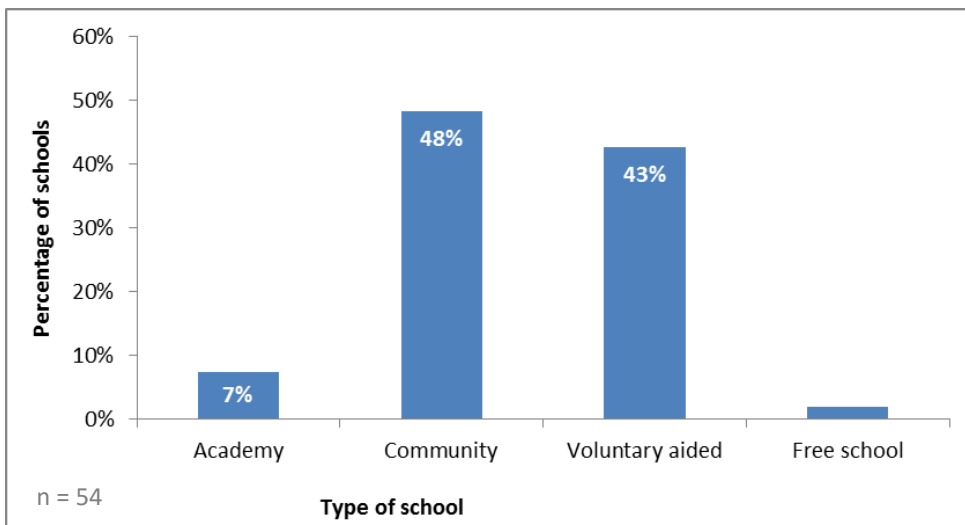
² All primary and junior schools that receive Government funding i.e. all state maintained schools, free schools and academies were eligible to take part in the programme.

Figure 3: Number of children in participating schools



As Figure 4 shows, most of the schools involved in the programme were either community or voluntary-aided schools.

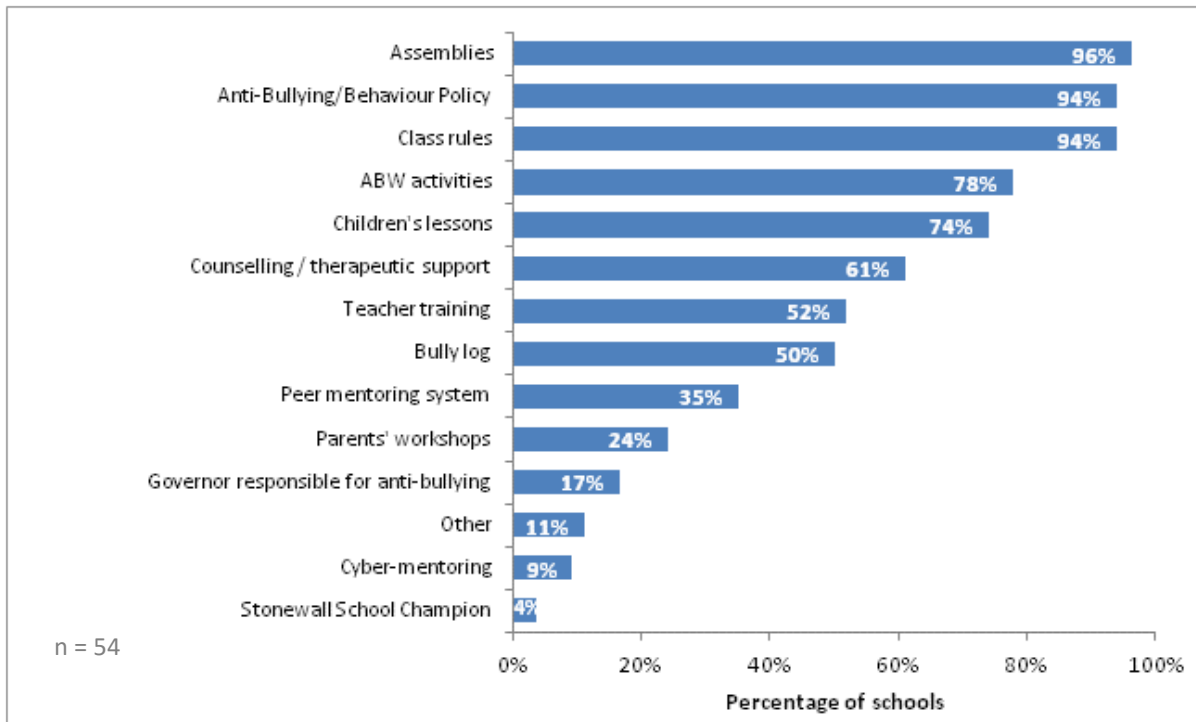
Figure 4: Type of school



Anti-bullying measures

Schools reported having a range of anti-bullying measures in place when they joined the programme (see Figure 5).

Figure 5: Anti-bullying measures

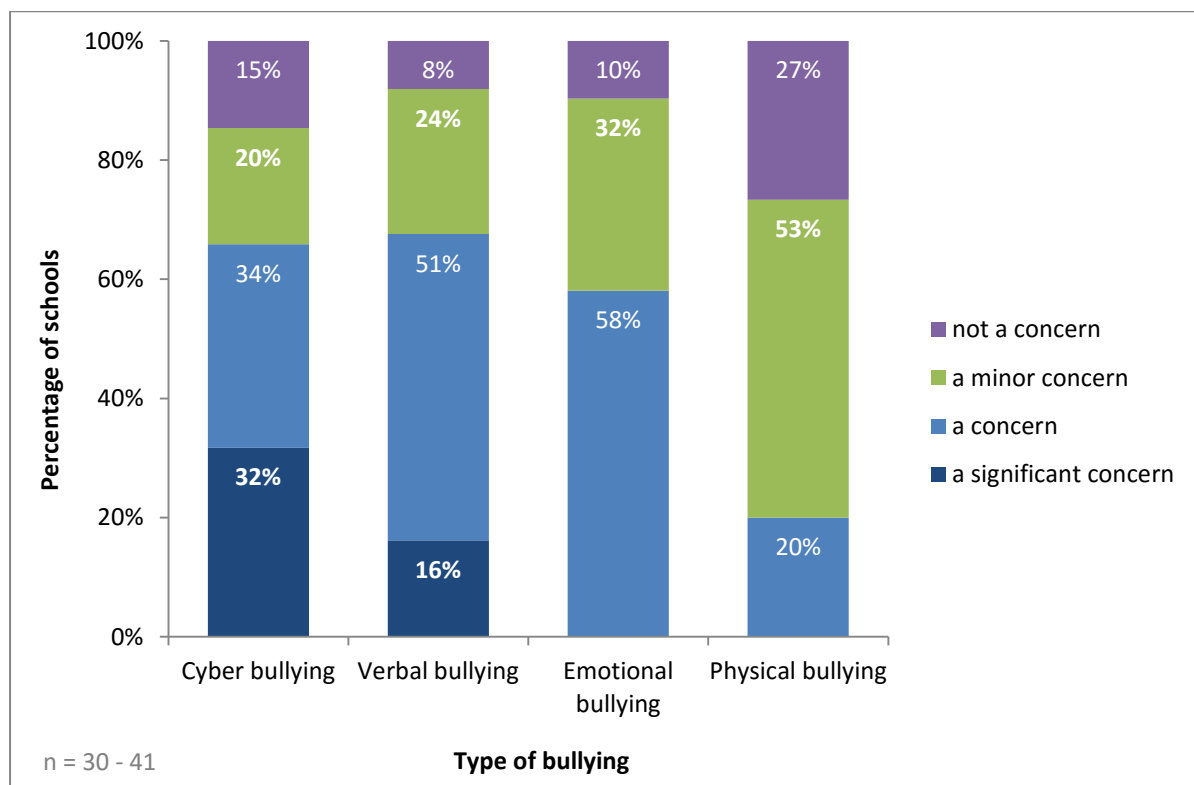


In particular, almost all schools had either an Anti-bullying Policy or a Combined Anti-bullying and Behaviour Policy and the vast majority had class rules relating to bullying. Large numbers of schools had also undertaken activities to raise awareness of bullying such as holding assemblies, running Anti-Bullying Week activities or tackling bullying as part of lessons. In addition, nearly two-thirds provided counselling or therapeutic support for children affected by bullying and over half had organised teacher training.

Concerns around bullying

In order to assess the need for the programme, Kidscape asked schools which types of bullying were of greatest concern to them. As shown in Figure 6, nearly two-thirds of the schools that provided this information were concerned about verbal bullying and over half were concerned about cyber bullying and emotional bullying. Moreover, nearly a third said that cyber bullying represented a significant concern in their school. On the other hand, only a fifth considered physical bullying to be any more than a minor concern in their school.

Figure 6: Schools' concerns around bullying

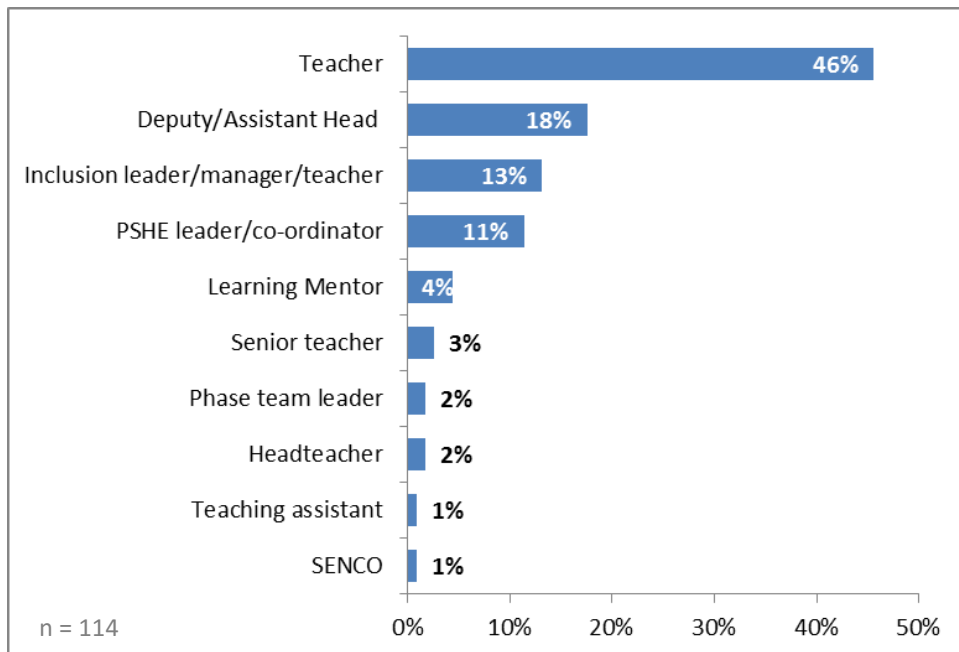


2.2 Professionals participating in the programme

103 school professionals took part in the Stage 1 training sessions run by Kidscape. Almost half of these were teachers although as Figure 7 shows, other school professionals such as Learning Mentors, Teaching Assistants, Deputy Head teachers or Head teachers also attended the training.³

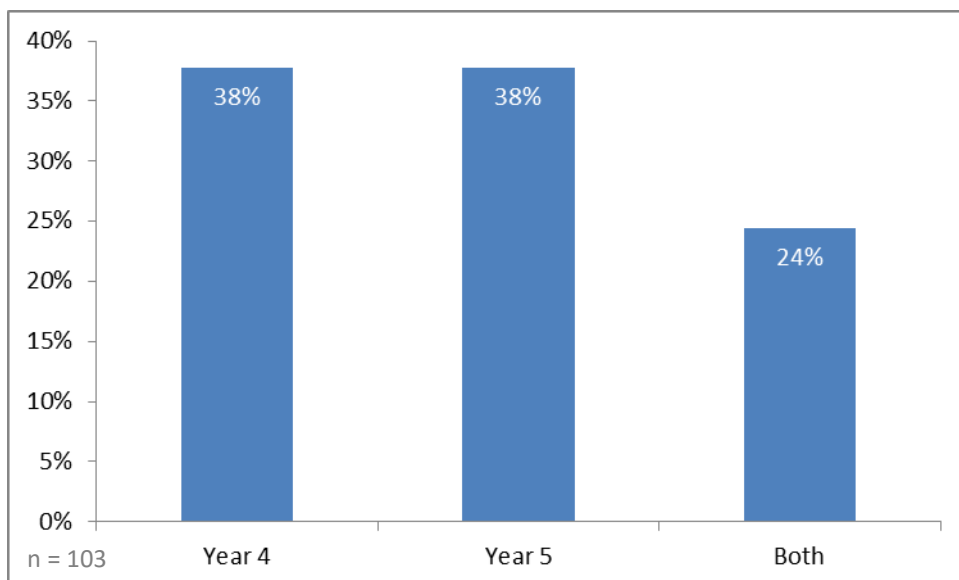
³ Some professionals had more than one role.

Figure 7: Type of professionals who attended Kidscape training



Finally, as Figure 8 shows, professionals who participated in the training taught either Year 4 (38%) or Year 5 (38%) pupils whilst nearly a quarter (24%) taught both year groups.

Figure 8: Year groups taught by professionals who attended Kidscape training



3. The delivery of the Extended BIT programme

This section of the report presents feedback from the school professionals and pupils who were involved in both phases of the Extended BIT programme as well as from parents and carers who attended workshops run as part of the programme.

3.1 The Pupil Workshop and Masterclasses

This section summarises the findings of the evaluation of the Pupil Workshop and Masterclasses delivered by Kidscape for schools that had previously taken part in the BIT programme.

The Pupil Workshop

In addition, Kidscape also organised a workshop for children who had previously taken part in the BIT programme; this was attended by 106 children from 18 schools across all nine participating London Boroughs. Feedback from 102 of these children showed high levels of satisfaction with the workshop; almost all the children (95%) rated the workshop as good or excellent. The majority (86%) had also enjoyed working with children from other schools. Schools reported that the children had enjoyed the workshop and found it useful:

The children really enjoyed their day. They fed back to the school in an assembly, and are full of enthusiasm for their plans.

Just to say a huge thank you to everyone at Kidscape for running the Primary BIT pupil workshop, the children thoroughly enjoyed it and found the workshop very valuable.

The Masterclasses

Kidscape also organised two masterclasses for professionals from schools that had previously participated in the programme. These were attended by 136 professionals from 53 schools.⁴ Feedback from professionals showed high levels of satisfaction with both masterclasses; 96% rated them as excellent or good and almost all (96 - 98%) said that the presentations and delivery were of high quality. It seemed that professionals had particularly valued the information and ideas they had gained from the session, such as strategies for supporting children with friendship issues and information on statutory regulations around e-safety. Others had found the group discussions useful for sharing

⁴ 67 professionals attended the masterclass on preparing for transition and 69 attended the masterclass on e-safety awareness and cyber bullying. It is possible that some professionals attended both masterclasses.

experiences and learning from each other, particularly in terms of finding out about the 'procedures and protocols of other schools/colleagues in the borough' and 'hearing from others about everyday incidents of cyber bullying'.

3.2 The BIT programme in primary schools

This section looks at the delivery of the Extended BIT programme in primary schools in Brent, Camden, Lewisham and Westminster and considers in turn each of the different elements involved in the programme. It also presents the suggestions made by professionals and children for developing the programme in the future.

General feedback

The feedback from school professionals was extremely enthusiastic. Many described how much they felt their school had benefited from the programme and highlighted the quality of the programme as a whole:

This has been an excellent programme and helped us to focus on our anti-bullying practices.

I think the BIT programme provides a clear structure and gives teachers the confidence and resources to tackle this area.

It was brilliant. I thoroughly enjoyed the lessons and believe it was really important for the children.

It is an excellent initiative which has benefited our school as a whole.

Many thanks for creating, and letting us participate in such an effective programme to support the practice and delivery of Anti-bullying.

The support provided by Kidscape staff was also rated extremely highly with 98% of professionals describing it as excellent or good. In particular, several people commented on the supportive and professional way in which the Kidscape staff had worked with them:

We would like to thank the Kidscape team for their professionalism, knowledge and support throughout the duration of the programme.

The service and support that Kidscape have provided us with has been excellent. They were extremely helpful and thorough in all three stages.

I've been impressed with Kidscape. They have supported us at school fantastically well.

Some also commented on the way in which the BIT programme was structured; one person felt it had offered ‘a progressive approach to teaching anti-bullying lessons’ and another highlighted the ‘good mixture of activities that children looked forward to’. Another person talked about the benefits of focusing specifically on bullying:

We haven't had something that is so clear cut....And I think because we were trained up so well, we had a clear focus. When we went into those lessons we knew what we wanted the outcome to be, we knew we needed to be really passionate about showing them the videos and going through the activities...We make it clear that this is something that's a life skill for you for the rest of your life. I think that helps because children think this is not just another programme or another assembly.

Many professionals also described how useful the Kidscape programme had been in giving them a common language to use when talking about bullying issues:

It's been useful to have that shared language between all of us, so we know what we were talking about. We have had situations in the past where people have said "I'm being bullied" or "my child's being bullied" and when you dig into it, it's actually not bullying, there are different issues.

Others commented on the quality of the resources provided to support them in delivering the programme, particularly the manual with the lesson plans which were ‘very easy to follow and deliver and provided excellent topics for conversation and discussion.’ One professional explained how useful the Kidscape resources had been in rolling out the BIT programme in their school:

The little booklet that we have here, the teacher resource, it's fantastic, it's all there. We don't have to make anything up. It's easy to follow.

The training for school professionals

By the end of the programme, Kidscape had delivered 12 training sessions to a total of 103 professionals to prepare them for delivering anti-bullying lessons in their schools.

Feedback on the training

Feedback from 100 of these professionals was overwhelmingly positive; almost all (98%) rated the training as excellent or good and all felt that the presentation and materials were of a high standard.⁵ They also felt that it had prepared them for running BIT lessons with children in their schools:

⁵ Two people rated the training as ‘average’ but did not provide any further explanation.

[The trainer gave us] very precise and clear guidance on how to lead the activities, with a calm and engaging tone.

[We were given] really useful tips and real resources for use in delivery.

All the professionals had also found the group-work useful and had valued the opportunity to learn from each other:

I have enjoyed taking part in group activities especially role playing.

It was useful to talk to other teachers about their experiences.

Some professionals highlighted specific aspects of the training that they had found particularly useful. For example, many had found it helpful to learn about the different tools and techniques they could use with children to enable them to deal with bullying:

I feel the bullying defence skills were extremely helpful and enlightening.

The strategies to empower children and help them to stand up to bullying behaviour [were most useful].

Others had found it useful to be able to think about definitions of bullying and to have the opportunity to reflect on the difference between bullying and teasing:

[I am now] clearer on the difference between bullying and teasing.

[It was useful] to think about whether a situation is teasing or bullying – there's a fine line between.

Some professionals also said that they had found it useful to focus on the role of the bystander:

The focus on the bystander was interesting and valuable as so often the focus is on the target or bully.

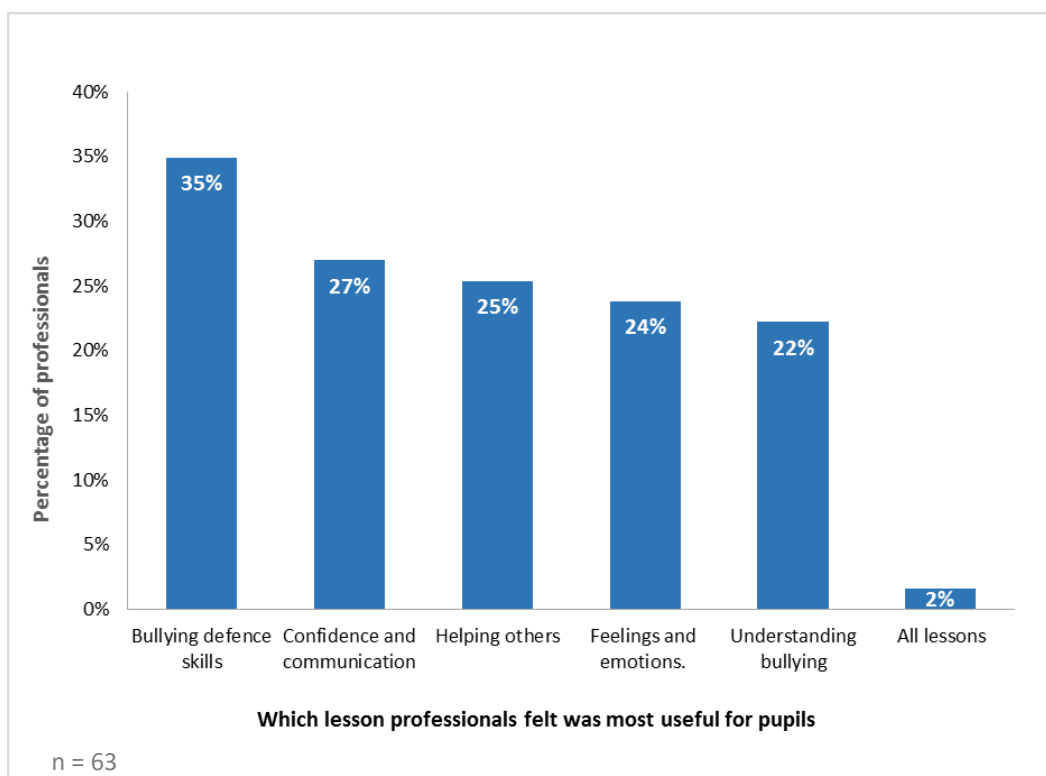
The anti-bullying lessons in primary schools

Information provided by 49 of the 53 schools that completed the programme revealed that they had delivered a total of 115 sets of anti-bullying lessons to children. Information provided by professionals revealed that 2,168 children had taken part in these lessons. However, given that a total of 53 schools completed the BIT programme, we estimate that, in all, the Extended BIT programme is likely to have been delivered to over 3,600 children.⁶

In addition, information provided by 63 professionals revealed that three-quarters (75%) had run the full set of five lessons whilst nearly a fifth (19%) had run more than five lessons, explaining that they had needed more time in order to allow for in-depth discussion of the issues.

Asked which lesson they felt had been most useful for their pupils, over a third said the lesson on bullying defence skills had been most useful although many rated the other lessons highly (see Figure 9).

Figure 9: Which lesson professionals felt was most useful for pupils



Note: Percentages exceed 100% as some professionals rated more than one lesson as most useful.

⁶ This is based on schools delivering an average of 2.3 sets of anti-bullying lessons to an average of 30 per class.

Professionals who rated the lesson on 'bullying defence skills' most highly felt it had given children strategies to deal with bullying:

It gave the children practical solutions to potential problems. It is something that I can refer back to repeatedly and say things like 'activate your shield'.

The children enjoyed learning new strategies to deal with bullying behaviour. They loved the idea of their own fog acting as a form of defence.

Professionals who rated the lesson on 'confidence and communication' most highly reported that the children had particularly enjoyed learning about body language and the messages this can convey:

The children really enjoyed talking about body language and it was very useful to refer to. Since the lesson we now often speak about what our body language says about us.

They also felt that it gave children the confidence to deal with difficult situations:

The confidence and communication lesson was brilliant, as it gave children ideas on how to avoid bullying and get out of a potential tricky situation.

Children seem more able and confident to handle uncomfortable situations which include teasing and bullying.

Professionals who rated the lesson on 'helping others' most highly explained that it had been particularly useful in enabling children to explore the role of the bystander and how to deal with situations with more confidence:

I think the children in my class really understood the duty of the bystander and how they could respond they find themselves in that situation.

Meanwhile, professionals who rated the lesson on 'feelings and emotions' most highly reported that this lesson had enabled children to explore their feelings and discuss how to deal with some of the situations they face:

It gave the children the opportunity to know that it's okay to talk about emotions.

It was useful in getting children to think about the feelings of children who are bullied.

The professionals who rated the lesson on ‘understanding bullying’ as most useful explained that it had been particularly valuable in establishing a foundation for the rest of the programme:

I feel that the first lesson really set up the important issues as many children had quite a narrow view of what constituted bullying. It was interesting to discuss the less black and white issues of the topic.

Several professionals felt that this had been especially important in clarifying misconceptions and helping children to understand the difference between teasing, joking and bullying:

The children got a very clear idea of exactly what bullying is and how to identify it and differentiate between it and unkind acts.

Many children in my class are very quick to say, ‘they’re bullying me’ so it was essential that the definition of bullying was clarified to the children.

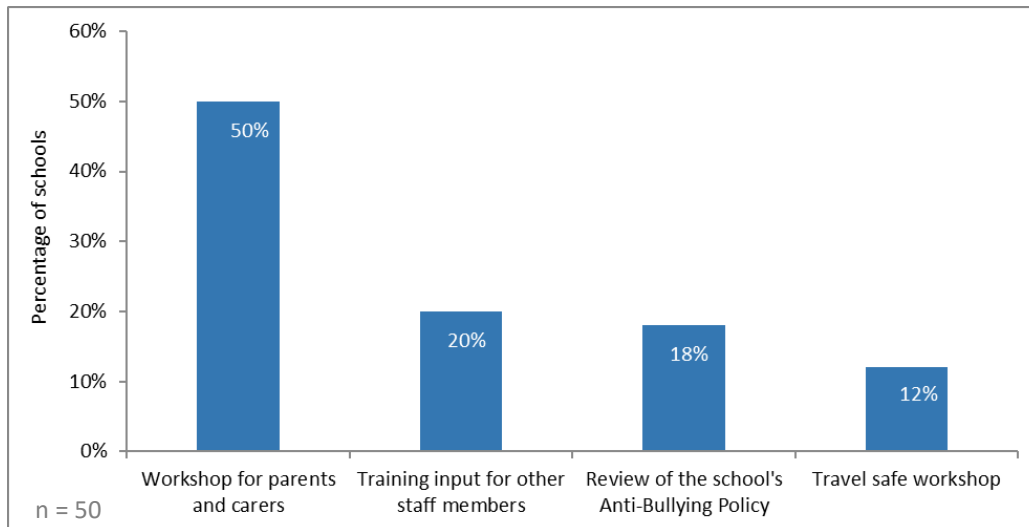
Support to schools in mainstreaming bullying prevention

The final stage of the BIT programme involved Kidscape offering schools a range of further support options including:

- a review of their anti-bullying policies and procedures
- input into teacher training
- a session for parents and carers to raise their awareness of bullying
- a ‘Travel safe’ workshop for children.

Schools had clearly found this additional support useful, with all schools who provided this feedback (n = 48) rating the support as very useful (65%) or quite useful (35%). As shown in Figure 10, having Kidscape come in and run a workshop for parents and carers was most popular amongst schools.

Figure 10: Stage 3 support



Workshops for parents and carers

Kidscape ran awareness-raising sessions for parents and carers in 25 schools. These sessions were attended by 371 parents and carers, of whom 255 completed feedback forms. Parents and carers had clearly found the sessions useful and many described the sessions as informative and helpful:

It was really good to hear details about empowering our children – so important with regards to cyber bullying.

The statistics were really interesting, in particular about mental health and life impact.

The session was very helpful, educational, and an eye-opener on different kinds of bullying.

Training input for other staff members

Kidscape also provided additional training for staff in ten schools. This was clearly valuable, particularly in helping the whole school to develop a consistent approach to bullying:

Training input for other staff members was extremely beneficial as the whole school need to be using similar language around creating an anti-bullying school.

It raised awareness of all staff and helped to a united thinking on the theme.

One school also reported that the additional training had enabled other school staff to run the BIT lessons within their own classes:

The stage 3 support gave all staff within the school the knowledge to run the sessions independently of those who received Stage 1 training.

Reviewing anti-bullying policies and procedures

Nine schools asked Kidscape to help them review their anti-bullying policies and procedures. Feedback from school professionals suggested that this had been extremely helpful in enabling them to identify weaknesses and make improvements:

Kidscape provided me with valuable information and advice on how I could improve and update our Anti-bullying Policy. This was extremely useful as it has helped us to improve our practice and gave me ideas to implement in the future.

The discussion and materials that were given to me have helped us improve our policy, making sure that some key areas e.g. cyber bullying were included and clearer, more appropriate language was used in some sections.

The 'Travel Safe' workshop

Six schools asked Kidscape to come in and run a 'Travel Safe' workshop for children. Again, the feedback on this was positive as schools felt it had been helpful for children to learn more about how to keep themselves safe outside school:

It was very informative for Year 6 pupils leading up to their transition. Children benefited from real life examples of what to do in order to travel safely. The topic of bullying generated a lot of useful discussions amongst the children in a safe environment.

It helped the children to communicate their feelings in different situations. They learnt how to avoid getting into difficult situations too.

Suggestions for developing the programme

Alongside the overwhelmingly positive feedback from both children and professionals, some also had suggestions for developing the programme further:

- Some professionals had found it difficult to complete the BIT lessons in 45 minutes as found they needed more time for reflection and discussion. As a result, some suggested that it might be useful to have options for breaking the lessons down into shorter units that could be delivered over a longer period of time.
- Others said they would like to have resources to support them in delivering the lessons to younger children.

- Some professionals also suggested making electronic versions of all the resources available on the website so that they could print them out.
- Children wanted more lessons as well as more activities, especially role-plays as they felt this helped them to understand the issues better.
- Finally, some professionals said they would welcome having on-going support from Kidscape:

It would be nice actually to think they're both going to come in again next year and maybe do a bit of a different spin, or something else. It would be nice to have continued support.

It would be good to have a continued relationship with Kidscape, a continued support, and by that I do mean somebody actually coming in and talking to the children.

3.3 DfE targets

Kidscape exceeded the targets agreed with the DfE for all but one of its KPIs (see Appendix 7.2).⁷ This was particularly the case in terms of:

- the number of schools who took part in and completed the programme
- the number of children who participated in the programme
- the level of satisfaction amongst head teachers in relation to the Stage 3 support their school received
- the achievement of the programme's outcomes in terms of improving children's conflict-resolution skills, confidence and self-esteem.

⁷ The KPI for the Pupil Workshop attendance was 144 children. However, 106 children attended the workshop as Kidscape explained that they had to limit the numbers of children attending for health and safety reasons.

4. Programme outcomes

This section of the report looks at the difference the BIT programme has made to children, professionals and schools. It focuses on the outcomes set out in Kidscape's funding agreement with the DfE, namely that children would:

- develop their conflict-resolution skills, confidence and self-esteem
- increase their understanding of bullying and the role of the bystander
- become more able to keep themselves safe from bullying.

In addition, school professionals would:

- become more able to recognise bullying and potential bullying behaviour
- increase their understanding of e-safety, cyber bullying and of schools' responsibilities relating to e-safety and cyber bullying
- increase their ability to support children with emotional issues around transition
- be more able to deliver effective preventative and remedial strategies.

Finally, it aimed to enable primary schools to improve their anti-bullying policies and procedures and to give parents and carers a better understanding of bullying.

4.1 Outcomes for children

Feedback from children and professionals revealed that the BIT programme has made a real difference to the children who have taken part. In particular, it has helped children develop their conflict-resolutions skills and has increased their confidence and self-esteem. It has also helped them understand more about bullying and the role of the bystander. Ultimately, it has enabled children to keep themselves safe from bullying.

Children develop their conflict-resolution skills

Over three-quarters (77%) of the 881 children who completed feedback forms after taking part in the BIT lessons said that the lessons had helped them feel more able to deal with someone who is a bully and more able to deal with difficult situations (76%). For example, some children talked about how the lessons had given them strategies to use in situations where they might be bullied:

If someone calls me names I will just agree with them so the situation won't become huge.

The most useful thing I've learned is that when you're approached by a bully, always be assertive.

Meanwhile, the majority (93%) of the 102 children who attended the Pupil Workshop felt this had helped them feel more able to help someone who was being bullied as did over four-fifths (83%) of children who had attended the BIT lessons:

The most useful thing I learnt was to feel more able to help someone who is being bullied.

I learnt to help the person who is being bullied and how to deal with bullying outside the school.

In addition, nearly three-quarters (72%) said that the lessons had helped them learn how to manage their feelings better. This was reflected in the feedback from professionals:

Children gained a lot of confidence in dealing with emotions and feelings. They were also able to explain what they would do if they were bullied and someone was being bullied.

Feedback from professionals also highlighted how children in their class had developed their conflict-resolution skills:

They have gained useful practical solutions to use in classroom and playground situations.

They have learnt how to identify bullying behaviour and how to go about stopping it.

Evaluation forms completed by schools at the end of the programme also highlighted the changes that professionals had seen in children in their school. For example, they described how some children seemed more able to identify bullying and respond to it:

Children are better able to identify what bullying is and now have more strategies on what courses of action to take should they feel they are being bullied or witness someone else being bullied.

The support from Primary BIT has ensured that all children within Years 4 and 5 have the skills to manage difficulties themselves alongside the existing positive arrangements we have in place. They are also able to evaluate when a child is playing a joke and when it is more serious than this.

Children have become more vocal about bullying. They are more aware of it and have become familiar with the difference between bullying and teasing.

Some felt the programme had had a particular impact on specific children:

One child has told me that he now feels more confident in speaking out and using Kidscape strategies when he feels he is being verbally bullied. Kidscape has made a positive impact as it has helped to empower the child.

In addition, some schools reported that children were relating better to each other:

Some children have spoken to me about how they recognise that they need to change how they speak to others and how it could be interpreted as bullying. This has encouraged them to stop.

The children are more empathetic and can explain how children may feel in certain situations.

Children develop their confidence and self-esteem

The BIT lessons have also made a difference to how children felt about themselves; most reported feeling more confident (82%) and feeling better about themselves (82%):

[The most useful thing I learnt was] to be yourself – don't change because someone doesn't like you.

I learnt how to be more confident.

Many of the professionals also felt the BIT lessons had helped children to develop their confidence and self-esteem:

[It gave them] confidence in themselves and a further understanding about their own and others' emotions.

In particular, one school described how they had seen the programme benefit a small group of boys who were being excluded by other children:

It gave them the confidence to stand up for themselves and to communicate.

Another school professional reported that 'children are happier coming to school' since the BIT lessons.

Children increase their understanding of bullying and the role of the bystander

Most of the children who provided feedback said that the BIT lessons had helped them learn more about bullying (88%) and how it affects people (92%):

I know that bullying is repeating, taking power over you and doing it on purpose.

[The most important thing I learnt was] to know the difference between teasing and bullying.

[I learnt] what the people who are being bullied feel like.

Some of the parents and carers who attended workshops run by Kidscape also reported that their children had developed a better understanding of bullying:

My child has a clearer understanding of the difference in behaviour, especially bullying versus teasing and has learnt some techniques to manage situations.

My son has been more aware about bullying's bad effects on others.

Children also said that they had a better understanding of the role of the bystander and what to do if they saw someone getting bullied:

[I learnt] not to be a bystander and help the person who is getting bullied.

[I now know] that if you are a bystander, you would be guilty.

Similarly, the majority (83%) of the children who attended the Pupil Workshop felt that they knew more about the role of the bystander and that the workshop had helped remind them what they had learnt in the BIT lessons (94%):

It has reminded me to be more confident in helping others that are being bullied.

Professionals also felt that the BIT lessons had helped children to have a better understanding of the role of the bystander:

[Children have gained] confidence and knowledge about bullying, who to go to and how to stop being a bystander.

[Children understood] the seriousness of being a bystander.

Children are more aware of the bystander's role and are more aware of how to treat others.

Some children who attended the workshop had also found it useful to explore how they could help their school to deal with bullying, particularly through becoming Anti-Bullying Champions:

I learnt how to be a champion because I know how to help others.

It has helped me become an Anti-Bullying Champion because they taught me to not become a bystander.

Children are more able to keep themselves safe from bullying

The majority (82%) of children who provided feedback said that being involved in the BIT lessons had helped them feel safer from bullying:

I feel safer. If someone is challenging me I know what to say. I can stop the bullying.

This was reflected in the feedback from professionals who also felt that the BIT lessons had equipped children to keep themselves safe:

I think the lessons were empowering. They were able to share their experiences (it seemed less of an embarrassing secret) as well as develop strategies to protect themselves should the encounters arise again.

Moreover, feedback from schools at the end of the programme revealed that they had seen children using strategies to keep themselves safe from bullying:

The pupils feel safe to speak to their teacher on behalf of another peer.

Children have confidence to speak out about actions they have observed.

Year 4 children are actually being mentors at play and break - fantastic modelling to younger children. Children are reporting incidents with confidence and cohesion.

A group of vulnerable pupils have managed to 'find their voice' and are more comfortable sharing their experiences and anxieties.

The children who've received the sessions feel more of a tighter unit who look out for each other. Children are able to communicate better how they're feeling about a difficult situation.

4.2 Outcomes for professionals

Feedback from professionals who took part in the BIT programme revealed that it had helped them to develop their knowledge, skills and confidence in recognising, preventing and reducing bullying as well as in enabling children to stand up to bullying.

Professionals are more able to recognise bullying and potential bullying behaviour

Almost all (96%) of the 100 professionals who provided feedback following the Kidscape training sessions felt this had helped them feel more able to recognise bullying. Above all, many professionals had found the training had increased their understanding of what bullying is and how it is different to other behaviour:

[I learnt how] to explain the difference between conflict, bullying and teasing.

[I now understand how] to recognise types of behaviour and the difference between bullying/teasing and joking.

In addition, feedback from schools revealed that the BIT programme had enabled their staff to identify potential bullying situations and support children with bullying:

The BIT programme has helped to raise awareness across the staff and school of the constant need to be vigilant to potential bullying.

Teachers now have a better insight on the actual definition of bullying and of the different coping strategies available to the children.

I think it made the teachers more confident in understanding what bullying is...to understand the full spectrum of it, and the importance of flagging up to the children issues such as being a bystander.

Professionals increase their understanding of e-safety, cyber bullying and schools' responsibilities concerning e-safety and cyber bullying

Professionals who had attended the masterclass on e-safety awareness and cyber bullying felt they had increased their knowledge and confidence in dealing with issues related to e-safety and cyber bullying. Almost all (95% or over) said that:

- The training had helped increase their understanding of e-safety and cyber bullying.
- The session had given them a better understanding of online risks and risks of cyber bullying. In particular, some professionals described how it had increased their awareness of the scale of cyber bullying and how 'many pupils would rather hide that they are being bullied than seek help.'
- They felt more confident about preventative e-safety measures and were more aware of the responsibilities of schools concerning e-safety and cyber bullying. For example, one person said they were now more aware of the need to keep up-to-date with developments in technology which can safeguard pupils and staff.
- They also knew where to access further information and support.

Professionals are more able to support children with emotional issues around transition

Meanwhile, professionals who had attended the masterclass on preparing for transition had clearly benefited in terms of increasing their understanding and confidence in finding ways to support children with the transition to secondary school. Almost all (91% - 99%) felt that:

- The training had helped increase their understanding of emotional issues for children when moving to secondary school.

- They were more confident about ways to support children in preparing and planning for transition. In particular, they had gained a better understanding of the role of the SENCO in supporting transition and were more confident about involving parents and carers.
- They had become more confident in supporting children with developing friendship skills.
- They were more aware of their school's responsibilities in relation to transition and knew where to access further information and support.

Many described how the masterclass had made them more aware of the need to support children during transition:

It reminded me how important transition work is to help a child with the change of going to secondary school.

We should not assume that most children are confident / ready to move schools.

Others talked about developing a greater appreciation of the particular issues associated with transition, such as the 'range of emotions and depth that children feel with transition and the psychology involved'.

Professionals are more able to deliver effective preventative and remedial strategies

All of the 100 professionals who completed feedback forms following the Kidscape training felt this had enabled them to learn about anti-bullying strategies and had increased their confidence in teaching these strategies to the children they worked with. In particular, some professionals felt that the training had given them ways to help children to be more assertive:

[It gave me] strategies to empower children and help them to stand up to bullying behaviour.

[I valued] being shown how to teach children to be more resilient and cope with bullying behaviour.

Some had found it useful to focus on the role of body language and how this can be used to communicate effectively:

[We learnt] how to use body language/voice to differentiate between passive, aggressive and assertive [behaviour].

Others had found it valuable to learn ways to encourage children to talk about their emotions:

I liked the Kidscape activities – drawing round a child and saying where in the body you feel emotion.

[We learnt] different strategies to teach feelings and what they look like.

Most (98% - 100%) of the professionals who completed the feedback forms also felt that the training had helped them know more about how to deal with bullying behaviour and to feel more confident in preventing and dealing with bullying behaviour:

[I valued] the practical suggestions on how to deal with bullying in class.

[I learnt about] techniques from Kidscape tools to deal with bullying.

Final evaluations from schools also revealed that overall it had been useful in building staff confidence in dealing with bullying;

The staff feel more confident in dealing with issues in the class or playground.

More teachers feel confident in tackling the issue with their classes as incidents arise.

4.3 Outcomes for schools

Over half (55%) of the 49 schools who completed evaluation forms at the end of the programme said they had made changes to their anti-bullying policies or procedures since their involvement in the Kidscape programme. In particular, many described how the support from Kidscape had enabled them to update their policies and clarify good practice:

Our Anti-bullying policy was due for review and needed updating in line with current legislation. Kidscape provided a very useful checklist and took the time to go through the school policy in advance of our meeting to highlight areas for discussion.

We have updated our Anti-bullying policy and included a lot of suggestions from Kidscape. It has given us some great ideas that we can use and will try to embed now and in the future.

We are in the process of updating our policy as a result of the support. We are including information about distinguishing between conflict and bullying and ensuring that cyber bullying is also in the policy.

In addition, a third (33%) of schools reported that they had improved their practice in addressing bullying as a result of their involvement in the Primary BIT programme. For example, some schools described how they were now carrying out more anti-bullying activities such as assemblies devoted to the topic. One school reported that they had invited a theatre group to deliver workshops on bullying to Key Stage 2 classes.

A number of schools also described how their approach to bullying had changed as a result of the Kidscape intervention. In particular, some said they had changed the way in which they defined bullying or the way in which teachers were expected to support children with bullying:

We have become more restorative in our approach and this has led to pupils having more of a voice to challenge negative behaviour.

We have changed our use of language e.g. 'target' and 'bystander' to enable the children and staff to talk about situations.

In addition, some schools said they had developed new ways for children to raise concerns about bullying:

We have installed a voice box for children to use if they are worried about telling an adult.

[We have put] a worry box and positivity box in the playgrounds and anti-bullying ambassadors have been used to cement the aspects of learning in the lessons.

We have placed two worry boxes in strategic areas around the school for the children to record any concerns or worries on worry slips.

Several schools also said they were planning to provide more information and activities for parents around bullying:

I'm thinking of using the programme with parents, a bullying workshop, and I think from there we might need to look at our policies to make sure parents are understanding of the fact that sometimes bullying is a difficult thing to deal with, whichever side you're on.

Other were planning to organise further staff training:

As a school we will be running INSET to look at issues that may arise in the school and how to deal with them so that every member of staff including support staff feel comfortable in recognising and dealing with behaviour which may be of concern.

In addition, one school reported that they were providing in-depth support to individual pupils who had been affected by long-term bullying:

What we're doing now is putting mentoring in place, and also having counselling sessions with some children. Sometimes you have to do quite a lot, and it takes a long time trying to undo the negative things that bullying has done over the years. I've definitely seen children happier, but there are children that we need to support even more.

Furthermore, a number of schools described how they were taking bullying issues more seriously as a result of the Kidscape programme:

There was a tendency to think it wasn't really a problem, that it'll be fine, just tell people to be a bit kinder. I think we're just being a bit more honest with ourselves, that this could be an issue. We need to deal with it now. We need to make sure that children understand.

Meanwhile, many schools reported that they planned to continue delivering anti-bullying lessons in their schools and to extend the programme to other year groups:

We have decided to continue BIT programme in all remaining Key Stage 2 classes for the remainder of the school year.

We are planning to adapt Key Stage 2 for Key Stage 1, and the Year 4 teacher will be going to Year 1 in the next few weeks.

We're running it through the whole school now. We're aiming to have completed all of the BIT training for Key Stage 2 pupils by the end of the summer term.

In addition, all the professionals we spoke to as part of our follow-up interviews highlighted the importance of reinforcing the messages that children had received through the BIT programme. Some were already planning to repeat the BIT lessons:

We're going to run the programme again, with the same kids. Just to reinforce it, because things are not fresh in their mind, and I think with young children, they need to be reminded of all the different elements.

Others felt that it was also important to repeat the messages through other school activities as well as in the way in which they responded to individual situations:

I think that's something that needs to be revisited frequently as well, it's not something you can do once. It's something that you need going back to, and I think that a lot of the activities lend themselves to doing that as well. So, incorporating them into the SHE, into assemblies, into circle time, and referring

back to them, so when an incident happens now, I speak to the children and say "so you were there as a bystander, what role did you take? Were you a positive bystander or a negative bystander? Did you use any of the techniques that we learned? Did you try 'broken record' in that situation?"

Nonetheless, some professionals felt that there was more work to be done on addressing specific issues:

There are some underlying issues that we still need to address. It was great, but we're going to have to keep touching base.

Another issue that we need to address and do more work around is cyber bullying. They all have phones. It is something that we deal with a lot.

Meanwhile, many schools have continued to access the resources provided by Kidscape to run BIT lessons with children:

- An additional 658 children's workbooks have been purchased by schools taking part in the Extended BIT programme.
- Over 1,000 children's workbooks have been purchased by schools that completed the previous Primary BIT programme.

4.4 Outcomes for parents and carers

Finally, the majority (98%) of the 255 parents and carers who attended workshops and provided feedback said that the workshop had increased their understanding of bullying. In particular, some described how it had increased their awareness of bullying and their ability to help their child cope with bullying situations:

I'm more aware of how difficult and serious bullying is and I am more alert.

It explained how we can help our children.

Some had also found it reassuring to learn more about their school's approach to bullying:

It's great to see our school taking a pro-active approach.

The schools had also found the sessions for parents and carers useful, particularly in demonstrating the school's commitment to tackling bullying:

It was great to get parents engaged with the school. It showed them how the school was dealing with bullying and how they could use similar strategies.

Many parents felt it was very useful to understand how school dealt with these issues in school and felt empowered after the workshop to help their children.

It gave them an opportunity to understand the greater thinking behind the school's Anti-bullying policy and the work that takes place in the school on a daily basis to keep children safe and happy.

One member of staff felt that the workshop had helped the school to open up a dialogue with parents who had concerns whilst another commented that the workshop had been useful in helping parents and carers to think carefully before 'jumping to the conclusion that a child is being bullied.' Another noted that it had helped improve relationships with parents:

Parents feel much happier that they have been included and policy/strategies shared with them as a result of this programme.

In one case, a school reported that they had recommended that several families attend Kidscape's ZAP programme which provides to support children and their parents and carers where severe bullying has taken place. Meanwhile, the head teacher in another school had found that the workshop had revealed a lack of understanding among parents and carers of the school's approach to safeguarding and concluded that more work was needed.

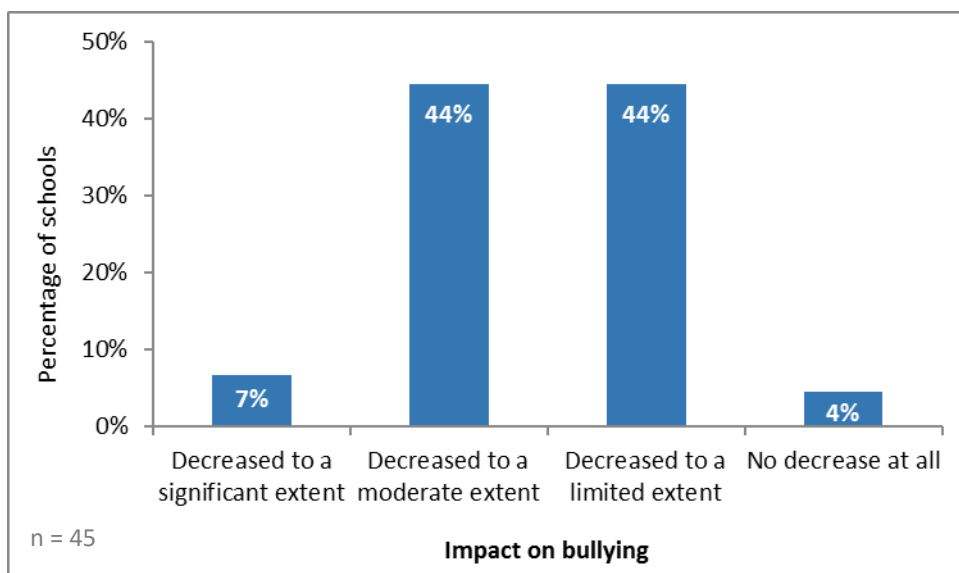
5. Impact of the programme

Our evaluation found that the BIT programme appears to have had a longer-term impact in all of the 49 schools who completed final evaluation forms at the end of the programme.

5.1 Less bullying in schools

Schools were asked whether they felt that bullying behaviour had decreased since they had completed the BIT programme. As Figure 10 shows, almost all schools felt that bullying had decreased to some extent in their schools.

Figure 11: Schools' perceptions of the programme's impact on bullying



As a result, over a third of the schools (39%) said they were getting fewer reports of bullying:

The class that received the BIT lessons have had no cases of bullying this year, whereas in the past this has been a problem.

We keep a tally of types of incident and make a total at the end of each half-term. Reported incidents of bullying reduced from five in the first half of the autumn terms to zero in the second half-term.

There have been no reports of bullying this year and pupils feel that they have strategies to deal with conflict and that they are being listened to by adults in and out of the classroom.

In one class, the children are attempting to resolve conflicts themselves and are reporting less incidents of bullying. In another class, there are more reports of bullying, but we feel that this might be because children are now more aware of what is right and wrong and the importance of telling someone.

One school told us how the number of incidents they had recorded in relation to bullying had gone down in a term from 84 incidents to 45 incidents:

So we've had half the number incidents, and this term I think it'll go down even more, especially transition, children find it difficult. So the programme gave them a lot of the skills they needed to not get into problems.

5.2 Better behaviour

Nearly a third (31%) of the schools who completed final evaluation forms also felt that behaviour during playtime had improved:

There have been less incidents of conflict in the playground and when there are incidents, pupils are telling adults.

I have heard some children talk about 'fogging' when out on the playground.

The children in that class are playing more cohesively and are able to use language taught in the sessions to resolve conflict ~~sometimes~~. They seem to be able to notice when they need to remove themselves from situations and make better choices.

Some had also seen fewer children getting into trouble for their behaviour:

We had 24 children getting into trouble at least once a week. That's reduced down to four children. Even the children who are severely misbehaving four or five times a week are down to once a week, which we're very pleased with.

5.3 Other areas of impact

In addition, the feedback from schools revealed other ways in which the BIT programme had made an impact:

- 87% felt children had improved their attitude to learning or attainment
- 71% reported that children were now dealing with conflict in more positive ways
- 33% felt school attendance rates had improved. One school said:

There are some children who would take days off because they don't want to come to school, and that's definitely reduced.

- 18% said that children with SEND or behavioural needs were managing their behaviour better. For example, one head teacher said:

Children with behaviour difficulties have been able to notice types of bullying incidents and have become more active in dealing with their own behaviour.

In addition, one school felt that some children had developed life skills that would help them in other aspects of their lives. They described how 'children who were very quiet and shy, and easily embarrassed,' had been given a 'framework of words' that would make it easier for them to deal with friendship situations. Similarly, another school described how the programme had helped them to focus on 'quiet children we hadn't really done anything about it'.

Meanwhile, another school reported that the parents who had come to the Kidscape Parents' workshop were not the parents whose attendance they would have predicted and felt that these parents were now more confident approaching the school.

6. Conclusion and recommendations

6.1 Conclusion

This evaluation has found that the Extended Primary BIT programme has been extremely effective in enabling schools to strengthen their ability to prevent and respond to bullying. In particular, professionals have gained a better understanding of how to recognise bullying and are better equipped to help the children they work with to deal with bullying situations. Meanwhile, the BIT programme has also given children a better understanding of bullying and, in particular, of the role of the bystander whilst enabling them to develop their confidence and conflict-resolution skills. As a result, schools have reported a reduction in bullying incidents as well as positive changes in children's attitudes and behaviour, both in the playground and in class. The additional support from Kidscape has enabled schools to embed a consistent anti-bullying approach across the school. Some schools reported that they were now taking bullying issues more seriously whilst others had developed additional support for pupils being bullied. In some cases, schools had also been able to offer more support for parents, enabling them to gain a better understanding of bullying and how to support their children with bullying issues. This highlights how Kidscape's BIT programme has been a catalyst for change, not only in terms of reducing bullying but also in improving schools' relationships with their pupils and parents.

This evaluation has highlighted particular aspects of the programme that will enable the programme to have longer-term impact:

- By providing training and support to both professionals and children as well as to parents and carers, the programme has enabled schools to embed a common understanding of bullying and to develop anti-bullying strategies that will help to sustain the impact of the BIT programme in preventing bullying.
- The additional support from Kidscape has also enabled schools to develop their anti-bullying work, thereby maximising the impact of the programme within schools.
- In addition, the programme's cascade model means that professionals have the skills that enable them to continue to deliver the programme to even more children whilst the adaptability of the resources means that schools can extend the programme to other year groups.
- Providing resources which are free to download from Kidscape's website means that schools can continue to use them to support their delivery of further BIT lessons.

Overall, this evaluation has found that the Extended BIT programme has been an extremely valuable initiative which has enabled schools to improve the way in which they prevent and manage bullying and which has given children important skills and strategies that have helped them become assertive, confident and caring individuals. It is clear that the model Kidscape has developed for this work is extremely effective and should be made widely available to primary schools across the country.

6.2 Recommendations

In considering how this programme may be developed in the future, the key suggestions emerging from the evaluation data are for Kidscape to:

- provide options for breaking the lessons down into shorter units that could be delivered over a longer period of time
- develop resources for schools to use in delivering the lessons to younger children.

We also feel it is important, given the evident value of the BIT programme, that Kidscape should seek further funding to enable it to make the programme widely available to primary schools across the country as well as to support schools to roll out the programme to younger children.

7. Appendices

7.1 Evaluation framework

Outputs	Output indicators	Key Performance Indicators from grant agreement	Milestones from grant agreement
Launch event	No. of professionals/schools attending		Launch event completed by end of June 2015
Recruitment of schools	No. of schools recruited	48 primary schools will have been recruited for the BIT programme	4 schools to have signed up by end of June 2015 48 schools to be recruited in total by end of December 2015
	Profile of schools who undertake the programme (borough, no. of children on school roll)		
Stage 1 training	No. of Stage 1 training sessions run		
	No. of schools/professionals attending Stage 1 training	96 professionals will have been trained in BIT	All Stage 1 training to be completed by end of December 2015
	Profile of professionals who take part in the Stage 1 training		
	Level of user satisfaction		
Delivery of BIT lessons to children (Stage 2)	No. of children who take part in BIT lessons	1440 children will receive Primary BIT lessons	All Stage 2 training for pupils to be completed by mid-February 2015
	No. of schools who deliver BIT lessons		12 schools to have completed Stage 2 training for pupils by end of December 2015

Outputs	Output indicators	Key Performance Indicators from grant agreement	Milestones from grant agreement
Stage 3 support	No. of schools that receive Stage 3 support		
	Type of support provided		
	Level of user satisfaction	75% of head teachers will rate the Stage 3 support as useful or above	All Stage 3 work to be completed by end of February 2015
Completion of the BIT programme	No. of schools who complete the programme	85% of schools recruited will have completed Stages 1 to 3	
Pupil workshop	No. of children attending	144 children will have attended the pupil workshop	Hold pupil workshop for 144 pupils by end of July 2015
	Level of user satisfaction	70% of children will rate the pupil workshop as good or above	
Masterclasses	No. of professionals/schools attending	108 professionals will have participated in masterclasses	Deliver 15 masterclasses to 45 schools/90 professionals by end of June 2015
	No. and type of masterclasses delivered		
	Level of user satisfaction	75% of professionals will rate the masterclass as good or above	Deliver 3 masterclasses to 9 schools/18 professionals by end of July 2015

Aims	Outcomes	Key Performance indicators from grant agreement	Outcome indicators
To enable children to develop knowledge, skills and strategies to prevent bullying	Children have better conflict-resolution skills, confidence and self-esteem	70% of children trained will have improved their conflict-resolution skills, confidence and self-esteem	No. of children who feel they improve their conflict-resolution skills, confidence and self-esteem
			No. of children who feel more confident that they can help stop bullying in their schools
			No. of children who feel more able to help someone who is being bullied
			No. of children who feel more confident about reporting bullying
	Children have a better understanding of bullying and the role of the bystander		No. of children who remember the anti-bullying lessons
	No. of children who know more about the role of bystanders		
	No. of children who feel more confident in helping others		
	Child are more able to keep themselves safe from bullying		No. of children who feel safer as a result of taking part in the BIT lessons

Aims	Outcomes	Key Performance indicators from grant agreement	Outcome indicators
To enable primary school professionals to recognise bullying/potential bullying behaviour and to deliver effective preventative and remedial strategies	Professionals are more able to recognise bullying/potential bullying behaviour		No. of professionals who feel more able to recognise bullying/potential bullying behaviour
	Professionals have a better understanding of e-safety, cyber bullying and schools' responsibilities concerning e-safety and cyber bullying		No. of professionals who feel more confident that they can spot bullying
			No. of professionals who feel they have a better understanding of e-safety
			No. of professionals who feel they have a better understanding of online risks and risks of cyber bullying
			No. of professionals who feel they have a better understanding of cyber bullying
			No. of professionals who know more about the responsibilities of schools concerning e-safety and cyber bullying
			No. of professionals who know where to access further information and support about e-safety and cyber bullying

Aims	Outcomes	Key Performance indicators from grant agreement	Outcome indicators
	Professionals are more able to support children with emotional issues around transition		<p>No. of professionals who feel they have a better understanding of emotional issues around transition</p> <p>No. of professionals who feel more confident about the ways to support children in preparing and planning for transition</p> <p>No. of professionals who feel more confident about supporting children develop their friendship skills</p> <p>No. of professionals who feel more confident about involving parents and carers</p> <p>No. of professionals who feel they have a better understanding of the role of the SENCO in supporting transition</p> <p>No. of professionals who feel they know more about the responsibilities of schools around transition</p> <p>No. of professionals who know where to access further information and support about transition</p>

Aims	Outcomes	Key Performance indicators from grant agreement	Outcome indicators
	Professionals are more able to deliver effective preventative and remedial strategies		<p>No. of professionals who have learnt about tools they can use with the children they teach/work with</p> <p>No. of professionals who feel confident about teaching the Kidscape tools to the children they teach/work with</p> <p>No. of professionals who know more about how to deal with bullying/potential bullying behaviour</p> <p>No. of professionals who feel more confident in preventing/dealing with bullying behaviour</p> <p>No. of professionals who feel more confident about preventative e-safety measures</p>

Aims	Outcomes	Key Performance indicators from grant agreement	Outcome indicators
To embed anti-bullying work within school communities	Primary schools improve their anti-bullying intervention, management, policy and monitoring best practice		No. of schools who record instances of bullying and whether formally or informally
			No. of schools that improve their anti-bullying intervention, management, policy and monitoring best practice
			What improvements schools make
	Parents and carers have a better understanding of bullying		No. of parents and carers who report having a better understanding of bullying
What parents and carers found most useful about the sessions			

7.2 DfE targets

Progress towards output targets

Outputs	Key Performance Indicators from grant agreement	Progress towards KPIs	Comment
Recruitment of schools	48 primary schools will have been recruited for the BIT programme	54 schools registered with the programme.	KPI exceeded.
Stage 1 training	96 professionals will have been trained in BIT	103 professionals attended training run by Kidscape.	KPI exceeded.
Delivery of BIT lessons to children (Stage 2)	1440 children will receive Primary BIT lessons	Based on data provided by schools, it is estimated that over 3,600 primary school children took part in the programme.	KPI exceeded.
Stage 3 support	75% of head teachers will rate the Stage 3 support as useful or above	Based on feedback provided by 48 head teachers, all 48 (100%) rated the support as very or quite useful.	KPI exceeded.
Completion of the BIT programme	85% of schools recruited will have completed Stages 1 to 3	53 schools (98%) of the 54 schools of those recruited completed the programme.	KPI exceeded.
Pupil workshop	144 children will have attended the pupil workshop	The workshop was attended by 106 children.	KPI not achieved.
	70% of children will rate the pupil workshop as good or above	Almost all the children (95%) rated the workshop as good or excellent.	KPI exceeded.
Masterclasses	108 professionals will have participated in masterclasses	136 professionals attended the two masterclasses	KPI exceeded.
	75% of professionals will rate the masterclass as good or above	95% of professionals rated the masterclasses as excellent or good.	KPI exceeded.

Progress towards outcome targets

Outcomes	Key Performance Indicators from grant agreement	Progress towards KPIs	Comment
Children have better conflict-resolution skills, confidence and self-esteem	70% of children trained will have improved their conflict-resolution skills, confidence and self-esteem	<ul style="list-style-type: none"> • 77% of the children who completed feedback forms after taking part in the BIT lessons said that the BIT lessons had helped them feel more able to deal with someone who is a bully. • 76% said that the lessons had helped them learn how to deal with difficult situations. • 83% said they felt more able to help someone who was being bullied as did 93% of the children who attended the Pupil Workshop. • 72% felt they could deal better with their feelings. • 82% reported feeling more confident. • 82% reported feeling better about themselves. 	KPI exceeded.

7.3 Programme statistics

	No.
No. of schools registered to take part in the BIT programme	54
No. of schools that completed the BIT programme	53
No. of training sessions for professionals	12
No. of professionals trained on the BIT programme	103
No. of children who attended 4 or more lessons as part of the BIT programme	2,168
No. of sets of BIT lessons delivered by schools	115
No. of schools that delivered BIT lessons to more than one class	30
No. of schools in which Kidscape ran awareness-raising sessions for parents and carers	24
No. of parents and carers who attended workshops delivered by Kidscape	371
No. of schools in which Kidscape provided additional training for staff	10
No. of schools in which Kidscape helped review schools' anti-bullying policies and procedures	9
No. of children who attended the Pupil Workshop	106
No. of professionals who attended the masterclass on preparing for transition	67
No. of professionals who attended the masterclass on e-safety awareness and cyber bullying	69

7.4 Summary of data collected

	No.
School profile questionnaires	54
Feedback forms from professionals after Kidscape training	100
Feedback forms from children after BIT lessons	881
Feedback forms from professionals after delivering BIT lessons	63
Feedback forms from schools at the end of their involvement in the programme	49
Feedback forms from parents and carers who attended BIT sessions	255
Interviews with professionals	5
Feedback forms from children who attended the Pupil Workshop	102
Feedback forms from professionals who attended the masterclass on preparing for transition	64
Feedback forms from professionals who attended the masterclass on e-safety awareness and cyber bullying	69

7.5 Schools' profile

Borough in which schools are located	No. of schools	% of schools
Brent	13	24%
Camden	6	11%
Lewisham	22	41%
Westminster	13	24%
Total	54	100%

Number of children on school roll	No. of schools	%
200 or less	7	13%
201 - 400	27	50%
401 - 600	14	26%
over 600	6	11%
Total	54	100%

Type of school	No. of schools	%
Academy	4	7%
Community	26	48%
Voluntary aided	23	43%
Free school	1	2%
Total	54	100%

Anti-bullying initiatives carried out by schools (n = 54)	No. of schools	% of schools
Assemblies	52	96%
Class rules	51	94%
Anti-Bullying Policy	48	89%
ABW activities	42	78%
Children's lessons	40	74%
Counselling / therapeutic support	33	61%
Teacher training	28	52%
Combined Anti-Bullying Behaviour Policy	27	50%
Bully log	27	50%
Peer mentoring system	19	35%
Parents' workshops	13	24%
Governor responsible for anti-bullying	9	17%
Other	6	11%
Cyber-mentoring	5	9%
Stonewall School Champion	2	4%

Level of concern	Cyber bullying		Verbal bullying		Emotional bullying		Physical bullying	
A significant concern	13	32%	6	16%	0	0%	0	0%
A concern	14	34%	19	51%	18	58%	6	20%
A minor concern	8	20%	9	24%	10	32%	16	53%
Not a concern	6	15%	3	8%	3	10%	8	27%
Total	41	101%	37	99%	31	100%	30	100%

Note: Some percentages do not sum to 100 due to rounding.

7.6 Profile of professionals who attended Kidscape training

Role of professionals attending training	No.	%
Teacher	52	46%
Deputy/Assistant Head	20	18%
Inclusion leader/manager/teacher	15	13%
PSHE leader/co-ordinator	13	11%
Learning Mentor	5	4%
Senior teacher	3	3%
Head teacher	2	2%
Phase team leader	2	2%
SENCO	1	1%
Teaching assistant	1	1%
Total	114	101%

Note: Some professionals had more than one role. Percentage does not sum to 100 due to rounding.

Year group taught by professionals attending training	No.	%
Year 4	25	40%
Year 5	30	48%
Both year groups	2	3%
Other	6	10%
Total	63	101%

Note: Percentage does not sum to 100 due to rounding.

7.7 Professionals' feedback on Kidscape training

Professionals' rating of training	No.	%
Excellent	55	55%
Good	43	43%
Average	2	2%
Total	100	100%

Professionals' feedback on training and materials	Groupwork was useful		Materials and presentation were high quality	
	No. of professionals	% of professionals	No. of professionals	% of professionals
Strongly agree	46	46%	52	52%
Agree	54	54%	48	48%
Disagree	0	0%	0	0%
Total	100	100%	100	100%

7.8 Anti-bullying lessons delivered in schools

Number of BIT sets (5 lessons per set) delivered in schools	No. of schools	%
One set of anti-bullying lessons delivered	19	39%
Two sets of anti-bullying lessons delivered	14	29%
Three sets of anti-bullying lessons delivered	8	16%
Four sets of anti-bullying lessons delivered	2	4%
Five sets of anti-bullying lessons delivered	1	2%
Six sets of anti-bullying lessons delivered	4	8%
Seven sets of anti-bullying lessons delivered	1	2%
Total	49	100%

Number of anti-bullying lessons delivered by professionals	No. of professionals	%
Four lessons delivered	4	6%
Five lessons delivered	47	75%
More than five lessons delivered	12	19%
Total	63	100%

Which lesson professionals found most useful	No. of professionals	%
Lesson 5: Bullying defence skills	22	35%
Lesson 4: Confidence and communication	17	27%
Lesson 2: Helping others	16	25%
Lesson 3: Feelings and emotions.	15	24%
Lesson 1: Understanding bullying	14	22%
All	1	2%

Note: Some professionals rated more than one less as most useful.

7.9 Support provided by Kidscape

Professionals' rating of support provided by Kidscape	No. of schools	% of schools
Very useful	31	65%
Quite useful	17	35%
Total	48	100%

Type of Stage 3 support provided to schools	No. of schools receiving support	% of schools receiving support
Workshop for parents and carers	25	50%
Training input for other staff members	10	20%
Review of the school's Anti-bullying Policy	9	18%
Travel safe workshop	6	12%
Total	50	100%

Professionals' rating of Stage 3 support	No. of schools	% of schools
Very useful	31	65%
Quite useful	17	35%
Total	48	100%

7.10 Outcomes data for the BIT programme

Outcomes for children (n = 881)

The anti-bullying lessons helped children....	Yes		No		Not sure		Total	
	No.	%	No.	%	No.	%	No.	%
Know more about bullying	772	88%	31	4%	75	9%	878	100%
Understand how bullying affects people	804	92%	14	2%	60	7%	878	100%
Feel more able to deal with someone who is a bully	670	77%	65	7%	139	16%	874	100%
Feel more able to help someone who is being bullied	733	83%	37	4%	108	12%	878	100%
Deal with difficult situations better	662	76%	59	7%	154	18%	875	100%
Manage their feelings better	634	72%	86	10%	161	18%	881	100%
Feel better about themselves	715	82%	46	5%	112	13%	873	100%
Feel more confident	717	82%	46	5%	112	13%	875	100%
Feel safer from bullying	715	82%	57	7%	103	12%	875	100%

Outcomes for professionals (n = 100)

	Strongly agree		Agree		Disagree		Total	
	No.	%	No.	%	No.	%	No.	%
Learnt strategies to use with children	57	57%	43	43%	0	0%	100	100%
Confident about teaching the Kidscape tools to children	52	52%	48	48%	0	0%	100	100%
Feel more able to recognise bullying	35	35%	61	61%	4	4%	100	100%
Feel more confident in preventing bullying behaviour	31	31%	69	69%	0	0%	100	100%
Know more about how to deal with bullying	38	38%	60	60%	2	2%	100	100%

Outcomes for parents and carers (n = 255)

Understanding of bullying	No. of parents	% of parents
Increased understanding of bullying	251	98%
No change in their understanding of bullying	2	1%
Total	253	99%

Note: Two parents/carers did not answer this question. Percentage does not sum to 100 due to rounding.

Outcomes reported by schools (n = 49)

	No. of schools	%
Made changes to their Anti-bullying policies or procedures	27	55%
Improved practice in relation to bullying	16	33%
Children dealing with conflict in more positive ways	35	71%
Better behaviour during playtime	15	31%
More positive behaviour management among children with SEND/behavioural needs	9	18%
Fewer reports of bullying	19	39%
Other outcomes	7	14%

How schools felt bullying behaviour had changed	No. of schools	%
Decreased to a significant extent	3	7%
Decreased to a moderate extent	20	44%
Decreased to a limited extent	20	44%
Not changed	4	4%
Total	47	99%

Note: Percentage does not sum to 100 due to rounding.

How schools felt attitudes to learning had changed	No. of schools	%
Improved to a significant extent	0	0%
Improved to a moderate extent	17	39%
Improved to a limited extent	21	48%
Not changed	6	14%
Total	44	101%

Note: Percentage does not sum to 100 due to rounding.

How schools felt school attendance had changed	No. of schools	%
Improved to a significant extent	0	0%
Improved to a moderate extent	6	14%
Improved to a limited extent	8	19%
Not changed	29	67%
Total	43	100%

No. of areas in which BIT programme impacted on schools	No. of schools	%
1 area of impact	2	4%
2 areas of impact	0	0%
3 areas of impact	6	12%
4 areas of impact	13	27%
5 areas of impact	15	31%
6 areas of impact	10	20%
7 areas of impact	1	2%
8 areas of impact	2	4%
Total	49	100%

Note: Areas of impact were: a decrease in bullying behaviour; improved attitudes to learning or attainment; improved school attendance; children dealing with conflict in more positive ways; better behaviour during playtime; more positive behaviour management among children with SEND/behavioural needs; fewer reports of bullying; other.

7.11 Outcomes data for the Masterclasses and Pupil Workshop

The Transition masterclass

Overall rating	Number	%
Excellent	30	45%
Good	34	51%
Average	3	4%
Total	67	100%

Group work was useful	Number	%
Strongly agree	26	39%
Agree	41	61%
Total	67	100%

The materials and presentation are of a high quality	Number	%
Strongly agree	23	34%
Agree	43	64%
Disagree	1	1%
Total	67	99%

Note: Percentage does not sum to 100 due to rounding.

The training helped increase my understanding of emotional issues around transition	Number	%
Strongly agree	32	48%
Agree	33	49%
Disagree	1	1%
Strongly disagree	1	1%
Total	67	99%

Note: Percentage does not sum to 100 due to rounding.

I feel more confident about the ways to support children in preparing and planning for transition	Number	%
Strongly agree	25	37%
Agree	40	60%
Disagree	2	3%
Total	67	100%

I feel more confident about supporting children develop their friendship skills	Number	%
Strongly agree	22	33%
Agree	43	64%
Disagree	2	3%
Total	67	100%

I feel more confident about involving parents and carers	Number	%
Strongly agree	13	19%
Agree	49	73%
Disagree	5	7%
Total	67	99%

Note: Percentage does not sum to 100 due to rounding.

I have a better understanding of the role of the SENCO in supporting transition	Number	%
Strongly agree	13	19%
Agree	48	72%
Disagree	6	9%
Total	67	100%

I know more about the responsibilities of schools	Number	%
Strongly agree	14	21%
Agree	52	78%
Disagree	1	1%
Total	67	100%

I know where to access further information and support	Number	%
Strongly agree	24	36%
Agree	41	61%
Disagree	1	1%
Strongly disagree	1	1%
Total	67	99%

Note: Percentage does not sum to 100 due to rounding.

The e-safety/cyber bullying masterclass

Overall rating	Number	%
Excellent	26	41%
Good	35	55%
Average	3	5%
Total	64	101%

Note: Percentage does not sum to 100 due to rounding.

Groupwork was useful	Number	%
Agree	32	50%
Strongly agree	32	50%
Total	64	100%

High-quality presentation and delivery	Number	%
Strongly agree	26	41%
Agree	35	55%
Disagree	2	3%
Strongly disagree	1	2%
Total	64	101%

Note: Percentage does not sum to 100 due to rounding.

The training helped increase my understanding of e-safety	Number	%
Strongly agree	25	39%
Agree	37	58%
Disagree	1	2%
Strongly disagree	1	2%
Total	64	101%

Note: Percentage does not sum to 100 due to rounding.

The training helped increase my understanding of cyber bullying	Number	%
Strongly agree	30	47%
Agree	33	52%
Strongly disagree	1	2%
Total	64	101%

Note: Percentage does not sum to 100 due to rounding.

I have a better understanding of online risks and risks of cyber bullying	Number	%
Strongly agree	29	45%
Agree	32	50%
Disagree	2	3%
Strongly disagree	1	2%
Total	64	100%

I feel confident that I can spot bullying	Number	%
Strongly agree	20	31%
Agree	42	66%
Disagree	2	3%
Total	64	100%

I feel more confident about preventative e-safety measures	Number	%
Strongly agree	18	28%
Agree	43	67%
Disagree	3	5%
Total	64	100%

I know about the responsibilities of schools concerning e-safety and cyber bullying	Number	%
Strongly agree	25	39%
Agree	37	58%
Disagree	1	2%
Strongly disagree	1	2%
Total	64	101%

Note: Percentage does not sum to 100 due to rounding.

I know where to access further information and support	Number	%
Strongly agree	27	42%
Agree	37	58%
Total	64	100%

The pupil workshop

How was the workshop?	No.	%
Bad	1	1%
Ok	4	4%
Good	36	35%
Excellent	61	60%
Total	102	100%

Did you enjoy working with children from other schools?	No.	%
Yes	88	86%
No	0	0%
Not sure	14	14%
Total	102	100%

Did the workshop help you remember the anti-bullying lessons?	No.	%
Yes	96	94%
No	3	3%
Not sure	2	2%
Blank	1	1%
Total	102	100%

Did the workshop help you know more about bystanders?	No.	%
Yes	85	83%
No	7	7%
Not sure	9	9%
Blank	1	1%
Total	102	100%

Did the workshop help you feel more able to help someone who is being bullied?	No.	%
Yes	95	93%
No	0	0%
Not sure	5	5%
Blank	2	2%
Total	102	100%

7.12 Evaluation tools

Follow-up interviews with school professionals after the programme

Introduction

Thank you for agreeing to speak to me. As Kidscape has explained, we are carrying out a final evaluation of the Kidscape BIT programme. We are speaking to a few schools that have been involved in the BIT programme to find out what whether it has had a longer-term impact.

The interview should take about 15 – 20 minutes and is completely confidential. We do not use any names or other identifying information in our reports. However, I would like to record the interview so that I don't have to write it all down. Is that okay?

1. So how long ago did your school complete the BIT programme?
2. How did it go?
3. And what kind of support did you get from Kidscape? Was this useful?
4. Have you gone on to deliver any further BIT lessons to children or further sessions for parents and carers or other staff?
5. What do you plan to do next in terms of developing your anti-bullying work?
6. And in terms of the Kidscape programme, is there anything that you feel could be improved or developed further if the programme were to be rolled out to other schools in the future?
7. Do you feel your school benefited from taking part in the programme? How? [*Probe*]
 - impact on teachers' skills and confidence
 - impact on policies/procedures
 - impact on children's behaviour
 - impact on individual children
8. And do you feel that taking part in the BIT programme has had a longer-term impact on the school?
 - [*if yes*] what kind of impact has it had? [*Probe*]
 - levels of bullying
 - attendance
 - educational attainment
 - [*if no*] is there anything else it could have done to have had more impact?
9. Is there anything else you would like to tell us?

Many thanks for your help.