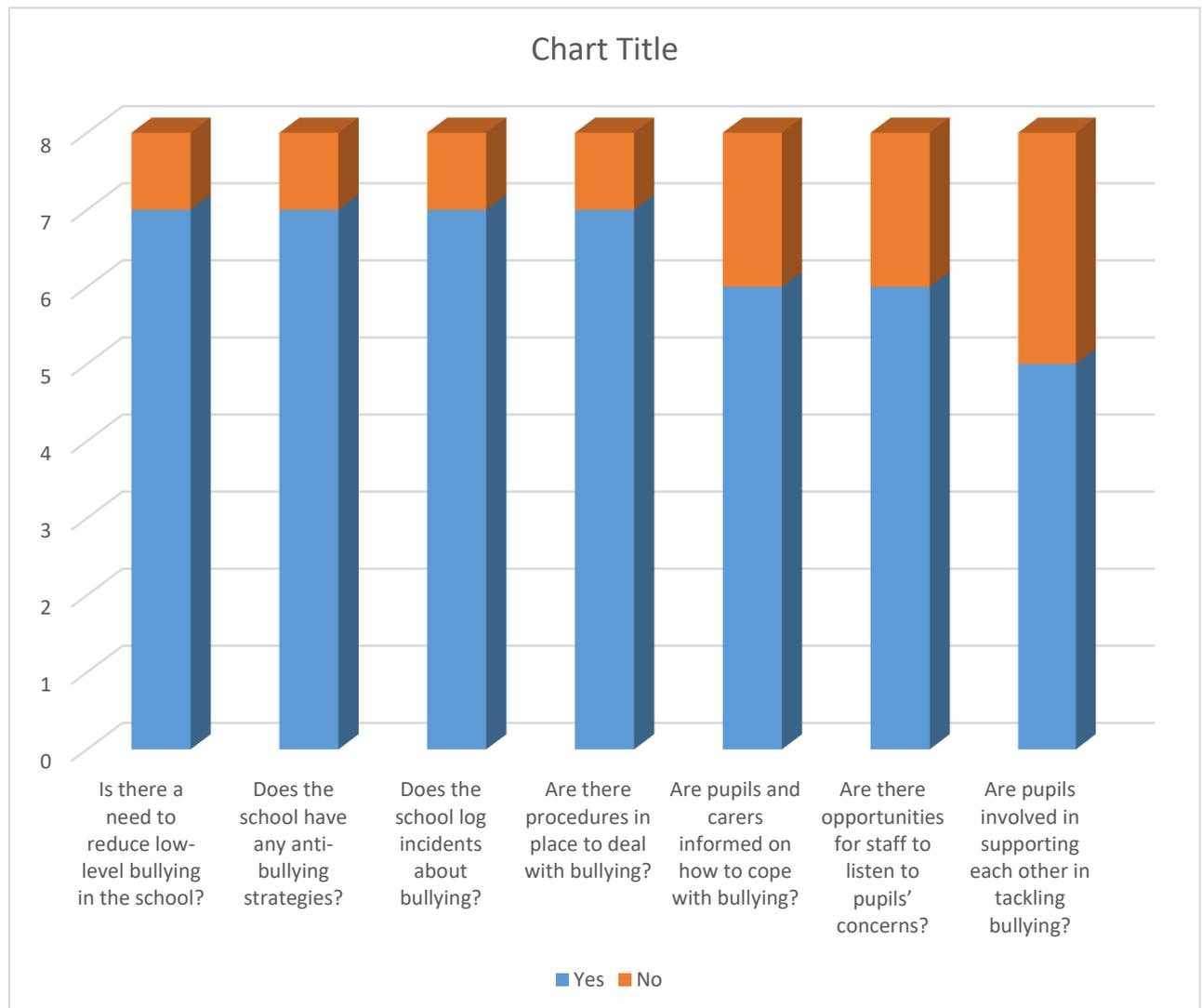


Anti-bullying Questionnaire Results.

Staff questionnaire.

8 teachers and LSAs answered the questionnaire.

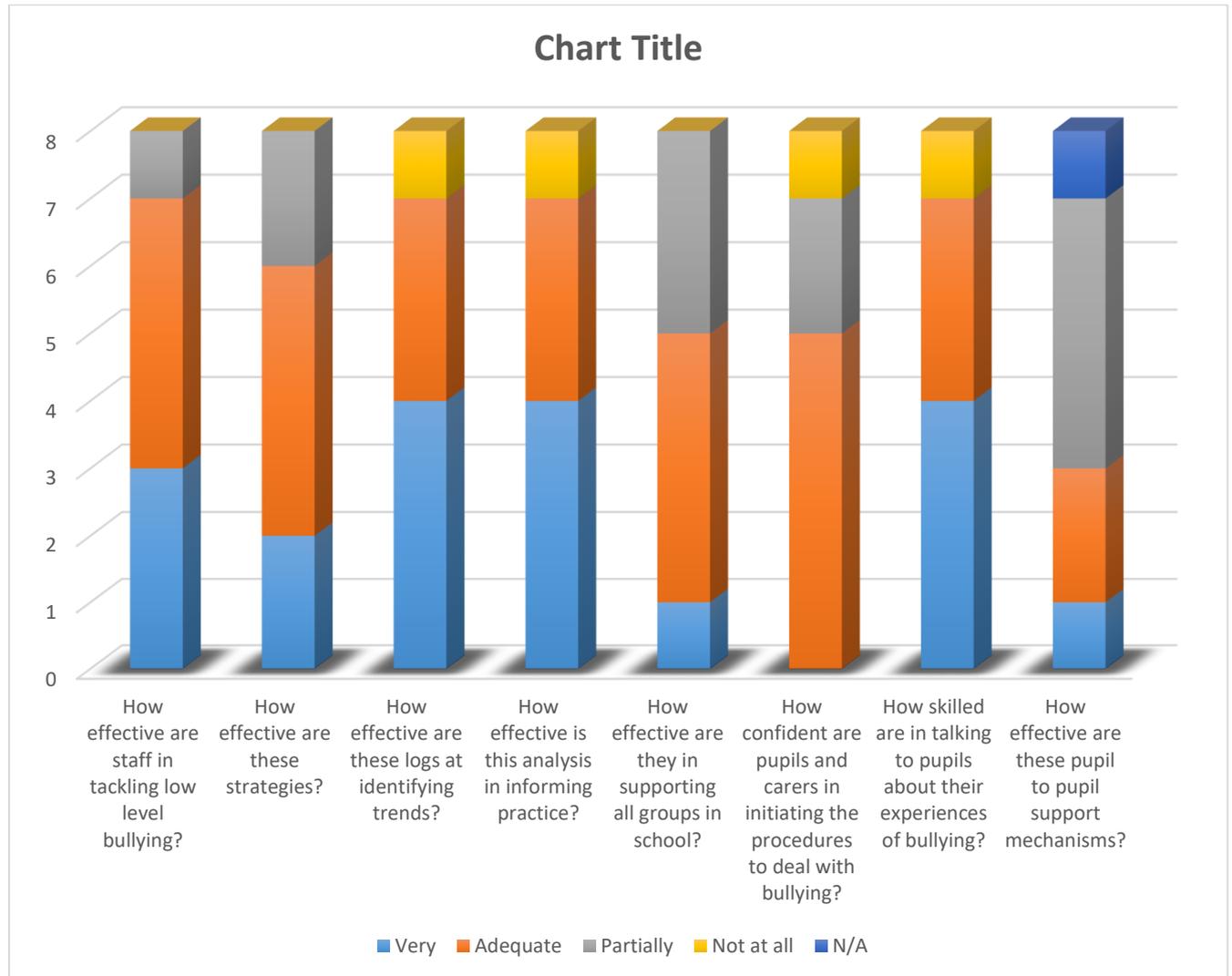
The results for the first set of questions indicate that staff feel that the school's current approach in dealing with bullying is largely effective. Overall, most of the staff reported that procedures around the school were in place and that they are used effectively. Nevertheless, there is a feeling that there remains a necessity to reduce low-level bullying in the school.



Respondents expressed that pupils are not aware of procedures in place to support them with bullying and that they are not open enough to supporting each other to tackle these issues. The DfE's publication Preventing and Tackling Bullying; Advice for Head teachers, Staff and Governing Bodies (2017) suggests involving the pupils by ensuring they are familiar with the policies and what

to do if they find themselves being bullied or involved in bullying even as bystanders as an effective method of preventing bullying in schools. This may be an area for future work within the school.

Qualitatively it was expressed that having time to spend one-to-one with pupils to discuss bullying is limited and that pupil involvement in supporting each other to tackle bullying could improve.



Additional comments argued that the amount of low-level bullying in school reduced the efficiency of the teacher’s abilities to tackle the issue. Some feel that instances of bullying are dismissed as play fighting when this may not be the perception of both parties. It was also highlighted that time is limited in being able to effectively communicate with all parties and that pupils often do not disclose events soon enough or at an appropriate time. Perhaps the introduction of a platform to enable the boys to communicate their experiences of being bullied would be a helpful strategy to assist in this area. Answers indicated that parents were generally good at letting the school know of any concerns.

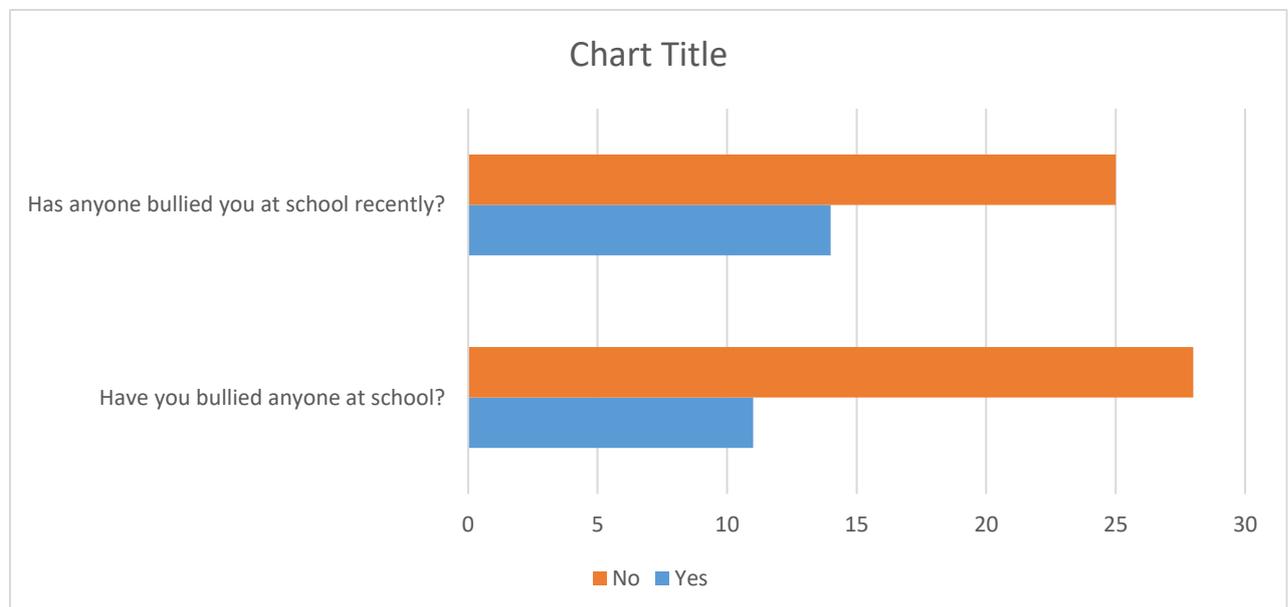
Most of the participants felt that the logs kept by school about bullying were either very effective or adequate and that this informs practice. The Anti-bullying Alliance’s research suggested that Ofsted

have criticised schools' records for omitting to record the type of bullying that occurred and whether actions taken were effective. This may be a consideration for development in the future.

Pupil Questionnaire.

39 of pupils filled out the questionnaire

The Anti-Bullying Alliance defines bullying as the “repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”. It is positive that 30 of the 39 of pupils were able to identify the correct definition that bullying is both purposefully hurting others with words or actions AND pick on others repeatedly. This reinforces to the pupils that they should be mindful of their actions and words and that the resulting physical and emotional impact are equally destructive.



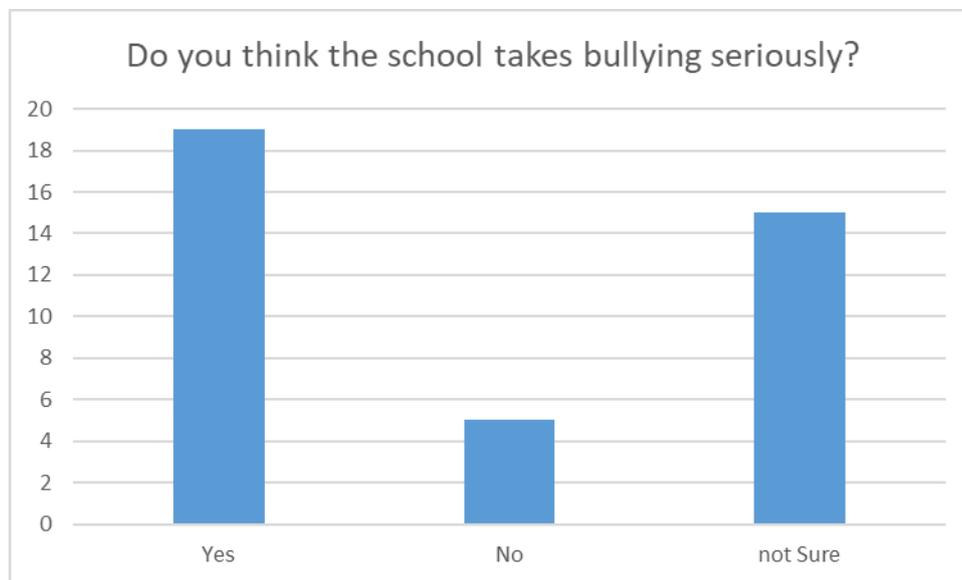
35.9% of boys had been bullied recently. This is lower than the amount found by the Anti-Bullying Alliance whose survey identified 44% of over 11,000 senior school pupils had been bullied recently. This may be due to the single gender nature of Lakeside. Of the 14 boys who identified that they had been bullied recently, three stated they would rather not disclose who had bullied them. Of those who named their bullies the only names that were mentioned more than once were Patrick, 7DA and year 11. Apart from three people who identified year 11, everyone reported someone in their own year as the cause of bullying.

Not all those who identified themselves as being bullied answered where the bullying took place and some of those who did chose multiple areas. The area of school which was identified as being the most likely place to experience bullying was outside/ hard court followed by the classroom and corridor. Only two identified offsite as being the area they were bullied and only one identified the transport coming into school.

Most boys reported experiencing both verbal and physical bullying, with just verbal bullying being a close second. Only two of the boys reported experiencing just physical bullying. It would be interesting to learn the context of the bullying and how events were perceived by both parties.

Only a small number of boys reported these events to teachers however many reported that the bullying had stopped. Of those who reported the instances many felt that this was ineffective. This reiterates the feelings from the staff questionnaire that the boys' involvement in tackling bullying requires improvement.

11 of the 39 questioned identified themselves as bullying someone recently. Seven of these were in year 7, five of which were 7DA, one from LFW and another from 7AP. All of the year sevens identified XX as the person they had bullied. The rest of the pupils that identified having bullied someone were in 9AP, two of which identified YY as their target, two identified XX and the remaining one identified ZZ.



When asked what could be done to tackle bullying in school most replied suggesting more visible staff during break, lunch and when transitioning from lessons. Many argued that staff did not pay enough attention when they are present and that they feel they are not listened to when they report instances of bullying. Many also suggested stronger consequences for those involved in bullying such as exclusion from the school.

DfE (2017) argue that schools have a responsibility to "implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable". The teacher's survey suggested that measures already in place are efficiently dealing with bullying, however this does not appear to be translated into the boys' perceptions.

As a growing area of concern, it would be interesting to further investigate the boys' experiences of cyberbullying and whether this is something Lakeside's pupils experience. The Anti-Bullying Alliance also found that positive parenting and friendships were a significant protective factor towards the negative impact of bullying. Empowering families and the boys as friends may be a consideration when developing Lakeside's approach to bullying in the future.

Recommendations

- Focus on reducing low-level bullying
- The creation of child-friendly policies around bullying to improve the boys' knowledge of what to do and what to expect if they are being bullied or involved in bullying and where to go for support.
- Creating a means of communication for the boys so that they can report their concerns in an immediate and confidential way.
- Ensure that as well as recording instances of bullying, staff are also recording the type of bullying and whether the actions taken were effective. As recommended by Ofsted.
- Include cyber bullying in future questionnaires about bullying.

Resources.

Free CPD training - <https://www.anti-bullyingalliance.org.uk/tools-information/schools-and-teachers/free-cpd-online-training>

Top Tips for Teachers - <https://www.anti-bullyingalliance.org.uk/tools-information/schools-and-teachers/top-tips-teachers-and-school-staff>

A whole school approach - <https://www.anti-bullyingalliance.org.uk/tools-information/schools-and-teachers/whole-school-approach>

NSPCC and the PSHE Association's lesson plans on building positive relationships to tackle bullying <https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/>

References

Anti-Bullying Alliance (2015) Focus on: Bullying. Available at: <https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Focus-on-bullying-2015.pdf> [accessed 08/01/2020]

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NSPCC (2019) Protecting Children from Bullying and Cyber Bullying. Available at: <https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying/> [Accessed 07/02/2020]